

CURRICULUM VITAE  
CATHERINE A. HADEN  
July 2022

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**CONTACT INFORMATION**

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**EDUCATION**

Ph.D.	Emory University	Psychology (Cognition and Development)	1995
M.A.	Emory University	Psychology (Cognition and Development)	1991
B.A.	Wake Forest University	Psychology	1989

**APPOINTMENTS/PROFESSIONAL EXPERIENCE**

1997 – present    Assistant, Associate, & Professor of Psychology, Loyola University Chicago  
1995 – 1997      NICHD Postdoctoral Fellow, Center for Developmental Science,  
University of North Carolina at Chapel Hill

**HONORS**

2021              Faculty Member of the Year, Loyola University Chicago  
2012              Honorable Mention, Langerbeck Award for Undergraduate Research Mentoring  
2003 & 2010     Editors' Choice Award for Best Article in the *Journal of Cognition and Development*  
2010              Charter Fellow, Midwestern Psychological Association  
2006              Fellow, American Psychological Association, Division 7 (Developmental)

**EXTERNAL RESEARCH SUPPORT**

10/01/2021-      Principal Investigator. *Collaborative Research: Leveraging the Power of Reflection and Visual*  
9/30/2025        *Representation in Middle-Schoolers' Learning During and After an Informal Science Experience.*  
National Science Foundation. (DRL #2115610). \$358,229.

9/01/2021-      Principal Investigator. *Collaborative Research: Latinx Families' Talk about Science in*  
8/31/2024        *Stories with Young Children.* National Science Foundation (DRL #2055345) \$815,531.

9/01/2019-      Principal Investigator. *Collaborative Research: Making Space for Story-Based Tinkering to*  
8/31/2022        *Scaffold Early Informal Engineering Learning.* National Science Foundation (DRL  
#1906940) \$854,719.

9/15/2015-      Principal Investigator. *Collaborative Research: Advancing Early STEM Learning*  
8/31/2021        *Opportunities Through Tinkering and Reflection.* National Science Foundation (DRL  
#1516541) \$791,353.

9/15/2015-      Co-Principal Investigator. *Exploring the Consequences of Individual Differences in*  
8/31/2021        *Preschoolers' Causal Stance.* National Science Foundation (DUE #1762158)  
\$1,295,679.

- 12/1/2016-11/30/2018 Principal Investigator. *Engaging Engineering Experts: Facilitating Family STEM Learning in Museums and Libraries through Narrative Storytelling and Object-Based Inquiry Activities*. Institute of Museum and Library Services (MG-77-16-0118-16) \$717,816.
- 09/15/2011 – 08/31/2014 Principal Investigator. *Collaborative Research: Engineering Children's Learning with Physical and Social Tools*. National Science Foundation (BCS #11123411) \$269,741.
- 11/01/2007 – 11/30/2008 Co-Principal Investigator. *Boosting Young Children's Learning Experiences Through Conversations Before, During, and After a Museum Visit*. Spencer Foundation, (#200800132) \$50,000.
- 01/01/2000 – 12/31/2004 Principal Investigator. *Developmental Pathways to Skilled Remembering*. National Institutes of Health (RO1 HD37114). \$718,315.

### **REVIEWING RESPONSIBILITIES**

- 2013-present Associate Editor, *Journal of Experimental Child Psychology*.
- 2020-2021 Guest Associate Editor (Research Topic: Cognitive Development in Informal Learning Institutions: Collaborations Advancing Research and Practice), *Frontiers in Psychology*.
- 2011-2017 Grant Review Panelist, National Science Foundation (DLS, EHR-Core, AISL)
- 2005-2012 Editorial Board, *Journal of Experimental Child Psychology*.
- 2003-2013 Editorial Board, *Merrill-Palmer Quarterly*
- 2003-2007 Editorial Board, *Child Development*

Ad-Hoc Reviewer (over past 5 years): *Child Development*, *Developmental Psychology*, *Early Childhood Research Quarterly*, *Journal of Cognition and Development*, *Curator*, *Journal of Science Education*

### **PROFESSIONAL AFFILIATIONS**

- American Educational Research Association (since 2013)
- Cognitive Development Society (since 1999)
- Midwestern Psychological Association (since 1997)
- American Psychological Association (APA) and APA Division 7 (since 1996)
- Society for Research in Child Development (since 1993)

### **OTHER (Selected) PROFESSIONAL ACTIVITIES**

- President-Elect, President, & Past President, American Psychological Association, Division 7 (Developmental Psychology), January 2020 – December 2022.
- Secretary, American Psychological Association, Division 7, January 2017- December 2019
- Member-At-Large, American Psychological Association, Division 7, 2011 – 2014.
- Council Member, Midwestern Psychological Association, 2009 – 2012.
- Conference Reviewer: Society for Research in Child Development, 2001, 2003, 2005, 2007, 2011, 2015.
- Reviewer, American Psychological Association Dissertation Awards, 2011.
- Program Moderator, Midwestern Psychological Association, 2009 meeting.
- Member, Writing Style Working Group for APA Publication Manual, 6th ed., 2009.
- Member, Search Committee for the new Editor of the APA journal *Developmental Psychology*, 2009.
- Membership Chair, American Psychological Association, Division 7, 2004 – 2009.
- Program Committee Member, Midwestern Psychological Association, 2006 – 2008.
- Co-Chair, Program Committee, American Psychological Association, Division 7, 2000 meeting.

