DANIEL C. HYDE

[Updated 2.15.24]

CONTACT INFORMATION

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[Other]	scholar.google.com/citations?user=ow8hgcQAAAAJ&hl=en

POSITIONS

[2018-]	Associate Professor (with tenure), Psychology, University of Illinois at Urbana-Champaign
[2017-]	Faculty Affiliate, Neuroscience Program, University of Illinois at Urbana-Champaign
[2014-]	Faculty Affiliate, Beckman Institute, University of Illinois at Urbana-Champaign
[2012-18]	Assistant Professor, Psychology, University of Illinois at Urbana-Champaign
[2011-12]	Postdoctoral Research Fellow, Psychology, Harvard University
[2009-10]	Advanced Multimodal Neuroimaging Fellow, Martinos Center for Biomedical Imaging, Massachusetts General Hospital

EDUCATION

[2011]	Ph.D., Psychology, Harvard University
[2007]	A.M., Psychology, Harvard University
[2005]	B.S., *magna cum laude*, Psychology, Brigham Young University

HONORS & AWARDS

[2023]	Fellow, Association for Psychological Science (APS)
[2018-19]	Helen Corley Petit Scholar, LAS, University of Illinois
[2018]	International Congress of Infant Studies (ICIS) Distinguished Early Career Award
[2016-18]	LEAP Scholar (Lincoln Excellence for Assistant Professors), LAS, University of Illinois
[2017]	Hohenboken Teaching Enhancement Award, Psychology Department, University of Illinois
[2012,‘13,‘14, ‘15,‘16,‘17, ‘18,‘20]	List of Teachers Ranked as Excellent by Students, University of Illinois
[2012]	Latin American School for Education, Cognitive, and Neural Sciences Fellowship
[2010-11]	Eliot Dissertation Completion Fellowship, Harvard University
[2009-10]	Advanced Multimodal Neuroimaging Fellowship, Martinos Center for Biomedical Imaging, Massachusetts General Hospital
[2009]	Mind, Brain, & Behavior Graduate Student Award, Harvard University
[2009]	Bok Center Certificate for Distinction in Teaching, Harvard University
[2008, ‘09]	George W. Goethals Teaching Award, Harvard University
[2007-08]	NIH NRSA Institutional Pre-doctoral Training Fellowship
[2007]	NSF Graduate Research Fellowship, Honorable Mention
[2005-07]	Graduate Research Fellowship, Harvard University
[2005]	Alvina Soffel Barrett Academic Scholarship, BYU
[2002-05]	Academic Scholarship, BYU

FUNDING

[Pending]

[2024-29] NSF ECR CORE
Title: Understanding functional brain reorganizatoin for numeracy in preschool childrern.
(Total: $2,473,359), PI w/ co-PI Bo Zhang (Psychology, UIUC).

[Current]

[2022-26] NSF DRL 2201963
Title: Collaborative Research: A multi-lab investigation of the conceptual foundations of early number development.
(Total: $2,497,317; UIUC Subaward: $40,913), Co-PI with Barner (UCSD), Cordes (BC), Feigenson(JHU), Gunderson(Indiana), Libertus(Pitt), Kibbe (BU), Sullivan (Skidmore), vanMarle (UMissouri).

[Completed]

[2021-23] NIH ECHO Opportunities and Infrastructure Fund (OIF)
Title: Relationship Between Prenatal Chemical Exposure, Maternal Stress, and Child Sleep Outcomes
($200,000), Co-investigator with PI Sarah Geiger (Community Health, UIUC)

[2020-23] NIH R03 HD100958-01A1
Title: Linking functional brain organization and social-cognitive abilities from infancy to childhood
($151,077), Sole PI

[2016-23] NIH ECHO-5 UH3 OD023272-05
Title: Cumulative effects of prenatal stress and chemical exposures on child development
($13,064,040), Co-investigator with PI Sue Schantz (Comparative Biosciences, UIUC)

[2013-19] NIH NIEHS/USEPA 1 P01 ES022848-05/RD 835434010-06
Title: Novel methods to assess the effects of chemicals on child development.
($7,925,453), Co-investigator with PI Sue Schantz (Comparative Biosciences, UIUC)

