

Curriculum Vitae
Sarah C. Kucker

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EDUCATION

2013	Ph.D., Psychology The University of Iowa; Iowa City, IA
2011	M.A., Psychology The University of Iowa; Iowa City, IA
2008	B.S. & B.A.; Psychology & Philosophy Drake University; Des Moines, IA Magna cum laude; with honors

PROFESSIONAL AND ACADEMIC POSITIONS

2018-present	Assistant Professor of Psychology; Oklahoma State University
2016-2018	Assistant Professor of Psychology; University of Wisconsin Oshkosh
2015-2016	Lecturer, School of Behavioral & Brain Science; Univ. of Texas Dallas
2015	Adjunct, Department of Psychology; Southern Methodist University
2014-2016	Postdoctoral Independent Fellow; Callier Center for Communication Disorders, University of Texas Dallas
2013- 2014	Postdoctoral Research Associate; School of Behavioral and Brain Sciences, University of Texas Dallas, PI: Dr. Julia L. Evans
2012	Instructor; Department of Psychology, The University of Iowa
2008-2013	Graduate Research Assistant; Depart. of Psychology, University of Iowa, PI: Dr. Larissa K. Samuelson (NICHD R01 grant)
2008-2011	Graduate Teaching Assistant; Depart. of Psychology, University of Iowa

FUNDING/GRANTS

Active external grants

2021-2024 “Technological timescales: Identifying the impact of digital media on the mechanisms of word learning”, National Institutes of Health, NICHD, R15 AREA grant, \$329,219. *PI. Active:* May 1st, 2021-April 30th, 2024

External grants under review

2022 Jacobs Foundation Research Fellowship Program, 150,000 CHF. *PI*
2021 “Collaborative Research: How dyadic interactions emerge and evolve in informal learning settings: The role of context and individual differences”, National Science Foundation, Developmental Science. \$384,415. *PI.*

Completed grants

2018 Faculty unrestricted travel grant, Psi Chi International Honor Society. \$1287
2018 McNair Scholar Program Mentor (student: Monica Fieck; \$300 for research)

- 2017 “Individual differences in generalization: Implications for language trajectories”, Psi Chi International Honor Society in Psychology, Faculty Advisor Research Grant. \$2000
- 2017 University of Wisconsin Oshkosh Faculty Small Grant. \$720
- 2017 Faculty Student Collaborative Research Grant (student: Blair Braun; \$3,000)
- 2017 McNair Scholar Program Mentor (student: Alyssa Scott; \$300 for research)
- 2013 Society for Research in Child Development Student Travel Award. \$300
- 2013 University of Iowa Graduate Student Senate Travel Funds Award. \$300
- 2013 University of Iowa Executive Council of Graduate Students Travel Grant. \$117
- 2012 International Conference on Infant Studies Student Travel Award. \$250
- 2011 University of Iowa Graduate Student Senate Travel Funds Award. \$300
- 2011 University of Iowa Graduate College Summer Fellowship. \$3000
- 2011 University of Iowa Delta Center Student Travel Award. \$500
- 2010 The University of Iowa Departmental Teaching Award, Admin TA. \$1000
- 2010 University of Iowa Executive Council of Graduate Students Research Grant. \$672

Unfunded external applications

- 2020 “Pathways to learning: Exploring how contextual cues and caregiver input change children’s learning outcomes”, National Science Foundation, Developmental Science Collaborative proposal, \$362,659. *PI*
- 2019 “C-Interface: Center for Collaborative Human-Machine-Environment Interfaces for Enabling and Augmenting the Physical Tasks of Manufacturing Workers”, National Science Foundation Science and Technology Center (STC) for Collaborative Human-Machine Interfaces. *Senior research personnel*
- 2014 “Lexical-Semantic Representations in Specific Language Impairment,” National Institutes of Health, NIDCD, Ruth L. Kirschstein National Research Service Award, F32 Postdoctoral, \$195,568. *PI*
- 2009 “Effect of task structure and noun generalization on category knowledge and word learning” National Science Foundation, Graduate Research Fellowship Program, Social, Behavioral, & Economic Sciences (Psychology), \$101,000. *PI*

PEER-REVIEWED PUBLICATIONS (*student mentee)

*Mulwa, K., & **Kucker, S.C.** (under review). Coding social interactions in naturalistic settings: The taxonomy of dyadic conversation.

Kucker, S.C., *Braun, B.E., & *Markham-Anderson, J.A. (under review). Margarita glasses and high heels: How attention to shape, age, and vocabulary impacts children's recognition of typical and atypical exemplars.

Kucker, S.C., McMurray, B., & Samuelson, L.K. (under review). Examining the incremental process of word learning: Word-form exposure supports retention of new word-referent mappings.

