

**Nicole M. McNeil**

Department of Psychology  
 118 Haggard Hall  
 Notre Dame, IN 46556  
 Office: 574-631-5678 FAX: 574-631-8883  
 Email: nmcneil@nd.edu  
 Web: www.nd.edu/~nmcneil

**EDUCATION**

- 2005-2006 Postdoctoral Research Associate in Psychology  
 Yale University
- 2005 Ph.D. in Psychology, Distributed Minor in Statistics and Computer Sciences  
 University of Wisconsin-Madison
- 1999 B.S. in Psychology, Minor in Chemistry  
 Carnegie Mellon University

**PROFESSIONAL POSITIONS**

- 2017- ACE Professor of Psychology, University of Notre Dame
- 2012- Director, Education, Schooling, and Society (ESS), University of Notre Dame
- 2012-2017 ACE Associate Professor of Psychology, University of Notre Dame
- 2010-2012 Mary Hesburgh Flaherty and James Flaherty Assistant Professor of Psychology,  
 University of Notre Dame
- 2006-2010 Assistant Professor, Department of Psychology, University of Notre Dame
- 2005-2006 Project Director, PACE Center, Yale University
- 2003-2005 Project Assistant, Wisconsin Center for Education Research, University of Wisconsin
- 1999-2003 Research Assistant, Department of Psychology, University of Wisconsin
- 1999 Research Assistant, Department of Psychology, Carnegie Mellon University
- 1998 Undergraduate Intern, Western Psychiatric Institute and Clinic, Pittsburgh, PA

**SELECTED HONORS, AWARDS, SCHOLARSHIPS, AND FELLOWSHIPS**

- 2017-2018 Invited participant in ND-LEAD, Notre Dame's leadership development program
- 2016 Christ the Teacher Award, ACE M.Ed. Program, University of Notre Dame
- 2013 Boyd McCandless Award, American Psychological Association
- 2007 Presidential Early Career Award for Scientists and Engineers (PECASE)
- 2004-2005 American Psychological Association (APA) Dissertation Award [\$3000]
- 2003-2004 American Psychological Foundation E. M. Koppitz Graduate Travel Stipend [\$4000]
- 2001-2004 Graduate Student Travel Awards, University of Wisconsin [6 totaling \$2200]
- 2001-2002 Marian Schwartz Fellowship in Experimental Psychology, University of Wisconsin
- 1999-2000 Henry Vilas Graduate Fellowship, University of Wisconsin [stipend, tuition, fees]
- 1999 Phi Beta Kappa Honors Society, Upsilon of Pennsylvania
- 1999 Phi Kappa Phi Honors Society, Carnegie Mellon Chapter
- 1999 Phi Kappa Phi Research Award, First Place, Carnegie Mellon [\$250]
- 1997-1999 Alumni Memorial Scholarship, Carnegie Mellon University
- 1998 Sigma Xi Research Award, First Place, Carnegie Mellon [\$500]
- 1997-1998 National Institute of Mental Health (NIMH) Undergraduate Fellowship

## GRANTS AND SPONSORED PROGRAMS

- 2017-2020 National Science Foundation, EHR Core Research, DRL-1661086 (role: PI) “Improving children’s ability to connect counting to cardinality through shared book reading.” [\$736,033]
- 2015-2019 Institute of Education Sciences, U.S. Department of Education, R305A150088 (role: co-PI, with WestEd colleagues, Jodi Davenport, PI, Yvonne Kao, co-PI, and Steve Schneider, co-PI) “Improving children’s understanding of mathematical equivalence: An efficacy study” [\$3.49 million]
- 2015-2020 National Science Foundation, CAREER, DRL-1452000 (role: Consultant/Advisory Board) “Spatial foundations of symbolic numeracy skills in young children.” (PI: Gunderson, Temple University)
- 2015-2016 University of Notre Dame, Office of Research, Faculty Research Support Program (FRSP) Initiation Grant (role: PI) “Comparison of three early math interventions.” [\$10,000]
- 2014-2017 National Science Foundation, REAL, #1420249 & 1420196 (role: Consultant/Advisory Board) “Collaborative Research: Language structure and number word learning.” (co-PIs: Barner, University of California-San Diego and Shusterman, Wesleyan)
- 2011-2017 National Science Foundation, CAREER, DRL-1054467 (role: PI) “Predictors and consequences of early understanding of mathematical equivalence.” [\$749,830]
- 2011-2015 Institute of Education Sciences, U.S. Department of Education, R305A110198 (role: PI) “Improving children’s understanding of mathematical equivalence.” [\$565,456]
- 2009-2012 National Science Foundation, REESE, #0910218 (role: Consultant/Advisory Board) “Transfer for perceptually grounded principles.” (PI: Goldstone, Indiana University)
- 2007-2012 Institute of Education Sciences, U.S. Department of Education, R305B070297 (role: PI) “Arithmetic practice that promotes conceptual understanding and computational fluency.” [\$761,425]
- 2002-2004 Graduate Student Research Grants, University of Wisconsin [4 totaling \$1700]
- 1997-1999 Small Undergraduate Research Grants, Carnegie Mellon [3 totaling \$1200]

## BOOKS, MONOGRAPHS, AND BOOK CHAPTERS

**McNeil**, N. M., <sup>6</sup>Hornburg, C. B., Fuhs, M. W., & <sup>6</sup>O’Rear, C. (in press). Understanding children's difficulties with mathematical equivalence. In D. C. Geary, D. B. Berch, & K. Mann Koepke (Eds). *Mathematical Cognition and Learning, Volume 3*, San Diego, CA: Elsevier Academic Press.

Knuth, E. J., Alibali, M. W., **McNeil**, N. M., Weinberg, A., & Stephens, A. C. (2011). Middle school

students' understanding of core algebraic concepts: Equivalence and variable. In J. Cai & E. Knuth (Eds.), *Early Algebraization: A Global Dialogue from Multiple Perspectives* (pp. 259-275). New York, NY: Springer.

## REFEREED JOURNAL ARTICLES

<sup>P</sup> indicates postdoc author; <sup>G</sup> indicates graduate student author; <sup>U</sup> indicates undergraduate student author; <sup>R</sup> indicates research assistant author; <sup>F</sup> indicates former student, postdoc, or research assistant author

**McNeil**, N. M., <sup>P</sup>Hornburg, C. B., <sup>R</sup>Devlin, B. L., <sup>F</sup>Carrazza, C., & <sup>F</sup>McKeever, M. O. (in press). Consequences of individual differences in children's formal understanding of mathematical equivalence. *Child Development*.

<sup>G</sup>Hornburg, C. B., <sup>U</sup>Rieber, M., & **McNeil**, N. M. (in press). An integrative data analysis of gender differences in children's understanding of mathematical equivalence. *Journal of Experimental Child Psychology*.

Alibali, M. W., <sup>F</sup>Crooks, N. M., & **McNeil**, N. M. (2017). Perceptual support promotes strategy generation: Evidence from equation solving. *British Journal of Developmental Psychology*.

<sup>F</sup>Fyfe, E. R., <sup>F</sup>Matthews, P. G., Amsel, E., McEldoon, K. L., & **McNeil**, N. M. (2017). Assessing formal knowledge of math equivalence among algebra and pre-algebra students. *Journal of Educational Psychology*. Published online May, 2017.

<sup>F</sup>Fuhs, M. W., <sup>G</sup>Hornburg, C. B., & **McNeil**, N. M. (2016). Specific number sense skills mediate the association between inhibitory control and mathematics achievement. *Developmental Psychology*, 52, 1217-1235.

