

## Emily R. Fyfe

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Indiana University  
 Psychological and Brain Sciences  
 1101 E. 10<sup>th</sup> Street  
 Bloomington IN 47405

Email: [efyfe@indiana.edu](mailto:efyfe@indiana.edu)  
 Phone: 812-856-6856  
 Twitter: @FyfeEmily  
 Website: <https://leadlab.sitehost.iu.edu>

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### EDUCATION & RESEARCH INTERESTS

- 2015      Ph.D. in Psychological Sciences, concentration in Developmental Science  
 Minor in Quantitative Methods  
 Vanderbilt University [GPA: 4.0]  
 Dissertation Advisor: Dr. Bethany Rittle-Johnson
- 2010      B.A. in Psychology and Sociology  
 University of Notre Dame [GPA: 4.0]  
 Undergraduate Thesis Advisor: Dr. Nicole McNeil

I study cognitive development and the central processes of learning and transfer with a focus on how children think, learn, and solve problems in mathematics.

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### PROFESSIONAL POSITIONS

- 2022-present    *Associate Professor*, Department of Psychological and Brain Sciences  
 Indiana University
- 2016-2022    *Assistant Professor*, Department of Psychological and Brain Sciences  
 Indiana University
- 2015-2016    *Postdoctoral Fellow*, Wisconsin Center for Education Research  
 University of Wisconsin-Madison  
 Postdoctoral Advisors: Dr. Martha Alibali & Dr. Mitchell Nathan
- 2015-2016    *Postdoctoral Consultant*, SRI International, K-3 Formative Assessment Project
- 2015-2016    *Postdoctoral Consultant*, James S. McDonnell Foundation, Study Panel on the  
 Translation of Cognitive Science Research to Education Practice and Policies
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## HONORS, AWARDS, SCHOLARSHIPS, & FELLOWSHIPS

### *Post-PhD Honors and Awards*

- 2023 Janet Taylor Spence Award for Transformative Early Career Contributions, Association for Psychological Science
- 2021 Trustees Teaching Award, Indiana University [\$2,500]
- 2021 Outstanding Junior Scholar Award, Indiana University [\$15,000]
- 2021 Early Career Award, American Educational Research Association (AERA), Division C on Learning and Instruction [\$500]
- 2020 David and Cheryl Morley Early Career Award for Outstanding Teaching, College of Arts and Sciences, Indiana University [\$4,000]
- 2020 Trustees Teaching Award, Indiana University
- 2019 Provost's Travel Award for Women in Science, Indiana University [\$600]
- 2019 Trustees Teaching Award, Indiana University
- 2017 Rising Star Award, Association for Psychological Science
- 2017 Outstanding Dissertation Award, Society for Research in Child Development
- 2015 Postdoctoral Fellowship, Program in Mathematical Thinking, Learning, and Instruction, Institute of Education Sciences [Stipend]

### *Pre-PhD Honors and Awards*

- 2014 P.E.O. Scholarship, Philanthropic Educational Organization [\$15,000]
- 2013 Dissertation Research Grant, American Psychological Association [\$1,000]
- 2013 Graduate Student Travel Award, Vanderbilt University [\$300]
- 2012-2015 Graduate Research Fellowship, National Science Foundation [Tuition & Stipend]
- 2011 Poster Award Winner, Vanderbilt Kennedy Center Science Day [\$250]
- 2010-2012 Pre-doctoral Fellowship, Experimental Education Research Training Program, Institute of Education Sciences [Tuition & Stipend]
- 2010-2015 University Graduate Fellowship, Vanderbilt University [Stipend]
- 2010 Valedictorian Candidate, University of Notre Dame
- 2010 Senior Honors Thesis, Department of Psychology, University of Notre Dame
- 2010 Phi Beta Kappa Honors Society, University of Notre Dame
- 2010 John F. Santos Award for Distinctive Achievement in Psychology, Department of Psychology, University of Notre Dame
- 2009 Alpha Kappa Delta Sociology Honors Society, University of Notre Dame
- 2006-2009 Raytheon Scholarship, Scholarship Management Services [\$4,000]
- 2006-2010 Eli Lilly Scholarship, Adams County Community Foundation [Tuition & Fees]

## GRANTS AND SPONSORED PROGRAMS

- 2020-2021 Reboot Foundation. "Improving Critical Thinking with a Categorization Practice Intervention." [\$5,000]  
Role: Co-PI with PI Ben Motz at Indiana University

- 2018-2024 James S. McDonnell Foundation, Human Cognition Scholar Award.  
“Understanding the Development of Early Mathematics Knowledge.” [\$600,000]  
Role: PI
- 2016-2019 Institute of Education Sciences, U.S. Department of Education, R305A160132.  
“Exploring the Roles of Pattern and Spatial Skills in Early Math Development.”  
Role: Consultant for PI Bethany Rittle-Johnson at Vanderbilt University
- 2012-2015 Graduate Research Fellowship, National Science Foundation [\$94,000]
- 2010-2015 Graduate Student Research Grants, Vanderbilt University [2 totaling \$1300]
- 2008-2010 Undergraduate Research Grants, University of Notre Dame [3 totaling \$7615]
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## PEER-REVIEWED JOURNAL PUBLICATIONS

<sup>G</sup> graduate student author; <sup>U</sup> undergraduate student author; <sup>R</sup> research assistant author; <sup>P</sup> postdoctoral author

