

# Deborah Siegel

debbie.siegel@freechoicelarning.org

## Education

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**Ph.D. Developmental Psychology, University of California, Santa Cruz** 2010

Dissertation: Parent-child interactions with artifacts in everyday activities.  
Committee: Maureen Callanan, Ph.D., Nameera Akhtar, Ph.D., Judith Habicht-Mauche, Ph.D., Barbara Rogoff, Ph.D.

**M.S. Psychology, University of California, Santa Cruz** 2005

Thesis: Artifacts as conventional objects

**B.A. Psychology, Brandeis University** 1999

Minor: Pre-med, Philosophy, cum laude

**University College London, England** Spring 1998

## Professional Positions

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**Senior Researcher, Institute for Learning Innovation, Corvallis, OR** Present

Lead and collaborate with other learning institutions on numerous research projects focused on learning in out-of-school environments.

**Co-PI and Research Director, Oregon State University-Cascades, Bend, OR** Fall 2016-Present

Co-PI and research director, in partnership with the High Desert Museum and the Deschutes Public Library, conducting a design-based qualitative research study, funded by the IMLS STEMEx federal grant, examining (1) the role of STEM professional storytelling and inquiry-based activities in STEM learning within a STEM program among families from local rural communities and (2) mutual professional development within a museum practitioner, librarian, and STEM professional partnership. Lead every aspect of the research process including conceptualized research plan, wrote awarded federal grant, developed research instruments, collaborate on recruitment of participating families, data collection (practitioner and family in-person and phone interviews, naturalistic observations, and administering surveys), quantitative and qualitative data analysis, and disseminate findings as academic and practitioner groups and conference presentations. Meet regularly with partners to continually provide research findings to inform the development of STEM programming. Manage a team of research assistants.

**Lecturer, California State University, Monterey Bay, Seaside, CA**  
Cognitive Development, Senior Capstone: Online courses Fall 2017-Spring 2018  
Lifespan Development: Online course Spring 2014

**Faculty Researcher, Oregon State University-Cascades, Bend, OR** 2014-2017

The designated researcher on an OSU team, led by Michael Giamellaro, Ph.D., that is partnering with a rural school district to implement a district-wide STEM project-based learning initiative. Embedded in the school district conducting ethnographic and design-based research using a mixed-methods approach to investigate the start-up year of the initiative focusing on the experiences of and impact on teachers, administrators, and students. The goal is to develop an exportable model for rural STEM education. Research methods include formal and informal interviews and focus groups with teachers, administrators, and students; observations of classes, meetings, and professional development events; student and teacher surveys, document analysis, and field notes. Responsibilities include assisting in planning aspects of the research, designing research instruments, leading data collection and management, working closely with the school district staff to coordinate aspects of the research while also studying the school districts' staffs' experience, acting as a liaison between school district staff and the OSU team, analyzing data, and working with the research team to provide interpreted results and feedback during the course of the year. Other responsibilities include overseeing student research assistants, presenting at regional conferences, contributing to grant writing and manuscripts.

***Instructor Oregon State University-Cascades, Bend, OR***

Introduction to General Psychology, Psychology

**Spring 2016, 2017**

Co-taught Development and Differentiation, Elementary and Secondary MAT

**Summer 2015, 2016**

Applied Research Methods, Human Development and Family Studies

**Fall 2015**

***Living Laboratory Research Coordinator, Lewis and Clark College/Oregon Museum of Science and Industry, Portland, OR*** **2013-2014**

Coordinated and supervised four research teams from Lewis and Clark College who conduct research at the Oregon Museum of Science and Industry as part of the NSF-funded National Living Laboratory. This national project aims to create partnerships between child development researchers and museum staff with the goal of educated the public about research on child development. Schedule lab teams shifts, mentor student researchers and help them translate their research to the museum setting. Help train students in talking to the public about their research. Acted as liaison between the museum staff and the professors and students. Interacted with visiting families around research. Helped organize regional symposium on the project.

***Junior Research and Evaluation Associate, OMSI, Portland, OR***

**2013**

As part of the Evaluation and Visitor Studies division, led by Marcie Benne, Ph.D.

assisted on projects related to the visitor experience and professional development in museums. Two main projects were:

- As part of the NSF-funded *Nanoscale Informal Science Education Network (NISE Net)*, assisted with a team of museum staff from different institutions in the creation of a guide on Team-Based Inquiry, helping museums be reflective and empower them to evaluate their own work. Interviewed various museum staff and used the interviews to contribute to the guide.

