

CURRICULUM VITAE

January 10, 2019

PATRICIA A. GANEA

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Dr. Eric Jackman Institute of Child Study
Human Development and Applied Psychology
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DEGREES

Ph.D. Psychology, 2004
University of Virginia, Charlottesville, VA USA

B.A. Psychology, 1996
University of Bucharest, Bucharest, Romania

PROFESSIONAL EXPERIENCE

JULY 2015 – present Associate Professor
Applied Psychology & Human Development
University of Toronto

JULY 2011 – JULY 2015 Assistant Professor
Applied Psychology & Human Development
University of Toronto

AUGUST 2007 - JUNE 2011 Assistant Professor
Department of Psychology
Boston University

AUGUST 2006 – JULY 2007 Postdoctoral Fellow
Department of Psychology
Northwestern University

JANUARY 2004 – JULY 2007 Postdoctoral Fellow
Department of Psychology
University of Virginia

EDUCATIONAL EXPERIENCE

1997-1998	Research Assistant Kent University, UK
1996-1997	Soros Fellowship, Visiting Graduate Student Oxford University, UK
1993-1996	Undergraduate Student in Philosophy University of Bucharest, Bucharest, Romania
1991-1996	Undergraduate Student in Psychology University of Bucharest, Bucharest, Romania

ACADEMIC HONOURS & AWARDS

Editor Choice Award, Journal of Cognition and Development, October 2015

Dean's Excellence Award, September 2015

Early Researcher Award, "*From Child to Scientist*": *Using symbolic media to promote science education in young children*. Ontario Ministry of Research and Innovation (MRI), March 2014 – February 2019, (**\$150,000.00**)

Connaught New Researcher Award, University of Toronto, May 1, 2013- May 1, 2015 (**\$9,800.00**)

Soros Graduate Fellowship, Oxford, UK (1996-1997)

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science, Member

International Conference on Infancy Studies, Member

Society for Research on Child Development, Member

Cognitive Development Society, Member; Elected Member of Board of Directors (2012-2015)

Cognitive Science Society, Member

PROFESSIONAL SERVICE

Elected Board of Directors Member:

Journal of Cognition and Development (2012 – 2015)

Associate Editor:

British Journal of Developmental Psychology (2008 – 2013)

Developmental Science (2015 – present)

Editorial Board Member:

Journal of Cognition and Development (2012 – present)

British Journal of Developmental Psychology (2014 - present)

Conference Abstract Reviewing:

Boston University Child Language Development, 2009

Society for Research in Child Development (SRCD), 2004; 2015

Cognitive Science Society, 2005

American Psychological Association, 2007

International Society for Infancy Studies (ISIS), Panel Chair, 2015

Grant Reviewing:

Panel Member:

National Science Foundation (Research on Learning and Education Program, 2005)

Ad Hoc Reviewing:

National Science Foundation (Development and Learning Sciences Program, 2007; Fall 2015; Fall 2016;)

Social Sciences and Humanities Council (Insight Development Program, 2014)

Social Sciences and Humanities Council (Insight Program, Spring 2015)

Conference Organizer:

Interdisciplinary Workshop on Counterfactual Reasoning, University of Toronto,
November 4-5, 2017;

Jean Piaget Society Conference, Toronto 2015 – Local Organizer.

Summer School Course Organizer:

“Thinking about the possible”, Central European University, July 9-July 15, 2018

GRANT SUPPORT AWARDED

2018	Course Director, Summer school “Thinking about the possible” at Central European University, Budapest. 13,900 EUR
2017-2021	Principal Investigator, SSHRC Insight Grant, <i>Correcting children’s science misconceptions</i> . 222,480.00 CAD
2016-2020	Principal Investigator, NSERC Discovery Grant, <i>The influence of fantastical discourse context on young children’s on-line sentence comprehension</i> . 155,000.00 CAD
2016-2017	Co-Principal Investigator. SSHRC Connection grant, <i>Interdisciplinary Workshop on Counterfactual Thinking</i> , November 4-5, 2017. 8,754.00 CAD
2015-2017	Principal Investigator, J. P. Bickell Foundation, <i>Placental health predictors of cognitive outcomes in early childhood</i> . (co-PIs: John Kingdom, Shah Prakeshkumar) 65,000.00 CAD
2015-2017	Principal Investigator, Fraser Mustard Institute for Human Development and OISE, <i>Placental health predictors of brain development and cognitive outcomes in early childhood</i> . (co-PI: John Kingdom) 10,000.00 CAD
2014-2016	Principal Investigator, SSHRC Insight Development Grant, <i>An examination of the educational potential of interactive touch screen media for young children</i> . (co-PI: Gabrielle Strouse, postdoctoral fellow) 75,000.00 CAD
2014-2019	Early Researcher Award Early Researcher Award, “ <i>From Child to Scientist</i> ”: <i>Using symbolic media to promote science education in young children</i> . Ontario Ministry of Research and Innovation (MRI), 150,000.00 CAD

- 2014 OISE Research Proposal Development Fund
\$5,000.00
- 2014-2015 SSHRC Institutional grant (SIG), University of Toronto.
1,905.47 CAD
- 2013-2015 Connaught New Researcher Award, University of Toronto. May 1, 2013- May 1, 2015
9,800.00 CAD
- 2013-2014 SSHRC Institutional grant (SIG), University of Toronto. March 31, 2013 – March 31, 2014
1,174.00 CAD
- 2012-2015 Principal Investigator, SSHRC Insight Grant, *Toddlers' use of language to update mental representations*.
263,192.00 CAD
- 2012-2014 Principal Investigator, SSHRC Insight Development Grant, *Young children's learning via picture books*.
68,813.00 CAD
- 2010-2013 Co-Principal Investigator. NSF, *Evolving Minds: Children's Learning of Natural Selection from Picture Books*. (PI: Deb Kelemen). Relinquished Co-PI role in 2011.
1,221,603.00 USD
- 2004-2007 Principal Investigator, NSF, *Learning and generalization of scientific information from picture books* (co-PI: Judy DeLoache).
513,011.00 USD

BOOKS

Saylor, M. M. & Ganea, P. A. (Eds) (2018). *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms*. Springer International. New York, NY.

REFEREED JOURNAL ARTICLES

(Graduate and postdoctoral students marked with boldface)

Nyhout, A. & Ganea, P. A. (2019). Mature counterfactual reasoning in 4- and 5-year-olds. *Cognition*, 183, 57-66. doi: 10.1016/j.cognition.2018.10.027

Fitch, A., Valadez, A., Ganea, P., Carter, A. S., & Kaldy, Z. (2019). Toddlers with Autism Spectrum Disorder can use language to update their expectations about the world. *Journal of Autism and Developmental Disorders*. doi:10.1007/s10803-018-3706-7

- Venkadasalam, V.P.** & Ganea, P.A. (2018). Do objects of different weight fall at the same time? Updating naive beliefs about free falling objects from fictional and informational books in young children. *Journal of Cognition Development*, doi: 10.1080/15248372.2018.1436058
- Wade, M.**, Jenkins, J.M., **Venkadasalam, V.**, **Binnoon-Erez, N.**, & Ganea, P.A. (2018). The role of maternal responsiveness and linguistic input in pre-academic skill development: A longitudinal analysis of pathways. *Cognitive Development*, doi: 10.1016/j.cogdev.2018.01.005
- Strouse, G.A.**, **Nyhout, A.**, & Ganea, P.A. (2018). The role of book features in young children's transfer of information from picture books to real-world contexts. *Frontiers in Psychology*, 9:50. doi: 10.3389/fpsyg.2018.00050
- Larsen, N.**, Lee, K. & Ganea, P. A. (2017). Do storybooks with anthropomorphized animal Characters promote prosocial behaviors in young children? *Developmental Science*. doi: 10.1111/desc.12590
- Nyhout, A.**, **Henke, L.**, & Ganea, P.A. (2017). Children's counterfactual reasoning about causally over determined events. *Child Development*. doi: 10.1111/cdev.12913
- Strouse, G. A.**, & Ganea, P. A. (2017). A print book preference: Caregivers report higher child enjoyment and more adult-child interactions when reading print than electronic books. *International Journal of Child-Computer Interaction*. 12, 8-15. doi:10.1016/j.ijcci.2017.02.001 2212-8689
- Strouse, G. A.**, & Ganea, P. A. (2017). Parent-toddler behavior and language differ when reading electronic and print picture books. *Frontiers in Psychology*, 8:677. doi: 10.3389/fpsyg.2017.00677
- Strouse, G. A.**, & Ganea, P. A. (2017). Toddlers' word learning and transfer from electronic and print books. *Journal of Experimental Child Psychology*, 156, 129-142. doi:10.1016/j.jecp.2016.12.001
- Galazka, M. A.**, Gredebäck, G., & Ganea, P. A. (2016). Mapping language to the mind: Toddlers' online processing of language as a reflection of speaker's knowledge and ignorance. *Cognitive Development*, 40, 1-8. doi: 10.1016/j.cogdev.2016.07.003 0885
- Ganea, P. A., **Fitch, A.**, Harris, P. L., & Kaldy, Z. (2016). Sixteen-month-olds can use language to update their expectations about the visual world. *Journal of Experimental Child Psychology*, 151, 65-76. doi: 10.1016/j.jecp.2015.12.005 0022-0965
- Osina, M.**, Saylor, M., & Ganea, P. A. (2016). Out of reach, out of mind? Object accessibility and absent reference comprehension *Child Development*. doi: 10.1111/cdev.12656
- Saylor, M. M., **Osina, M.**, **Tassin, T.**, **Rose, R.**, & Ganea, P. A. (2016). Creature feature: preschoolers use verbal descriptions to identify referents. *Journal of Experimental Child Psychology*. doi: 10.1016/j.jecp.2016.07.005