**AREAS OF INTEREST**

Cognitive development, memory development; autobiographical memory; parent-child conversational interactions; narrative development; storytelling; STEM learning in informal educational settings (museums, libraries); broadening participation in STEM

**TEACHING**

Research Methods (undergraduate, graduate), Developmental Psychology Laboratory (undergraduate), Cognitive Development (graduate), Memory Development (graduate), Parenting (graduate)

**PUBLICATIONS AND CONFERENCE PRESENTATIONS**

(\*Graduate student/Postdoc <sup>u</sup>Undergraduate student <sup>o</sup>Other trainee)

**Journal Articles**

- Reese, E., Haden, C. A., & Fivush, R. (1993). Mother-child conversations about the past: Relationships of style and memory over time. *Cognitive Development, 8*(4), 403-430. [https://doi.org/10.1016/S0885-2014\(05\)80002-4](https://doi.org/10.1016/S0885-2014(05)80002-4)
- Musselman, D., Haden, C., Caudle, J., Kalin, N. H., Lewine, R., & Risch, S. C. (1994). Cerebrospinal fluid study in cannabinoid users and normal control subjects. *Psychiatry Research, 52*(1), 103-105. [https://doi.org/10.1016/0165-1781\(94\)90124-4](https://doi.org/10.1016/0165-1781(94)90124-4)
- Fivush, R., Haden, C. A., & Adam, S. (1995). Structure and coherence of preschoolers' personal narratives over time: Implications for childhood amnesia. *Journal of Experimental Child Psychology, 60*(1), 32-56. <https://doi.org/10.1006/jecp.1995.1030>
- Haden, C. A., & Fivush, R. (1996). Contextual variation in maternal conversational styles. *Merrill-Palmer Quarterly, 42*(1), 200-227. <http://www.jstor.org.flagship.luc.edu/stable/23087877>
- Haden, C. A., Reese, E., & Fivush, R. (1996). Mothers' extratextual comments during storybook reading: Stylistic differences over time and across texts. *Discourse Processes, 21*(2), 135-169. <https://doi.org/10.1080/01638539609544953>
- Reese, E., Haden, C. A., & Fivush, R. (1996). Mothers, fathers, daughters, sons: Gender differences in autobiographical reminiscing. *Research on Language and Social Interaction, 29*(1), 27-56. [https://doi.org/10.1207/s15327973rlsi2901\\_3](https://doi.org/10.1207/s15327973rlsi2901_3)
- Lewine, R. R. J., Walker, E. F., Shurett, R., Caudle, J., & Haden, C. A. (1996). Sex differences in neuropsychological functioning among schizophrenia patients. *American Journal of Psychiatry, 153*(9), 1178-1184.
- Lewine, R., Haden, C., Caudle, J., & Shurett, R. (1997). Sex-onset effects on neuropsychological function in schizophrenia. *Schizophrenia Bulletin, 23*(1), 51-61. <https://doi.org/10.1093/schbul/23.1.51>
- Haden, C. A., Haine, R. A.<sup>u</sup>, & Fivush, R. (1997). Developing narrative structure in parent-child reminiscing across the preschool years. *Developmental Psychology, 33*(2), 295-307. <https://doi.org/10.1037/0012-1649.33.2.295>
- Haden, C. A. (1998). Reminiscing with different children: Relating maternal stylistic consistency and sibling similarity in talk about the past. *Developmental Psychology, 34*(1), 99-114. <https://doi.org/10.1037/0012-1649.34.1.99>

- Haden, C. A., Ornstein, P. A., Eckerman, C. O., & Didow, S. M. (2001). Mother-child conversational interactions as events unfold: Linkages to subsequent remembering. *Child Development, 72*(4), 1016-1031. <https://doi.org/10.1111/1467-8624.00332>
- Ornstein, P. A., & Haden, C. A. (2001). Memory development or the *development* of memory? *Current Directions in Psychological Science, 10*(6), 202-205. <https://doi.org/10.1111/1467-8721.00149>
- Boland, A. M. \*, Haden, C. A., & Ornstein, P. A. (2003). Boosting children's memory by training mothers in the use of an elaborative conversational style as an event unfolds. *Journal of Cognition and Development, 4*(1), 39-65. <https://doi.org/10.1080/15248372.2003.9669682>
- Ornstein, P. A., Haden, C. A., & Hedrick, A. M. \* (2004). Learning to remember: Social-communicative exchanges and the development of children's memory skills. *Developmental Review, 24*(4), 374-395. <https://doi.org/10.1016/j.dr.2004.08.004>
- Rudek, D. J. \*, & Haden, C. A. (2005). Mothers' and preschoolers' mental state language during reminiscing over time. *Merrill-Palmer Quarterly, 51*(4), 523-549. <http://www.jstor.org/stable/23096100>
- Fivush, R., Haden, C. A., & Reese, E. (2006). Elaborating on elaborations: The role of maternal reminiscing style in cognitive and socioemotional development. *Child Development, 77*(6), 1568-1588. <https://doi.org/10.1111/j.1467-8624.2006.00960.x>
- Haden, C. A., Ornstein, P. A., Rudek, D. J. \*, & Cameron, D. <sup>u</sup> (2009). Reminiscing in the early years: Patterns of maternal elaborativeness and children's remembering. *International Journal of Behavioral Development, 33*(2), 118-130. <https://doi.org/10.1177/0165025408098038>
- Haden, C. A., & Ornstein, P. A. (2009). Research on talking about the past: The past, present, and future, *Journal of Cognition and Development, 10*(3), 135-142. <https://doi.org/10.1080/15248370903155718>
- Hedrick, A. M. \*, Haden, C. A., & Ornstein, P. A. (2009). Elaborative talk during and after an event: Conversational style influences children's remembering. *Journal of Cognition and Development, 10*(3), 188-209. <https://doi.org/10.1080/15248370903155841>
- Hedrick, A. M. \*, San Souci, P<sup>o</sup>., Haden, C. A., & Ornstein, P. A. (2009). Mother-child joint conversational exchanges during events: Linkages to children's memory reports over time. *Journal of Cognition and Development, 10*(3), 143-161. <https://doi.org/10.1080/15248370903155791>
- Benjamin, N. \*, Haden, C. A., & Wilkerson, E. \* (2010). Enhancing building, conversation, and learning through caregiver-child interactions in a children's museum. *Developmental Psychology, 46*(2), 502-515. <https://doi.org/10.1037/a0017822>
- Haden, C. A. (2010). Talking about science in museums. *Child Development Perspectives, 4*(1), 62-67. <https://doi.org/10.1111/j.1750-8606.2009.00119.x>
- Haden, C. A., Ornstein, P. A., O'Brien, B. S. \*, Elischberger, H. B. <sup>o</sup>, & Burchinal, M. (2011). The development of children's early memory skills. *Journal of Experimental Child Psychology, 108*(1), 44-60. <https://doi.org/10.1016/j.jecp.2010.06.007>
- Reese, E., Haden, C. A., Baker-Ward, L., Bauer, P., Fivush, R., & Ornstein, P. A. (2011). Coherence of personal narratives across the lifespan: A multidimensional model and coding method. *Journal of Cognition and Development, 12*(4), 424-462. <https://doi.org/10.1080/15248372.2011.587854>

