

Kathleen H. Corriveau

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2 Silber Way
Boston, MA 02215

Email : kcorriv@bu.edu
Web : www.bulearnlab.com

EMPLOYMENT

2021-present	Associate Dean for Research, Wheelock College of Education and Human Development Boston University
2021-present	Professor, Wheelock College of Education and Human Development Joint Appointment, Department of Psychological & Brain Sciences Boston University
2017-2021	Associate Professor, Wheelock College of Education and Human Development Joint Appointment, Department of Psychological & Brain Sciences Boston University
Spring 2020	Visiting Professor, Department of Psychology University of Queensland, Australia
Sept 2012-2017	Peter Paul Career Development Assistant Professor Boston University
Jan 2012 -2017	Assistant Professor, School of Education Joint Appointment, Department of Psychological & Brain Sciences (2014-2017) Boston University
2010-2011	Postdoctoral Fellow Harvard University

EDUCATION

2010	EdD in Human Development and Psychology Harvard University, Graduate School of Education, Cambridge, MA
2007	MPhil (Research) in Education University of Cambridge, Centre for Neuroscience in Education, UK Gates Cambridge Scholar
2003	EdM in Mind, Brain and Education Harvard University, Graduate School of Education, Cambridge, MA
2002	ScB, magna cum laude with Honors in Cognitive Neuroscience Brown University, Providence, RI

AWARDS AND HONORS

2021	Elected as Fellow, American Psychological Association, Division 7
2018	Elected as Fellow, Association for Psychological Science
2018	Early Career Impact Award, Federation of Associations in Behavioral and Brain Sciences
2017	NSF CAREER Recipient, National Science Foundation

AWARDS AND HONORS (cont.)

2015	Rising Star, Association for Psychological Science
2015	National Academy of Education/Spencer Postdoctoral Fellowship
2015	Division E (Human Development) Distinguished Research Award, American Educational Research Association
2014	Division 15 (Educational Psychology) Early Career Research Grant, American Psychological Association
2014	Division 7 (Developmental Psychology) Early Career Research Award, American Psychological Association
2014	Elected as Fellow, Psychonomic Society
2013	Early Career Travel Award, Society for Research in Child Development
2012	Peter Paul Career Development Professorship, Boston University
2009	Elizabeth Musterberg Koppitz Fellowship, American Psychological Foundation
2009	George W. Goethals Award, Harvard University
2009, 2005	Student Travel Award, Society for Research in Child Development
2009	Jeanne Chall Reading Lab Grant, Harvard Graduate School of Education
2008-2009	HGSE Dissertation Fellowship, Harvard Graduate School of Education
2008	Psychological Science Graduate Superstars, American Psychological Association
2008	Advanced Doctoral Student Grant, Harvard Graduate School of Education
2006-2009	Dean's Summer Fellowship Award, Harvard Graduate School of Education
2004-2008	Presidential Scholarship, Harvard University
2003	Gates Cambridge Scholarship, Gates Cambridge Trust, UK
2002-2010	Charles H. Smith Scholarship, Harvard University
2002	Anne Crosby Emery Fellowship, Brown University
2002	Brown University Resource Scholar, Brown University
2001	Undergraduate Teaching and Research Award, Brown University

RESEARCH SUPPORT

External Support**Current Support**

2021-2023	Templeton World Charity Foundation Human Flourishing Grant <i>Developing Epistemic Vigilance: Children's development of trust</i> Role: co-PI (PI: J. Dautel). Total Costs \$190,000
2022-2023	Templeton Foundation Grant <i>The development of curiosity and relations to STEM learning in childhood</i> Role: co-PI (PI: J. Jirout). Total Costs \$799,000 (\$21,902 to KHC)
2021-2023	Templeton Foundation Small Grant, ID #61428 <i>Natural and supernatural representations in nonreligious households: Examining nonreligious parents' and children's explicit and implicit beliefs</i> Role: co-PI (PI: J. Clegg). Total Costs \$234,800 (\$68,538 to KHC)

- 2020-2025 Templeton Foundation Large Grant, ID #61542
Developing Belief: The Development and Diversity of Religious Cognition and Behavior
 Role: multi-PI (other PI: R. Richert). Total Costs \$9,866,732 (\$2,723,126 to KHC)
- 2020-2023 NSF AISL Grant, EHR #2005796
Multi-Generational STEM Makerspaces in Affordable Housing: Co-Designing a Model with the Community
 Role: co-PI (PI: S. Johnston). Total Costs \$1,401,163 (\$151,038 to KHC)
- 2019-2022 Templeton Foundation Small Grant, ID #61427
From reality to representation: Exploring the role of anxiety as a moderator in the development of beliefs about supernatural powers
 Role: PI Total Costs: \$234,800
- 2017-2023 NSF CAREER Grant, EHR #1652224
Developing critical STEM thinkers: Optimizing explanations in inquiry-based learning
 Role: PI Total Costs: \$1,052,377
- Previous Support**
- 2018-2019 Templeton Foundation Invited Planning Grant
Developing belief: The ontogeny and diversity of religious cognition and behavior
 Role: multi-PI (other PIs: R. Richert, C. Legare) Total Costs: \$234,800 (\$50,000 to KHC)
- 2018-2019 Radcliffe Institute for Advanced Study Accelerator Grant
Conceptions of Knowledge and Belief in Religion and Science
 Role: multi-PI (other PI: P. Harris) Total Costs: \$20,000
- 2018-2018 NSF RET Supplemental Funding, EHR #1652224
 Role: PI Total Costs: 15,090
- 2017-2018 NSF INTERN Supplemental Funding, EHR #1652224
 Role: PI Total Costs: \$42,517
- 2016-2019 Templeton Foundation Large Grant, ID # 59820
The role of religious exposure in children's conceptualization of the invisible and the impossible
 Role: PI Total Costs: \$1,039,609
- 2016-2019 NSF Science of Learning Collaborative Grant, SL-CN #1640816
Guiding guided learning: A developmental, educational and computational collaborative
 Role: co-PI (PI: P. Shafto) Total Costs: \$749,016 (\$115,000 to KHC)
- 2016-2017 Elizabeth Musterberg Koppitz Fellowship, American Psychological Foundation
The influence of social others on children's self-control
 Role: Mentor (PI: G. Min) Total Costs: \$25,000
- 2015-2017 National Academy of Education/Spencer Postdoctoral Fellowship
The development of critical thinking skills in urban preschoolers
 Role: PI Total Costs: \$70,000
- 2014-2016 Division 15 (Educational Psychology) Early Career Research Grant, APA
Ready for school? Preschoolers' use of adult explanations to develop critical thinking skills
 Role: PI Total Costs: \$7,500
- 2014-2015 Division 7 (Developmental Psychology) Early Career Research Award, APA
Individual differences in children's use of explanations to promote critical thinking
 Role: PI Total Costs: \$1,000

2014-2015 Jumpstart For Young Children, Small Grant
Children's use of explanations to develop critical thinking in Jumpstart classrooms
 Role: PI Total Costs: \$10,000

Internal Support

2022 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 2 students Total Costs: \$6,700

2021 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 3 students Total Costs: \$12,150

2020 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 5 students Total Costs: \$13,000

2019 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 4 students Total Costs: \$11,300

2018 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 10 students Total Costs: \$11,540

2016-2017 Boston University Initiative on Cities
Promoting Academic Success in Urban Head Start Children: A Pilot Study to Enhance Cognitive Control through Metacognitive Monitoring
 Role: co-PI (PI: Tarullo) Total Costs: \$10,000

2017 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 8 students Total Costs: \$16,760

2016 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 4 students Total Costs: \$12,600

2015 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 4 students Total Costs: \$8,450

2014 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 4 students Total Costs: \$14,400

2013 Boston University Undergraduate Research Opportunities Program
 Role: Mentor to 1 student Total Costs: \$4,200

2012-2015 Peter Paul Career Development Professorship, Trustees of Boston University
 Role: PI Total Costs: \$120,000

PEER-REVIEWED PUBLICATIONS (88 total; Google Scholar h-index = 37)

+ undergraduate student, * graduate student, ** postdoctoral fellow

Since tenure in 2017 I list myself as last author to indicate senior authorship in experimental work originating out of my lab.