- Strouse, G. A., & Ganea, P. A.** (2016) Are prompts provided by electronic books as effective for teaching preschoolers a biological concept as those provided by adults? *Early Education and Development*, 8, 1190-1204. *Special Issue: Young Children's Developing Understanding of the Biological World*. doi:10.1080/10409289.2016.1210457
- Canfield, F. C. & Ganea, P. A.** (2014) "You could call it magic": What parents and siblings tell preschoolers about absent entities. *Journal of Cognition and Development*. 5(2), 269-286. doi:10.1080/15248372.2013.777841
- Canfield, C. F., Saudino, K. J., & Ganea, P. A.** (2014). The role of temperament in children's reliance on others as sources of information. *Infant and Child Development*. doi: 10.1002/icd.1892
- Galazka, M. & Ganea, P. A.** (2014). The Role of Representational Strength in Verbal Updating: Evidence from 19-and 24-month-olds. *Journal of Experimental Child Psychology*, 121, 156-168. doi: 10.1016/j.jecp.2013.12.002 0022-0965
- Ganea P.A., **Canfield, C.F., Simons-Ghafari, K. & Chou, T.** (2014). Do cavies talk?: The effect of anthropomorphic books on children's knowledge about animals. *Front. Psychol.* 5:283. doi:10.3389/fpsyg.2014.00283
- Keates, J., Graham, S., & Ganea, P. A.** (2014). Infants transfer nonobvious properties from pictures to real-world objects. *Journal of Experimental Child Psychology*, 125, 35-47. doi:10.1016/j.jecp.2014.02.003
- Kelemen, D., Emmons, N., Seston, R. & Ganea, P. A. (2014). Young children can be taught basic natural selection using a picture storybook intervention. *Psychological Science*, 25(4), 893-902. doi:10.1177/0956797613516009
- Khu, M., Graham, S.A., & Ganea, P.A.** (2014). Learning from picture books: Infants' use of naming information. *Frontiers in Psychology*, 5:144. doi: 10.3389/fpsyg.2014.00144
- Osina, M. A., Saylor, M. M. and Ganea, P. A.** (2014), Object Locations, Identity and Absent Reference Understanding at 12 Months. *Infancy*, 19, 65–81.
- Walker, C., Gopnik, A., & Ganea, P. A.** (2014). Learning to learn from stories: Children's developing sensitivity to the causal structure of fictional stories. *Child Development*. 00(0), 1-9. doi: 10.1111/cdev.12287
- Ganea, P. A. & Harris, P. H. (2013) Early limits on the verbal updating of an object's location. *Journal of Experimental Child Psychology*, 114, 89-101.
- Ganea, P. A. and Saylor, M. M. (2013), Representational Constraints on Language Development: Thinking and Learning About Absent Things. *Child Development Perspectives*, 7, 227–231. (author order is alphabetical)
- Ganea, P. A. & Saylor, M. M. (2013) Talking about the near and dear: Infants' Comprehension of Displaced Speech. *Developmental Psychology*, 49, 1299-1307.

- Osina, M.** Saylor, M.M., & Ganea, P. A. (2013). When familiar is not better: 12-month-olds respond to talk about absent objects. *Developmental Psychology*, *49*, 138-145.
- Walker, C., Walker, L., & Ganea, P. A.** (2013) Experience with pictures facilitates symbolic understanding in young children: Evidence from Tanzania. *Developmental Psychology*, *49*, 1315-1324. doi: 10.1037/a0029483
- Blake, P., Ganea, P. A., & Harris, P. L.** (2012). Possession is not always the law: With age preschoolers increasingly use verbal information to identify who owns what. *Journal of Experimental Child Psychology*, *113*, 259-272.
- Ganea, P. A., **Ma, L., & DeLoache, J. S.** (2011). Young children's learning and transfer of biological information from picture books to real animals. *Child Development*, *82*, 1421-1433. doi: 10.1111/j.1467-8624.2011.01612.x
- Ganea, P. A., Koenig, M. A., **Gordon, M.K.** (2011). Changing your mind about things unseen: Toddlers' sensitivity to prior reliability. *Journal of Experimental Child Psychology*. *109*, 445-453. doi:10.1016/j.jecp.2011.02.011
- Saylor, M. M., Ganea, P. A., & **Vasquez, M.** (2011). What's mine is mine: Twelve-month-olds use possessive pronouns to identify referents. *Developmental Science*, *14*, 859-864. doi: 10.1111/j.1467-7687.2010.01034.x
- Tare, M., Chiong, C., Ganea, P. A., & DeLoache, J. S. (2010). Less is More: How manipulative features affect children's learning from picture books. *Journal of Applied Developmental Psychology*, *31*, 395-400. doi:10.1016/j.appdev.2010.06.005
- Ma, L. & Ganea, P. A. (2010). Dealing with conflicting information: Young children's reliance on what they see versus what they are told. *Developmental Science*, *13*(1), 151-160. doi: 10.1111/j.1467-7687.2009.00878.x
- Ganea, P. A. & Harris, P. L. (2010). Not doing what you are told: Early perseverative errors in updating mental representations via language. *Child Development*, *81*, 457-463.
- Ganea, P. A., Allen, M. A., **Butler, L., Carey, S., & DeLoache, J. S.** (2009). Toddlers' referential understanding of pictures. *Journal of Experimental Child Psychology*, *104*, 283-295.
- Ganea, P. A., **Bloom-Pickard, M.** & DeLoache, J. S. (2008). Transfer between picture books and the real world by very young children. *Journal of Cognition and Development*, *9*, 46-66. doi: 10.1080/15248370701836592
- Ganea, P. A., Shutts, K., Spelke, E., & DeLoache, J. S. (2007). Thinking of things unseen: Infants' use of language to update object representations. *Psychological Science*, *18*(8), 734-739.
- Ganea, P. A., & Saylor, M. M. (2007). Infants' use of shared linguistic information to clarify ambiguous requests. *Child Development*, *78*(2), 493-502.

Saylor, M. M., & Ganea, P. A. (2007). Infants interpret ambiguous requests for absent objects. *Developmental Psychology*, 43(3), 696-704. doi: 10.1037/0012-1649.43.3.696

Ganea, P. A. (2005). Contextual factors affect absent reference comprehension in 14-month-olds. *Child Development*, 76(5), 989-998.

Ganea, P. A., Lillard, A. S., Turkheimer, E. (2004). Preschooler's understanding of the role of mental states and action in pretense. *Journal of Cognition and Development*, 5, 213-238.

BOOK CHAPTERS (Graduate and postdoctoral students marked with boldface)

Saylor, M. M. & Ganea, P. A. (2018). How Children Propel their Development. Chapter to appear in Saylor, M. M. & Ganea, P. A. (Eds), *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms*. Springer International New York, NY.

Nyhout, A. & Ganea, P. A. (2018). Symbolic Representation. *The SAGE Encyclopedia of Human Development*. Doi: <http://dx.doi.org/10.4135/9781506307633.n811>

Strouse, G. and Ganea, P.A (2017). Are prompts provided by electronic books as effective for teaching preschoolers a biological concept as those provided by adults? In Marshall, J. P. & Brenneman, K. (Eds.), *Young Children's Developing Understanding of the Biological World*. Routledge, London, UK.

Ganea, P. A., & **Canfield, C.** (2015). Learning from picture books: From infancy to early school days. In B. Kummerling-Meibauer, J. Meibauer, K. Nachtigaller, & K. Rohlfing (Eds.), *Learning from picturebooks: New perspectives in child development and literacy studies*. New York: Routledge.

DeLoache, J. S. & Ganea, P. A. (2009). Symbol-based learning in infancy. In A. Needham & A. Woodward (Eds.), *Learning and the infant mind*. Oxford, Oxford University Press.

DeLoache, J. S., Ganea, P. A., & Jaswal, V. (2008). Early learning through language. In Colombo J, McCardle P, Freund L (Eds.), *Measuring language in infancy*. Mahwah, NJ: Erlbaum.

DeLoache, J. S., & Ganea, P. A. (2007). The early growth of symbolic understanding and use: A tribute to Ann Brown. In Campione, J. C., Metz, K. E., & Palincsar, A. S. (Eds.), *Children's learning in the laboratory and in the classroom: Essays in honor of Ann Brown*. New Jersey, Lawrence Erlbaum & Associates.

CONFERENCE PROCEEDINGS BASED ON REFEREED ABSTRACTS

(Students marked with boldface)

Lee, R., Chambers, C.G., Huettig, F., & Ganea, P.A. (2017). Children's semantic and world knowledge overrides fictional information during anticipatory language processing. In G. Gunzelmann, A. Howes, T. Tenbrink, & E. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.

Walker, C.M., Ganea, P.A., Gopnik, A. (2012). Children's causal learning from fiction: Assessing the proximity between real and fictional worlds. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society*, pp. 1108 - 1113. Austin, TX: Cognitive Science Society.

INVITED AND CHAIRED SYMPOSIA

(Students marked with boldface, supervisors marked with underline)

Ganea, P. A. (2017, March). *Updating Representations of Other People's Beliefs: Recent Evidence From Toddlers and Adults*. Chair of Paper symposia presented the International Convention of Psychological Science, Vienna, Austria. Speakers: Dr. Cornelia Schultze, Dr. Frances Buttelman, Dr. Ildiko Kiraly, Dr. Patricia Ganea, Dr. Renee Baillergeon.

Ganea, P. A. (2015, September). *Object files in children's search for objects*. Invited paper presented at the Euro-Asian Pacific Joint Conference on Cognitive Science, Turin, Italy.

Ganea, P. A. (2015, January). *Symbolic representations: who has them and how are they acquired? Insights from human infants and chimpanzees*. Invited plenary symposia organized at Central European University Cognitive Development conference, Budapest, Hungary.

Ganea, P. A. (2015, January). *Updating knowledge about absent objects as mental file management*. Invited plenary symposia talk at Central European University Cognitive Development conference, Budapest, Hungary.

Ganea, P. A. (2013, June). *Toddlers' understanding of the intentional and representational nature of the mind*. Invited paper at the International Workshop on Theory of Mind and the Social Design of the Mind, organized by OPEN MIND, Faculty of Psychology and Education, University of Bucharest, Romania.

Ganea, P. A. (2013, June). *Thinking of things unseen. Young children's use of language to update mental representations*. Invited paper at the First International Symposium on Early Childhood Education and Developmental Neuroscience. Hangzhou College of Early Childhood Teachers' Education, Zhejiang Normal University. Hangzhou, China.

