

## Amanda S. Haber

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### EMPLOYMENT

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

### EDUCATION

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

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

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

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

### FUNDING AND AWARDS

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#### Fellowships and Scholarships

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

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

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

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

#### Grants and Awards

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

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

2021              Selected Member, Boston University Professional Development PhD Pathways Program

2019              AERA Division E Seed Grant Competition Finalist

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

2018              University of Pennsylvania GSE Commendation for Excellence in Services to Students & Colleagues (recognition of exemplar leadership for the betterment of the GSE community)

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

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

#### Conference Travel Awards

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

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

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

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

2018              Research Travel Award, University of Pennsylvania (\$150)

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

**PEER-REVIEWED PUBLICATIONS (10 total)**+ *undergraduate student*

10. **Haber, A.S.**, & Corriveau, K.H. (2023). Social robots as social learning partners: Exploring children's early understanding and learning from social robots. *Behavioral and Brain Sciences*. 46, E36. DOI:10.1017/S0140525X22001601
9. Kumar, S.C., **Haber, A.S.**, Ghossainy, M.E. +Barbero, S., & Corriveau, K.H. (2023). The impact of visualizing the group on children's persistence in STEM. *Acta Psychologica*. 233, 103845. DOI: 10.1016/j.actpsy.2023.103845
8. **Haber, A.S.**, Kumar, S., Puttre, H., Dashoush, N. & Corriveau, K.H. (2022). "Why can't I see my friends and family?": Children's questions and parental explanations about Coronavirus. *Mind, Brain, and Education*, 16(1), 54-61. DOI: 10.1111/mbe.12309
7. **Haber, A.S.\***, Kumar, S.C.\* & Corriveau, K.H. (2022). Boosting children's persistence through scientific storybook reading. *Journal of Cognition and Development*, 23(2), 161–172., DOI: 10.1080/15248372.2021.1998063 **[\*First authorship shared]**.
6. **Haber, A.S.**, Puttre, H., Ghossainy, M.E., & Corriveau, K.H. (2021). "How will you construct a pathway system?": Microanalysis of teacher-child scientific conversations. *Journal of Childhood, Education & Society*. 2(3), 338–363. DOI: 10.37291/2717638X.202123117
5. **Haber, A.S.**, Leech, K., Benton D., Dashoush, N., & Corriveau, K. H. (2021). Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. *Early Childhood Research Quarterly*, 57, 121–132. DOI: 10.1016/j.ecresq.2021.05.008
4. **Haber, A.S.** & Corriveau, K.H. (2020). Putting social cognitive mechanisms back into Cumulative Technological Culture: Social interactions serve as a mechanism for children's early knowledge acquisition. *Behavioral and Brain Sciences*. 43, E166. DOI:10.1017/S0140525X20000084
3. Leech, K.A., **Haber, A.S.**, +Jalkh, Y., & Corriveau, K.H. (2020). Embedding explanations into storybooks impacts children's scientific discourse and learning. *Frontiers in Psychology*. 11:1016. DOI:10.3389/fpsyg.2020.01016
2. **Haber, A.S.**, Sobel, D.M., & Weisberg, D.S. (2019). Fostering children's reasoning about disagreements through an inquiry-based curriculum. *Journal of Cognition and Development*, 20(4), 592-610. DOI:10.1080/15248372.2019.1639713
1. Leech, K. A.\*, **Haber, A.S.\***, Arunachalam, S., Kurkul, K. & Corriveau, K.H. (2019). On the malleability of selective trust. *Journal of Experimental Child Psychology*, 183, 65-74. DOI:10.1016/j.jecp.2019.01.013 **[\*First authorship shared]**.