- Wyss, N. M.º, Kannass, K. N., & Haden, C. A. (2013). The effects of distraction on cognitive task performance during toddlerhood. *Infancy, 18*(4), 604–628. [https://doi.org/ 10.1111/j.1532-7078.2012.00128.x](https://doi.org/10.1111/j.1532-7078.2012.00128.x)
- Haden, C. A., & Hoffman, P. C.\* (2013). Cracking the code: Using personal narratives in research. *Journal of Cognition and Development, 14*(3), 361-375. [https://doi.org/ 10.1080/15248372.2013.805135](https://doi.org/10.1080/15248372.2013.805135)
- Haden, C. A., Jant, E. A.\* , Hoffman, P. C.\* , Marcus, M.\* , Geddes, J. R.º, & Gaskins, S. (2014) Supporting family conversations and children’s STEM learning in a children’s museum. *Early Childhood Research Quarterly, 29*(3), 333-344. <http://doi.org/10.1016/j.ecresq.2014.04.004>
- Jant, E. A.\* , Haden, C. A., Uttal, D. H., & Babcock, E. (2014). Conversation and object manipulation influence children’s learning in a museum. *Child Development, 85*(5), 1771-2105. [https://doi.org/ 10.1111/cdev.12252](https://doi.org/10.1111/cdev.12252)
- Marcus, M.\* , Haden, C. A., & Uttal, D. H. (2017). STEM learning and transfer in a children’s museum and beyond. *Merrill-Palmer Quarterly, 63*(2), 155-180. [https://doi.org/ 10.13110/merrpalmquar1982.63.2.0155](https://doi.org/10.13110/merrpalmquar1982.63.2.0155)
- Tōugu, P.º, Marcus, M.\* , Haden, C. A., & Uttal, D. H. (2017). Connecting play experiences and engineering learning in a children’s museum. *Journal of Applied Developmental Psychology, 53*, 10-19. [https://doi.org/ 10.1016/j.appdev.2017.09.001](https://doi.org/10.1016/j.appdev.2017.09.001)
- Marcus, M.\* , Haden, C. A., & Uttal, D. H. (2018). Promoting children’s learning and transfer across informal science, technology, engineering, and mathematics learning experiences. *Journal of Experimental Child Psychology, 175*, 80-95. <https://doi.org/10.1016/j.jecp.2018.06.003>
- Pagano, L. C.\* , Haden, C. A., Uttal, D. H., & Cohen, T. (2019). Conversational reflections about tinkering experiences in a children's museum. *Science Education. 103*(6), 1493-1512. <https://doi.org/10.1002/sce.21536>
- Pagano, L. C.\* , Haden, C. A., & Uttal, D. H. (2020). Museum program design supports parent-child engineering talk during tinkering and reminiscing. *Journal of Experimental Child Psychology, 200*. [Advance online publication] <https://doi.org/10.1016/j.jecp.2020.104944>
- Booth, A. E., Shavlik, M.º, & Haden, C. A. (2020). Parents’ causal talk: Links to children’s causal stance and emerging scientific literacy. *Developmental Psychology 56*(11), 2055–2064. <https://doi.org/10.1037/dev0001108>
- Acosta, D. I.\* , Polinsky, N. J.º, Haden, C. A., & Uttal, D. H. (2021). Whether and how knowledge moderates linkages between parent-child conversations and children’s reflections about tinkering in a children’s museum. *Journal of Cognition and Development, 22*(2), 226-245. <https://doi.org/10.1080/15248372.2020.1871350>
- Marcus, M.\* , Acosta, D. I.\* , Tōugu, P.\* , Uttal, D. H., & Haden, C. A. (2021). Tinkering with testing: Understanding how museum program design advances engineering learning opportunities for children. *Frontiers in Psychology. https://doi.org/10.3389/fpsyg.2021.689425*
- Marcus, M.\* , Tōugu, P.\* , Haden, C. A., & Uttal, D. H. (2021). Advancing opportunities for children’s informal STEM learning transfer through parent-child narrative reflection. *Child Development, 92*, e1075–e1084. <https://doi.org/10.1111/cdev.13641>

Acosta, D. I. \*, & Haden, C. A. (2022). Museum-based tinkering and engineering learning opportunities among Latine families with young children. *Journal of Applied Developmental Psychology, 80*, <https://doi.org/10.1016/j.appdev.2022.101416>

Booth, A. E., Shavlik, M.°, & Haden, C. A. (in press). Exploring the foundations of early scientific literacy: Children's causal stance. *Developmental Psychology*.