Ganea, P. A. (2013, April). *Who trusts whom? Individual differences in selective trust, learning and skepticism in young children*. Chair of Paper symposia presented at the Meeting of the Society for Research in Child Development, Seattle, Washington. Speakers: Dr. Vikram Jaswal, Dr. Koraly Perez-Edgar, Robin Kondrad, Carolyn Palmquist, Claire Cole; Katelyn Kurkul, Dr. Kathleen Corriveau; Caitlin Canfield, Dr. Patricia Ganea, Dr. Kimberly Saudino; Dr. Li Yi, Dr. Yuebo Fan, Dr. Kang Lee.

Friedman O. & Ganea, P. A. (2013, April). *Preschoolers transfer information from fiction to reality*. Co-Chair of Paper symposia presented at the Meeting of the Society for Research in Child Development, Seattle, Washington. Speakers: Maliki Ghossainy, Dr. Jacqueline Wooley; Dr. Rebekah Richert; Dr. Patricia Ganea, Caren Walker; Dr. Ori Friedman, Shelbie Sutherland.

- Ganea, P. A. (2012, March). *Young children's learning and transfer from picture books*. Invited paper presented at the interdisciplinary workshop "Early Literacy under the focus of language and cognitive development" at the Center for interdisciplinary Research (ZiF), Bielefeld University, Germany.
- Ganea, P. A. (2011, October). *Learning via Language*. Invited paper at the plenary President-Elect Symposium "Future Faces of Cognitive Development Research" at the Cognitive Development Society Meeting in Philadelphia.
- Ganea, P. A. (2011, April). *Learning from picture books: From infancy to early school days*. Chair of Paper symposia presented at the Meeting of the Society for Research in Child Development, Montreal, Canada. Speakers: Dr. Jeany Keates, Dr. Susan Graham, Patricia Ganea, & Charissa Ho; Natalie Brito, Dr. Rachel Barr, Paula McIntyre, Emily Atkinson, Danielle Dougherty, & Dr. Gabrielle Simcock; Dr. Deb Kelemen, Patricia Ganea, & Becca Seston. Discussant: Dr. Judy S. DeLoache.
- Ganea, P. A. (2011, March). *God, mermaids, and germs: Young children's learning and reasoning about the non-observable*. Chair of invited paper symposia presented at the Eastern Psychological Association Conference, Boston, MA. Speakers: Dr. Paul Harris, Larisa Heiphetz, Dr. Elizabeth S. Spelke, & Dr. Mahzarin R. Banaji; Caitlin Ford Canfield; Dr. Peter Blake.
- Ganea, P. A. (2011, March). *Toddlers' use of language to update mental representations*. Paper presented at invited symposia on "Reasoning about intentions, causes, and the unseen." Eastern Psychological Association, Boston, MA.
- Ganea, P. A. (2010, March). *Toddlers' learning and transfer of information from picture books*. Paper presented at invited symposium on "Learning from media during childhood." Eastern Psychological Association, New York.
- Ganea, P. A. (2008, July). *Young children's use of language to update mental representations*. Invited paper presented at the Workshop on Trust in Testimony, Queen's University, Kingston, Ontario.

CONFERENCE PRESENTATIONS BASED ON REFEREED ABSTRACTS

(Students marked with boldface, supervisors marked with underline)

- Venkadasalam, V. P., Larsen, N.E., & Ganea, P.A.** (2019, March). *The role of explanations and guided play in young children's revision of physical science misconceptions*. In Danovitch, J. (Chair), *Explanation and Exploration in Children's Intuitive and Scientific Theories*. Paper Symposia presented at the Society for Research in Child Development (SRCD), Baltimore, MD.
- Walker, C.M., Goel, D., **Nyhout, A., & Ganea, P.A.** (2019, March). *Evidence for early recognition of inconclusive data in children's evaluation of evidence*. Paper presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

- Ozdemir, B., & Ganea, P.A.** (2018, July). *Individual differences in verbal updating among 2-year-old children*. Symposium paper presented at the XXI International Congress on Infant Studies, Philadelphia, PA.
- Lee, R., Chambers, C.G., Huettig, F., & Ganea, P.A.** (2017, July). *Children's semantic and world knowledge overrides fictional information during anticipatory language processing*. Paper presented at the 39th meeting of the Cognitive Science Society, London, UK.
- Fitch, A., Groth, A., Ganea, P., Carter, A., & Kaldy, Z.** (2017, May). Minimally verbal two-year-olds with ASD succeed in using linguistic information to generate expectations about the visual world. *International Meeting for Autism Research, San Francisco, CA*.
- Ganea, P. A., Walker, C. M., & **Simons-Ghaffari, K.** (April, 2017). Weighing the evidence and promoting belief revision through storybooks. Paper presented at the *Society for Research in Child Development*. Austin, TX.
- Lee, R. & Ganea, P.A.** (2016, July). *Sticking to your story: children's linguistic processing of narratives that contradict world knowledge*. Paper presented at the Society for Text and Discourse, Kassel, Germany.
- Nyhout, A., Henke, L., Saini, K., & Ganea, P.A.** (2016, November). *Thinking about causal dependence in counterfactuals*. Paper presented at the Interdisciplinary Workshop on Counterfactual Reasoning, Toronto, Canada.
- Strouse, G. A., & Ganea, P. A.** (2016, September). *Factors supporting children's early, informal science learning*. Paper presented at the biennial meeting of the International Mind, Brain, and Education Society in Toronto, ON.
- Strouse, G. A., & Ganea, P. A.** (2016, October). *Parents report higher quality parent-child interactions when reading print than electronic books*. Flash talk presented at the special topic meeting of the Society for Research in Child Development: Technology and Media in Children's Development in Irvine, CA.
- Venkadasalam, P.V., Nyhout, A., Ganea, P.A.** (2016, September). *Features of picture books that promote early science learning*. Paper presented at the International Mind, Brain, and Education Society Conference, Toronto, Canada.
- Osina, M. A., Saylor, M. M. and Ganea, P. A.** (2015, October). *Object representations affect infants' responding to language*. Symposium paper presented at the Cognitive Development Society Conference, Columbus, OH.
- Strouse, G. A., & Ganea, P. A.** (2015, June). *With infants, e-Books and traditional books may not be so different*. Paper presented at the Digital Literacy for Preschoolers: Maximizing the Benefits of eBooks for Emergent Literacy Conference in Montreal, QC.
- Strouse, G. A., & Ganea, P. A.** (2015, March). *Can infants learn effectively from touchscreens?* Paper symposium presented at the biennial meeting of the Society in Research and Child Development, Philadelphia, PA.

- San Juan, V., O’Driscoll, K., & Ganea, P.A.** (2014, July). *Different ways to speak your mind: Do comparisons of mental state terms and contexts promote the development of false-belief.* Paper to be presented at the 36th annual meeting of the Cognitive Science Society, Quebec City, Canada.
- Lee, R. & Ganea, P.A.** (2014, May). *What are you implying? Children’s inferences from implicit information in narratives.* Paper presented at Development 2014, Ottawa, Ontario.
- Ganea, P.A & Saylor, M. (2013, October). *Infants’ use of shared experience to decode references to absent objects.* Symposia paper presented at the Cognitive Development Society Conference, Memphis, TN.
- San Juan, V., Krutzmann, K., & Venkadasalam, V., & Ganea, P.A.** (2013, October). *Correcting false-beliefs: When do toddlers use language to update their knowledge of others’ beliefs?* Paper presented at the eighth biennial meeting of the Cognitive Development Society (CDS), Memphis, TN.
- Ganea, P. A. (2010, March). *Using language to update representations of absent objects.* Symposia paper presented at the International Conference on Infancy Studies, Maryland.
- Ganea, P. A. (2010, March). *A toddler’s puzzle: What does a picture of a “blicket” stand for?* Symposia paper presented at the International Conference on Infancy Studies, Maryland.
- Kelemen, D., Seston, B., & Ganea, P. A. (2009, October). *Reasons to be cheerful: Young children can learn about natural selection from picture books.* Paper presented at the Cognitive Development Society Meeting, Austin, TX.
- Ganea, P. A., Saylor, M. (2008, March). *Infants’ use of shared language during ambiguous communication.* Symposia paper presented at the International Conference on Infant Studies, Vancouver, Canada.
- Saylor, M. & Ganea, P. A. (March, 2007). *Tracking Others’ Experiences During Absent Reference.* Symposium paper presented at the Meeting of the Society for Research in Child Development, Boston, MA.
- DeLoache, J. S., Ganea, P. A., **Chiong, C.,** Ma. L. (2007). *From Page to World: Early Learning and Transfer of Information from Picture Books.* Symposium paper presented at the Meeting of the Society for Research in Child Development, Boston, MA.
- Saylor, M. M., & Ganea, P. A. (2005, May). *Infants’ understanding of ambiguous requests: The recognition of others’ intentions.* Symposium paper presented at the Jean Piaget Society Meeting, Toronto.
- Ganea, P. A. & DeLoache, J. S. (2005, April). *Very young children’s understanding of the referential nature of pictures.* Symposium paper presented at the Society for Research in Child Development, Atlanta, FL.

