

Haruka Konishi

Murphy Hall 111, Room Q
Missouri Western State University
St. Joseph, MO, 64507

Phone: 302-753-0271
hkonishi@missouriwestern.edu
harukakonishi.weebly.com

Appointment

2023-Present Associate Professor, Education, Missouri Western State University
2018-2023 Assistant Professor, Education, Missouri Western State University
2022-Present Director of Center for Teaching and Learning

Education

University of Delaware

Ph. D. in Educational Psychology, Specialization in Learning Sciences, 2015

Advisor: Roberta M. Golinkoff

Dissertation Committee Members: Dr. Anna Papafragou, Dr. Henry May, and Dr. Charles MacArthur

Temple University Japan

B.A. Psychological Studies, 2008

Magna cum Laude

Publications

Konishi, H., & Stoll, J. (under review). Applying anti-Bias education framework in Montessori elementary classrooms. *Young Children*.

Konishi, H., Skibbe, L., Bowles, R., Montroy, J., Cameron, C. E., & McClelland, M. (under review). The role that preschool peers' self-regulation plays on children's self-regulation and academic outcomes. *Journal of Applied Developmental Psychology*

Konishi, H. (revise and resubmit). How Professional Development and Coaching with a Project Construct Framework Promotes Teacher Practices that Support Social Development. *Journal of Early Childhood Teacher Education*.

Konishi, H., & Chesney, R. (2024). How constructivism influences pre-service teachers' beliefs and practices and child self-regulation. *Journal of Early Childhood Teacher Education*. 1-15. <https://doi.org/10.1080/10901027.2024.2345064>

Konishi, H. (2023). Learning and applying constructivist approaches to elementary classrooms. *Journal of Applied Learning in Higher Education*, 9(2), 31-43.
https://doi.org/10.57186/jalhe_2023_v9a2p31-43

Karchmer-Klein, R., & Konishi, H. (2021). A Mixed-methods study of novice teachers' technology integration: Do they leverage their TPACK knowledge once entering the profession? *Journal of Teacher Education*

<https://doi.org/10.1080/15391523.2021.1976328>

- Avelar, D., Odean, R., **Konishi, H.**, Hirsh-Pasek, K., & Golinkoff, R. M. (revised and resubmit). Above, below, and everything in between: Spatial preposition comprehension in young children. *Journal of Child Language*
- Skibbe, L. E., Bowles, R. P., Goodwin, S., **Konishi, H.**, & Troia, G. A. (2020). Development of the Access to Literacy Assessment System for Phonological Awareness. *Language, Speech, and Hearing Services in Schools*, 51(4), 1124-1138.
https://doi.org/10.1044/2020_LSHSS-19-00006
- Konishi, H.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Does language influence the perception of event components? *Cognition*, 192, 1-13.
<https://doi.org/10.1016/j.cognition.2019.104020>
- Rajan V., **Konishi, H.**, Ridge, K., Houston, D., Golinkoff, R. M., Hirsh-Pasek, K., & Schwartz, R. (2019). Novel word learning at 21 months predicts language-specific outcomes in middle childhood. *Journal of Child Language*, 46(4), 1-15.
doi: 10.1017/S0305000918000600
- Konishi, H.**, Zientek, A., & Vallotton, C. (2018). Toddlers' use of symbolic gestures in the service of emotion regulation. *Infant Mental Health*, 39(6), 730-750. doi: 10.1002/imhj.21740
- Valleau, M., **Konishi, H.**, Golinkoff, R., Hirsh-Pasek, K., & Arunachalam, S. (2018). The Dynamic Early Verb Test: An eye-tracking study of receptive verb knowledge. *Journal of Speech Language and Hearing Sciences*, 61(12), 2917-2933.
https://doi.org/10.1044/2018_JSLHR-L-17-0363
- Konishi, H.**, Froyen, L., Skibbe, L., & Bowles, R. (2018). Family context and children's early literacy skills: The role of marriage quality and emotional expressiveness of mothers and fathers. *Early Childhood Research Quarterly*, 42, 183-192.
<https://doi.org/10.1016/j.ecresq.2017.10.008>
- Konishi, H.**, Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Categorization of dynamic, realistic, motion events: Infants form categories of path before manner. *Journal of Experimental Child Psychology*, 152, 54-70. doi:10.1016/j.jecp.2016.07.002
- Konishi, H.**, Stahl, A., Golinkoff, R. M., & Hirsh-Pasek. (2016). Individual differences in non-linguistic categorization predict later verb comprehension. *Journal of Experimental Child Psychology*, 151, 18-32. doi: 10.1016/j.jecp.2016.03.012
- Konishi H.**, Wilson, F., Golinkoff, R. M., Maguire, M., & Hirsh-Pasek, K. (2016). Japanese-English bilinguals' construal of novel verbs. *Journal of Bilingualism, Language and Cognition*, 19(4), 782-790. doi: <https://doi.org/10.1017/S136672891400073X>