[2014-18] Center for Nutrition, Learning, and Memory (CNLM), Abbott Grand Challenge
Title: Investigating the effects of nutrition on the maturation of brain networks associated with memory and language in infants.
($768,429), Co-investigator with PI Gabriele Gratton (Psychology, UIUC)

[2013-17] NSF Research on Education and Learning (REAL)-DRL-1252445
Title: Cognitive and neural mechanisms of numeracy in preschool children.
($681,525), Sole PI

[2013-14] UIUC Campus Research Board ID# 13142
Using steady-state visual evoked potentials to study brain plasticity in deaf children. ($29,330), Co-investigator with PI Matthew Dye (Speech and Hearing Sciences, UIUC)

[2012-14] Center for Nutrition, Learning, and Memory, Abbott Grand Challenge
Title: Development of a methodology for investigating the effects of nutrition on the maturation of brain networks associated with memory and language in infants.
($408,229),Co-investigator with PI Gabriele Gratton (Psychology, UIUC)
Role: Co-investigator

[2011-14] Rockefeller Center of Latin American Studies, Harvard University
Title: The origin and development of mathematical thought in a Brazilian indigenous group
($19,850), Co-investigator with PI Elizabeth Spelke (Psychology, Harvard)

PUBLICATIONS (*previous or current student/postdoc co-author)

[Articles]

Wu, J.*, Oh, D.*, **Hyde, D.C.**, & Pomerantz, E. (in press). Numeracy parenting practices and children's numeracy engagement: Which practices matter? *Developmental Psychology.*

Chen, C.*, Jang, S.*, Piazza, M., & **Hyde, D.C.** (2023). Characterizing exact arithmetic abilities before formal schooling. *Cognition, 238,* 105481.

Hyde, D.C. (2023). Cognitive Neuroscience: An abstract sense of number in the infant brain. *Current Biology, 33(10),* R400-R402.

Mou, Y.*, Zhang, B., & **Hyde, D.C.** (2023). Directionality in the relation between approximate and symbolic numeracy in preschool-aged children. *Child Development, 94(2)*,e67-e84.

Aran, O.*, Garcia, S.*, Hankin, B.L., **Hyde, D.C.**, & Poggi Davis, E. (2023). Signatures of emotional face processing measured by event-related potentials in 7-month-old infants. *Developmental Psychobiology, 65(2),* e22361.

Liu, Y.*, Sanchez Hernandez, F.*, Ting, F.*,& **Hyde, D.C.** (2022). Comparing fixed-array and functionally defined channel of interest approaches to infant functional near-infrared spectroscopy data. *NeuroImage, 261,* 119520.

Hyde, D.C., Mou, Y.*, Berteletti, I.*, Spelke, E.S., Dehaene, S., & Piazza, M. (2021). Testing the role of symbols in preschool numeracy: An experimental computer-based intervention study. *PLoS ONE,* 16(11): e0259775.

Hyde, D.C. (2021). The emergence of a brain network for numerical thinking. *Child Development Perspectives, 15(3),* 168-175.

Schuwerk, T. Kampis, D., …**Hyde, D.C**., & 50+ co-authors. (accepted, 2021 Stage 1 Registered Report). Action anticipation based on an agent's epistemic state in toddlers and adults. *Child Development.*

Porter, C.L., Evans, C.A., Reschke, P., Nelson, L.J., & **Hyde, D.C.** (2021). Associations between brain and behavioral processing of facial expressions of emotion and sensory reactivity in young children. *Developmental Science, 24(6),* e13134

Mou, Y.*, Zhang, B.*, Piazza, M., & **Hyde, D.C.** (2021). Comparing set-to-number and number-to-set measures of cardinal number knowledge in preschool children using latent variable modeling. *Early Childhood Research Quarterly*, *54,* 125-135.

Flom, R. & **Hyde, D.C.** (2021). Advances in multisensory development*. Journal of Experimental Child Psychology*, *201*, 104983.

Jang, S.* & **Hyde, D.C.** (2020). Hemispheric differences in arithmetic verification. *Neuropsychologia, 146,* 107524.