CONFERENCE POSTERS BASED ON REFEREED ABSTRACTS

(Students marked with boldface, supervisors marked with underline)

- Nyhout, A.** & Ganea, P.A. (2019, March). *Children's causal and counterfactual thinking about the same events*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Iannuzziello, A., Nyhout A., Walker C. M., Ganea, P. A.,** (2018, May). *Does exposure to 'What if' scenarios during experimentation promote children to engage in proper scientific reasoning?* Poster presented at Development 2018 Conference, Niagara, Ontario.
- Larsen, N. E., Venkadasalam, V. P., & Ganea, P.A.** (2018, May). *Order of instruction matters when teaching science to young children: Books and Activities*. Poster presented at Development 2018 Conference, Niagara, Ontario.
- Ozdemir, B.** & Ganea, P. A. (2018, May). *Are all labels widely shared? Children's understanding of the boundaries of conventions*. Poster presentation at the X. Dubrovnik Conference on Cognitive Science, Dubrovnik, Croatia.
- Simone, A.C.,** Ganea, P.A., (2018, May). *Children's comprehension of implicit messages to interpret ambiguous requests*. Poster presented at Development 2018 Conference, Niagara, Ontario.
- Sweatman, H., Nyhout, A., & Ganea, P.A.** (2018, May). *6- and 7-year-olds show complex counterfactual thinking on a natural science task*. Poster presented at Development 2018 Conference, Niagara, ON.
- Venkadasalam, V. P., Larsen, N.E., & Ganea, P.A.** (2018, May). *Explaining gravity: Using guided play activities to correct kindergarteners' misconceptions about falling objects*. Poster presented at Development 2018 Conference, Niagara, Ontario.
- Lee, R., Chambers, C.G., & Ganea, P.A.** (2018, January). *Children prioritize prior background knowledge over story information during real-time linguistic processing*. Poster presented at the Eighth Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Lee, R., Chambers, C.G., & Ganea, P.A.** (2017, November). *Generic language diminishes children's reliance on novel discourse information about familiar fantastical characters*. Poster presented at the 42nd meeting of the Boston University Conference on Language Development, Boston, MA.
- Larsen, E.N., Nyhout, A.,** Ganea, P.A. (2017, October). *Children's understanding of the communicative intentions of storytelling*. Poster presented at Cognitive Science Society, Portland, OR.
- Nyhout, A.** & Ganea, P.A. (2017, October). *Sophisticated counterfactual reasoning in 4- and 5-year-olds*. Poster presented at Cognitive Science Society, Portland, OR.
- Chan, S.** & Ganea, P. (2017, April). *When do toddlers make logical inferences based on negation?* Poster to be presented at 2017 Society for Research in Cognitive Development Biennial Meeting, Austin, Texas.

- Lee, R. & Ganea, P.A.** (2017, April). *Children's semantic and world knowledge overrides fictional information during linguistic processing*. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Nyhout, A. & Ganea, P.A.** (2017, March). *Engaging children in counterfactual thinking supports their understanding of planetary habitability*. Poster presented at the International Convention of Psychological Science, Vienna, Austria.
- Nyhout, A., Henke, L., Saini, K., & Ganea, P.A.** (2017, April). *Children take existing causal relationships into account when reasoning counterfactually*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- Nyhout, A. & Ganea, P.A.** (2017, April). *Using counterfactual reasoning to support children's understanding of planetary habitability*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- Ozdemir, B., Jenkins, J. & Ganea, P. A.** (2017, April). *Differences in maternal language during book reading with different siblings*. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX, April 6-8, 2017.
- Strouse, G. A. & Ganea, P. A.** (2017, April). *Effect of type of structural alignment on conceptual learning and generalization from picture books*. Poster presented at the biennial meeting of the Society for Research in Child Development in Austin, TX.
- Strouse, G. A. & Ganea, P. A.** (2017, April). *Parent-toddler behavior and language differs when reading electronic and print picture books*. Invited poster to be presented at the *Using Technology to Overcome Poverty-Related Disparities in Early Language Experience* preconference to the biennial meeting of the Society for Research in Child Development in Austin, TX.
- Venkadasalam, P. V. & Ganea, P.A.** (2017, April). *Preschoolers can learn about gravity from narrative and informational books*. Poster presented at the Society for Research in Child Development, Austin, TX.
- Chan, S. & Ganea, P.** (2017, January). *Toddlers use negation to verbally update their mental representation of absent objects*. Poster presented at Budapest CEU Conference on Cognitive Development, Budapest.
- Lee, R., Huettig, F., & Ganea, P.A.** (2016, January). *A likely story: the influence of fantastical discourse context on children's on-line sentence comprehension*. Poster presented at the Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Strouse, G. A. & Ganea, P. A.** (2016, May). *Do contingent hotspots support or distract infants from learning a new word from an electronic book?* Poster presented at the biennial meeting of the International Congress of Infant Studies in New Orleans, LA.
- Fitch, A., Ganea, P., Harris, P., Kaldy, Z.** (2016, May). *Infants continue to trust language input even after multiple false testimonies*. International Conference on Infant Studies, New Orleans, LA.

- Lee, R., Huettig, F., & Ganea, P.A.** (2016, January). *A likely story: the influence of fantastical discourse context on children's on-line sentence comprehension*. Poster presented at the Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Strouse, G. A. & Ganea, P. A.** (2015, October). *Are prompts provided by electronic books as effective as those provided by adults?* Poster presented at the Cognitive Development Society Conference, Columbus, OH.
- Venkadasalam, P.V. & Ganea, P.A.** (2015, October). *Do objects of different weight fall at the same time? Learning about gravity from picture books*. Poster presented at the Cognitive Development Society Conference, Columbus, OH.
- Ozdemir, B. & Ganea, P.A.** (2015, October). *"Let's make up a name!" Do young children expect all labels to be conventional?* Poster presented at the Cognitive Development Society Conference, Columbus, OH.
- Chan, S. & Ganea, P.A.** (2015, October). *Infants' inferring the location of a hidden toy from negative sentences*. Poster presented at the Cognitive Development Society Conference, Columbus, OH.
- Fitch, A., Ganea, P. A., Harris, P., & Kaldy, Z.** (2015, July). *16-month-olds use language to generate expectations about the visual world*. Poster presented at the 37th Annual Cognitive Science Society Meeting, Pasadenta, CA.
- Larsen, E. N., Lee, K. and Ganea, P.A.** (2015, June). *Do animal characters in story picture-books teach children about social norms?* Poster presented at the 45th Annual Meeting of the Jean Piaget Society, Toronto, ON.
- Ozdemir, B., Kuntay, A., & Ganea, P.A.** (2015, June). *An examination of talk about absent referents in low and high-SES parent-child dyads*. Poster presented at the 45th Annual Meeting of the Jean Piaget Society, Toronto, ON.
- Strouse, G. A. & Ganea, P. A.** (2015, June). *Prior experience influences toddlers' word learning from a touchscreen book*. Poster presented at the 45th Annual Meeting of the Jean Piaget Society, Toronto, ON.
- Ozdemir, B., Gallant, H., & Ganea, P.A.** (2015, March). *Do working memory and inhibition explain toddlers' ability to verbally update mental representations?* Poster presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Pennsylvania, PA.
- Walker, C.M., Simons-Ghafari, K., Ganea, P.** (March, 2015). *Weighing the evidence: Prompting conceptual change through storybooks*. Society of Research in Child Development, Philadelphia, PA.
- Lee, R. & Ganea, P.A.** (2015, March). *Must I Draw you a Picture? Children's Mental Manipulation of Implicit Information*. Poster presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Pennsylvania, PA.

- Strouse, G. A. & Ganea, P. A.** (2014, November). *Parent-infant interaction during shared electronic book reading*. Poster presented at the meeting of the International Mind, Brain, and Education Society Conference in Fort Worth, TX.
- San Juan, V., Venkadasalam, V., & Ganea, P.A.** (2014, July). *When can toddlers use language to correct a false-belief? Examining factors that contribute to representational updating*. Poster presented at the 19th biennial International Conference on Infant Studies (ICIS), Berlin, Germany.
- Ganea, P.A. & Gallant, H.D.** (2014, May). *Structural alignment effects on conceptual learning and generalization from picture books*. Poster presented at the 44th annual meeting of the Jean Piaget Society, San Francisco, CA.
- Lee, R. & Ganea, P.A.** (2014, May). *What are you implying? Children's inferences from implicit information in narratives*. Symposium paper presented at Development 2014, Ottawa, Ontario.
- San Juan, V., Ganea, P.A., Krutzmann, K., & Venkadasalam, V.** (2013, October). *Correcting false beliefs: When do toddlers use language to update their knowledge of others' beliefs?* Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
- San Juan, V., Ganea, P.A., & Ghobrial, Y.** (2013, October). *'I see what you're thinking': Examining how picture books can promote false-belief understanding in preschool children*. Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
- Lee, R.J., & Ganea, P.A.** (2013, October). *Looking ahead: children's inferences from picture books*. Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
- Ozdemir, B., Gallant, H.D., & Ganea, P.A.** (2013, October). *Individual differences in verbal updating among 2-year-old children*. Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
- Galazka, M., Ganea, P. A., Gredeback, G.** (2013, April). *Examining 24-month-olds' false belief via language*. Poster presented at the Meeting of the Society for Research in Child Development, Seattle, Washington.
- Osina, M., Saylor, M. & Ganea, P. A.** (2013, April). *Object accessibility and absent reference comprehension at 12 months*. Poster presented at the Meeting of the Society for Research in Child Development, Seattle, Washington.
- Tassin, T., Osina, M., Saylor, M. & Ganea, P. A.** (2013, April). *Learning words based on verbal descriptions*. Poster presented at the Meeting of the Society for Research in Child Development, Seattle, Washington.
- Galazka, M. A & Ganea, P. A** (2012, June). *The effect of representational strength on verbal updating in 19- and 24-month-olds*. Presented at the International Conference on Infancy Studies, Minneapolis, MN.

- Khu, M., Graham, S., Keates, J., & Ganea, P. A.** (2012, June). *Infants' learning from picture books: The effect of naming on infants' transfer of non-obvious properties*. Presented at the International Conference on Infancy Studies, Minneapolis, MN.
- Walker, C. M., Walker, L. & Ganea, P. A.** (2011, July). "*Experience Facilitates Early Learning from Symbols: Evidence from Tanzania.*" Presented at Cognitive Science Society, Boston, MA.
- Walker, C. M., Ganea, P. A., Gopnik, A.** (2011, October). *Crossing the Boundary: Children's Understanding of the Causal Impermeability Between Fictional and Real Worlds*. Presented at Cognitive Development Society, Philadelphia, PA.
- Ganea, P. A., Kaldy, Z., **Biondi, M., & Harris, P.** (2011, April). *What is the time course of verbal updating? Infants' use of language to update mental representations*. Poster presented at the Meeting of the Society for Research in Child Development, Montreal, Canada.
- Galazka, M. & Ganea, P. A.** (2011, April). *The role of representational strength in verbal updating by toddlers*. Poster presented at the Meeting of the Society for Research in Child Development, Montreal, Canada.
- Galazka, M. & Ganea, P. A.** (2011, April). *Mapping language to the mind: False belief understanding in toddlers*. Poster presented at the Meeting of the Society for Research in Child Development, Montreal, Canada.
- Ford-Canfield, C., Ganea, P. A., Saudino, K.** (2011, April). *To trust or not to trust: Individual differences in the development of reliability understanding in young children*. Poster presented at the Meeting of the Society for Research in Child Development, Montreal, Canada.
- Ford-Canfield, C. & Ganea, P. A.** (2011, April). *Parents and siblings at work: Teaching young children about absent entities*. Poster presented at the Meeting of the Society for Research in Child Development, Montreal, Canada.
- Osina, M., Saylor, M. & Ganea, P. A.** (2011, April). *Object recognition, representation and search at 12 months*. Poster presented at the Meeting of the Society for Research in Child Development, Montreal, Canada.
- Osina, M., Saylor, M. & Ganea, P. A.** (2010, April). *Physical World and Absent Reference Comprehension at 12 Months*. Poster presented at the Conference on Human Development, New York City.
- Blake, P., Ganea, P. A., & Parris, P. L.** (2010, March). *Absent referents and absent owners: Learning who owns what via testimony*. Poster presented at the International Conference on Infancy Studies, Maryland.
- Keates, J., Graham, S., & Ganea, P. A.** (2010, March). *From picture books to the real world: Infants' generalization of nonobvious object properties*. Poster presented at the International Conference on Infancy Studies, Maryland.