Organized a workshop at OMSI on Team-Based Inquiry. Reviewed and edited drafts of the guide including content and layout. Helped organize the presentation of the guide at a NISE Net conference.

- Worked with a team in the planning phase of how to study the potential impacts of the implementation of this guide into the larger network. Conducted literature reviews, presented aspects of the literature to the larger team, and translated the research literature into data collection instruments.

**Contract Evaluator, Randi Korn & Associates, San Francisco, CA** **2011-2012**

Worked with informal learning institutions to help evaluate museum exhibitions and programs. Responsibilities include client interactions, designing evaluation strategies, developing and reviewing evaluation tools, collecting and analyzing quantitative and qualitative data, and preparing reports and giving presentations.

- *Mammoth Discovery!* at Children's Discovery Museum San Jose: Led a visitor summative evaluation involving timing and tracking, behavioral observations, and in-depth interviews with visitor groups in an exhibition focusing on children's learning about evidence-based knowledge and science. Also lead evaluator of the professional development program associated with this project.
- *Children's Library Discovery Center* at Queen's Library: Conducted quantitative analysis of survey data for summative evaluation of this hands-on exhibition.
- *Altered States* at California Academy of Sciences: Assisted in evaluation of climate change exhibition. Conducted visitor interviews, analyzed data and wrote summative evaluation.

**Senior Associate, Randi Korn & Associates, Inc., San Francisco, CA** **2011**

Worked with a variety of informal learning institutions to help plan and evaluate multiple and diverse exhibitions and programs. Responsibilities include leading client interactions, managing multiple projects and staff associated with projects, designing evaluation strategies, developing and reviewing evaluation tools, collecting and analyzing data; and preparing reports and giving presentations.

**Evaluator, MediaKidz Research & Consulting/Sesame Workshop** **2011**

Evaluated *Shalom Sesame*, Sesame Street programming targeted toward Jewish families. Assisted in recruiting families in the San Francisco Bay Area as part of a nationwide study. Administered surveys to families and analyzing survey responses with the goal of learning about the educational potential of the program.

**Research and Evaluation Assistant, Exploratorium, San Francisco, CA** **2010-2011**

As part of the Visitor Research and Evaluation group, led by Joshua Gutwill, Ph.D., assisted in studies examining visitor interactions with and learning from exhibits and contributing to the design of exhibits.

- *Geometry Playground exhibition*: Contributed to multiple detailed coding schemes used to quantify visitor talk at exhibits focused on the topic of geometry and analyzed visitor interviews about exhibits. Contributed to discussions of research questions and findings.
- *Concourse design team*: Part of interdisciplinary team designing the entry area of the museum. Contributed to project concerning visitors' preconceptions about science and learning and brainstormed ways to orient visitors to the museum's approach to learning. Contributed information existing Psychology research findings and aided in designing research studies at the museum to inform the exhibit design process.
- *Designing Exhibits for Gender Equity*: Analyzed video data of visitor interactions at two exhibits examining how exhibit design features can support gender equity in STEM learning.

- *Multicultural/lingual Museum Survey*: Analyzed survey results examining how science and technology centers throughout the US and internationally address multiculturalism and multilingualism.

**Doctoral Student Researcher, UC Santa Cruz** **2002-2010**  
Independently managed every phase of research projects including theoretical and methodological design, implementation, data collection, management, and analysis. Research has focused on children's and adults' understanding of everyday object uses and science learning in informal settings.

**Researcher, Rockman et al, San Francisco, CA** **2009-2010**  
Analyzed quantitative and qualitative data investigating effectiveness of professional development program for high school science teachers

**Independent Contractor, Exploratorium, San Francisco, CA** **2009**  
Assisted in NSF grant proposal for large-scale interdisciplinary museum exhibition by conducting literature reviews of theoretical research on learning and compiling summaries of museum exhibitions' formative and summative evaluations.

**Instructor, Children's Thinking, UC Santa Cruz** **2008**

**Instructor, Teaching Introduction to Psychology, UC Santa Cruz** **2008**  
Mentored 12 students in teaching methods and planning activities for discussion sections.