Konishi, H., Kanero, J., Freeman, M., Hirsh-Pasek, K., & Golinkoff, R., M. (2014). Six principles of vocabulary development: Implications for second language learners. *Journal of Developmental Neuropsychology*, 39(5), 404-420. doi:10.1080/87565641.2014.931961

Richardson, S. & **Konishi, H.** (2013). An adaptation of a Japanese autobiographical methodology, "Seikatsu Tsuzurikata." *Creative Education*, 4(9), 549-556. doi:10.4236/ce.2013.49080

Goksun, T., Hirsh-Pasek, K., Golinkoff, R. M., Imai, M., **Konishi, H.**, & Okada, H. (2011). Who is crossing where?: Infants' discrimination of figures and grounds in events. *Cognition*, 121, 176-195. doi: 10.1016/j.cognition.2011.07.002

Book Chapters

George, N., **Konishi, H.**, Hirsh-Pasek, K., & Golinkoff, R., M. (2014). Event perception and language development. In P. Brooks, V. Kempe, & G. J. Golson (Eds.) *Encyclopedia of language development* (pp. 199-204). Thousand Oaks, CA: Sage.

Konishi, H., Johanson, M., Damonte, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). Applying lessons from the lab to the classroom: Using play to promote language development. [Translated into German] In C. Kieferle, E. Reichert-Garschhammer, & F. Becker-Stoll, F. (Eds.) *Sprachliche bildung von anfang an - Strategien, konzepte und erfahrungen* pp.160-178. Göttingen, Germany: Vandenhoeck & Ruprecht.

Pike, M., K, Yamamiya, Y., & **Konishi, H.** (2011). Eating disorders in Japan: Cultural context, clinical features and future directions. In A. Striegel-Moore, H. R., Wonderlich, A. S., Walsh, B., T, & Mitchell, E., J. (Eds.), *Developing an evidenced-based eating disorders scientific findings for DSM-V* (pp. 335-349). Arlington, VA: American Psychiatric Association.

Manuscripts in Preparation

Konishi, H., & Smilie, K. (in preparation). Identifying systemic barriers: The effects of program admission requirements of teacher candidates of color.

Konishi, H., Skibbe, L., & Bowles, R. (in preparation). Self-regulatory behaviors during a semi-structured language task mediate the relationship between self-regulation and achievement.

Konishi, H., Vallotton, C., Decker, K., & Stansbury, K. (in preparation). Maternal togetherness promotes child self-regulation.

