

CURRICULUM VITAE
CATHERINE A. HADEN
May 2019

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, Department of Psychology, Loyola University Chicago
1995 – 1997	NICHD Postdoctoral Fellow, Center for Developmental Science, University of North Carolina at Chapel Hill

HONORS

2012	Honorable Mention, Langerbeck Award for Undergraduate Research Mentoring
2003 & 2010	Editors' Choice Award for Best Article in the <i>Journal of Cognition and Development</i>
2010	Charter Fellow, Midwestern Psychological Association
2006	Fellow, American Psychological Association, Division 7 (Developmental)

EXTERNAL RESEARCH SUPPORT

12/1/2016- 11/30/2018	Principal Investigator. <i>Engaging Engineering Experts: Facilitating Family STEM Learning in Museums and Libraries through Narrative Storytelling and Object-Based Inquiry Activities</i> . Institute of Museum and Library Services (MG-77-16-0118-16) \$717,816. (no cost extension until November 2019)
9/15/2015- 8/31/2019	Principal Investigator. <i>Collaborative Research: Advancing Early STEM Learning Opportunities Through Tinkering and Reflection</i> . National Science Foundation (DRL #1516541) \$791,353.
09/15/11 – 08/31/14	Principal Investigator. <i>Collaborative Research: Engineering Children's Learning with Physical and Social Tools</i> . National Science Foundation (BCS #11123411) \$269,741.
11/01/07 – 11/30/08	Co-Principal Investigator. <i>Boosting Young Children's Learning Experiences Through Conversations Before, During, and After a Museum Visit</i> . Spencer Foundation, (#200800132) \$50,000.
01/01/00 – 12/31/04	Principal Investigator. <i>Developmental Pathways to Skilled Remembering</i> . National Institutes of Health (RO1 HD37114). \$718,315.

REVIEWING RESPONSIBILITIES

2013-present	Associate Editor, <i>Journal of Experimental Child Psychology</i> .
2011-2017	Grant Review Panelist, National Science Foundation (DLS, EHR-Core, AISL)
2005-2012	Editorial Board, <i>Journal of Experimental Child Psychology</i> .
2003-2013	Editorial Board, <i>Merrill-Palmer Quarterly</i>

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*

PROFESSIONAL AFFILIATIONS

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 PROFESSIONAL ACTIVITIES

Candidate for President-Elect, American Psychological Association, Division 7, 2019.

Secretary, American Psychological Association, Division 7, January 2017- December 2019

Council Member, Midwestern Psychological Association, 2009 – 2012.

Member-At-Large, American Psychological Association, Division 7, 2011 – 2014.

Reviewer, American Psychological Association Dissertation Awards, 2011.

Conference Reviewer: Society for Research in Child Development, 2001, 2003, 2005, 2007, 2011, 2015.

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; literacy development; STEM learning in informal educational settings (museums, libraries)

PUBLICATIONS AND CONFERENCE PRESENTATIONS

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. doi: 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. doi: 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. doi: 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. doi:

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. doi: 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. doi: 10.1093/schbul/23.1.51
- Haden, C. A., Haine, R. A., & Fivush, R. (1997). Developing narrative structure in parent-child reminiscing across the preschool years. *Developmental Psychology*, 33(2), 295-307. doi: [10.1037/0012-1649.33.2.295](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. doi: 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. doi: 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. doi: 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. doi: 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. doi: 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. doi: 10.1111/j.1467-8624.2006.00960.x

- Haden, C. A., Ornstein, P. A., Rudek, D. J., & Cameron, D. (2009). Reminiscing in the early years: Patterns of maternal elaborativeness and children's remembering. *International Journal of Behavioral Development, 33*(2), 118-130. doi: 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. doi: 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. doi: 10.1080/15248370903155841
- Hedrick, A. M., San Souci, P., 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. doi: 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. doi: 10.1037/a0017822
- Haden, C. A. (2010). Talking about science in museums. *Child Development Perspectives, 4*(1), 62-67. doi: 10.1111/j.1750-8606.2009.00119.x
- Haden, C. A., Ornstein, P. A., O'Brien, B. S., Elischberger, H. B., & Burchinal, M. (2011). The development of children's early memory skills. *Journal of Experimental Child Psychology, 108*(1), 44-60. doi: 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. doi: 10.1080/15248372.2011.587854
- Wyss, N. M., Kannass, K. N., & Haden, C. A. (2013). The effects of distraction on cognitive task performance during toddlerhood. *Infancy, 18*(4), 604-628. doi: 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. doi: 10.1080/15248372.2013.805135
- Haden, C. A., Jant, E. A., Hoffman, P. C., Marcus, M., Geddes, J. R., & 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://dx.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 doi: 10.1111/cdev.12252
- Tōugu, P., 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>
- 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. DOI: 10.13110/merrpalmquar1982.63.2.0155

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*. Manuscript under review at *Science Education*.