88. *Kumar, S., *Haber, A., +Barbero, S., **Ghossainy, M. & **Corriveau, K.H.** (in press). The impact of visualizing the group on children's persistence in and perceptions of STEM. *Acta Psychologica*.
87. *Haber, A. & **Corriveau, K.H.** (in press). Social robots as social learning partners: Exploring children's early understanding of and learning from social robots. *Behavioral and Brain Sciences*.
86. **Leech, K. A., *Campbell, I., Alton, J. A., & **Corriveau, K. H.** (in press). What would happen if?: A comparison of father-child and mother-child scientific conversations in the museum. *Frontiers in Psychology*.

PUBLICATIONS (cont.)

85. Lew-Levy, S., van den Bos, W., **Corriveau, K.H.**, Dutra, N.B., Flynn, E., O'Sullivan, E., Pope, S., Rawlings, B., Smolla, M., Xu, J., Wood, L. (in press). Peer learning and cultural evolution. *Child Development Perspectives*.
84. *Puttre, H. & **Corriveau, K.H.** (in press). Considering individual differences and variability is important in the development of the Bifocal Stance. *Behavioral and Brain Sciences*.
83. Richert, R.A. & **Corriveau, K.H.** (2022). Development of religious cognition. *Annual Review of Developmental Psychology*, 4, <https://doi.org/10.1146/annurev-devpsydh-120920-041303>.
82. Richert, R.A., Weisman, K., **Ghossainy, M.E., **Lesage, K.A., Reyes-Jaquez, B. & **Corriveau, K.H.** (2022). Belief, culture, and development: Insights from studying the development of religious beliefs and behaviors. *Advances in Child Development and Behavior*, 62, 127-158.
81. *Chandler-Campbell, I., **Ghossainy, M., Mills, C. & **Corriveau, K.H.** (2022). Is secondhand information better read or said? Factors influencing children's endorsements of text-based information. *Cognitive Development*, 101215.
80. **Davoodi, T., Jamshidi-Sianaki, M., **Payir, A., *Cui, Y.K., Clegg, J., McLoughlin, N., Harris, P.L. & **Corriveau, K.H.** (2022). Miraculous, magical, or mundane? The development of beliefs about stories with divine, magical, or realistic causation. *Memory & Cognition*.
79. DiYanni, C., Clegg, J.M. & **Corriveau, K.H.** (2022). If I told you everyone picked that (inefficient) tool, would you? Children attend to normative language when imitating and transmitting tool use. *Journal of Experimental Child Psychology*, 214, 105293.
78. Gilligan, T., McNally, S., Lovett, J., Farrell, T., *Kumar, S., McLoughlin, E. & **Corriveau, K.H.** (2022). Persistence in science play and gender: Findings from early childhood classrooms in Ireland. *Early Education and Development*, 1-13.
77. *Haber, A., *Kumar, S., & **Corriveau, K.H.** (2022). Boosting children's persistence in STEM through storybook reading. *Journal of Cognition and Development*, 23, 161-172.
76. *Haber, A., *Kumar, S., *Puttre, H., Dashoush, N. & **Corriveau, K.H.** (2022). "Why can't I see my friends and family?": Explaining COVID-19 to young children. *Mind, Brain & Education*, 16, 54-61.
75. *Kurkul, K., Dwyer, J. & **Corriveau, K.H.** (2022). 'What do YOU think?': Children's questions, teacher's responses and children's follow-up across diverse preschool settings. *Early Childhood Research Quarterly*, 58, 231-241.
74. **Leech, K.A., McNally, S. Daly, M. & **Corriveau, K.H.** (2022). Unique effects of book-reading at 9-months on vocabulary development at 3-years: Insights from a nationally representative sample of Irish families. *Early Childhood Research Quarterly*, 58, 242-253.
73. **Payir, A., Heiphetz, L., Harris, P.L. & **Corriveau, K.H.** (2022). What could have been done? Counterfactual alternatives to negative outcomes proposed by religious and secular children. *Developmental Psychology*, 58, 376-391.
72. *Haber, A., **Leech, K.A., Benton, D., Dashoush, N., & **Corriveau, K.H.** (2021). Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. *Early Childhood Research Quarterly*, 57, 121-132.
71. *Haber, A., *Puttre, H., **Ghossainy, M., & **Corriveau, K.H.** (2021). "How will you construct a pathway system?": Microanalysis of teacher-child scientific conversations. *Journal of Childhood, Education & Society*, 2, 338-363.
70. **McLoughlin, N., Finiasz, Z., Sobel, D.M. & **Corriveau, K.H.** (2021). Children's developing capacity to calibrate verbal testimony with observed evidence when learning causal relations. *Journal of Experimental Child Psychology*, 210, 105-183.

PUBLICATIONS (cont.)