Hyde, D.C., Simon, C.E.*, Ting, F.*, & Nikolaeva, J.I.* (2018). Functional organization for theory of mind in pre-verbal infants: A near-infrared spectroscopy study. *The Journal of Neuroscience, 38(18),* 4264-4274.

Hyde, D.C. & Ansari, D. (2018). Advances in understanding the development of the mathematical brain. *Developmental Cognitive Neuroscience, 30*, 236-238.

Mou, Y.*, & Berteletti, I.*, & **Hyde, D.C.** (2018). What counts in preschool number knowledge: A Bayes factor analytic approach towards theoretical model development*. Journal of Experimental Child Psychology, 166,* 116-133.

Hyde, D.C., Simon, C.E.*, Berteletti, I.*, & Mou, Y.* (2017). The relationship between non-verbal systems of number and counting development: A neural signatures approach. *Developmental Science, 20 (6),* e12464.

Hyde, D.C. & Mou, Y.* (2017). Magnitude rather than number: More evidence needed. *Behavioral and Brain Sciences, 40*, e173.

Edwards, L.A.*, Wagner, J.B., Simon, C.E.*, & **Hyde, D.C.** (2016). Functional brain organization for number in pre-verbal infants. *Developmental Science, 19*, 757-769.

Khanum, S.*, Hanif, R., Berteletti, I.*, Spelke, E.S., & **Hyde, D.C.** (2016). Effects of non-symbolic approximate number practice on symbolic number abilities in Pakistani children. *PLoS ONE,* 11(10): e0164436.

Hyde, D.C., Flom, R., & Porter, C.L. (2016). Behavioral and neural foundations of multisensory face-voice perception in infancy. *Developmental Neuropsychology, 41,* 273-292.

Hyde, D. C., Aparicio Betancourt, M.*, & Simon, C.E.* (2015). Human temporal-parietal junction automatically tracks other's beliefs: A functional near-infrared spectroscopy study, *Human Brain Mapping, 36(12),* 4831-4846.

Dillon, M.R.*, Pires, A.C.*, **Hyde, D.C**., & Spelke, E.S. (2015). Children's expectations about training the approximate number system. *British Journal of Developmental Psychology, 33(4),* 4831-4846.

Dehlin, J.P.*, Galliher, R.V., Bradshaw, W.S., **Hyde, D.C**., & Crowell, K.A.* (2015). Sexual orientation change efforts among current or former LDS church members. *Journal of Counseling Psychology, 62(2),* 95-105.

Hyde, D.C., Khanum, S.*, & Spelke, E.S. (2014). Brief non-symbolic, approximate number practice enhances subsequent exact symbolic arithmetic in children. *Cognition, 131(1)*, 92-107.

Hyde, D.C., Flom, R., Porter, C.L., & Stone, S.A.* (2013). Relational congruence facilitates neural mapping of spatial and temporal magnitudes in preverbal infants. *Developmental Cognitive Neuroscience, 6*, 102-112.

Hyde, D.C. & Spelke, E.S. (2012). Spatio-temporal dynamics of number processing: An ERP source localization study. *Human Brain Mapping, 33(9), 2189-2203.*

Piffer, L.*, Agrillo, C. & **Hyde, D.C.** (2012). Small and large number discrimination in guppies. *Animal Cognition, 15(2),* 215-221.

Hyde, D.C. (2011). Two systems of non-symbolic numerical cognition. *Frontiers in Human Neuroscience.* 5:150. doi: 10.3389/fnhum.2011.00150.

Hyde, D.C. & Wood, J.N.* (2011). Spatial attention determines the nature of non-verbal numerical cognition. *Journal of Cognitive Neuroscience,* 23(9), 2336-2351.

Hyde, D.C. & Spelke, E.S. (2011). Neural signatures of number processing in human infants: Evidence for two core systems underlying non-verbal numerical cognition. *Developmental Science*, *14(2),* 360-371.

Hyde, D.C., Winkler-Rhoades, N.*, Lee, S.*, Izard, V.*, Shapiro, K.*, & Spelke, E.S. (2011). Spatial and numerical abilities without a complete natural language. *Neuropsychologia, 49(5),* 924-936.