Press

https://www.newspressnow.com/news/local_news/education/has-the-time-come-for-universal-preschool/article_6cc3b418-5ed9-11ec-b9e5-7bde0a7e0595.html

Awards and Grants

- Received the Faculty Research Grant at Missouri Western State University (4/2023)
- Received the Program of Research, Teaching, and Applied Learning (PORTAL) grant at Missouri Western State University (August, 2019)
- Nominated the most influential professor by a member of Alpha Chi National Honor Society at Missouri Western State University (November, 2019)
- Small Research Grant submitted to the Spencer Foundation (August, 2017)
- Competitive University Dissertation Fellowship (2014-2015)
- Competitive University Graduate Fellowship (2013-2014)
- Paula Menyuk Travel Award for attendance at the 37th Boston University Conference on Language Development (November, 2012)
- University of Delaware School of Education Student Travel Grant (2011-2012)
- Named Woman of Promise, University of Delaware (October, 2011)
- Dean's Scholarship at Temple University Japan (August, 2005-August, 2008)

Teaching Experience

Instructor

August, 2020 to present

Psychological Development of Children and Adolescents for Educators

Provide an understanding of the physical, cognitive, social and emotional changes that occur from conception through adolescence.

Instructor

August, 2019 to present

Family, Community, and School: Partnering

Teach a course on how early childhood educators can empower young children and their families by using resources that support the development of positive home, school, and community relationships.

Instructor

January, 2019 to Present

Science and Social Studies for Young Children

Teach a course on promoting science and social studies in early childhood. Missouri Western State University, Education.

Instructor

January, 2019 to Present

Assessment in Early Childhood

Teach a course on how to use authentic assessment in early childhood. Missouri Western State University, Education.

Instructor

August, 2018 to Present

Language and Literacy Development

Teach a course on early language and literacy development from birth to third grade. Missouri Western State University, Education.

Instructor

August, 2018 to Present

Integrating Arts in Early Childhood Education

The goal of the course is to explore how to effectively integrate the arts in early childhood classrooms. Missouri Western State University, Education.

Instructor

August, 2018 to Present

Promote Early Childhood Classroom Environments

The focus of the course is to examine the various approaches to using the environment to promote learning in young children. Missouri Western State University, Education.

Instructor

August, 2018 to Present

Managing Early Childhood Programs

Exploring the various approaches to managing early childhood programs. Missouri Western State University, Education.

Instructor

August, 2017-December 2017

Developmental Psychology

Teaching 150 students a survey of physical, cognitive, social, emotional, and ecological aspects of human growth and development from conception through early childhood. Michigan State University, Human Development and Family Studies

Co-instructor at Michigan State University

August, 2017-December 2017

Curriculum for Early Childhood Programs

The focus of this course is to learn child development principles and accreditation standards for designing curricula for early childhood programs with an emphasis on planning and evaluating learning activities and programs. This course is taken concurrently with a lab component. The lab portion of this course is a supervised practice in providing learning activities for individual children and groups. Planning, implementing, and evaluating activities are all involved in this laboratory experience.

Instructor

August, 2012-December, 2012

Cognitive Development: Grades K-8

Taught 40 education major students theories of child and early adolescent development pertaining to education. Topics include biological, cognitive, linguistic, and social-emotional development and are taught through problem-based learning, large-and small-group discussion, case studies, and lecture. Requires a service learning field placement in after-school sites.

University of Delaware, School of Education

Teaching Assistant at Temple University Japan

August, 2008-July, 2010

Introduction to Developmental Psychology

Cognitive Psychology

Biology of Psychology

Introduction to Abnormal Psychology

Foundations of Behavior Analysis

Preschool teacher

January 2017-August 2018

- Served as a teacher at a lab preschool affiliated with Michigan State University
- Developed and implemented academic activities

- Participated in lesson plan meetings with teachers
- Participated in curriculum development meetings for preservice teachers
- Observed and provided feedback to preservice teachers on teacher practice

English teacher

August, 2005-August 2010

Taught English to native-Japanese speaking children from ages 3 to 12

Conference Presentations

Konishi, H., Smilie, K., & Thorne Wallington, E. (2024, April). *Identifying systemic barriers: The effects of program admission requirements on teacher candidates of color*. Paper presentation accepted at the American Educational Research Association Conference, Philadelphia, PA.

