

Sara Cordes, Ph.D.

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Positions Held

2016—present Associate Professor, Boston College Psychology Department
2009 – 2016 Assistant Professor, Boston College Psychology Department
2005-2009 Research Associate, Duke University Psychology Department and Center for Cognitive Neuroscience

Education

2005 Ph.D., Cognitive Psychology
Certificate in Cognitive Science
Rutgers University, New Brunswick, NJ

2002 M.S., Psychology
Rutgers University, New Brunswick, NJ

1999 B.A., Psychology and Mathematics Applied Science, cum laude
University of California, Los Angeles

Honors and Awards

Fellow, Association for Psychological Science, 2019
Society for Improvement of Psychological Science Mission Award for improving psychological science in the face of challenge, as contributor to the ManyBabies1 Collaboration, 2019
Boston College Faculty Sabbatical, Spring 2018
Boston College Faculty Fellowship, Spring 2014
Fellow, Psychonomic Society, 2013
National Science Foundation CAREER Award, 2011-2016
Alfred P. Sloan Research Fellowship in Neuroscience, 2010-2012
International Society for Infant Studies Travel Award, 2008
Duke Center for Neuroeconomics Travel Award, 2007
National Institutes of Health Postdoctoral NRSA Fellowship, 2006-2009
Rutgers University Louis Bevier Dissertation Fellowship, 2004-2005
Rutgers University Dean's Award for Outstanding Graduate Research, 2003
National Science Foundation Graduate Fellowship Award, 2001-2004
Rutgers University Center for Cognitive Science Traineeship Fellowship, 2000-2002
University of California Regents Scholarship Award, 1994-1999

Professional Activities**Editorial Activities:**

Associate Editor, *Developmental Science* (2016-present)

Consulting Editor, *Journal of Experimental Psychology: General* (2016-present)

Editorial Review Board Member, *Frontiers in Comparative Psychology* (2014-present)

Reviewing:

National Science Foundation College of Reviewers (2014, 2015, 2016)

National Science Foundation Review Panelist (2008; 2009; 2011; 2013; 2014; 2015; 2020)

Chair, Number/Spatial Cognition/Relational Reasoning Panel, Cognitive Development Society (2017)

Reviewer: *Animal Cognition; Attention, Perception and Psychophysics; Behavioral and Brain Functions; Behavioral Processes; Brain Research; Canada Foundation for Innovation; Child Development; Cognition; Cognitive Development; Cognitive Psychology; Developmental Science; Developmental Psychology; European Journal of Child Development; Frontiers in Psychology; Frontiers in Integrative Neuroscience; Infancy; Infant Behavior and Development; International Conference on Infant Studies; Journal of Cognition and Development; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Human Perception and Performance; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Vision; Language Learning and Development; Learning and Behavior; National Science Foundation CAREER program; National Science Foundation SBE Postdoctoral Research Fellowship Program; PLoS One; Psychonomic Bulletin & Review; Psychological Science; Proceedings of the National Academy of Sciences; Society for Research in Child Development; Society for Philosophy and Psychology; Trends in Cognitive Science; TIMELY*

Memberships

Psychonomic Society Fellow

Association for Psychological Science Fellow

Cognitive Development Society

International Society for Infant Studies

Society for Research in Child Development

Mathematical Cognition and Learning Society

Other Professional Activities

Organizer (with Beth Casey) of Boston College Distinguished Seminar Series on Mathematical Development, Collaboration between the College of Arts and Sciences and Lynch School of Education (2013-2016)

Member, Advisory Board for the Museum of Science NSF-ISE grant "*Creating Communities of Learners for Informal Cognitive Science Education*" (2011-2017)

Member, Raising a Reader MA Evaluation Brain Trust Advisory Board (2016-2017)

Supervisor of summer research internship for students from primarily undergraduate institutions and/or from under-represented groups to engage in developmental research at Boston College, (2012-present)

McNair Exploratory Program Faculty Mentor (2013, 2015, 2016, 2019-2020)

Research Sponsor, University of Bath Undergraduate Internship Program (2014-present)

External Research Support**Previous:**

2010-2012

\$50,000

Alfred P. Sloan Research Fellowship PI: Sara Cordes
 8/15/2011-8/14/2017 \$490,573
 NSF: CAREER #1056726 PI: Sara Cordes
Understanding and Facilitating Numerical Discriminations in Infants

05/01/2016-04/30/2018 \$20,000
 National Endowment for the Arts PI: Ellen Winner Role: Co-PI
To Support a Randomized, Controlled, Longitudinal Study of Cognitive Impacts of Ensemble Music Training in At Risk Children

09/01/2015-08/31/2018 \$300,046
 John Templeton Foundation #56348 PI: Sara Cordes
Cognitive Underpinnings and Consequences of Generosity

05/01/2018-09/30/2018 \$21,723
 American Psychological Association PI: Sara Cordes
Summer Undergraduate Psychology Research Experience Grant

09/01/2015-08/31/2019 \$45,000
 Massachusetts Cultural Council PIs: Sara Cordes, Ellen Winner, Adele Diamond
Effects of Intensive Ensemble Music Programs on Children's Cognitive and Affective Development

05/01/2019-09/30/2019 \$25,836
 American Psychological Association PI: Joshua Hartshorne Role: Co-PI
Summer Undergraduate Psychology Research Experience Grant

Current:

07/01/2016-06/30/2020 \$177,496
 National Science Foundation #1561217 PIs: Sara Cordes, Hilary Barth, Andrea Patalano
Collaborative Proposal: Foundations of Estimation: Number, Space, Time, and Probability

08/01/2019-07/31/2022 \$479,009
 National Science Foundation #1920725 PIs: Sara Cordes, Nadia Chernyak
Collaborative Research: Social Influences of Math Learning

08/01/2019-07/31/2022 \$870,968
 National Science Foundation #1920732 PI: Sara Cordes
The Developmental Emergence and Consequences of Spatial and Math Gender Stereotypes

Pending:

02/01/2020-01/31/2023
 National Science Foundation PI: Sara Cordes
The Development of Number Concepts in Deaf and Hard of Hearing Children

08/01/2020-07/31/2023
 National Science Foundation PI: Sara Cordes
Collaborative Research: A Multi-Lab Investigation of Capacity Limits in Symbolic and Non-Symbolic Number Development

**See section on Mentoring (below) for funding awarded to my graduate and postdoctoral students.

Boston College Internal Research Support

Summer/Fall 2011 Boston College Research Expense Grant, \$2,000
 Winter/Spring 2012 Boston College Research Expense Grant, \$2,000

Summer/Fall 2012	Boston College Research Expense Grant, \$2,000
Summer/Fall 2013	Boston College Research Expense Grant, \$2,000
Winter/Spring 2014	Boston College Research Expense Grant, \$2,000
Winter/Spring 2015	Boston College Research Expense Grant, \$2,000
Summer/Fall 2015	Boston College Research Expense Grant, \$2,000
Winter/Spring 2016	Boston College Research Expense Grant, \$2,000
Summer/Fall 2017	Boston College Research Expense Grant, \$2,000
2017-2018	Boston College Research Incentive Grant, \$15,000
Winter/Spring 2018	Boston College Research Expense Grant, \$2,000
Summer/Fall 2018	Boston College Research Expense Grant, \$2,000
Winter/Spring 2019	Boston College Research Expense Grant, \$2,000
Summer/Fall 2019	Boston College Research Expense Grant, \$2,000
Winter/Spring 2020	Boston College Research Expense Grant, \$2,000

Publications

NOTE:

Last authorship denotes senior authorship.