**MANUSCRIPTS UNDER REVIEW (5 total)**

5. Kumar, S.\*, **Haber, A.S.\***, & Corriveau, K.H. (revise & resubmit). Teachers' scientific questions differ by child gender in the preschool classroom. *Mind, Brain, and Education*. **[\*First authorship shared]**.
4. Puttre, H., **Haber, A.S.**, Ghossainy, M.E. & Corriveau, K.H. (under review). Exploring individual variability in questions and explanations in inquiry-based learning. *Early Education and Development*.
3. Kumar, S. **Haber, A.S.**, & Corriveau, K.H. (under review). Young children's selective trust of achievement-oriented versus effort-oriented scientists. *Journal of Cognition and Development*.
2. **Haber, A.S.**, & Corriveau, K.H. (under review). "Why is the stem green?": Investigating how teacher-child scientific conversations shape children's learning in an inquiry-based preschool classroom. *Early Education and Development*.
1. **Haber, A.S.**, +Conner, M. L., Gutwill, J., Allen, S. & Corriveau, K.H. (under review). Scientific inquiry intervention fosters parent-child conversation in the museum. *Visitor Studies*.

**MANUSCRIPTS IN PREPARATION (4 total)**

4. **Haber, A.S.**, Kumar, S., Leech, K. A., & Corriveau, K.H. (in prep). How does caregiver-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence? *Cognitive Development*.
3. **Haber, A.S.**, Leech, K.A., & Corriveau, K.H. (in prep). Investigating how a scientific storybook intervention impacts parent-child discourse and fosters children's science learning in racial and ethnic minoritized families. *Journal of Applied Developmental Psychology*.
2. **Haber, A.S.**, Kumar, S. Chandler-Campbell, I. & Corriveau, K. (in prep). "Siri, how do children learn from smart speakers?" *Cognitive Development*.
1. **Haber, A.S.**, Corriveau, K.H. & McNally S. (in prep). "Why do we see shadows?": Examining teacher-child scientific conversations during shared storybook and wordless bookreading sessions. *Early Education and Development*.

## **CONFERENCE SYMPOSIA ORGANIZED/CHAIRERD (7 total)**

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**Haber, A.S.** (2023, April). Child and Parent Discourse for Cognitive and Social-Emotional Learning. Symposium presented at the annual meeting of the American Education Research Association.

**Haber, A.S.** (2023, April). Social-Emotional Development and Learning in Adolescence. Symposium presented at the annual meeting of the American Education Research Association.

**Haber, A.S.** & Puttre, H. (2023, March). Fostering Children's Curiosity in Early Childhood. Symposium presented at the annual meeting of the Society for Research in Child Development.

**Haber, A.** & Kumar, S. (2022, April). Exploring Children's Early Engagement and Motivation in Science: Implications for Cognitive Development. Symposium presented at the biennial meeting for the Cognitive Development Society.

**Haber, A.S.** & Kumar, S.C. (2021, April). Learning by Reading: Fostering Children's Science Learning Through Storybooks. Symposium presented at the biennial Society for Research in Child Development (Virtual).

**Haber, A.S.** & Kumar, S.C. (2021, April). Girls in STEM: Exploring the Developmental Origins of the Gender Gap in Science. Symposium presented at the biennial Society for Research in Child Development (Virtual).

Kumar, S.C. & **Haber, A.S.** (2021, April). Fostering Children's Early Curiosity, Engagement and Question-Asking Behavior. Symposium presented at the biennial Society for Research in Child Development (Virtual).

## **PEER-REVIEWED CONFERENCE PRESENTATIONS**

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### ORAL PRESENTATIONS (16 total)

**Haber, A. S.**, Kumar, S. C. Leech, K.A., +Holder, M. & Corriveau, K.H. (2023, April). Parent-child scientific storybook reading shapes children's mindset beliefs and persistence. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Puttre, H., **Haber, A.S.**, Ghossainy, M.E. & Corriveau, K.H. (2023, April). Investigating individual variation in children's scientific questions. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

**Haber, A. S.**, Kumar, S. C. Leech, K.A., +Holder, M., Leech, K.A. & Corriveau, K.H. (2023, March). Caregiver-child scientific storybook reading shapes children's mindset beliefs and persistence. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

Puttre, H., **Haber, A.S.**, Ghossainy, M.E. & Corriveau, K.H. (2023, April). Exploring individual differences in the development of children's science questions. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2022, April). Children's selective trust of achievement-oriented versus effort-oriented scientists. Paper presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.

