LAUREN KELLY SCHILLER

Kean University | Assistant Professor | <u>lschille@kean.edu</u> | (908) 737-3827 | <u>laurenkellyschiller.com</u>

EDUCATION

2015-2020	COLUMBIA UNIVERSITY TEACHERS COLLEGE	New York, NY	
	Ph.D. in Cognitive Studies in Education, February 2020	,	
2014-2015	NEW YORK UNIVERSITY Learning and Teaching in Mathematics Education, Ph.D. Student	New York, NY	
2012-2013	HARVARD GRADUATE SCHOOL OF EDUCATION M.Ed. in Mind, Brain, and Education, May 2013	Cambridge, MA	
2005-2009	BOSTON UNIVERSITY B.S. in Special Education, May 2009 B.S. in Elementary Education, May 2009 Spanish Language and Literature, Minor GPA: 3.9 out of 4.0, Summa Cum Laude	Boston, MA	
RESEARCH E	XPERIENCE		
2022-2024	NSF SBE POSTDOCTORAL RESEARCH FELLOW (Award # 2103495)	Virtual	
2021-2024	Under the direction of Drs. Robert Siegler, Clarissa Thompson, & Miriam Rosenberg-Lee MIRIAM ROSENBERG-LEE'S LAB Postdoctoral Research Assistant at Rutgers University- Newark	Newark, NJ	
2020-2024	 Research design, data analysis on rational numbers, assisted with grant application writing CLARISSA THOMPSON'S LAB Postdoctoral Research Assistant 	Virtual	
	 Analyzed data related to IES funded grant on people's interpretation of COVID-19 statistics re 	esearch	
2010 2024	Developed Online Monster Races Intervention, which connected rational number notations Developed Continue Monster Races Intervention, which connected rational number notations	NI NI 1 NIN	
2018-2024	ROBERT SIEGLER'S LAB Research Assistant	New York, NY	
	 Designed and executed two large research studies investigating the relation among rational number notations 		
2016-2019	 Collaborated with other members on research, including an intervention on continuous vs. disc PETER GORDON'S LANGUAGE AND COGNITION LAB Research Assistant 		
	 Collected and analyzed data and recruited schools for the Numerical Cognition in Young Child 	lren research project	
2013-2018	RESEARCH SCHOOLS INTERNATIONAL	Cambridge, MA	
	Project Manager and Consultant		
	 Founding member of Research Schools International in collaboration with faculty at Harvard Recruited schools, built client relationships, and coordinated IRSN's first Networking Event ir Served as a Project Manager on various research projects that are of particular interest to our p 		
2014-2015	MARTIN SIMON'S RESEARCH LABORATORY Research Assistant	New York, NY	
	 Collaborated with team to analyze data from a one-on-one teaching experiment involving fract Completed preliminary analysis of a whole classroom intervention using JavaBars (fraction co Reviewed literature relevant for laboratory research in preparation for publication of a journal 	mputer software)	
2012-2014	JON STAR'S Contrasting Cases, Mathematics Education Research Laboratory at Harvard	Cambridge, MA	
	 Research Assistant Developed a fidelity instrument to ensure inter-rater reliability for coding videos of classroom Created professional development materials for schema-based instruction workshop Conducted qualitative analysis of teacher performance in control and treatment conditions 	instruction	
2013	ELIZABETH SPELKE'S Lab for Developmental Studies at Harvard University Research Assistant	Cambridge, MA	
	 Tested subjects for study involving map reading and abstract geometry Designed a game to improve children's geometrical intuitions to be used in a preschool study i Led a pilot study to test the effectiveness of the geometrical intuitions game Created stimuli materials for other math-related experiments 	n India	
2012-2013	SCHEMA FOR ALGEBRAIC PROBLEMS RESEARCH STUDY Principal Investigator • Designed and executed a research study in collaboration with the Landmark School, a high	Cambridge, MA school for students	
	with language-based learning disabilities; instructional intervention aimed at improving word		

• Found statistically significant result favoring self-designed intervention over control measure

Peer-Reviewed Journal Publications

2025

Schiller, L. K., Abreu-Mendoza, R. A.*, Fitzsimmons, C. J., Siegler, R. S., Thompson, C. A., & Rosenberg-Lee, M. (2025). Lack of integrated number sense among college students: Evidence from rational number cross-notation comparison. *Journal of Experimental Psychology: Human Perception and Performance, 51*(1), 70–91. https://doi.org/10.1037/xhp0001268 ~Editor's Choice selection~

Woo, V.* & **Schiller, L.K.** (*in press*). How the inversion property in number-naming negatively affects mathematical performance and potential interventions to minimize its impact. *Psychological Research*.