- Osina, M.**, Saylor, M. & Ganea, P. A. (2010, March). *Absent reference comprehension in 12-month-old infants*. Poster to be presented at the International Conference on Infancy Studies, Maryland.
- Osina, M.**, Saylor, M. & Ganea, P. A. (2009, October). *Absent reference comprehension in 12-month-old infants*. Poster presented at the Cognitive Development Society Meeting, Austin, TX.
- Ford, C.** & Ganea, P. A., (2009, October). *Germs, Mermaids, and God: Parent-Child Conversations about Absent and Invisible Entities*. Poster presented at the Cognitive Development Society Meeting, Austin, TX.
- Ganea, P. A. & Harris, P. H. (2009, April). *Not Doing What You are Told: Early Perseverative Errors in Updating Mental Representations via Language*. Poster presented at the Meeting of the Society for Research in Child Development, Denver, CO.
- Ganea, P. A. & Ma, L. (2009, April). *Direct Observation, Mediated Experience, and Testimony: Young Children's Trust in Different Sources of Information*. Poster presented at the Meeting of the Society for Research in Child Development, Denver, CO.
- Keates, J. L.**, Graham, S. A., & Ganea, P. A. (2009, April). *Will Infants Generalize Nonobvious Properties from Picture Books to the Real World?* Poster presented at the Meeting of the Society for Research in Child Development, Denver, CO.
- Ganea, P. A. & Saylor, M. M. (2009, April). *The Role of Spatial and Temporal Proximity in Infants' Absent Reference Comprehension*. Poster presented at the Meeting of the Society for Research in Child Development, Denver, CO.
- Gordon Millett, Ganea, P. A., & Koenig, M. A. (2009, April). *Changing Your Mind About Things Unseen: Toddlers' Sensitivity to Prior Reliability*. Poster presented at the Meeting of the Society for Research in Child Development, Denver, CO.
- Chen, D.**, Harris, P. L., Ganea, P. A., & **DeJesus, J.** (2009, April). *Attending Analytically Versus Holistically: Attention Modes of American and Chinese Infants*. Poster presented at the Meeting of the Society for Research in Child Development, Denver, CO.
- Ganea, P. A., Ma, L. & DeLoache, J. S. (2007, March). *Learning and generalization of scientific information from picture books*. Poster presented at the Meeting of the Society for Research in Child Development, Boston, MA.
- Ma, L. & Ganea, P. A. (2007, March). *When Two Sources of Information Conflict: Young Children's Reliance on What They See Versus What They Are Told*. Poster presented at the Meeting of the Society for Research in Child Development, Boston, MA.
- Chiong, C.**, Ganea, P. A., & DeLoache, J. S. (March, 2007). *From P to Penguin: The Effect of the Type of Book on Children's Learning of Labels and Facts*. Poster presented at the Meeting of the Society for Research in Child Development, Boston, MA.

- Bloom, M.,** Ganea, P. A., & DeLoache, J. S. (2006, June). *Infants' generalization of information between picture books and the real world.* Poster presented at the Biennial meeting of the International Society on Infant Studies, Kyoto, Japan.
- Ganea, P. A., Ma, L., & DeLoache, J. S. (2005, November). *Young children's learning and generalization from picture books.* Poster presented at the NSF (Research on Learning and Education) Principal Investigators Third Annual Meeting, Arlington, VA.
- Ganea, P. A. (2005, May). *Thinking of things unseen: Infants' use of linguistic information to update object representations.* Poster presented at the Conference on New Approaches to Infant Learning and Cognition, Durham, NC, May, 2005.
- Saylor, M. M., & Ganea, P. A. (2005, May). *Placing absent reference in a developmental context.* Poster presented at the Conference on New Approaches to Infant Learning and Cognition, Durham, NC, May, 2005.
- Ganea, P. A. & DeLoache, J. S. (2004, May). *Early word learning from picture books.* Poster presented at the Biennial International Conference on Infant Studies, Chicago, Illinois.
- Ganea, P. A. (2003, October). *Infants' understanding of references to absent objects.* Poster presented at the Cognitive Development Society Meeting, Park City, Utah.
- Ganea, P. A. & **Wood, J.** (2003, April). *Do young children learn words from picture books?* Poster presented at the Society for Research in Child Development, Tampa, FL.
- Ganea, P. A., Lillard, A. S. & Turkheimer, E. (2001). *Children's understanding of pretense: Action or mental states?* Poster presented at the Society for Research in Child Development, Minneapolis, MN.
- Ganea, P. A., Lillard, A. S. & Turkheimer, E. (1999). *Is bad pretense still pretense? Children's Understanding of the Desire and Thought Components Underlying Pretense.* Poster presented at the Cognitive Development Society Meeting, Chapel Hill, NC.
- Leekam, S., Reddy, V., Lopez, B., & Ganea, P. A. (1999). *Gaze following and declarative joint attention in children with autism.* Poster presented at Society for Research in Child Development, Albuquerque, NM.

KNOWLEDGE MOBILIZATION LECTURES

- Ganea, P.A. **Larsen, N. E., Venkadasalam, V. P., Iannuzziello, A., & Nyhout, A.** (2018, January). *Becoming a scientist: How do children learn science concepts and reasoning skills.* Research Night 2018 at Dr. Eric Jackman Institute of Child Study Lab School, Toronto, ON.
- Ganea, P.A., **Venkadasalam, V. P., & Nyhout, A.** (2017, December). *Teaching science concepts and experimental skills to young children.* Research Live! Symposium Day 2017 at the Ontario Science Centre, Toronto, ON.

Ganea, P. A. (2016, February). *The role of picture book features in children's learning*. Research Night 2017 at Dr. Eric Jackman Institute of Child Study Lab, Toronto, ON.

INVITED ACADEMIC LECTURES

Concordia University, The Centre for Research in Human Development (CRHD), February 2017

University of Bucharest, Faculty of Psychology and Education, April 2016

University of Waterloo, Psychology Department, April 2016

Ministry of Education, Education Research and Evaluation Strategy Branch, Toronto. October, 2015

Fraser Mustard Institute of Human Development, University of Toronto, October 2015

University of Salzburg, Psychology Department, November 2014

Ryerson University, Psychology Department, May 2014

Zhejiang Normal University at Jinhua, Education College, China, June 2013

University of Bucharest, Faculty of Psychology and Education, Romania, May 2013

University of Toronto at Mississauga, Psychology Department, April 2013

Harvard University, Graduate School of Education, February 2011

University of Toronto, Ontario Institute for Studies in Education, January 2011

University of Maryland, Psychology Department, December 2010

Harvard University, Psychology Department, November 2010

University of California at Merced, Psychology Department, March 2010

Boston College, Psychology Department, February 2010

Yale University, Psychology Department, January 2010

Duke University, Department of Psychology and Neuroscience, January 2009

University of Massachusetts at Boston, Psychology Department, November 2008

Northeastern University, Psychology Department, October 2008

Ohio State University, Psychology Department, February 2007

Purdue University, Psychology Department, January 2007

University of California at San Diego, Cognitive Science Department, January 2007

University of California at San Diego, Psychology Department, January 2007

University of Missouri at Columbia, Psychology Department, January 2007

Boston University, Psychology Department, December 2006

University of Minnesota, Institute for Child Development, November 2006

University of Chicago, Psychology Department, November 2006

Northwestern University, Psychology Department, October 2006

University of Massachusetts, Psychology Department, April 2006

University of Waterloo, Psychology Department, March 2006

University of Plymouth, UK, Psychology Department, March 2006

Florida Atlantic University, Psychology Department, January 2006

Pennsylvania State University, Psychology Department, January 2006

University of Houston, Psychology Department, November 2005

Vanderbilt University, Psychology and Human Development Department, January 2005

Harvard University, Laboratory for Developmental Studies, 2003

PhD COMMITTEE MEMBER:

Tessie Mastorakos, University of Toronto, APHD, current – Internal Member

Anna Richter, Memorial University, Psychology Department, June 2016 – External Examiner

Anisha Varghese, University of Waterloo, Psychology Department, April 2016 – External Examiner

Naiqi Xiao, University of Toronto, APHD, October 2015 - Internal Examiner

Mindaugas Mozuraitis, University of Toronto, Psychology Department, June 2015 – Internal Examiner

Mark Wade, University of Toronto, APHD, Summer 2015 – Committee Member

Inbal Gral Azulay, University of Toronto, APHD, Winter 2015 – Internal examiner

Katie Lam, University of Toronto, APHD, Summer 2014 – Alternate internal examiner

Valerie SanJuan, University of Toronto, APHD, Summer 2012 – Internal examiner

Peter Blake, Harvard University Graduate School of Education, Summer 2010 – Third reader

Brenda Caldwell Phillips, Boston University, Psychology, Spring 2009 – Fourth reader

Susan K. Fenstermacher, Boston University, Psychology, Summer 2008 – Third reader

Kristina Dahlen, BU Applied Linguistics, Fall 2007 – Outside member

POSTDOCTORAL SUPERVISION:

Myrto Grigoroglou, Unievrstity of Toronto, September 2018 – present

Angela Nyhout, University of Toronto, September 2015 – present

Gabrielle Strouse, University of Toronto, October 2013 – July 2015; currently Assistant Professor at University of South Dakota.

