

# Elizabeth A. Gunderson, Ph.D.

Indiana University  
Psychological and Brain Sciences  
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## EDUCATION

- Doctor of Philosophy**, Developmental Psychology, University of Chicago 2012  
Dissertation: *Individual differences in early number knowledge: Variation in the learner and the learning environment*
- Bachelor of Arts**, Computer Science & Psychology, Yale University 2005  
Honors: *Magna Cum Laude*, Phi Beta Kappa

## FACULTY POSITIONS

- Professor**, Department of Psychological and Brain Sciences 2023-present  
Indiana University, Bloomington, IN
- Associate Professor**, Department of Psychology & Neuroscience 2019-2023  
Temple University, Philadelphia, PA
- Assistant Professor**, Department of Psychology & Neuroscience 2013-2019  
Temple University, Philadelphia, PA

## RESEARCH POSITIONS

- Postdoctoral Scholar**, Department of Psychology, University of Chicago 2012  
Chicago, IL, Laboratory of Dr. Susan Levine
- Graduate Student**, Department of Psychology, University of Chicago 2007-2012  
Chicago, IL, Laboratory of Dr. Susan Levine

## ONGOING GRANTS

- NSF ECR**, DRL-2410889, Role: Lead PI 2023-2028  
PI of U of Dayton site: Fuhs  
*Improving Flexible Attention to Numerical and Spatial Magnitudes in Young Children*  
Total Costs (Indiana University site): \$1,787,145
- NSF ECR**, DRL-2347386, Role: Co-PI (PI: Tian) 2023-2025  
*Pathways to Conceptual Knowledge of Decimals*  
Total Costs: \$815,385
- NSF ECR**, DRL-2201964 (Temple), DRL-2405548 (IU), Role: PI of IU site 2022-2026  
PIs: Barner (Lead PI), Cordes, Feigenson, Hyde, Kibbe, Libertus, Sullivan, vanMarle  
*Collaborative Research: A Multi-Lab Investigation of the Conceptual Foundations of Early Number Development*  
Total Costs (Indiana University site): \$552,712
- James S. McDonnell Foundation Scholar Award #220020546**, Role: PI 2018-2024

*Developing Mathematical Skills and Motivation*  
Total Costs: \$600,000

**NSF ECR**, DRL-1760144, Role: PI 2018-2024  
Co-PIs: Hindman, Newcombe, Newton, Weinraub  
*Developing STEM Achievement and Motivation: The Role of Spatial Skills and Parent-Child Interactions*  
Total Costs: \$2,434,948

### COMPLETED GRANTS

**NSF CAREER Award**, DRL-1452000, Role: Sole PI 2015-2021  
*CAREER: Spatial Foundations of Symbolic Numeracy Skills in Young Children*  
Total Costs: \$1,227,559

### AWARDS, HONORS, & FELLOWSHIPS

Excellence in Undergraduate Mentoring, Temple University Psychology Honors Program	2023
Excellence in Undergraduate Mentoring, Temple University Psychology Honors Program	2022
Learning Sciences Exchange (LSX) Fellowship (New America/Jacobs Foundation)	2020-2022
Boyd McCandless Award, APA Division 7 (Developmental Psychology)	2020
International Mind, Brain, and Education Society (IMBES) Early Career Award	2018
James S. McDonnell Foundation Scholar Award	2018
Excellence in Undergraduate Mentoring, Temple University Psychology Honors Program	2018
APS Rising Star Award	2015
APA Achievement Award for Early Career Psychologists	2014
Institute for Education Sciences (IES) Outstanding Pre-Doctoral Fellow Award	2012
Institute for Education Sciences (IES) Pre-Doctoral Fellowship	2007-2012
Norman H. Anderson Research Fund	2011
Yale College Dean's Research Fellowship	2003

### PUBLICATIONS

(Mentee Roles: ^Post-doc, \*\*Graduate Student, \*Post-Bac, †Undergraduate Student)

1. \*\*Bennett-Pierre, G., †Chernuta, T., †Altamimi, R., & **Gunderson, E. A.** (2024). Effects of praise and "easy" feedback on children's persistence and self-evaluations. *Journal of Experimental Child Psychology*, 247, 106032. <https://doi.org/10.1016/j.jecp.2024.106032>
2. ^Tian, J., \*\*Bennett-Pierre, G., \*\*Tavassolie, N., Newcombe, N. S., Weinraub, M., Hindman, A. H., Newton, K. J., & **Gunderson, E. A.** (2023). A growth mindset message leads parents to choose more challenging learning activities. *Journal of Intelligence*, 11(10), 193. <https://www.mdpi.com/2079-3200/11/10/193>
3. \*\*Bennett-Pierre, G., Weinraub, M., Newcombe, N. S., & **Gunderson, E. A.** (2023). "This is hard!": Children's and parents' talk about difficulty during dyadic interactions. *Developmental Psychology* 59(7), 1268–1282. <https://doi.org/10.1037/dev0001555>
4. Park, D., **Gunderson, E. A.**, Maloney, E. A., Tsukayama, E., Beilock, S. L., Duckworth, A. L., & Levine, S. C. (2023). Parental intrusive homework support and math achievement: Does the child's mindset matter? *Developmental Psychology*, 59(7), 1249–1267. <https://doi.org/10.1037/dev0001522>

