

AMANDA S. HABER

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EMPLOYMENT

2023 – Present Assistant Professor, College of Arts & Sciences
Department of Psychological & Brain Sciences
Fairfield University

EDUCATION

2018 – 2023 Ph.D. in Applied Human Development
Boston University, Wheelock College of Education & Human Development, Boston, MA

2016 – 2018 M.S.Ed. in Interdisciplinary Studies in Human Development
University of Pennsylvania, Graduate School of Education, Philadelphia, PA

2012 – 2016 B.S., magna cum laude with Honors in Early Childhood Education & Minor in Psychology
Boston University, School of Education, Boston, MA

- Massachusetts Initial Educator License: Early Childhood Education (PreK-2)

FUNDING AND AWARDS

Fellowships and Scholarships

2018 – 2023 Glenn Doctoral Research Fellowship, Boston University (\$23,000, five years)

2016 – 2017 Dean's Scholarship, University of Pennsylvania (\$10,000)

2016 – 2017 Merit Scholarship, University of Pennsylvania (\$10,000)

2016 – 2017 Graduate Research Scholarship, University of Pennsylvania (\$3,500)

Grants and Awards

2025 Science Institute Grant, Fairfield University (\$1,000)

2024 Fredrickson Family Innovation Lab Grant, Fairfield University (\$800)

2024 Humanities Institute Grant, Fairfield University (\$1,200)

2024 Community-Engaged Learning Grant, Fairfield University Center for Social Impact (\$2,500)

2024 Inductee, Sigma Xi, Scientific Research Society, Fairfield University

2024 Humanities Institute Grant, Fairfield University (\$1,000)

2023 Doctoral Dissertation Award, Boston University (\$2,500)

2021, 2022 Summer Research Grant, Boston University (\$3,250)

2019 AERA Division E Seed Grant Competition Finalist

2019 Selected Attendee, AERA Division E Graduate Student Pre-Conference Seminar (\$200)

2018 University of Pennsylvania Excellence in Services to Students & Colleagues

2016 Funding Research Opportunity Grant, Boston University (\$550)

2015, 2016 Undergraduate Research Opportunity Award, Boston University (2,500)

Conference Travel Awards

2025 American Psychological Association (APA) Early Career Convention Grant

2023 College of Arts and Sciences Travel Award, Fairfield University (\$1,200)

2023 Graduate Student Travel Award, Boston University (\$1,600)

2022 Graduate Student Council Travel Award, American Education Research Association (\$1,000)

2021, 2022 Graduate Student Travel Award, Boston University (\$1,700)

2018, 2019 Graduate Student Travel Award, Boston University (\$1,000)

2016 Undergraduate Research Opportunity Travel Award, Boston University (\$200)

PEER-REVIEWED PUBLICATIONS (13 total)