69. **McLoughlin, N., +Jacob, C., +Samrow, P. & **Corriveau, K.H.** (2021). Beliefs about unobservable scientific and religious entities are transmitted via subtle linguistic cues in parental testimony. *Journal of Cognition and Development*, 22, 379-397.
68. **McLoughlin, N., **Davoodi, T., *Cui, Y.K., Clegg, J.M., Harris, P.L. & **Corriveau, K.H.** (2021). Parents' beliefs about their influence on children's scientific and religious views: Perspectives from Iran, China and the United States. *Journal of Cognition and Culture*, 21, 49-75.
67. **Payir, A., **McLoughlin, *Cui, Y.K., **Davoodi, T., **Clegg, J.M., Harris, P.L. & **Corriveau, K.H.** (2021). Children's ideas about what can really happen: The impact of age and reality status. *Cognitive Science*, 45, e13054.
66. Harris, P.L. & **Corriveau, K.H.** (2021). Beliefs of children and adults in religious and scientific phenomena. *Current Opinion in Psychology*, 40, 20-23.
65. *Kurkul, K., **Leech, K., *Castine, E., & **Corriveau, K.H.** (2021). How does a switch work? Adult mechanistic language and children's subsequent knowledge acquisition. *Journal of Applied Developmental Psychology*, 72, 101221.
64. **Payir, A., **Davoodi, T., *Cui, Y.K., **Clegg, J.M, Harris, P.L. & **Corriveau, K.H.** (2021). Are high levels of religiosity inconsistent with a high valuation of science? Evidence from the USA, China, and Iran. *International Journal of Psychology*, 56, 216-227.
63. *Chandler-Campbell, I.L., **Leech, K.A. & **Corriveau, K.H.** (2020). Investigating science together: Inquiry-based training promotes scientific conversations in parent-child interactions. *Frontiers in Psychology*, 11, 1934.
62. Chen, E.E., Ng, C.T.K., **Corriveau, K.H.**, Yang, B. & Harris, P.L. (2020). Talking about personality: Evidence for attributions to self and others in early childhood. *Journal of Cognition and Development*, 21, 191-212.
61. *Cui, Y.K., **Clegg, J.M, *Fang, Y.E., **Davoodi, T., Harris, P.L. & **Corriveau, K.H.** (2020). Religious testimony in a secular society: Belief in unobservable entities among Chinese parents and their children. *Developmental Psychology*, 56, 117-127.
60. **Davoodi, T., *Cui, Y.K., **Clegg, J., *Fang, Y.E., **Payir, A., Harris, P.L. & **Corriveau, K.H.** (2020). Epistemic justifications for belief in the unobservable: The impact of minority status. *Cognition*, 200, 104273.
59. Gilligan, T., Lovett, J., McLoughlin, E., Murphy, C., Finlayson, O. **Corriveau, K.H.**, & McNally, S. (2020). 'We practice every day': Parents' attitudes toward early child learning and education among a sample of urban families in Ireland. *European Early Childhood Education Research Journal*, 28, 898-910.
58. Green, J.G., Levine, R., Oblath, R., **Corriveau, K.H.**, Holt, M.K., Albright, G. (2020). Pilot Evaluation of Preservice Teacher Training to Improve Preparedness and Confidence to Address Student Mental Health. *Evidence-Based Practice in Child & Adolescent Mental Health*, 5, 42-52.
57. *Haber, A. & **Corriveau, K.H.** (2020). Putting social cognitive mechanisms back into Cumulative Technological Culture: Social interactions serve as a mechanism for children's early knowledge acquisition. *Behavioral and Brain Sciences*, 43, e166.
56. **Leech, K.A., *Haber, A., +Jalkh, Y. & **Corriveau, K.H.** (2020). Embedding scientific explanations into storybooks impacts children's scientific discourse and learning. *Frontiers in Psychology*, 11, 1016.
55. Luchkina, E., **Corriveau, K.H.** & Sobel, D.M. (2020). I don't believe what you said before: Preschoolers retrospectively discount information from inaccurate speakers. *Journal of Experimental Child Psychology*, 189, 104701.

PUBLICATIONS (cont.)

54. **McLoughlin, N., **Leech, K., Chernyak, N., Blake, P. & **Corriveau, K.H.** (2020). Conflicting perspectives mediate the relation between parents' and preschoolers' self-referent mental state talk during collaboration. *British Journal of Developmental Psychology*, 38, 255–267.
53. **Clegg, J., *Cui, Y.K., Harris, P.L & **Corriveau, K.H.** (2019). God, germs and evolution: Belief in unobservable religious and scientific entities in the U.S. and China. Special issue on religion in *Integrative Psychological and Behavioral Science*, 53, 93-106.
52. **Clegg, J., *Kurkul, K. & **Corriveau, K.H.** (2019). Trust me, I'm a competent expert: Developmental changes in children's use of explanation quality to infer trustworthiness. *Journal of Experimental Child Psychology*, 188, 104670.
51. **Corriveau, K.H.** & Winters, M. (2019). Trusting your teacher: Implications for policy. Invited manuscript for special issue on education science in *Policy Insights for the Behavioral and Brain Sciences*, 6, 123-129.
50. **Davoodi, T., Sianaki, M.J., Abedi, F., **Payir, A., Harris, P.L. & **Corriveau, K.H.** (2019). Beliefs about religious and scientific entities among parents and children in Iran. *Social Psychological and Personality Science*, 10, 847-855.
49. Harris, P.L. & **Corriveau, K.H.** (2019). Some, but not all, children believe in miracles. Invited manuscript for special issue on imagination and religion in *Journal for the Cognitive Science of Religion*, 5.1, 1-16.
48. **Leech, K., +Haber, A., Arunachalam, S., Kurkul, K. & **Corriveau, K.H.** (2019). On the malleability of selective trust. *Journal of Experimental Child Psychology*, 183, 65-74.
47. **McLoughlin, N. & **Corriveau, K.H.** (2019). But how does it develop? Adopting a socio-cultural lens to the development of intergroup cognition. *Behavioral and Brain Sciences*, 42, e131.
46. Chen, E.E., **Corriveau, K.H.**, Lai, V.K.W., Poon, K.S.L., & Gaither, S.E. (2018). Learning and socializing preferences in Hong Kong Chinese children. *Child Development*, 89, 2109-2117.
45. **Payir, A., **Davoodi, T., Sianaki, M., Harris, P.L. & **Corriveau, K.H.** (2018). Coexisting religious and scientific beliefs among Iranian parents. Special issue on "The Cognition of Belief" *Peace and Conflict: Journal of Peace Psychology*, 24, 240-244.
44. Yu, Y., Shafto, P., Bonawitz, E., Yang, S.C., Golinkoff, R.M., **Corriveau, K.H.**, Hirsh-Pasek, K. & Xu, F. (2018). The theoretical and methodological opportunities afforded by guided play. *Frontiers in Psychology*.
43. Harris, P.L., Koenig, M.A., **Corriveau, K.H.** & Jaswal, V.K. (2018). Cognitive foundations of learning from testimony. *Annual Review of Psychology*, 69, 251-273.
42. *Kurkul, K. & **Corriveau, K.H.** (2018). Question, explanation, follow-up: A mechanism for learning from others? *Child Development*, 89, 280-294.
41. **Clegg, J.M. & **Corriveau, K.H.** (2017) Children begin with the same start-up software, but their developmental software updates are cultural. *Behavioral and Brain Sciences*, 40, e260.
40. **Corriveau, K.H.**, *Ronfard, S. & *Cui, Y. (2017) Cognitive mechanisms associated with children's selective teaching. *Review of Philosophy and Psychology*, 1-18.
39. **Corriveau, K.H.**, DiYanni, C., **Clegg, J.M., *Min, G., +Chin, J., & Nasrini, J. (2017). Cultural differences in the learning and teaching of unexpected information. *Journal of Experimental Child Psychology*, 161, 1-18.
38. *Kurkul, K. & **Corriveau, K.H.** (2017). The uncontrollable nature of early learning experiences. *Behavioral and Brain Sciences*, 40, e331.
37. Chen, E.E, **Corriveau, K.H.** & Harris, P.L. (2016). Remembering traits while forgetting behavioral details: Person perception across development and culture. *Journal of Cognition and Development*, 17, 447-467.

PUBLICATIONS (cont.)