5. ^Tian, J., \*\*Ren, K., & **Gunderson, E. A.** (2023). Verbal labels influence children's processing of decimal magnitudes. *Journal of Applied Developmental Psychology*, 86, 101537. <https://doi.org/10.1016/j.appdev.2023.101537>
6. ^Tian, J., \*\*Ren, K., Newcombe, N. S., Weinraub, M., Vandell, D. L., & **Gunderson, E. A.** (2023). Tracing the origins of the STEM gender gap: The contribution of childhood spatial skills. *Developmental Science*, 26, e13302. <https://doi.org/10.1111/desc.13302>
7. \*\*Bennett-Pierre, G., & **Gunderson, E. A.** (2022). Fiber arts require spatial skills: How a stereotypically feminine practice can help us understand spatial skills and improve spatial learning. *Sex Roles*, 88, 1-16. <https://doi.org/10.1007/s11199-022-01340-y>
8. **Gunderson, E. A.** (2022). Early prediction of learning outcomes in mathematics. In M. A. Skeide (Ed.), *The Cambridge Handbook of Dyslexia and Dyscalculia* (pp. 318-332). Cambridge University Press. <https://doi.org/10.1017/9781108973595.025>
9. \*\*Ren, K., \*Wang, Y., Weinraub, M., Newcombe, N. S., & **Gunderson, E. A.** (2022). Fathers' and mothers' praise and spatial language during play with first graders: Patterns of interaction and relations to math achievement. *Developmental Psychology*, 58(10), 1931–1946. <https://doi.org/10.1037/dev0001410>
10. Dearing, E., Casey, B., Davis-Kean, P. E., Eason, S., **Gunderson, E.**, Levine, S. C., Laski, E. V., Libertus, M., Lu, L., Lombardi, C. M., Nelson, A., Ramani, G., & Susperreguy, M. I. (2022). Socioeconomic variations in the frequency of parent number talk: A meta-analysis. *Education Sciences*, 12(5). <https://doi.org/10.3390/educsci12050312>
11. ^Tian, J., †Dam, S., & **Gunderson, E. A.** (2022). Spatial skills, but not spatial anxiety, mediate the gender difference in number line estimation. *Developmental Psychology*, 58(1), 138-151. <https://doi.org/10.1037/dev0001265>, 10.1037/dev0001265.supp (Supplemental)
12. **Gunderson, E. A.**, & \*Hildebrand, L. (2021). Relations among spatial skills, number line estimation, and exact and approximate calculation in young children. *Journal of Experimental Child Psychology*, 212, 105251. <https://doi.org/10.1016/j.jecp.2021.105251>
13. Fuhs, M. W., \*\*Tavassolie, N., \*Wang, Y., \*Bartek, V., Sheeks, N. A., & **Gunderson, E. A.** (2021). Children's flexible attention to numerical and spatial magnitudes in early childhood. *Journal of Cognition and Development*, 22(1), 22-47. doi:10.1080/15248372.2020.1844712
14. \*\*Ren, K., & **Gunderson, E. A.** (2021). The dynamic nature of children's strategy use after receiving accuracy feedback in decimal comparisons. *Journal of Experimental Child Psychology*, 202, 105015. <https://doi.org/10.1016/j.jecp.2020.105015>
15. ^Tian, J., \*Bartek, V., †Rahman, M. Z., & **Gunderson, E. A.** (2021). Learning improper fractions with the number line and the area model. *Journal of Cognition and Development*, 22(2), 305-327. <https://doi.org/10.1080/15248372.2021.1890603>
16. Gibson, D. J., **Gunderson, E. A.**, & Levine, S. C. (2020). Causal effects of parent number talk on preschoolers' number knowledge. *Child Development*, 91(6), e1162-e1177. <https://doi.org/10.1111/cdev.13423>

17. <sup>^</sup>Tian, J. & **Gunderson, E. A.** (2020). Teaching fractions to young children. *Young Children*, 75(4), 62-67.
18. **\*\*Ren, K., & Gunderson, E. A.** (2019). Malleability of whole-number and fraction biases in decimal comparison. *Developmental Psychology*, 55(11), 2263–2274. doi:10.1037/dev0000797
19. <sup>†</sup>Ham, L., & **Gunderson, E. A.** (2019). Utilizing analogical reasoning to aid children’s proportional reasoning understanding. *Journal of Numerical Cognition*, 5(2), 140-157. doi:10.5964/jnc.v5i2.193
20. **Gunderson, E. A., \*\*Hamdan, N., \*Hildebrand, L., & \*Bartek, V.** (2019). Number line unidimensionality is a critical feature for promoting fraction magnitude concepts. *Journal of Experimental Child Psychology*, 187, 104657. doi:10.1016/j.jecp.2019.06.010
21. **§\*\*Ren, K., §\*Lin, Y., & Gunderson, E. A.** (2019). The role of inhibitory control in strategy change: The case of linear measurement. *Developmental Psychology*, 55(7), 1389-1399. doi:10.1037/dev0000739  
§Both authors contributed equally.
22. Gibson, D. J., **Gunderson, E. A.**, Spaepen, E., Levine, S. C., & Goldin-Meadow, S. (2019). Number gestures predict learning of number words. *Developmental Science*, 22(3), e12791. doi:10.1111/desc.12791
23. Newcombe, N. S., Booth, J. L., & **Gunderson, E. A.** (2019). Spatial skills, reasoning, and mathematics. In J. Dunlosky & K. Rawson (Eds.), *Cambridge Handbook on Cognition and Education*. Cambridge, UK: Cambridge University Press.
24. Ramirez, G., Fries, L., **Gunderson, E.**, Schaeffer, M. W., Maloney, E. A., Beilock, S. L., & Levine, S. C. (2019). Reading anxiety: An early affective impediment to children’s success in reading. *Journal of Cognition and Development*, 20(1), 15-34. doi:10.1080/15248372.2018.1526175  
**Winner of 2019 Journal of Cognition and Development Editor’s Choice Award.**
25. <sup>§</sup>Spaepen, E., <sup>§</sup>**Gunderson, E. A.**, Gibson, D., Goldin-Meadow, S., & Levine, S. C. (2018). Meaning before order: Cardinal principle knowledge predicts improvement in understanding the successor principle and exact ordering. *Cognition*, 180, 59-81. doi:https://doi.org/10.1016/j.cognition.2018.06.012  
§Both authors contributed equally.
26. **Gunderson, E. A.**, Donnellan, M. B., Robins, R. W., & Trzesniewski, K. H. (2018). The specificity of parenting effects: Differential relations of parent praise and criticism to children’s theories of intelligence and learning goals. *Journal of Experimental Child Psychology*, 173, 116-135. doi: 10.1016/j.jecp.2018.03.015
27. **Gunderson, E. A.**, Sorhagen, N. S., Gripshover, S., Dweck, C., Goldin-Meadow, S., & Levine, S. C. (2018). Parent praise to toddlers predicts fourth grade academic achievement via children’s incremental mindsets. *Developmental Psychology*, 54(3), 397-409. doi: 10.1037/dev0000444, 10.1037/dev0000444.supp (Supplemental)