+ *undergraduate student*

13. Kumar, S., & **Haber, A.S.** (2025). Extending cognitive development research to create more equitable science learning contexts. *Frontiers in Developmental Psychology*. 3: 1613929.
12. **Haber, A.S.**, Kumar, S., Leech, K., & Corriveau, K. (2024). How does caregiver-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence? *Child Development*. 95(5), 1739-1753.
11. Kumar, S.C.,* **Haber, A.S.***, & Corriveau, K.H. (2024). Teachers' scientific questions differ by child gender in the preschool classroom. *Mind, Brain, and Education*. 18: 57-61. **[*First authorship shared]**.
10. **Haber, A.S.**, & Corriveau, K.H. (2023). Social robots as social learning partners: Exploring children's early understanding and learning from social robots. *Behavioral and Brain Sciences*. 46, E36.
9. Kumar, S.C., **Haber, A.S.**, Ghossainy, M.E. +Barbero, S., & Corriveau, K.H. (2023). The impact of visualizing the group on children's persistence in STEM. *Acta Psychologica*. 233, 103845.
8. **Haber, A.S.**, Kumar, S., Puttre, H., Dashoush, N. & Corriveau, K.H. (2022)**. "Why can't I see my friends and family?": Children's questions and parental explanations about Coronavirus. *Mind, Brain, and Education*, 16(1), 54-61.
****Received an award for one of the top 10 most-cited papers published in MBE in 2022-2023****
7. **Haber, A.S.***, Kumar, S.C.* & Corriveau, K.H. (2022). Boosting children's persistence through scientific storybook reading. *Journal of Cognition and Development*, 23(2), 161–172. **[*First authorship shared]**.
6. **Haber, A.S.**, Puttre, H., Ghossainy, M.E., & Corriveau, K.H. (2021). "How will you construct a pathway system?": Microanalysis of teacher-child scientific conversations. *Journal of Childhood, Education & Society*. 2(3), 338–363.
5. **Haber, A.S.**, Leech, K., Benton D., Dashoush, N., & Corriveau, K. H. (2021). Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. *Early Childhood Research Quarterly*, 57, 121–132.
4. **Haber, A.S.** & Corriveau, K.H. (2020). Putting social cognitive mechanisms back into Cumulative Technological Culture: Social interactions serve as a mechanism for children's early knowledge acquisition. *Behavioral and Brain Sciences*. 43, E166.
3. Leech, K.A., **Haber, A.S.**, +Jalkh, Y., & Corriveau, K.H. (2020). Embedding explanations into storybooks impacts children's scientific discourse and learning. *Frontiers in Psychology*. 11:1016.
2. **Haber, A.S.**, Sobel, D.M., & Weisberg, D.S. (2019). Fostering children's reasoning about disagreements through an inquiry-based curriculum. *Journal of Cognition and Development*, 20(4), 592-610.
1. Leech, K. A.*, **Haber, A.S.***, Arunachalam, S., Kurkul, K. & Corriveau, K.H. (2019). On the malleability of selective trust. *Journal of Experimental Child Psychology*, 183, 65-74. **[*First authorship shared]**.

MANUSCRIPTS UNDER REVIEW (2 total)

2. Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (revise and resubmit). How prompting feelings of relatedness during STEM storybook impacts children's motivation. *Acta Psychologica*.
1. **Haber, A.S.** & Kumar, S.C. (invited submission). Reimagining science learning in early childhood through storybook reading. *Education Sciences*.

MANUSCRIPTS IN PREPARATION (3 total)

3. **Haber, A.S.**, Kumar, S.C., +Swenson, M., +Bode, K., +Ruel, E. (in prep). How do children evaluate scientific explanations provided by digital voice assistants, teachers, and peers? *Developmental Science*.
2. **Haber, A.S.**, +Bagley, K., +Kramer, K. (invited submission). "I can do it!": Reading scientific storybooks emphasizing hard work and effort impacts preschoolers' beliefs about intelligence and failure in STEM. *Education Sciences. Special Issue: Supporting Transitions and Engagement in STEM Education*.
1. **Haber, A.S.**, Leech, K.A., & Corriveau, K.H. (in prep). Expanding the lens: Caregiver-child book reading and STEM learning in diverse families.

BOOK CHAPTERS (1 total)

Haber, A.S. (2025). Children's conversations with teachers and caregivers fosters early learning, engagement, and persistence in STEM. In J.M. Young (editor). *Preschool Education – Innovative Insights, Strategies, and Practical Approaches*. IntechOpen: London, United Kingdom.

OTHER PUBLICATIONS (1 total)

Haber, A.S. (2025). Caregiver-child conversation and STEM storybooks impact children's persistence. *Child and Family Blog*.

REFEREED CONFERENCE PRESENTATIONS

SYMPOSIA ORGANIZED/CHAired (7 total)

- Haber, A.S.** (2023, April). *Child and Parent Discourse for Cognitive and Social-Emotional Learning*. Symposium presented at the annual meeting of the American Education Research Association.
- Haber, A.S.** (2023, April). *Social-Emotional Development and Learning in Adolescence*. Symposium presented at the annual meeting of the American Education Research Association.
- Haber, A.S.** & Puttre, H. (2023, March). *Fostering Children's Curiosity in Early Childhood*. Symposium presented at the annual meeting of the Society for Research in Child Development.
- Haber, A.** & Kumar, S. (2022, April). *Exploring Children's Early Engagement and Motivation in Science: Implications for Cognitive Development*. Symposium presented at the biennial meeting for the Cognitive Development Society.