36. **Corriveau, K.H.** & Chen, E.E. (2016). Developmental precursors to the cultural transmission of religious information. *Behavioral and Brain Sciences*, 39, e8.
35. **Corriveau, K.H.**, *Kurkul, K & Arunachalam, S. (2016). Preschoolers' preference for syntactic complexity varies by socioeconomic status. *Child Development*, 87, 1529-1537.
34. **Corriveau, K.H.**, *Min, G., +Chin, J. & Doan, S. (2016). Do as I do, not as I say: Children's learning of self-regulatory strategies. *Journal of Experimental Child Psychology*, 143, 179-187.
33. *Davoodi, T., **Corriveau, K.H.** & Harris, P.L. (2016). Distinguishing between realistic and fantastical stories in Iran. *Developmental Psychology*, 52, 221-231.
32. *Ronfard, S. & **Corriveau, K.H.** (2016). Teaching and preschoolers' ability to infer knowledge from mistakes. *Journal of Experimental Child Psychology*, 150, 87-96.
31. **Corriveau, K.H.** (2015). Learning about teaching requires thinking about the learner. *Behavioral and Brain Sciences*, 38, e37.
30. **Corriveau, K.H.**, Chen, E.E. & Harris, P.L. (2015). Judgment about fact and fiction by children from religious and non-religious backgrounds. *Cognitive Science*, 39, 353-382.
29. **Corriveau, K.H.** & Harris, P.L. (2015). Children's developing realization that some stories are true: Links to the understanding of belief and signs. *Cognitive Development*, 34, 76-87.
28. DiYanni, C., **Corriveau, K.H.**, *Kurkul, K., +Nasrini, J. & +Nini, N. (2015). The role of conformity and culture in the imitation of questionable actions. *Journal of Experimental Child Psychology*, 137, 99-110. **[First authorship shared]**
27. **Corriveau, K.H.**, Einav, S., Robinson, E. & Harris, P.L. (2014). To the letter: Early readers trust print-based over oral instructions to guide their actions. *British Journal of Developmental Psychology*, 32, 345-358.
26. **Corriveau, K.H.** & *Kurkul, K. (2014). "Why does rain fall?": Children prefer to learn from an informant who uses non-circular explanations. *Child Development*, 85, 1827-1835.
25. Gaither, S.E., Chen, E.E., **Corriveau, K.H.**, Harris, P.L., Ambady, N., Sommers, S.R. (2014). Monoracial and biracial children: effects of racial identity saliency on learning and social preferences. *Child Development*, 85, 2299-2316.
24. **Corriveau, K.H.**, *Kim, E., *Song, G. & Harris, P.L. (2013). Young children's deference to a majority varies by culture. *Journal of Cognition and Culture*, 13, 367-381.
23. **Corriveau, K.H.**, Kinzler, K.D. & Harris, P.L. (2013). Accuracy trumps accent in children's endorsement of object labels. *Developmental Psychology*, 49, 470-479.
22. *Chen, E.E., **Corriveau, K.H.** & Harris, P.L. (2013). Children lose trust in a consensus composed of outgroup members – but do not retain that trust. *Child Development*, 84, 269-282.
21. *Chen, E.E., **Corriveau, K.H.** & Harris, P.L. (2011). Children are sociologists. Invited paper for the special issue "Social and Developmental Aspects in Prejudice in Childhood", *Anales de Psychologia*, 27, 625-630.
20. **Corriveau, K.H.**, +Pickard, K. & Harris, P.L. (2011). Preschoolers trust particular informants when learning new names and new morphological forms. *British Journal of Developmental Psychology*, 29, 46-63.
19. Fusaro, M., **Corriveau, K.H.**, & Harris, P.L. (2011). The good, the strong, and the accurate. Preschoolers' evaluations of accurate and strong informants. *Journal of Experimental Child Psychology*, 110, 561-574.
18. Harris, P.L. & **Corriveau, K.H.** (2011). Young children's selective trust in informants. *Philosophical Transactions of the Royal Society B*, 366, 1179-1187.
 **reprinted in A. Whiten, R.A. Hinde, C.B. Stringer & K.N. Laland (eds.). *Culture Evolves* (pp. 431-446). Oxford University Press: Oxford, UK.

PUBLICATIONS (cont.)

17. Kinzler, K.D., **Corriveau, K.H.**, & Harris, P.L. (2011). Preschoolers' use of accent when deciding which informant to trust. *Developmental Science*, *14*, 106-111. [**First authorship shared**]
16. **Corriveau, K.H.**, Goswami, U. & Thomson, J. (2010) Auditory processing and early literacy skills in a preschool and kindergarten population. *Journal of Learning Disabilities*, *43*, 369-382.
15. **Corriveau, K.H.** & Harris, P.L. (2010). Preschoolers (sometimes) defer to the majority when making simple perceptual judgments. *Developmental Psychology*, *26*, 437-445.
14. Sobel, D.M & **Corriveau, K.H.** (2010). Children monitor individuals' expertise for word learning. *Child Development*, *81*, 669-679.
13. **Corriveau, K.H.**, Fusaro, M. & Harris, P.L. (2009). Going with the flow: Preschoolers prefer non-dissenters as informants. *Psychological Science*, *20*, 372-377.
12. **Corriveau, K.H.**, *Kim, A.L., *Schwalen, C.E. & Harris, P.L. (2009). Abraham Lincoln and Harry Potter: Children's differentiation between historical and fantasy characters. *Cognition*, *113*, 213-225.
11. **Corriveau, K.H.**, Harris, P.L., Meins, E., Ferneyhough, C., Arnott, B., Elliott, L., Liddle, B., Hearn, A., Vittorini, L. & de Rosnay, M. (2009). Young children's trust in their mother's claims: Longitudinal links with attachment security in infancy. *Child Development*, *80*, 750-761.
10. **Corriveau, K.H.** & Goswami, U. (2009) Rhythmic motor entrainment in children with speech and language impairments: Tapping to the beat. *Cortex*, *45*, 119-130.
9. **Corriveau, K.H.** & Harris, P.L. (2009a). Preschoolers continue to trust a more accurate informant 1 week after exposure to accuracy information. *Developmental Science*, *12*, 188-193.
8. **Corriveau, K.H.** & Harris, P.L. (2009b) Choosing your informant: Weighing familiarity and past accuracy. *Developmental Science*, *12*, 426-437.
7. **Corriveau, K.H.**, Meints, K., & Harris, P.L. (2009). Early tracking of informant accuracy and inaccuracy by young children. *British Journal of Developmental Psychology*, *27*, 331-342.
6. Chang, B.S., Katzir, T., Liu, T., **Corriveau, K.**, Barzillai, M., Apse, K.A., Bodell, A., Hackney, D., Alsop, D., Wong, S., Walsh, C.A. (2007). A structural basis for reading fluency: White matter defects in a genetic brain malformation. *Neurology*, *69*, 2146-2159.
5. **Corriveau, K.**, Pasquini, E., & Goswami, U. (2007) Basic auditory processing skills and Specific Language Impairment: A new look at an old hypothesis. *Journal of Speech Language and Hearing Research*, *50*, 647-666.
4. Pasquini, E., **Corriveau, K.H.**, & Goswami, U. (2007). Auditory processing of amplitude envelope rise time in adults diagnosed with dyslexia. *Scientific Studies of Reading*, *11*, 259-286.
3. Pasquini, E., **Corriveau, K.H.**, Koenig, M. & Harris, P.L. (2007). Preschoolers monitor the relative accuracy of informants. *Developmental Psychology*, *43*, 1216-1226.
2. Sobel, D., Li, J., & **Corriveau, K.H.** (2007). It danced around in my head and I learned it. Children's developing understanding of learning. *Journal of Cognition and Development*, *8*, 345-369.
1. **Corriveau, K.H.**, Pasquini, E., & Harris, P.L. (2005) If it's in your brain, it's in your mind. Children's developing anatomy of identity. *Cognitive Development*, *20*, 321-340.