Perry, L.K., **Kucker, S.C.**, Horst, J.S., & Samuelson, L.K. (revision under review). Late bloomer or language disorder? Differences in toddler vocabulary structure associated with long-term language outcomes

- Kucker, S.C., & *Seidler, E.** (in press). The timescales of word learning in children with language delays: In-the-moment processing, retention, and generalization. *Journal of Child Language*
- *Rocha-Hidalgo, J., *Feller, M., *Blanchfield, O.A., **Kucker, S.C.**, & Barr, R. (2021). Patterns of mutual exclusivity and retention: A study of monolingual and bilingual 2-year-olds. *Infancy*, 26(6), 1011-1036. <https://doi.org/10.1111/infa.12432>
- Kucker, S.C.**, *Zimmerman, C., & Chmielewski, M. (2021). Taking parent personality and child temperament into account in child language development. *British Journal of Developmental Psychology*, 39(4), 540-565. <https://doi.org/10.1111/bjdp.12379>
- Perry, L.K., Meltzer, A.L., & **Kucker, S.C.** (2021). Vocabulary development and the shape bias in children with hearing loss. *Journal of Speech, Language, and Hearing Research*, 64(9), 3520-3532. https://doi.org/10.1044/2021_JSLHR-21-00003
- Kucker, S.C.** (2021). Processes vs. pathways in development via digital media: Examples from word learning. *Infant Behavior and Development*, 63, 101599. <https://doi.org/10.1016/j.infbeh.2021.101559>
- Kucker, S.C.**, McMurray, B., & Samuelson, L.K. (2020). Sometimes it's better to know less: How known words influence referent selection and retention in 18- to 24-month-old children. *Journal of Experimental Child Psychology*, 189, 104705. <https://doi.org/10.1016/j.jecp.2019.104705>
- Chmielewski, M., & **Kucker, S.C.** (2020). An MTurk crisis? Shifts in data quality, impact on study results & conclusions, and suggestions for addressing it. *Social Psychological and Personality Science*, 11(4), 464-473. <https://doi.org/10.1177/1948550619875149>
- Perry, L.K., & **Kucker, S.C.** (2019). The heterogeneity of word learning biases in late talking children. *Journal of Speech, Language, and Hearing Research*, 62(3), 554-563. doi: 10.1044/2019_JSLHR-L-ASTM-18-0234
- Kucker, S.C.**, Samuelson, L.K., Perry, L.K., Yoshida, H., Colunga, E., Lorenz, M.G., & Smith, L.B. (2019). Reproducibility and a unifying explanation: Lessons from the shape bias. *Infant Behavior and Development*, 54, 156-165. <https://doi.org/10.1016/j.infbeh.2018.09.011>
- Kucker, S.C.**, McMurray, B., & Samuelson, L.K. (2018). Too much of a good thing: How novelty biases and vocabulary influence known and novel referent selection in 18-month-old children and associative models. *Cognitive Science*, 42(S2), 463-493. <https://doi.org/10.1111/cogs.12610>
- Samuelson, L.K., **Kucker, S.C.**, & Spencer, J. (2017). Moving word learning to a novel space: A dynamic systems view of referent selection and retention. *Cognitive Science*, 41 (Suppl 1), 52-72. doi: 10.1111/cogs.12369
- Kucker, S.C.**, McMurray, B., & Samuelson, L.K. (2015). Slowing down fast mapping: Redefining the dynamics of word learning. *Child Development Perspectives*, 9(2), 74-78
- Kucker, S.C.**, & Samuelson, L.K. (2012). The first slow step: Differential effects of object and word-form familiarization on retention of fast-mapped words. *Infancy*, 17(3), 295-232.

Horst, J.S., Samuelson, L.K., **Kucker, S.C.**, & McMurray, B. (2011). What's new? Children prefer novelty in referent selection. *Cognition*, 118(2), 234-244.

Referred, Invited Chapters

Kucker, S.C. (2019). The dynamic nature of word learning. Chapter for P. Hagoort (Ed). *Human Language: From Genes and Brains to Behavior*. MIT Press.

McMurray, B., Zhao, L., **Kucker, S.C.**, & Samuelson, L.K. (2013). Pushing the envelope of associative learning: Internal representations and dynamic competition transform association into development. Chapter for L. Gogate and G. Hollich (Eds). *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence*. Hershey, PA: IGI Global.

Referred Published Conference Proceedings

Kucker, S.C., & *Bagley, A. (2017, July). Cascading effect of context and competition on novel word learning. Poster presented at the 39th Annual Conference of the Cognitive Science Society, London, England, U.K.

Kucker, S.C., & Samuelson, L.K. (2010, August). Visual and auditory familiarization differentially boosts retention in fast-mapping. Paper presented at the 32nd Annual Conference of the Cognitive Science Society, Portland, Oregon.

In preparation – manuscript draft in progress, full data collection and analysis completed

Kucker, S.C. & Perry, L.K. (initial submission rejected, new submission under revision). When reading is harder than a mother kucker: The effect of orthographic neighbor taboo-ness on novel word pronunciation.

Lorenz, M.G., & **Kucker, S.C.** (in preparation). To touch or not to touch: The role of object exploration in generalization and retention

*Melnick, L.M. & **Kucker, S.C.** (in preparation). Measuring language acquisition: The influence of individual differences.