- Haber, A.S.** & Kumar, S.C. (2021, April). *Learning by Reading: Fostering Children's Science Learning Through Storybooks*. Symposium presented at the biennial Society for Research in Child Development (Virtual).
- Haber, A.S.** & Kumar, S.C. (2021, April). *Girls in STEM: Exploring the Developmental Origins of the Gender Gap in Science*. Symposium presented at the biennial Society for Research in Child Development (Virtual).
- Kumar, S.C. & **Haber, A.S.** (2021, April). *Fostering Children's Early Curiosity, Engagement and Question-Asking Behavior*. Symposium presented at the biennial Society for Research in Child Development (Virtual).

INVITED PRESENTATIONS (7 total)

- Haber, A.S.** (2025). *From theory to practice: Examining children's school readiness skills during the early childhood years*. Fairfield University Department of Psychological and Brain Sciences, Fairfield, CT.
- Haber, A.S.** (2022). *Caregiver-child discourse during a scientific storybook reading impacts children's mindset beliefs and persistence*. University of North Carolina, Chapel Hill, North Carolina.
- Haber, A.S.** (2022). *Scientific storybook reading impacts children's persistence and mindset beliefs*. Boston, MA. Boston University Child Cognition Laboratory, Boston, MA.
- Haber, A.S.** (2021). *Storybook reading enhances children's early STEM learning*. Dublin City University, Dublin, Ireland.
- Corriveau, K. H. **Haber, A.S.**, Kumar, S.C. (2021). *Questions and explanations during COVID: Encouraging healthy scientific thinking*. Boston University Human Development Brown Bag Series, Boston, MA.
- Kurkul, K. & **Haber, A.S.** (2020). *It's not about what you say, it's about how you say it: Using high quality explanations to promote learning*. Workshop for preservice teachers. Merrimack College, Andover, MA.
- Haber, A.S.** (2019). *Questions and explanations in the classroom*. Merrimack College, Andover, MA.

REFEREED ORAL PRESENTATIONS (15 total)

- Haber, A. S.**, Kumar, S. C. Leech, K.A., +Holder, M. & Corriveau, K.H. (2023, April). *Parent-child scientific storybook reading shapes children's mindset beliefs and persistence*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Puttre, H., **Haber, A.S.**, Ghossainy, M.E. & Corriveau, K.H. (2023, April). *Investigating individual variation in children's scientific questions*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Haber, A. S.**, Kumar, S. C. Leech, K.A., +Holder, M., Leech, K.A. & Corriveau, K.H. (2023, March). *Caregiver-child scientific storybook reading shapes children's mindset beliefs and persistence*. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Puttre, H., **Haber, A.S.**, Ghossainy, M.E. & Corriveau, K.H. (2023, April). *Exploring individual differences in the development of children's science questions*. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2022, April). *Children's selective trust of achievement-oriented versus effort-oriented scientists*. Paper presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.