Konishi, H., & Chesney, R. (2023, October). *Learning and Applying Constructivist Approaches to Elementary Classrooms with Pre-Service Teachers*. Paper presented at the Association for the Constructivist Teaching Conference, Online.

Konishi, H., & Chesney, R. (2023, March). *Learning and applying constructivist approaches to elementary classrooms*. Poster presented at the Conference on Applied Learning in Higher Education, St Joseph, MO.

Konishi, H., Vallotton, C., Decker, K., & Stansbury, K. (2021, April). *Maternal togetherness promotes child self-regulation*. Poster presented at Society of Research in Child Development Biennial Meeting, Online.

Pikus, A., Skibbe, L. E., Konishi, H., Larimore, R., & Sobel, D. (2019, March). *The Effects of Nature-Based Preschool on Child Development*. Poster presented at the Society of Research in Child Development Biennial Meeting, Baltimore, MD.

Konishi, H., Skibbe, L. E., & Bowles, R. (2019, March). *Preschoolers' self-regulatory behaviors during a language task mediate the relationship between self-regulation and language*. Poster presented at the Society of Research in Child Development Biennial Meeting, Baltimore, MD.

Skibbe, L. E., Bowles, R. P., Goodwin, S., Konishi, H., & Troia, G. A. (2019, February). *Development of the Access to Literacy Assessment System for Phonological Awareness*. Paper presented at the Pacific Coast Research Conference, San Diego, CA.

Puttre, H., **Konishi, H.**, Brezack, N., Katz, S., Hirsh-Pasek, K., Golinkoff, R.M. (2018, July) *Setting Boundaries: Prepositions but not Verbs Heighten Infants' Perception of Ground-Path Distinctions in Dynamic Events*. Poster to be presented at the XXI International Congress of Infant Studies Biennial Congress, Philadelphia, PA.

Bowles, R. P., Skibbe, L. E., Troia, G. A., Goodwin, S., & **Konishi, H.** (2018, April). *IPAAR: An adaptive test of phonological awareness for children with speech production difficulties*.

Poster presented at the Cerebral Palsy Research Consortium of Michigan, East Lansing, MI.

Konishi, H. & Eppinger, N. (2018, April). *How to boost language and self-regulation in preschoolers*. Paper presented at the Michigan Division for Early Childhood Annual Conference, Mt. Pleasant, MI.

Konishi, H. & Eppinger, N. (2018, April). *Strategies to boost language development and self-regulation in preschoolers*. Paper presented at the Michigan Association for the Education of Young Children Meeting. Grand Rapids, MI.

Konishi, H., Skibbe, L. & Bowles, R. (2018, April). *Preschoolers' self-regulatory behaviors during a language task mediate the relationship between self-regulation and language*. Paper to be presented at the American Education Research Association Meeting. New York City, NY.

Larimore, R., Skibbe, L., **Konishi, H.**, & Sobel, D. (2017, August). *Children's development in a nature-based preschool compared to a traditional preschool setting*. Poster presented at Nature-Based Preschool National Conference, Seattle, WA.

Golinkoff, R., Hirsh-Pasek, K., & **Konishi, H.** (July, 2017). *Finding common ground. The role of language*. Paper presented at the International Congress for the Study of Child Language. Lyon, France.

Konishi, H., Skibbe, L., McClelland, M., & Bowles, R. (April, 2017). *How preschool self-regulation relates to growth in individual self-regulation and academic outcomes*. Chair of a symposium entitled *Self-regulation in early childhood and relations to emergent academic activities* at the Society of Research in Child Development, Austin, TX.

Brezack, N., **Konishi, H.**, Golinkoff, R. M., & Hirsh-Pasek, K. (August, 2016). *Language influences attention to Japanese event components in English-speaking 21-to 24-month-olds*. Poster presented at the Cognitive Development Society Conference, Philadelphia, PA.