1. <sup>P</sup>Borriello, G. A., <sup>P</sup>Grenell, A., <sup>R</sup>Vest, N., <sup>U</sup>Moore, K., & **Fyfe, E. R.** (2022). Links between repeating and growing pattern knowledge and math outcomes in children and adults. *Child Development*, *94*, e103-e118. doi:10.1111/cdev.13882
2. **Fyfe, E. R.**, <sup>P</sup>Borriello, G. A., & <sup>G</sup>Merrick, M. (2022). A developmental perspective on feedback: How corrective feedback influences children’s literacy, mathematics, and problem solving. *Educational Psychologist*. doi:10.1080/00461520.2022.2108426
3. Motz, B. A., **Fyfe, E. R.**, & <sup>U</sup>Guba, T. P. (2022). Learning to call bullsh\*t: Categorization training improves critical thinking performance. *Journal of Applied Research in Memory and Cognition*. doi:10.1037/mac0000053
4. Donovan, A. M., & **Fyfe, E. R.** (2022). Connecting concrete objects and abstract symbols promotes children’s place value knowledge. *Educational Psychology*, *42*, 1008-1026, doi:10.1080/01443410.2022.2077915
5. **Fyfe, E. R.**, <sup>R</sup>Byers, C., & <sup>G</sup>Nelson, L. J., & (2022). The benefits of a metacognitive lesson on children’s understanding of mathematical equivalence, arithmetic, and place value. *Journal of Educational Psychology*, *114*, 1292-1306. doi:10.1037/edu0000715
6. <sup>R</sup>Vest, N. A., <sup>P</sup>Fagan, S. E., & **Fyfe, E. R.** (2022). The role of gesture and mimicry for children’s pattern learning. *Cognitive Development*, *63*, 101196. doi:10.1016/j.cogdev.2022.101196
7. <sup>P</sup>Grenell, A., <sup>U</sup>Gardner, B., <sup>G</sup>Nelson, L. J., & **Fyfe, E. R.** (2022). Children’s confidence using incorrect strategies on mathematical equivalence problems. *Cognitive Development*, *62*, 101167, doi:10.1016/j.cogdev.2022.101167.

8. De Leeuw, J. R., Motz, B., **Fyfe, E. R.**, Carvalho, P. F., & Goldstone, R. (2022). Generalizability, transferability, and the practice-to-practice gap. Commentary in response to T. Yarkoni, The Generalizability Crisis. *Behavioral and Brain Sciences*, *45*, E11. doi:10.1017/S0140525X21000406
9. <sup>P</sup>Borriello, G. A., <sup>U</sup>Flynn, M. E., & **Fyfe, E. R.** (2022). Developmental differences in children's and adults' strategies on a repeating pattern task. *Early Childhood Research Quarterly*, *59*, 300-310. doi:10.1016/j.ecresq.2021.12.012
10. **Fyfe, E. R.**, de Leeuw, J. R., Carvalho, P. F., Goldstone, R. L., Sherman, J., ... & Motz, B. (2021). ManyClasses 1: Assessing the generalizable effect of immediate versus delayed feedback across many college classes. *Advances in Methods and Practices in Psychological Science*, *4*, 1-24. doi:10.1177/25152459211027575
11. <sup>R</sup>Vest, N. A., **Fyfe, E. R.**, Nathan, M. J., & Alibali, M. W. (2020). Learning from an avatar video instructor: The role of gesture mimicry. *Gesture*, *19*, 128-155. doi:10.1075/gest.18019.ves
12. **Fyfe, E. R.**, Matthews, P. G., & Amsel, E. (2020). College developmental math students' knowledge of the equal sign. *Educational Studies in Mathematics*, *104*, 65-85. doi:10.1007/s10649-020-09947-2.
13. **Fyfe, E. R.**, & Brown, S. A. (2020). This is easy, you can do it! Feedback during mathematics problem solving is more beneficial when students expect to succeed. *Instructional Science*, *48*, 23-44. doi:10.1007/s11251-019-09501-5
14. <sup>U</sup>Flynn, M. E., <sup>U</sup>Guba, T. P., & **Fyfe, E. R.** (2020). ABBABB or 1212: Abstract language facilitates children's early patterning skills. *Journal of Experimental Child Psychology*, *193*, 104791. doi:10.1016/j.jecp.2019.104791
15. <sup>G</sup>Nelson, L. J., & **Fyfe, E. R.** (2019). Metacognitive monitoring and help-seeking decisions on mathematical equivalence problems. *Metacognition and Learning*, *14*, 167-187. doi:10.1007/s11409-019-09203-w
16. **Fyfe, E. R.**, Matz, L., Hunt, K., & Alibali, M. W. (2019). Mathematical thinking in children with Developmental Language Disorder: The roles of pattern skills and verbal working memory. *Journal of Communication Disorders*, *77*, 17-30. doi:10.1016/j.jcomdis.2018.11.001
17. **Fyfe, E. R.**, Rittle-Johnson, & Farran, D. C. (2019). Predicting success on high-stakes math tests from preschool math measures among children from low-income homes. *Journal of Educational Psychology*, *111*, 402-413. doi:10.1037/edu0000298
18. **Fyfe, E. R.**, & Nathan, M. J. (2019). Making "concreteness fading" more concrete as a theory of instruction for promoting transfer. *Educational Review*, *71*, 403-422. doi:10.1080/00131911.2018.1424116