Shavlik, M. °, Köksal, Ö., French, B. F., Haden, C. A., Legare, C. H., Booth, A. E. (in press). Contributions of causal reasoning to early scientific literacy. *Journal of Experimental Child Psychology*.

### Manuscripts under review

Polinsky, N. °, Pagano, L. C. \*, Acosta, D. I. \*, Haden, C. A., & Uttal, D. H. (2021). *Spatial language use in parent-child reflections about museum experiences*. Manuscript under review.

### Edited Collections

Fivush, R., & Haden, C. A. (Eds.) (2003). *Autobiographical memory and the construction of a narrative self: Developmental and cultural perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.

### Book Chapters (° Trainees)

Fivush, R., Haden, C. A., & Reese, E. (1996). Remembering, recounting and reminiscing: The development of autobiographical memory in social context. D. C. Rubin (Ed.), *Remembering our past: Studies of autobiographical memory* (pp. 341-359). New York: Cambridge University Press.

Fivush, R., & Haden, C. A. (1997). Narrating and representing experience: Preschooler's developing autobiographical recounts. P. van den Broek, P. J. Bauer, & T. Bourg (Eds.), *Developmental spans in event comprehension and representation: Bridging fictional and actual events* (pp. 169-198). Mahwah, NJ: Lawrence Erlbaum Associates.

Haden, C. A., Fivush, R. & Reese, E. (1997). Lo sviluppo narrativo nel contesto sociale [Narrative development in social context]. In A. Smorti (Ed.), *Il Sé come testo* (pp. 133-152). Firenze, Italia: Giunti.

Ornstein, P. A., & Haden, C. A. (2001). The development of memory: Towards an understanding of children's testimony. In Eisen, M. L., Goodman, G. S., & Quas, J. A. (Eds.), *Memory and suggestibility in the forensic interview* (pp. 29-61). Mahwah, NJ: Lawrence Erlbaum Associates.

Haden, C. A. (2003). Joint encoding and joint reminiscing: Implications for young children's understanding and remembering of personal experiences. In R. Fivush & C. A. Haden (Eds.), *Autobiographical memory and the construction of a narrative self: Developmental and cultural perspectives*. (pp. 49-69). Mahwah, NJ: Lawrence Erlbaum Associates.

Fivush, R. & Haden, C. A. (2003). Introduction: Autobiographical memory, narrative, and self. In R. Fivush & C. A. Haden (Eds.), *Autobiographical memory and the construction of a narrative self: Developmental and cultural perspectives*. (pp. vii-xiv). Mahwah, NJ: Lawrence Erlbaum Associates.

Fivush, R. & Haden, C. A. (2005). Parent-child reminiscing and the construction of a subjective self. In B. Homer & C. Tamis-Lemonda (Eds.) *The development of social cognition and communication*. (pp. 315-335). Mahwah, NJ: Lawrence Erlbaum Associates.

Ornstein, P. A., Haden, C. A., & Elischberger, H. B. ° (2006). Children's memory development: Remembering

- the past and preparing for the future. In E. Bialystok, & F. I. M. Craik (Eds.), *Lifespan cognition: Mechanisms of change*. (pp. 143-161). New York, NY: Oxford University Press.
- Ornstein, P. A., Haden, C. A., & San Souci, P. P. (2008). The development of skilled remembering in children. In H. Roediger (Ed.) *Cognitive psychology of memory*. (pp. 715-745). New York, NY: Elsevier.
- Ornstein, P. A. & Haden C. A. (2008). Developments in remembering the past and preparing for the future in childhood. In Cowan, N & Courage, M. (Eds). *The development of memory in childhood, 2<sup>nd</sup> edition* (p. 367-385). London: Psychology Press.
- Ornstein, P. A., Haden, C. A., & Elischberger, H. B. (2010). Learning to talk about the past: Evidence from longitudinal and experimental approaches. In Trolldenier, H.-P., Lenhard, W., & Marx, P. (Eds.), *Developing memory: Developmental- and educational-psychological research on human memory* (p. 129-145). Göttingen, Germany: Hogrefe & Huber Publishers.
- Ornstein, P. A., Haden, C. A., & Coffman, J. (2011). Learning to remember: Mothers and teachers talking with children. In N. Stein & S. Raudenbush (Ed.) *Developmental and learning sciences go to school: Implications for education and public policy* (p. 69-83). New York, NY: Routledge/Taylor and Francis.
- Haden, C. A. (2014). Interactions of knowledge and memory in the development of skilled remembering. In P. Bauer & R. Fivush (Eds.), *Wiley-Blackwell handbook on children's memory* (pp. 809-835). New York: Wiley-Blackwell.
- Haden, C. A., Cohen, T., Uttal, D., & Marcus, M. (2016). Building learning: Narrating and transferring experiences in a children's museum. In D. Sobel & J. Jipson (Eds.), *Cognitive development in museum settings: Relating research and practice*. (p. 84-103). New York, NY: Psychology Press.
- Uttal, D. H., Haden, C. A., Marcus, M. \*, & Jant, E. \* (2016). Objects, conversations, and young children's learning about science, technology, engineering, and mathematics (STEM). In L. Balter & C. S. Tamis-LeMonda, (Eds.) *Child Psychology: A handbook of contemporary issues*. (p.167-191). Philadelphia, PA: Psychology Press.
- Haden, C. A., Marcus, M. \*, & Jant, E. \* (2018). Socializing early skills for remembering through parent-child conversations during and after events. In M. L. Meade, C. B. Harris, P. Van Bergen, J. Sutton, & A. J. Barnier (Eds.). *Collaborative remembering: Theories, research, and applications*. (p. 19-37). Oxford: Oxford University Press.
- Haden, C. A., Marcus, M. \*, & Tõugu, P. \* (2019). Developing skills for remembering in early childhood. In D. Whitebread, V. Grau, K. Kumpulainen, M. McClelland, N. Perry, D. Pino-Pasternak (Eds). *The SAGE handbook of developmental psychology and early childhood education*. (p. 289-308). Sage.
- Haden, C. A., & Tõugu, P. \* (2020). Socialization of early autobiographical memory. In S. Gülgöz & B. Sahin-Acar (Eds.) *Autobiographical memory development: Theoretical and methodological approaches*. (p. 22-36). Routledge.
- Haden, C. A. (2021). Memory development or the Development of memory?: An update. In L. E. Baker-Ward, D. F. Bjorklund, & J. L. Coffman (Eds.) *The development of children's memory: The scientific contributions of Peter A. Ornstein*. (pp. 29-41). Cambridge.
- Haden, C. A., Acosta, D. \*, & Pagano, L. \* (2021). Making memories in museums. In L. E. Baker-Ward, D. F. Bjorklund, & J. L. Coffman (Eds.) *The development of children's memory: The scientific contributions of Peter A. Ornstein*. (pp. 186-202). Cambridge.