**Graduate Research Assistant, UC Santa Cruz** **2007-2008**  
Collaborated with cognitive psychologist, Dr. Travis Seymour, in designing and running a complex study on planning, memory and cognitive development in adults and 5 year olds. Assisted in creating the methodology, which involved a programmed virtual computerized environment. Managed a research group of 10 undergraduates.

**Research Intern/On-Call Staff, Exploratorium, San Francisco, CA** **2004-2007**  
Collaborated on the Active Prolonged Engagement study (APE), led by Joshua Gutwill, Ph.D., exploring the relationship between exhibit design characteristics and visitor physical, intellectual and social interactions around the exhibit. As part of the GIVE study, conducted follow-up phone interviews with adults and children who had participated in the study. Assisted in evaluating exhibitions through tracking visitors, in-person and phone interviews, and observations of visitor interactions with exhibits.

**Research Assistant, Rutgers University, Newark, NJ** **2000-2002**  
Contributed to prospective longitudinal study, led by April Benasich, Ph.D., on precursors of language impairment. Administered battery of cognitive and language assessments to children 6 months to 7 years Assisted in the collection of Event-Related Potential (EEG) data.

**Research Associate & Consultant, Harvard Business School, Boston, MA** **1999-2001**

Participated in an exploratory project, led by Teresa Amabile, Ph.D., investigating what motivates people and teams to be creative in the workplace. Conducted detailed coding of event narratives within a 12,000-entry database.

**Clinical Assistant, Schneider Children's Hospital of Long Island Jewish Medical Center, New Hyde Park, NY 1997**

Worked within the hospital's Child Life Unit. Created and organized activities for hospitalized children, ages 0-15 years, in order to help support normal development. Acted as a liaison between the patients' families and the medical team. Prepared children for different medical procedures and accompanied them when possible.

**Patient Services Associate: Intake and Triage, Charles River Hospital, Wellesley, MA 1997**

Coordinated psychiatric admissions, handling demanding and urgent phone calls from emergency rooms and physicians. Compiled patient history, status, diagnosis, and insurance information.

**Grant Funding**

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Institute for Museum and Library Services (IMLS) STEMeX Grant, \$251,546 **2016-2018**  
Co-PIs: Dr. Christina Cid (High Desert Museum) and Dr. Debbie Siegel  
*Expert Storytelling and Family STEM Meaning Making in a Rural Community*

**Leadership & Organizational Experience**

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**Creator and Organizer of an Online Developmental Psychologist Teaching Forum 2014-present**

Created and lead an online forum for instructors of Developmental Psychology to share ideas, best practices, and activities for use in college courses.

**Co-Organizer of National Living Lab Regional Symposium 2014**

Co-organized the West Coast/Southwest regional symposium for the Living Laboratory. This symposium aimed to bring together learning science researchers

**Chair and Organizer of Paper Symposium 2011**

Chaired and organized paper symposium titled *Development of creativity in artifact use and design* at conference of the Society for Research in Children Development, Montreal, Canada.

**Invited Participant to NSF-Funded Center for Informal Learning and Schools Meeting 2011**

Invited to participate in a meeting titled *Learning as Phenomenon* organized by the NSF-funded Center for Informal Learning and Schools and held at the Exploratorium, San Francisco, CA. The meeting comprised of a distinguished group of learning researchers and practitioners with the goal of considering ways that informal science

learning institutions might engage the public with learning as a social, cultural, and scientific phenomenon.