28. **Gunderson, E. A.**, Park, D., Maloney, E. A., Beilock, S. L., & Levine, S. C. (2018). Reciprocal relations among motivational frameworks, math anxiety, and math achievement in early elementary school. *Journal of Cognition and Development, 19*(1), 21-46. doi: 10.1080/15248372.2017.1421538
29. **Gunderson, E. A.**, \*\*Hamdan, N., Sorhagen, N. S., & \*D'Esterre, A. P. (2017). Who needs innate ability to succeed in math and literacy? Academic-domain-specific theories of intelligence about peers versus adults. *Developmental Psychology, 53*(6), 1188-1205. doi: 10.1037/dev0000282
30. \*\*Hamdan, N., & **Gunderson, E. A.** (2017). The number line is a critical spatial-numerical representation: Evidence from a fraction intervention. *Developmental Psychology, 53*(3), 587-596. doi: 10.1037/dev0000252, 10.1037/dev0000252.supp (Supplemental)
31. Park, D., **Gunderson, E. A.**, Tsukayama, E., Levine, S. C., & Beilock, S. L. (2016). Young children's motivational frameworks and math achievement: Relation to teacher-reported instructional practices, but not teacher theory of intelligence. *Journal of Educational Psychology, 108*(3), 300-313. doi: 10.1037/edu0000064
32. Suskind, D. L., Leffel, K. R., Graf, E., Hernandez, M. W., **Gunderson, E. A.**, Sapolich, S. G., Suskind, E., Leininger, L., Goldin-Meadow, S., & Levine, S. C. (2016). A parent-directed language intervention for children of low socioeconomic status: a randomized controlled pilot study. *Journal of Child Language, 43*(02), 366-406. doi: 10.1017/S0305000915000033
33. **Gunderson, E. A.**, Spaepen, E., Gibson, D., Goldin-Meadow, S., & Levine, S.C. (2015). Gesture as a window onto children's number knowledge. *Cognition, 144*, 14-28. doi: <http://dx.doi.org/10.1016/j.cognition.2015.07.008>
34. **Gunderson, E.A.**, Spaepen, E., & Levine, S.C. (2015). Approximate number word knowledge before the cardinal principle. *Journal of Experimental Child Psychology, 130*, 35-55. doi: 10.1016/j.jecp.2014.09.008
35. Maloney, E. A., Ramirez, G., **Gunderson, E. A.**, Levine, S. C., & Beilock, S. L. (2015). Intergenerational effects of parents' math anxiety on children's math achievement and anxiety. *Psychological Science, 26*(9):1480-1488. doi: 10.1177/0956797615592630
36. **Gunderson, E. A.**, Gripshover, S. J., Romero, C., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2013). Parent praise to 1- to 3-year-olds predicts children's motivational frameworks 5 years later. *Child Development, 84*(5), 1526-1541. doi: 10.1111/cdev.12064
37. **Gunderson, E. A.**, Ramirez, G., Beilock, S. L., & Levine, S. C. (2013). Teachers' spatial anxiety relates to 1st- and 2nd-graders' spatial learning. *Mind, Brain, and Education, 7*(3), 196-199. doi: 10.1111/mbe.12027
38. Ramirez, G., **Gunderson, E. A.**, Levine, S. C., & Beilock, S. L. (2013). Math anxiety, working memory, and math achievement in early elementary school. *Journal of Cognition and Development, 14*(2), 187-202. doi: 10.1080/15248372.2012.664593
39. **Gunderson, E. A.**, Ramirez, G., Beilock, S. L., & Levine, S. C. (2012). The relation between spatial skill and early number knowledge: The role of the linear number line. *Developmental Psychology, 48*(5), 1229-1241. doi: 10.1037/a0027433

40. **Gunderson, E. A.**, Ramirez, G., Levine, S. C., & Beilock, S. L. (2012). New directions for research on the role of parents and teachers in the development of gender-related math attitudes: Response to commentaries. *Sex Roles*, *66*(3), 191-196. doi: 10.1007/s11199-011-0100-8
41. **Gunderson, E. A.**, Ramirez, G., Levine, S. C., & Beilock, S. L. (2012). The role of parents and teachers in the development of gender-related math attitudes. *Sex Roles*, *66*(3), 153-166. doi: 10.1007/s11199-011-9996-2
42. Ramirez, G., **Gunderson, E. A.**, Levine, S. C., & Beilock, S. L. (2012). Spatial anxiety relates to spatial abilities as a function of working memory in children. *The Quarterly Journal of Experimental Psychology*, *65*(3), 474-487. doi: 10.1080/17470218.2011.616214
43. **Gunderson, E. A.**, & Levine, S. C. (2011). Some types of parent number talk count more than others: Relations between parents' input and children's number knowledge. *Developmental Science*, *14*(5), 1021-1032. doi: 10.1111/j.1467-7687.2011.01050.x
44. Levine, S. C., **Gunderson, E. A.**, & Huttenlocher, J. (2011). Number development in context: Variations in home and school input during the preschool years. In N. L. Stein & S. W. Raudenbush (Eds.), *Developmental Cognitive Science Goes to School* (pp. 189-202). New York: Taylor and Francis.
45. Beilock, S. L., **Gunderson, E. A.**, Ramirez, G., & Levine, S. C. (2010). Reply to Plante et al.: Girls' math achievement is related to their female teachers' math anxiety. *Proceedings of the National Academy of Sciences*, *107*(20), E80. doi: 10.1073/pnas.1003899107
46. Beilock, S. L., **Gunderson, E. A.**, Ramirez, G., & Levine, S. C. (2010). Female teachers' math anxiety affects girls' math achievement. *Proceedings of the National Academy of Sciences*, *107*(5), 1860-1863. doi: 10.1073/pnas.0910967107
47. Levine, S. C., Suriyakham, L. W., Rowe, M. L., Huttenlocher, J., & **Gunderson, E. A.** (2010). What counts in the development of young children's number knowledge? *Developmental Psychology*, *46*(5), 1309-1319. doi: 10.1037/a0019671

#### **MANUSCRIPTS SUBMITTED FOR PUBLICATION**

(Mentee Roles: ^Post-doc, \*\*Graduate Student, \*Post-Bac, †Undergraduate Student)

1. ^Abreu-Mendoza, R. A., Barner, D., Boni, I., Cheung, P., Cordes, S., Hyde, D., ... **Gunderson, E. A.** (Stage 1 registered report under revision). ManyNumbers 1: A multi-lab international study of early number knowledge.
2. \*\*Ren, K., ^Grenell, A., & **Gunderson, E. A.** (under revised review). Are students' math and verbal motivational beliefs malleable? The role of praise in dimensional comparisons.
3. \*\*Zhang, X. & **Gunderson, E. A.** (under review). The relation between spatial anxiety and spatial skills is moderated by visuospatial working memory and grade level.

#### **INVITED TALKS**

Colloquium, Cognitive Science Program, Indiana University

Nov. 2023

Workshop on Equality & Exact Number, Virtual	Aug. 2023
Colloquium, Dept. of Psychological & Brain Sciences, Indiana University	Apr. 2023
Workshop on Education, University of Chicago	Jan. 2023
Psychology Department Colloquium, University of Pittsburgh	Dec. 2021
Applied Developmental & Educational Psychology (ADEP) Colloquium Series, Boston College	Oct. 2021
Psychology Department Colloquium, University of Chicago	Mar. 2020
Developmental Psychology Brown Bag, University of Pennsylvania	Feb. 2020
Psychology Brown Bag, University of the Sciences	Feb. 2019
Michael S. Goodman '74 Memorial Colloquium Series, Department of Cognitive, Linguistic, & Psychological Sciences, Brown University	Jan. 2019
Psychology Department Colloquium, Stanford University	Jan. 2019
Campaign for Grade Level Reading (GLR) Week, Philadelphia, PA	July 2018
Character Lab Research Seminar, University of Pennsylvania	May 2017
Psychology Brownbag, Rutgers University-Camden	Mar. 2017
Keynote speaker, Southeastern-Massachusetts Quantitative Engagement & Literacy (SEQuEL) Conference, Bridgewater State University	Jan. 2017
Workshop on Education, University of Chicago	May 2016
Psychology Department Colloquium, Villanova University	Mar. 2016
<i>"Space and Mathematics: What's the Connection?"</i> , University of Chicago	Nov. 2015
Center for Children, Relationships, and Culture Seminar Series, University of Maryland	Oct. 2015
TeenSHARP Parent Network	Oct. 2015
Grand Rounds, Department of Psychiatry, University of Vermont	May 2015
Current Work in Developmental Psychology Seminar, Yale University	Oct. 2013
Institute of Education Sciences Principal Investigators Meeting	Sep. 2013
Developmental Seminar, University of Illinois at Urbana-Champaign	Nov. 2011
Harvard Achievement Gap Initiative (AGI) Research-to-Practice Conference, Harvard University	Jun. 2011
Workshop on Education, University of Chicago	Apr. 2011
Developmental Psychology Seminar, University of Chicago	Feb. 2011
Spatial Intelligence and Learning Center Research Seminar, Temple University	Feb. 2011
Spatial Intelligence and Learning Center Research Seminar, Northwestern University	Feb. 2011
Comparative Human Development Workshop on Culture, University of Chicago	Feb. 2011
Research Seminar, Stanford University	May 2010
Developmental Psychology Seminar, Stanford University	May 2010
Workshop on Education, University of Chicago	Jan. 2010
Developmental Psychology Seminar, University of Chicago	Nov. 2009