19. **Fyfe, E. R.,** & Brown, S. A. (2018). Feedback influences children's reasoning about math equivalence: A meta-analytic review. *Thinking and Reasoning, 24*, 157-178. doi:10.1080/13546783.2017.1359208
20. **Fyfe, E. R.,** Matthews, P. G., Amsel, E., McEldoon, K. L., & McNeil, N. M. (2018). Assessing formal knowledge of math equivalence among algebra and pre-algebra students. *Journal of Educational Psychology, 110*, 87-101. doi:10.1037/edu0000208
21. **Fyfe, E. R.,** Evans, J. L, Matz, L., Hunt, K., & Alibali, M. W. (2017). Relations between patterning skill and differing aspects of early mathematics knowledge. *Cognitive Development, 44*, 1-11. doi:10.1016/j.cogdev.2017.07.003
22. **Fyfe, E. R.,** & Rittle-Johnson, B. (2017). Mathematics problem solving without feedback: A desirable difficulty in a classroom setting. *Instructional Science, 45*, 177-194. doi:10.1007/s11251-016-9401-1
23. Rittle-Johnson, B., **Fyfe, E. R.,** Hofer, K. G., & Farran, D. C. (2017). Early math trajectories: Low-income children's mathematics knowledge from age 4 to 11. *Child Development, 88*, 1727-1742. doi:10.1111/cdev.12662
24. Chu, J., Rittle-Johnson, B., & **Fyfe, E. R.** (2017). Diagrams benefit symbolic problem solving. *British Journal of Educational Psychology, 87*, 273-287. doi:10.1111/bjep.12149
25. **Fyfe, E. R.** (2016). Providing feedback on computer-based algebra homework in middle-school classrooms. *Computers in Human Behavior, 63*, 568-574. doi:10.1016/j.chb.2016.05.082
26. **Fyfe, E. R.,** & Rittle-Johnson, B. (2016a). Feedback both helps and hinders learning: The causal role of prior knowledge. *Journal of Educational Psychology, 108*, 82-97. doi:10.1037/edu0000053
27. **Fyfe, E. R.,** & Rittle-Johnson, B. (2016b). The benefits of computer-generated feedback for mathematics problem solving. *Journal of Experimental Child Psychology, 147*, 140-151. doi:10.1016/j.jecp.2016.03.009
28. Rittle-Johnson, B., **Fyfe, E. R.,** & Loehr, A. L. (2016). Improving conceptual and procedural knowledge: The impact of instructional content within a mathematics lesson. *British Journal of Educational Psychology, 86*, 576-591. doi:10.1111/bjep.12124
29. Miller, M. R., Rittle-Johnson, B., Loehr, A. L., & **Fyfe, E. R.** (2016). The influence of relational knowledge and executive function on preschoolers' repeating pattern knowledge. *Journal of Cognition and Development, 17*(1), 85-104. doi:10.1080/15248372.2015.1023307

30. **Fyfe, E. R.,** McNeil, N. M., & Rittle-Johnson, B. (2015). Easy as ABCABC: Abstract language facilitates performance on a concrete patterning task. *Child Development, 86*, 927-935. doi:10.1111/cdev.12331
31. **Fyfe, E. R.,** DeCaro, M. S., & Rittle-Johnson, B. (2015). When feedback is cognitively-demanding: The importance of working memory capacity. *Instructional Science, 43*(1), 73-91. doi:10.1007/s11251-014-9323-8
32. **Fyfe, E. R.,** McNeil, N. M., & Borjas, S. (2015). Benefits of “concreteness fading” for children’s mathematics understanding. *Learning and Instruction, 35*, 104-120. doi:10.1016/j.learninstruc.2014.10.004
33. McNeil, N. M., **Fyfe, E. R.,** & Dunwiddie, A. E. (2015). Arithmetic practice can be modified to promote understanding of mathematical equivalence. *Journal of Educational Psychology, 107*, 423-436. doi:10.1037/a0037687
34. Rittle-Johnson, B., **Fyfe, E. R.,** Loehr, A. L., & Miller, M. R. (2015). Beyond numeracy in preschool: Adding patterns to the equation. *Early Childhood Research Quarterly, 31*, 101-112. doi:10.1016/j.ecresq.2015.01.005.
35. **Fyfe, E. R.,** DeCaro, M. S., & Rittle-Johnson, B. (2014). An alternative time for telling: When conceptual instruction prior to problem solving improves mathematical knowledge. *British Journal of Educational Psychology, 84*, 502-519. doi:10.1111/bjep.12035
36. **Fyfe, E. R.,** McNeil, N. M., Son, J. Y., & Goldstone, R. L. (2014). Concreteness fading in mathematics and science instruction: A systematic review. *Educational Psychology Review, 26*(1), 9-25. doi:10.1007/s10648-014-9249-3
37. Loehr, A. L., **Fyfe, E. R.,** & Rittle-Johnson, B. (2014). Wait for it...Delaying instruction improves mathematics problem solving: A classroom study. *The Journal of Problem Solving, 7*, 36-49. doi:10.7771/1932-6246.1166
38. Chesney, D. L., McNeil, N. M., Matthews P. G., Byrd, C. E., Petersen, L. A., Wheeler, M. C., **Fyfe, E. R.,** & Dunwiddie, A. E. (2014). Organization matters: Mental organization of addition knowledge relates to understanding math equivalence in symbolic form. *Cognitive Development, 30*, 30-46. doi:10.1016/j.cogdev.2014.01.001
39. Rittle-Johnson, B., **Fyfe, E. R.,** McLean, L. E., & McEldoon, K. L. (2013). Emerging understanding of patterning in four-year-olds. *Journal of Cognition and Development, 14*(3), 376-396. doi:10.1080/15248372.2012.689897
40. **Fyfe, E. R.,** Rittle-Johnson, B., & DeCaro, M. S. (2012). The effects of feedback during exploratory mathematics problem solving: Prior knowledge matters. *Journal of Educational Psychology, 104*(4), 1094-1108. doi:10.1037/a0028389

41. McNeil, N. M., & Fyfe, E. R. (2012). “Concreteness fading” promotes transfer of mathematical knowledge. *Learning and Instruction*, 22, 440-448. doi:10.1016/j.learninstruc.2012.05.001
  42. McNeil, N. M., Chesney, D. L., Matthews, P. G., Fyfe, E. R., Petersen, L. A., & Dunwiddie, A. E. (2012). It pays to be organized: Organizing arithmetic practice around equivalent values facilitates understanding of math equivalence. *Journal of Educational Psychology*, 104(4), 1109-1121. doi:10.1037/a0028997
  43. McNeil, N. M., Fyfe, E. R., Petersen, L. A., Dunwiddie, A. E., & Brletic-Shiple, H. (2011). Benefits of practicing  $4 = 2 + 2$ : Nontraditional problem formats facilitate children’s understanding of mathematical equivalence. *Child Development*, 82(5), 1620-1633. doi:10.1111/j.1467-8624.2011.01622.x
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## ARTICLES UNDER REVIEW