Kumar, S.C.\*, **Haber, A.S.\***, & Corriveau, K.H. (2022, April). Teachers' scientific questions differ by child gender in the classroom. Paper presented at the annual meeting of the American Education Research Association, San Diego, California. **[\*First authorship shared]**

Kumar, S.C.\*, **Haber, A.S.\***, +Pilarova, V., & Corriveau, K.H. (2021, April). The struggle is real: Boosting children's persistence in STEM through storybook reading. Paper presented at the biennial Society for Research in Child Development (Virtual). **[\*First authorship shared]**

Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2021, April). The impact of visualizing the group on children's persistence in STEM. Paper presented at the biennial Society for Research in Child Development (Virtual).

Dashoush, N., **Haber, A.S.**, Leech, K.A., Benton D., & Corriveau, K.H. (2020, November). Questions and explanations in the classroom: How teachers respond to children's scientific questions. Paper accepted to the National Association for the Education of Young Children Conference, Anaheim, California.

- Haber, A.S.**, +Jalkh, Y., & Corriveau, K.H., & Leech, K.A. (2019, October). How shared book-reading can boost children's scientific discourse and understanding. Paper presented at the biennial meeting of the Cognitive Development Society, Louisville, Kentucky.
- Haber, A.S.**, Leech, K.A., Dashoush, N. & Corriveau, K.H. (2019, May). Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. Paper presented at the Play and Learning Conference, Rutgers University, Newark, New Jersey.
- Haber, A.S.**, & Frye, D. (2019, April). Adults' reasoning about intentional instruction. Paper presented at the annual meeting of the American Educational Research Association Conference, Toronto, Canada.
- Leech, K., **Haber, A.S.**, & Corriveau, K. (2019, April). Expressions of personal epistemologies in early educators' explanations. Paper presented American Educational Research Association Conference, Toronto, Canada.
- Barghaus, K., Gullo, D., Buek, K., Fantuzzo, J., Gullo, D., **Haber, A.** (2019, April). Neglected validities: Critical gaps in early childhood assessments. Paper presented at the annual meeting of the American Educational Research Association Conference, Toronto, Canada.
- Haber, A.S.**, Sobel, D.M., & Weisberg, D.S. (2018, July). How can we foster children's metacognitive development? Paper presented at the annual Society for Philosophy and Psychology meeting, Ann Arbor, Michigan.