### **CONFERENCE PRESENTATIONS (SINCE 2018)**

(Mentee Roles: ^Post-doc, \*\*Graduate Student, \*Post-Bac, †Undergraduate Student)

1. ^Abreu-Mendoza, R. A. & **Gunderson, E. A.** (June 2024). Nonsymbolic proportional estimation profiles are not associated with better magnitude understanding at the early stages of fraction instruction. Poster presented at the 2024 Mathematical Cognition and Learning Society Conference, Washington, DC.
2. \*\*Zhang, X. & **Gunderson, E. A.** (June 2024). Linking arithmetic strategy use to spatial skills in children. Talk presented at the 2024 Mathematical Cognition and Learning Society Conference, Washington, DC.
3. \*\*Bennett-Pierre, G., Shipley, T. F., Newcombe, N., & **Gunderson, E. A.** (March 2024). All tied up: Developing the knot reasoning task, a novel measure of non-rigid spatial thinking. Poster presented at the 2024 Cognitive Development Society Biennial Conference, Pasadena, CA.
4. \*\*Tavassolie, N., \*Sylverne, L., \*D'Antonio, E., Newcombe, N., Weinraub, M., & **Gunderson, E. A.** (March 2024). Using books to improve mental rotation skills in 4- and 5-year-old children. Poster presented at the 2024 Cognitive Development Society Biennial Conference, Pasadena, CA.
5. ^Tian, J., †Camarote, J., & **Gunderson, E. A.** (March 2024). Children's motivational beliefs in math, verbal, and spatial domains: relations to gender, grade level, and achievement. Poster presented at the 2024 Cognitive Development Society Biennial Conference, Pasadena, CA.
6. \*\*Zhang, X. & **Gunderson, E. A.** (March 2024). How does mental rotation training affect calculation skills? The role of state anxiety and calculation type. Poster presented at the 2024 Cognitive Development Society Biennial Conference, Pasadena, CA.
7. †Feinberg, H., \*\*Bennett-Pierre, G., & **Gunderson, E. A.** (March 2024). Creation of the Knot Reasoning Task, a novel measure of non-rigid spatial thinking. Poster presented at the 2024 Eastern Psychological Association Conference, Philadelphia, PA
8. \*\*Bennett-Pierre, G., \*Chernuta, T., \*Altamimi, R., & **Gunderson, E. A.** (August 2023). Effects of praise and "easy" feedback on children's persistence after failure on an online puzzle. Poster presented at the 2023 American Psychological Association Convention, Washington, DC.
9. **Gunderson, E. A.**, Barner, D., Cheung, P., Cordes, S., Feigenson, L., Hyde, D., Izard, V., Kibbe, M., Libertus, M., Sullivan, J., vanMarle, K. (June 2023). ManyNumbers 1: Conceptual foundations of number word learning in preschoolers. Talk presented at the 2023 Mathematical Cognition and Learning Society Conference, Loughborough, UK.
10. Hyde, D., Barner, D., Cheung, P., Cordes, S., Feigenson, L., **Gunderson, E. A.**, Izard, V., Kibbe, M., Libertus, M., Sullivan, J., vanMarle, K. (June 2023). ManyNumbers 2: The nature and development of small set number representation in toddlers. Talk presented at the 2023 Mathematical Cognition and Learning Society Conference, Loughborough, UK.
11. Libertus, M., Barner, D., Cheung, P., Cordes, S., Feigenson, L., **Gunderson, E. A.**, Hyde, D., Izard, V., Kibbe, M., Sullivan, J., vanMarle, K. (June 2023). ManyNumbers: Getting



involved and opportunities beyond the two foundational studies. Talk presented at the 2023 Mathematical Cognition and Learning Society Conference, Loughborough, UK.

12. \*\*Tavassolie, N., \*Sylverne, L., Newcombe, N., Weinraub, M., & **Gunderson, E. A.** (June 2023). Using books to improve mental rotation skills in 4- and 5-year-old children. Poster presented at the Mathematical Cognition and Learning Society Conference, Loughborough, UK.
13. ^Tian, J., \*\*Bennett-Pierre, G., \*\*Tavassolie, N., \*\*Zhang, X., \*D'Antonio, E., \*Sylverne, L., Newcombe, N. S., Weinraub, M., Hindman, A., Newton, K., & **Gunderson, E. A.** (June 2023). A month-long parent-led spatial intervention. Poster presented at the Mathematical Cognition and Learning Society Conference, Loughborough, UK.
14. \*\*Zhang, X., \*\*Ren, K., & **Gunderson, E. A.** (June 2023). Do additional magnitude cues benefit children's number line performance? Poster presented at the Mathematical Cognition and Learning Society Conference, Loughborough, UK.
15. \*D'Antonio, E. & **Gunderson, E. A.** (July 2022). Do Mom and Dad both talk about school? Longitudinal relations between parent involvement equality and children's academic achievement. Poster presented at the Annual Conference of the International Mind, Brain, and Education Society (IMBES), Montreal, Canada.
16. \*Sylverne, A. & **Gunderson, E. A.** (July 2022). Spatial skills and number line estimation skills in low math achieving children. Poster presented at the Annual Conference of the International Mind, Brain, and Education Society (IMBES), Montreal, Canada.
17. \*\*Tavassolie, N., ^Tian, J., \*\*Bennett-Pierre, G., Newcombe, N., Weinraub, M., Hindman, A., Newton, K. & **Gunderson, E. A.** (June 2022). Measuring the spatial home learning environment: Initial test of the Spatial Toys and Activities Checklist (STAC). Poster presented at the 2022 Mathematical Cognition and Learning Society Conference, Antwerp, Belgium.
18. ^Tian, J., \*\*Tavassolie, N., \*\*Bennett-Pierre, G., Newcombe, N., Weinraub, M., Hindman, A., Newton, K. & **Gunderson, E. A.** (June 2022). Growth mindset message influences parents' choices of challenging learning activities. Poster presented at the 2022 Mathematical Cognition and Learning Society Conference, Antwerp, Belgium.
19. \*\*Zhang, X. & **Gunderson, E. A.** (June 2022). The interactive effect of working memory and spatial anxiety on spatial skills changes with children's age. Poster presented at the 2022 Mathematical Cognition and Learning Society Conference, Antwerp, Belgium.
20. **Gunderson, E. A.** (April 2022). Supporting early to mid-career researchers: Work-family conflict, service, and (self) promotion. Talk presented at the Cognitive Development Society Preconference: Working toward a more diverse, equitable, and inclusive cognitive developmental science, Madison, WI.
21. \*\*Bennett-Pierre, G., Weinraub, M., Newcombe, N., & **Gunderson, E. A.** (April 2022). "This is hard!": Children and parents talk about difficulty during dyadic interactions in two observational datasets. Poster presented at the 2022 Cognitive Development Society Biennial Conference, Madison, WI.