1. Grenell, A., & Fyfe, E. R. (under review). Adults’ understanding of mathematical equivalence: The role of inhibitory control.
  2. Grenell, A., Hine, E., & Fyfe, E. R. (under review). The prevalence of repeating and growing patterns in early mathematics textbooks.
  3. Zhang, T., & Fyfe, E. R. (under review). High variability in learning materials enhances young children’s pattern learning.
  4. Merrick, M., & Fyfe, E. R. (under review). Feelings on feedback: Children’s emotional responses during mathematics problem solving.
  5. Borriello, G., Zhang, T., Peng, P., & Fyfe, E. R. (under review). A meta-analysis examining relations between patterning, achievement, and cognition.
  6. Merrick, M., & Fyfe, E. R. (under review). Right or wrong? How feedback content and source influence children’s mathematics performance and motivation.
  7. Gok, S., & Fyfe, E. R. (under review). Replicating and extending the effects on learning from failure: The roles of self-focused feedback and task expectations.
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## OTHER PUBLICATIONS

1. Fyfe, E. R. (2020). RE: Impact of COVID-19 on academic mothers. *Science E-Letter* (15 May 2020). <https://science.sciencemag.org/content/368/6492/724.1/tab-e-letters>
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## CONFERENCE PROCEEDINGS

1. Merrick, M. V., & Fyfe, E. R. (2022). The source and type of feedback influence children's mathematics performance. In J. Culbertson, A. Perfors, H. Rabagliati, & V. Ramenzoni T. (Eds.), *Proceedings of the 44<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 1403). Toronto, Canada: Cognitive Science Society.
2. Gok, S., & Fyfe, E. R. (2022). Learning from failure with self vs. task focused feedback. In J. Culbertson, A. Perfors, H. Rabagliati, & V. Ramenzoni T. (Eds.), *Proceedings of the 44<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 2236-2241). Toronto, Canada: Cognitive Science Society.
3. Guba, T. P., & Fyfe, E. R. (2022). Attentional momentum effects on addition verification. In J. Culbertson, A. Perfors, H. Rabagliati, & V. Ramenzoni T. (Eds.), *Proceedings of the 44<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 3743). Toronto, Canada: Cognitive Science Society.
4. Fyfe, E. R. & Macchione, A. L. (2019). Children's errors on a repeating pattern task and their associations with formal numeracy knowledge. In S. Otten, A. G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the 41<sup>st</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 196-200). St. Louis, MO: University of Missouri.
5. Fyfe, E. R. & Alibali, M. W. (2018). Seeing the math in patterns: Children's attention to numerical information in a repeating pattern task. In T. E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 229). Greenville, SC: University of South Carolina & Clemson University.
6. Ottmar, E. R., Melcer, E., Abrahamson, D., Nathan, M. J., Fyfe, E. R., & Smith, C. (2018). Embodied mathematical imagination and cognition (EMIC) working group. In T. E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 229). Greenville, SC: University of South Carolina & Clemson University.
7. Fyfe, E. R. & Brown, S. A. (2018). Task expectations influence learning from feedback. In T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 396-401). Madison, WI: Cognitive Science Society.
8. Fyfe, E. R., Matthews, P. G., & Amsel, E. (2017). College students' knowledge of the equal sign and its relation to solving equations. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 279-282). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.



9. **Fyfe, E. R.**, Alibali, M. W., & Nathan, M. J. (2017). The promise and pitfalls of making connections in mathematics. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 717-724). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.
10. **Fyfe, E. R.**, (2016). The benefits of feedback on computer-based algebra homework. In M. B. Wood, E. E. Turner, M. Civil, & J.A. Eli (Eds.), *Proceedings of the 38<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 581-588). Tucson, AZ: University of Arizona.
11. **Fyfe, E. R.** & Rittle-Johnson, B. (2016). Longitudinal predictions of sixth-grade geometry knowledge. In M. B. Wood, E. E. Turner, M. Civil, & J.A. Eli (Eds.), *Proceedings of the 38<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 270-273). Tucson, AZ: University of Arizona.
12. Chu, J., **Fyfe, E. R.**, & Rittle-Johnson, B. (2015). Diagrams benefit symbolic problem solving. In D. Noelle, R. Dale, A. Warlaumont, J. Yoshimi, T. Matlock, C. Jennings, & P. Maglio (Eds.), *Proceedings of the 37<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 381-386). Pasadena, CA: Cognitive Science Society.
13. **Fyfe, E. R.**, & Rittle-Johnson, B. (2012). The effects of feedback during exploration depend on prior knowledge. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 348-354). Sapporo, Japan: Cognitive Science Society.

## CONFERENCE ORAL PRESENTATIONS

1. Merrick, M. & **Fyfe, E. R.** (2023, April). Negative affect in response to feedback relates to lower mathematics performance. Flash talk presented at the 10th Annual Meeting of the Society for Affective Science (SAS), Long Beach, CA. \*Nominated as one of the highest-ranking abstracts from a graduate student.
2. Borriello, G., & **Fyfe, E. R.** (2023, March). Variation in speech and gesture on a pattern task in children and adults. Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.
3. Grenell, A., & **Fyfe, E. R.** (2022, April). Children's overconfidence in the effectiveness of incorrect strategies for mathematical equivalence problems. Paper presented at the American Educational Research Association (AERA), San Diego, CA.
4. Borriello, G., Grenell, A., & **Fyfe, E. R.** (2022, April). Investigating links between repeating and growing pattern knowledge and mathematics achievement in children and

adults. Paper presented at the American Educational Research Association (AERA), San Diego, CA.