Hyde, D.C., Jones, B.L.*, Porter, C.L., Flom, R. (2011). Neural signatures of face-voice synchrony in 5-month-old infants. *Developmental Psychobiology, 53(4),* 359-370.

Hyde, D.C., Boas, D.A., Blair, C., & Carey, S. (2010). Near-infrared spectroscopy shows right parietal specialization for number in pre-verbal infants. *NeuroImage, 53(2), 647-652.*

Hyde, D.C., Jones, B.L.*, Porter, C., & Flom, R. (2010). Visual stimulation enhances auditory processing in 3-month-old infants and adults. *Developmental Psychobiology, 52(2),* 181-189.

Hyde, D.C. & Spelke, E.S. (2009). All numbers are not equal: An electrophysiological investigation of small and large number representations. *Journal of Cognitive Neuroscience*, *21(6),* 1039-1053.

Flom, R., Whipple, H.*, & **Hyde, D.C.** (2009) Infants' intermodal perception of canine faces and vocalizations. *Developmental Psychology, 45(4),* 1143-1151.

[Book/Volume Chapters]

Hyde, D.C., Flom, R., & Porter, C.L. (2019). *Behavioral and neural foundations of multisensory face-voice perception in infancy.* In L. Gogate (Ed.) Brain, Behaviour, Environment Interaction, and Development in the Early Years: Multisensory Perception and Communication. New York, NY: Routledge.

Hyde, D.C., Berteletti, I.*, & Mou, Y.* (2016). *Approximate numerical abilities and mathematics: Insight from correlational and experimental training studies.* In M. Cappelletti & W. Fias (Eds.), Progress in Brain Research: The Mathematical Brain Across the Lifespan, Vol. 227, Oxford, UK. Elsevier, pp. 335-351.

Hyde, D.C. (2016). Childhood. In H. Miller (Ed.), *The SAGE Encyclopedia of Theory in Psychology.* Thousand Oaks, CA: Sage.

Hyde, D.C. & Mou, Y.* (2015). *Neural and behavioral signatures of core numerical abilities and early numerical development.* In D.B. Berch, D.C. Geary, K. Mann Koepke (Eds.) Mathematical Cognition and Learning, Vol. 2, San Diego, CA: Elsevier, pp. 51-77.

Hyde, D.C. (2015). *Numerosity.* In A.W. Toga & R. Poldrack (Eds.), Brain Mapping: An Encyclopedic Reference. Oxford, UK: Elsevier.

Schmutz, J.*, **Hyde, D**.**C**., Gunderson, S.*, Gordon, K.*, & Flom, R. (2005) *The effects of bimodal and unimodal familiarization on infants' memory for unimodal events.* In H. Heft & K.L. Marsh (Eds.) Studies in Perception and Action XIII. Lawrence Erlbaum, Inc.

[Selected Manuscripts]

Abreu-Mendoza, R., Barner, D.,… **Hyde, D.C.**, w/+150 other co-authors. (under review, Stage 1 Registered Report). ManyNumbers1: A multi-lab international study of number word knowledge.

Chen, C.*, Berteletti, I.*, & **Hyde, D.C.** (revision under review). Neural evidence of core foundations and conceptual change in preschool numeracy.

Liu, Y.*, Moss, E.*, & **Hyde, D.C.** (under revision). Neural sensitivity to others' mental states in infancy predicts later explicit theory of mind reasoning in childhood.

Chen, C.* & **Hyde, D.C.** (in preparation). Understanding of exact equality emerges after and builds on symbolic number knowledge.

Hyde, D.C., Pica, P., Spelke, E.S., Dehaene, S., & Piazza, M. (in preparation). The emergence of numeracy without a counting system: A case study of Mundurukú children.