22. \*\*Tavassolie, N. & **Gunderson, E. A.** (April 2022). Flexible attention to magnitudes: Investigating specificity in dimensional attention. Poster presented at the 2022 Cognitive Development Society Biennial Conference, Madison, WI.
23. ^Tian, J., \*\*Ren, K., Newcombe, N. S., Weinraub, M., Vandell, D. L., & **Gunderson, E. A.** (April 2022). Tracing the origins of the STEM gender gap: Childhood spatial skills contribute to women's underrepresentation in STEM college majors. Poster presented at the 2022 Cognitive Development Society Biennial Conference, Madison, WI.
24. \*\*Zhang, X. & **Gunderson, E. A.** (April 2022). The interactive effect of working memory and spatial anxiety on spatial skills changes with children's age. Poster presented at the 2022 Cognitive Development Society Biennial Conference, Madison, WI.
25. \*\*Bennett-Pierre, G., Weinraub, M., Newcombe, N., & **Gunderson, E. A.** (April 2021). "This is hard!": Children's and parents' talk about difficulty during a dyadic interaction. Poster presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.
26. Dearing, E., Casey, B., Davis-Kean, P., Eason, S., **Gunderson, E. A.**, Levine, S., Lombardi, C., Nelson, A., Ramani, G., & Susperreguy, M. I. (April 2021). Synthesizing mixed evidence on associations between parent number talk and SES. Talk presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.
27. Park, D., **Gunderson, E. A.**, Maloney, E., Tsukayama, E., Beilock, S., Duckworth, A., & Levine, S.C. (April 2021). Intrusive parental homework support and children's math achievement: Relation to children's theories of intelligence. Talk presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.
28. \*\*Ren, K., Sorhagen, N., & **Gunderson, E. A.** (April 2021). Incremental theorists are less dependent on their math achievement when forming their competence self-concepts. Talk presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.
29. \*\*Tavassolie, N., \*Wang, Y., **Gunderson, E. A.**, Sheeks, N., Vrabec, A., & Fuhs, M. W. (April 2021). Young children's flexible attention to numerical and spatial magnitudes. Poster presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.
30. ^Tian, J., †Rahman, M., & **Gunderson, E. A.** (April 2021). Do children understand fraction magnitudes? Sometimes yes, and sometimes no. Talk presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.
31. †Ueki, P., \*\*Bennett-Pierre, G., & **Gunderson, E. A.** (March 2021). Children's statements about difficulty relate to duration of parent-child dyads' task engagement. Poster presented at the Eastern Psychological Association Virtual Annual Meeting.
32. \*\*Tavassolie, N., \*Wang, Y., **Gunderson, E. A.**, Sheeks, N., Vrabec, A., & Fuhs, M. W. (June 2020). Young children's flexible attention to numerical and spatial magnitudes. Poster accepted for presentation at the 3<sup>rd</sup> Mathematical Cognition and Learning Society (MCLS) Conference (cancelled), Dublin, Ireland.

33. ^Tian, J., †Rahman, M., \*Bartek, V., **Gunderson, E. A.** (June 2020). Intervention on improper fractions with number lines versus area models. Paper accepted for presentation at the 3<sup>rd</sup> Mathematical Cognition and Learning Society (MCLS) Conference (cancelled), Dublin, Ireland.
34. \*Carvalho Pereira, J., & **Gunderson, E. A.** (October 2019). Socioeconomic status moderates the relation between spatial and numerical skills in children. Poster presented at the 2019 Cognitive Development Society Biennial Conference, Louisville, KY.
35. †Dam, N., \*Carvalho Pereira, J., & **Gunderson, E. A.** (October 2019). Spatial skills, but not spatial anxiety, partially account for the gender gap in number line estimation. Poster presented at the 2019 Cognitive Development Society Biennial Conference, Louisville, KY.
36. \*\*Ren, K., & **Gunderson, E. A.** (October 2019). The dynamic nature of children's strategy use after receiving feedback in decimal comparisons. Talk presented at the 2019 Cognitive Development Society Biennial Conference, Louisville, KY.
37. \*Wang, Y., & **Gunderson, E. A.** (October 2019). Does parents' spatial language relate to parent and child gender? Poster presented at the 2019 Cognitive Development Society Biennial Conference, Louisville, KY.
38. Fuhs, M., \*Wang, Y., \*Bartek, V., & **Gunderson, E. A.** (June 2019). Flexible attention to numerical and spatial magnitudes in early childhood. Poster presented at the 2<sup>nd</sup> Mathematical Cognition and Learning Society (MCLS) Conference, Ottawa, ON, Canada.
39. \*\*Ren, K., & **Gunderson, E. A.** (June 2019). The impact of decimal labeling on decimal comparison biases. Talk presented at the 2<sup>nd</sup> Mathematical Cognition and Learning Society (MCLS) Conference, Ottawa, ON, Canada.
40. \*Bartek, V., Fuhs, M., & **Gunderson, E.A.** (March 2019). Flexible attention to numerical and spatial magnitudes in pre-K through first graders. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
41. †Cannon, A., \*Hildebrand, L., & **Gunderson, E.A.** (March 2019). Self-reported proportional reasoning strategies as predictors of performance. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
42. **Gunderson, E.A.** (March 2019). Longitudinal relations among spatial and numerical skills in pre-k to fourth grades. Talk presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
43. \*Hildebrand, L. & **Gunderson, E.A.** (March 2019). Proportional reasoning as a spatial foundation of number line estimation. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
44. \*Hildebrand, L., Jirout, J., Newcombe, N. S., & **Gunderson, E.A.** (March 2019). The development of gender stereotypes about spatial, math, and reading domains. Talk presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.