- Kumar, S.C.*, **Haber, A.S.***, & Corriveau, K.H. (2022, April). *Teachers' scientific questions differ by child gender in the classroom*. Paper presented at the annual meeting of the American Education Research Association, San Diego, California. [***First authorship shared**]
- Kumar, S.C.*, **Haber, A.S.***, +Pilarova, V., & Corriveau, K.H. (2021, April). *The struggle is real: Boosting children's persistence in STEM through storybook reading*. Paper presented at the biennial Society for Research in Child Development (Virtual). [***First authorship shared**]
- Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2021, April). *The impact of visualizing the group on children's persistence in STEM*. Paper presented at the biennial Society for Research in Child Development (Virtual).
- Dashoush, N., **Haber, A.S.**, Leech, K.A., Benton D., & Corriveau, K.H. (2020, November). *Questions and explanations in the classroom: How teachers respond to children's scientific questions*. Paper accepted to the National Association for the Education of Young Children Conference, Anaheim, California.
- Haber, A.S.**, +Jalkh, Y., & Corriveau, K.H., & Leech, K.A. (2019, October). *How shared book-reading can boost children's scientific discourse and understanding*. Paper presented at the biennial meeting of the Cognitive Development Society, Louisville, Kentucky.
- Haber, A.S.**, Leech, K.A., Dashoush, N. & Corriveau, K.H. (2019, May). *Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions*. Paper presented at the Play and Learning Conference, Rutgers University, Newark, New Jersey.
- Haber, A.S.**, & Frye, D. (2019, April). *Adults' reasoning about intentional instruction*. Paper presented at the annual meeting of the American Educational Research Association Conference, Toronto, Canada.
- Leech, K., **Haber, A.S.**, & Corriveau, K. (2019, April). *Expressions of personal epistemologies in early educators' explanations*. Paper presented American Educational Research Association Conference, Toronto, Canada.
- Barghaus, K., Gullo, D., Buek, K., Fantuzzo, J., Gullo, D., **Haber, A.** (2019, April). *Neglected validities: Critical gaps in early childhood assessments*. Paper presented at the annual meeting of the American Educational Research Association Conference, Toronto, Canada.
- Haber, A.S.**, Sobel, D.M., & Weisberg, D.S. (2018, July). *How can we foster children's metacognitive development?* Paper presented at the annual Society for Philosophy and Psychology meeting, Ann Arbor, Michigan.

POSTER PRESENTATIONS (31 total)

- Haber, A.S.**, +Swenson, M., +Bode, K., +Ruel, E., Kumar, S.C. (2025, August). *How do children evaluate scientific explanations provided by digital voice assistants and teachers?* Poster presented at the annual meeting of the American Psychological Association, Denver, Colorado.
- Haber, A.S.**, +Bagley, K., +Kramer, K., Kumar, S.C., (2025, August). *Exploring the longitudinal effects of scientific storybooks on children's persistence in STEM*. Poster to be presented at the annual meeting of the American Psychological Association, Denver, Colorado.
- +Swenson, M., +Bode, K., +Ruel, E., Kumar, S.C., & **Haber, A.S.** (2025, May). *How do children evaluate scientific explanations provided by digital voice assistants and teachers?* Poster presented at the biennial Society for Research in Child Development, Minneapolis, Minnesota.
- +Tomcho, J., +Benz, B., Hangen, E. & **Haber, A.S.** (2025, March). *How do scientific storybooks impact caregiver and child mindset and failure beliefs?* Poster presented at the annual meeting of the Eastern Psychological

Association, New York City, New York.