Fitzsimmons, C. J., Scheibe, D. A.*, Sidney, P. G., **Schiller, L.K.,** Yu, S., Rodrigues, J., Opfer, J., & Thompson, C. A. (*in principle acceptance*). Using Number Lines and Analogies to Support Integrated Rational Number Sense: A Digital Rational Number Intervention (DRUM). *Journal of Educational Psychology*.

2024

Schiller, L. K., Abreu-Mendoza, R. A.*, & Rosenberg-Lee, M. (2024). Adults systematically underestimate decimals and whole number exposure induces further magnitude-based underestimation. *Journal of experimental psychology. Learning, memory, and cognition*, 50(3), 484–499. https://doi.org/10.1037/xlm0001235

Schiller, L. K., Abreu-Mendoza, R. A.*, Thompson, C. A., & Rosenberg-Lee, M. (2024). Children's estimates of equivalent rational number magnitudes are not equal: evidence from fractions, decimals, percentages, and whole numbers. *Journal of Experimental Child Psychology, 247, 106030. https://doi.org/10.1016/j.jecp.2024.106030*

Schiller, L. K., Abreu-Mendoza, R. A.*, Siegler, R. S., Rosenberg-Lee, M., & Thompson, C. A. (2024). Building integrated number sense in adults and children: Comparing fractions-only training with cross-notation number line training. *Journal of Experimental Child Psychology*, 246, 106017. https://doi.org/10.1016/j.jecp.2024.106017

Scheibe, D.A.*, Wyatt, L.**, Fitzsimmons, C. J., Mielicki, M. K., **Schiller, L. K**., Thompson, C. A. (2024). Impacts of number lines and circle visual displays on caregivers' fraction understanding. *Journal of Experimental Child Psychology*. doi.org/10.1016/j.jecp.2024.105983

Scheibe, D. A.*, Wyatt, L.**, Fitzsimmons, C. J., Mielicki, M. K., **Schiller, L. K.**, & Thompson, C.A. (in press). Worked examples including visual displays can bolster caregivers' fraction understanding. *Journal of Experimental Child Psychology*.

2023

Schiller, L.K. & Siegler, R.S., (2023). Integrated Knowledge of Rational Number Notations Predicts Math Achievement and Understanding of Numerical Magnitudes. *Cognitive Development. https://doi.org/10.1016/j.cogdev.2023.101380*

Fitzsimmons, C. J., Sidney, P. G., Mielicki, M., **Schiller, L. K.**, Scheibe, D. A.*, Taber, J. M., Matthews, P. G., Waters, E. A., Coifman, K. G., & Thompson, C. A. (2023). Worked examples and number lines improve adults' understanding of health risks as ratios. *Journal of Applied Research in Memory and Cognition*.

Fitzsimmons, C. J., Woodbury, L.**, Taber, J. M., **Schiller, L.K.**, Mielicki, M., Sidney, P. G., Coifman, K., & Thompson, C. A. (2023). How do visual displays impact health-risk estimates? It depends on display size, shape, and prior knowledge. *Journal of Behavioral Decision Making*.

2022

Schiller, L.K., Fan, A.*, Siegler, R.S. (2022). The Power of One: the importance of flexible understanding. *Journal of Numerical Cognition*. 8(3), 430-442. https://doi.org/10.5964/jnc.7593.

Thompson, C. A., Mielicki, M. K., Rivera, F., Fitzsimmons, C. J., Scheibe, D. A.*, Sidney, P. G., **Schiller, L. K.**, Taber, J. M., & Waters, E. A. (2022). Leveraging Math Cognition to Combat Health Innumeracy. Perspectives on Psychological Science, 18(1), 152–177. https://doi.org/10.1177/17456916221083277

Thompson, C. A., Sidney, P. G., Fitzsimmons, C. J., Mielicki, M., **Schiller, L.K.**, Scheibe, D. A.*, Opfer, J. E., & Siegler, R. S. (2022). Comments regarding *Numerical estimation strategies are correlated with math ability in school-age children. Cognitive Development.*

Mielicki, M., Fitzsimmons, C. J., **Schiller, L.K.**, Scheibe, D., Taber, J. M., Sidney, P. G., Matthews, P., Waters, E. A., Coifman, K., & Thompson, C. A. (2022). Number lines can be more effective at facilitating adults' performance on health-related ratio problems than risk ladders and icon arrays. *Journal of Experimental Psychology: Applied*.