45. †Pepper, S., \*\*Ren, K., \*Bartek, V., & **Gunderson, E.A.** (March 2019). Mothers' and fathers' motivational talk to first-graders: Praise, enjoyment, and high expectations. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
46. \*\*Ren, K. & **Gunderson, E.A.** (March 2019). Malleability of whole-number and fraction biases in decimal comparison. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
47. \*\*Ren, K., Newcombe, N. S., & **Gunderson, E.A.** (March 2019). Parent praise during spatial tasks: Mothers, fathers, and longitudinal relations to math and spatial skills. Talk presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
48. **Gunderson, E. A.** (April 2018). Number line uni-dimensionality is key to promoting fraction representations. Talk presented at the 1<sup>st</sup> Mathematical Cognition and Learning Society Conference, Oxford, UK.
49. **Gunderson, E. A.**, Park, D., Maloney, E. A., Beilock, S. L., & Levine, S. C. (April 2018). Reciprocal relations among motivational frameworks, math anxiety, and math achievement in early elementary school. Talk presented at the 1<sup>st</sup> Mathematical Cognition and Learning Society Conference, Oxford, UK.
50. †Ham, L., & **Gunderson, E. A.** (March 2018). Utilizing analogical reasoning to aid children's proportional reasoning understanding. Poster presented at the 2018 Eastern Psychological Association Meeting, Philadelphia, PA.  
**Winner of Psi Chi Eastern Regional Research Award.**

## TEACHING EXPERIENCE

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### *Graduate*

**Instructor**, Topical Seminar in Developmental Psychology: Mathematical Development, PSY 8510, *Temple University*, Spring 2014, Spring 2018

**Instructor**, Topical Seminar in Developmental Psychology: Cognitive Development, PSY 8510, *Temple University*, Fall 2020

### *Undergraduate*

**Instructor**, Capstone: Psychology in Education, PSY 457, *Indiana University*, Spring 2024

**Instructor**, Capstone: Psychology in Education, PSY 4696, *Temple University*, Spring 2016, Fall 2017, Spring 2018, Spring 2020, Spring 2021, Spring 2022, Spring 2023

**Instructor**, Phases of Development: Infancy, PSY 3301, *Temple University*, Spring 2015, Fall 2018

**Instructor**, Cognitive and Language Development, PSY 3305, *Temple University*, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2019, Fall 2021, Fall 2022

**Instructor**, Capstone: Mathematical Cognition & Development, PSY 4596, *Temple University*, Spring 2013

## UNDERGRADUATE HONORS STUDENTS AND PROJECTS/THESES SUPERVISED

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Joel Camarote, Undergraduate Honors Thesis, Temple University	Completed Spring 2023
Taylor Chernuta, Undergraduate Honors Thesis, Temple University	Completed Spring 2023
Natasha Vahora, Undergraduate Honors Thesis, Temple University	Completed Spring 2023
Rawan Altamimi, Undergraduate Honors Thesis, Temple University	Completed Spring 2022

Khushi Sibal, Undergraduate Honors Thesis, Temple University	Completed Spring 2022
Sarah Pepper, Undergraduate Honors Thesis, Temple University	Completed Spring 2019
Alysa Cannon, Undergraduate Honors Thesis, Temple University	Completed Fall 2018
Lillian Ham, Undergraduate Honors Thesis, Temple University	Completed Spring 2018
Brooke Singer, Undergraduate Honors Thesis, Temple University	Completed Spring 2015

### **MASTER'S STUDENTS AND PROJECTS/THESES SUPERVISED**

Corey Elise Young, Master's Student, Neuroscience Program, Temple University	2017-2019
Co-mentors: Gunderson & Reilly	
Lindsey Hildebrand, M.Ed. in Urban Education, Temple University	2015-2018
Mentor of Master's Thesis research project. <i>Note:</i> Ms. Hildebrand completed her M.Ed. while concurrently working as a full-time research assistant in my lab.	

### **DOCTORAL STUDENTS AND PROJECTS/DISSERTATIONS SUPERVISED**

Xinhe Zhang, Doctoral Student, Temple University, Indiana University	2021-present
Grace Bennett-Pierre, Doctoral Student, Temple University	2019-2024
Dissertation Advisor	
Committee Chair, Preliminary Exam	
	Defended Apr. 2024
	Jan. 2022
Nadia Tavassolie, Doctoral Student, Temple University	2019-2024
Dissertation Advisor	
Committee Chair, Preliminary Exam	
	Defended Apr. 2024
	May 2022
Kexin (Cathy) Ren, Doctoral Student, Temple University	2016-2021
Dissertation Advisor	
Committee Chair, Preliminary Exam	
	Defended May 2021
	Oct. 2019
Noora Hamdan, Doctoral Student, Temple University	2013-2018
Committee Chair, Preliminary Exam	
	Dec. 2016

### **MENTORING: DOCTORAL STUDENT COLLABORATORS**

Nicole Sorhagen, Laboratory of Dr. Marsha Weinraub, Temple University,	2013-2014
Mentor of Research Assistantship	

### **PRELIMINARY EXAM AND DISSERTATION COMMITTEE SERVICE: TEMPLE UNIVERSITY**

Ally Masters, Preliminary Exam Committee, Dept. of Psychology	Defended Feb. 2023
Michelle Chiu, Dissertation Committee, Dept. of Psychology	Defended Nov. 2022
Rachel Myer, Dissertation Committee, Dept. of Psychology	Defended Oct. 2022
Preliminary Exam Committee, Dept. of Psychology	
	Defended April 2018
Elias Blinkoff, Preliminary Exam Committee, Dept. of Psychology	Defended Dec. 2021
Rebekah Banerjee, Preliminary Exam Committee, Dept. of Psychology	Defended May 2021
Natalie Evans, Dissertation Committee, Dept. of Psychology	Defended April 2021
Preliminary Exam Committee, Dept. of Psychology	
	Defended April 2019
Molly Scott, Dissertation Committee, Dept. of Psychology	Defended Jun. 2020
Staci Weiss, Dissertation Committee, Dept. of Psychology	Defended Mar. 2020
Jill Rabinowitz, Dissertation Committee, Dept. of Psychology	Defended April 2017
Laura Young, Dissertation Committee, College of Education	Defended April 2017
Ashley Drew, Dissertation Committee, Dept. of Psychology	Defended April 2017
Preliminary Exam Committee, Dept. of Psychology	
	Defended April 2015
Corinne Holmes, Dissertation Committee, Dept. of Psychology	Defended Jan. 2017
Preliminary Exam Committee, Dept. of Psychology	
	Defended June 2014
Junko Kanero, Dissertation Committee, Dept. of Psychology	Defended July 2016

Preliminary Exam Committee, Dept. of Psychology	Defended Feb. 2015
Jessa Reed, Dissertation Committee, Dept. of Psychology	Defended June 2015
Steve Weisberg, Dissertation Committee, Dept. of Psychology	Defended Dec. 2014
Nicole Sorhagen, Dissertation Committee, Dept. of Psychology	Defended Aug. 2014
Ilyse Resnick, Dissertation Committee, Dept. of Psychology	Defended May 2013

### **MENTEE AND STUDENT AWARDS**

Joei Camarote, Temple University Diamond Award	2022
Lillian Ham, Psi Chi Eastern Regional Research Award	2018
Lindsey Hildebrand, Poster Award, International Mind, Brain, and Education Society	2016