** denotes undergraduate/post-bachelor advisee*

denotes grad student advisee

^ denotes post-doctoral student advisee

- Cordes, S.,** Gelman, R., Gallistel, C. R., & Whalen, J. (2001). Variability signatures distinguish verbal from nonverbal counting for both large and small numbers. *Psychonomic Bulletin & Review*, 8(4), 698-707.
- Gelman, R., & **Cordes, S.** (2001). Counting in animals and humans. In E. Dupoux (Ed.), *Language, Brain, and Cognitive Development: Essays in Honor of Jacques Mehler* (p. 279-303). Cambridge, MA: MIT Press.
- Cordes, S.** & Gelman, R. (2005). The young numerical mind: When does it count? In J. Campbell (Ed.), *Handbook of Mathematical Cognition*. London: Psychology Press, (pp. 127-142).
- Cordes, S.** (2006). Nonverbal rate computations in humans. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 66(11-B), pp. 6302
- Brannon, E. M., Lutz, D., & **Cordes, S.** (2006). The development of area discrimination and its implications for number representation in infancy. *Developmental Science*, 9(6), F59-F64.
- Gallistel, C. R., Gelman, R., & **Cordes, S.** (2006). The cultural and evolutionary history of the real numbers. In S. Levinson & P. Jaisson (Eds.), *Evolution and culture: A Fyssen Foundation symposium*. Cambridge, MA: MIT Press (pp. 247-274).
- Cordes, S.,** Gallistel, C. R., Gelman, R., & Latham, P. (2007). Nonverbal arithmetic in humans: Light from noise. *Perception and Psychophysics*, 69(7), 1185-1203.
- Cordes, S.,** King, A. P., & Gallistel, C. R. (2007). Time left in the mouse. *Behavioural Processes*, 74(2), 142-151.
- Cordes, S.,** Williams, C. L., & Meck, W. H. (2007). Common representations of abstract quantities. *Current Directions in Psychological Science*, 16(3), 156-161.
- Cordes, S.,** & Brannon, E. M. (2008a). The difficulties of representing continuous extent in infancy: Using number is just easier. *Child Development*, 79(2), 476-489.
- Cordes, S.** & Brannon, E. M. (2008b). Quantitative competencies in infancy. *Developmental Science*, 11(6), 803-808.
- Cordes, S.,** & Gallistel, C. R. (2008). Interval timing in circadian clock mutants. *Brain Research*, 1227, pp. 120-127.

- Cantlon, J. F., **Cordes, S.**, Libertus, M. E. & Brannon, E. M. (2009a). Comment on "Log or linear? Distinct intuitions of the number scale in western and Amazonian Indigene cultures". *Science*, 323, 38b.
- Cantlon, J. F., **Cordes, S.**, Libertus, M. E., & Brannon, E. M. (2009b). Numerical abstraction: It ain't broke. *Behavioral and Brain Sciences*, 32 (3-4), 331-332.
- Cordes, S.** & Brannon, E. M. (2009a). Crossing the divide: Infants discriminate small from large numerosities. *Developmental Psychology*, 45(6), 1583-1594.
- Cordes, S.** & Brannon, E. M. (2009b). The relative salience of discrete and continuous quantities in infants. *Developmental Science*, 12(3), 453-463.
- Buhusi, C. V. & **Cordes, S.** (2011). Time and number: The privileged status of small values in the brain. *Frontiers in Integrative Neuroscience*, 5(67), 1-3.
- Cordes, S.** & Brannon, E. M. (2011). Attending to one of many: When infants are surprisingly bad at discriminating an item's size. *Frontiers in Psychology*, 2(65), 1-8, doi: 10.3389/fpsyg.2011.00065.
- #Pleil, K., **Cordes, S.**, Meck, W. H., & Williams, C. L. (2011). Sex differences in timing: Possible neuroendocrine mechanisms. *Frontiers in Integrative Neuroscience*, 5(63), 1-15, doi: 10.3389/fnint.2011.00063.
- ^Anderson, U. S. & **Cordes, S.** (2013). $1 < 2$ and $2 < 3$: Nonlinguistic appreciations of numerical order. *Frontiers in Psychology*, 4(5). doi: 10.3389/fpsyg.2013.00005
- Cordes, S.** & Meck, W. H. (2013). Ordinal abilities in the rat: An understanding of longer and shorter for supra-second, but not sub-second durations. *Journal of Experimental Psychology: General*, 143(2), 710-720.
- #Young, L. N. & **Cordes, S.** (2013). Fewer things, lasting longer: The effects of emotional stimuli on quantity judgments. *Psychological Science*, 24(6), 1057-1059.
- #Young, L. N., Winner, E., & **Cordes, S.** (2013). Heightened incidence of depressive symptoms in adolescents involved in the arts. *Psychology of Aesthetics, Creativity, and the Arts*, 7(2), 197-202.
- Cordes, S.**, *Goldstein, A., & *Heller, E. (2014). Sets within sets: The influence of set membership on numerical estimates. *Journal of Experimental Psychology: Human Perception and Performance*, 40(1), 94-105.
- #Hurst, M., *Monahan, K. L., *Heller, E., & **Cordes, S.** (2014). 1, 2, 3's and A, B, C's: A log-linear shift for unfamiliar sequences in children and adults. *Developmental Science*, 17(6), 892-904.
- #Young, L. N., **Cordes, S.**, & Winner, E. (2014). Arts involvement predicts academic achievement only when the child has a musical instrument. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 34(7), 849-861.
- #Cantrell, L., Boyer, T., **Cordes, S.** & Smith, L. (2015). Signal clarity: An account of the variability in infant quantity discrimination tasks. *Developmental Science*, 18(6), 877-893.
- #Posid, T. & **Cordes, S.** (2015). The small-large divide: A case of incompatible numerical representations in infancy. In D. Geary, D. Berch, & K. Mann-Koepke (Eds.), *Evolutionary Origins and Early Development of Basic Number Processing*.
- #Posid, T. & **Cordes, S.** (2015). Verbal counting moderates perceptual biases found in children's cardinality judgments. *Journal of Cognition and Development*, 16(4), 621-637.
- #Posid, T., *Fazio, A., & **Cordes, S.** (2015). Being sticker-rich: Numerical context influences children's sharing behavior. *PLOS ONE*, 10(11).
- ^Cherynak, N., *Sandham, B., Harris, P. L., & **Cordes, S.** (2016). Numerical cognition explains age-related changes in third-party fairness. *Developmental Psychology*, 52(10), 1555.
- *Goldstein, A., #Cole, T., **Cordes, S.** (2016). How parents read counting books and non-numerical books to their preverbal infants: An observational study. *Frontiers in Psychology*, 7.
- #Hamamouche, K. & **Cordes, S.** (2016). Space, time, and number. In T.K. Shackelford & V.A. Weekes-Shackelford (Eds.), *Encyclopedia of Evolutionary Psychological Science*.
- #Hurst, M. & **Cordes, S.** (2016). Rational-number comparison across notation: Fractions, decimals, and whole numbers. *Journal of Experimental Psychology: Human Perception and Performance*, 42(2), 281.