- Research Participant Pool Committee, Member, UC Santa Cruz** 2008-2010
- Pre-Conference Organizer** 2008  
Lead organizer (with Chuck Kalish, Ph.D., Mark Sabbagh, Ph.D., and Hannes Rakoczy Ph.D.) of pre-conference *Conventionality Across Domains in Cognitive Development* at the meeting of the International Conference for Infancy Studies, Vancouver, Canada.
- Panelist on Psi Chi panels, UC Santa Cruz** 2008  
Participated in several Psi Chi organized panels to help mentor undergraduate student in research and graduate school applications.
- Roundtable Discussion Co-Convener** 2007  
Co-organized (with Molly Loomis and Mele Wheaton) roundtable discussion titled *What!? Why?: Working on Fruitful Communication Between Researchers and Practitioners* at the annual meeting of the Bay Area Institute of the Center for Informal Learning and Schools, San Francisco, CA.
- Chair and Organizer of Paper Symposium** 2007  
Chaired and organized paper symposium titled *Cross-disciplinary perspectives on artifacts and artifact concepts: Phylogenetic, ontogenetic, and sociohistorical understandings* at conference of the Society for Research in Children Development, Boston, MA.
- Co-organizer of Developmental Area Colloquium, UC Santa Cruz** 2003-2007  
Co-organized and scheduled speakers for weekly colloquium series.
- Discussion Facilitator, The Children's Pre-School Center, Palo Alto, CA** 2006  
Led discussion of issues of culture and childcare with a childcare group.
- Central European University Summer School, Budapest, Hungary** 2005  
Participated in two-week course on "Cultural Learning, Imitation, and Artifact Understanding" organized by George Gergely, Ph.D. and Gergely Csibra, Ph.D.
- Co-Organizer of Graduate Student Conference, UC Berkeley** 2004  
Berkeley/Stanford/Santa Cruz Graduate Student Developmental Psychology Conference.
- Developmental Area Graduate Student Representative, UC Santa Cruz** 2003-2004  
Acted as a student-faculty liaison. Student representative at faculty meetings. Assisted in organizing prospective student weekend.

## Other Teaching Experience

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### Guest Lectures

**Informal Science Outreach**, Ohio State University **2013**

Presented on the Living Laboratory model of research-museum partnerships to children's science museum professionals from China as part of an online class.

### **Cognitive Development, Developmental Psychology**

San Francisco State University, **2006- 2008**  
UC Santa Cruz, Skyline College

Topics presented: Sociocultural theory, *Sociocultural Approach to Artifact Understanding*, Social Cognition and Theory of Mind, Learning about Artifacts in Parent-Child Conversations

### Teaching Assistantships

**Introduction to Psychology; Adolescent Development; Introduction to Developmental** **2004-2009**

**Psychology, Children's Thinking**, UC Santa Cruz

## Publications and Papers

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Siegel, D., & Giamellaro, M. (in preparation) Non-STEM teachers finding their place in STEM.

Giamellaro, M., & Siegel, D. (under review). STEM Coach as facilitator of connectivity in and beyond a school district.

Siegel, D., & Giamellaro, M. (under review). Defining STEM in a rural school district: A co-constructed and evolving process.

Giamellaro, M., & Siegel, D. R. (2018). Coaching teachers to implement innovations in STEM. *Teaching and Teacher Education*, 76, 25–38.

Callanan, M., & Siegel, D.R. (2014). Learning conventions and conventionality through conversation. In D. Matthews (Ed.), *Pragmatic Development in First Language Acquisition. TiLAR series.* (pp. 121-138). Amsterdam: John Benjamins.

Fisch, S.M., Lemish, D., Spezia, E., Siegel, D., Fisch, S.R.D., Aladé, F., & Kasdan, D. (2013). Using media to promote Jewish education and identity. *Journal of Jewish Education*, 79(3), 297-314.

Fisch, S.M., Siegel, D., Aladé, F., Fisch, S.R.D., & Kasdan, D. (2011). Shalom Sesame family survey: Use and value for Jewish families in the United States. *Teaneck, NJ: MediaKidz Research & Consulting.*

Callanan, M., Luce, M., Triona, L., Rigney, J., Siegel, D., & Jipson, J. (2013). What counts as science in everyday and family interactions? In B. Bevan, P. Bell, R. Stevens, & A. Razfar (Eds.), *LOST Opportunities: Learning in Out-of School Time* (pp. 29-48). Dordrecht, the Netherlands: Springer.

Siegel, D. (2010, January 19). *How kids learn to share tools.* Retrieved from <http://shareable.net/blog/how-we-learn-to-share-tools>.

- Siegel, D.R. & Callanan, M.A. (2007). Artifacts as conventional objects. *Journal of Cognition and Development, 8*(2), 183-203.
- Callanan, M.A., Siegel, D.R., & Luce, M. (2007). Conventionality in family conversations about everyday objects. In C. Kalish & M. Sabbagh (Eds.), *Conventionality in cognitive development: How children acquire representations in language, thought and action. New Directions for Child and Adolescent Development. No, 115* (83-97).
- Siegel, D.R., Esterly, J, Callanan, M.A., Wright, R., Navarro, R. (2007). Conversations about science across activities in Mexican-descent families. *International Journal of Science Education, 29*(12), 1447-1466.