2021

Mielicki, M. K., **Schiller, L.K.**, Fitzsimmons, C. J., Scheibe, D., & Thompson, C. A. (2021). Perceptions of ease and difficulty, but not growth mindset, relate to specific math attitudes. *British Journal of Educational Psychology, e12472*. DOI: 10.1111/bjep.12472.

Thompson, C. A., Taber, J. Sidney, P. G., Fitzsimmons, C. J., Mielicki, M., Matthews, P., Schemmel, E., Simonovic, N., Foust, J., Aurora, P., Stanley Seah, T. H., Disabato, D., **Schiller, L. K.**, Coifman, K. (2021). Math matters during a pandemic: A novel, brief educational intervention combats whole number bias to improve health decision-making and predicts COVID-19 risk perceptions and worry across 10 days. *Journal of Experimental Psychology: Applied*.

2020

Siegler, R. S., Im, S. H., **Schiller, L.K.**, Tian, J., & Braithwaite, D. W. (2020). The sleep of reason produces monsters: How and when biased input shapes mathematics learning. *Annual Review of Developmental Psychology*, *2*, 413-435

Manuscripts Submitted or In Review

Schiller, L.K., Thompson, C.A., Chen, J., & Star, J. (in review). A solution to algebraic word problems: schema-based instruction Jaramillo, S.*, Scheibe, D. A.*, O'Brien, A. G.*, Fitzsimmons, C. J., Schiller, L. K., Taber, J. M., Sidney, P. G., Matthews, P., Mielicki, M. K., Waters, E. A., & Thompson, C. A. (in review). Are math-related individual differences associated with COVID-19-related graph interpretation accuracy? *Journal of Numerical Cognition*.

Conference Proceedings

Schiller, L.K. Woodruff, K, Hahn, Y.*, Abreu-Mendoza, R.A.*, Fitzsimmons, C.J., Siegler, R.S., Rosenberg-Lee, M., Thompson, C.A.. (June 2025). Educators' cross-notation knowledge of rational numbers and its impact on teaching and learning mathematics. Poster presented at The Mathematical Cognition and Learning Society. Hong Kong, China.

Schiller, L. K., Abreu-Mendoza, R. A.*, Thompson, C. A., & Rosenberg-Lee, M. (2024, June). Children's estimates of equivalent rational number magnitudes are not equal: evidence from whole numbers, percentages, decimals, and fractions. Lightning talk presented at The Mathematical Cognition and Learning Society. Washington, D.C., USA.

Jaramillo, S.,* O'Brien, A.*, **Schiller, L.K.**, Fitzsimmons, C., Scheibe, D.*, Taber, J., Coifman, K., Matthews, P., Mielicki, M.* Waters, E., Sidney, P., & Thompson, C. A. (2024, June) Are math-related individual differences associated with *COVID-19-related* graph interpretation accuracy? Poster presented at the Mathematical Cognition and Learning Society Conference, Washington, D.C.

Schiller, L. K.*, Abreu-Mendoza, R. A.*, Siegler, R. S., Thompson, C. A., & Rosenberg-Lee, M. (2023, June). *Cross-notation rational number magnitude comparison predicts math college entrance scores.* Poster presented at the 2023 Mathematical Cognition Society Conference. Loughborough, UK.

Schiller, L.K., Siegler, R., & Thompson, C. A. (2022, July). Monster math race: Chasing integrated number sense. Flash talk presented at The Cognitive Science Society Conference. Toronto, Canada.

Mielicki, M. K.*, Fitzsimmons, C. J.**, **Schiller, L. K*.**, Scheibe, D.**, Taber, J. M., Sidney, P. G., Matthews, P. G., Coifman, K. G., Waters, E. A., & Thompson, C. A. (2022, April). *The picture of health: Visuals and health-related math problem solving*. Paper to be presented at the 94thAnnual Meeting of the Midwestern Psychological Association, Chicago, II.

Schiller, L.K. & Siegler, R.S. (2019, Oct) Children don't really perceive equivalent rational numbers as equivalent. Paper presentation presented at The Cognitive Development Society. Louisville, KY., USA.