Golinkoff, R. M., **Konishi, H.**, Stahl, A., & Hirsh-Pasek, K. (May, 2016). *Individual differences in non-linguistic event categorization predict later motion verb comprehension*. Paper presented at the International Conference on Infant Studies, New Orleans, LA.

Golinkoff, R. M., Hirsh-Pasek, K., Levine, D., Pace, A., Goksun, T., George, N., & **Konishi, H.** (January, 2016). *Carving events for language*. Spatial Intelligence Learning Conference, La Jolla, CA.

Konishi, H., Parshina, O., Golinkoff, R. M., & Hermon, G. (September, 2015). *Does early verb knowledge predict later grammar?* Paper presented at the Human Development and Family Studies Child Development Meeting at Michigan State University, East Lansing, MI.

- Konishi, H.,** Brezack, N., Golinkoff, R. M., & Hirsh-Pasek, K. (October, 2015). *Does language influence the perception of non-native event components?* Poster presented at the Cognitive Development Society, Columbus, OH.
- Ridge, K., **Konishi, H.,** Rajan, V., Golinkoff, R. M., Houston, D., Hirsh-Pasek, K., Eastman, N., & Schwartz, R. (March, 2015). *Words for the wise? Novel word learning at 21 months predicts language-specific outcomes at age 10.* Poster presented at the Society of Research in Child Development Conference, Philadelphia, PA.
- Konishi, H.,** & Golinkoff, R. M. (February, 2015). *Semantic reorganization: What role does language play in infants' perception of events?* Paper presented at the Cognitive Science Brown Bag at the University of Delaware, Newark, Delaware.
- Konishi, H.,** Golinkoff, R. M., Hirsh-Pasek, K. (November, 2014). *Semantic reorganization: Does language influence the perception of event components?* Poster presented at the Boston University Conference on Language Development, Boston, MA.
- Konishi, H.,** Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (July, 2014). *Infants' categorization of path and manner of motion in dynamic realistic events.* Paper presented at the International Conference of Infant Studies, Berlin, Germany.
- Fernandez, E., **Konishi, H.,** Golinkoff, R. M., Ridge, K., & Song, L. (May, 2014). *Does language act as a zoom lens on complex dynamic events: An eye-tracking study.* Poster presented at the Steele Symposium, University of Delaware, Newark, DE.
- Konishi, H.,** McCaffery, M., Ridge, K., & Golinkoff, R. M. (May, 2014). *Semantic reorganization: Does language influence the perception of components of events?* Poster presented at the Steele Symposium, University of Delaware, Newark, DE.
- Ridge, K., **Konishi, H.,** Johanson, M., & Golinkoff, R. M. (March, 2014). *Noun knowledge relates to later preposition comprehension.* Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.
- Karchmer-Klein, R., **Konishi, H.,** Park, S., & Wise, J. (April, 2014). *Examining the realities of novice teachers' technology integration.* Paper presented at the American Educational Research Association, Philadelphia, PA.
- Konishi, H.,** Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (May, 2013). *Infants categorize path relations with dynamic realistic stimuli.* Poster presented at the Association for Psychological Science Convention, Washington D.C., MD.
- Konishi, H.,** Fan, Y., Miller, H., Golinkoff, R. M., & Hirsh-Pasek, K. (April, 2013). *Finding the action: A method for assessing verb comprehension using dynamic stimuli.* Paper presented at the Society of Research in Child Development Conference, Seattle, WA.