<sup>F</sup>Fuhs, M. W., **McNeil**, N. M., Kelley, K., Villano, M., & <sup>G</sup>O'Rear, C. (2016). The role of non-numerical stimulus features in approximate number system training in preschoolers from low-income homes. *Journal of Cognition and Development*, 17.

Alcock, L., Ansari, D., Batchelor, S., Bisson, M., De Smedt, B., Gilmore, C., Gobel, S., Hannula-Sormunen, M., Hodgen, J., Inglis, M., Jones, I., Mazzocco, M., **McNeil**, N. M., Schneider, M., Simms, V., & Weber, K. (2016). Challenges in mathematical cognition: A collaboratively-derived research agenda. *Journal of Numerical Cognition*, 2, 20-41.

**McNeil**, N. M., <sup>F</sup>Fyfe, E. R., & <sup>F</sup>Dunwiddie, A. E. (2015). Arithmetic practice can be modified to promote understanding of math equivalence. *Journal of Educational Psychology*, 107, 423-436.

<sup>F</sup>Fyfe, E. R., **McNeil**, N. M., & Rittle-Johnson, B. (2015). Easy as ABCABC: Abstract language facilitates performance on a concrete patterning task. *Child Development*, 86, 927-935.

<sup>G</sup>Byrd, C. E., **McNeil**, N. M., <sup>P</sup>Chesney, D. L., & <sup>P</sup>Matthews, P. G. (2015). Children's "arithmetic-specific" interpretation of the equal sign confers specific risk for poor learning of early algebra. *Learning and Individual Differences*, 38, 61-67.

- <sup>U</sup>Fyfe, E. R., **McNeil**, N. M., & <sup>U</sup>Borjas, S. (2015). Benefits of “concreteness fading” for children’s mathematics understanding. *Learning and Instruction*, *35*, 104-120.
- <sup>P</sup>Chesney, D. L. & **McNeil**, N. M. (2014). Activation of operational thinking during arithmetic practice hinders learning and transfer. *Journal of Problem Solving*, *7*, 24-35.
- <sup>P</sup>Chesney, D. L., **McNeil**, N. M., <sup>P</sup>Matthews, P. G., <sup>G</sup>Byrd, C. E., <sup>G</sup>Petersen, L. A., <sup>U</sup>Wheeler, M. C., <sup>U</sup>Fyfe, E. R., & <sup>F</sup>Dunwiddie, A. E. (2014). Organization matters: Individual differences in children’s mental organization of addition knowledge correlate with understanding of math equivalence in symbolic form. *Cognitive Development*, *30*, 30-46.
- McNeil**, N. M. (2014). A “change-resistance” account of children’s difficulties understanding mathematical equivalence. *Child Development Perspectives*, *8*, 42-47.
- <sup>U</sup>Fyfe, E. R., **McNeil**, N. M., Son, J. Y., & Goldstone, R. L. (2014). Concreteness fading in mathematics and science instruction: A systematic review. *Educational Psychology Review*, *26*, 9-25.
- <sup>P</sup>Chesney, D. L., **McNeil**, N. M., Brockmole, J. R., & Kelley, K. (2013). An eye for relations: Eye-tracking indicates long-term negative effects of operational thinking on understanding of math equivalence. *Memory & Cognition*, *41*, 1079-1095.
- <sup>G</sup>Petersen, L. A., & **McNeil**, N. M. (2013). Using perceptually rich objects to help children represent number: Established knowledge counts. *Child Development*, *84*, 1020-1033.
- <sup>G</sup>Fuhs, M. W., & **McNeil**, N. M. (2013). ANS acuity and mathematics ability in preschoolers from low-income homes: Contributions of inhibitory control. *Developmental Science*, *16*, 136-48.
- McNeil**, N. M., <sup>P</sup>Chesney, D. L., <sup>P</sup>Matthews, P. G., <sup>U</sup>Fyfe, E. R., <sup>G</sup>Petersen, L. A., & <sup>R</sup>Dunwiddie, A. E. (2012). It pays to be organized: Organizing addition knowledge around equivalent values facilitates understanding of mathematical equivalence. *Journal of Educational Psychology*, *104*, 1109-1121.
- McNeil**, N. M., & <sup>U</sup>Fyfe, E. R. (2012). “Concreteness fading” promotes transfer of mathematical knowledge. *Learning and Instruction*, *22*, 440-448.
- McNeil**, N. M., <sup>U</sup>Fyfe, E. R., <sup>G</sup>Petersen, L. A., <sup>R</sup>Dunwiddie, A. E., & Brletic-Shiple, H. (2011). Benefits of practicing  $4 = 2 + 2$ : Nontraditional problem formats facilitate children’s understanding of mathematical equivalence. *Child Development*, *82*, 1620-1633.
- McNeil**, N. M., <sup>G</sup>Fuhs, M. W., <sup>G</sup>Keultjes, M. C., <sup>U</sup>Gibson, M. H. (2011). Influences of problem format and SES on preschoolers’ understanding of approximate addition. *Cognitive Development*, *26*, 57-71.
- McNeil**, N. M., Rittle-Johnson, B., Hattikudur, S., & <sup>G</sup>Petersen, L. A. (2010). Continuity in representation between children and adults: Arithmetic knowledge hinders undergraduates’ algebraic problem solving. *Journal of Cognition and Development*, *11*, 437-457.

- McNeil**, N. M., Weinberg, A., Stephens, A. C., Hattikudur, S., Asquith, P., Knuth, E. J., & Alibali, M. W. (2010). A is for apple: Mnemonic symbols hinder students' interpretation of algebraic expressions. *Journal of Educational Psychology*, *102*, 625-634.
- McNeil**, N. M., & Uttal, D. H. (2009). Rethinking the use of concrete materials in learning: Perspectives from development and education. *Child Development Perspectives*, *3*, 137-139.
- <sup>1</sup>Brown, M. C., <sup>1</sup>**McNeil**, N. M., & Glenberg, A. M. (2009). Using concreteness in education: Real problems, potential solutions. *Child Development Perspectives*, *3*, 160-164.  
<sup>1</sup>contributed equally, so listed alphabetically
- Haefffel, G. J., Thiessen, E. D., Campbell, M. W., Kaschak, M. P., & **McNeil**, N. M. (2009). Theory, not cultural context, will advance psychology. *American Psychologist*, *64*, 570-571.
- McNeil**, N. M., Uttal, D. H., Jarvin, L., & Sternberg, R. J. (2009). Should you show me the money? Concrete objects both hurt and help performance on mathematics problems. *Learning and Instruction*, *19*, 171-184.
- McNeil**, N. M. (2008). Limitations to teaching children  $2 + 2 = 4$ : Typical arithmetic problems can hinder learning of mathematical equivalence. *Child Development*, *79*, 1524-1537.
- Knuth, E. J., Alibali, M. W., Hattikudur, S., **McNeil**, N. M., & Stephens, A. C. (2008). The importance of equal sign understanding in the middle grades. *Mathematics Teaching in the Middle School*, *13*, 514-520.
- McNeil**, N. M. & Jarvin, L. (2007). When theories don't add up: Disentangling the manipulatives debate. *Theory Into Practice*, *46*, 309-316.
- McNeil**, N. M. (2007). U-shaped development in math: Seven year olds outperform nine year olds on mathematical equivalence problems. *Developmental Psychology*, *43*, 687-695.
- Alibali, M. W., Knuth, E. J., Hattikudur, S., **McNeil**, N. M., & Stephens, A. C. (2007). A longitudinal examination of middle school students' understanding of the equal sign and performance solving equivalent equations. *Mathematics Thinking and Learning*, *9*, 221-247.
- McNeil**, N. M., Grandau, L., Knuth, E. J., Alibali, M. W., Stephens, A. S., Hattikudur, S., & Krill, D. E. (2006). Middle-school students' understanding of the equal sign: The books they read can't help. *Cognition and Instruction*, *24*, 367-385.
- Knuth, E. J., Stephens, A. C., **McNeil**, N. M. & Alibali, M. W. (2006). Does understanding the equal sign matter? Evidence from solving equations. *Journal for Research in Mathematics Education*, *37*, 297-312.
- McNeil**, N. M., & Alibali, M. W. (2005b). Why won't you change your mind? Knowledge of operational patterns hinders learning and performance on equations. *Child Development*, *76*, 883-899.
- McNeil**, N. M., & Alibali, M. W. (2005a). Knowledge change as a function of mathematics experience: All contexts are not created equal. *Journal of Cognition and Development*, *6*, 385-206.