5. **Fyfe, E. R.**, de Leeuw, J. R., Carvalho, P. F., Goldstone, R. L., Sherman, J., & Motz, B. A. (2021, April). Large-scale collaborative science: The ManyClasses approach to experimental educational research. In S. J. Peters (chair), *Actions for increasing the credibility of educational research*. Symposium presented at the American Educational Research Association (AERA), Virtual Version.
6. Borriello, G., & **Fyfe, E. R.** (2021, April). Developmental differences in children's strategies and errors on a repeating pattern task. In G. Borriello (chair), *Beyond accuracy: Children's correct and incorrect strategies on early STEM tasks*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD).
7. Vest, N. A., & **Fyfe, E. R.** (2020, December). The effects of feedback in an evaluative online learning environment. In M. DeCaro (chair), *The science of learning*. Invited symposium presented at the annual meeting of the Southern Society for Philosophy and Psychology (SSPP), Virtual Conference.
8. Motz, B., Carvalho, P., & **Fyfe, E. R.** (2020). A preliminary taxonomy of A/B: Education experiments with different inferences and scopes. Paper presented at the Ritter et al. workshop on *Educational A/B Testing at Scale for the Learning @ Scale conference*.
9. Sherman, J., Motz, B. A., de Leeuw, J. R., Carvalho, P. F., Goldstone, R. L., & **Fyfe, E. R.** (2020, April). The time and technical issues of ManyClasses: A study of the generalizability of educational practices in authentic classrooms. In J. Sherman (chair), *The promises and pitfalls of conducting large-scale multi-site experimental science in educational settings*. Symposium accepted at the annual meeting of the Association for Psychological Science (APS), Chicago, IL. (Conference canceled).
10. Nelson, L. J., & **Fyfe, E. R.** (2019, August). Children's metacognitive skills on math equivalence problems. Paper presented at the 18<sup>th</sup> Biennial conference of the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.
11. Donovan, A. M., & **Fyfe, E. R.** (2019, June). Connecting manipulatives and symbols promotes mathematics learning. In H. Osana (chair), *Unpacking manipulatives: Recommendations for the Mathematics Classroom*. Symposium presented at the meeting of The Mathematical Cognition and Learning Society (MCLS), Ottawa, Canada.
12. Nelson, L. J., & **Fyfe, E. R.** (2019, April). The predictive power of metacognitive monitoring on math equivalence problems. Paper presented at the American Educational Research Association (AERA), Toronto, Canada.
13. **Fyfe, E. R.** (2019, April). The development of children's early patterning skills and implications for mathematics education. In T. Redick (chair), *The influence of math*

*cognition on academic outcomes*. Invited symposium presented at the Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.

14. **Fyfe, E. R.,** & Donovan, A. M. (2019, March). Connecting manipulatives and symbols promotes mathematics learning. In P. Sidney (chair), *External representations in mathematical thinking and learning*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
15. Motz, B., de Leeuw, J., Carvalho, P., **Fyfe, E. R.,** & Goldstone, R. (2018, July). ManyClasses: A model for abstracting generalizable research principles from different learning contexts. Presentation at *replicate.education: A Workshop on Large Scale Education Replication*. Buffalo, New York.
16. **Fyfe, E. R.,** & Rittle-Johnson, B. (2018, April). The Early Math Trajectories Model: Longitudinal predictors of middle school mathematics achievement. Paper presented at the American Educational Research Association (AERA), New York, NY.
17. Rittle-Johnson, B., **Fyfe, E. R.,** & Zippert, E. (2017, September). Patterning knowledge is foundational to math achievement. Paper presented at the Meeting of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
18. **Fyfe, E. R.** & Nathan, M. J. (2016, July). Connecting concrete and abstract representations: What is “concreteness fading” and how does it work? Paper presented at the Fourth Annual Midwest Meeting on Mathematical Thinking (M3T), Madison, WI.
19. Rittle-Johnson, B., **Fyfe, E. R.,** Loehr, A., & Miller, M. R. (2015, October). It’s a pattern! The importance of early pattern knowledge for mathematics. In B. Rittle-Johnson (chair), *Development of number, shape, and pattern knowledge*. Symposium presented at the Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH.
20. **Fyfe, E. R.,** Rittle-Johnson, B., Hofer, K., & Farran, D. (2015, August). Early pattern knowledge predicts fifth-grade math achievement. Paper presented at the Third Annual Midwest Meeting on Mathematical Thinking (M3T), Minneapolis, MN.
21. **Fyfe, E. R.,** & Rittle-Johnson, B. (2015, March). The timing of feedback on mathematics problem solving in a classroom setting. Paper presented at the Society for Research on Educational Effectiveness (SREE), Washington, DC.
22. **Fyfe, E. R.,** Loehr, A. L., Rittle-Johnson, B., Miller, M. R. (2014, April). Enhancing the quality of children’s explanations to promote patterning knowledge. Paper presented at the American Educational Research Association Conference (AERA), Philadelphia, PA.
23. **Fyfe, E. R.,** DeCaro, M. S., & Rittle-Johnson, B. (2014, April). The role of feedback type and working memory capacity during problem solving. Paper presented at the American Educational Research Association Conference (AERA), Philadelphia, PA.