Kucker, S.C., & Childress, L. (in preparation). The impact of museum exhibits and signage on parent-child conversations in a museum.

Kucker, S.C., *Wright, A.K., & *Roenbeck, B. (in preparation). Semantics and Specific Language Impairment.

CONFERENCE PRESENTATIONS (*student mentee)

Symposia/Talks

Lorenz, M., & **Kucker, S.C.** (2021, April). Exploration facilitates retention during novel noun generalization. In **Kucker, S.C.** & Lorenz, M. (Chairs). Cascading consequences of object play on cognition. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. *Held virtually due to COVID-19.

Perry, L.K., **Kucker, S.C.**, Horst, J.S., & Samuelson, L.K. (2019, March). Individual differences and the shape bias – lessons from late talkers. In Samuelson, L.K. (Chair). 30 years of shape bias research: Lessons for word learning, atypical development, categorization and

beyond. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

*Scott, A., & **Kucker, S.C.** (2018, July). Exploring the transfer deficit through novel noun generalization. Flash talk presented at the biennial meeting of the International Congress for Infant Studies, Philadelphia, PA.

Kucker, S.C. (2017, April). Timescales of word learning in children with language delays. In Vales, C. (Chair). Individual differences in language: The role of in-the-moment processes. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Kucker, S.C., McMurray, B., & Samuelson, L.K. (2015, June). Optimizing ambiguity: Word learning from uncertainty in vocabulary knowledge. Paper session presented at the 45th Annual Meeting of the Jean Piaget Society, Toronto, Ontario, Canada.

Kucker, S.C., McMurray, B., & Samuelson, L.K. (2015, March). Word learning from uncertainty in vocabulary knowledge. In **Kucker, S.C.** (Chair). From initial exposure to retention: The impact of non-linguistic and linguistic factors on word learning. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Kucker, S.C., Samuelson, L.K., & McMurray, B. (2013, April). The benefit and detriment of novelty in word learning. In **Kucker, S.C.** (Chair). The role of novelty in categorization and word learning. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Kucker, S.C., Samuelson, L.K., & McMurray, B. (2012, June). Word knowledge and vocabulary experience: Referent selection and retention in fast-mapping. In **Kucker, S.C.,** Samuelson, L.K., & McMurray, B. (Chairs). Integrating fast-mapping into the process of word learning. Paper symposium presented at the 18th Biennial International Conference in Infant Studies, Minneapolis, Minnesota.

Kucker, S.C., & Samuelson, L.K. (2011, July). Familiarity of objects and domain knowledge in retention of newly fast-mapped words. In Rohlfing, K. & Nachtigaller, K. Factors influencing retention of newly learned words. Paper symposium presented at the 12th International Congress for the Study of Child Language in Montreal, Quebec, Canada.

Kucker, S.C., & Samuelson, L.K. (2010, August). Visual and auditory familiarization differentially boost retention in fast-mapping. Paper presented at the 32nd Annual Conference of the Cognitive Science Society, Portland, Oregon.

Kucker, S.C., & Samuelson, L.K. (2010, March). Boosting mapping and retention in fast-mapping. In Samuelson, L.S. & **Kucker, S.C.** (Chairs). The interaction of auditory and visual information in early word and category learning. Paper symposium presented at the 17th Biennial International Conference in Infant Studies, Baltimore, Maryland.

Poster Presentations

Perry, L.K., **Kucker, S.C.,** Horst, J.S., & Samuelson, L.K. (2021, June). Late Bloomer or Language Disorder? Paying attention to structural differences in late talkers' vocabulary knowledge. Poster presented at the 41st annual, virtual Symposium on Research in Child Language Disorders. **Meeting held virtually due to COVID-19*