- Knuth, E. J., Alibali, M. W., **McNeil**, N. M., Weinberg, A., Stephens, A. C. (2005). Middle school students' understanding of core algebraic concepts: Equality and variable. *Zentralblatt für Didaktik der Mathematik / International Reviews on Mathematical Education*, 37, 68-76.
- McNeil**, N. M., & Alibali, M. W. (2004). You'll see what you mean: Students encode equations based on their knowledge of arithmetic. *Cognitive Science*, 28, 451-466.
- Evans, J. L., Alibali, M. W., & **McNeil**, N. M. (2001). Divergence of verbal expression and embodied knowledge: Evidence from speech and gesture in children with Specific Language Impairments. *Language and Cognitive Processes*, 16, 309-331.
- McNeil**, N. M., & Alibali, M. W. (2000). Learning mathematics from procedural instruction: Goals influence learning from the outside in. *Journal of Educational Psychology*, 92, 734-744.
- McNeil**, N. M., Alibali, M. W., & Evans, J. L. (2000). Role of gesture in children's language comprehension: Now they need it, now they don't. *Journal of Nonverbal Behavior*, 24, 131-150.

#### REFEREED PUBLICATIONS IN PROCEEDINGS

- Johannes, K., Davenport, J., Kao, Y., <sup>G</sup>Hornburg, C. B. & **McNeil**, N. M. (2017). Promoting children's relational understanding of equivalence. In G. Gunzelmann, A. Howes, T. Tenbrink, & E. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society* (pp. xx-xx). Austin, TX: Cognitive Science Society.
- <sup>G</sup>Byrd, C. E., **McNeil**, N. M., D'Mello, S. K., & Cook, S. W. (2014). Gesturing may not always make learning last. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 1982-1987). Austin, TX: Cognitive Science Society.
- <sup>F</sup>Matthews, P. G., <sup>F</sup>Chesney, D. L., & **McNeil**, N. M. (2014). Are fractions natural numbers, too? In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 982-987). Austin, TX: Cognitive Science Society.
- <sup>G</sup>Petersen, L. A., **McNeil**, N. M., <sup>U</sup>Tollaksen, A. K., <sup>U</sup>Boehm, A. G., <sup>U</sup>Hall, C. J., <sup>R</sup>Carrazza, C., & <sup>R</sup>Devlin, B. L. (2014). Counting practice with pictures, but not objects, improves children's understanding of cardinality. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 2633-2637). Austin, TX: Cognitive Science Society.
- <sup>G</sup>Petersen, L. A., <sup>U</sup>Heil, J. K., **McNeil**, N. M., & Haeffel, G. J. (2010). Learning from errors in game-based versus formal mathematics contexts. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 2578-2582). Austin, TX: Cognitive Science Society.

- <sup>U</sup>Crooks, N. M., & **McNeil**, N. M. (2009). Increased practice with “set” problems hinders performance on the water jar task. In N. A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 643-648). Austin, TX: Cognitive Science Society.
- <sup>G</sup>Keultjes, M. C., <sup>U</sup>Gibson, M. H., & **McNeil**, N. M. (2009). Children’s understanding of approximate arithmetic depends on problem format. In N. A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 329-334). Austin, TX: Cognitive Science Society.
- <sup>G</sup>Petersen, L. A., & **McNeil**, N. M. (2008). Using perceptually rich objects to help children represent number: Established knowledge counts. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 1567-1572). Austin, TX: Cognitive Science Society.
- McNeil**, N. M. (2004a). Don’t teach me  $2 + 2 = 4$ : Knowledge of arithmetic operations hinders equation learning. In K. D. Forbus, D. Gentner, & R. Regier (Eds.), *Proceedings of the 26th Annual Conference of the Cognitive Science Society* (pp. 938-943). Mahwah, NJ: Lawrence Erlbaum Associates.
- McNeil**, N. M., Grandau, L., Stephens, A. C., Krill, D. E., Alibali, M. W., & Knuth, E. J. (2004). Middle-school students’ experience with the equal sign: *Saxon Math ≠ Connected Mathematics*. In D. McDougall (Ed.), *Proceedings of the XXVI Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Toronto, Canada* (Vol. 1, pp. 271-6). Columbus, OH: ERIC.
- McNeil**, N. M., & Alibali, M. W. (2002). A well-established schema can interfere with learning: The case of children’s typical addition schema. In C. D. Schunn & W. Gray (Eds.), *Proceedings of the 24th Annual Conference of the Cognitive Science Society* (pp. 661-6). Mahwah, NJ: Lawrence Erlbaum Associates.
- McNeil**, N. M., & Alibali, M. W. (2001). Gesture production is associated with task motivation. In C. Cavé, I. Guaitella, & S. Santi (Eds.), *Oralité et gestualité: Interactions et comportements multimodaux dans la communication* [Orality and gestuality: Multimodal interaction and behavior in communication]. *Actes du colloque* [Proceedings of the meeting of] *ORAGE 2001* (pp. 247-252) Paris, France: L’Harmattan.
- Alibali, M. W., **McNeil**, N. M., & Perrott, M. A. (1998). What makes children change their minds? Changes in encoding lead to changes in strategy selection. In M. A. Gernsbacher & S. Derry (Eds.), *Proceedings of the 20th Annual Conference of the Cognitive Science Society* (pp. 36-41). Mahwah, NJ: Lawrence Erlbaum Associates.

## UNREFEREED PUBLICATIONS

- Gubbins, E. J., Housand, B., Oliver, M., Schader, R., de Wet C. F., Moon, T. R., Hertberg-Davis, H., Callahan, C. M., Brighton, C., Sternberg, R. J, Grigorenko, E., Jarvin, L., **McNeil**, N. M., Connolly, K. (2008). Unclogging the mathematics pipeline through access to algebraic understanding. Storrs, CT: National Research Center on the Gifted and Talented.

## OTHER PUBLICATIONS

**McNeil**, N. M. (2004b). Test item file to accompany *Children's Thinking* 4<sup>th</sup> edition by R. S. Siegler & M. W. Alibali. Upper Saddle River, NJ: Prentice Hall.

## MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

Davoli, C., Brockmole, J., Ehrman, E., & **McNeil**, N. M. (revise and resubmit). Hand placement affects mathematical learning.

<sup>F</sup>Chesney, D. L., **McNeil**, N. M., <sup>G</sup>Petersen, L. A., & <sup>F</sup>Dunwiddie, A. E. (revise and resubmit). Arithmetic practice that includes relational words promotes conceptual understanding and computational fluency.

<sup>G</sup>Hornburg, C. B., Wang, L. & **McNeil**, N. M. (revise and resubmit). A comparison of meta-analysis and individual person data analysis with low base rate raw data.