24. Loehr, A. L., **Fyfe, E. R.**, Miller, M. R., & Rittle-Johnson, B. (2014, April). Learning from explanations: Does it matter who provides them? Paper presented at the American Educational Research Association Conference (AERA), Philadelphia, PA.
25. Rittle-Johnson, B., **Fyfe, E. R.**, Loehr, A. L., & DeCaro, M. S. (2014, April). Learning from explanation: The timing and source of explanations for learning early algebra. In B. Rittle-Johnson (chair), *Different perspectives on the role of explanation and exploration*. Symposium presented at the American Education Research Association Conference (AERA), Philadelphia, PA.
26. **Fyfe, E. R.**, & McNeil, N. M. (2013, April). The benefits of “concreteness fading” generalize across task, age, and prior knowledge. In K. Mix (chair), *Learning from concrete models*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
27. Chesney, D. L., McNeil, N. M., Matthews, P. G., Byrd, C. E., Petersen, L. A., Wheeler, M. C., **Fyfe, E. R.**, & Dunwiddie, A. E. (2013, April). Organization matters: Children’s mental organization of arithmetic knowledge correlates with understanding of math equivalence. Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
28. **Fyfe, E. R.**, DeCaro, M. S., & Rittle-Johnson, B. (2013, March). An alternative time for telling: When conceptual instruction prior to exploration improves mathematical knowledge. Paper at the Society for Research on Educational Effectiveness (SREE), Washington, DC.
29. Rittle-Johnson, B., **Fyfe, E. R.**, McLean, L. E., & McEldoon, K. L. (2012, April). Algebra in preschool: Emerging understanding of patterns in four-year-olds. Paper presented at the American Educational Research Association Conference (AERA), Vancouver, Canada.
30. **Fyfe, E. R.**, Rittle-Johnson, B., & DeCaro, M. S. (2011, September). The effects of feedback during exploratory math practice. Paper presented at the Society for Research on Educational Effectiveness (SREE), Washington, D.C.

## CONFERENCE POSTER PRESENTATIONS

1. Borriello, G., Peng, P., Zhang, T., & **Fyfe, E. R.** (2023, March). A meta-analysis examining relations between patterning, cognition, and math and reading achievement. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.
2. Merrick, M., & **Fyfe, E. R.** (2023, March). Emotional reactions to feedback relate to mathematics performance and motivation. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.

3. Zhang, T. & **Fyfe, E. R.** (2022, April). Variability's impact on children's pattern practice. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Madison, WI.
4. Merrick, M. & **Fyfe, E. R.** (2022, April). The effects of person vs. computer feedback on children's motivation in mathematics. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Madison, WI.
5. Byers, C., & **Fyfe, E. R.** (2021, April). The benefits of a metacognitive lesson on elementary school children's mathematics understanding. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD).
6. Vest, N., Borriello, G., & **Fyfe, E. R.** (2021, April). Mimicking speech and gesture during a lesson may not be beneficial for early learners. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD).
7. Borriello, G., **Fyfe, E. R.**, & Vest, N. (2021, April). Associations between novel patterning assessments and mathematics knowledge across childhood. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD).
8. Vest, N. A., & **Fyfe, E. R.** (2020, June). Don't copy me! How mimicking gestures influence children's patterning performance. Poster accepted at the meeting of The Mathematical Cognition and Learning Society (MCLS), Dublin, Ireland. (Conference canceled).
9. Byers, C., & **Fyfe, E. R.** (2020, May). Children's skills with repeating patterns and growing patterns correlate with arithmetic performance. Poster accepted at the annual meeting of the Association for Psychological Science (APS), Chicago, IL. (Conference canceled).
10. Vest, N. A., & **Fyfe, E. R.** (2020, April). A novel patterning assessment and its associations with numeracy knowledge. Poster accepted at the Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL. (Conference canceled).
11. Flynn, M. E., Guba, T.P., & **Fyfe, E. R.** (2019, October). Using quantitative labels to promote children's patterning skills. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Louisville, KY.
12. Macchione, A. L., & **Fyfe, E. R.** (2019, May). The effects of feedback during problem solving in the context of stereotype threat. Poster presented at the annual meeting of the Association for Psychological Science (APS), Washington, DC.
13. Vest, N. A., & **Fyfe, E. R.** (2019, May). The effects of self-focused feedback on students' mathematics problem solving. Poster presented at the annual meeting of the Association for Psychological Science (APS), Washington, DC.

14. Macchione, A. L., Vest, N. A., & **Fyfe, E. R.** (2019, March). Point to those! Grouping gestures predict children's early patterning skills. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
15. Vest, N. A., & **Fyfe, E. R.** (2018, November). Feedback hinders performance on women's mathematics problem solving. Poster presented at the annual meeting of the Psychonomic Society, New Orleans, LA.
16. Macchione, A. L. & **Fyfe, E. R.** (2018, November). Gender predicts performance on six-year-olds' knowledge of place value. Poster presented at the annual meeting of the Indiana Psychological Association. Noblesville, IN.
17. Vest, N. A., & **Fyfe, E. R.** (2018, May). Learning from an avatar video instructor: Gesture mimicry supports middle school students' algebra knowledge. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
18. Nelson, L. J., & **Fyfe, E. R.** (2018, May). Metacognitive monitoring on math equivalence problems. Poster presented at the Midwestern Cognitive Science Conference, Bloomington, IN.
19. Vest, N. A., & **Fyfe, E. R.** (2018, May). You are right! Feedback focused on the self enhances problem solving. Poster presented at the Midwestern Cognitive Science Conference, Bloomington, IN.
20. **Fyfe, E. R.**, Evans, J. L., & Alibali, M.W. (2017, October). Relations between patterning, calculation skill, and key concepts in early math. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Portland, OR.
21. Donovan, A. M., & **Fyfe, E. R.** (2017, October). Making concrete connections in math. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Portland, OR.
22. **Fyfe, E. R.**, Brown, S. A., & Alibali, M. W. (2017, April). The effects of feedback on equivalence understanding in 6- to 11-year-old children. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
23. Rittle-Johnson, B., & **Fyfe, E. R.** (2017, April). Early math skills that predict low-income children's mathematics development from age 4 to 12. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
24. Matthews, P. G., & **Fyfe, E. R.** (2017, April). Assessing knowledge of mathematical equivalence among algebra and pre-algebra students. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.