- *Edwards, S., *Carter, E., & **Kucker, S.C.** (2021, May). Effects of social contingency on child learning via technology. Poster presented at the annual meeting of the Association for Psychological Science, virtual showcase. **Meeting held virtually due to COVID-19*
- *Ezell, L., *Godinez, S., & **Kucker, S.C.** (2021, May). Impact of unfamiliar lab settings on shy children's demonstrated vocabulary knowledge. Poster presented at the annual meeting of the Association for Psychological Science, virtual showcase. **Meeting held virtually due to COVID-19*
- *Hulsing, M. & **Kucker, S.C.** (2021, May). Toys in the toy box and parent income/education influence child vocabulary and language skills. Poster presented at the annual meeting of the Association for Psychological Science, virtual showcase. **Meeting held virtually due to COVID-19*
- *Roenbeck, B., *Wright, A., & **Kucker, S.C.** (2021, May). The impact of sex and language delay on semantic knowledge: Males with developmental language disorder make more errors. Poster presented at the annual meeting of the Association for Psychological Science, virtual showcase. **Meeting held virtually due to COVID-19*
- Kucker, S.C.** & Childress, L. (2021, April). How signage impacts parent-child talk in interactive museum exhibits. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. **Meeting held virtually due to COVID-19*
- *Melnick, L., & **Kucker, S.C.** (2021, April). Measuring language acquisition: The influence of individual differences. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. **Meeting held virtually due to COVID-19*
- *Melvin, J. & **Kucker, S.C.** (2021, April). Examining the effect of age and vocabulary on perceptual and conceptual categorization tasks. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. **Meeting held virtually due to COVID-19*
- *Melnick, L., & **Kucker, S.C.** (2020, October). The effect of temperamental differences on language acquisition. Poster presented at the Many Paths to Language workshop, Nijmegen, The Netherlands. **Meeting held virtually due to COVID-19.*
- Kucker, S.C.** & Childress, L. (2020, May/December). How signage impacts parent-child talk in interactive museum exhibits. Poster accepted for presentation at the SRCD Special Topics Meeting: Learning through Play and Imagination, St. Louis, MO. **Meeting postponed, then cancelled due to COVID-19.*
- Kucker, S.C.**, & Chmielewski, M. (2020, July). Taking parent personality into account in infant language development. In **Kucker, S.C.** (Chair). Why embracing individual differences is critical for infant language research: Consequences of variability in language development. Poster cluster presented at the biennial meeting of the International Congress on Infant Studies, Glasgow, Scotland, U.K. **Meeting held virtually due to COVID-19*
- Perry, L.K., **Kucker, S.C.**, Horst, J.S., & Samuelson, L.K. (2020, July). Paying attention to structural differences in vocabulary knowledge. In **Kucker, S.C.** (Chair). Why embracing individual differences is critical for infant language research: Consequences of variability

in language development. Poster cluster presented at the biennial meeting of the International Congress on Infant Studies, Glasgow, Scotland, U.K. **Meeting held virtually due to COVID-19*

- *Melvin, J., *Hoelker, C., *Britt, K., & **Kucker, S.C.** (2020, April). Effect of parent personality with a child's language abilities. Poster accepted for presentation at the annual meeting of the Southwest Psychological Association, Frisco, TX. **Meeting cancelled due to COVID*
- *Baxter, C. & **Kucker, S.C.** (2020, April). The mess test: Does play influence learning? Poster accepted for presentation at the Southwest Psychological Association, Frisco, TX. **Meeting cancelled due to COVID-19*
- *Ezell, L., *Godinez, S., & **Kucker, S.C.** (2020, April) Impact of unfamiliar lab settings on shy children's demonstrated vocabulary knowledge. Poster accepted for presentation at the Southwest Psychological Association, Frisco, TX. **Meeting cancelled due to COVID-19*
- *Campbell, K. & **Kucker, S.C.** (2020, April) Known word representation errors in children with SLI. Poster accepted for presentation at the Southwest Psychological Association, Frisco, TX. **Meeting cancelled due to COVID-19*
- Kucker, S.C.**, *Braun, B., *Anderson, J.H., & *Clark, M.S. (2018, July). What makes a cup a cup? Infant generalization abilities to basic and weird referents. Poster presented at the biennial meeting of the International Congress of Infant Studies, Philadelphia, PA.
- *Bartels, M., *Seidler, E., & **Kucker, S.C.** (2018, June). Word learning over timescales: Comparing typically developing to late-talking children. Poster presented at the 39th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
- Kucker, S.C.**, & *Schultz-Bruecker, A. (2018, June). Longitudinal changes in semantic knowledge: An examination of children with and without Specific Language Impairment. Poster presented at the 39th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
- Kucker, S.C.**, & Perry, L.K. (2017, July). When reading is harder than a mother kucker: Top-down effects of the taboo-ness on novel word pronunciation. Poster presented at the annual meeting of the Cognitive Science Society, London, England, U.K.
- Kucker, S.C.**, & *Bagley, A. (2017, July). Cascading effect of context and competition on novel word learning. Poster presented at the annual meeting of the Cognitive Science Society, London, England, U.K.
- *Braun, B.E., *Seidler, E.M., & **Kucker, S.C.** (2017, April). Word learning in children with language delays. Poster presented at Midwestern Psychological Association, Chicago, IL.
- *Zimmerman, C., **Kucker, S.C.**, *Burson, J., & Chmielewski, M. (2017, April). The impact of child temperament and parent personality on children's productive vocabulary. Poster presented at the Midwestern Psychological Association, Chicago, IL.
- *Burson, J.M., **Kucker, S.C.**, & Chmielewski, M. (2017, April). Children's productive vocabulary and links to child temperament and parent personality. Poster presented at the biennial conference for the Society for Research in Child Development, Austin, TX.