Valerie San Juan, University of Toronto, September 2012 - July 2013; currently Assistant Professor at Bradley University, Illinois.

PhD GRADUATE SUPERVISION:

Nicole E. Larsen (2016 – present). Thesis in preparation to fulfill degree requirements for Ph.D. in Developmental Psychology and Education, OISE, University of Toronto.

Vaunam Venkadasalam (2015 – present) Thesis in preparation to fulfill degree requirements for Ph.D. in Developmental Psychology and Education, OISE, University of Toronto.

Begum Ozdemir (2013 – present) Thesis in preparation to fulfill degree requirements for Ph.D. in Developmental Psychology and Education, OISE, University of Toronto.

Ruth Lee (2012 – 2018), University of Toronto, 2012-2019. Currently Postdoctoral Fellow at Queen's University Belfast.

Kadria Simons, 2013 – 2015

Sharon Chan, 2013 – 2017

Laura Weinheimer, University of Toronto, 2012 – 2013.

Caitlin Ford, Boston University, 2009 – 2011. Currently Postdoctoral Research Fellow, Clinical Supervisor at New York University School of Medicine

Martyna Galazka-Carney, Boston University, 2010 – 2011. Currently Researcher at the Institute of Neuroscience and Physiology at GNC and Sahlgrenska Academy.

Juliana Gorian, Boston University, 2009 – 2010.

Caren Walker, Boston College, 2010 – 2011; Currently Assistant Professor at UC San Diego.

Peter Blake, Harvard University, 2007 – 2010; Currently Assistant Professor at Boston University.

MASTER STUDENT SUPERVISION:

Ariana Simone, School and Clinical Child Psychology, University of Toronto 2016 – 2018

Alana Iannuzziello, Child Study and Education, Research Intensive Program, University of Toronto, 2016 - 2017

Erica Larsen, Child Study and Education, University of Toronto, 2013 – 2015

Vaunam Venkadasalam, Developmental Psychology and Education, University of Toronto, 2014 – 2015

Ellen Drumm, School and Clinical Child Psychology, University of Toronto, 2012 – 2013.

Savannah Barker, Child Study and Education, University of Toronto, 2013 – 2015.

Martyna Galazka-Carney, Boston University, 2009 – 2010.

Stephany Danilak, Boston University, 2009 – 2010.

Brittany Martin, Boston University, Spring 2008 – 2009.

Jeong Hye Kim, Boston University, 2007 – 2008.

Yina Tsai, Boston University, 2007 – 2008.

Graduate Student Research Awards

Vaunam Venkadasalam, PhD Developmental, Ontario Graduate Scholarship, 2018-2019

Nicole E. Larsen, PhD Developmental, SSHRC Banting

Ruth Lee, PhD Developmental, Ontario Graduate Scholarship, 2017-2018.

Nicole E. Larsen, PhD Developmental, Ontario Graduate Scholarship, 2016-2017.

Alana Ianuzziello, MA CSE program, SHHRC, 2016-2017.

Ruth Lee, PhD Developmental, Ontario Graduate Scholarship, 2015 – 2016; 2016 – 2017.

Ruth Lee, Doctoral Completion Award, 2016 – 2017, 2017-2018.

Kadria Simons-Ghaffari, PhD Developmental, Ontario Graduate Scholarship, 2014 – 2015.

Laura Weinheimer, PhD School and Clinical Child Psychology, SSHRC doctoral scholarship, 2013 – 2016.

Begüm Özdemir, PhD Developmental Psychology and Education, Connaught International Scholarship, 2012-2016

Caitlin Ford, Clara Mayo Memorial Fellowship, \$7,411.95 (Boston University).

Undergraduate Student Research Awards

Hilary Sweatman, University of Toronto Excellence Award (UTEA), 2018. BSc expected 2019 (Summer 2017), University of Toronto.

Hilary Sweatman, University of Toronto Excellence Award (UTEA), 2017. BSc expected 2019 (Summer 2017), University of Toronto.

Jayun Bae, University of Toronto Excellence Award (UTEA), 2017. BSc expected 2019 (Summer 2017), University of Toronto.

Heidi Xin Yi Kuang, University of Toronto Excellence Award (UTEA), 2015. BSc expected 2018 (Summer 2015), University of Toronto.

Jennifer Ontaneda, Undergraduate Research Opportunity Program (UROP) student, Boston University - Summer 2008.

Maggie Renno, Undergraduate Research Opportunity Program (UROP) student, Boston University – Summer 2010.

Rachel Tochiki, Undergraduate Research Opportunity Program (UROP) student, Boston University – Summer 2011.

UNDERGRADUATE SUPERVISION:

Undergraduate Thesis Supervision

Katherine Pullella, B.Sc. expected 2018 (2015 – 2018). The Impact of Prenatal Biomarkers on Parent-Child Interactions. Thesis in preparation to fulfill course requirements for HMB499Y, Human Biology Department, Faculty of Arts and Science, University of Toronto.

University of Toronto Research Opportunity Program Students:

Linke Yu, BSc. expected 2019 (2017 – present)
Noshin Ullah, BSc. expected 2020 (2017 – present)
Tzu-Han (Ariel) Chiao, BSc. expected 2020 (2017 – present)
Etri Kocaqi, BSc. expected 2019 (2017 – present)
Jonta Kamara, BSc. expected 2020 (2017 – present)
Kritleen Bawa, BSc. expected 2019 (2017 – present)
Claire Lauzon, BSc. expected 2019 (2016 – 2017)
Shahbano Mustafa, BSc. expected 2019 (2016 – 2017)
Abdullah Malik, BSc. expected 2019 (2016 – 2017)
Hilary Sweatman, BSc. expected 2019 (2016 – present)
Aryana Chakravarty, BSc. expected 2019 (2016 – present)
Binh (Lynn) Nguyen, BSc. expected 2019 (2016 – present)
Shruthi Vaidyanathan, BSc. expected 2019 (2016 – 2017)
Thahmina Rahman, BSc. expected 2019 (2016 – 2017)
Katherine Pullella, B.Sc. expected 2018 (2015 – present)
Maggie Hong, B.Sc. expected 2018 (2015 – 2016)
Amanda Tallon, B.Sc. expected 2018 (2015 – 2017)
Shelley He, B.Sc. expected 2018 (2015 – 2016)
Cailie Gordon, B.Sc. expected 2018 (2015 – 2016)
Honey Zafar, BSc. expected 2019 (2016)
Reem Draz, B.Sc. expected 2018 (2015 – 2016)
Terra Morel, B.Sc. expected 2018 (2015 – 2016)
Muskan Gupta, B.Sc. expected 2018 (2015)
Heidi Xin Yi Kuang, B.Sc. (2014 – 2016)
Andrea Diaz Soonets, B.Sc. (2014 – 2015)
Sabrina Hyde, BSc. (2014 – 2015)
Bianca Bondi, B.Sc. (2014)
Victoria Shirriff, B.Sc. (2014)
Amanda Cheung, B.Sc. (2014)
Vanessa Ferlino, B.Sc. (2013 – 2014)
Caroline MT Nguyen, B.A. (2013 – 2014)
Anastasia Rykunova, B.A. (2013 – 2014)
Tatjana Kay, B.A. (2012 – 2013)
Bhairave Lankaratnam, B.A. (2012 – 2013)
Sally Moy, B.A. (2012 – 2013)
Tanrima Moumita, B.A. (2012 – 2013)
Heather Laidman, B.A. (2012 – 2013)

University of Toronto Work-Study Students:

Hilary Sweatman, BSc. expected 2019 (2016 – present)
Binh (Lynn) Nguyen, BSc. expected 2019 (2016 – present)
Aryana Chakravarty, BSc. expected 2019 (2016 – present)
Salima Hackeek, BSc. expected 2019 (2016 – present)
Amanda Tallon, B.Sc. expected 2018 (2015 – 2017)
Shruthi Vaidyanathan, BSc. expected 2019 (2016 – 2017)

Thahmina Rahman, BSc. expected 2019 (2016 – 2017)
Katherine Pullella, B.Sc. expected 2018 (2015 – present)
Cailie Gordon, B.Sc. expected 2018 (2015)
Maggie Hong, B.Sc. expected 2018 (2015)
Shelley He, B.Sc. expected 2018 (2015)
Emilie MacDonald, B.A. (2014 – 2017)
Heidi Xin Yi Kuang, BSc. expected 2017 (2015)
Bacibel Vasquez, M.A. (2015)
Geetika Ail, B.A. expected 2017 (2015)
Karen Moreira, B.A. (2014 – 2015)
Shahbano Mustafa, BSc. expected 2019 (2016 – 2017)

Boston University Undergraduate Directed Study Students

Danielle Lauto, B.A. 2012
Rachel Tochiki, B.A. & B.Sc. 2012
Nicole Tod, B.A. 2011
Melanthi Parpas, B.A. 2011
Beth Forrest, Psy.D. expected 2018, Massachusetts School of Professional Psychology
B.A. 2011
Chelsea Ellithorpe, M.Sc. 2013, Mississippi State University
B.A. 2011; Currently Assessment Analyst II at Auburn University
Bethany Vinatieri, M.S.W. 2013, University of Southern California
B.A. 2011; Currently Case-Manager/Emergency Services Unit Clinician at Woodlands
Behavioral Healthcare Network
Carlos Cataldo, B.A. 2010
Sarah Maddix, M.S.W. 2012, New York University
B.A. 2009; Currently Health Care Integrator at Jewish Child Care Association
Valerie Lovenheim, M.A. 2012, Yeshiva University
B.A. 2009; Currently Psychotherapist at University of California – Washington, DC
Counseling Center
Julie Tinsley, B.A. 2009

GRADUATE COURSES TAUGHT (underlined are courses developed)

Cognitive Development and Applications (APD1233). Applied Psychology and Human Development, OISE, University of Toronto (Fall 2018; Winter 2019).

Imagination, Reasoning and Learning (APHD1238). Applied Psychology and Human Development, OISE, University of Toronto (Fall 2016; Winter 2019).