INVITED TALKS

[2023]
University of Pittsburgh, Dept. of Psychology, Cognitive Program Seminar
Kent State University, Dept. of Psychology, Math Cognition Reading Group

[2019]
University of Iowa, Dept. of Psychology, Cognitive Brownbag Series

[2018]
University of Trento, Italy, Center for Mind/Brain Sciences (CIMeC)
University of Tuebingen, Germany, Dept. of Psychology; Integrating Educational and Cognitive Perspectives on Mathematics Workshop (declined due to conflict)
International Congress on Infant Studies (ICIS) Conference; 2018 Early Distinguished Career Contribution Award Talk

[2017]
Washington University in St. Louis, Dept. of Psychology, Aging and Development Brownbag Series

[2016]
Harvard University, Graduate School of Education
University of Texas at San Antonio, Neurobiology Speaker Series
University of Chicago, Dept. of Psychology, Developmental Brownbag

[2015]
University of Wisconsin-Madison, School of Education, Ideas in Education Series
CDS Preconference, Early Development, Conceptual Change, and Continuity: Insights from Cognitive Neuroscience
University of Latvia, Symposium of Cognition, Logic, and Communication
University of Latvia, 7th International School of Cognitive Sciences and Semantics

[2014]
NIH Math Cognition Conference, Washington, D.C.
International Congress on Infant Studies, Invited fNIRS symposium, Berlin, Germany

[2013]
University of Texas at Austin, Donald D. Harrington Symposium
University of Western Ontario, Dept. of Psychology, Numerical Cognition Laboratory

[2011]
University of Southern California, Department of Psychology
University of Illinois at Urbana-Champaign, Department of Psychology
Stanford University, Department of Psychology
University of Delaware, Department of Psychology

[2010]
Harvard University, Department of Psychology, Cognition, Brain, and Behavior Seminar
MIT, Department of Brain and Cognitive Science
UMass-Amherst, Department of Psychology, Developmental Science Group
Brigham Young University, Department of Psychology

[2009]
Harvard Medical School, Dept. of Dev. Medicine, Lab for Cognitive Neuroscience Brownbag

OTHER PROFESSIONAL PRESENTATIONS (previous ~3 years, full list upon request)

Hyde, D.C. & Pica, P.(2024, March). Number word learning in a language without a natural number system or counting routine. Talk to be presented at the Biennial Meeting of the Cognitive Development Society, Pasadena, CA, USA.

Liu, Y., Moss, E., Ting, F., & **Hyde, D.C.** (2024, March). Neural sensitivity to mental states in infancy predicts later explicit theory of mind reasoning in childhood. Talk to be presented at the Biennial Meeting of the Cognitive Development Society, Pasadena, CA, USA.

Hyde, D.C. & Chen, C. (2023, June). Qualitative differences in neural signatures of number processing track conceptual change in number concepts in preschool children. Talk presented at annual Jean Piaget Society conference, Madrid, Spain.

Chen, C. & **Hyde, D.C.** (2023, June). Qualitative differences in neural signatures of number processing track conceptual change in number concepts in preschool children. Talk presented at the 2023 Mathematical Cognition and Learning Society Meeting, Loughborough, UK.

Gunderson, E., Barner, D., Cheung, P., Cordes, S., Feigenson, L., **Hyde, D.C.**, Izard, V., Kibbe, M., Libertus, M., Sullivan, J., vanMarle, K. (2023, June). ManyNumbers 1: Conceptual foundations of number word learning in preschoolers. Talk presented at the 2023 Mathematical Cognition and Learning Society Meeting, Loughborough, UK.

Hyde, D.C., Barner, D., Cheung, P., Cordes, S., Feigenson, L., Gunderson, E., Izard, V., Kibbe, M., Libertus, M., Sullivan, J., vanMarle, K. (2023, June). ManyNumbers 2: The nature and development of small set number representation in toddlers. Talk presented at the 2023 Mathematical Cognition and Learning Society Meeting, Loughborough, UK.

Libertus, M., Barner, D., Cheung, P., Cordes, S., Feigenson, L., Gunderson, E., **Hyde, D.C.**, Izard, V., Kibbe, M., Sullivan, J., vanMarle, K. (2023, June). ManyNumbers: Getting involved and opportunities beyond the two foundational studies. Talk presented at the 2023 Mathematical Cognition and Learning Society Meeting, Loughborough, UK.