- Eyler, R., **Cordes, S.**, Szymanski, B., & Fraenkel, L. (2017). Utilization of continuous “spinners” to communicate risk. *Medical Decision Making*.
- #Hamamouche, K., #Niemi, L., & **Cordes, S.** (2017). Quantifying a threat: Evidence of a numeric processing bias. *Acta Psychologica*, 177, 1-9. (*equal contribution)
- #Hurst, M., ^Anderson, U. S., & **Cordes, S.** (2017). The acquisition of mappings among number words, written numerals, and quantities in preschoolers, *Journal of Cognition and Development*, 18(1), 41-62. doi: 10.1080/15248372.2016.1228653.
- #Hurst, M. & **Cordes, S.** (2017a). When being good at math isn't enough: How students' beliefs about the nature of mathematics impact decisions to pursue optional math education. In U. Xolocotzin (Ed.), *Understanding Emotions in Mathematical Thinking and Learning*. San Diego, CA: Elsevier.
- #Hurst, M. & **Cordes, S.** (2017b). Working memory strategies during rational number magnitude processing. *Journal of Educational Psychology*.
- *Lewis, E., *Zax, A. & **Cordes, S.** (2017). The impact of emotion on numerical estimation: A developmental perspective. *Quarterly Journal of Experimental Psychology*, 1-36.
- #Savelkouls, S. & **Cordes, S.** (2017). Numerical intuitions in infancy: Give credit where credit is due. *Behavioral and Brain Sciences*, 40.
- Barth, H., **Cordes, S.**, & Patalano, A.L. (2018). Suboptimality in perceptual decision making and beyond. *Brain and Behavioral Sciences*.
- Eyler, R. F., **Cordes, S.**, Szymanski, B. R., & Fraenkel, L. (2018). Use of feedback to improve mental number-line representations in primary care clinics. *BMC Medical Informatics and Decision Making*, 18(1), 40.
- #Hamamouche, K., *Keefe, M., Jordan, K., & **Cordes, S.** (2018). Cognitive load affects numerical, but not temporal, judgments. *Frontiers in Psychology*, 9, 1783. doi: 10.3389/fpsyg.2018.01783
- Hogan, J., **Cordes, S.**, Holochwost, S., Ryu, E., Diamond, A., & Winner, E. (2018). Is more time in general music class associated with stronger extra-musical outcomes in kindergarten? *Early Childhood Research Quarterly*, 45, 238-248.
- #Hurst, M. & **Cordes, S.** (2018a). A systematic investigation of the link between rational number processing and algebra ability. *British Journal of Psychology*, 109(1), 99-117.
- #Hurst, M. & **Cordes, S.** (2018b). Attending to relations: Proportional reasoning in 3- to 6-year-old children. *Developmental Psychology*, 54(3), 428.
- #Hurst, M. & **Cordes, S.** (2018c). Children's understanding of fraction and decimal symbols and the notation-specific relation to pre-algebra ability. *Journal of Experimental Child Psychology*, 168, 32-48.
- #Posid, T. & **Cordes, S.** (2018). How high can you count? Probing the limits of young children's counting. *Developmental Psychology* 54(5), 875-889.
- ^Chernyak, N., Harris, P., & **Cordes, S.** (2019). Explaining early moral hypocrisy: Numerical cognition promotes equal sharing behavior in preschool-aged children. *Developmental Science*, 22(1), e12695.
- Cordes, S.** (2019). Bees know that zero is less than one. *Learning and Behavior*, 47(3), 187-188.
- *Gordon, R., ^Chernyak, N., & **Cordes, S.** (2019). Get to the point: Preschoolers' spontaneous gesture use during a cardinality task. *Cognitive Development*, 52.
- #Hamamouche, K. & **Cordes, S.** (2019). A divergence of sub- and supra-second timing abilities in childhood and its relation to academic achievement. *Journal of Experimental Child Psychology*, 178, 137-154.
- #Hamamouche, K. & **Cordes, S.** (2019). Learning about time: Knowledge of formal timing symbols is related to individual differences in temporal precision. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.
- #Hamamouche, K. & **Cordes, S.** (2019). Number, time, and space are not singularly represented: Evidence against a common magnitude system. *Psychonomic Bulletin and Review*, 26(3), 833-854.

- #Hurst, M. & **Cordes, S.** (2019). Talking about proportion: Fraction labels impact numerical interference in non-symbolic proportional reasoning. *Developmental Science*, 22(4), e12790.
- #Niemi, L., *Woodring, M., Young, L., & **Cordes, S.** (2019). Partisan mathematical processing of political polling statistics: It's the expectations that count. *Cognition*, 186, 95-107.
- #Posid, T. & **Cordes, S.** (2019). The effect of multimodal information on children's numerical judgments. *Journal of Experimental Child Psychology*, 182, 166-186.
- Xing, C., Paul, J., Zax, A., **Cordes, S.**, Barth, H., & Patalano, A. L. (2019). Probability-range effects on probability distortion in a gambling task. *Acta Psychologica*, 197, 39-51.
- Zax, A., Williams, K., Patalano, A., Slusser, E., **Cordes, S.**, & Barth, H. (2019). What do biased estimates tell us about cognitive processing? Intuitive proportional reasoning in spatial judgments. *Journal of Cognition and Development*, 1-27.
- ManyBabies Consortium (in press). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*.
- Patalano, A. L., Zax, A., Williams, K., Mathias, L., Cordes, S., & Barth, H. (in press). Intuitive magnitude judgments and decision making under risk in adults. *Cognitive Psychology*.

Submitted Manuscripts

- #Hamamouche, K., ^Chernyak, N., & **Cordes, S.** (invited revision). *Sharing scenarios facilitate division performance in preschoolers*.
- #Hamamouche, K., & Cordes, S. (submitted). *Learning Symbols for Surface Area and Its' Effect on Spatial Processing*.
- #Hurst, M. A., Boyer, T. W., & **Cordes, S.** (invited revision). *Spontaneous and directed attention to number versus proportion*.
- ^Santos, S. & **Cordes, S.** (submitted). *Explaining math abilities in children with hearing loss: The role of language and working memory in developing number concepts*.
- #Savelkouls, S. & **Cordes, S.** (invited revision). *The Impact of Set Size on Cumulative Area Judgments*.
- #Savelkouls, S. & **Cordes, S.** (invited revision). *Tracking the size of one item among many: Element area discrimination in infancy*
- #Savelkouls, S., #Hurst, M., & **Cordes, S.** (invited revision). *Relative Saliency of Number: Preschoolers' Number Knowledge Relates to Spontaneous Focusing on Number for Small, but not Large, Sets*.