Fivush, R., Haden, C. A., & Reese, E. (in press). *Parent-child autobiographical reminiscing as a foundation for literacy, memory, and science education*. In R. Logie, Z. Wen, S. Gathercole, N. Cowan, & R. Engle. (Eds.). *Memory in Science for Society: Nothing as Practical as a Good Theory*. Oxford.

### Book Reviews, Reports, Commentaries, and Blogs

Reese, E., Haden, C. A., & Fivush, R. (1992). *Mother-child conversations about the past: Relationships of style and memory over time*. Emory Cognition Project Report #23.

Reese, E., Haden, C. A., & Fivush, R. (1994). *Mothers, fathers, daughters, sons: Gender differences in autobiographical reminiscing*. Emory Cognition Project Report #31.

Ornstein, P. A. & Haden, C. A. (1996). Remembering and misremembering: The recovered-memory debate. [Review of the book by M. Pendergrast, *Victims of memory: Incest accusations and shattered lives*]. *American Scientist*, 85, 493-494.

Haden, C. A. (2000). Developmental psychology. In L. Terre & R. M. Stoddart (Special Section Eds.), *Cutting edge specialties for graduate study in psychology, Eye on Psi Chi*, 5, 23-26.

Haden, C. A. (2002). Sensing oneself in the past and in the future [Review of the book by Chris Moore and Karen Lemmon (Eds.) *The self in time: developmental perspectives*]. *Social Development*, 11, 427-431.

Cohen, T., & Haden, C. A. (2016). Learning about learning: The story story. *Hand to Hand*, 29(4). Association of Children's Museums.

Haden, C. A. (2018, September 28). Blog: *Making Museum Memories*. <https://bold.expert/making-museum-memories/>.

Hurst, M. °, Polinsky, N. °, Haden, C., Levine, S., & Uttal, D. (2019). Advancing STEM learning by starting early: Leveraging research to inform policy. *Social Policy Report*, 32(3), 1-33. <https://srcd.onlinelibrary.wiley.com/doi/pdf/10.1002/sop2.5>

Haden, C. A. (2020). Developmental Science Research with Children's Museums, Not Just at Them. [Peer commentary on the article "Exploration, Explanation, and Parent-Child Interaction in Museums" by M. A. Callanan, C. H. Legare, D. M. Sobel, G. Jaeger, S. Letourneau, S. R. McHugh, A. Willard, et al.]. *Monograph Matters*. Retrieved from <https://monographmatters.srcd.org/2020/03/16/commentary-haden-85-1/>

Bortoli, N., Cohen, T., Koin, K., Haden, C. & Uttal, D. (2021, February 19). Conducting research-to-practice work during a pandemic: Utilizing video and Zoom to engage families in tinkering-at home. *Association of Children's Museums: The Run Around*. <https://childrensmuseums.blog/2021/02/19/conducting-research-to-practice-work-during-a-pandemic/>

Haden, C. A., Boseovski, J. J., & Pathman, T. (2022, February 21). Editorial: Cognitive development in informal learning institutions: Collaborations advancing research and practice. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.827361>

### Selected Conference Papers (since 2015)

Haden, C. A. (2015, May). *Early informal STEM learning in museums*. Paper presented in invited symposium at the Midwestern Psychological Association, Chicago, IL.