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

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, 2nd 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 Trollenier, 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., & Tōugu, P. (in press). Developing skills for remembering in early childhood. In D. Whitebread & M. McClelland (Eds.) *The Sage Handbook of developmental psychology and early childhood education*.
- Haden, C. A., & Tōugu, P. (in press). Socialization of early autobiographical memory. In S. Gülgöz & B. Sahin-Acar (Eds.) *Autobiographical memory development: Theoretical and methodological approaches*. Routledge.

Book Reviews and Reports and other Non-Peer Reviewed Works

- 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.

Selected Conference Papers (since 2013)

Haden, C. A., Uttal, D. H., Marcus, M., Hoffman, P., Senior, A., & Wilkerson, E. (2013, March). *Building bridges: How parent-child conversation and hands-on activity impacts children's STEM learning and transfer*. Paper presented at the meeting of the American Educational Researchers Association, San Francisco, CA.

Haden, C. A., Uttal, D. H., Marcus, M., Hoffman, P., Senior, A., Wilkerson, E. (2013, April). Parent-child conversation and hands-on activity: Impacts on children's STEM learning and transfer. In Uttal, D. H. & Haden, C. A. (Co-Chairs) *Developmental research outside the lab: Children's STEM learning in museums*. Symposium paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Haden, C. A. (2013, May). *Engaging students in developmental psychology research in and out of the classroom*. In M. E. Kite (Chair) *MPA Fellows Symposium: Contemporary Issues in the Teaching of Psychology*. Invited paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Hoffman, P., & Haden, C. A. (2013, May). *Classifying coherence: A classification tree model for the development of children's autobiographical narrative coherence*. Paper presented at meeting of the Midwestern Psychological Association, Chicago, IL.

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., & 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., 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. (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., & Crowe, A. (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.
- 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.
- Solis, G., Haden, C. A., Uttal, D. Crowe, A. N. Acosta, D., & Pagano, L. (2019, May). Engineering narratives support children's STEM learning. Talk to be presented at American Psychological Science, Washington, DC.

Selected Conference Poster Presentations (since 2013)

- Haden, C. A., Hedrick, A. M., Hoffman, P., Langley, H., Howlett, K., & Ornstein, P. A. (2013, April). Goals for talking as events unfold: Linkages to children's remembering over time. In A. Greenhoot & G. Principe (Co-Chairs). *The goals and functions of memory sharing: Contributions to children's memories for their experiences*. Poster symposium presented at the meeting of the Society for Research in Child Development, Seattle, WA.

- Senior, A., Wilkerson, E. A., Marcus, M., Hoffman, P., Uttal, D. H., & Haden, C. A. (2013, April). *Near and far transfer of structural engineering principles in children's museums*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Marcus, M., Hoffman, P., Haden, C. A., & Uttal, D. (2013, May). *Effect of instruction and parent-child conversation on children's STEM learning and transfer*. Poster presented at meeting of the Midwestern Psychological Association, Chicago, IL.
- Marcus, M., Haden, C. A., Uttal, D. H., Jones, L. C., & Auchstetter, A. S. (2013, October). *Fostering children's STEM memories and transfer abilities through parent-child conversations*. Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
- Jant, E. A., Marcus, M., Hoffman, P., Grashel, T., Haden, C. A., & Uttal, D. H. (2013, October). *Children's STEM learning and transfer in a children's museum exhibit*. Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
- Marcus, M., Jones, L. C., Auchstetter, A. S., Haden, C. A., & Uttal, D. H. (2014, May). *Parent-child conversations and children's transfer of STEM knowledge*. Poster presented at the meeting of the Midwestern Psychological Association, Chicago, IL.
- Marcus, M., Christie, M. R., Tran, C., 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., 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., 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., 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., 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., Crowe, A.N., 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., 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.

Pagano, L.C., Smith, K.R., 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.

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.

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.* Poster presented at 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 American Educational Research Association Annual Meeting, Toronto, Ontario, CA.