- +Bode, K., +Swenson, M., +Ruel, E., Kumar, S.C., & **Haber, A.S.** (2025, March). *Children's evaluation of scientific explanations provided by digital voice assistants and teachers*. Poster presented at the annual meeting of the Eastern Psychological Association, New York City, New York.
- +Bagley, K., +Kramer, K., Kumar, S.C., & **Haber, A.S.** (2025, March). *Exploring the longitudinal effects of scientific storybooks on children's persistence in STEM*. Poster presented at the annual meeting of the Eastern Psychological Association, New York City, New York.
- Haber, A. S.**, Kumar, S.K., & Corriveau, K.H. (2024, March). *Exploring caregiver-child mental state talk during scientific storybook reading*. Poster presented at the biennial meeting of the Cognitive Development Society, Pasadena, California.
- Kumar, S., **Haber, A. S.**, & Corriveau, K.H. (2024, March). *How prompting feelings of relatedness during a STEM storybook reading impacts children's persistence*. Poster presented at the biennial meeting of the Cognitive Development Society, Pasadena, California.
- Haber, A. S.**, Leech, K.A., & Corriveau, K.H. (2023, March). *Examining parent-child conversation during a scientific storybook interaction in racial and ethnic minoritized families*. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, Utah.
- Haber, A. S.**, Kumar, S. C. & Corriveau, K.H. (2022, April). *How does parent-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence?* Poster presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.
- +Wang, Y., Kumar, S. C. **Haber, A.S.**, & Corriveau, K.H. (2022, April). *Teachers' scientific questions differ by child gender in preschool classroom*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.
- Puttre, H., **Haber, A.**, Ghossainy, M., +Joshi, N., Corriveau, K. (2022, April). *Exploring the development of preschoolers' scientific questions in an inquiry-based learning classroom*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.
- Haber, A. S.***, Kumar, S. C.* +Pilarova, V., & Corriveau, K.H. (2021, June). *The struggle is real: Boosting children's connectedness and persistence in STEM through storybook reading*. Poster presented to the annual Society for Philosophy and Psychology meeting, Princeton, New Jersey. **[*First authorship shared]**
- Haber, A.S.**, Kumar, S.C., Puttre, H., +Sienkiewicz., M., +Zhang, Y., Dashoush, N. & Corriveau, K.H. (2021, April). *"Why can't I see my friends and family?": Explaining COVID-19 to young children*. Poster presented at the biennial Society for Research in Child Development (Virtual).
- +Conner, M., **Haber, A.S.**, Kumar, S. & Corriveau, K. (2021, April). *Scientific inquiry intervention enhances parent and child learning in the museum*. Poster presented at the biennial Society for Research in Child Development.
- Puttre, H., **Haber, A.S.**, +Joshi, N., Ghossainy, M.E., & Corriveau, K.H. (2021, April). *How will you construct a pathway system?": Microanalysis of teacher-child conversations during an inquiry unit*. Poster presented at the annual meeting of the biennial Society for Research in Child Development (Virtual).
- Haber, A.S.**, Kumar, S.C., Puttre, H., +Sienkiewicz., M., +Zhang, Y., Dashoush, N. & Corriveau, K.H. (2021, April). *"Why can't I go to school?": Explaining COVID-19 to young children*. Poster presented at the annual meeting of the American Educational Research Association (Virtual).

- +Joshi, N., Puttre, H., **Haber, A.S.**, & Corriveau, K.H. (2021, March). *Exploring individual variability in questions and explanations in inquiry-based learning*. Poster presented at the Eastern Psychological Association Conference.
- +Sienkiewicz., M.,* +Zhang, Y.*, **Haber, A. S.**, Kumar, S. C. & Corriveau, K.H. (2021, March). *"Why does flipping the switch turn off the light?": Fostering parent-child scientific talk through a wordless picture book*. Poster presented at the Eastern Psychological Association Conference (Virtual). **[*First authorship shared]**
- +Reehl, E.,* +Litwin, E.,* Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2021, March). The impact of generic versus specific language during a parent-child storybook reading. Poster presented at the annual meeting of the Eastern Psychological Association Conference. **[*First authorship shared]**
- +Conner, M.L., **Haber, A.**, Kumar, S.C. & Corriveau, K.H. (2020, March). *Scientific inquiry intervention enhances parent and child learning in the museum context*. Poster presented at the annual meeting of the Eastern Psychological Association (Virtual).
- +Pilarova, V., **Haber, A.S.**, Kumar, S.C., & Corriveau, K.H. (2020, March). *Storybooks and motivation: The effects of struggle stories on children's motivation*. Poster presented at the Eastern Psychological Association (Virtual).
- +Barbero, S., Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2020, March). *How girls use role models in STEM: The influence of group context on girls' beliefs about and performance in STEM*. Poster presented at the annual meeting of the Eastern Psychological Association (Virtual).
- Haber, A.S.**, & Corriveau, K. (2019, October). *Just ask Siri: Children's selective trust in Siri over a human informant*. Poster presented at the biennial meeting of the Cognitive Development Society, Louisville, Kentucky.
- +Conner, M.L., **Haber, A.S.**, & Corriveau, K.H. (2019, October). *Parent-level versus child-level impact of Juicy Questions*. Poster presented at the BU UROP Symposium, Boston, Massachusetts.
- Haber, A.S.**, Leech, K.A., Arunachalam, S., Kurkul, K. & Corriveau, K.H. (2019, April). *Preschoolers modify their preference for informants who vary in syntactic complexity following a short bookreading intervention*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada
- Haber, A.S.**, Sobel, D.M., & Weisberg, D.S. (2019, March). *Fostering children's reasoning about disagreements through an inquiry-based curriculum*. Poster presented at the Society for Research on Child Development Conference, Baltimore, Maryland.
- Leech, K.A., +Jalkh, Y., Baldwin, C., **Haber, A.S.**, & Corriveau, K.H. (2019, March). *Enhancing parent-child scientific conversation through storybook reading*. Poster presented at the Society for Research on Child Development conference, Baltimore, Maryland.
- Haber, A.**, & Frye, D. (2018, March). *Children's preference for learning from teaching rather than imitation*. Poster presented at the annual meeting of the Eastern Psychological Association, Philadelphia, Pennsylvania.
- Haber, A.**, & Corriveau, K. (2017, April). *Preschoolers modify their preference for informants who vary in syntactic complexity following a short bookreading intervention*. Poster presented at the biennial meeting of the Society for Research on Child Development, Austin, Texas.
- Haber, A.**, +Fishbein, D., +Bassin, J. & Corriveau, K. (2016, March). *Storybooks enhance low children's preference for the passive voice*. Poster presented at Eastern Psychological Association Conference, New York City, New York.