### Talks & Presentations

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- Cid, C., Siegel, D., Nelson, J., & Coble, T. Engaging Rural Audiences in STEM and Storytelling. Paper to be presented at the annual conference of the National Association for Interpretation.
- Siegel, D. & Cid, C. (2018). Using Stories to Connect STEM Professionals and Families in a Rural Community. Paper presented at the IMLS STEMx grantee meeting, Washington, DC
- Siegel, D. & Cid, C. (2018). Expert Storytelling and Family STEM Meaning Making in a Rural Community. Paper presented at the annual conference of the American Educational Research Association, New York, NY.
- Siegel, D. (2017). Expert Storytelling and Family STEM Meaning Making in a Rural Community. Paper presented as an “Ignite Talk” at the IMLS STEMx grantee meeting, Washington, DC.
- Siegel, D., & Giamellaro, M. (2017). Defining STEM in a Rural School District: A Co-Constructed and Co-Evolving Process. Paper presented at the annual conference of the National Association for Research in Science Teaching (NARST), San Antonio, TX.
- Giamellaro, M. & Siegel, D. (2017). Impacts of a K-12 STEM Coach from Multiple Perspectives. Paper presented at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.
- Giamellaro, M., & Siegel, D. (2017). STEM Coach as Facilitator of Connectivity In and Beyond a School District. Paper presented at the annual conference of the National Association for Research in Science Teaching (NARST), San Antonio, TX.
- Giamellaro, M., Prevenas, M., & Siegel, D. (2015) District-Wide Inclusive STEM. Paper presented at the annual conference of the Oregon Science Teachers Association, Bend, OR.
- Giamellaro, M., Gess-Newsome, J., Siegel, D., Dollar, N., Prevenas, M., Kudlac, B., Garber, S., Little N., et al. (2015). Implementing Inclusive STEM across a Rural K-12 District. Session at the annual meeting of the Association for Science Teacher Education, Portland, OR.
- Fisch, S.M., Lemish, D., Spezia, E., Siegel, D., Fisch, S.R.D., Aladé, F., & Kasdan, D. (2013). Can Media Promote Jewish Education and Identity Among Preschoolers and Their Families? Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Siegel, D.R. (2011, December). Intended impacts to evidence: Mammoth Discovery! Talked presented at the *Mammoth Discovery!* Community of Learners Professional Development Workshop,
- Siegel, D.R. (2011, April). Parents' emphasis on conventional vs. creative Uses of Artifacts: Bob Villa vs. MacGyver. In D.R. Siegel (Chair), *Development of creativity in artifact use and design.*



- Paper presented at the conference of the Society for Research in Children Development, Montreal, Canada.
- Siegel, D.R. (2010, May). *Parent-child interactions with artifacts in everyday activities: Somewhere between Bob Vila and MacGyver*. Paper presented at the Developmental Psychology area colloquium. Department of Psychology, UC Santa Cruz.
- Siegel, D.R. (2010, May). *Parent-child interactions with artifacts in everyday activities: Somewhere between Bob Vila and MacGyver*. Paper presented at the Berkeley/Stanford/UCSC graduate student conference. Department of Psychology, UC Berkeley.
- Siegel, D.R. (2009, October). *Parent-child interactions with artifacts in everyday activities*. Poster presented at the conference of the Cognitive Development Society, San Antonio, TX.
- Seymour, T., & Siegel, D.R. (2009, May). *Solving goals in a virtual environment: Interactions between context, planning and creativity*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Callanan, M. A., Luce, M. R., Siegel, D. R., Rigney, C. R., & Triona, L. M. (2009, April). *“Testimony” about science at museum exhibits: Family conversations as a context for children’s learning*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Luce, M. R., Callanan, M. A., Rigney, C. A., Siegel, D. R., Shimpi, P. M., & Reyes, C. N. (2009, April). *Parent-child conversations about explanation and evidence: Family variation in a “culture of science.”* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Dean, D., Niemeyer J., Pollock, C., Werkmann, J., Siegel, D., & Seymour, T. (2008, May). *Solving goals in a virtual environment: The effects of context and creativity*. Poster presented at the annual Stanford Undergraduate Psychology Conference, Palo Alto, CA.
- Siegel, D.R. (2008, March). *Conventionally speaking: How children and adults talk about and use artifacts*. Paper presented at the pre-conference *Conventionality across domains in cognitive development* at the meeting of the International Conference for Infancy Studies, Vancouver, Canada.
- Siegel, D.R., Gutwill, J., Callanan, M., & Martin, J. (2007, August). *Parents and exhibits as mediators of children’s learning in museums*. Poster presented at the annual meeting of the Bay Area Institute of the Center for Informal Learning and Schools, San Francisco, CA.
- Siegel, D.R. (2007, May). *Conventionally speaking: How children and adults talk about and use artifacts*. Paper presented at the Berkeley/Stanford/UCSC graduate student conference. Department of Psychology, UC Berkeley.
- Siegel, D.R., Esterly, J, Callanan, M., & Wright, R. (2007, April). *Conversations about science across contexts in Mexican-descent families*. Paper presented at the conference of the American Educational Research Association, Chicago, IL.
- Siegel, D.R. (2007, March). *Conventionally speaking: How children and adults talk about and use artifacts*. In D.R. Siegel (Chair), *Cross-disciplinary perspectives on artifacts and artifact concepts: Phylogenetic, ontogenetic, and sociohistorical understandings*. Paper symposium presented at the conference of the Society for Research in Children Development, Boston, MA.
- Siegel, D.R. & Callanan, M.A. (2007, March). *Artifact as conventional objects*. Poster presented at the conference of the Society for Research in Child Development, Boston, MA.
- Siegel, D.R., & Callanan, M. (2006, October). *Children learn about artifacts in parent-child conversations*. Poster presented at the conference of the Association of Science and Technology Centers, Louisville, KY.
- Siegel, D.R., & Szechter, L.E (2006, June). *Are photographs snapshots or works of art?* Poster presented at the conference of the Jean Piaget Society, Baltimore, MD.