25. Rittle-Johnson, B., **Fyfe, E. R.**, & Farran, D. C. (2016, December). Predicting the future: Identifying early math skills that predict middle-school math achievement among low-income children. Poster presented at the Annual Research Conference of the Institute of Education Sciences (IES), Washington, DC.
26. **Fyfe, E. R.** & Alibali, M. W. (2016, July). Patterning predicts some, but not all, aspects of early math knowledge. Poster presented at the Fourth Annual Midwest Meeting on Mathematical Thinking (M3T), Madison, WI.
27. **Fyfe, E. R.** (2016, April). When does feedback help? The impact of human- versus computer-generated feedback on mathematics problem solving. Poster presented at the American Educational Research Association Conference (AERA), Washington DC.
28. **Fyfe, E. R.**, Rittle-Johnson, B., Hofer, K., & Farran, D. (2015, October). Pattern knowledge, but not shape knowledge, predicts fifth-grade math outcomes. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH.
29. **Fyfe, E. R.**, & Rittle-Johnson, B. (2015, March). Feedback both helps and hinders mathematics problem solving. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
30. **Fyfe, E. R.**, McNeil, N. M., & Rittle-Johnson B. (2015, March). The effect of abstract versus concrete labels on children's relational reasoning. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
31. Rittle-Johnson, B., **Fyfe, E. R.**, & Loehr, A. L. (2015, March). Just tell me how to solve it. The impact of including procedural instruction in conjunction with conceptual instruction. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
32. Rittle-Johnson, B., Hofer, K., **Fyfe, E. R.**, & Farran, D. (2015, March). It's a pattern! The importance of early pattern knowledge for middle grade mathematics achievement. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
33. Miller, M. R., Rittle-Johnson, B., Loehr, A. L., & **Fyfe, E. R.** (2013, October). Importance of executive function for learning about patterns. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Memphis, TN.
34. Miller, M. R., Loehr, A. L., **Fyfe, E. R.**, Rittle-Johnson, B., McLean, L. E., & McEldoon, K. L. (2013, May). Preschoolers' knowledge of repeating patterns over time. Poster presented at the 25<sup>th</sup> Association for Psychological Science (APS) Annual Convention, Washington, DC.

35. McNeil, N. M., Dunwiddie, A. E., Petersen, L. A., **Fyfe, E. R.**, & Brletic-Shipley, H. (2010, June). Arithmetic practice that promotes conceptual understanding and computational fluency: Year 3. Poster presented at the Annual Meeting of the Institute of Education Sciences (IES), National Harbor, MD.
36. **Fyfe, E. R.**, McNeil, N. M. (2009, October). Benefits of “concreteness fading” for children with low knowledge of mathematical equivalence. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), San Antonio, TX.
37. McNeil, N. M., Dunwiddie, A. E., Petersen, L. A., **Fyfe, E. R.**, & Brletic-Shipley, H. (2009, June). Arithmetic practice that promotes conceptual understanding and computational fluency. Poster presented at the Annual Meeting of the Institute of Education Sciences (IES), Washington, D.C.

## INVITED TALKS AND ADDRESSES

- 2022 University of Chicago, Developmental Psychology Seminar. Talk title: *The controversial role of basic pattern skills in early mathematics learning.*
- 2022 Indiana University, Developmental Psychology Seminar. Talk title: *Pattern skills and mathematics education.*
- 2022 American Educational Research Association Conference, Division C Early Career Scholar Award. Talk title: *Children’s foundational knowledge of mathematical equivalence: Past, present, and future directions.*
- 2022 Virginia Tech, Mathematics Education Seminar. Talk title: *Children’s metacognition about mathematical equivalence understanding.*
- 2021 Maths Teaching Theme at the University Edinburgh, Scotland. Talk title: *The ManyClasses Project: A large-scale collaborative effort on experimental education across many college classes.*
- 2021 Indiana University, Social Psychology Seminar. Talk title: *The ManyClasses model to experimental education research.*
- 2020 Indiana University, Developmental Psychology Seminar. Talk title: *Children’s metacognition across math topics and difficulty levels.*
- 2020 Indiana University, Developmental Psychology Seminar: Talk title: *ManyClasses method for testing the generalizability of evidence-based learning practices.*
- 2019 Indiana University, Developmental Psychology Seminar. Talk title: *The development of pattern skills and implications for mathematics education.*
- 2017 Purdue University, Department of Human Development and Family Studies Colloquia. Talk title: *Development of Pattern Knowledge.*
- 2017 Knox College, Faculty Workshop on Translating Cognitive Science to Pedagogy. Talk title: *Desirable Difficulties in the Classroom.*
- 2015 Michigan State University, Educational Psychology and Educational Technology Colloquia. Talk title: *Feedback can help or hinder mathematics problem solving.*
- 2015 University of Delaware, College of Education and Human Development Colloquia. Talk title: *The effects of feedback on mathematics problem solving.*



2015 University of Wisconsin-Madison, Educational Psychology Colloquia. Talk title:  
*The effects of feedback on mathematics problem solving.*

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## TEACHING EXPERIENCE

2016-2022 Instructor, Indiana University  
*P155: Introduction to Psychological and Brain Sciences* [2016-2023]  
*P315: Developmental Psychology* [2017-2023]  
*P660: The Teaching of Psychology* [2020-2023]  
*P457: The Translation of Theory to Practice* [2021]

2014-2015 Guest Lecturer, Vanderbilt University  
*Cognition in Infancy*  
*Cognitive Development*  
*Developmental Psychology*  
*Educational Psychology*

2013-2014 Academic Tutor, Stratton Foster Academic Center, Vanderbilt University  
 2013-2014 Graduate Teaching Assistant, Vanderbilt University

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## MENTORSHIP

### Graduate Student Advising

Ambar Narwal (2022-present)  
 Tongyao Zhang (2021-present)  
 Megan Merrick (2020-present)  
 Lindsey Nelson (2017-2020)

### Postdoctoral Fellow Advising

Amanda Grenell (2021-present)  
 Giulia Borriello (2019-present)

### Honors Theses, Masters, and Dissertation Committees

Taylor Guba (2021); Undergraduate Honors Thesis Committee Chair  
 Sebahat Gok (2020); PhD Advisory Committee  
 Anna Zhen (2020); Masters Advisory Committee  
 Lindsey Nelson (2020); Masters Advisory Committee Chair  
 Emily Merritt (2020); Undergraduate Honors Thesis Committee  
 Calvin Isch (2020); Undergraduate Honors Thesis Committee