### **MENTEE GRANTS / FUNDING FOR MENTORED RESEARCH**

<b>Liberal Arts Undergraduate Research Awards (LAURA)</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Bennett (\$1,500) <i>The Impact of Spatial Book-Reading on Preschoolers' Mental Rotation Skills</i>	2023
<b>Liberal Arts Undergraduate Research Awards (LAURA)</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Camarote (\$2,000) <i>Improving preschoolers' spatial skills through an at-home parent-led intervention</i>	2022
<b>Building Research Independence by Developing Goals and Hands-on Experiences (BRIDGE)</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: DiSalvo (\$3,000)	2022
<b>Creative Arts, Research and Scholarship (CARAS) Travel Award</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Dam (\$626) <i>Poster presentation at the Cognitive Development Society (CDS) Conference</i>	2019
<b>Creative Arts, Research and Scholarship (CARAS) Project Grant</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Rahman (\$2,025) <i>Number-line Improper Fraction Training in Youth (NIFTY)</i>	2019
<b>National Study of Learning Mindsets Early Career Fellowship</b> , PI: Sorhagen <i>Relations Between Motivation, Math Anxiety, and Math Achievement</i> Total Costs: \$8,000 Role: Collaborator	2018-2019
<b>Creative Arts, Research and Scholarship (CARAS) Project Grant</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Pepper (\$2,925) <i>Gender differences in parents' motivational praise during spatial activities</i>	2018
<b>Creative Arts, Research and Scholarship (CARAS) Travel Award</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Ham (\$1,000) <i>Poster presentation at the Cognitive Development Society (CDS) Conference</i>	2017
<b>Liberal Arts Undergraduate Research Awards (LAURA)</b> , Temple University Mentor: Gunderson, Undergraduate Student Mentee: Wrobel (\$2,000) <i>The importance of parent language and gesture for children's spatial reasoning</i>	2017
<b>Diamond Research Scholars Program</b> , Temple University	2017

Mentor: Gunderson, Undergraduate Student Mentee: Ham (\$4,000)  
*The influence of familiarity on children's proportional reasoning knowledge*

**Creative Arts, Research and Scholarship (CARAS) Travel Award**, Temple University 2017  
Mentor: Gunderson, Undergraduate Student Mentee: Wrobel (\$1,000)  
*Poster presentation at the Eastern Psychological Association (EPA) Conference*

**Creative Arts, Research and Scholarship (CARAS) Travel Award**, Temple University 2016  
Mentor: Gunderson, Undergraduate Student Mentee: Ham (\$994)  
*Poster presentation at the International Mind, Brain, and Education Society (IMBES)*

#### **MENTORING: UNDERGRADUATE STUDENTS, INDIANA UNIVERSITY**

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Ashley Nirtaut, Research Intern	Spring 2024-present
Kelsey Rose, Research Intern, Summer Intern	Spring 2024-present
Sarah Dunn, Research Intern	Fall 2023-Spring 2024
Meghan Tierney, Research Intern	Fall 2023-Spring 2024

#### **MENTORING: UNDERGRADUATE STUDENTS, TEMPLE UNIVERSITY**

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Jamie-Nicole Luistro, Research Intern	Fall 2023-Spring 2024
Abby Neitch, Research Intern	Fall 2023-Spring 2024
Dabin Yim, Research Intern	Fall 2023-Spring 2024
Hannah Feinberg, Research Intern, Summer Intern	Summer 2023-Spring 2024
Jammie Letona, Research Intern, Summer Intern	Summer 2023-Spring 2024
Jules Mirales, Research Intern, Summer Intern	Fall 2022-Fall 2023
Sherese Bennett, Research Intern	Spring 2022-Fall 2023
Caitlin Romanelli, Research Intern, Summer Intern	Fall 2022-Summer 2023
Joel Camarote, Research Intern, Summer Intern & Honors Thesis	Fall 2021-Summer 2023
Ava Pasewicz, Research Intern	Fall 2022-Spring 2023
Elisabetta DiSalvo, Research Intern & Summer Intern	Summer 2022-Spring 2023
Natasha Vahora, Research Intern, Summer Intern & Honors Thesis	Spring 2022-Spring 2023
Ashley Bontempo, Research Intern	Fall 2021-Spring 2023
Taylor Chernuta, Research Intern, Summer Intern & Honors Thesis	Fall 2021-Spring 2023
Katie Probst, Research Intern	Spring 2022-Fall 2022
Jada Macksoud, Research Intern	Fall 2022
Sevila Temirova, Research Intern & Summer Intern	Fall 2021-Summer 2022
Asravi Chilakamari, Research Intern	Fall 2021-Spring 2022
Rawan Altamimi, Research Intern & Honors Thesis	Spring 2020-Spring 2022
Khushi Sibal, Research Intern & Summer Intern & Honors Thesis	Fall 2019-Spring 2022
Lexi Sylverne, Research Intern & Summer Intern	Fall 2020-Summer 2021
Kim Bohl, Research Intern & Summer Intern	Fall 2020-Summer 2021
Paula Ueki, Research Intern & Summer Intern	Fall 2019-Spring 2021
Jennifer Dooher, Research Intern	Spring 2020
Nadhia Engle, Research Intern	Fall 2019-Spring 2020
Su Dam, Research Intern & Summer Intern	Spring 2019-Spring 2020
Dianna Wambach, Research Intern & Summer Intern	Spring 2019-Spring 2020
Maya Rahman, Research Intern & Summer Intern	Spring 2018-Spring 2020
Madyson Kolbes, Research Intern & Summer Intern	Fall 2018-Fall 2019
Clem Paolantonio, Research Intern & Summer Intern	Fall 2018-Summer 2019
Sarah Pepper, Research Intern, Summer Intern, & Honors Thesis	Spring 2018-Spring 2019
Daniel Keefer, Research Intern & Summer Intern	Spring 2018-Fall 2018

Alysa Cannon, Research Intern, Summer Intern, & Honors Thesis	Fall 2017-Fall 2018
Carrie Weaver, Research Intern	Spring 2018
Sania Latif, Research Intern	Fall 2017-Spring 2018
Kyle McCloskey, Research Intern	Fall 2017-Spring 2018
RJ Nair, Research Intern	Fall 2017-Spring 2018
Marly Pred, Research Intern	Fall 2017-Spring 2018
Anza Thomas, Research Intern	Fall 2017-Spring 2018
Lillian Ham, Research Intern, Summer Intern, & Honors Thesis	Spring 2016-Spring 2018
Jaeyong Sung, Research Intern	Fall 2016-Spring 2018
Audrey Wrobel, Research Intern & Summer Intern	Fall 2015-Fall 2017
Cory Ardekani, Research Intern & Summer Intern	Fall 2016-Fall 2017
Christin Kim, Research Intern	Spring 2017-Fall 2017
Amma-Sika Adomako, Research Intern	Fall 2017
Stephy Sebastian, Research Intern	Fall 2017
Elizabeth Kohlbrenner, Research Intern & Summer Intern	Fall 2016-Summer 2017
Synclaire Arthur, Research Intern	Fall 2016-Spring 2017
Tyler Burger, Research Intern	Fall 2016-Spring 2017
Olivia Dermody, Research Intern	Fall 2016-Spring 2017
Nicole Lee, Research Intern	Fall 2016-Spring 2017
Samantha McLaughlin, Research Intern	Fall 2016-Spring 2017
Jessica Palmarini, Research Intern	Fall 2016-Spring 2017
Yesha Dave, Research Intern	Spring 2017
Brittany Worthington, Research Intern	Spring 2017
Najah Young, Research Intern	Spring 2017
Jiai Jung, Research Intern	Fall 2015- Fall 2016
Gabriella Riccardo, Research Intern	Spring 2016-Fall 2016
Sherly Smith, Research Intern	Fall 2016
Riley Brown, Research Intern & Summer Intern	Fall 2015-Summer 2016
Jennifer Brandley, Research Intern & Summer Intern	Spring 2016-Summer 2016
John Durison, Research Intern	Fall 2015-Spring 2016
Maya Johnson, Research Intern	Fall 2015-Spring 2016
Shuo Liu, Research Intern	Fall 2015-Spring 2016
Victoria McLaughlin, Research Intern	Fall 2015-Spring 2016
Sumaiya Nusrath, Research Intern	Fall 2015-Spring 2016
LiaJo DeStefano, Research Intern	Spring 2016
Mahala Femovich, REU Summer Intern	Summer 2015
Courtney Gray, REU Summer Intern	Summer 2015
Brooke Singer, Research Intern & Honors Thesis	Fall 2013-Spring 2015
Alaina Chlebek, Research Intern	Fall 2014-Spring 2015
Marisol Savage, Research Intern	Fall 2014-Spring 2015
Kate Knebels, Research Intern	Fall 2013-Spring 2014