- Haden, C. A. (2015, October). Hands-on activities, conversations, and early STEM learning opportunities for children in informal educational contexts. In D. Uttal (Chair) *Living in Pasteur's quadrant: Four examples of advancing cognitive development by researching real educational problems*. Invited symposium paper presented at the meeting of the Cognitive Development Society, Columbus, OH.
- Tōugu, P. \*, Marcus, M. \*, Patel, R. <sup>u</sup>, & Haden, C. A. (2016, May). *Children's play preferences and STEM learning in a museum*. Paper presented at the Midwestern Psychological Association, Chicago, IL.
- Marcus, M. \*, Tōugu, P. \*, Haden, C. A., & Uttal, D. H. (2016, June). *Conversations and learning about science and engineering in a children's museum*. In Gaskins, S. & Maldonado L. (Co-Chairs) *Museums as socially facilitated learning environments for children*. Invited symposium paper presented at the Jean Piaget Society, Chicago, IL.
- Cohen, T., & Haden, C. A. (2016, July). *Visitors' stories: What can they tell us?* Paper presented at the meeting of the Visitor Studies Association, Boston, MA.
- Marcus, M. \*, Haden, C. A., & Uttal, D. H. (2016, September). Supporting children's STEM learning in museum environments. In Nyhout, A. (Chair) *Factors supporting children's early, informal science learning*. Invited symposium paper presented at the International Mind, Brain, and Education Society (IMBES), Toronto, Canada.
- Marcus, M. \*, Tōugu, P. \*, Haden, C.A., & Uttal, D. H. (2018, April). Early engineering learning in a children's museum. In Bauer, J. (Chair), *Exploring the intrinsic and extrinsic foundations of scientific literacy*. Symposium paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Haden, C.A., Acosta, D.A. \*, Pagano, L.C. \*, Sadoun, M. <sup>o</sup>, Solis, G. \*, & Uttal, D.H. (2018, April). Engineering experts' use of oral narratives during museum and library programs for children and families. In H. T. Zimmerman, M. D. Carr, & S. A. Toro (Chairs) *Narrative in science and engineering inquiry activities: Research investigating families learning in libraries and museums*. Symposium paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Koin, K., Cohen, T., Haden, C. A., & Marcus, M. \* (2018, May). *Engineering an engineering experience: A museum-university partnership*. Workshop/paper presented at the annual meeting of the Association of Children's Museums, Raleigh, NC.
- Solis, G. \*, Haden, C.A., Uttal, D.H., Acosta, D.A. \*, Pagano, L.C. \*, & Sadoun, M. <sup>o</sup> (2018, May). Constructing understanding of engineering through experts' narratives and parent-child conversations. In G. Solis (Chair) *Family conversations and children's understanding about science and engineering*. Symposium paper presented at the annual meeting of the Jean Piaget Society, Amsterdam, Netherlands.
- Solis, G. \*, Haden, C.A., Uttal, D.H., Acosta, D.A. \*, Pagano, L.C. \*, Sadoun, M. <sup>o</sup>, & Crowe, A. <sup>o</sup> (2018, July). Expert narratives and parent-child STEM talk during inquiry-based programs. In S. Pattison (Chair) *Parents as partners in supporting early childhood STEM learning*. Symposium paper presented at the annual meeting of the Visitor Studies Association, Chicago, IL.
- Haden, C. A. (2018, September). Gauging learning through memory conversations in a children's museum. In L. Fazio (Chair) *Learning and remembering in real-world contexts*. Symposium paper presented at the International Mind, Brain, and Education Society (IMBES), Los Angeles, CA.
- Haden, C. A., Marcus, M. \*, & Uttal, D.H. (2019, March). Persistence during parent-child tinkering in a children's museum. In D. Sobel (Chair). *Parent-child interaction and learning about scientific thinking in informal*

*settings*. Symposium paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Acosta, D. I. \*, Solis, G. \*, & Haden, C. A. (2019, March). The role of instruction in Latino families' engineering conversations during a museum visit. In N. McLoughlin (Chair) *A window into diverse learning: Exploring cultural variation in parent-child discussions about science*. Symposium paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Haden, C. A. (2019, May). *Advancing early STEM learning through parent-child conversations in museums*. Invited paper at the Carolina Consortium on Human Development CCHD@30 Conference. Chapel Hill, NC.

Solis, G. \*, Haden, C. A., Uttal, D., Crowe, A. N. °, Acosta, D. \*, & Pagano, L. \* (2019, May). Engineering narratives support children's STEM learning. In R. Frausel & S. Goldin-Meadow (Co-Chairs) *The role of decontextualized talk in children's cognitive development*. Symposium paper presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Haden, C.A. (2019, July). Engaging engineering experts in museums and libraries to promote STEM learning opportunities for children and families. In S. Allen (Chair). *Incorporating experts' narratives into STEM inquiry programs: Assessing family learning*. Symposium paper presented at the annual meeting of the Visitors Studies Association, Detroit, MI.

Haden, C. A., Koin, K., & Cohen, T. (2019, October). Engaging engineering experts: Advancing early informal stem learning opportunities. In H. T. Zimmerman (Chair) *Developing family programs for museums—findings and best practices from four partnerships*. Symposium paper (café session) presented at Association of Science and Technological Centers, Toronto CA.

Pagano, L. C., Koin, K., & Haden, C. A. (2021, October). Programs and facilitation approaches for engaging families in storytelling and tinkering at home. In M. Meyer (Chair). *Empowering families through engineering, design, and making: Takeaways from three research-practice partnerships*. Symposium presented at the annual meeting of the Association of Science and Technology Centers (online).

Acosta, D. I. \*, Solis, G. \*, Gámez, P. B., & Haden, C. A. (2021, April). Latine families' engineering conversations and narratives about tinkering in a children's museum. In S. Pattison (Chair), *Storybooks and equitable STEM learning in early childhood: Moving from books to narratives*. Symposium paper presented at the virtual biennial meeting of the Society for Research in Child Development (online).

Pagano, L. C. \*, Smith, K. R. °, Acosta, D. I. \*, Uttal, D. H., & Haden, C. A. (2021, April). Parents' questions and children's responses: Links to engineering learning during and after museum tinkering activities. In S. Duong (Chair). *Novel perspectives on the role of adult questions for children's learning and cognition*. Symposium paper presented at the biennial meeting of the Society for Research in Child Development (online).