### External Committees

Helena Connolly (2022-present); Dissertation Defense Committee, Columbia University  
 Julie Shirah (2021-present); Masters Advisory Committee, University of Kentucky  
 Alicia Macchione (2020-present); PhD Advisory Committee, University of Southern Mississippi  
 John McGinty (2020-present); Masters Advisory Committee, University of Wisconsin-Madison

Emmanuelle Adrien (2020-2021); PhD Advisory Committee, Concordia University

**Mentor Collective Initiative, Center of Excellence for Women and Technology**

Ishee Pardeshi, (2022-present); Undergraduate Student, Indiana University

Asia Peters, (2022-present); Undergraduate Student, Indiana University

Hailey McCracken, (2022-present); Undergraduate Student, Indiana University

Tzu-l Chiang (2021-2022); Graduate Student, Indiana University

Kadzumi Komiyama (2021-2022); Undergraduate Student, Indiana University

**PROFESSIONAL SERVICE**

Grant Reviewer

Standing Panel Member, *Institute of Education Sciences, Education Research Grants, Basic Processes Panel*, 2020-2025

Panel Member, *National Science Foundation, Education and Human Resources*, 2022

Panel Member, *National Science Foundation, Education and Human Resources*, 2020

Panel Member, *National Science Foundation, Education and Human Resources*, 2017

Associate Editor

*Developmental Psychology*, 2022 to present

Guest Associate Editor

*Journal of Engineering Education*, 2022-2023

Editorial Board Member

*Journal of Cognition and Development*, 2021 to present

*Review of Educational Research*, 2019 to present

*Educational Psychology Review*, 2018 to present

*Journal of Educational Psychology*, 2018 to present

Ad-hoc Manuscript Reviewer

*Behavior Research Methods* • *British Journal of Educational Psychology* • *Child Development* • *Cognition and Instruction* • *Cognitive Development* • *Cognitive Psychology* • *Cognitive Science* • *Computers and Education* • *Computers in Human Behavior* • *Contemporary Educational Psychology* • *Developmental Science* • *Early Childhood Research Quarterly* • *Educational Psychology Review* • *Instructional Science* • *Journal of Applied Research in Memory and Cognition* • *Journal of Cognition and Development* • *Journal of Experimental Education* • *Journal of Educational Psychology* • *Journal of Experimental Child Psychology* • *Journal of Numerical Cognition* • *Journal of The Learning Sciences* • *Learning and Individual Differences* • *Learning and Instruction* • *Mathematical Thinking and Learning* • *Memory and Cognition* • *Neural Plasticity* • *Perspectives on Psychological Science* • *Review of Educational Research* • *School Psychology Quarterly*

Conference Submission Reviewer

*American Educational Research Association*  
*Cognitive Development Society*  
*Proceedings of the Cognitive Science Society*  
*Proceedings of the Psychology of Mathematics Education – North American Chapter*

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## **UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICE**

2023 Member, Psychological and Brain Sciences Search Committee for Senior Hire in Precision Developmental Science  
 2023 Member, Psychological and Brain Sciences Search Committee for Junior Hire  
 2022 Panel Member, Assistant Professor Bootcamp Discussion, Center of Excellence for Women and Technology  
 2021 Panel Member, New Faculty Orientation: Getting Your Feet on the Ground with IU Resources, Office of the Vice Provost for Faculty and Academic Affairs  
 2021 Member, Psychological and Brain Sciences Search Committee for Junior Hire  
 2021 Member, Committee on Use of Teaching Evaluations  
 2021-present Mentor, Mentor Collective Initiative, Center of Excellence for Women & Technology  
 2021-present Faculty Advisory Board, Center of Excellence for Women & Technology  
 2021-2022 Member, Teaching and Dissemination Committee  
 2020 Member, Psychological and Brain Sciences Search Committee for Junior Hire  
 2019 Presenter, Advance College Project Seminar  
 2018 Member, Committee on Student Learning Outcomes for Research Methods  
 2018-2019 Member, Space Committee  
 2018 Member, Psychological and Brain Sciences Search Committee for Senior Hire  
 2017-2018 Member, Student Awards Committee  
 2016-2019 Member, Grant Support Faculty Committee  
 2016-present Member, Undergraduate Program Committee  
 2016-2017 Chair, Committee on Student Learning Outcomes for Developmental Psychology

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## **OTHER SERVICE AND OUTREACH**

2023-present Mentor, Mentorship Program, Cognitive Development Society  
 2021-present Reviewer, Reviewer Zero Program, Sponsored in part by the APA Commission on Ethnic Minority Recruitment, Retention, and Training.  
 2017-2018 Panel Member, Exhibit design for WonderLab Museum of Science  
 2017 Abstract Reviewer, Indiana Junior Academy of Sciences  
 2017 Mentor, Cox Scholar Interns, Indiana University  
 2017 Mentor, Service Learning Students at Bloomington High School North  
 2017 Mentor, Mentoring Program for Young Scholars, Cognitive Development Society  
 2013 Student Committee Member, ExpERT training program, Vanderbilt University  
 2012 Tutor, Martin Luther King Jr. Magnet School, Nashville TN  
 2011-2014 Volunteer, Hands on Nashville, Nashville TN  
 2011-2013 Volunteer, Graduate Student Council, Vanderbilt University

2008-2009 Health & Environmental Commissioner, Lyons Hall, University of Notre Dame  
2008-2010 Volunteer, Logan's Center for People with Disabilities, South Bend, IN  
2008-2010 Volunteer, Center for the Homeless, South Bend, IN

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## **PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS**

American Educational Research Association  
American Psychological Association  
Association for Psychological Science  
Cognitive Development Society  
Cognitive Science Society  
Society for Research in Child Development  
Society for Research on Educational Effectiveness