- Kucker, S.C.** (2016, June). Semantic-conceptual information in the vocabularies of children with SLI. Poster presented at the Society for Research on Children with Language Disorders, Madison, WI.
- Kucker, S.C., McMurray, B. & Samuelson, L.K.** (2015, June). Measuring real-time change in word learning. Poster presented at the International Conference on Interdisciplinary Advances in Statistical Learning, San Sebastian, Spain.
- Kucker, S.C., McMurray, B., & Samuelson, L.K.** (2014, November). When attending is not learning: The role of novelty in word learning in both 18-month-old children and computational models. Poster presented at “The Science of Learning” pre-conference for the 2014 International Mind Brain and Education Society Conference, Fort Worth, Texas.
- Kucker, S.C., Samuelson, L.K., & McMurray, B.** (2013, November). When attending is not learning: The role of novelty in word learning in both 18-month-old children and computational models. Poster presented at the Learning to Attend, Attending to Learn: Neurological, Behavioral, and Computational perspectives workshop, San Diego, California.
- Kucker, S.C., Samuelson, L.K., & Spencer, J.S.** (2013, April). When less structure can help: Fast mapping names for nonsolid substances. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Kucker, S.C., & Samuelson, L.K.** (2012, June). When less structure in language can help: Fast mapping non-solid substances. Poster presented at the 18th Biennial International Conference in Infant Studies, Minneapolis, Minnesota.
- Kucker, S.C., Samuelson, L.K., & Spencer, J.P.** (2012, May). When less structure in language can help: Fast mapping non-solid substances. Poster presented at the 42nd Annual Jean Piaget Society Conference, Toronto, Ontario, Canada.
- Kucker, S.C., & Samuelson, L.K.** (2012, March). When less structure in language can help: Learning names for non-solid substances. Poster presented at the 14th Annual James F. Jakobsen Conference, Iowa City, Iowa.
- Kucker, S.C., & Samuelson, L.K.** (2011, October). Structure, or lack thereof, in children’s word learning: Fast-mapping names for non-solid substances. Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, Pennsylvania.
- Kucker, S.C., & Samuelson, L.K.** (2009, October). Familiarization boosts retention in fast-mapping. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.

MEDIA COVERAGE

- October 2019 Work on MTurk as a method for data collection (Chmielewski & Kucker, 2019), 10/22/19 interview for New Scientist article.
- October 2019 Cumulative work on timescales of word learning (Kucker, 2019 specifically) interview for the *Trouw Daily* [Dutch newspaper], 10/26/19 edition

TEACHING EXPERIENCE

Courses Taught

Oklahoma State University

- Spring 2022 Developmental Psychology (n=40; asynchronous online)
Research Practicum Independent Study (n=6)
- Fall 2021 Experimental Psychology: Research Methods (n=36)
Human Development Seminar, Graduate course (n=16)
Research Practicum Independent Studies (n=8)
- Spring 2021 Experimental Psychology: Research Methods (n=38; hybrid)
Developmental Psychology (n=40; online synchronous)
Honors seminar: Individual differences in development (n=11, online synch.)
Research Practicum Independent Study (n=6, hybrid)
- Fall 2020 Experimental Psychology: Research Methods (n=38; hybrid course with asynchronous online lectures and face-to-face laboratory component)
Language, Thought, & Behavior; Graduate Seminar in Cognition (n=5, synchronous online course)
Research Practicum Independent Studies (n=4, hybrid)
- Spring 2020 Experimental Psychology: Research Methods (n=41)
Developmental Psychology (n=25)
Research Practicum Independent Studies (n=9)
- Fall 2019 Developmental Psychology (n=45)
Human Development Seminar, Graduate course (n=16)
Research Practicum Independent Studies (n=8)
- Spring 2019 Experimental Psychology: Research Methods (n=39)
Research Practicum Independent Studies (n=6)
- Fall 2018 Developmental Psychology (2 sections, n=90 total)
Research Practicum Independent Studies (n=2)

University of Wisconsin Oshkosh

- Spring 2018 Developmental Psychology (n=35)
Capstone seminar "Language, Thought, & Behavior" (n=25)
Advanced Research Methods (n=6)
Research Independent Study (n=4)
Related Readings Independent Study "Parent-child relationships" (n=1)
- Fall 2017 Developmental Psychology (2 sections; n=50/section)
Advanced Research Methods (n=7)
Research Independent Study (5 students)
Related Readings Independent Study "Transition(s) to Adulthood" (n=1)
- Spring 2017 Developmental Psychology (n=35)
Developmental Processes, graduate seminar (n=18)
Advanced Research Methods (undergraduate lab course; n=7)
Independent Study "Socioeconomic status and word learning" (n=1)
- Fall 2016 Developmental Psychology (3 sections; n=36/section)
Independent Study "Linguistic Coding" (1 graduate student)

University of Texas Dallas

- Spring 2016 Introduction to Psychology (n=130; utilized clickers)

Fall 2015 Introduction to Psychology (n=127; utilized clickers)

Southern Methodist University

Summer 2015 Developmental Psychology (n=10)

The University of Iowa

Fall 2012 Introduction to Developmental Science (n=38)

Teaching Assistant/Other Teaching and Related Trainings

Spring 2021 Invited speaker, “Mechanisms of Word Learning”, Language Acquisition Graduate Course, University of Oslo

Spring 2021 LGBTQ+ Safe Ally training; Oklahoma State University

Summer 2020 Completion of the Academic for Black Lives (AB4L) anti-racism, nation-wide training program

Summer 2020 Completion of College of Arts and Sciences Online Development Course; Oklahoma State University