- Konishi, H.**, Wilson, F., Golinkoff, R. M., Maguire, M., & Hirsh-Pasek, K. (April, 2013). *Japanese-English bilingual children's construal of novel verbs*. Poster presented at the Society of Research in Child Development Conference, Seattle, WA.
- Johanson, M., **Konishi, H.**, Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (April, 2013). *Under, over, and in between: General vocabulary comprehension is linked to preposition comprehension*. Poster presented at the Society of Research in Child Development Conference, Seattle, WA.
- Konishi, H.**, Miller, H., & Golinkoff, R., M. (April, 2013). *A method for assessing verb comprehension using dynamic stimuli*. Paper presented at the Steele Symposium, University of Delaware, Newark, DE.
- Konishi, H.**, & Golinkoff, R., M. (February, 2013). *Infants categorize path relations with dynamic realistic stimuli*. Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.
- Konishi, H.**, Kosko, C., Golinkoff, R. M., & Hirsh-Pasek, K. (November, 2012). *Quantity and quality of input influences verb comprehension – but in different ways*. Paper presented at the 37th Boston University Conference on Language Development, Boston, MA.
- Konishi, H.**, Wilson, F., Golinkoff, R. M., & Hirsh-Pasek. (October, 2012). *Late Japanese-English bilingual's construal of novel verbs*. Paper presented at the Second Language Research Forum, Pittsburgh, PA.
- Amira, P., Hassinger-Das, B., **Konishi, H.**, & Golinkoff, R., M. (July, 2012). *Snakes and ladders: Building vocabulary in preschoolers*. Poster presented at the Undergraduate Research Conference, University of Delaware, Newark, DE.
- Konishi, H.**, Kosko, C., Iteel, N., Shaoul, K., Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (June, 2012). *Individual differences on a nonlinguistic categorization task predict later language*. Poster presented at the International Conference on Infant Studies, Minnesota, MN.
- Konishi, H.**, Kosko, C., Golinkoff, R. M., & Hirsh-Pasek, K. (May, 2012). *Individual differences on non-linguistic categorization relate to later verb comprehension*. Poster presented at the American Psychological Science Convention, Chicago, IL.
- Richardson, S., & **Konishi, H.** (April, 2012). *"Life-writing" Toward self-actualization-an American adaptation of "Seikatsu Tsuzurikata" for elementary students*. Paper presented at the American Association for the Advancement of Curriculum Studies, Vancouver, Canada.
- Konishi, H.**, & Richardson, S. (April, 2012). *American boys and girls "Life write" their realities: An adaptation of a Japanese autobiographical methodology "Seikatsu Tsuzurikata."* Paper presented at Annual Conference of the Comparative and

International Education Society, Puerto Rico.

Konishi, H., Miller, H., Fan, Y., Ranganathan, S., Golinkoff, R. M., & Hirsh-Pasek (February, 2012). *A method for assessing verb comprehension*. Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

Konishi, H., Wilson, F., & Golinkoff, R., M. (February, 2012). *Japanese-English bilinguals' construal of novel verbs*. Paper presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

Richardson, S., & **Konishi, H.** (February, 2012). *From the written words of children: Life writing (Seikatsu Tsuzurikata) in American schools*. Paper presented at 33rd Annual Ethnography in Education Forum, University of Pennsylvania, Philadelphia, PA.

Konishi, H., Wilson, F., & Golinkoff, R., M. (November, 2011). *Japanese and English bilinguals' construal of novel verbs*. Paper presented at Infants Learning of Multiple Languages Conference, New York University, NY.

Konishi, H., Ranganathan, S., Golinkoff, R. M., & Hirsh-Pasek, K. (November, 2011). *Finding the semantic components of dynamic events: Infants categorize manner of motion*. Poster presented at the Cognitive Development Society Conference, Philadelphia, PA.

Konishi, H., Ranganathan, S., Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (February, 2011). *Manner categorization with and without a ground object*. Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

Ranganathan, S., Stahl, A., & **Konishi, H.**, Golinkoff, R. M., & Hirsh-Pasek, K. (March, 2011). *Which way?: Infants' discrimination of path in naturalistic events*. Poster presented at the Society of Research in Child Development Conference, Montreal, Canada.

Konishi, H., Ranganathan, S., Golinkoff, R. M., & Hirsh-Pasek, K. (May, 2011). *Infants categorize manner of motion*. Poster presented at the School of Education Graduate Research Forum at the University of Delaware, Newark, DE.