Chen, C., Berteletti, I., & **Hyde, D.C.** (2023, May). Qualitative differences in neural signatures track conceptual change in number concepts in preschool children. Poster presented at the annual convention of the Association for Psychological Science, Washington, D.C.,

Liu, Y., Enright, E., **Hyde, D.C.** (2023, March). Neural mechanisms underlying preferential looking in a visual recognition memory task in pre-verbal infants. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.

Chen, C. & **Hyde, D.C.** (2023, March). Understanding of exact equality emerges after and builds on symbolic number knowledge. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.

Wu, J., Oh, D., **Hyde, D.C.**, & Pomerantz, E. (2023, March). Children's numeracy engagement during interactions with parents: Does it matter for their later math adjustment? Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.

Wu, J., Oh, D., **Hyde, D.C.**, & Pomerantz, E. (2023, March). Numeracy parenting practices and children's numeracy engagement: Which practices matter? Talk presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.

Liu, Y., Ting, F., Sanchez-Hernandez, F., & **Hyde, D.C.** (2022, September). Comparing analytic approaches to infant functional near-infrared spectroscopy data. Poser presented at the FLUX Congress: The International Congress for Integrative Developmental Cognitive Neuroscience. Paris, France.

Hyde, D.C. (2022, July). Using computer-based interventions to test the role of symbols in preschool numeracy. Talk presented as part of an accepted symposium at the International Mind Brain and Education Society (IMBES) Meeting, Montreal, Canada.

Chen, C., Jang, S., & **Hyde, D.C.** (2022, April). Characterizing exact arithmetic abilities before formal schooling. Poster presented at the Biennial Meeting of the Cognitive Development Society, Madison, WI, USA.

Liu, Y. & **Hyde, D.C.** (2022, April). Comparing fixed array and functional defined channel of interest approaches to the analysis of infant NIRS data. Poster presented at the Biennial Meeting of the Cognitive Development Society, Madison, WI, USA.

RESEARCH/GRANT CONSULTING

[2020-] **European Research Council Grant**, SPANUMBRA: Number-space associations in the brain,
PI Manuela Piazza, University of Trento
Role: Research ethics advisor regarding developmental neuroimaging methodology

[2019-] **Cognitive FX**, Provo, UT, Neuroimaging diagnosis and treatment of concussion.
Role: Expert consultant on optical imaging methods.

[2019-] **NSF 1916524,** Impact of language experience on early numerical cognition,
PI Ilaria Berteletti, Gallaudet University
Role: Member of advisory board.

[2019] **Development, Experience, and Neurocognition Lab**, PI Ece Demir-Lira, University of Iowa
Role: Expert consultant on child optical imaging methods.

[2018] **Reducing fetal exposure to maternal depression to improve infant risk mechanisms**.
PI Elysia Davis, University of Denver
Role: Expert consultant on infant ERP measures.

EDITORIAL POSITIONS

[2018-19] Guest Editor, *Journal of Experimental Child Psychology*,
Special Issue: Multisensory Development in Infants and Children

[2018] Special Guest Editor, Journal of Experimental Psychology: Learning, Memory, & Cognition

[2016-17] Guest Editor, *Developmental Cognitive Neuroscience*,
Special Issue: The Development of the Mathematical Brain

[2013-18] Review Editor, *Frontiers in Human Neuroscience*

AD-HOC REVIEWER

Attention, Perception, & Psychophysics; Brain Research; Cerebral Cortex; Cognition; Child Development; Cognitive Neuroscience; Current Biology; Developmental Cognitive Neuroscience; Developmental Neuropsychology; Developmental Science; Frontiers in Neuroscience; Frontiers in Psychology; Human Brain Mapping; Journal of Cognitive Neuroscience; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Journal of Experiential Psychology: HPP; Mind, Brain, & Education; NeuroImage; Neurophotonics; Neuropsychologia; PLOS One; PNAS; Psychological Science; Psychonomic Bulletin & Review; Science, The Journal of Neuroscience