Summer 2018 Oklahoma State University, Teacher Training workshop for new faculty

Fall 2017 Invited speaker, Introduction to Linguistics, UW Oshkosh

Spring 2017 Invited speaker, Applied Linguistics, UW Oshkosh

Spring 2017 Invited speaker, Evolution of Language, UW Oshkosh

Fall 2016 Invited speaker, Introduction to Linguistics, UW Oshkosh

2014-2015 Private Tutor – Abnormal Psychology, Child Development, General Psych

2012 Invited Speaker, TRiO Campus Tutor Annual Training, The University of Iowa

2009-2012 TRiO Student Support Services Psychology Tutor (Elementary Psych; Cognitive Psych; Developmental Science), The University of Iowa

2010-2011 Administrative Teaching Assistant*, Elementary Psychology, The University of Iowa (*Head TA/Supervised graduate TAs & taught individual discussion sections)

2010 Cognitive Development Guest lecture, Elementary Psych, The University of Iowa

2008-2009 Graduate Teaching Assistant, Developmental Science, The University of Iowa

MENTORSHIP & SUPERVISION

Undergraduate Independent Research Project Mentorship

Fall 2020-Spring 2022 Wentz Research Scholar + 1 year renewal – Liesl Melnick

Fall 2019-Spring 2020 Freshman Research Scholar - Madeline Hulsing (BS, Psychology); “Parent Interactions in Museum Exhibits”

Fall 2019-Spring 2020 Freshman Research Scholar - Liesl Melnick (BS, Communication Sciences and Disorders); “The effect of temperamental differences on language acquisition”

Fall 2019-Spring 2020 Wentz Research Scholar – Christina Baxter

Fall 2018-Spring 2019 Freshman Research Scholar - Christina Baxter (BS, Kinesiology/pre-med); “The impact of siblings on vocabulary generalization abilities”

Summer 2018 McNair Scholar - Monica Fieck

Summer 2017 Undergraduate/Faculty Collaborative Research Grant - Blair Braun

Summer 2017 McNair Scholar - Alyssa Scott

Undergraduate Honors/Senior Thesis Supervision

Spring 2022	Liesl Melnick (BS Communication Sciences & Disorders; honors), “Individual differences in language”; Chair
Spring 2022	Brianna Roenbeck (BS Psychology) “Gender and DLD”; Chair
Fall 2021	Anna Cheshire (University of Tulsa; BS Anthropology) “Caregiver-child communication across museum exhibits”; Chair
Fall 2020-Spring 2021	Alyssa Marckx (BS Psychology & Accounting) “A thin slice approach to temperament in language research”; Chair
Fall 2019-Spring 2020	Claire Gallagher (BS Physiology; honors), “Mapping and retention in children learning with physical objects versus a tablet”; Chair
Fall 2019-Spring 2020	Abbi Wright (BS Communication Sciences & Disorders; honors), “Developing executive function skills in children and subsequent impact on vocabulary learning”; Chair
Fall 2019-Spring 2020	Charish Rainwater (BS Communication Science & Disorders; honors); second reader/committee member
Spring 2018	Kaitlin Beattie (BS Psychology) “A meta-analysis of SLI”; Chair
Fall 2017-Spring 2018	Erin Seidler (BS Psychology, journalism, business; honors) “To be or not to be a late talker: Predicting language delays”; Chair
Spring 2017-Fall 2017	Alyssa Scott (BS Psychology; honors) “The use of tablets for generalization in young children”; Chair

Undergraduate Research Assistant Supervision

Spring 2022	16 undergraduate & 2 graduate research assistants
Fall 2021	16 undergraduate & 2 graduate research assistants
Spring 2021	13 undergraduate research assistants
Fall 2020	8 undergraduate research assistants
Spring 2020	18 undergraduate research assistants
Fall 2019	12 undergraduate research assistants
Spring 2019	13 undergraduate research assistants
Fall 2018	6 undergraduate research assistants
Spring 2018	14 undergraduate & 2 graduate research assistants
Fall 2017	14 undergraduate & 2 graduate research assistants
Spring 2017	8 undergraduate & 3 graduate research assistants
Fall 2016	5 undergraduate & 3 graduate research assistants
Fall 2015-Spring 2016	5 undergraduate research assistants

Honors credit class add-on (OSU)

Fall 2021	Research Practicum – Liesl Melnick
Spring 2021	Experimental Psychology – Kealee Spencer
Spring 2021	Developmental Psychology – Kaylen Smith
Fall 2020	Research Practicum – Liesl Melnick
Fall 2020	Experimental Psychology – Jayla Melvin
Fall 2020	Experimental Psychology – Anahi Montes
Spring 2020	Research Assistantship/Experiential learning – Jayla Melvin
Fall 2019	Research Assistantship/Experiential learning – Jayla Melvin
Spring 2019	Experimental Psychology - Matthew Argo
Fall 2018	Developmental Psychology - Mercedes Rangl

Undergraduate Teaching Assistant Supervision

Fall 2021 Experimental Psychology – Kealee Spencer & Kyle McKenzie
Spring 2021 Experimental Psychology – Jayla Melvin