<sup>G</sup>O'Rear, C. D. & **McNeil**, N. M. (revise and resubmit). Improving children's ability to label set sizes without counting facilitates the development of understanding of cardinality.

**McNeil**, N. M., <sup>G</sup>Hornburg, C. B., Brletic Shipley, H., & Matthews, J. M. (under review). Improving children's understanding of mathematical equivalence via an intervention designed to reduce reliance on knowledge of traditional arithmetic.

<sup>U</sup>Gaylord, S., <sup>G</sup>O'Rear, C. D., <sup>G</sup>Hornburg, C. B., & **McNeil**, N. M. (under review). Parents' counting book preferences for their preschoolers depend on education level.

<sup>G</sup>Hornburg, C. B., & **McNeil**, N. M. (in preparation). The role of problem format in children's learning of mathematical equivalence.

## INVITED LECTURES AND ADDRESSES

- 2017 Notre Dame Institute for Advanced Study, Notre Dame, IN
- 2016 Illinois State University, School of Teaching & Learning, Normal, IL
- 2015 Math Cognition Conference (sponsored by NICHD), St. Louis, MO
- 2015 Annual Conference on Research in Undergraduate Mathematics Education, Pittsburgh, PA
- 2014 Temple University, Institute for Learning and Education Sciences
- 2014 Grand Challenges in Mathematical Cognition Conference, Royal Society International Center
- 2014 University of Illinois, Department of Psychology, Developmental Brown Bag Series
- 2014 Carnegie Mellon University, Department of Psychology, PIER Speaker Series
- 2013 Wesleyan University, Department of Psychology
- 2013 American Psychological Association Annual Convention, Division 7 Program, Honolulu, HI
- 2012 University of Delaware, School of Education Conference on Improving Teaching and Learning
- 2009 University of Wisconsin-Madison, IES Interdisciplinary Training Program Seminar Series
- 2009 Indiana University, Symposium on Transfer of Learning
- 2009 Indiana University, Dept. of Psychological and Brain Sciences, Cognitive Colloquium Series
- 2009 Institute of Education Sciences, Fourth Annual IES Research Conference
- 2009 Institute of Education Sciences, Meeting of the National Board of Education
- 2008 Institute of Education Sciences, PECASE Colloquium



- 2008 University of Chicago, Department of Psychology, Developmental Seminar Series
- 2008 University of Portland, Symposium on Education
- 2006 Michigan State University, School of Education
- 2006 University of Notre Dame, Department of Psychology
- 2006 University of Oregon, Department of Psychology
- 2006 University of Colorado, Institute of Cognitive Science
- 2006 Colgate University, Department of Psychology
- 2006 Boston College, Lynch School of Education
- 2006 Oklahoma State University, Department of Psychology
- 2006 University of Miami, Department of Psychology
- 2006 Emory University, Department of Psychology
- 2006 Florida State University, Department of Psychology
- 2006 Wake Forest University, Department of Psychology
- 2006 Syracuse University, Department of Psychology
- 2006 University of Pittsburgh, Department of Psychology and LRDC
- 2006 University of Illinois—Chicago, Department of Psychology
- 2005 Yale University, Center for the Psychology of Abilities, Competencies, & Expertise
- 2005 Texas Tech University, Human Development & Family Studies
- 2005 Indiana University, School of Education
- 2005 University of North Carolina—Chapel Hill, School of Education
- 2005 University at Buffalo (SUNY), Department of Psychology
- 2005 Northwestern University, School of Education and Social Policy
- 2005 University of Missouri, Department of Psychology
- 2005 Northwestern University, Department of Psychology
- 2004 University of Iowa, Department of Psychology

## CONFERENCE PRESENTATIONS

- <sup>G</sup>Hornburg, C. B., **McNeil**, N. M., & Wang, L. (2017, November). Problem encoding does not always drive problem solving: Evidence from children’s performance on mathematical equivalence problems. Poster presented at the 58th Annual Meeting of the Psychonomics Society, Vancouver, British Columbia, Canada.
- <sup>G</sup>Hornburg, C. B., **McNeil**, N. M., & Wang, L. (2017, October). The role of encoding in children’s understanding of mathematical equivalence depends on problem format. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Portland, OR.
- McNeil**, N. M., <sup>G</sup>O’Rear, C. D., Petersen, L. A., <sup>U</sup>Viegut, A. A., <sup>U</sup>Bohnsack, A. E., & <sup>U</sup>Boehm, A. (2017, October). Translating cognitive developmental theory to improve children’s understanding of counting. In N. C. Jordan & C. Barbieri (Organizers), *Usable Knowledge for Improving Mathematics Learning: Bridging Research in Cognition and Development with Educational Practice in Diverse Contexts*. Symposium presented at the Biennial Meeting of the Cognitive Development Society (CDS), Portland, OR.
- <sup>G</sup>Hornburg, C. B., <sup>U</sup>Rieber, M. L., & **McNeil**, N. M. (2017, October). An integrative data analysis of gender differences in children’s understanding of mathematical equivalence. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Portland, OR.

- <sup>G</sup>O’Rear, C. D., & **McNeil**, N. M. (2017, October). Increases in set labeling performance mediate the effect of counting practice on preschoolers’ understanding of cardinality. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Portland, OR.
- <sup>G</sup>O’Rear, C. D., <sup>U</sup>Bohnsack, A., & **McNeil**, N. M. (2017, May). Random arrangements are better than canonical patterns for promoting understanding of cardinality. Poster presented at the Annual Meeting of the Mathematical Cognition and Learning Society (MCLS), Nashville, TN.
- <sup>G</sup>Hornburg, C. B., **McNeil**, N. M. (2017, May). The role of problem format in children’s learning of mathematical equivalence. Poster presented at the Annual Meeting of the Mathematical Cognition and Learning Society (MCLS), Nashville, TN.
- <sup>F</sup>Carrazza, C., **McNeil**, N. M., Tollaksen, A. K., & <sup>R</sup>Devlin, B. L. (2017, May). Parental adherence to a research-based counting intervention. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- <sup>R</sup>Devlin, B. L., <sup>G</sup>Hornburg, C. B., **McNeil**, N. M. (2017, May). Kindergarteners’ understanding of math language predicts response to a math intervention. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- <sup>G</sup>O’Rear, C. D., **McNeil**, N. M., Wang, L. (2017, May). Arithmetic fluency and understanding of math equivalence interact to predict children’s use of inversion. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Davenport, J., Kao, Y. & **McNeil**, N. M. (2016, December). Improving children’s understanding of mathematical equivalence: An efficacy study. Poster presented at the Annual PI Meeting of the Institute of Education Sciences. Washington, DC.
- <sup>R</sup>Devlin, B. L., <sup>G</sup>Hornburg, C. E., **McNeil**, N. M., & <sup>F</sup>Carrazza, C. (2016, May). Gender differences in response to supplemental early math interventions. Poster presented at presented at the Annual Meeting of the Association for Psychological Science (APS). Chicago, IL.
- <sup>G</sup>Byrd, C. E., **McNeil**, N. M., <sup>R</sup>Devlin, B. L., & <sup>F</sup>McKeever, M. O. (2015, October). Proficiency with number sets in kindergarten predicts understanding of math equivalence in second grade. In N. **McNeil** (Chair) “*Math and number.*” Oral paper presented at the Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH.
- <sup>G</sup>O’Rear, C. D., <sup>F</sup>Fuhs, M. W., **McNeil**, N. M., <sup>U</sup>Silla, E. (2015, October). Approximate number system acuity (ANS) training in preschoolers from low-income homes. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH.
- <sup>G</sup>Byrd, C. E., **McNeil**, N. M., <sup>R</sup>Carrazza, C., <sup>F</sup>Matthews, J. M., Brletic-Shipley, H., & <sup>U</sup>Celeste, E. (2015, April). Pilot Test of a Comprehensive Intervention to Improve Children’s Understanding of Math Equivalence. In D. Francis (Organizer) and E. Bullock (Chair) “*Explorations in Mathematics in the Elementary Grades.*” Talk presented at the Annual Meeting of the American Education Research Association (AERA), Chicago, IL.