Pagano, L. C. \*, Solis, G. \*, Perdomo, G. °, Acosta, D. I. \*, Polinsky, N. °, Crowe, A. N. °, & Haden, C. A. (2021, April). Children's engineering learning during home tinkering and storytelling activities. In S. Letourneau (Chair). *Using narratives to create engaging and inclusive engineering experiences for children and families*. Symposium paper presented at the annual meeting of the American Educational Research Association (online).

Pagano, L. C. \*, Haden, C. A., Acosta, D. I. \*, Uttal, D. H., & Gámez, P. B. (2021, June). Setting goals to support children's construction of STEM knowledge. In L. Pagano (Chair). *Constructing STEM knowledge in informal settings*. Symposium paper presented at the annual meeting of the Jean Piaget Society (online).

Polinsky, N. °, Pagano, L. \*, Acosta, D. \*, Haden, C., & Uttal, D., (2021, June). Building spatial memories:

Examining spatial language use during family reflections on museum experiences. In L. Pagano (Chair). *Constructing STEM knowledge in informal settings*. Symposium paper presented at that annual meeting of the Jean Piaget Society. (online)

Pagano, L. C. \*, Haden, C. A., Acosta, D. I. \*, & Uttal, D. H. (2022, April). *Function goals support STEM learning processes during and after playful tinkering*. Paper presented at the *Learning through Play and Imagination* Special Topics meeting of the Society for Research in Child Development, St. Louis, MO.

### **Selected Conference Poster Presentations (since 2015)**

Marcus, M. \*, Christie, M. R. <sup>u</sup>, Tran, C. <sup>u</sup>, Hoffman, P. \*, Jant, E. A. \*, Grashel, T. \*, Haden, C. A., & Uttal, D. H. (2015, March). *Fostering children's STEM learning and transfer of knowledge in a children's museum*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Jant, E. A. \*, Medrano, F. <sup>o</sup>, Marcus, M. \*, Haden, C. A., & Uttal, D. H. (2015, March). *Problem solving through hands-on engagement and parent-child conversations at a children's museum*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Tran, C. <sup>u</sup>, Marcus, M. \*, & Haden, C. A. (2015, April). *Promoting causal question asking in a children's museum*. Poster presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Marcus, M. \*, Pagano, L. \*, Velado, M. <sup>u</sup>, Haden, C. A., & Uttal, D. H. (2015, October). *Promoting STEM learning in informal settings: Children's narrative reflections*. Poster presented at the meeting of the Cognitive Development Society, Columbus, OH.

Pagano, L. C. \*, Nesi, D. \*, Johnson, D. A. <sup>u</sup>, Acosta, D. \*, Haden, C. A., Uttal, D. H., & Gamez, P. B. (2017, April). *Reminiscing about STEM learning experiences in a children's museum*. Poster presented at the meeting of the Society for Research in Child Development, Austin, TX.

Pagano, L. C. \*, Acosta, D. \*, Haden, C. A., & Uttal, D. H. (2017, April). *Family narrative reflections about engineering learning in a children's museum*. Poster presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Acosta, D.A. \*, Marcus, M. \*, Pagano, L.C. \*, Sadoun, M. <sup>o</sup>, Crowe, A.N. <sup>o</sup>, Haden, C.A., & Uttal, D.H. (2017, October). *Children's narrative reflections reveal engineering learning during tinkering activities in a children's museum*. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Palmer, P.J. <sup>u</sup>, Pagano, L.C. \*, & Haden, C.A. (2018, April). *Parent-child narrative reflections about engineering projects made in a children's museum*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Polinsky, N. <sup>o</sup>, Marcus, M. \*, Uttal, D., & Haden, C. (2018, September). *Parent-child talk about spatial relational comparisons within an informal learning setting*. Poster presented at the International Conference on Spatial Cognition, Rome, Italy.

Pagano, L. C. \*, Acosta, D. I. \*, Haden, C. A., & Uttal, D. H. (2019, March). *How objects and design challenges support family reminiscing about museum tinkering experiences*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Pagano, L. C. \*, Smith, K. R. <sup>u</sup>, Acosta, D. I. \*, & Haden, C. A. (2019, March). *Children's responses to parents' open-ended questions during tinkering activities support memory and STEM learning*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

- Polinsky, N. °, Acosta, D. \*, Haden, C., Uttal, D. (2019, March). *Promoting families' use of comparative language within a children's museum engineering exhibit*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Solis, G. \*, Acosta, D. \*, Pagano, L. \*, & Haden, C. A. (2019, April). *Engaging experts in the use of oral narratives during informal science programs for families*. In D. Siegel (Chair). *Weaving stories into STEM learning*. Poster symposium presented at the American Educational Research Association Annual Meeting, Toronto, Ontario, CA.
- Solis, G. \*, & Haden, C. A. (2019, April). *Narratives expressing emotion support STEM learning in library and children's museum programs*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Ontario, CA.
- Smith, K. °, Kamuda, S. °, Pagano, L. \*, & Haden, C. A. (2019, April). *How objects and testing opportunities relate to children's contributions in family narrative reflections*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pagano, L. C. \*, Jimenez, A. °, & Haden, C. A. (2019, August). *Testing features in tinkering spaces promote family STEM talk during joint reminiscing conversations*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Polinsky, N. J. \*, Acosta, D. I. \*, Haden, C. A., & Uttal, D. H. (2019, August). *Advancing children's informal engineering learning: Linking tinkering and higher-order thinking*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Acosta, D. I. \*, Wilson, J. P. °, Pagano, L. C. \*, & Haden, C. A. (2019, October). *Children's reflections on tinkering experiences in a children's museum*. Poster presented at the biennial meeting of the Cognitive Development Society, Louisville, KY.
- Levy, Z. °, Pagano, L. C. \*, & Haden, C. A. (2021, April). *How function-focused goals support families' engineering learning from museum tinkering experiences*. Poster presented at the annual meeting of the Midwestern Psychological Association (online).
- Polinsky, N. °, Pagano, L. C. \*, Acosta, D. I. \*, Haden, C. A., & Uttal, D. H. (2021, April). *Constructing spatial memories: Families' spatial language use in conversational reflections on an engineering exhibit*. Poster presented at the biennial meeting of the Society for Research in Child Development (online).
- Solis, G. \*, Pagano, L. C. \*, Perdomo, G. °, Acosta, D. I. \*, Polinsky, N. °, & Haden, C. A. (2021, April). *Tinkering with digital storytelling activities for families at home*. In K. Kelly (Chair). *Informal learning is not cancelled: Research and program implementation during a global pandemic*. Poster presented at the annual meeting of the American Educational Research Association (online).
- Acosta, D. I. \*, Haden, C. A., & Koin, K. (2022, April). *Tinkering at home: Creating equitable engineering and spatial learning opportunities for Latine children and families during the COVID-19 pandemic*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI.
- Aldrich, B. \*, Haden, C. A., Acosta, D. \*, Pagano, L. \* (2022, April). *Museum practices that support children's engineering learning*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI.
- Pagano, L. C. \*, George, R. E. °, Amdeen, A. A. °, & Haden, C. A. (2022, April). *Connections between digital*