Other Publications

Schiller, L.K. (2020). Recharging rational number understanding. Doctoral dissertation retrieved from: https://academiccommons.columbia.edu/doi/https://doi.org/10.7916/d8-khmf-ay28

Schiller, L.K. & Hinton, C. (August 7, 2015). Happier students get higher grades in school, research says. Time.com

Thompson, C. A., **Schiller, L.K.**, Mielicki, M.*, Fitzsimmons, C. J.**, & Scheibe, D.** (2021). 5 ways parents can teach children the 'new' math. *The Conversation*. https://theconversation.com/5-ways-parents-can-help-children-with-the-new-math-157738

Manuscripts in Preparation

Im, S., Schiller, L.K., & Siegler, R. (in prep). What do children know about the fractions, division, and the relation between them?

AWARDS, HONORS, & GRANTS

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2005-2009	DEAN'S LIST & NATIONAL SOCIETY OF COLLEGIATE SCHOLARS
2009	SUMMA CUM LAUDE, BOSTON UNIVERSITY
2012	HARVARD GRADUATE SCHOOL LEADERSHIP INSTITUTE FELLOW
2013	EXECUTIVE BOARD FOR HARVARD GRADUATE SCHOOL LEADERSHIP INSTITUTE
2017	PROVOST'S GRANT FOR PROFESSIONAL DEVELOPMENT (\$500)
2019	TEACHERS COLLEGE RESEARCH DISSERTATION FELLOWSHIP (\$6,000)
2019	PROVOST'S GRANT FOR PROFESSIONAL DEVELOPMENT (\$500)
2019	TEACHERS COLLEGE DOCTORAL DISSERTATION GRANT (\$7,750)
2021	AAUW Postdoctoral Research Leave Fellowship (\$30,000)
2022	NSF SBE Postdoctoral Research Fellowship (\$138,000)
2023	U.S. Department of Education, Institute of Education Sciences (IES). Role: PI; Co-PIs: John Opfer, Jessica Rodrigues, Pooja Sidney, Charles Fitzsimmons, and Lauren Schiller . <i>IES Learning Acceleration Challenge: Math Prize</i> . [One of two finalists awarded \$25,000 in Phase 1]
2025	KEAN UNIVERSITY JUNE ACTIVITIES GRANT: Neural Representations of Magnitude for Fractions, Decimals, Percentages, and Whole Numbers (\$3,000)
2025	KEAN UNIVERSITY GRADUATE RESEARCH ASSISTANT AWARD (Academic Year 2025-2026)
2025	Trees for Schools Grant led by Dr. Karen Woodruff and COE Sustainability Committee (\$235,000)
2025	NSF Build & Broaden Faculty Fellowship (\$7,500 and 3 Undergraduate Research Assistants AcademicYear 2025-2026)

POSTERS AND PRESENTATIONS

June 2025	MATHEMATICAL COGNITION AND LEARNING SOCIETY CONFERENCE	Hong Kong
June 2024	Accepted Poster Presentation MATHEMATICAL COGNITION AND LEARNING SOCIETY CONFERENCE	Washington, DC
July 2022	Accepted Flash Talk COGNITIVE SCIENCE SOCIETY	Toronto, CA
October 2019	Accepted Flash Talk COGNITIVE DEVELOPMENT SOCIETY ANNUAL MEETING	Louisville, KY
	Accepted Oral Paper Session	