- <sup>U</sup>Fyfe, E. R., **McNeil**, N. M., & Rittle-Johnson, B. (2015, March). The effect of abstract versus concrete labels on children's relational reasoning. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
- <sup>F</sup>Fuhs, M. W., & **McNeil**, N. M. (2015, March). Investigating preschoolers' ANS acuity on conflict trials: Does object type matter? Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
- <sup>R</sup>Devlin, B.L., **McNeil**, N. M., <sup>R</sup>Carrazza, C., <sup>G</sup>Byrd, C. E., & <sup>F</sup>McKeever, M. (2015, March). Early understanding of math equivalence predicts future math achievement. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Brockmole, J. R., Davoli, C. C., Ehrman, E. K., & **McNeil**, N. M. (2013, November). Getting a grip on concepts: Hand position affects access to mathematical knowledge. Talk presented at the 54th Annual Meeting of the Psychonomic Society. Toronto, ON, Canada.
- <sup>G</sup>Petersen, L. A., & **McNeil**, N. M. (2013, October). Counting practice with pictures but not objects improves children's understanding of cardinality. In K. H. Herold (Organizer), *Concrete symbols and instruction: Do they facilitate or hinder learning?* Symposium presented at the Biennial Meeting of the Cognitive Development Society (CDS). Memphis, TN.
- <sup>G</sup>Fuhs, M. W., <sup>G</sup>Byrd, C. E., & **McNeil**, N. M. (2013, October). Specific number sense skills mediate the association between inhibitory control and mathematics achievement. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS). Memphis, TN.
- <sup>G</sup>Byrd, C. E., & **McNeil**, N. M., Brletic-Shiple, H., & <sup>R</sup>Matthews, J. M. (2013, September). Development of a comprehensive intervention to improve children's understanding of math equivalence. Poster presented at the Fall Conference of the Society for Research on Educational Effectiveness (SREE). Washington, DC.
- <sup>P</sup>Chesney, D. L., <sup>P</sup>Matthews, P. G., & **McNeil**, N. M. (2013, May). Fraction format affects adults' performance on magnitude comparison problems. Poster presented at the Annual Meeting of the Association for Psychological Science (APS), Washington, D.C.
- <sup>U</sup>Fyfe, E. R., & **McNeil**, N. M. (2013, May). The benefits of "concreteness fading" generalize across task, age, and prior knowledge level. In K. Mix (Organizer), *Learning from concrete models*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
- <sup>P</sup>Chesney, D. L., **McNeil**, N. M., <sup>P</sup>Matthews, P. G., <sup>G</sup>Byrd, C. E., <sup>G</sup>Petersen, L. A., <sup>U</sup>Wheeler, M., <sup>U</sup>Fyfe, E. R., & <sup>R</sup>Dunwiddie, A. E. (2013, May). Organization matters: Children's mental organization of arithmetic knowledge correlates with understanding of math equivalence. Talk presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
- <sup>G</sup>Byrd, C. E., **McNeil**, N. M., <sup>P</sup>Chesney, D. L., & <sup>P</sup>Matthews, P. G. (2013, May). Children's

“arithmetic-specific” interpretation of the equal sign constitutes risk for poor learning of early algebra. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Seattle, WA.

<sup>P</sup>Chesney, D. L., **McNeil**, N. M., <sup>G</sup>Petersen, L. A., & <sup>R</sup>Dunwiddie, A. E. (2012, May). Arithmetic practice that includes relational words promotes conceptual understanding and computational fluency. Poster presented at the Annual Meeting of the Association for Psychological Science (APS). Chicago, IL.

<sup>U</sup>Wester, L. E., & **McNeil**, N. M. (2011, March). Familiar contexts can promote transfer of children’s mathematical knowledge. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD). Montreal, Quebec, Canada.

<sup>U</sup>Crooks, N. M., Alibali, M. W., & **McNeil**, N. M. (2011, March). Highlighting relevant problem features improves encoding of equivalence problems and leads to the generation of correct strategies. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD). Montreal, Quebec, Canada.

**McNeil**, N. M., <sup>R</sup>Dunwiddie, A. E., <sup>G</sup>Petersen, L. A., <sup>U</sup>Fyfe, E. R., & Brletic-Shipley, H. (2010, June). Arithmetic practice that promotes conceptual understanding and computational fluency: Year 3. Poster presented at the Annual Research Conference of the Institute of Education Sciences (IES), National Harbor, MD.

<sup>U</sup>Fyfe, E. R., & **McNeil**, N. M. (2009, October). Benefits of “concreteness fading” for children with low knowledge of mathematical equivalence. Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), San Antonio, TX.

**McNeil**, N. M., <sup>R</sup>Dunwiddie, A. E., <sup>G</sup>Petersen, L. A., <sup>U</sup>Fyfe, E. R., & Brletic-Shipley, H. (2009, June). Arithmetic practice that promotes conceptual understanding and computational fluency: Year 2. Poster presented at the Annual Research Conference of the Institute of Education Sciences (IES), Washington, DC.

**McNeil**, N. M. (2009, May). Effect of arithmetic practice on mathematical thinking. In C. L. O’Donnell & E. R. Albro (Co-Chairs), *Developing preschool through middle school students’ understandings of fundamental concepts in mathematics*. Symposium presented at the Annual Convention of the Association for Psychological Science, San Francisco, CA.

**McNeil**, N. M. (2009, April). Invited Discussion: Evaluating the role of input in children’s (mis)understanding of mathematical equivalence. In M. M. Capraro (Chair), *An international perspective on sixth graders’ interpretation of the equal sign*. Symposium presented at the Annual Meeting of the American Education Research Association (AERA), San Diego, CA.

<sup>G</sup>Petersen, L. A., & **McNeil**, N. M. (2009, April). Effect of concrete objects on counting skill: An interaction between perceptual richness and established knowledge. In P. G. Matthews (Organizer), *Unpacking concreteness: Understanding how symbol choice impacts learning and transfer*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Denver, CO.