*storytelling and children's narrative and engineering talk*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI.

George, R. E. <sup>u</sup>, Amdeen, A. A. <sup>u</sup>, Pagano, L. C. <sup>\*</sup>, & Haden, C. A. (2022, April). "You gotta tell the camera!": *Digital storytelling activities support children's narrative and engineering talk*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Pittman, N. M. <sup>u</sup>, Pagano, L. C. <sup>\*</sup>, Solis, G. <sup>\*</sup>, & Haden, C. A. (2022, April). *Tinkering with technology: Family collaboration and technology talk during informal learning activities*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

### Selected Other Presentations

#### **For Lawmakers:**

Uttal, D. & Haden, C. (2013). *Developing Early Interest and Skill in STEM*. Coalition for National Science Funding (CNSF) <http://www.srcd.org/policy-media/policy-updates/meetings-briefings/19th-annual-coalition-national-science-funding>

#### **For Funders:**

Haden, C. (2015, December). *Presentation at the EHR Research on Early Childhood Education Open House*. National Science Foundation, Arlington, VA.

Haden, C. A., Cohen, T., & Uttal, D. H. (2016, March). *Advancing early STEM learning opportunities through tinkering and reflection*. Poster presented at the AISL PI meeting, Bethesda, MD.  
<http://www.informalscience.org/poster-advancing-early-stem-learning-opportunities-through-tinkering-and-reflection>

Haden, C. A., & Cohen, T. (2017, August). *Engaging Engineering Experts*. Oral presentation at the IMLS PI meeting, Washington, DC.

Haden, C. A., Cohen, T., & Solis, G. (2018, August). *Engaging Engineering Experts*. Oral presentation at the IMLS PI meeting, Washington, DC.

Haden, C. A. (2019, February). *Tinkering, reflection and engineering learning*. Poster presented at the NSF AISL PI meeting, Alexandria, MD.  
[https://www.informalscience.org/sites/default/files/2019%20AISL%20PI%20Meeting\\_Tinkering%20Reflection%20and%20Engineering%20Learning\\_6.pdf](https://www.informalscience.org/sites/default/files/2019%20AISL%20PI%20Meeting_Tinkering%20Reflection%20and%20Engineering%20Learning_6.pdf)

Haden, C. A., & Koin, K. (2021, October). *Collaborative Research: Making space for story-based tinkering to scaffold early informal engineering learning*. In symposium session *What is place-based anyway? Lessons learned about technology, location, connection and community in the pandemic (and what we are going to do about it)*. Oral presentation at the NSF AISL Awardee meeting (online).

#### **STEM For All Video Showcase:**

3-minute videos summarizing our NSF-funded research activities:

<https://stemforall2019.videohall.com/presentations/1484>

<https://stemforall2020.videohall.com/presentations/1686>

<https://stemforall2021.videohall.com/presentations/1977>

**Graduate and Postdoctoral Advisors**

Robyn Fivush	Emory University
Peter A. Ornstein	University of North Carolina at Chapel Hill
Carol Eckerman	Duke University

**Thesis and Dissertation Advising:**

David Rudek (Professor and Chair of Psychology, Aurora University)  
Barbara Havlik O'Brien (Adjunct Lecturer, Santa Clara University)  
Marisa Greco Volpe (Teacher, Chicago Public Schools)  
Amy M. Hedrick (Professor, Lenoir-Rhyne University)  
Karen Kolmodin MacDonell (Associate Professor, Wayne State School of Medicine)  
Nora Brodson Benjamin, (Faculty, College of Lake County)  
Erin Wilkerson Jant (Assistant Professor, Western Kentucky University)  
Tayler Grashel (MA, Loyola University Chicago)  
Maria Marcus (Assistant Professor, Roosevelt University)  
Lindsay Maldonado (Erikson Institute/LUC PhD; Director of Research and Evaluation, Shedd Aquarium)  
Lauren Pagano (Postdoctoral Fellow, Northwestern University)  
Diana Acosta (Postdoctoral Fellow, University of California Santa Cruz)  
Bianca Aldrich (current PhD advisee)  
Grace Ocular (current PhD advisee)

**Postdoctoral Fellows:**

Pirko Tõugu (Research Scientist, University of Tartu, Estonia)  
Graciela Solis (current Postdoctoral Fellow)