NON-REFEERED PRESENTATIONS

- +Tomcho, J., +Benz, B., +Oshatz, J., E. & **Haber, A.S.** (2025, April). *How do scientific storybooks impact caregiver and child mindset and failure beliefs?* Poster presented at the annual Fairfield University Research Symposium.
- +Bode, K., +Swenson, M., +Ruel, E., Kumar, S.C., & **Haber, A.S.** (2025, April). *Children's evaluation of scientific explanations provided by digital voice assistants and teachers.* Poster presented at the annual Fairfield University Research Symposium.
- +Bagley, K., +Kramer, K., Mezick, K., Zickendrath, M., Kumar, S.C., & **Haber, A.S.** (2025, April). *Exploring the longitudinal effects of scientific storybooks on children's persistence in STEM.* Poster presented at the annual Fairfield University Research Symposium.
- +Swenson, M. & Haber, A.S. (2024, April). *Hey Siri, 'How do fish breathe in the ocean?': Exploring how children decide to direct scientific questions to and evaluate explanations provided by voice assistants and teachers.* Poster presented at the annual Fairfield University Research Symposium.
- +Bagley, K. & **Haber, A.S.** (2024, April). *Exploring the longitudinal effects of a scientific storybook reading on children's persistence and beliefs about intelligence in STEM.* Poster presented at the annual Fairfield University Research Symposium.

TEACHING EXPERIENCE

Courses Taught

Fairfield University College of Arts & Sciences

Child Development

- Fall 2025 (20 students)
- Spring 2025 (26 students)
- Fall 2024 (23 students)
- Spring 2024 (25 students)
- Fall 2023 (22 students)

Child Development with Community-Engaged Learning

- Spring 2025 (15 students)
- Spring 2024 (19 students)

Research Methods in Psychology

- Fall 2025 (15 students)
- Fall 2024 (2 Sections: 16 students, 15 students)
- Fall 2023 (14 students)

Senior Seminar: Special Topics in Developmental Psychology

- Spring 2025 (15 students)

Research Thesis in Psychology

- Fall 2025 (1 student)
- Spring 2025 (2 students)

Supervised Research in Psychology

- Fall 2025 (4 students)
- Fall 2024 (4 students)
- Spring 2025 (3 students)

General Psychology

- Spring 2024 (16 students)

Boston University Wheelock College of Education and Human Development*Child Development and Education*

Fall 2019 (33 students)

Spring 2019 (14 students)