- Alibali, M. W., Prather, R. W., & **McNeil**, N. M. (2009, April). Are abstract or concrete materials most beneficial for learning? It depends on problem difficulty and learners' skills. In M. J. Nathan (Organizer), *The role of concrete examples in learning math: Resolving some paradoxes*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Denver, CO.
- McNeil**, N. M., <sup>R</sup>Dunwiddie, A. E., Brletic-Shiple, H., <sup>G</sup>Petersen, L. A., & <sup>U</sup>Gibson, M. H., (2008, June). Arithmetic practice that promotes conceptual understanding and computational fluency. Poster presented at the Annual Research Conference of the Institute of Education Sciences (IES), Washington, DC.
- <sup>G</sup>Petersen, L. A., & **McNeil**, N. M. (2007, October). How do different types of objects affect children's developing counting skill? Poster presented at the Biennial Meeting of the Cognitive Development Society (CDS), Santa Fe, NM.
- McNeil**, N. M., Jarvin, L., Sternberg, R. J., Uttal, D. H. (2007, March). Trade offs between more and less concrete manipulatives. In D. H. Uttal (Organizer), *Concreteness and cognitive development: New perspectives on a classic developmental issue*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Boston, MA.
- McNeil**, N. M. (2007, March). Tales of a fourth-grade misconception: U-shaped development in children's performance on mathematical equivalence problems. In J. H. Bisanz & J. L. Sherman (Organizers), *Overcoming misconceptions: Mechanisms of positive change for a common mathematical misunderstanding*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Boston, MA.
- Jarvin, L., **McNeil**, N. M., & Sternberg, R. J. (2006, June). Understanding students' mathematical competencies: An exploration of the impact of contextualizing math problems. Poster presented at the Institute of Education Sciences (IES) Research Conference, Washington, DC.
- McNeil**, N. M., Weinberg, A., Alibali, M. W., & Knuth, E. J. (2005, April). Children's prior knowledge of letters influences the interpretation of algebraic expressions. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Atlanta, GA.
- Weinberg, A., Stephens, A. C., **McNeil**, N. M., Krill, D.E., Knuth, E. J., & Alibali, M. W. (2004, April). Students' initial and developing conceptions of variable. Paper presented at the 2004 meeting of the American Educational Research Association (AERA), San Diego, CA.
- Evans, J. L., Alibali, M. W., Mainela-Arnold, E., **McNeil**, N. M., Ryan, K. E., & Simon, L. C. (2003, June). The role of gesture in comprehension of spoken language in children with E-SLI and ER-SLI. Poster presented at the Symposium for Research on Child Language Disorders (SRCLD), Madison, WI.
- McNeil**, N. M., & Alibali, M. W. (2002, June). A well-established schema can interfere with learning: Evidence from children's mathematical problem solving. Poster presented at the Fourteenth Annual Convention of the American Psychological Society (APS), New Orleans, LA.
- McNeil**, N. M., & Alibali, M. W. (2001, October). Don't be too sure about that: Certainty about an

incorrect strategy hinders cognitive change. Poster presented at the Second Biennial Meeting of the Cognitive Development Society, Virginia Beach, VA.

**McNeil**, N. M. (2001, April). Mental sets and flexibility in the development of mathematical skill. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Minneapolis, MN.

**McNeil**, N. M., Alibali, M. W., & Evans, J. L. (1998, June). *Cognitive deficits in children with Specific Language Impairments: Do gestures reveal hidden knowledge?* Poster presented at the Symposium for Research on Child Language Disorders (SRCLD), Madison, WI.

## MASTER'S THESES DIRECTED

Connor O'Rear (Passed proposal April 2016)

Caroline Byrd Hornburg (Passed April 2014). *Gesturing may not always make learning last.*

Lori Petersen (Passed April 2010). *The effects of concrete objects on counting skill: An interaction between perceptual features and established knowledge.*

M. Claire Keultjes (Passed April 2010). *Children's understanding of approximate addition depends on problem format.*

## DOCTORAL DISSERTATIONS DIRECTED

Caroline Byrd Hornburg (Passed proposal, December 2015)

Lori Petersen (Passed proposal, February 2012; Successfully defended, Summer 2013).

## PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

American Educational Research Association  
Association for Psychological Science  
Cognitive Development Society  
Cognitive Science Society  
Mathematical Cognition and Learning Society  
Society for Research in Child Development

## OTHER NOTABLE CONTRIBUTIONS

### Teaching

#### Courses Taught or Designed

Using Research to Help Children Learn (Designed, Undergraduate), University of Notre Dame, 2013

Cognitive Development (Graduate), University of Notre Dame, 2008

Cognitive Development (Undergraduate), University of Notre Dame, 2007, 2008, 2010

Research Methods (Undergraduate), University of Notre Dame, 2006

Topics in Educational Psychology: Learning and Instruction (ACE Program), University of Notre Dame, spring semesters 2007-2012, 2014-present

Developmental Psychology and Moral Education in Childhood and Adolescence (ACE Program), University of Notre Dame, summers 2007, 2009-2012, 2014-present

## Undergraduate Student Advising

*Regina Ekaputri* (2016-present)

Research: Use of visual thinking strategies to promote mathematical problem solving

*Wiktoria Kozłowska* (2016-present)

Research: Understanding of cardinality; how language shapes mathematical understanding

*Rachel Iverson* (2015-present)

Research: Understanding of cardinality

Honors: Summer Research Internship in Roberta Golinkoff's Lab at University of Delaware

*Jenna Galuska* (2015-present)

Research: Understanding of math equivalence; how to reduce stereotype threat in women math majors

Honors: CLAD Lab's NSF Summer Research Fellowship for Math Majors

*Alexandria Viegut* (2015-2017)

Research: Approximate number system (ANS) training and understanding of cardinality

Honors: Honors Thesis; Glynn Family Honors Program Undergraduate Research Grant

After Notre Dame: Graduate school in educational psychology at University of Wisconsin-Madison

*Alex Acuna* (2015-2017)

Research: Factors that affect people's attention to number

*Thomas Hughes* (2015-2017)

Research: Which concepts and skills provide the best foundation for children's school math learning?

After Notre Dame: Deloitte in NYC

*Natalie Vos* (2015-2017)

Research: Which concepts and skills provide the best foundation for children's school math learning?

After Notre Dame: PACE Teaching Fellows

*Elena Silla* (2014-2017)

Research: Approximate number system (ANS) training and understanding of math equivalence

Honors: ISLA Undergraduate Research Grant; Summer Research Internship in the Social Cognitive Development Lab at Yale University; ACE Intern; Senior Thesis

After Notre Dame: ACE Teaching Fellows

*Shannon Gaylord* (2014-2017)

Research: Understanding of mathematical equivalence and understanding of cardinality

Honors: Senior Thesis

After Notre Dame: Masters in Social Work at University of North Carolina at Chapel Hill

*Patrick Rodgers* (2015-2016)

Research: Understanding of cardinality

After Notre Dame: Did not stay in lab through senior year

*Alexandra Bohnsack* (2015-2016)

Research: Kindergarten intervention and understanding of cardinality

Honors: Honors Thesis; Glynn Family Honors Program Undergraduate Research Grant

After Notre Dame: ACE Teaching Fellows

*Taylor Kelly* (2014-2016)

Research: Understanding of mathematical equivalence

After Notre Dame: ACE Teaching Fellows

*Ellie Sato* (2013-2016)

Research: Understanding of mathematical equivalence

Honors: Department of Psychology Senior Recognition Award

After Notre Dame: Medical school at University of Wisconsin-Madison

*Steven SonSon* (2014-2015)

Research: Understanding of mathematical equivalence

After Notre Dame: Did not stay in lab through senior year

*Grace Bunsu* (2013-2015)

Research: Understanding of cardinality and understanding of mathematical equivalence

After Notre Dame: Position in Human Resources

*Emily Geiger-Medina* (2013-2015)

Research: Understanding of mathematical equivalence and effects of approximate number system (ANS) training in children at risk of academic failure

After Notre Dame: Mathematica Policy Research

*Alex Bohem* (2013-2015)

Research: Understanding of math equivalence; understanding of cardinality

Honors: CLAD Lab's NSF Summer Research Fellowship for Math Majors; Honors Thesis; Glynn Family Honors Program Undergraduate Research Grant

After Notre Dame: ACE Teaching Fellows

*Alice Tollaksen* (2013-2015)

Research: Understanding of cardinality

Honors: Senior Thesis; ISLA UROP Senior Thesis Grant

After Notre Dame: Au Pair for family in Paris, France

*Marisa Rieber* (2012-2015)

Research: Understanding of math equivalence; gender differences in math performance

Honors: Senior Thesis

After Notre Dame: PACE

*Valerie Williams* (2012-2015)