Pluralistic Human Development, Fraser Mustard Institute for Human Development (FMIHD)

Human Development Proseminar (APHD3200). Applied Psychology and Human Development, OISE, University of Toronto (Fall 2016, Winter 2017).

Individual Read & Research (APD3252H) Applied Psychology and Human Development, OISE, University of Toronto (Winter 2014; Winter 2015; Winter 2017).

Brain, Learning and Education, Applied Psychology and Human Development, OISE, University of Toronto (Spring 2016).

Children's theory of mind (APD 3203H), Applied Psychology and Human Development, OISE, University of Toronto (Winter 2014; Winter 2015).

Symbolic Development and Learning (HPD1238), Graduate Program Special Topics in Human Development and Applied Psychology, OISE, University of Toronto (Summer 2012; Spring 2012; Winter 2013; Winter 2014; Winter 2015; Spring 2016).

Language Acquisition and Development (HDP1238H), Graduate Program Special Topics in Human Development and Applied Psychology, OISE, University of Toronto (Winter 2011; Fall 2012; Fall 2015)

Child Study: Observation, Evaluation, Reporting & Research (HDP2200), Human Development and Applied Psychology, OISE, University of Toronto (Fall 2012; Fall 2013; Fall 2014; Fall 2015).

Introduction to Curriculum I: Core Areas (HDP2210) Human Development and Applied Psychology, OISE, University of Toronto (Winter 2013).

Word Learning and Communication (PS704), Department of Psychology, Boston University (Fall 2010; Fall 2008).

Cognitive Development (PS546), Department of Psychology, Boston University (Spring 2011; Spring 2010; Spring 2008).

Language and Cognition (PS704), Department of Psychology, Boston University (Fall 2008).

Early Social Cognition (PS825), Department of Psychology, Boston University (Fall 2009).

UNDERGRADUATE COURSES TAUGHT

Research for Opportunity Course (PSY299Y1), OISE, University of Toronto, (2012 – 2013; 2013 – 2014; 2015 – 2016)

Cognitive Development (362), Department of Psychology, Northwestern University (Spring 2007)

Developmental Psychology (PS241), Department of Psychology, Boston University (Spring 2011; Fall 2009; Spring 2009)

SERVICE ACTIVITIES

APHD Faculty Search Committee, 2018 (Toronto)

APHD Colloquia Chair, Toronto (2018-2019)

OISE Leithwood Award for OISE Outstanding Thesis of the Year Committee (2017)

OISE Award for the Outstanding Thesis in Organizational Leadership Committee (2017)

Program Director, Developmental Psychology and Education, (DPE), Applied Psychology and Human Development, (APHD), 2016-2017;

Faculty Panel for MEd program changes (2016-2017);

Interim Director of Academic Programs, Fraser Mustard Institute for Human Development (FMIHD), 2016-2017;

APHD Colloquia Committee Chair (2017);

OISE Banting Postdoctoral Fellowship Committee (2016)

Progress through the Ranks (PTR) Committee, 2015 (Toronto); 2016;

OISE, Invited Speaker at the SSHRC Insight Panel Discussion, January 2015 (Toronto)

OISE, SSHRC Insight Grant Proposal Reviewer, 2014; (Toronto)

Department Colloquia Committee, 2012 – 2013; 2013 – 2014; 2014 – 2015; 2015-2016; 2016-2017 (Toronto);

OISE Faculty Council, APHD representative, 2013 – 2015, 2018 – 19(Toronto)

Faculty Search Committee, 2013 (Toronto)

SIG-SSHRC Adjudicating Committee, 2012 (Toronto)

Graduate Admission Committee, 2011 – 2012; 2012 – 2013; 2013 – 2014; 2014 – 2015; 2018 – 2019 (Toronto)

Awards Committee, 2011 – 2012; 2012 – 2013; 2013 – 2014; 2015-2016; (Toronto)

Department of Psychology Developmental Science Program Faculty Search, 2010 (Boston)

College of Arts and Science Social Science Curriculum, 2010 – 2011 (Boston)

Boston Area Cognitive Development Workshop Organizer, 2009 (Boston)

Developmental Science, Psychology Graduate Admission Committee, 2009 (Boston)

College or Arts and Sciences Social Science Curriculum, 2009 – 2010 (Boston)

Department of Psychology Human Development Colloquia Organizer, 2009 (Boston)

Department of Psychology Human Development Faculty Search Committee, 2008 (Boston)

New Faculty Orientation Panel Member, “Making the transition: Success strategies”, 2008 (Boston)

Distinguished Majors Undergraduate Thesis Advisor, 2004 (Virginia)

Department of Psychology Faculty Search Committee, Student Representative, 2001 (Virginia)

Developmental Psychology Brownbag Series, Student Coordinator, 1999 (Virginia)

Media Coverage

2018

Parent–Toddler Behaviour and Language Differ When Reading Electronic and Print Picture Books

- Ivanhoe Newswire. (2018, February). Electronic vs. print books: Which is better for kids? *Child Trends*. Retrieved from <https://www.childtrends.org/videos/electronic-vs-print-books-better-kids/>
 - Reposted on News4Jax and Wink News

Do storybooks with anthropomorphized animal characters promote prosocial behaviours in young children?

- Williams, J. (2018, February 14). Leading girls: Our favourite cartoon heroines for preschoolers. *Mother*. Retrieved from <http://www.mothermag.com/heroines-for-preschoolers/>
- Bower, B. (2018, February 6). When it’s playtime many kids prefer reality over fantasy. *Science News*. Retrieved from <https://www.sciencenews.org/article/kids-play-fantasy-reality>

2017

Do storybooks with anthropomorphized animal characters promote prosocial behaviors in young children?

- O’Connor, R. (2017, September 3). Children’s books with human characters have a ‘bigger moral impact than animals’. *Independent*. Retrieved from <http://www.independent.co.uk/arts-entertainment/books/news/childrens-books-humans-animals-gruffalo-roald-dahl-a7927056.html>
- Chambers, B. (2017, September 3). Children’s books with humans, not animal more effective, study says. *Fox New Radio WGAU*. Retrieved from <http://www.wgauradio.com/news/national/children-books-with-humans-not-animals-more-effective-study-says/YJCBZ2Cu6THiWRzJuQ6DsJ/>
- Kamloops This Week (2017, September 22). Promote Reading like Dietary Fibre. *Kamloops This Week*. Retrieved from <http://www.kamloopsthisweek.com/promote-reading-like-dietary-fibre/>
- Veldhuizen, R. (2017, September 25). Leren kinderen echt minder van kinderboeken met dieren? *Vokskrant*. Retrieved from <https://www.volkskrant.nl/wetenschap/leren-kinderen-echt-minder-van-kinderboeken-met-dieren-erin~a4518360/>

- Flood, A. (2017, September 1). Children's books with humans have greater moral impact than animals, study finds. *The Guardian*. Retrieved from <https://www.theguardian.com/books/2017/sep/01/only-childrens-books-with-humans-have-moral-impact-study-finds>
- Oury, A. (2017, August 25). Les histoires avec des humains plus adaptées à l'apprentissage des enfants. *ActuaLitte*. Retrieved from <https://www.actualitte.com/article/edition/les-histoires-avec-des-humains-plus-adaptees-a-l-apprentissage-des-enfants/84491>
- Good Morning Cleveland at 4:30am. (2017, August 23). *TV Eyes*. Podcast retrieved from <http://mms.tveyes.com/Transcript.asp?StationID=1755&DateTime=8/23/2017%204:41:15%20AM&Term=+Rotman+university%20of%20toronto+munk%20school+citizen%20lab+universite%20de%20toronto+rot%20man+u%20of%20t+richard%20florida&PlayClip=TRUE>
- DiGulio, B. (2017, August 22). *The Night Side with Barb DiGiulio*. Critical Mention. Podcast retrieved from <https://app.criticalmention.com/app/#/clip/share/28967714?token=e749caa8-db19-4623-8b5c-d8ae6949986d>
- CBC News. (2017, August 22). Try Dora, not Pooh: Storybooks with human characters instead of animals better for learning, study finds. *CBC (Online)*. Retrieved from <http://www.cbc.ca/news/canada/toronto/uoft-storybook-research-1.4256881?cmp=rss>
- Borkhataria, C. (2017, August 22). Why Winnie the Pooh might NOT help your children learn right from wrong: Study finds we learn moral lessons more effectively from books with human characters. *Daily Mail Online*. Retrieved from http://www.dailymail.co.uk/sciencetech/article-4814016/Children-learn-moral-lessons-effectively-human-books.html?ITO=1490&ns_mchannel=rss&ns_campaign=1490
- Mackinnon, A. (2017, August 19). Dora not Arthur: Kids aren't learning from cute animal characters, says U of T study. *CanTech Letter*. Retrieved from <https://www.cantechletter.com/2017/08/dora-not-arthur-kids-arent-learning-cute-animal-characters-says-u-t-study/>
- UPI. (2017, August 18). To teach kids morals, read books with humans not animals. *Breitbart (Online)*. Retrieved from <http://www.breitbart.com/news/to-teach-kids-morals-read-books-with-humans-not-animals/>
- Hindustan Times. (2017, August 21). Children learn moral lessons more effectively from stories with human characters. *Hindustan Times Online*. Retrieved from <http://www.hindustantimes.com/more-lifestyle/children-learn-moral-lessons-more-effectively-from-stories-with-human-characters/story-ZqDqptq7LCwgf8MgnI7F7K.html>
- Public Domain. (2017, August 17). Kids learn moral lessons more effectively from stories with humans than human-like animals. *MedicalXpress*. Retrieved from <https://m.medicalxpress.com/news/2017-08-kids-moral-lessons-effectively-stories.html>
- Craig, L. (2017, August 17). Do you read stories to kids? Ensure moral lessons have greater impact with these types of books. *OISE: Ontario Institute for Studies in Education*. Retrieved from http://www.oise.utoronto.ca/oise/News/OISE_study_shows_kids_learn_more_effectively_from_stories_with_humans_than_with_human-like_animals.html
 - Reposted on: NeuroNet Learning Research Blog (<http://wpblog.neuronetlearning.com/2017/09/moral-lessons-have-greater-impact-with-these-types-of-books/>)
- Lombrozo, T. (2017, August 14). In children's storybooks, realism has advantages. *NPR: National Public Radio*. Retrieved from <http://www.npr.org/sections/13.7/2017/08/14/543405845/in-children-s-storybooks-realism-has-advantages>
- Craig, L. (2017, August 17). Choosing Dora over Franklin: U of T study says children learn more from human characters, not animals. *UofTNews*. Retrieved

from <https://www.utoronto.ca/news/choosing-dora-over-franklin-u-t-study-says-children-learn-more-human-characters-not-animals>