Northeastern University College of Science*Developmental Psychology*

Summer 2020 (65 students)

University of Pennsylvania Graduate School of Education*Educational Psychology*

Spring 2018 (7 students)

Guest Lectures**Boston University**, Student Motivation (Spring 2023)**Boston University**, Lifespan Development (Fall 2021)**RESEARCH MENTORSHIP AND ADVISING**

Research Mentorship**Fairfield University**

- 2025 – Grace Allen
- 2025 – Eileen Russell
- 2025 – Morgan Zickendrath (Supervised Research Fall 2025)
- 2025 – Theresa (Jane) Oshatz (Supervised Research Fall 2025)
- 2025 – Kayleigh Mezick (Supervised Research Fall 2025)
- 2024 Brooke Benz
- 2024 – 2025 Elizabeth Ruel
- 2024 – 2025 Katelyn Kramer (Supervised Research Fall 2024 & Spring 2025)
- 2024 – Kara Bode (Funding from the College of Arts and Sciences; Supervised Research)
- 2024 – 2025 Julia Tomcho (Supervised Research Fall 2024; Research Thesis Spring 2025)
- 2024 – Katelyn Bagley (Supervised Research Fall 2024 & Spring 2025; Thesis Fall 2025; Honors Program Capstone)
- 2024 – 2025 Mia Swenson (Research Thesis Spring 2025; Received Funding from Earl ad Hildagunda Brinkman Foundation)

Boston University (Undergraduate and Graduate Student Research Co-Mentorship)

- 2021 – 2023 Mia Holder (Directed Study Mentee; Boston University Research Award)
- 2021 – 2022 Cerelia Liu
- 2021 – 2022 Xiuping Li (Independent Research Project Mentee)
- 2021 – 2022 Kaityln Farah
- 2021 – 2022 Amanda Model
- 2021 – 2022 Yuhan Wang
- 2020 – 2022 Maya Sienkiewicz (Independent Research Project Mentee)
- 2021 Alex Feldman
- 2021 Yuqi Zhang
- 2020 Altea Thompson (Concord Academy INSPIRE Research Internship Program)
- 2020 Ben Chang-Holt (High School Rising Senior)
- 2019 – 2021 Edward Litwin
- 2020 – 2022 Khushboo Patel (Directed Study Mentee; Boston University Research Award)

2020 – 2022	Nikita Joshi (Directed Study Mentee; Boston University Research Award)
2020 – 2022	Elise Reehl
2019 – 2020	Mackenzie Connor (Directed Study Mentee; Boston University Research Award)
2020 – 2022	Veronika Pilarova (Independent Research Project Mentee)
2019	Alexis Roberts
2019	Molly Raddant
2019	Sierra Hansen
2019	Ben Atlas
2019	Leticia DeOliveira
2019	Meghan Conlin
2019	Sabrina Benick
2019 – 2022	Sam Barbero (Directed Study Mentee; Boston University Research Award)
2019 – 2022	Ryan Gildersleeve
2019 – 2022	Youmna Jalkh (Honors Thesis Mentee; Boston University Travel Award)

Academic Advising

Fairfield University

2023 – Undergraduate Major in Psychology

PROFESSIONAL ACTIVITIES AND SERVICE

Editorial Boards

Journal of Education (September 2024 – present)

Guest Co-Editor

2025 – 2027 *Behavioral Sciences, Special Issue: Children's Early Learning and Development in Informal Settings: Exploring the Post-COVID Landscape*

Ad Hoc Reviewer

Applied Developmental Science

Child Development

Cognition

Cognitive Development

Developmental Psychology

Journal of Education

Journal of Experimental Child Psychology

International Journal of Early Years Education

Mind, Brain, and Education

Conference Reviewer

2024 – Society for Research in Child Development (SRCD)

2024 – American Education Research Association (AERA)

2023 – Cognitive Development Society (CDS)

National and Regional Service

2023 – 2025 *Program Chair*, American Education Research Association Division E (Human Development)

2024 *Invited Panelist*, American Education Research Association Division E (Human Development)