Manuscripts

- Cordes, S.**, *Sprague, L., Patalano, A., & Barth, H. (in prep). *Context effects across quantitative domains*.
- #Hurst, M., *Santry, M., *Massaro, M., & **Cordes, S.** (in preparation). *How do you visualize a fraction? The role of number line and pie chart models for magnitude estimation*.
- #Hildebrand, L., #Posid, T., Moss-Racusin, C., *Hymes, L., & **Cordes, S.** (in prep). *Does my daughter like math? Gender-specific relations between parent and child math attitudes*.
- #Hildebrand, L., Barth, H., Patalano, A., Barth, H., & **Cordes, S.** (in prep). *Temporal and numerical context effects in childhood*.
- ^Santos, S., Brownell, H., Coppola, M., Shusterman, A., & Cordes, S. (in prep). *Evidence for the impact of language in the development of numerical concepts*.

Conference Proceedings

- #Young, L. N. & **Cordes, S.** (2012). Time and number under the influence of emotion. *Visual Cognition*, 20(9), 1048-1051.

- ^Chernyak, N., *Sandham, B., Harris, P. L., & **Cordes, S.** (2016). Solving the knowledge-behavior gap: Numerical cognition explains age-related changes in fair sharing. *Proceedings of the Cognitive Science Society.*
- #Hamamouche, K., #Hurst, M., & **Cordes, S.** (2016). The effect of emotion and induced arousal on numerical processing. *Proceedings of the Cognitive Science Society.*
- #Hurst, M., *Relander, C. & **Cordes, S.** (2016). Biases and benefits of number lines and pie charts in proportion representation. *Proceedings of the Cognitive Science Society.*
- #Hurst, M. & **Cordes, S.** (2018). Labeling fractions across notation, specific values, and education. *Proceedings of the Cognitive Science Society.*

Presentations:

- Hamamouche, K., & Cordes, S. (October, 2019). How many seconds was that? The impact of teaching children about time on their ability to track durations. *Poster at the Cognitive Development Society Biennial Meeting, Louisville, KY.*
- Hildebrand, L., Barth, H., Patalano, A., & Cordes, S. (October, 2019). Context effects in children's numerical and temporal estimation. *Poster at the Cognitive Development Society Biennial Meeting, Louisville, KY.*
- Hildebrand, L., Lim, C., Cordes, S. (October, 2019). Framing matters: Relations between performance and math and spatial attitudes. *Poster at the Cognitive Development Society Biennial Meeting, Louisville, KY.*
- Prince, M., Hildebrand, L., Chernyak, N., & Cordes, S. (October, 2019). Gender as a cue to sharing preferences in 4-6 year-old children. *Poster at the Cognitive Development Society Biennial Meeting, Louisville, KY.*
- Sprague, L., Natt, G. & Cordes, S. (October, 2019). Effects of set size on cumulative area judgments in young children. *Poster at the Cognitive Development Society Biennial Meeting, Louisville, KY.*
- Hildebrand, L., & Cordes, S. (June, 2019). The Emergence of Gender Differences in Spatial and Math Attitudes Across Childhood. *Poster at the Annual Meeting of the Mathematical Cognition and Learning Society, Ottawa, CA.*
- Hamamouche, K. & Cordes, S. (June, 2019). Gain Scenarios Promote Attention to Number, Instead of Proportion, During Proportional Reasoning Tasks. *Poster at the Annual Meeting of the Mathematical Cognition and Learning Society, Ottawa, CA.*
- Santos, S., Brownell, H., Coppola, M., & Cordes, S. (June, 2019). Nonsymbolic Number Processing in Children with Hearing Loss. *Poster at the Annual Meeting of the Mathematical Cognition and Learning Society, Ottawa, CA.*
- Cordes, S. (April, 2019). Learning Number in a Social World. *Invited Talk at Connecticut College, New London, CT.*
- Hurst, M. Boyer, T., & Cordes, S. (April, 2019). Spontaneous and Directed Attention to Number and Proportion. Talk to be presented at the *Midwestern Psychological Society Annual Meeting, Chicago, IL.*
- Gonzalez, G., Ahl, R., Cordes, S., McAuliffe, K. (March, 2019). Fairness Façade: Will Children Strategically use a “Veil of Fairness”? *Poster to be presented at the Society for Research in Child Development, Baltimore, MD.*
- Savelkouls, S., & Cordes, S. (March, 2019). Infants’ Mapping Between Words and Number. *Poster to be presented at the Society for Research in Child Development, Baltimore, MD.*
- Xing, C., Zax, A., Paul, J., Cordes, S., Barth, H., & Patalano, A. (November, 2018). Re-evaluating the role of context in probability distortion. *Poster presented at the Annual Meeting of the Psychonomics Society, New Orleans, LA.*
- Hurst, M. & Cordes, S. (July, 2018). Labeling Common and Uncommon Fractions Across Education and Notation. *Poster presented at the Cognitive Science Society, Madison, WI.*
- Hamamouche, K., Keefe, M., Jordan, K., & Cordes, S. (July, 2018). Cognitive load impacts temporal and numerical judgments in distinct ways. *Poster presented at Cognitive Science Society Conference. Madison, WI.*
- Hamamouche, K. & Cordes, S. (May, 2018). Knowledge of formal temporal symbols predict age-related changes in temporal precision. *Talk presented at the Midwestern Cognitive Science Conference. Bloomington, IN.*
- Barth, H., Cordes, S., & Patalano, A. (May, 2018). What do relative quantity judgments tell us about the nature of cognitive processing? *Talk presented at 3rd International Meeting of the Psychonomic Society, Amsterdam, The Netherlands.*
- Xing, C., Zax, A., Paul, J., Cordes, S., Barth, H., & Patalano, A. (November, 2017). The role of context and numeracy in probability distortion. *Poster presented at 58th Annual Conference of the Psychonomic Society, Vancouver, BC.*
- Hamamouche, K. & Cordes, S. (October, 2017). The relation between symbolic and non-symbolic representations of time. *Talk presented at the First Conference of the Timing Research Forum. Strasbourg, France.*