EDITED BOOKS

1. Butler, L., Ronfard, S. & **Corriveau, K.H.** (2020). *The Questioning Child: Insights from Psychology and Education*. Cambridge University Press: Cambridge, UK.

BOOK CHAPTERS

12. *Kumar, S.C. & **Corriveau, K.H.** (in press). A social cognitive perspective on immigration in early childhood settings. In O. Saracho (ed.) *Contemporary Perspectives in Early Childhood Education*. Information Age Publishing, NC.
11. **Lesage, K., **Ghossainy, M., Richert, R.A. & **Corriveau, K.H.** (in press). Social cognitive development and religious belief. In J. Tehrani, J. Kendal & R. Kendal (eds.) *Oxford Handbook of Cultural Evolution*. Oxford University Press: Oxford, UK.
10. Butler, L.P., Ronfard, S. & **Corriveau, K.H.** (2020). Questions about Questions: Framing the Key Issues. In L. Butler, S. Ronfard & K.H. Corriveau (eds.) *The Questioning Child: Insights from Psychology and Education*. Cambridge University Press: Cambridge, UK.
9. Ronfard, S., Butler, L.P. & **Corriveau, K.H.** (2020). The Questioning Child: A Path Forward. In L. Butler, S. Ronfard & K.H. Corriveau (eds.) *The Questioning Child: Insights from Psychology and Education*. Cambridge University Press: Cambridge, UK.
8. *Campbell, I. & **Corriveau, K.H.** (2018). The role of testimony in children's belief in the existence of the unobservable. In M.M. Saylor & P. Ganea (eds.) *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms*. Springer International: New York, NY.
7. **Corriveau, K.H.**, Kipling, R., Biarnes, M., Ronfard & Harris, P.L. (2016). The Living Laboratory Model: Bridging child development research and informal science education. In D. Sobel & J. Jipson (eds.) *Cognitive Development in Museum Settings: Relating Research and Practice*. (pp. 65-83). Psychology Press: UK.
6. **Corriveau, K.H.** & Dwyer, J. (2014). Preschoolers' selective learning from adults: Lessons for research methods in Early Childhood Education. In O. Saracho (ed.) *Handbook of Research Methods in Early Childhood Education: Vol 1*. (pp. 599-641). Information Age Publishing, NC.
5. **Corriveau, K.H.**, *Min, G., & *Kurkul, K. (2014). Cultural differences in children's learning from others. In S. Einav & E. Robinson (eds.) *Trust and Skepticism: Children's Selective Learning from Testimony*. (pp. 95-109). Psychology Press: UK.
4. Harris, P.L. & **Corriveau, K.H.** (2014). Learning from testimony about religion and science. In S. Einav & E. Robinson (eds.) *Trust and Skepticism: Children's Selective Learning from Testimony*. (pp. 28-41). Psychology Press: UK.
3. Harris, P.L. & **Corriveau, K.H.** (2013). Judging for yourself versus listening to others: Conformity revisited. In M. Banaji and S. Gelman (eds.) *Navigating the Social World: What infants, children, and other species can teach us*. (pp. 230-234). Oxford University Press: NY.
2. Harris, P.L., **Corriveau, K.H.**, Pasquini, E.S., Koenig, M.A. & Clement, F. (2012). Credulity and the development of selective trust in early childhood. In M. Beran, J. Brandl, J. Perner & J. Proust (eds.) *Foundations of Metacognition*. (pp. 193-210). Oxford University Press: NY.
1. **Corriveau, K.H.** & Harris, P.L. (2010) Young children's trust in what other people say. In Ken Rotenberg (ed.) *Interpersonal trust during childhood and adolescence*. (pp. 87-109) Cambridge University Press: Cambridge, UK.

NON PEER-REVIEWED PUBLICATIONS

- Dautel, J., Corbett, B., Watling Neal, J., **Corriveau, K.H.**, Flynn, E., Kornbluh, M., Scholz, C., Wood, L. & Xu, J. (2021). Is 'Truth' as objective as we think? *Templeton World Charity Foundation*.
- Corriveau, K.H.**, Harris, P.A., Chen, E.E. (2014). How religion affects children's judgments of what is real and what is pretend. *Huffington Post*.

INVITED TALKS

- Corriveau, K.H.** (2022). Children's developing STEM understanding. Department of Cognitive, Linguistic and Psychological Sciences, Brown University, Providence, RI.
- Corriveau, K.H.** (2022). The role of religious exposure in children's conceptualization of the unobservable. **Invited Speaker.** International Society for the Study of Behavioral Development. Rhodes, Greece.
- Corriveau, K.H.** (2022). Opportunities and challenges in developing culturally-responsive international networks. Preconference on Diversifying Developmental Science. Madison, WI.
- Corriveau, K.H.** (2022). Children are listening: Misinformation effects in young learners. Research on Tap focusing on Misinformation. Boston University, Boston, MA.
- Corriveau, K.H.** (2021). The role of language in children's understanding of the invisible and the impossible. University of Indiana, Bloomington, IN.
- Corriveau, K.H.** (2021). The role of testimony in children's early learning. University of Keele, Keele, UK.
- Corriveau, K.H.** (2020). Children's developing understanding of what is real and what is possible in the domains of religion and science. Queens University Belfast, Belfast, UK.
- Corriveau, K.H.** (2020). The role of adult testimony in children's conceptualization of unobservable entities. Department of Psychology, University of Queensland, Brisbane, Australia.
- Corriveau, K.H.** (2019). How children decide from whom to learn. Department of Cognitive, Linguistic and Psychological Sciences, Brown University, Providence, RI.
- Corriveau, K.H.** (2019). The impact of community consensus on children's judgments about what is real and what is possible. John Templeton Foundation, West Conshohocken, Pennsylvania
- Corriveau, K.H.** (2019). Children's understanding of what is real in the absence of first-hand evidence. **Invited Speaker.** Cognitive Development Society. Louisville, KY.
- Corriveau, K.H.** (2019). Children's use of testimony to develop an understanding of what is real and what is possible. Developing Belief Conference. University of California, Riverside. Riverside, CA.
- Corriveau, K.H.** (2019). Variability in parent-child guidance during dyadic STEM learning. Preconference on Guided Learning, Montreal, Canada.
- Corriveau, K.H.** (2019). The role of parent-child talk in informal science learning. Play and Learning Conference, Newark, NJ.
- Harris, P.L. & **Corriveau, K.H.** (2019). Cross-cultural differences in the impact of testimony on children's understanding of what is real and what is possible. Radcliffe Institute Workshop on Religious Cognition. Cambridge, MA.
- Corriveau, K.H.** (2019). Fostering critical thinking in children. Dublin City University, Dublin, Ireland.
- Corriveau, K.H.** (2018). The role of adult testimony in children's understanding of what is real and what is possible. Department of Cognitive Science. Tufts University, Medford, MA.
- Corriveau, K.H.** (2018). How adult testimony influences children's learning. Department of Human Development, Learning & Teaching. Harvard Graduate School of Education, Cambridge, MA.
- Corriveau, K.H.** (2018). How children use questions and explanations to develop critical thinking skills. **Keynote Address.** American Educational Research Association Annual Meeting, New York, NY.
- Corriveau, K.H.** (2017). Individual differences in children's learning from others. Department of Psychology and Brain Sciences, University of Massachusetts Amherst, MA.
- Corriveau, K.H.** (2017). Individual differences in children's use of question-asking as a knowledge acquisition strategy. Preconference on Question-Asking, Portland, OR.