Richardson, S., & **Konishi, H.** (May, 2011). *Exploring the autobiographical writing method 'Seikatsu Tsuzurikata' in American contexts*. Paper presented at the School of Education 2011 Graduate Research Forum at the University of Delaware, Newark, DE.

Konishi, H., Mizushima H., & Pike, K. (2009). *The effectiveness of interpersonal psychotherapy on Japanese bulimics from an emotion regulation perspective*. Poster presented at the 2010 International Conference on Eating Disorders, Salzburg, Austria.

Mizushima, H., & **Konishi, H.** (March, 2009) *A pilot study of Interpersonal psychotherapy for bulimia nervosa in Japan*. The International Society for Interpersonal Psychotherapy, Teachers College Columbia University, NY.

Göksun, T., Hirsh-Pasek., K., Imai, M., **Konishi, H.**, & Golinkoff, R., M. (November, 2009). *The “where” of events: How do English- and Japanese-reared infants discriminate grounds in dynamic events?* 34th Boston University Conference on Language Development. Boston, MA.

Konishi, H. (October, 2008). *The difficulty in doing research on individuals suffering from the Japanese hikikomori syndrome.* Paper presented at Anthropology of Japan in Japan AJJ Annual Meeting 2008, Osaka University, Japan.

Research Experience

Research Consultant August, 2019-Present
Effect of *Project Construct* on classroom quality and child outcomes
Run statistical analyses and provide research consultation to Project Construct

Postdoctoral Fellow August, 2015-August, 2018
Early Language and Literacy Investigations Laboratory
Supervisor: Ryan Bowles and Lori Skibbe
Working on a grant that examines the validity of a new computerized test of phonological awareness for typically-developing children and children with special needs.

Graduate Research Assistant August, 2010-August, 2015
Infant Language Project, University of Delaware, Newark, DE
Supervisor: Roberta M. Golinkoff
Conceptualizing and running experiments, entering and analyzing data, presenting studies at conferences, writing papers for publication, participating in and running lab meetings, and supervising undergraduate students.

Graduate Research Assistant February, 2013-August, 2015
Literacy Education, University of Delaware, Newark, DE
Supervisor: Rachel Karchmer-Klein
Conducting statistical analyses and writing up results for publication.

Graduate Research Assistant June, 2013-July, 2013
Delaware Education Research & Developmental Center
Supervisor: Joan L. Buttram
Data entry for projects

Paid Research Assistant August, 2007-August, 2010
Risk factors interview for the study of eating disorders, Temple University, Tokyo, Japan
Supervisor: Kathleen Pike
Entered, organized, and analyzed data.

Paid Research Coordinator August, 2007-August, 2010
A pilot study of interpersonal psychotherapy for bulimia nervosa, Tokyo, Japan
Administered questionnaires, conducted structural clinical interviews, collected and analyzed

data, and presented at conferences.

Supervisor: Mizushima Hiroko

Paid Research Assistant

August, 2007-August, 2010

Japanese and English-reared infants' discrimination of figures and grounds in dynamic events, Keio University, Tokyo, Japan

Supervisor: Mutsumi Imai

Collaborated with Tilbe Goksun and Kathy Hirsh-Pasek (Temple University).

Paid Research Assistant

August, 2008-August, 2010

A study of creating developmentally appropriate toys for infants

Tamagawa University, Tokyo, Japan

Administered behavioral neurological (event-related potentials) experiments, entered, organized, and coded data.

Supervisor: Ryoya Saji

Professional Service

Reviewer for National Science Foundation present)	(August, 2020 to
Reviewer for the Journal of Child Language	(July, 2021 to present)
Reviewer for Language Learning and Development present)	(January, 2020 to
Ad-hoc reviewer for the Society of Research in Child Development Present)	(September, 2018 to
Ad-hoc reviewer for the American Educational Research Association Present)	(August, 2017 to
Reviewer for the National Research Conference on Early Childhood	(December, 2017)

University Service

Director of the Center for Teaching and Learning (Summer, 2022)

The Center for Teaching and Learning (CTL) aims to offer all faculty and staff support in teaching, scholarship, and professional endeavors that promote meaningful learning and student success.