- Cordes S. (October, 2017). Acquired whole number biases in nonsymbolic proportional reasoning. *Talk presented at University of Massachusetts, Amherst Number Workshop.*
- Hurst, M. & Cordes, S. (October, 2017). Aligning fractions and decimals with distinct contexts in 3rd to 5th grade children. *Poster presented at the Cognitive Development Society Biennial Meeting, Portland, OR.*
- Gordon, R., Chernyak, N. & Cordes, S. (October, 2017). Children's spontaneous use of gesture in a numerical task. *Poster presented at the Cognitive Development Society Biennial Meeting, Portland, OR.*
- Chernyak, N., Gordon, R., Harris, P. & Cordes, S. (October, 2017). Improving inequality: Training children to count promotes equal sharing behavior. *Poster presented at the Cognitive Development Society Biennial Meeting, Portland, OR.*
- Hamamouche, K. & Cordes, S. (October, 2017). Sub- and supra-second timing follow unique developmental trajectories in childhood. *Poster presented at the Cognitive Development Society Biennial Meeting, Portland, OR.*
- Hurst, M., & Cordes, S. (May, 2017). The role of verbal fraction labels in children's whole number bias. *Talk at the Association for Psychological Science Annual Meeting, Boston, MA.*
- Hamamouche, K., & Cordes, S. (May, 2017). The intersection of sharing behavior and approximate division in preschoolers. *Poster presentation at the Math Cognition Conference, Nashville, TN.*
- Hurst, M., & Cordes, S. (May, 2017). The role of verbal fraction labels in children's whole number bias. *Poster presentation at the Math Cognition Conference, Nashville, TN.*
- Eyler, R., Cordes, S., & Fraenkel, L. (October, 2016). Utilization of continuous "spinners" to communicate risk. *Poster presentation at Society for Medical Decision Making Annual Meeting, Vancouver, BC.*
- Hamamouche, K., Taylor, J., & Cordes, S. (September 2016). Heightened attention improves children's counting abilities. *Poster presentation at International Mind, Brain, and Education Society Conference. Toronto, Canada.*
- Chernyak, N., Sandham, B., Harris, P. L., & Cordes, S. (August, 2016). Numerical cognition explains age-related changes in sharing behavior. *Talk presented at the International Conference of Thinking. Providence, RI.*
- Hamamouche, K., Hurst, M., & Cordes, S. (August, 2016). The effect of induced arousal on numerical processing. *Talk presented at the Thirty-Eighth Annual Meeting of Cognitive Science Society. Philadelphia, PA.*
- Hurst, M., Relander, C. & Cordes, S. (August, 2016). Biases and benefits of number lines and pie charts in proportion representation. *Poster presented at the Thirty-Eighth Annual Meeting of Cognitive Science Society. Philadelphia, PA.*
- Chernyak, N., Sandham, B., Harris, P. L., & Cordes, S. (August, 2016). Solving the knowledge-behavior gap: Numerical cognition explains age-related changes in sharing behavior. *Talk presented at the Thirty-Eighth Annual Meeting of Cognitive Science Society. Philadelphia, PA.*
- Chernyak, N., Sandham, B., Harris, P. L., & Cordes, S. (June, 2016). Mechanisms of sharing: Numerical cognition explains age-related changes in sharing behavior. *Talk presented at the Forty-Second Annual Meeting of the Society for Philosophy and Psychology. Austin, TX.*
- Hamamouche, K. & Cordes, S. (May, 2016). Diminished marginal utility and numerical processing in childhood. *Poster presented at the NIH Math Cognition Conference, Ft. Worth, TX.*
- Savelkouls, S., Lazaroff, E., & Cordes, S. (October, 2015). Infants' small number discriminations when controlling for continuous extent. *Poster presented at the Neuroeducation for Number Processing Symposium, Hannover, Germany.*
- Eyler, R., Cordes, S., & Fraenkel, L. (October, 2015). Use of feedback to improve symbolic-number mappings. *Poster presented at Society for Medical Decision Making Annual Meeting, St. Louis, MO.*
- Chernyak, N., Sandham, B., Harris, P. L., & Cordes, S. (October, 2015). Number-based sharing: Bridging numerical cognition and sharing behavior in early childhood. *Poster presented at Cognitive Development Society Biennial Meeting, Columbus, OH.*
- Hamamouche, K. & Cordes, S. (October, 2015). The relationship between diminished marginal utility and numeric processing in childhood. *Poster presented at Cognitive Development Society Biennial Meeting, Columbus, OH.*
- Hurst, M. & Cordes, S. (October, 2015). Reasoning with continuous and discrete proportions in 4 and 6 year old children. *Poster presented at Cognitive Development Society Biennial Meeting, Columbus, OH.*
- Posid, T, Hymes, L., Moss-Racusin, C., & Cordes, S. (October, 2015). The development and influence of math-gender stereotypes across the lifespan. *Poster presented at Cognitive Development Society Biennial Meeting, Columbus, OH.*

- Savelkouls, S. & Cordes, S. (October, 2015). Familiar labels help infants discriminate item size. *Poster presented at Cognitive Development Society Biennial Meeting, Columbus, OH.*
- Hurst, M. & Cordes, S. (May, 2015). The impact of working memory interference on fraction and decimal magnitude processing. *Poster presented at NIH Math Cognition Conference, St. Louis, MO.*
- Posid, T., Boyce, H. & Cordes, S. (March, 2015). Small/Large discrimination learning in toddlers. *Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.*
- Cordes, S. (November, 2014). The role of counting in early numerical abilities. *Invited Talk: Yale University Developmental Psychology Colloquium, New Haven, CT.*
- Hurst, M. & Cordes, S. (November, 2014). The impact of working memory interference on fraction and decimal magnitude processing. *Poster presented at the International Mind, Brain, and Education Society Annual Meeting, Houston, TX.*
- Niemi, L., Goldstein, A., & Cordes, S. (May, 2014). Comparing quantities under the influence of emotion: Differing effects on temporal and numeric processing. *Poster presented at the Annual Convention of the Association for Psychological Science, Washington D.C.*
- Anderson, U.S. & Cordes, S. (May, 2014). When subtracting nonsymbolic quantities, a local visual focus reduces underestimation. *Poster presented at the Annual Convention of the Association for Psychological Science, Washington D.C.*
- Posid, T. & Cordes, S. (March, 2014). Comparing apples and oranges: Heterogeneity facilitates across-set discrimination across the lifespan. *Poster presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA.*
- Brazel, D, Posid, T. & Cordes, S. (March, 2014). From incompatible representations: When and how infants compare small and large sets. *Poster presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA.*
- Anderson, U.S. & Cordes, S. (March, 2014). Positive poles first: Early comprehension of relational words in eight-month olds. *Poster presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA.*
- Goldstein, A., Heller, E., & Cordes, S. (March, 2014). Sets within sets: The influence of set membership on numerical estimates. *Poster presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA.*
- Lewis, E., Niemi, L., & Cordes, S. (March, 2014). The effects of emotion on numerical estimation abilities across development. *Poster presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA.*
- Cordes, S., Young, L., & Heller, E. (November, 2013). Feeling outnumbered: Group membership affects numerosity perception. *Paper presented at the Annual Meeting of the Psychonomics Society.*
- Anderson, U. S. & Cordes, S. (October, 2013). A young child's referential associations between quantities and number words and numerals. *Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.*
- Hurst, M. & Cordes, S. (October, 2013). Investigating multiple modes of rational number representation: Comparing decimal and fractional magnitude understanding in adults. *Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.*
- Posid, T. & Cordes, S. (October, 2013). How high can you count? Probing the limits of young children's counting. *Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.*
- Posid, T., Fazio, A., & Cordes, S. (October, 2013). Children's propensity to give in response to increased need and resources. *Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.*
- Cordes, S. (September, 2013). When to count: The role of adult input on early numerical abilities. *Invited Talk: University of Connecticut Developmental Psychology Colloquium.*
- Young, L. N. & Cordes, S. (May, 2013). Quantifying a threat: Evidence of a numeric processing bias. *Poster presented at the Annual Meeting of the Association for Psychological Science, Washington D.C.*
- Anderson, U. S. & Cordes, S. (April 2013). When searching for similarity, children spontaneously use perceptual (not categorical) likeness, regardless of processing mode. *Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.*
- Anderson, U. S. & Cordes, S. (April 2013). Focus on the details! Inducing local perceptual processing improves child and adult judgments of numerical sameness. *Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.*
- Cantrell, L, Boyer, T., Cordes, S., & Smith, L. B. (April, 2013). Signal clarity for infant quantity representation. *Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.*