INVITED TALKS (cont.)

- Corriveau, K.H.** (2017). Children's social learning. Playful learning conference, Temple University, Pennsylvania, PA.
- Corriveau, K.H.** (2017). The role of religious exposure on children and adult's reasoning about what is real and what is possible. Religion and Spirituality Preconference, Austin, TX.
- Corriveau, K.H.** (2017). The role of social cognition in children's learning from others. Junior Faculty Colloquium, Boston University, Boston, MA.
- Corriveau, K.H.** (2016). The development of critical thinking skills in urban preschoolers. National Academy of Education Annual Meeting, Washington, D.C.
- Corriveau, K.H.** (2016). The role of testimony in children's conception of what is real and what is possible. Early Career Workshop on Religion, San Diego, CA.
- Corriveau, K.H.** (2016). Individual differences in children's use of questions and explanations to acquire knowledge. Radcliffe Institute Workshop on Questions, Cambridge, MA.
- Corriveau, K.H.** (2016). The importance of testimony in children's early learning. Faculty of Education, University of Cambridge, Cambridge, UK.
- Corriveau, K.H.** (2016). Children's selective learning from explanations. Department of Cognitive and Brain Sciences. Tufts University, Medford, MA.
- Corriveau, K.H.** (2015). The role of trust in children's learning and teaching. Conference on Teacher's Cognition. Department of Cognitive Sciences, Ecole Normal Supérieure, Paris, France.
- Corriveau, K.H.** (2015). Children's selective learning from explanations: the role of family socioeconomic status and parental beliefs. Department of Psychology, Yale University, New Haven, CT.
- Corriveau, K.H.** (2015). The development of children as (learners and) teachers. Tenth International School on Mind, Brain & Education, Ettore, Italy.
- Corriveau, K.H.** (2015). Questions as a universal mechanism for learning from others? Rowe Language Lab, Harvard Graduate School of Education. Cambridge, MA.
- Corriveau, K.H.** (2015). Children's use of others to learn about the world. National Living Laboratory Preconference on Research-Museum Partnerships. Philadelphia, PA
- Corriveau, K.H.** (2014). The role of testimony in our learning about scientific concepts. **Keynote speaker.** Museum of Science High School Science Day, Boston, MA
- Corriveau, K.H.** (2014). Selective learning from adults. **Keynote speaker.** Psi Chi Induction, Department of Psychology, Providence College, Providence, RI.
- Corriveau, K.H.** (2013). Moving beyond learning from single words: Children's learning from complex verbal and nonverbal information. Department of Communication and Cognitive Sciences, University of Neuchâtel, Neuchâtel, Switzerland.
- Corriveau, K.H.** (2013). The role of parenting and early experience in children's selective learning from others. Centre for Family Studies, University of Cambridge, Cambridge, UK.
- Corriveau, K.H.** (2013). The role of early experience and culture in children's selective learning. Department of Psychology, Boston College, Boston, MA.
- Corriveau, K.H.** (2013). Children's selective learning: the role of early experience and culture. Department of Cognitive, Linguistic and Psychological Sciences, Cognitive Division, Brown University, Providence, RI.
- Corriveau, K.H.** (2012). Individual differences in children's selective learning from others. Department of Psychology, Yale University, New Haven, CT.
- Corriveau, K.H.** (2012). The development of experts: children's trust varies by socioeconomic status. Department of Psychology, Boston University, Boston, MA.

INVITED TALKS (cont.)

- Corriveau, K.H.** (2011). Learning from others: An MBE perspective. Mind, Brain and Education Student Association. Harvard Graduate School of Education, Cambridge, MA.
- Corriveau, K.H.** (2011). Harry Potter and Moses: Children's ontological judgments of religious and fantasy figures. Workshop on the Study of Religion. Harvard University, Cambridge, MA.
- Corriveau, K.H.** (2010). Preschoolers' use of accent when deciding whom to trust. Harvard-Yale Workshop on Social Cognitive Development, Harvard University, Cambridge, MA.
- Chen, EE. & **Corriveau, K.H.** (2010). What role does 'I-Us-Them' play in children's learning? I-Us-Them Workshop, Harvard University, Cambridge, MA.
- Corriveau, K.H.** (2009). Children's evaluations of unknown informants: The scope of testimony. Social Cognitive Development Lab, Yale University, New Haven, CT.
- Corriveau, K.H.** (2009). Early development of selective trust in children. Workshop on Education, University of Chicago, Chicago, IL.
- Corriveau, K.H.** (2008). Children's ontological beliefs in historical and fictional events. Language and Learning Lab, Boston University, Boston MA.
- Corriveau, K.H.** (2008). Preschoolers' use of group consensus when learning from testimony. Harvard-Yale Social Cognitive Development, Harvard University, Cambridge, MA.
- Corriveau, K.H.** (2007). Children's trust in testimony. Psychology Department, University of Lincoln, Lincoln, UK.

CONFERENCE SYMPOSIA ORGANIZED/CHAIRIED

- Payir, A., Harris, P.L. & **Corriveau, K.H.** (2021, April). Children's understanding of possibility. Preconference at the biennial Cognitive Development Society. Madison, WI.
- Weisman, K., Lesage, K., Richert, R. & **Corriveau, K.H.** (2021, April). Theory-theory turns 30-something. Preconference at the biennial Cognitive Development Society. Madison, WI.
- Corriveau, K.H.** & Harris, P.L. (2019, May). Radcliffe Institute Workshop on the Development of Religious Cognition. Radcliffe Institute. Cambridge, MA.
- Clegg, J. & **Corriveau, K.H.** (2019, March). Examining the Development of Conformity Across Diverse Social Contexts. Symposium presented at the biennial Society for Research in Child Development, Baltimore, MD.
- Butler, L. & **Corriveau, K.H.** (2017, April). Social influences on reasoning from evidence. Symposium presented at the biennial Society for Research in Child Development, Austin, TX.
- Corriveau, K.H.** & *Patil, P. (2016, April). Enhancing Kindergarten Readiness: Targeting Executive Functions, Social Environments and Cognitive Processes. Symposium presented at the annual American Education Research Association, Washington, DC.
- Corriveau, K.H.** & *Ronfard, S. (2015, April). Subtleties in Children's Early Learning and Teaching. Symposium presented at annual American Education Research Association, Chicago, IL.
- Biarnes, M., Kipling, B. & **Corriveau, K.H.** (2015, March). National Living Laboratory Preconference on Research-Museum Partnerships. Preconference at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** (2015, March). "Learning What From Whom: Early Selectivity and the Implications for Cultural Transmission" Symposium presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** & Einav, S. (2015, March). "Children's Selective Trust in Text" Symposium presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** & Mercier, H. (2015, March). "Early Explaining and Arguing Competence" Symposium presented at biennial Society for Research in Child Development, Philadelphia, PA.

Corriveau, K.H. & *Ronfard, S. (2015, March). “Children’s Sensitivity To, and Evaluation of, Taught Information” Symposium presented at the biennial Society for Research in Child Development, Philadelphia, PA.