- Reposted on sciencedaily.com (<https://www.sciencedaily.com/releases/2017/08/170817100709.htm>), neurosciencenews.com (<http://neurosciencenews.com/child-reading-moral-characters-7332/>)
- DiGulio, B. (2017, August 22). *The Night Side*. Critical Mention. Podcast retrieved from <https://app.criticalmention.com/app/#/clip/share/28967714?token=e749caa8-db19-4623-8b5c-d8ae6949986d>)
- Patricia Ganea interviewed for report on OISE study on moral lessons from human and non-human characters. (2017, August 22). *Metro Morning*. Critical Mention. Podcast retrieved from <https://app.criticalmention.com/app/#/clip/share/28967765?token=e749caa8-db19-4623-8b5c-d8ae6949986d>
- Good Morning Cleveland at 4:30am. (2017, August 23). *TV Eyes*. Podcast retrieved from <http://mms.tveyes.com/Transcript.asp?StationID=1755&DateTime=8/23/2017%204:41:15%20AM&Term=+Rotman+university%20of%20toronto+munk%20school+citizen%20lab+universit e%20de%20toronto+rot%20man+u%20of%20t+richard%20florida&PlayClip=TRUE>
- Nuwer, R. (2017, March 28). Kids Get Confused by Anthropomorphized Animals in Storybooks. *Smithsonian Magazine*. Retrieved from <https://www.smithsonianmag.com/smart-news/kids-get-confused-anthropomorphized-animals-storybooks-180950313/>
- Foley, J.A. (2017, March 25). Anthropomorphism in Children’s Books Leads to Less Factual Learning About Animals. *Nature World News*. Retrieved from <http://www.natureworldnews.com/articles/6434/20140325/anthropomorphism-in-childrens-books-leads-to-less-factual-learning-about-animals.htm>

Parent–Toddler Behavior and Language Differ When Reading Electronic and Print Picture Books

- Health Check (2017, July 12). Trump’s ‘global gag’ will hit healthcare. *BBC World Service*. Podcast retrieved from: <http://www.bbc.co.uk/programmes/p057s9dq>
 - Discusses e-books and paper books study by Gabrielle Strouse
- Sparks, S. D. (2017, June 22). Electronic book my give story time with parents digital boost. *Education Week*. Available at: http://blogs.edweek.org/edweek/inside-school-research/2017/06/story_time_with_parents_may_ge.html
- Hays, B. (2017, June 21). Toddler learning best promoted by e-books, study suggests. *UPI*. Available at: https://www.upi.com/Science_News/2017/06/21/Toddler-learning-best-promoted-by-e-books-study-suggests/4011498065626/
 - Reposted on newslines.com
- Frontiers Communications. (2017, June 29). Screen time or story time? *Frontiers Blog*. Retrieved from <https://blog.frontiersin.org/2017/06/29/screen-time-or-story-time/>
- Science Daily (2017, June 21). Screen time or story time? E-books better for toddler learning. Available at: <https://www.sciencedaily.com/releases/2017/06/170621103103.htm>
 - Reported by a number of blogs: www.madeformums.com, www.dotemirates.com, www.umj.com.ua, fourthventricle.com, searchingforithaka.blogspot.com, www.pastemagazine.com
- EurekAlert! Science News (American Association for the Advancement of Science) (2017, June 21). Screen time or story time? Electronic books captured the attention of toddlers and led to greater learning.

- Published on medicalxpress.com, scientificinquirer.com, neurosciencenews.com, english.aawsat.com, ukedchat.com
- Young, E. (2017, June 15). New finding suggest it might be better to read toddlers an e-book than a print book. *British Psychological Society Research Digest*. Available at: <https://digest.bps.org.uk/2017/06/15/new-findings-suggest-it-might-be-better-to-read-toddlers-an-e-book-than-a-print-book/>
- Hindustan Times. (2017, August 21). Children learn moral lessons more effectively from stories with human characters. *Hindustan Times (Online)*.
- UPI. (2017, August 18). To teach kids morals, read books with humans not animals. *Breitbart (Online)*. Retrieved from <http://www.breitbart.com/news/to-teach-kids-morals-read-books-with-humans-not-animals/>
- Borkhataria, C. (2017, August 22). Why Winnie the Pooh my not help your children learn right from wrong: Study finds we learn moral lessons more effectively from books with human characters. *Daily Mail UK (Online)*. Retrieved from http://www.dailymail.co.uk/sciencetech/article-4814016/Children-learn-moral-lessons-effectively-human-books.html?ITO=1490&ns_mchannel=rss&ns_campaign=1490

2016

Are Prompts Provided by Electronic Books as Effective for Teaching Preschoolers a Biological Concept as Those Provided by Adults?

- University of Toronto. (2016, December 5). OISE study shows key findings about kids and e-books. Retrieved from http://www.oise.utoronto.ca/oise/News/OISE_study_reveals_important_findings_about_kids_and_e-books.html?platform=hootsuite
- Asian News International (2016, December 6). Parents, read e-books to your kids to develop their vocabulary.
 - Published in The New Orleans Sun, The Oklahoma Star, Actualité (France), NewsPoint Africa (South Africa), Hindustan Times (India), The Economic Times (India), The Siasat Daily (India), Sify News (India)
- EurekAlert! Science News (American Association for the Advancement of Science) (2016, December 5). Kids with lower vocabularies using e-books learn more with adult than pre-recorded voice.
 - Published on healthcanal.com, scienmag.com, exchangemagazine.com, medicalxpress.com
- University of Toronto (2016, December 5). Children with average and lower vocabularies reading e-books learn more with an adult reader than pre-recorded voice. Available at <http://media.utoronto.ca/media-releases/children-with-average-and-lower-vocabularies-reading-e-books-learn-more-with-an-adult-reader-than-pre-recorded-voice/>
 - Reposted at <http://www.haptic.ro/adult-reader-versus-e-book-voiceover/>

2014

Do cavies talk? The effect of anthropomorphic picture books on children's knowledge about animals

- Telfer, T. (2014, March 31). Anthropomorphic animals don't teach children scientific facts, concludes ground-breaking study. *Bustle*. Retrieved from <https://www.bustle.com/articles/19524-anthropomorphic-animals-dont-teach-children-scientific-facts-concludes-groundbreaking-study>
- Waldman, K. (2014, March 28). Researchers want children's books to stop anthropomorphizing animals. That's a terrible idea. *Slate*. Retrieved from http://www.slate.com/blogs/browbeat/2014/03/28/animals_in_kids_books_should_have_human_characteristics_a_defense_of_anthropomorphization.html
- Goldman, J.G. (2014, March 27). When animals act like people in stories, kids can't learn. *Scientific American*. Retrieved from <https://blogs.scientificamerican.com/thoughtful-animal/when-animals-act-like-people-in-stories-kids-cant-learn/>
- Gannon, M. (2014, March 25). Animals That Talk Don't Teach Kids About Nature. *LiveScience*. Retrieved from <https://www.livescience.com/44358-human-like-animals-kids-books.html>
- Foley, J.A. (2014, March 25). Anthropomorphism in Children's Books Leads to Less Factual Learning About Animals. *Nature World News*. Retrieved from <http://www.natureworldnews.com/articles/6434/20140325/anthropomorphism-in-childrens-books-leads-to-less-factual-learning-about-animals.htm>
- EurekAlert! Science News (American Association for the Advancement of Science). (2014, March 25). Kids' books featuring animals with human traits lead to less learning of the natural world. Retrieved from https://www.eurekalert.org/pub_releases/2014-03/uot-kbf032514.php
- Paddison, K. (2014, March 26). Children's books that feature animals with human traits create confusion in young minds about nature and biology: University of Toronto study. *National Post*. Retrieved from <http://nationalpost.com/life/childrens-books-that-feature-animals-with-human-traits-create-confusion-in-young-minds-about-nature-and-biology-university-of-toronto-study>
- Nuwer, R. (2014, March 28). Kids Get Confused by Anthropomorphized Animals in Storybooks. *Smithsonian Magazine*. Retrieved from <https://www.smithsonianmag.com/smart-news/kids-get-confused-anthropomorphized-animals-storybooks-180950313/>
- Newman, C. (2014, March 28). Hey kids, all deer aren't like Bambi. *National Geographic*. Retrieved from <http://news.nationalgeographic.com/news/2014/03/140327-childrens-books-fantasy-animals-psychology/>
- Ali, D. (2014, March 27). When kids' books feature animals with human traits. *UofTNews*. Retrieved from <https://www.utoronto.ca/news/when-kids-books-feature-animals-human-traits>
- Bisceglia, P. (2014, March 27). Are picture books warping how kids understand animals? *Pacific Standard*. Retrieved from <https://psmag.com/social-justice/picture-books-warping-kids-understand-animals-77550>
- Hopkin, K. (31, March 31). Illustrated story teaches young kids natural selection. *Scientific American*. Podcast retrieved from <https://www.scientificamerican.com/podcast/episode/kids-learn-natural-selection/>
- Nicholson, C. (2014, April 8). Kids' books may cause confusion about animals. *Scientific American*. Podcast retrieved from <https://www.scientificamerican.com/podcast/episode/kids-books-may-cause-confusion-about-animals1/>

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2007

- Britt, R.R. (2007, August 30). Children Learn to Visualize by Age 2. *LiveScience*. Retrieved from <https://www.livescience.com/7367-children-learn-visualize-age-2.html>
 - Reposted on [www.nbcnews.com](http://www.nbcnews.com/id/20534311/ns/health-livescience/t/babies-develop-magic-imagination-age/#.Wd1F32iPLIU) at <http://www.nbcnews.com/id/20534311/ns/health-livescience/t/babies-develop-magic-imagination-age/#.Wd1F32iPLIU>
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