- Posid, T. & Cordes, S. (April 2013). The influence of perceptual variability on preschooler's understanding of cardinality. *Poster presented at Biennial Meeting of the Society for Research in Child Development, Seattle, WA.*
- Posid, T., Huguenel, B., & Cordes, S. (April 2013). Stimulus heterogeneity facilitates difficult number judgments in preschoolers. *Poster presented at Biennial Meeting of Society for Research in Child Development, Seattle, WA.*
- Posid, T. & Cordes, S. (April 2013). Two is better than one: Redundant sensory and categorical information facilitates children's numerical judgments. *Poster presented at Biennial Meeting of the Society for Research in Child Development, Seattle, WA.*
- Goldstein, A., Cole, T. & Cordes, S. (April 2013). The development of infant's receptive numerical vocabulary in a preferential looking paradigm. *Poster presented at Biennial Meeting of the Society for Research in Child Development, Seattle, WA.*
- Cole, T. & Cordes, S. (April 2013). How do parents read counting books to their preverbal infants? An observational study. *Poster presented at Biennial Meeting of Society for Research in Child Development, Seattle, WA.*
- Lamoureux, J. A., Raiche, E. M., Barbera, K. A., Corwin, E. R., & Cordes, S. (March, 2013). Gender and stereotype threat effects on performance of a predictive learning task. *Poster presented at Annual Meeting of the Eastern Psychological Association.*
- Young, L. N. & Cordes, S. (November, 2012). Time and number under the influence of emotion. *Paper presented at the Annual Meeting on Object Perception, Attention, and Memory (OPAM), Minneapolis, MN.*
- Young, L. N., Cordes, S., & Winner, E. (August, 2012). Access to a Musical Instrument Tops the List of Predictors of Academic Achievement Across SES. *Paper presented at the Annual Convention of the American Psychological Association, Orlando, FL.*
- Young, L. N., Winner, E., & Cordes, S. (August, 2012). Heightened Incidence of Depressive Symptoms in Adolescents Involved in the Arts. *Paper presented at the Annual Convention of the American Psychological Association, Orlando, FL.*
- Posid, T. & Cordes, S. (June, 2012). How High Can You Count? Probing the Limits of Young Children's Counting. *Poster presented at Biennial Meeting of the International Conference on Infant Studies, Minneapolis, MN.*
- Cordes S., Heller, L., & Putnam, M. M. (October, 2011). The Log to Linear Shift for Other Ordinal Sequences. *Paper presented at the Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.*
- Cordes, S., Hopkins, E. J. & Brannon, E. M. (March, 2011). Verbal Labels Enhance Large Number Discrimination in Infancy. *Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.*
- Cordes, S. (February, 2011). The Young Numerical Mind. *Invited Talk: University of Massachusetts, Boston Talks in Cognitive Science.*
- Cordes, S. & Brannon, E. M. (July, 2010). Size Discriminations in Infancy: Less Strength in Numbers. *Invited poster presented at the 24th International Attention and Performance Symposium on Space, Time, and Number, Paris, France.*
- Cordes S. (May, 2010). What Counts to Infants? Early Appreciations of Quantity. *Invited Talk: Children's Hospital of Boston Laboratories of Cognitive Neuroscience.*
- Cordes S. (April, 2010). What Counts to Infants? Early Appreciations of Quantity. *Invited Talk: Harvard Laboratory of Developmental Studies Colloquium Series.*
- Cordes, S. (November, 2009). Quantity in the Preverbal Mind. *Talk: First Meeting of Boston Area Cognitive Development Researchers.*
- Cordes, S. (October, 2009). What Counts to Infants? Early Appreciations of Quantity. *Invited Talk: Boston College Lynch School of Education.*
- Cordes, S., Platt, M., & Brannon, E. M. (April, 2009). Hot Handed Kids and Gambling Adults: Strategy Reversal in Risky Decision Making from Childhood to Adulthood. *Poster presented at the Annual Meeting of the Society for Research in Child Development, Denver, CO.*
- Cordes, S. (March, 2009). The Relative Importance of Number in Infancy. *Invited Talk: Duke University Psychology Department.*
- Cordes, S. (December, 2008). Quantitative Competencies in Infancy and Beyond. *Invited Talk: Stanford University Psychology Department.*

- Cordes, S. (November, 2008). Quantitative Competencies in Infancy and Beyond. *Invited Talk: Macalaster College Psychology Department.*
- Cordes, S., Williamson, L. L., Alves, K., Bhave, S. R., Rodriguez, R., Wetsel, W. C., & Meck, W. H. (November, 2008). The Role of the Norepinephrine Transporter in Interval Timing. *Poster presented at Annual Meeting of the Society for Neurosciences, Washington D. C.*
- Cordes, S. (November, 2008). Quantitative Competencies in Infancy and Beyond. *Invited Talk: Boston College Psychology Department*
- Cordes, S. (November, 2008). Quantitative Competencies in Infancy and Beyond. *Invited Talk: The Ohio State University Psychology Department.*
- Cordes, S., Suanda, S., & Brannon, E. M. (March, 2008). Developmental Limitations on Numerical Ordinal Abilities. *Poster presented at the XVIth Biennial International Conference on Infant Studies, Vancouver, BC.*
- Cordes, S. (March, 2008). Quantity representations in infants, adults, and non-human animals. *Invited Talk: University Massachusetts, Amherst Psychology Department.*
- Cordes, S. (January, 2008). Quantity representations in infants, adults, and non-human animals. *Invited Talk: University of North Carolina, Chapel Hill Psychology Department.*
- Cordes, S. & Brannon, E. M. (October, 2007). The Difficulties Of Representing Continuous Extent In Infancy: Using Number Is Just Easier. *Poster presented at the annual meeting of the Cognitive Development Society, Santa Fe, NM.*
- Cordes, S., Lutz, D., & Brannon, E. M. (March, 2007). Discriminations of Small from Large Sets in Human Infants. *Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.*
- Cordes, S. (March, 2007). Many vs. much: The relationship between number and continuous extent representations in infancy. *Invited talk for the Duke University Center for Cognitive Neuroscience Lunchtime Magnitude Processing Colloquium Series.*
- Cordes, S. (March, 2006). Time Left Revisited: Temporal Subtraction in the Mouse. *Paper presented at the Annual Meeting of the International Conference on Comparative Cognition, Melbourne Beach, FL.*
- Pleil, K., Cordes, S., Meck, W.H., & Williams, C. L. (March, 2006). Sex Differences in Timing: Possible Neuroendocrine Mechanisms. *Poster presented at the Annual Meeting of the International Conference on Comparative Cognition, Melbourne Beach, FL.*
- Cordes, S. (June, 2005). The Psychophysics of Abstract Quantities in Mouse and Man. *Invited Talk: Duke University Center for Cognitive Neuroscience.*
- Cordes, S. (February, 2005). Representations of Abstract Quantities in Mouse and Man. *Invited Talk: Massachusetts Institute of Technology.*
- Cordes, S., King, A. P., & Gallistel, C. R. (October, 2004). Time Left Revisited: Temporal Subtraction in the Mouse. *Poster presentation at the annual meeting of the Society for Neurosciences, San Diego, CA.*
- Cordes, S., Gallistel, C. R., & Gelman, R. (November, 2003). Nonverbal Arithmetic in Humans. *Poster presented at annual meeting of OPAM (Object Perception Attention and Memory), Vancouver, BC.*
- Cordes, S., & Gallistel, C. R. (August, 2002). Nonverbal Arithmetic. *Invited talk: Lab of Russell Church, Brown University.*
- Gelman, R., Gallistel, C. R., & Cordes, S. (March, 2002). Counting and Arithmetic Reasoning. *Invited talk: Harvard University.*
- Cordes, S., Gallistel, C. R., & Gelman, R. (June, 2002). Nonverbal Arithmetic in Humans. *Poster presented at annual meeting of the American Psychological Society, New Orleans, LA.*
- Cordes, S., Gelman, R., Gallistel, C. R., & Whalen, J. (June, 2001). Counting while talking: Different signatures for verbal and nonverbal counting. *Poster presented at annual meeting of the American Psychological Society, Toronto.*
- Cordes, S., Gelman, R., Gallistel, C. R., & Whalen, J. (December, 1999). Counting while talking: New evidence for nonverbal counting in humans. *Poster presented at UCLA's Science Poster Day, Los Angeles.*