Corriveau, K.H. (2013, April). “Children’s Thinking and Problem Solving.” Symposium presented at the annual American Educational Research Association, San Francisco, CA.

PEER-REVIEWED CONFERENCE PRESENTATIONS (last 5 years)

+ undergraduate student, * graduate student, **postdoctoral fellow

- *Chandler-Campbell, I., **Ghossainy, M.E. & **Corriveau, K.H.** (March, 2023). A matter of record: Children’s evaluation of knowledge transmission for test-and audio-based knowledge artifacts. Paper presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- *Chandler-Campbell, I. +Manley, C.E., Duong, S., +Pickering, A. & **Corriveau, K.H.** (March, 2023). Effects of autonomy-supportive language on child engagement in informal STEM learning. Paper presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- Corbett, B., Flynn, E., Wood, L., **Corriveau, K.H.**, Kornbluh, M., Scholz, C., Watling Neal, J., Xu, J. & Dautel, J.B. (March, 2023). Poles apart? Consumption and transmission of polarized information among youth in a divided society. Paper presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- *DeLeon, A.A., Kelemen, D., **Corriveau, K.H.** & Clegg, J.M. (March, 2023). Was this made by someone? Examining intentional design beliefs in children through online games. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- *Haber, A. & **Corriveau, K.H.** (March, 2023). Examining parent-child conversation during a scientific storybook interaction in racial and ethnic minoritized families. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- *Kumar, S., +Liu, C. & **Corriveau, K.H.** (March, 2023). How linguistic and visual cues presented in a science storybook impact children’s science outcomes. Paper presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- Ma, S., *Cui, Y.K., Chen, E.E. & **Corriveau, K.H.** (March, 2023). Children weigh informants’ explanation quality over their power in explaining present, but not future questions. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- **Payir, A., Soley, G., Serbest, O., Harris, P. & **Corriveau, K.H.** (March, 2023). The role of testimony in the conceptualization of invisible phenomena: Findings from Turkey. Paper presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- *Puttre, H. & **Corriveau, K.H.** (March, 2023). Expressions of curiosity and metacognition across socioeconomically diverse preschool classrooms. Paper presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- *Puttre, H. & **Corriveau, K.H.** (March, 2023). Curiosity and metacognition during naturalistic parent-child interactions. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- Serbest, O., **Payir, A., Soley, G., Harris, P., & **Corriveau, K.H.** (March, 2023). Children’s judgments about what can really happen: Findings from Turkey. Poster presented at the biennial Society for Research in Child Development, Salt Lake City, UT.
- Kramer, H., McLoughlin, N., **Corriveau, K.H.** & Dautel, J. (June, 2022). Parents’ religiosity, religious and science values, and ethno-religious cultural socialization in northern Ireland. Paper presented at the annual International Society for the Study of Behavioral Development, Rhodes, Greece.

CONFERENCE PRESENTATIONS (cont.)

- **McLoughlin, N., *Cui, Y.K., **Davoodi, T., **Payir, A., **Clegg, J., Harris, P.L. & Corriveau, K.H.** (June, 2022). The cultural transmission of belief in unobservable religious and scientific phenomena in majority and minority communities. Paper presented at the annual International Society for the Study of Behavioral Development, Rhodes, Greece.
- *Chandler-Campbell, I., **Ghossainy, M. & Corriveau, K.H.** (April, 2022). A matter of record: children's understanding of authorship and knowledge transmission for test- and audio-based knowledge artifacts. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- Dautel, J., Kramer, H., Corriveau, K.H., Ingram, G, Moreno Romero, C., & DeJesus, J.** (April, 2022). The scientists are going to figure it out: Parent explanations in times of pandemic uncertainty. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- **Ghossainy, M., +Chodes, A., & Corriveau, K.H.** (April, 2022). Children's understanding of involuntary behaviors as a mechanism for inferring deception based on nonverbal cues. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- *Haber, A.S., *Kumar, S. & Corriveau, K.H.** (April, 2022). How does parent-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence? Poster presented at the biennial Cognitive Development Society, Madison, WI.
- *Kumar, S., *Haber, A.S. & Corriveau, K.H.** (April, 2022). Children's selective trust of achievement-oriented versus effort-oriented scientists. Paper presented at the biennial Cognitive Development Society, Madison, WI.
- +Manley, C., Chandler-Campbell, I., Duong, S., +Pickering, A., & Corriveau, K.H.** (April, 2022). Promoting learning agency outside of the classroom: Effects of autonomy-supportive language on child engagement in informal STEM learning. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- **Payir, A., Harris, P.L. & Corriveau, K.H.** (April, 2022). Children's understanding of possibility: the role of counterfactuals. Preconference on possibility judgments. Cognitive Development Society, Madison, WI.
- *Puttre, H., *Haber, A.S., **Ghossainy, M., +Joshi, N. & Corriveau, K.H.** (April, 2022). Exploring the development of preschoolers' scientific questions in an inquiry-based learning classroom. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- Quintero-Flores, N., Jackson, J., Corriveau, K.H. & Clegg, J.** (April, 2022). Did she waver her arm or a magic wand? Examining when children use magic to explain outcomes. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- *Serbest, O., **Payir, A., Soley, G., Harris, P.L. & Corriveau, K.H.** (April, 2022). Religiosity, valuation of science, and belief in scientific phenomena in Turkey. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- +Wang, Y., *Kumar, S., *Haber, A.S. & Corriveau, K.H.** (April, 2022). Teachers' scientific questions differ by child gender in preschool classrooms. Poster presented at the biennial Cognitive Development Society, Madison, WI.
- *Kumar, S, *Haber, A.S. & Corriveau, K.H.** (April, 2022). Teachers' scientific questions differ by child gender in the classroom. Paper presented at the annual American Education Research Association, San Diego, CA.
- Altmiller, R., Corriveau, K.H. & Arunachalam, S.** (November, 2021). Types of passive voice in children's books and child-directed speech. Paper presented at the annual Boston University Conference on Language Development, Boston, MA.

CONFERENCE PRESENTATIONS (cont.)