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**SERVICE TO THE UNIVERSITY, INDIANA UNIVERSITY**

**Instructional Promotion Advisory Committee Member** 2024-present

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**SERVICE TO THE DEPT. OF PSYCHOLOGICAL AND BRAIN SCIENCES, INDIANA UNIVERSITY**

**Policy and Steering Committee Member** 2024-present

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**SERVICE TO THE DEPT. OF PSYCHOLOGY & NEUROSCIENCE, TEMPLE UNIVERSITY**



<b>Developmental Area Director</b>	2022-2023
<b>Graduate Committee Member</b>	2022-2023
<b>Fellowship Committee Member</b>	2022-2023
<b>Student Awards Committee Member</b>	2017-2019, 2020-2022
<b>Outreach and Translation Committee Chair</b>	2019-2022
<b>Clinical Faculty Search Committee Member</b>	2019-2020
<b>Outreach and Translation Committee Member</b>	2017-2019
<b>Cognitive Faculty Search Committee Member</b>	2014-2016
<b>Diversity Committee Member</b>	2015-2016
<b>Faculty Awards Committee Member</b>	2014-2015
<b>Colloquium Committee Member</b>	2013-2015
<b>Undergraduate Committee Member</b>	2013-2014

### **SERVICE TO THE PROFESSION**

<b>Mentor</b> , Cognitive Development Society (CDS) Mentorship Program	2023
<b>Member</b> , 2023 Boyd McCandless Award Committee (APA Division 7)	2021-2022
<b>Panelist</b> , NSF Workshop for EHR CAREER Applicants	2021
<b>Co-Chair</b> , 2022 Boyd McCandless Award Committee (APA Division 7)	2020-2021
<b>Mentor</b> , Cognitive Development Society (CDS) Diversity Mentorship Program	2019

### **JOURNAL EDITING AND REVIEWING**

Associate Editor, *Developmental Psychology* (2022-present)  
 Associate Editor, *Journal of Cognition and Development* (2021-present)  
 Guest Editor, *Proceedings of the National Academy of Science (PNAS)* (2021)  
 Consulting Editor, *Journal of Cognition and Development* (2016-2021)  
 Consulting Editor, *Child Development* (2017-2021)

Ad-hoc reviewer:

<i>Assessment</i>	<i>Journal of Educational Psychology</i>
<i>Behavioral and Brain Functions</i>	<i>Journal of Experimental Child Psychology</i>
<i>Child Development Research</i>	<i>Journal of Experimental Education</i>
<i>Cognition</i>	<i>Journal of Numerical Cognition</i>
<i>Cognitive Development</i>	<i>Journal for Research in Mathematics Education</i>
<i>Cognitive Processing</i>	<i>Learning and Instruction</i>
<i>Cognitive Psychology</i>	<i>Learning and Individual Differences</i>
<i>Cognitive Research: Principles and Implications</i>	<i>Mind, Brain, and Education</i>
<i>Cognitive Science</i>	<i>Personality and Social Psychology Bulletin</i>
<i>Contemporary Educational Psychology</i>	<i>Perspectives on Psychological Science</i>
<i>Developmental Psychology</i>	<i>PLoS ONE</i>
<i>Developmental Science</i>	<i>Proceedings of the National Academy of Sciences</i>
<i>Early Education and Development</i>	<i>Psychological Research</i>
<i>Educational Psychology</i>	<i>Psychological Science</i>
<i>Educational Psychology Review</i>	<i>Psychonomic Bulletin &amp; Review</i>
<i>European Journal of Developmental Psychology</i>	<i>Quarterly Journal of Experimental Psychology</i>
<i>Fields Mathematics Education Journal</i>	<i>Review of Philosophy and Psychology</i>
<i>Frontiers in Psychology: Developmental Psychology</i>	<i>Sex Roles</i>
<i>Infant and Child Development</i>	<i>Social Science Research</i>
<i>Journal of Abnormal Child Psychology</i>	

### **GRANT REVIEWER**

<b>Ad hoc reviewer</b> , National Science Foundation (NSF), Social, Behavioral and Economic Sciences (SBE) and STEM Education (EDU)	2013-present
<b>Review panel member</b> , NSF Education Core Research (ECR), Division of Research on Learning in Formal and Informal Settings (DRL)	2024
<b>Ad hoc reviewer</b> , Natural Sciences and Engineering Research Council of Canada	2024
<b>Review panel member</b> , NSF CAREER Program, Division of Research on Learning in Formal and Informal Settings (DRL)	2019
<b>Ad hoc reviewer</b> , Israel Science Fund	2019
<b>Review panel member</b> , Institute for Education Sciences (IES), Early Intervention and Early Childhood Education	2015
<b>Ad hoc reviewer</b> , Austrian Science Fund	2015

### **CONFERENCE REVIEWER**

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Conference reviewer, Biennial Meeting of the Cognitive Development Society	2023
Conference reviewer, Biennial Meeting of the Cognitive Development Society	2019
Program committee member, 41 <sup>st</sup> Annual Meeting of the Cognitive Science Society	2019
Conference reviewer, Society for Research on Child Development Biennial Meeting	2018
Program committee member, 40 <sup>th</sup> Annual Meeting of the Cognitive Science Society	2018
Conference reviewer, Biennial Meeting of the Cognitive Development Society	2017
Program committee member, 38 <sup>th</sup> Annual Meeting of the Cognitive Science Society	2016
Conference reviewer, Society for Research on Child Development Biennial Meeting	2012
Conference reviewer, Third Annual Inter-Science of Learning Center (iSLC) Conference	2010

### **PROFESSIONAL AFFILIATIONS**

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Mathematical Cognition and Learning Society	2018-present
American Psychological Association	2013-present
Association for Psychological Science	2009-present
Cognitive Development Society	2009-present
Society for Research in Child Development	2009-2022

### **PROFESSIONAL POSITIONS HELD**

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Consultant, Oliver Wyman	2005-2007
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