April 2018	AERA ANNUAL MEETING	New York, NY
July 2017	Accepted Oral Paper Session THE SCIENCE OF TEACHING AND SCHOOL LEADERSHIP	Potomac, MD
April 2017	Invited Plenary Speaker LEARNING & THE BRAIN	Arlington, VA
June 2016	Invited Guest Speaker MIND, BRAIN AND EDUCATION SCIENCE FOR TEACHERS	Potomac, MD
Sept 2015	Invited Plenary Speaker UWC INTERNATIONAL ADVANCEMENT CONFERENCE, PRINCETON UNIV.	Princeton, NJ
May 2015	Invited Plenary Speaker SOCIAL POLICY & RESEARCH IN COGNITION & MATHEMATICS EDUCATION	Berkeley, CA
May 2015	Invited Poster Presenter researchED NYC	New York, NY
Spring 2013, 2014, 2017	Invited Guest Speaker RESEARCH SCHOOLS SYMPOSIUM Conference Coordinator	Cambridge, MA
March 2014	UNIVERSAL DESIGN FOR LEARNING IN MATHEMATICS PRESENTATION Invited Guest Speaker	Quito, Ecuador
February 2014	HARVARD GRADUATE SCHOOL OF EDUCATION Invited Guest Lecturer for Cognitive Development, Education and the Brain: Theory and Practi	Cambridge, MA
July 2013	 Harvard's Universal Design for Learning Institute Workshop Facilitator, Universal Design for Learning in the Math Classroom Invited to facilitate a workshop about diminishing barriers in the math classroom through Learning, other facilitators included professors such as Dr. David Rose and Dr. Thomas Hel 	Cambridge, MA 1 Universal Design for
November 2013	Psychology of Mathematics Education North American Chapter (PME-NA) Poster, Teacher Tension: How sharing of student strategies can de-emphasize a lesson's management of the control of t	
April 2013 MA	By Theodore Chao, Lauren Schiller, Mayanna Suslavich, Amy Venditta, Chad Desharnais, Jon HARVARD GRADUATE SCHOOL OF EDUCATION STUDENT RESEARCH CONFERMANCE.	
IVIA	 Presenter Presentation on empirical findings from my schema-based instructional intervention study 	
January 2013 CA	CREATING BALANCE IN AN UNJUST WORLD, Math Education & Social Justice Confere	ence San Francisco,
	 Workshop Facilitator Selected to present two professional development workshops on mathematics for students w 	vith disabilities
2012-Present	 BRAIN AWARENESS WEEK AT HARVARD Conference Founder/Organizer Founded Harvard student group Brain Basics: Neuroscience for Everyone & Brain Awaren which brought together individuals across the university to teach students, teachers, and part 	
TEACHING AN	ID PROFESSIONAL EXPERIENCE	
2020-present	TEACHERS COLLEGE COLUMBIA UNIVERSITY Adjunct Assistant Professor	New York, NY
2015-present	 Taught seminar on Cognitive Development for masters and doctoral level students TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS 	various NY, NJ

2020-present	TEACHERS COLLEGE COLUMBIA UNIVERSITY	New York, NY
	Adjunct Assistant Professor	
	 Taught seminar on Cognitive Development for masters and doctoral level students 	
2015-present	TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS	various NY, NJ
	• Designed and facilitated 30+ professional learning experiences for educators based on the	needs of local schools
2015-2017	WOODROW WILSON TEACHING FELLOWSHIP	Princeton, NJ
	Selection Committee Member	
	 Observe sample lessons, facilitate group discussions, and conduct interviews with fellowsh 	ip candidates
2015-2016	ECIS PRIMARY MATH DEEP DIVE ONLINE	ECIS Online
	Course Designer and Facilitator	
	 Designed a hybrid online and in-person course on mathematical cognition and application 	to the math classroom
	 Facilitated online group discussions, provided mentorship to educators on incorporating ne 	w ideas into practice
2015-2016	TEACHERS COLLEGE COLUMBIA UNIVERSITY	New York, NY
	Course Assistant	

• Provide instruction and feedback on coursework for Dr. John Black's Human Cognition and Learning course.

HARVARD GRADUATE SCHOOL OF EDUCATION 2013-2015 Cambridge, MA **Teaching Fellow** H156 Research Schools (Fall 2013-Spring 2014): provided guidance on various research projects with partner schools around the globe 2010-2012 SALEMWOOD SCHOOL Malden, MA Teacher, 6th Grade Interventionist, Special Education Inclusion with Pull-out Support Classes Served as case manager for students with IEPs, provided pull-out services and co-taught in an inclusion model Taught Read 180 as a reading remediation class to increases students' reading comprehension Utilized inquiry and hands-on learning to provide math remediation in a pull-out math interventions class Provided intensive writing support with Framing Your Thoughts and the innovation of Edmodo • Co-taught with the General Education ELA and Math teachers to provide an inclusionary setting Incorporated brain research in Special Education classes through instruction, discussion, and sheep brain dissection; improved student self-realization of individual learning styles and increased student motivation • Improved rigor of Math curriculum as a member of the Salemwood Math Task Force Team Orchestrated and prepared students to perform in the Middle School Talent Show Day • Guided students in Project Based Learning (PBL) through the creation of Video Math Tutoring via Wikispace • Instituted after school Homework Club 3 days per week with ~40% of students with IEPs attending Teacher, PCSM Afterschool Program for 2nd Grade and Middle School Students at Salemwood • Designed and implemented poetry unit for 2nd graders • Designed and implemented ESPN math in basketball program for middle school students 2011-2014 ST. MARY OF THE ASSUMPTION CHURCH Brookline, MA Religious Education Teacher, 2nd Grade Taught Sunday school to help second graders prepare for Reconciliation and Holy Communion 2009 - 2010DORCHESTER COLLEGIATE ACADEMY Dorchester, MA Founding Teacher at first year charter school, 4th Grade Literacy and Ethics Classes Assisted in developing a first year school from an idea to a thriving learning environment Pioneered in UDL and Cooperative Group classrooms, provided in-school professional development in these areas Developed and implemented literacy curriculum for at-risk urban students, reading significantly below grade level o Utilized multi-sensory activities to teach vocabulary and reinforced it with "Beyond the Classroom" discussion Implemented best practices in Reciprocal Teaching and Word Study, including spelling patterns and roots • Utilized interventions including Framing Your Thoughts, Writers' Express, Lexia, and Wilson Reading System