Supervisor to Student Teachers

Della Judie and Lauren Coffey, Missouri Western State University (Spring, 2019)

Advisor to Pre-service Teachers

Research Mentoring

Thomas Brecheisen, Doctoral Candidate, Missouri Western State University, Project:
“Gamification in education.” (August, 2019-2020)

Anna Cummins, Masters student in TESOL, Missouri Western State University, Project:
Supporting rural English Language Learners” (August, 2019-current)

Halle Peterson, Abigail Hayek, and Carolyn Golden, Michigan State University
Project: “How do self-regulatory behaviors relate to performance on a narrative task?” (May, 2016-Current)

Lindsay Burger, Michigan State University
Senior thesis: “The relationship between delay of self-soothing and child expressive language” (August, 2015-May, 2016)

Vito Matteo Agrusa, Michigan State University
Project: “The relationship between child inhibition and expressive language” (August, 2015-May, 2016)

Olga Parshina, University of Delaware
Project: “A method for assessing verb comprehension using dynamic stimuli.” study (March, 2014-May, 2015)

Madison McCaffery, University of Delaware
Project: “Does language influence infants’ perception of components of events?” study (September, 2013-January 2014)

Carolyn Kosko, University of Delaware
Project: “Quantity and quality of input influences verb comprehension” study (August 2011-January 2013)

Committee Service

Committee member for Institutional Learning Outcomes (August, 2021)
Member of Faculty Senate Salary Committee at Missouri Western State University (August, 2019)
Vice President of the Education Graduate Association at the University of Delaware (2012-2014)

Community Service

Consultant to Bright Beginnings
Consultant to YMCA: Modeled circle time, engaged in book reading, and provided feedback to teachers and director at the YMCA
University liaison to Science City: Education program development and University partnership
University liaison to Early Childhood Teachers at Oak Grove Elementary School and United Cerebral Palsy
University liaison to Head Start: Had meetings with the Head Start Director to discuss the development of an early childhood lab school for Missouri Western State University

Languages

Fluent in English and Japanese

Professional Affiliations

Cognitive Development Society
International Society on Infant Studies
Society of Research in Child Development
American Psychological Science
American Educational Research Association
National Association for the Education of Young Children

Additional Skills

Proficient with Microsoft, Word, Excel, Powerpoint, Access, SPSS, Habit, SuperCoder, Final Cut Pro, and iMovie.

Experience with Mplus, R, SPSS, and AMOS

References

Lori E. Skibbe

Associate Professor
Human Development and Family Studies
Michigan State University
East Lansing, MI, 48824
(517) 355-1855
skibbelo@msu.edu

Roberta Michnick Golinkoff

Unidel H. Rodney Sharp Professor
School of Education,
Joint appointments, Department of Psychology
Department of Linguistics and Cognitive Science
University of Delaware
Newark, DE, 19716
(302) 831-1684
roberta@udel.edu

Kathy Hirsh-Pasek

Debra and Stanley Lefkowitz Faculty Fellow
Department of Psychology
Temple University
Philadelphia, PA, 19122
(246) 468-8610
khirshpa@temple.edu

Kathleen M. Pike

Professor of Psychology
Departments of Psychiatry and Epidemiology
Columbia University, NY, 10032
(646) 774-5308
kmp2@cumc.columbia.edu

Rachel Karchmer-Klein

Associate Professor
School of Education
University of Delaware
Newark, DE, 19716
(302) 831-4110
karcher@udel.edu

Kipton Smilie

Professor
Graduate Program Director
School of Education
Missouri Western State University
St Joseph, MO, 64507
816-271-5952
ksmilie@missouriwestern.edu