- Siegel, D.R. & Callanan, M. (2006, April). *Learning about artifacts in parent-child conversations*. Poster presented at the conference of the National Association for Research in Science Teaching, San Francisco, CA.
- Siegel, D.R. & Callanan, M. (2006, February). *Learning about artifacts in parent-child conversations*. Poster presented at the NSF funded Center for Learning and Teaching PI meeting, Washington, D.C.
- Gutwill, J. & Siegel, D. R. (2005, August). *APE (Active Prolonged Engagement): Multiple stations research study*. Poster presented at the Bay Area Institute, Santa Cruz, CA.
- Siegel, D.R., & Callanan, M. (2005, July). *Are artifacts culturally or individually defined?: Convention vs. design stance*. Cultural Learning, Imitation, and Artifact Understanding at the Central European University, Budapest, Hungary.
- Siegel, D.R. & Callanan, M. (2005, April). *What is silly putty for? Invention vs. convention*. Poster presented at the conference of the Society in Research and Child Development, Atlanta, GA.
- Siegel, D.R., Wright, R., & Callanan, M. (2005, April). *Parent-child interactions during science-related tasks across settings*. Poster presented at the conference of the Society in Research and Child Development, Atlanta, GA.
- Siegel, D.R. (2004, August). *Are artifacts individually or culturally defined? Invention vs. convention*. Poster presented at the Bay Area Institute, San Francisco, CA.
- Siegel, D.R. (2004, May). *What is silly putty for? Invention versus convention*. Berkeley/Stanford/UCSC graduate student conference. Department of Psychology, UC Berkeley.
- Siegel, D.R. & Callanan, M. (2003, October). *Conversations about sinking and floating in Mexican-descent families*. Poster presented at the conference of the Cognitive Development Society, Park City, UT.

### Awards & Fellowships

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Chancellor's Dissertation Year Fellowship, UC Santa Cruz	<b>2009-2010</b>
Summer Dissertation Fellowship, UC Santa Cruz	<b>2009</b>
Outstanding Teaching Assistant Award, UC Santa Cruz	<b>2009</b>
Psi Chi Graduate Research Grant	<b>2009</b>
Frank X. Barron Award in Creativity Research, UC Santa Cruz	<b>2008</b>
Graduate Student Association Travel Grant, UC Santa Cruz	<b>2006, 2008</b>
Student Travel Awards, Society for Research in Child Development	<b>2005, 2007</b>
NSF Center for Informal Learning and Schools Graduate Research Fellow	<b>2003-2006</b>
National Institute of Health Predoctoral Trainee, UC Santa Cruz	<b>2002-2003</b>
Presidential Scholar, Brandeis University	<b>1995-1999</b>