Research: Understanding of mathematical equivalence

After Notre Dame: Masters in nursing at NYU

*Erin Celeste* (2012-2015)



Research: Understanding of mathematical equivalence  
Honors: CLAD Lab's NSF Summer Research Fellowship for Math Majors; Honors Thesis; Glynn Family Honors Program Undergraduate Research Grant  
After Notre Dame: ACE Teaching Fellows

*Erin Foley (2013-2014)*

Research: Understanding of mathematical equivalence  
After Notre Dame: Did not stay in lab through senior year

*Molly Knapp (2013-2014)*

Research: Understanding of mathematical equivalence  
After Notre Dame: Did not stay in lab through senior year

*Casey Hall (2012-2014)*

Research: Understanding of cardinality; Use of concreteness fading in math instruction  
Honors: Summer Research Internship in the Laboratory for Child Development at John's Hopkins; UROP Undergraduate Research Grant; Honors Thesis; Santos Award for Distinction in Psychology  
After Notre Dame: Graduate student in psychology at University of Chicago

*Katelynn Kelly (2012-2013)*

Research: Understanding of mathematical equivalence  
Honors: CLAD Lab's NSF Summer Research Fellowship for Math Majors  
After ND: AmeriCorps then graduate student in Learning Sciences & Policy at University of Pittsburgh

*Paul DiGaetano (2012-2013)*

Research: Improving children's understanding of mathematical equivalence  
After Notre Dame: Medical student at St. George's University

*Rebecca Kibler (2011-2013)*

Research: Arithmetic practice that promotes conceptual understanding and computational fluency  
After Notre Dame: Teaching Assistant in the French Embassy's Teaching Assistant Program in France then Teach for America

*Andrea Renfroe (2010-2013)*

Research: Arithmetic practice that promotes conceptual understanding and computational fluency  
After Notre Dame: Graduate student in speech and language pathology at University of Washington

*Serah Han (2010-2011)*

Research: Use of the equal sign in 6th-8th grade textbooks in the U.S. and Japan  
Honors: UROP Undergraduate Research Grant to conduct research in Japan  
After Notre Dame: Did not stay in lab through senior year

*Anne Smrek (2011-2012)*

Research: Sources of individual differences in susceptibility to mental sets  
Honors: Glynn Family Honors Program Summer Award; UROP Undergraduate Research Grant; Honors Thesis  
After Notre Dame: Graduate student in school psychology at Ohio State University

*Mary Wheeler (2010-2012)*

Research: Sources of individual differences in understanding of mathematical equivalence  
Honors: Honors Thesis  
After Notre Dame: Research Assistant at University of Texas at Dallas

*Stephanie Borjas* (2010-2012)

Research: Advantages and disadvantages of concrete vs. abstract representations in mathematics  
Honors: McGrath Award (Summer UROP)  
After Notre Dame: Graduate student in school psychology at University of Wisconsin

*Lauren Wester* (2010-2011)

Research: Effects of contextualization of mathematics problems on learning and transfer  
After Notre Dame: Graduate student in French at Notre Dame, Fulbright Fellow

*Erica Pepitone* (2009-2011)

Research: Arithmetic practice that promotes conceptual understanding and computational fluency  
After Notre Dame: Graduate student in Irish writing at Trinity College Dublin

*Joanna Thurnes* (2009-2010)

Research: Arithmetic practice that promotes conceptual understanding and computational fluency  
Honors: Senior Recognition Award in Psychology  
After Notre Dame: Graduate student in physical therapy school

*Jenny Heipp (formerly Heil)* (2008-2010)

Research: Early symbolic understanding; effects of games on children's mathematics learning  
Honors: Honors Thesis; Senior Recognition Award in Psychology  
After Notre Dame: Jesuit Volunteer Corps, Graduate student in psychological anthropology at Wash U

*Emily Fyfe (formerly Conrad)* (2007-2010)

Research: Advantages and disadvantages of concrete vs. abstract representations in mathematics  
Honors: Loughrey Award (summer UROP), Honors Thesis, Santos Award for Distinction in Psychology, National Science Foundation (NSF) Graduate Fellowship  
After Notre Dame: Graduate student in psychology at Vanderbilt University

*Noelle Crooks* (2008-2009)

Research: Effects of practice on problem solving  
Honors: Honors Thesis, National Science Foundation (NSF) Graduate Fellowship Honorable Mention  
After Notre Dame: Graduate student in psychology at University of Wisconsin-Madison

*Krysten Bold (formerly Williams)* (2007-2008)

Research: Arithmetic practice that promotes conceptual understanding and computational fluency  
After Notre Dame: Graduate student in clinical psychology at Rutgers University

*Matthew Gibson* (2006-2008)

Research: Effects of problem format on young children's conceptual understanding of addition  
Honors: McGrath Scholar (summer UROP), Honors Thesis, Santos Award for Distinction in Psychology  
After Notre Dame: Teach for America

*Christopher Howard* (McNair/Notre Dame Scholars Program, summer 2007)

Research: Association between visual-spatial working memory and math performance

#### Research Staff Advising

*Lauren Crawford* (2016-2017)

After Notre Dame: Graduate student in educational psychology at Boston College

*Brianna Devlin* (2013-2016)

After Notre Dame: Graduate student in learning sciences at University of Delaware

*Cristina Carrazza* (2013-2015)

After Notre Dame: Graduate student in psychology at University of Chicago

*Julie Johnson* (2012-2014)

After Notre Dame: MBA program at Iowa State University

*Mary McKeever* (2011-2013)

After Notre Dame: School of Veterinary Medicine at the Ohio State University

*April Dunwiddie* (2007-2012)

After Notre Dame: Stay-at-home mom

#### Graduate Student Advising

*Connor O'Rear* (2014-present)

Research: Improving math skills in young children at risk for academic failure

*Caroline Byrd Horburg* (2011-present)

Research: Understanding of mathematical equivalence

After Notre Dame: Postdoctoral Research Associate at Purdue University

*Lori Petersen* (2007-2013)

Research: Use of concrete objects and abstract symbols to represent mathematics concepts

After Notre Dame: Postdoctoral Research Associate at University of Chicago

*M. Claire Keultjes* (2008-2010)

Research: Effects of formal mathematics instruction on informal mathematics reasoning

After Notre Dame: Had to leave program after Masters for health reasons

#### Postdoctoral Fellow Advising

*Dana Chesney* (2010-2013)

Educational background: B.S. University of Virginia, Ph.D. Rutgers (under Rochel Gelman)

After Notre Dame: Postdoctoral Research Associate at Ohio State University then Assistant Professor at St. John's University

*Percival Matthews* (2010-2012)

Educational background: B.A. Harvard, Ph.D. Vanderbilt (under Bethany Rittle-Johnson)

After Notre Dame: Assistant Professor at University of Wisconsin-Madison

## Masters, Preliminary Examination, and Dissertation Committees

*Amber Shoaib (Dissertation, current)*  
*Abbie Thompson (Masters, current)*  
*Meg Trucano (Dissertation, 2012-2013)*  
*Paul Stey (Masters, 2010-2011; Dissertation, 2013-2014)*  
*Andrea Tamplin (Masters, 2007-2009)*  
*Melissa Mitchell (Masters, 2008-2009)*  
*M. Windy Mc Nerney (Preliminary Examination, 2008)*  
*Andrea Christensen (Masters, 2008)*