2024 *Invited Panelist*, *Cognitive Development Society* Conducting Research at Teaching-Focused Institutions

2022 *Co-Chair*, AERA Division E Graduate Student Pre-Conference Seminar

2021 – 2022 *Senior Newsletter Editor*, AERA Graduate Student Council (GSC) (elected position)

2021 *Invited Panelist*, AERA Meeting Building a Graduate Student Network Session

- 2021 *Invited Panelist*, Annual AERA Meeting Graduate Student Welcome Orientation Session
 2020 – 2021 *Nominations Committee Member*, AERA Graduate Student Council (GSC)
 2020 – 2021 *Junior Newsletter Editor*, AERA Graduate Student Council (GSC) (elected position)

Service to Fairfield University:

- 2025 *Liaison*, Center for Academic Excellence (CASE) Mid-Semester Assessment of Teaching (MAT)
 2025 – *Committee Member*, Sigma Xi Nominations Committee
 2024 – *Committee Member*, Faculty Development and Evaluation Committee (FDEC)
 2024 – 2025 *Committee Member*, Thomas A. McGrath Psychology Student Award Committee
 2023 – 2025 *Committee Member*, College of Arts and Sciences Individualized Designed Major Committee

Service to Boston University:

- 2021 – 2023 *Student Representative*, BU CPAHD Department Anti-Racist Curricula Working Group
 2020 – 2021 *Student Representative*, BU CPAHD Department Doctoral Training Committee
 2020 – 2021 *Student Representative*, Association of American Universities (AAU) Initiative
 2020 – 2021 *Coordinator*, Graduate Student Network Academic Mastery & Research Opportunities
 2020 – 2021 *Student Representative*, BU CPAHD Department Anti-Racist Curricula Working Group
 2020 *Student Panelist*, BU Wheelock Career & Professional Development Expo Meeting
 2020 *Student Representative*, Focus Group on Defining the Future of BU Wheelock
 2019 – 2020 *Student Representative*, BU CPAHD Department Doctoral Training Committee
 2019 – 2020 *Doctoral Student Liaison*, Museum of Science Boston
 2018 – 2019 *Doctoral Student Liaison*, BU Wheelock Graduate Student Association

Service to University of Pennsylvania:

- 2017 – 2018 *Executive Board Member*, Mentor and Mentee Program at Penn Graduate School of Education

Professional Development:

- 2025 *Participant*, Rethinking Writing in the Age of AI - Authorship, Authenticity, and Adaptation Workshop, Fairfield University
 2025 *Participant*, The Modern Jesuit Classroom: Ignatian Pedagogy, AI, and Teaching in Justice Workshop, Fairfield University
 2025 *Participant*, From Passive to Participatory: Strategies for Facilitating Engagement and Student-Led Discussions Workshop, Fairfield University
 2024 *Participant*, HHMI Inclusive Excellence in STEM Faculty Professional Development Series
 2024 *Participant*, AI & Me: It's OK to Ask (AI) for Help Classroom Workshop, Fairfield University
 2024 *Facilitator*, Howard Hughes Medical Institute (HHMI) Inclusive Teaching Program
 2024 *Selected Participant*, Fairfield University Faculty Arts Engagement Workshop
 2024 *Participant*, Using a Trauma-Informed Framework in the Classroom Workshop, Fairfield University
 2024 *Participant*, Diversity in Dialogue: Shaping an Inclusive Future at Fairfield Workshop, Fairfield University
 2023 *Certificate*, SRCD Development Grant Writing Academy for Child Development Researchers
 2023 *Midterm Assessment of Teaching Evaluation*, Fairfield University
 2021 *Selected Member*, Boston University Professional Development PhD Pathways Program

Affiliations:

American Educational Research Association (Division E: Counseling and Human Development)
 American Psychological Association (Division 7: Developmental Psychology)
 Cognitive Development Society
 Eastern Psychological Association
 National Association for the Education of Young Children
 Sigma Xi Scientific Research Society
 Society for Research in Child Development