Press

APA press release: Teens in arts report depressive symptoms, study says:
<http://www.apa.org/news/press/releases/2012/11/teens-depressive.aspx>

Chicago Tribune: Depressed teens more likely to make arts, study says:
<http://www.chicagotribune.com/news/local/ct-x-teens-arts-depression-20121212,0,3027398.story>

Greater Good Magazine: Why is your preschooler not sharing?
https://greatergood.berkeley.edu/article/item/why_is_your_preschooler_not_sharing

Community Outreach

Invited Speaker: “Fostering Early Math and Science”, *Raising a Reader Foundation of Massachusetts Staff Training Event*. Spoke with staff at the Raising a Reader Foundation regarding how to inform parents about integrating numerical concepts into book reading (December, 2014).

Invited Speaker: “Applying Early Math Research to Education”, *Early Literacy Council of Springfield, MA*. Spoke to preschool/Head Start educators on how to integrate early math learning into the classroom (April, 2015).

Teaching Experience

PS 5561 Mathematical Cognition and Learning (Spring 2019)

PS 2260 Developmental Psychology (Fall 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)

PS 3368 Infancy (Spring 2011, 2016)

PS 5560 Advanced Topics in Cognitive Development (Fall 2010; Spring, 2013, 2015, 2017, 2020)

Guest Lecturer, Developmental Psychology (Fall 2007)

Instructor, Quantitative Methods (Summer 2005)

Guest Lecturer, Graduate Course in Mathematical Cognition (Spring 2005)

Teaching Assistant, Advanced Topics in Cognitive Science (Spring 2005)

Guest Lecturer, Cognitive Science (Spring 2004)

Guest Lecturer, Honors Conditioning and Learning (Spring 2004)

Instructor, Infant and Child Development Lab (Spring 2003)

Teaching Assistant, Honors Seminar in Cognitive Development (Spring 2002)

Departmental and University Committees

2009- Graduate Admissions and Recruitment Committee (Chair since 2010)

2009-2010 Goals Committee

2010-2012 University Internal Review Board Committee

2009-2011 Colloquium Committee

2010-2011 Strategic Planning and Preparation for External Review Committee

2012-2013 Developmental Psychology Faculty Search Committee

2013-2014 Developmental Psychology Faculty Search Committee

2013-2014 Senior Hiring Committee

2014-2015 Developmental Psychology Faculty Search Committee

2014-2015 Goals Committee (Chair)

2015- Graduate Evaluation Committee

2017- Psychology B.S. Revision Committee (Chair)

2017-2018 Social Psychology Faculty Search Committee

2017-2019	Peer Review of Teaching Committee
2018-2019	Developmental Psychology Faculty Search Committee (Chair)

Mentoring

Graduate and Postdoctoral Students

Postdoctoral Students:

Stacey Santos (2016-present)
Nadia Chernyak (2015-2018)
Ursula S. Anderson (2012-2014)

Current Position

Boston College, University of Connecticut
Assistant Professor, University of California, Irvine
University of Delaware Senior Research Analyst

Doctoral Students:

Lindsey Hildebrand (2018-present)
Karina Hamamouche (Ph.D. 2019)
Sophie Savelkouls (Ph.D. 2019)
Michelle Hurst (Ph.D. 2017)
Laura Niemi (2011-2013, Ph.D. 2016)
Tasha Posid (Ph.D. 2015)

Boston College
Assistant Professor, Belmont University
Research Associate II, WestEd
Postdoctoral Researcher, University of Chicago
Assistant Professor, University of Toronto
Surgical Educator, The Ohio State University

Masters Students:

Thomas Cole (M.A. 2013)

Data Analyst, Rez-1 (Wellesley, MA)

Lab Coordinators:

Elizabeth Heller Murray (2009-2011)
Alison Goldstein (2011-2014)
Emma Lazaroff (2014-2016)
Raychel Gordon (2016-2018)
Lauren Sprague (2018- 2019)
Hayley Liebenow (2019-present)
Lesenia Fish (2019-present)
Hailey Moore (2019-present)

Doctoral Student, Boston University
Doctoral Student, University of California, Irvine
Doctoral Student, University Wisconsin, Madison
Doctoral Student, University of Maryland
Doctoral Student, Florida State University
Boston College
Boston College
Boston College

External Student Support

12/2011 – 5/2013	Georgia Institute of Technology NSF FACES Grant to Ursula Anderson, \$35,000
8/1/2012-7/31/2014	NSF SBE Minority Postdoctoral Research Fellowship to Ursula Anderson
9/1/2013-8/31/2014	National Endowment for the Arts Research Grant to Laura Niemi Young, \$26,000
9/1/2014 – 8/31/2016	Natural Sciences and Engineering Research Council of Canada Postgraduate Scholarship to Michelle Hurst

Undergraduate Students

Undergraduate Theses Supervised (43)

2011	Marisa Putnam	<i>“The Log to Linear Shift: A Function of Mastery”</i>
2012	Brynn Huguenel	<i>“Development of the abstraction principle within the cardinal principle level: The effects of heterogeneity on ordinal and estimation tasks”</i>
2012	Cara Picano	<i>“How Infants & Young Children Understand Small vs. Large Numbers: Manual Search Task Across Development”</i>
2013	Lila Abboud	<i>“The stability of symmetry preferences”</i>
2013	Allyse Fazio	<i>“Children’s propensity to give in response to increased need and resources”</i>