Undergraduate Advising (UWO)

Fall 2016-Spring 2018 Undergraduate psychology majors (M=35/semester)

Graduate Student Teaching Supervision (Supervisor of Record for graduate instructor)

Spring 2022 Logan Smith – Developmental Psychology (face-to-face)
Spring 2022 Ashley Quigley – Developmental Psychology (asynch. online)
Fall 2021 Ashley Quigley – Developmental Psychology (asynch. online)
Spring 2021 Erin Harrington – Developmental Psychology (asynch. online)
Spring 2021 Marissa Baudino – Developmental Psychology (asynch. online)
Fall 2020 Marissa Baudino – Developmental Psychology (asynch. online)

Master's Thesis Committee Chair/Member

In progress Sneh Jhaveri; Chair, OSU, Department of Psychology
In progress Amita Chawla; Committee member, OSU, Integrative Biology
In progress Abbi Wright; Committee member, OSU, Communication Sciences and Disorders
February 2019 Trevor Henne - Committee member, UWO, Department of Psychology, Defended
August 2018 Samantha Noll; Chair, UWO, Department of Psychology, Defended
June 2018 Megan Patterson; Committee member, UWO, Department of Psych, Defended
July 2018 Kyra Bowe; Committee member, UWO, Department of Psychology, Defended

HONORS/AWARDS

2021 Oklahoma State College of Arts and Sciences Faculty Scholar Spotlight
2020-2021 Psychology Depart. Outstanding Faculty Member, Oklahoma State University
2019 Nominated for the College of Arts and Science Outstanding Faculty Mentor Award; Oklahoma State University
2017 Nominated for the Excellence in Mentorship Award; UW Oshkosh
2013 Recognition of Excellence; Learning to Attend, Attending to Learn workshop, funded by the Cognitive Science Society
2013 Council on Teaching, Outstanding Teaching Assistant Award, University of Iowa
2012 James F. Jakobsen Social Sciences and Education Award, University of Iowa
2008 Senior Experimental Psychology Award, Drake University
2008 Donald R. Keyworth Emeriti Award for Excellence in Philosophy; Drake University
2008 Phi Beta Kappa National Honor Society

OTHER RESEARCH EXPERIENCE/TRAINING

2018-present Language, Learning, and Development Lab; Oklahoma State University
Principle Investigator/Director
2016-2018 Oshkosh Development Lab; The University of Wisconsin Oshkosh
Principle Investigator/Director
2014-2016 Speech, Language, Cognition, and Communication Lab (PIs: Chris Dollaghan & Thomas Campbell); The University of Texas at Dallas and the Callier Center for Communication Disorders; Post-doctoral research collaborator

- 2013-2014 Child Language and Cognitive Processes (PI: Julia Evans); The University of Texas at Dallas; Post-doctoral research associate
- 2008-2013 Language and Category Development Lab (PI: Larissa Samuelson); The University of Iowa; Research Assistant under R01 to LS from NICHD
- 2008-2013 Mechanisms of Audiovisual Communication (PI: Bob McMurray); The University of Iowa; Research collaboration
- 2009 Dynamic Field Theory Summer School (John Spencer & Gregor Schöner)
Intensive modeling seminar and workshop
- 2007-2008 Cognitive Neuroscience Research Lab (PI: Steven Faux); Drake University
Lead Undergrad Research Assistant

INVITED TALKS* /DEPARTMENTAL & UNIVERSITY PRESENTATIONS

- August 2021 *Mechanisms and timescales underlying word learning; *Invited talk for the /L+/ International summer school on language acquisition, hosted by the Max Planck Institute for Psycholinguistics.*
- October 2020 Developmental cascades and the dynamic nature of word learning; *Oklahoma State University, Department of Psychology Colloquium series*
- March 2017 *Building knowledge bit-by-bit: Cognitive processes underlying word learning. *Invited talk at Southern Methodist University, Department of Psychology*
- January 2017 *Learning a word: The developmental impact of the object and the individual. *Invited talk at the University of Wisconsin Madison, Developmental Psychology brown bag series*
- July 2016 *How to learn a word and build a vocabulary: The dynamic coupling of words and referents in real and developmental time; *Invited talk at the Max Planck Institute, Nijmegen, Netherlands for the Language in Interaction Summer School*
- Nov. 2014 The role of novelty biases and vocabulary knowledge in word learning; *The University of Texas at Dallas; Developmental, Cognitive, and Social/Personality brown bag series*
- Feb. 2013 Acquiring a lexicon: Exploring semantic knowledge in word learning; *University of Texas at Dallas, Callier Center for Communication Sciences and Disorders*
- Sept. 2013 *The role of novelty and knowledge in word learning; *The University of Texas at Dallas, Callier Center, Friday Seminar in Speech, Language, and Hearing*
- April 2013 *The benefit and detriment of novelty in word learning; *The University of Texas at Dallas, Callier Center, guest lecture for the Neurological Correlates of Language graduate seminar*
- Nov. 2012 Complex cognitive processes in developing systems; *The University of Iowa, Department of Psychology, brown bag colloquium*
- Aug. 2012 Insights into word learning via novelty preferences; *The University of Iowa, Department of Psychology brown bag data blitz*
- April 2012 NNG, SES, and the ABC's: Novel-noun generalization, word learning, and the influence of SES; *The University of Iowa, Language Discussion Group*
- Sept. 2011 Structure, or lack thereof, in children's word learning: Fast mapping solid and non-solid substances; *The University of Iowa, Language Discussion Group*
- Aug. 2011 All novel things are equally novel...sometimes: Preferences for solid and non-solid substances after fast-mapping; *The University of Iowa, Department of Psychology brown bag data blitz*