Analyzed data to inform instruction and provide rigorous MCAS preparation; Achievement Network collaboration

Designed and implemented Project-oriented Inquiry Units, consisting of student-directed Culminating Projects

Guided students in social-emotional growth as an Advisory Group Leader

Supervised students in the creation of a student-led Book Club and Arts & Crafts Club

• Led exploration of children's version of Shakespeare's *Romeo and Juliet*, culminating in performance of the play

GARDNER PILOT ACADEMY Spring 2009 Allston, MA Teacher Intern 4th-5th grade (Special Education Practicum) TRINITY GRAMMAR SCHOOL Fall 2008 Sydney, Australia Teacher Intern 5th grade (Elementary Education Practicum) & Basketball Coach Fall 2006-2008 Boston, MA

MATCH Charter High School

BOSTON RENAISSANCE CHARTER SCHOOL Spring 2008 Boston, MA

Tutor/ Volunteer (2nd, 4th, and 6th grade students)

TROTTER ELEMENTARY SCHOOL Spring 2008 Dorchester, MA

Teacher Intern, 2nd grade (Pre-practicum)

Tutor/Teacher of High School Students

JACKSON/MANN K-8 SCHOOL Spring 2006 Allston, MA

Teacher Intern, Kindergarten (Pre-practicum)

UNIVERSITY COURSES TAUGHT

Graduate		
2020-present	Cognitive Development (HUDK5023), TC	
2025-present	Theory/Practice Teaching Math (EMSE5323), Kean	

Undergraduate

2024-present	Clinical Experience	e in Diverse/Inclusive	Classrooms	(EMSE2800), Kean

2024-2025 Math & Science in Elementary Ed Classroom (EMSE3123), Kean

STUDENT MENTORSHIP & SUPERVISION

Graduate

2025-present Yoojin Hahn, Ph.D. in Cognitive Science, Doctoral Dissertation, Teachers College, Columbia University

2025-present Luis Velazquez Rodriguez, M.S. in Computer Science, Kean University

Undergraduate

2025-present Anastasia Grubyak, B.S. in Biology, Kean University

2025-present Juan Sebastian Gavilanes Jurado, B.S. in Computer Science, Kean University

2025-present Noah Mea, B.S. in Computer Science, Kean University

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science, Cognitive Development Society, Cognitive Science Society, Mathematical Cognition and Learning Society, and Society for the Teaching of Psychology

AD HOC JOURNAL REVIEWS

Brain Structure and Function, Memory & Cognition, Journal of Educational Child Psychology, Journal of Cognitive Psychology, Journal of Numerical Cognition, Journal of Experimental Psychology: Learning, Memory, and Cognition, PLOS ONE

UNIVERSITY SERVICE & PROFESSIONAL DEVELOPMENT

2024-present	College of Education Sustainability Committee
2024-present	College of Education Academic Advisor
2024-present	CREST NOYCE STEM Educator Advisor and Professional Learning Community Member
2024-2025	Engaged in Professional Development and Implemented NSF-funded ADVizE data-literacy curriculum in coursework
2025-present	Organized Seminar Series to teach faculty and students about principles of fMRI research.
2025-present	Provost's Taskforce on Teaching, Learning, and Researching with AI