OTHER PROFESSIONAL SERVICE

[2023] Cognitive Development Society (CDS) Program Committee Member

[2023] Panelist, National Science Foundation, CAREER

[2023] Panelist, National Science Foundation, EHR Core

[2016,'20] Ad-hoc Reviewer, National Science Foundation, EHR Core

[2015] Panelist, National Science Foundation, Division of Research on Learning (DRL)

UNIVERSITY SERVICE & LEADERSHIP

[2023] Cognitive Neuroscience Area Job Search Committee Member, Psychology, UIUC
[2023] Developmental Area Job Search Committee Chair, Psychology, UIUC
[2023] Developmental Area Representative, Department Advisory Committee, Psychology, UIUC
[2021-22] Developmental Area Job Search Committee Member, Psychology, UIUC
[2021-] Brain and Cognitive Science Major Implementation Committee, Psychology, UIUC
[2021] Developmental Area Job Search Committee Chair, Psychology, UIUC
[2020-21] GRE Diversity Task Force Member, Psychology, UIUC
[2020] COVID-19 Psychology Communications Liaison, College of Liberal Arts and Sciences, UIUC
[2020-21] Developmental Area Representative, Department Head Advisory Committee, Psychology, UIUC
[2019-21] Awards Committee, College of Liberal Arts and Sciences, UIUC
[2019-20] Developmental Area Representative, Department Head Advisory Committee, Psychology, UIUC
[2018-19] Department of Comparative Biosciences Job Search Committee
[2017-18] Brain and Cognitive Science Major Formation Committee, Psychology, UIUC
[2017-18] Brain and Cognitive Science Job Search Committee, Psychology, UIUC
[2016-18] Graduate Education Committee, Psychology, UIUC
[2014-17, ‘23] Graduate Admissions Committee, Psychology, UIUC

TEACHING & MENTORSHIP

Courses Taught
[2024] *How Children Think* (Psyc 462), University of Illinois
[2014-23] *Research Methods in Child Development* (Psyc 363), University of Illinois
[2012-24] *Intro to Child Development* (Psyc 216), University of Illinois
[2013,‘22] *Developmental Cognitive Neuroscience* (Psyc 593/544), University of Illinois
[2008,‘09] *Sophomore Tutorial: Contemporary Issues in Psychology,* Instructor, Harvard University
[2007] *Origins of Knowledge,* Teaching Fellow, Harvard University
[2007] *Developmental Psychology,* Teaching Fellow, Harvard University

Online Course Taught
[2021-23] *Child Development* (Psyc 216), Winter Session, 4-week
[2021-23] *Child Development* (Psyc 216), Summer Session 1, 4-week
[2021-23] *Child Development (*Psyc 216), Summer Session 2, 8-week

Postdoctoral Researcher Supervision
[2019-21] Elizabeth Enright-Ake (now tenure track faculty at St. Mary’s College of Maryland)
[2013-17] Yi Mou (now tenure track faculty at Sun Yat-Sen University, China)
[2013-16] Ilaria Berteletti (now tenured faculty at Gallaudet University)

University of Illinois Graduate Student Supervision
[2021-] Chi-Chuan (CC) Chen, Psychology, University of Illinois
[2019-] Yiyu Liu, Psychology, University of Illinois
[2017-] Fernando Sanchez-Hernandez, Psychology, University of Illinois
[2019-21] Christine Salva, Psychology, University of Illinois (MS student, now PhD Student at Colorado St.)
[2017-19] Victoria (Tori) Jay, Psychology, University of Illinois (now PhD student at Wisconsin).
[2018] Dan Sangiamo, Neuroscience Program, University of Illinois (software engineer at *Whova*)
[2016] Amanda Rose Yuile, Psychology, University of Illinois (postdoc at Purdue)
[2015- 2021] Selim Jang, Psychology, University of Illinois (data scientist at *BetterHelp*)

External doctoral dissertation committee member
[2015] Laura Zimmermann, Psychology, Georgetown University
[2013] Stephan Vogel, Psychology, University of Western Ontario

Undergraduate Thesis Advisor
[2022-23] Ayla Makris, University of Illinois
[2016-17] Katherine Nameth, University of Illinois
[2011] Kenneth Parreno, Harvard University