- April 2011 Structure, or lack thereof, in children's word learning: Fast mapping of solid and non-solid objects; *The University of Iowa, Department of Psychology brown bag colloquium*
- Feb. 2010 Object and word familiarization differentially boost retention in fast mapping; *The University of Iowa, Department of Psychology Graduate Student Symposium*
- Nov 2009 Visual and auditory familiarization differentially boost retention in fast mapping-
The University of Iowa, Language Discussion Group
- Sept 2009 Fast mapping and referent selection: Seeing the answer before the test helps you get the question right; *The University of Iowa, Department of Psychology brown bag data blitz*

PEER REVIEWING

External, Editorial Board member

Fall 2020 – present *Infant Behavior and Development*

External, ad hoc journal reviewer: *Cognition; Journal of Child Language; Child Development; Infant and Child Development; Developmental Science; Journal of Experimental Child Psychology; Cognitive Science; Frontiers in Developmental Psychology; British Journal of Developmental Psychology; Journal of Cognition and Development; Journal of Communication Disorders; Journal of Speech, Hearing, and Learning Research; Journal of Genetic Psychology; Bilingual Research Journal, Journal of Experimental Psychology: Learning, Memory, and Cognition; Language Learning; Brain Sciences; Behavior Research Methods; Cognitive Development; Assessment*

External, professional conference reviews:

Fall 2016 – present Biennial Meeting Reviewer, Society for Research in Child Development

Spring 2011-present Conference review panel, Cognitive Science Society

Other external reviews

Spring 2020 Chair; Student Awards Committee and Reviewer; Oklahoma Psychological Society 38th Annual conference, **Held virtually*

Spring 2019 Invited External Examiner, Honors thesis; Arizona State University, Barrett Honors College

Internal reviewing

Spring 2020-present Women's Faculty Council Research Award, Oklahoma State; Reviewer
2018-present Department of Psychology, Robberson summer dissertation fellowship, internal application; Reviewer

2017 - 2018 Celebration of Scholarship Symposium, The University of Wisconsin Oshkosh; Faculty Judge

2012-2013 Delta Center Interdisciplinary Research Grant Review Panel, University of Iowa

Spring 2012 Iowa Center for Research by Undergraduates, Annual Undergraduate Research Conference; Reviewer & Poster Judge,

2011-2013 University of Iowa Executive Council of Graduate and Professional Students travel grants; Reviewer

SERVICE ACTIVITIES

Fall 2020-present	Assessment Coordinator, Department of Psychology, Oklahoma State
Fall 2020-present	Diversity Committee; Department of Psychology, Oklahoma State
Fall 2019-present	Psi Chi honor society advisor; Oklahoma State University
2019-2020	Tulsa Children's Museum/Discovery Lab, Little Lab (birth-4 years old) exhibit design sub-committee; Tulsa, OK
2018-present	Curriculum and Undergraduate Training Committee; Oklahoma State University
2017 - 2018	Department of Psychology SONA Participant pool committee; The University of Wisconsin Oshkosh
2017 - 2018	Department of Psychology Quantitative Search Committee member; The University of Wisconsin Oshkosh
2016 - 2018	Graduate Admissions committee; The University of Wisconsin Oshkosh
2016 - 2018	Psi Chi honor society advisor; The University of Wisconsin Oshkosh
2016 - 2017	Psychology department web enhancement committee; The University of Wisconsin Oshkosh
2015 - 2016	Faculty/Staff Advisor, Smile Foundation; University of Texas at Dallas chapter (international non-profit education initiative)
2014 - 2016	Callier Center for Communication Disorders Friday in Language Seminar brown bag co-coordinator; University of Texas at Dallas
2009 - 2013	University of Iowa Department of Psychology Graduate Mentor
2008 - 2013	Undergraduate Research Assistant Supervisor; Language and Category Development lab; University of Iowa
2009 - 2011	Delta Center Graduate Student Representative; University of Iowa
2009 - 2012	Graduate Student Advisory Committee, Developmental Science area representative; University of Iowa
2010 - 2011	Graduate Student Advisory Committee, Chair; University of Iowa
2008 - 2009	Graduate Student Advisory Committee, First-year Rep; University of Iowa

PROFESSIONAL ORGANIZATIONS (active member)

American Psychological Society
Cognitive Development Society
Cognitive Science Society
International Congress for Infant Studies
Society for Research in Child Development
Southwest Psychological Association