2013	Amy Lipton	<i>"Can categorical and numerical judgments be swayed by visual processing style?"</i>
2013	Jacqueline Mendoza	<i>"The effects of verbal labels on numerical discrimination in infancy"</i>
2013	Joseph Schade	<i>"The effect of emotion and autistic traits on time processing in adults"</i>
2013	Mackenna Woodring	<i>"Underestimating the opponent's big lead in political polls"</i>
2014	Nicole Borglum	<i>"The development of the mental representation of pitch in space: The SPARC effect in children"</i>
2014	Danielle Brazel	<i>"From incompatible numerical representations: When and how infants compare small and large sets"</i>
2014	Siobhan Gavagan	<i>"The influence of emotion on time and number estimation"</i>
2014	Laura Hymes	<i>"Evaluating the development and influence of math-gender stereotypes across the lifespan"</i>
2014	Emily Lewis	<i>"The effects of emotion on numerical estimation: A developmental perspective"</i>
2014	Marisa Massaro	<i>"Mental representations of rational numbers and how external visual references impact them"</i>
2014	Solange Moran	<i>"Understanding the effects of an induced bias in number perception"</i>
2014	Alexandra Szczerpepa	<i>"Who got more? The effects of ownership and perceived deservingness on children's number estimates"</i>
2015	Haley Boyce	<i>"Touchscreen study on infants' understanding of number"</i>
2015	Kelsey Carey	<i>"The impacts of book reading on infant numerical discrimination using a change-detection paradigm"</i>
2015	Carolyn Greisser	<i>"Fraction distraction: The effect of rational numbers in word problems"</i>
2015	Emily Kleinlein	<i>"The development and influence of math-gender stereotypes across the lifespan"</i>
2015	Kelly Miller	<i>"Examining the perceived association between antisocial personalities and math professions"</i>
2015	Charlotta Relander	<i>"Adults' understanding of rational numbers in symbolic and non-symbolic form"</i>
2015	Alexandra Zax	<i>"The effects of emotion on numerical perception in adults"</i>
2016	Nicole Brosnan	<i>"Concrete vs. abstract thinking: A relevant factor in the parent-child transmission of math beliefs"</i>
2016	Cara Lucke	<i>"Parent interactive reading as a predictor of cognitive development"</i>
2016	Olivia Noe	<i>"Investigating the intersection of sharing behavior and understanding of division in young children"</i>
2016	Caitlin Slotter	<i>"The subjective experience of math: An investigation into student attitudes toward math oriented subjects"</i>
2016	Jennifer Taylor	<i>"The effects of emotional faces on children's numerical and counting abilities"</i>
2016	Ellen Yang	<i>"An evaluation of baseline data concerning intensive orchestral training and predictors of academic achievement"</i>
2017	Kelsey Hawthorne	<i>"Social interactions bias numerical perception in preschoolers"</i>
2017	Maura Keefe	<i>"The impact of cognitive load on temporal and numerical processing"</i>
2017	Amanda Kuron	<i>"Labeling fractions: How linguistic input permeates mathematical thinking"</i>
2017	Monica Lee	<i>"Spontaneous focusing on number in adults"</i>
2017	Meghan Santry	<i>"Rational number representation: Mapping visual representations onto symbolic ones"</i>
2017	Stephanie Parent	<i>"The impact of verbal labels on numerical discrimination in infancy"</i>
2018	Aziza Alam	<i>"Exploring the effects of gesture on children's proportional reasoning"</i>
2018	Kelsey Child	<i>"Representing cumulative area: Does the number of items determine sensitivity to continuous properties?"</i>
2018	Kelsa Kazyak	<i>"Contextual features affect children's attention to number"</i>
2018	Carolyn Patterson	<i>"Framing effects on proportional reasoning in young children"</i>
2019	Eileen Du	<i>"The effect of set size on cumulative area and cumulative duration estimates"</i>
2019	Kylie Gallo	<i>"Shifting perceptions of non-symbolic timing with symbolic feedback"</i>

- 2019 Auburn Stephenson *“Time to analyze time: Exploring children’s developing temporal abilities in relation to scholastic achievement”*
- 2020 Tara Coffey
- 2020 Elizabeth Kroll
- 2020 Celine Lim
- 2020 Madalyn Prince
- 2020 Alyson Wong

Boston College Undergraduate Student Support

- Fall, 2009 Undergraduate Research Mentor Fellowship (A. Minogue; K. Crimmons)
- Spring, 2010 Undergraduate Research Mentor Fellowship (A. Minogue; K. Crimmons)
- Summer, 2010 Undergraduate Research Mentor Fellowship (K. Severance; M. Phruksachart; K. McCarthy; R. Smith; K. Pierce)
- Fall, 2010 Undergraduate Research Mentor Fellowship (K. Vinck; K. McCarthy)
- Spring, 2011 Undergraduate Research Mentor Fellowship (K. McCarthy; M. Straub)
- Summer, 2011 Undergraduate Research Mentor Fellowship (L. Monahan; J. Mendoza; C. Picano)
- Fall, 2011 Undergraduate Research Mentor Fellowship (L. Monahan; C. Malizia)
- Spring, 2012 Undergraduate Research Mentor Fellowship (L. Monahan)
- Summer, 2012 Undergraduate Research Mentor Fellowship (J. Mendoza; L. Hymes; M. Woodring; S. Kim)
- Fall, 2012 Undergraduate Research Mentor Fellowship (L. Hymes; S. Kim)
- Spring, 2013 Undergraduate Research Mentor Fellowship (S. Kim; E. Lewis)
- Summer, 2013 Undergraduate Research Mentor Fellowship (L. Hymes; H. Boyce; N. Borglum; A. Szczerepa)
- Summer, 2013 Senior Advanced Study Grant to Alexandra Szczerepa
- Summer, 2013 Sophomore Advanced Study Grant to Haley Boyce
- Fall, 2013 Undergraduate Research Mentor Fellowship (H. Boyce; N. Snapper; L. Sweitzer)
- Spring, 2014 Undergraduate Research Mentor Fellowship (N. Brosnan; C. Griesser; C. Slotter)
- Summer, 2014 Undergraduate Research Mentor Fellowship (A. Lanza; C. Eastlack; K. Miller; C. Greisser)
- Fall, 2014 Undergraduate Research Mentor Fellowship (C. Eastlack; A. Raghuvanshi; A. Lanza)
- Spring, 2015 Undergraduate Research Mentor Fellowship (C. Eastlack; A. Lanza; O. Noe)
- Summer, 2015 Undergraduate Research Mentor Fellowship (E. Gross; C. Lucke; O. Noe; C. Slotter)
- Fall, 2015 Undergraduate Research Mentor Fellowship (K. Aguayo; J. Dunstan)
- Spring, 2016 Undergraduate Research Mentor Fellowship (M. Lee, S. Parent)
- Summer, 2016 Undergraduate Research Mentor Fellowship (A. Kuron, S. Parent, A. Alam)
- Fall, 2016 Undergraduate Research Mentor Fellowship (A. Alam, K. Kazyak)
- Spring, 2017 Undergraduate Research Mentor Fellowship (A. Alam, K. Kazyak)
- Summer, 2017 Undergraduate Research Mentor Fellowship (A. Alam, K. Kazyak, J. Moscarelli)
- Summer, 2017 Senior Advanced Study Grant to Aziza Alam
- Fall, 2017 Undergraduate Research Mentor Fellowship (B. Fogarty, E. Kroll)
- Spring, 2018 Undergraduate Research Mentor Fellowship (B. Fogarty, E. Kroll)
- Summer, 2018 Undergraduate Research Mentor Fellowship (A. Stephenson, E. Du)
- Summer, 2018 Senior Advanced Study Grant to Auburn Stephenson
- Fall, 2018 Undergraduate Research Mentor Fellowship (A. Herron, E. Kroll)
- Spring, 2019 Undergraduate Research Mentor Fellowship (C. Lim, H. Moore)
- Summer, 2019 Undergraduate Research Mentor Fellowship (H. Moore)
- Fall, 2019 Undergraduate Research Mentor Fellowship (H. Moore)
- Spring, 2020 Undergraduate Research Mentor Fellowship (H. Moore)