## **University, Institute, College and Departmental Service**

2017- Faculty Mentor, Building Bridges Mentoring Program  
2016-present Chair, Frabutt Prize for Outstanding Community Based Research Selection Committee  
2016 Member, Cognition, Brain, & Behavior (CBB) Search Committee for Senior Hire  
2015 Member, Cognition, Brain, & Behavior (CBB) Search Committee for Junior Hire  
2015-present Faculty Lecturer, Notre Dame Alumni Hesburgh Lecture Series  
2015-present Member, Department of Psychology Executive Committee of the Committee on Appointments and Promotions (CAP-EC)  
2015-present Member, Early Childhood Development Center (ECDC) Standing Committee  
2014 Keynote Speaker, College of Arts & Letters Advisory Council Dinner  
2014-present Member, Institute for Educational Initiatives (IEI) Grad Study Program Planning Committee  
2014-present Member, University Committee on Women Faculty and Students  
2014 Organizer/Host, Henkels Lecture presented by Seth Pollak, Ph.D. (award: \$3814)  
2014-present Member, Advisory Grants Development Committee  
2012-present Director, Interdisciplinary Minor in Education, Schooling, & Society, Notre Dame  
2012-present Member, Institute for Educational Initiatives (IEI) Faculty Committee  
2006-present Chair, E. M. Koppitz Child Psychology Graduate Fellowship Nomination Committee  
2010-present Member, Policy and Planning Committee  
2012 Member, National Math and Science Initiative (NMSI) Advisory Committee  
2012 Member, Search Committee for the Lead Faculty Position for the IEI's Excellence in Science and Math Education Initiative  
2012 Presenter, College of Arts & Letters Portion of Junior Parents Weekend  
2009-2010 Member, Student Research Participation Committee  
2009 Member, Search Committee for IEI Postdoc in Curriculum & Instruction  
2008-2009 Member, Colloquium Committee  
2008-2009 Member, Space, Parking, and Security Committee  
2008-2009 Member, Ad-hoc Committee to Develop Protocol for Participant Payment  
2008-2009 Member, Cognitive Search Committee  
2008-2009 Member, Search Committee for the IEI Postdoc and Dissertation Award in Education  
2007-2009 Faculty Mentor, Academic Honors Program for Student-Athletes at Notre Dame  
2006-2009 Member, Committee for Change in Teaching Load  
2007-2008 Member, Committee for Research Opportunities in the IEI  
2007, 2009 Member, ACE Selection Committee  
2007, 08, 16 Member, Developmental Area Preliminary Examination Committee

## **Professional Service**

### Editorial Board member

*Journal of Experimental Psychology: General*, 2011-2017

*Journal of Educational Psychology*, 2012-present

*Developmental Psychology*, 2013-present

*Journal of Cognition and Development*, 2016-present

### Manuscript reviewer (ad hoc)

*Acta Psychologica*

*American Educational Research Journal: Teaching, Learning, and Human Development*

*American Psychologist*

*Applied Cognitive Psychology*

*Applied Developmental Science*

*Behavioral and Brain Sciences*

*Child Development*

*Child Development Research*

*Cognition*

*Cognition and Instruction*

*Cognitive Development*

*Cognitive Psychology*

*Cognitive Science*

*Contemporary Educational Psychology*

*Developmental Psychology*

*Developmental Science*

*Early Childhood Research Quarterly*

*Educational Psychology Review*

*Frontiers in Developmental Psychology*

*Journal for Research in Mathematics Education*

*Journal of Cognition and Development*

*Journal of Educational Psychology*

*Journal of Experimental Child Psychology*

*Journal of Experimental Psychology: General*

*Journal of Experimental Psychology: Learning, Memory, & Cognition*

*Journal of Mathematical Behavior*

*Learning and Individual Differences*

*Learning and Instruction*

*Mathematical Thinking and Learning*

*Memory & Cognition*

*PLoS ONE*

*Psychological Science*

*WIREs: Cognitive Science*

### Grant reviewer

Austrian Science Fund (FWF), Humanities and Social Sciences (ad hoc reviewer), 2017

U.S. Department of Education, Institute for Education Sciences (IES)

Math and Science Education (principal panel member), 2015-2018

Math and Science Education (rotating panel member), 2014  
National Science Foundation (NSF)  
EHR Core Research (ECR) (panel member), 2018  
EHR Core Research (ECR) (ad hoc reviewer), 2015  
EHR Research and Evaluation on Science and Engineering (REESE) (ad hoc reviewer), 2012  
SBE Perception, Action & Cognition (ad hoc reviewer), 2012  
SBE Developmental and Learning Sciences (ad hoc reviewer), 2008, 2010  
EHR Research on Learning in Formal and Informal Environments (DRL) (grant panel member), 2008  
Nuffield Foundation (ad hoc reviewer), 2013  
Natural Sciences and Engineering Research Council of Canada, Discover Grant (ad hoc reviewer), 2013

#### Award selection committee member

Member, Selection Committee for the 2016 APA Distinguished Scientific Award for Early Career  
Contribution to Cognition and Human Learning (awardee: Tania Lombrozo)  
Member, 2015 Boyd McCandless Award Selection Committee (awardee: Felix Warneken)  
Chair, 2014 Boyd McCandless Award Selection Committee (awardee: Adriana Galvan)

#### Conference program committee member or chair

Program chair, AERA Division C, Section 3 (Mathematics), 2011 Annual Meeting  
Program committee member, Cognitive Science Society, 2010 Annual Meeting  
Program committee member, APA Division 7, 2008 Convention

#### Conference submission reviewer

Society for Research on Educational Effectiveness Meeting, Fall 2011, Fall 2013  
Annual Conference of the Cognitive Science Society, 2005-2011, 2015  
SRCD, Education: Literacy, Math, Science, Curriculum, Teaching, & Learning, 2013 Biennial Meeting  
Annual Meeting of the American Educational Research Association, 2007-2012  
SRCD, Neurodevelopmental and Cognitive Processes, 2011 Biennial Meeting

#### Book reviewer

John Wiley & Sons, Inc.

### **Community Involvement**

2017- Member, South Bend Community School Corporation (SBCSC) Restorative Justice  
Education Committee  
2014-present Exhibitor and Donator to Science Alive! at the St. Joseph Co. Public Library  
2007-present Director, *Cognitive Development News*, a triannual newsletter disseminated to teachers,  
parents, and administrators to keep them informed of research findings in psychology  
and education  
2011-present Volunteer Prayer of the Faithful Writer, St. Joseph Church, South Bend, IN  
2015 Invited Speaker, McKinley Primary Center Faculty/Staff Meeting  
2015 Invited Speaker, St. Joseph High School Psychology Classes, South Bend, IN  
2015 Instructor, Notre Dame "Teachers As Scholars" Program  
2014 Invited Speaker, Mishawaka Catholic School Faculty/Staff Meeting  
2009-2014 Invited Speaker, Notre Dame RET Summer Program for local math and science teachers  
2006-2010 Participant in Annual American Cancer Society's Relay for Life

2006-2011 Volunteer Reader, "Read to a Child" Literacy Project with South Bend Public Schools  
2009-2010 Bread Baker, St. Joseph Church, South Bend, IN (church stopped needing bread 2/2010)  
2005 Director, After-School Algebra Enrichment Programs, North Haven & Wallingford, CT  
2003-2004 Coordinator, Middle + High School Youth Formation Programs, St. Paul's, Madison, WI  
2001-2003 Volunteer Mathematics Tutor (Undergraduate level), Madison, WI  
1999-2005 Bread Baker, St. Paul's University Center, Madison, WI  
2002 Facilitator, Professional Development Workshop for math teachers, Madison, WI  
1997-2002 Youth Formation Teacher, Elizabeth, PA (5th grade); Sun Prairie, WI (7th grade)  
1993-1998 Volunteer for the Sudden Infant Death Syndrome Alliance, Pittsburgh, PA