### POSTER PRESENTATIONS (23 total)

- Haber, A. S.**, Leech, K.A., & Corriveau, K.H. (2023, March). Examining parent-child conversation during a scientific storybook interaction in racial and ethnic minoritized families. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, Utah.
- Haber, A. S.**, Kumar, S. C. & Corriveau, K.H. (2022, April). How does parent-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence? Poster presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.
- Wang, Y., Kumar, S. C. **Haber, A.S.**, & Corriveau, K.H. (2022, April). Teachers' scientific questions differ by child gender in preschool classroom. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.
- Puttre, H., **Haber, A.**, Ghossainy, M., Joshi, N., Corriveau, K. (2022, April). Exploring the development of preschoolers' scientific questions in an inquiry-based learning classroom. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, Wisconsin.
- Haber, A. S.\***, Kumar, S. C.\* +Pilarova, V., & Corriveau, K.H. (2021, June). The struggle is real: Boosting children's connectedness and persistence in STEM through storybook reading. Poster presented to the annual Society for Philosophy and Psychology meeting, Princeton, New Jersey. **[\*First authorship shared]**
- Haber, A.S.**, Kumar, S.C., Puttre, H., +Sienkiewicz., M., +Zhang, Y., Dashoush, N. & Corriveau, K.H. (2021, April). "Why can't I see my friends and family?": Explaining COVID-19 to young children. Poster presented at the biennial Society for Research in Child Development (Virtual).
- +Conner, M.L., **Haber, A.S.**, Kumar, S.C. & Corriveau, K.H. (2021, April). Scientific inquiry intervention enhances parent and child learning in the museum. Poster presented at the biennial Society for Research in Child Development (Virtual).
- Puttre, H., **Haber, A.S.**, +Joshi, N., Ghossainy, M.E., & Corriveau, K.H. (2021, April). How will you construct a pathway system?": Microanalysis of teacher-child conversations during an inquiry unit. Poster presented at the annual meeting of the biennial Society for Research in Child Development (Virtual).
- Haber, A.S.**, Kumar, S.C., Puttre, H., +Sienkiewicz., M., +Zhang, Y., Dashoush, N. & Corriveau, K.H. (2021, April). "Why can't I go to school?": Explaining COVID-19 to young children. Poster presented at the annual meeting of the American Educational Research Association (Virtual).
- +Joshi, N., Puttre, H., **Haber, A.S.**, & Corriveau, K.H. (2021, March). Exploring individual variability in questions and explanations in inquiry-based learning. Poster presented at the Eastern Psychological Association Conference.
- +Sienkiewicz., M.\* +Zhang, Y.\* **Haber, A. S.**, Kumar, S. C. & Corriveau, K.H. (2021, March). "Why does flipping the switch turn off the light?": Fostering parent-child scientific talk through a wordless picture book. Poster presented at the Eastern Psychological Association Conference (Virtual). **[\*First authorship shared]**
- +Reehl, E.\* +Litwin, E.\* Kumar, S.C., **Haber, A.S.**, & Corriveau, K.H. (2021, March). The impact of generic versus specific language during a parent-child storybook reading. Poster presented at the Eastern Psychological Association Conference. **[\*First authorship shared]**
- +Conner, M.L., **Haber, A.**, Kumar, S.C. & Corriveau, K.H. (2020, March). Scientific inquiry intervention enhances

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

## **TEACHING ACTIVITIES**

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### **Courses Taught**

#### **Fairfield University College of Arts & Sciences**

- Fall 2023                      Child and Adolescent Development (undergraduate course)  
 Fall 2023                      Research Methods in Psychology (undergraduate course)

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

- Fall 2019                      Child Development and Education (undergraduate and graduate course)  
 Spring 2019                      Child Development and Education (undergraduate and graduate course)

#### **Northeastern University College of Science**

- Summer 2020                      Developmental Psychology (undergraduate course)

#### **University of Pennsylvania Graduate School of Education**

- Spring 2018                      Educational Psychology (undergraduate course)

### **Guest Lectures**

- Spring 2023                      **Boston University**, Student Motivation  
 Fall 2021                         **Boston University**, Lifespan Development

## **PROFESSIONAL/RELATED EXPERIENCE**

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- 2016                      Bowen School, First Grade Student Teaching Practicum, Newton, MA  
 2015                      William H. Lincoln School, Kindergarten Student Teaching Practicum, Brookline, MA  
 2015                      Early Childhood Learning Laboratory, Preschool Student Teaching Practicum, Boston, MA

## **INVITED TALKS AND WORKSHOPS**

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

## **RESEARCH MENTORSHIP**

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

- 2021 – 2023 Mia Holder<sup>+</sup> (undergraduate research assistant)
- 2021 – 2022 Cerelia Liu (undergraduate research assistant)
- 2021 – 2022 Xiuping Li<sup>\*\*\*</sup> (graduate research assistant)
- 2021 – 2022 Kaityln Farah (undergraduate research assistant)
- 2021 – 2022 Amanda Model (undergraduate research assistant)
- 2021 – 2022 Yuhan Wang (research assistant)
- 2020 – 2022 Maya Sienkiewicz<sup>\*\*\*</sup> (graduate research assistant)
- 2021 Alex Feldman (undergraduate research assistant)
- 2021 Ella Marks (undergraduate research assistant)
- 2021 Taylor Hill (undergraduate research assistant)
- 2021 Rutva Bhatt (undergraduate research assistant)
- 2021 Melissa Ngo (undergraduate research assistant)
- 2021 Yuqi Zhang (research assistant)
- 2020 Altea Thompson (High School Student, Concord Academy INSPIRE Research Internship Program)
- 2020 Madison Tyler (undergraduate research assistant)
- 2020 Ben Chang-Holt (High School Rising Senior)
- 2019 – 2021 Edward Litwin (research assistant)
- 2019 – 2021 Khushboo Patel<sup>\*\*,+</sup> (research assistant)
- 2019 – 2021 Nikita Joshi<sup>\*\*,+</sup> (undergraduate research assistant)
- 2019 – 2021 Elise Reehl (undergraduate research assistant)
- 2019 – 2020 Mackenzie Connor<sup>\*\*,+</sup> (undergraduate research assistant)
- 2019 – 2020 Veronika Pilarova (research assistant and lab manager)
- 2019 Purnima Seshadri (undergraduate research assistant)
- 2019 Alexis Roberts (undergraduate research assistant)
- 2019 Molly Raddant (undergraduate research assistant)
- 2019 Dana Goldy (undergraduate research assistant)
- 2019 Sierra Hansen (undergraduate research assistant)
- 2019 Ben Atlas (undergraduate research assistant)
- 2019 Leticia DeOliveira (undergraduate research assistant)
- 2019 Meghan Conlin (undergraduate research assistant)
- 2019 Sabrina Benick (undergraduate research assistant)
- 2018 – 2020 Sam Barbero<sup>\*\*,+</sup> (undergraduate research assistant)
- 2018 – 2019 Ryan Gildersleeve (undergraduate research assistant)
- 2018 – 2019 Youmna Jalkh<sup>\*,+,\*\*</sup> (undergraduate research assistant)

\* Honors Thesis Mentee, \*\* Directed Study Mentee, \*\*\* Independent Research Project Mentee

+ Boston University Undergraduate Research Opportunities Program (UROP) Research Award

++ Boston University Undergraduate Research Opportunities Program (UROP) Funding Supplies or Travel Award

## **PROFESSIONAL ACTIVITIES**

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### **National and Regional Service:**

- 2023 – 2025 *Program Chair*, American Education Research Association (AERA) Division E (Human Development)  
 2022 *Co-Chair*, AERA Division E Graduate Student Pre-Conference Seminar  
 2021 – 2022 *Senior Newsletter Editor*, AERA Graduate Student Council (GSC) (elected position)  
 2021 *Invited Panelist*, AERA Meeting Building a Graduate Student Network Session  
 2021 *Invited Panelist*, Annual AERA Meeting Graduate Student Welcome Orientation Session  
 2020 – 2021 *Nominations Committee Member*, AERA Graduate Student Council (GSC)  
 2020 – 2021 *Junior Newsletter Editor*, AERA Graduate Student Council (GSC) (elected position)

### **Boston University Service:**

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

### **University of Pennsylvania Service:**

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

### **Ad-Hoc Reviewer:**

- Developmental Psychology*  
*Cognition*  
*Journal of Experimental Child Psychology*  
*International Journal of Early Years Education*  
*American Educational Research Association (Division E: Human Development & Special Interest Group - Informal Learning Environment Research)*  
*Applied Developmental Science*

### **Affiliations:**

- American Educational Research Association  
 Division E: Counseling and Human Development)  
 American Psychological Association  
 Division 7: Developmental Psychology  
 Division 15: Educational Psychology  
 Cognitive Development Society  
 Society for Research in Child Development