- +Almendarez, P., +Tanner, S., *Cui, Y., **Davoodi, T., **Payir, A., Harris, P.L., Clegg, J. & **Corriveau, K.H.** (April, 2021). When seeing is not believing, Secular and religious children's justifications for belief in unobservable entities. Poster presented at the biennial Society for Research in Child Development. Online conference.
- *Cui, Y.K., **Payir, A., **Davoodi, T., Harris, P.L. & **Corriveau, K.H.** (April, 2021). Understanding of possibility among secular and Christian children in China. Paper presented at the biennial Society for Research in Child Development. Online conference.
- +Conner, M., *Haber, A., Gutwill, J. & **Corriveau, K.H.** (April, 2021). Scientific inquiry intervention enhances parent-child learning in the museum. Poster presented at the biennial Society for Research in Child Development. Online conference.
- DiYanni, C., Clegg, J. & **Corriveau, K.H.** (April, 2021). Children attend to normative language when imitating and transmitting the use of inefficient tools. Paper presented at the biennial Society for Research in Child Development. Online conference.
- *Kumar, S., *Haber, A., +Barbero, S. & **Corriveau, K.H.** (April, 2021). The impact of visualizing the group on children's persistence in and perceptions of STEM. Paper presented at the biennial Society for Research in Child Development. Online conference.
- *Haber, A., *Kumar, S., *Puttre, H., +Sienkiewicz, M., +Zhang, Y., Dashoush, N. & **Corriveau, K.H.** (April, 2021). "Why can't I see my friends and family?": Explaining COVID-19 to young children. Poster presented at the biennial Society for Research in Child Development. Online conference.
- Ma., S., *Cui, Y.K., +Munoz, M., Qui, F., **Suarez, S., Chen, E. & **Corriveau, K.H.** (April, 2021). Examining the relationship between parental authoritarianism and children's trusting preferences in China and the US. Poster presented at the biennial Society for Research in Child Development. Online conference.
- **McLoughlin, N., *Cui, Y.K., **Davoodi, T., Clegg, J., *Qui, Fanxiao, **Payir, A., Harris, P.L. & **Corriveau, K.H.** (April, 2021). Confidence in the existence of unobservable scientific and religious entities is transmitted via parental testimony. Paper presented at the biennial Society for Research in Child Development. Online conference.
- +Munoz, M., **Suarez, S., *Kumar, S. & **Corriveau, K.H.** (April, 2021). Children's generalizations of group characteristics, Effects of generic versus statistical language. Poster presented at the biennial Society for Research in Child Development. Online conference.
- **Payir, A., *Cui, Y.K., **Davoodi, T., **McLoughlin, N., Clegg, J., Harris, P.L. & **Corriveau, K.H.** (April, 2021). "Because plants need to have food on them!": Children's possibility judgments use causal understanding. Individual flash talk presented at the biennial Society for Research in Child Development. Online conference.
- +Pilarova, V., *Kumar, S., *Haber, A. & **Corriveau, K.H.** (April, 2021). The struggle is real: boosting children's persistence in STEM through storybook reading. Paper presented at the biennial Society for Research in Child Development. Online conference.
- *Puttre, H., *Haber, A., +Joshi, N. & **Corriveau, K.H.** (April, 2021). "How will you construct a pathway system?": Microanalysis of teacher-child conversations during an inquiry unit. Poster presented at the biennial Society for Research in Child Development. Online conference.
- *Puttre, H., Neal, D., Bruette, A., **Corriveau, K.H.**, Golinkoff, R., Hirsh-Pasek, K. (April, 2021). Caregivers facilitate category learning in infants through labeling. Poster presented at the biennial Society for Research in Child Development. Online conference.

CONFERENCE PRESENTATIONS (cont.)

- +Sienkiewicz, M., +Zhang, Y., *Haber, A. S., *Kumar, S. C. & **Corriveau, K.H.** (2021, March). "Why does flipping the switch turn off the light?": Fostering parent-child scientific talk through a wordless picture book. Poster presented at the annual meeting of the Eastern Psychological Association. Online conference.
- +Joshi, N., *Puttre, H., *Haber, A.S., & **Corriveau, K.H.** (2021, March). Exploring individual variability in questions and explanations in inquiry-based learning. Poster presented at the annual meeting of the Eastern Psychological Association. Online conference.
- +Reehl, E., +Litwin, E., *Kumar, S.C., *Haber, A.S., & **Corriveau, K.H.** (2021, March). The impact of generic versus specific language during a parent-child storybook reading. Poster presented at the annual meeting of the Eastern Psychological Association. Online conference.
- **Payir, A., Heiphetz, L., Harris, P.L. & Corriveau, K.H. (January, 2021). He could have watered berries more: Children generate naturalistic counterfactuals to ordinary outcomes irrespective of schooling. Poster to be presented at the annual Society for Personality and Social Psychology. Online conference.
- *Haber, A. S., *Kumar, S. C., +Pilarova, V., & **Corriveau, K. H.** (2020, June). The struggle is real: Boosting children's connectedness and persistence in STEM through storybook reading. Poster presented at the annual Society for Philosophy and Psychology, Princeton, NJ.
- +Barbero, S., *Kumar, S. & **Corriveau, K.H.** (March, 2020). How girls use role models in STEM: The influence of group context. Poster presented at the annual Eastern Psychological Association, Boston, MA.
- +Connor, M., *Haber, A. & **Corriveau, K.H.** (March, 2020). Scientific Inquiry Intervention Enhances Parent and Child Learning in the Museum Context. Poster presented at the annual Eastern Psychological Association, Boston, MA.
- +Jacobs, C., **McLoughlin, N. & **Corriveau, K.H.** (March, 2020). The cultural transmission of beliefs about unobservable religious entities. Poster presented at the annual Eastern Psychological Association, Boston, MA.
- +Pilarova, V., *Haber, A., *Kumar, S. & **Corriveau, K.H.** (March, 2020). Storybooks and motivation: The effects of struggle stories on children's motivation. Poster presented at the annual Eastern Psychological Association, Boston, MA.
- **McLoughlin, N., **Davoodi, T., & **Corriveau, K. H.** (February, 2020). Generic language leads children to attribute fewer mental experiences to members of a novel social group. Paper presented in at the annual Society for Personality and Social Psychology, New Orleans, LA.
- Alton, J., *Castine, E., **Davoodi, T. & **Corriveau, K.H.** (2019, October). The impact of gender and race on children's developing understanding of career-related traits. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- Botsolis, N., De La Vina Simon, L., **Payir, A., Harris, P. & **Corriveau, K.H.** (2019, October). What could have been done? Counterfactual alternatives to negative outcomes by religious and secular children. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- **Campbell, I., Clegg, J. & **Corriveau, K.H.** (2019, October). Let questions be your guide? –The impact of pedagogical questions on children's STEM task performance. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- Chen, E., Ng, C., **Corriveau, K.H.**, Yang, B. & Harris, P.L. (2019, October). Investigating the emergence of person perception in preschool children through natural conversations with their parents. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- *Cui, Y.K., **Davoodi, T., **Payir, A., Harris, P.L. & **Corriveau, K.H.** (2019, October). Judgments about fact and fiction by Secular and Christian Children in China. Poster presented at the biennial Cognitive Development Society, Louisville, KY.

CONFERENCE PRESENTATIONS (cont.)

- *Cui, Y.K., +Wan, S. & **Corriveau, K.H.** (2019, October). Does power trump reasoning? Understanding the effect of culture on children's trust preferences. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- **Davoodi, T., **Payir, A., *Cui, Y.K., Harris, P.L. & **Corriveau, K.H.** (2019, October). Miracle or Magic? Developmental patterns in Iranian children's judgments of reality. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- *Haber, A. & **Corriveau, K.H.** (2019, October). Just ask Siri: Children's selective trust in Siri over a human informant. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- *Haber, A., Leech, K.A. & **Corriveau, K.H.** (2019, October). How shared book-reading can boost children's scientific discourse and understanding. Paper presented at the biennial Cognitive Development Society, Louisville, KY.
- *Kumar, S. & **Corriveau, K.H.** (2019, October). The influence of visualizing the group on children's beliefs about group membership in STEM. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- **McLoughlin, N., **Davoodi, T. & **Corriveau, K.H.** (2019, October). Children attribute fewer mental experiences to social group members described in generic terms. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- McNally, S., Leech, K. & **Corriveau, K.H.** (2019, October). Caregiver literacy practices with infants at 9 months and child vocabulary skills at 36 months: findings from an Irish cohort study. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- McNally, S., McLoughlin, E., Lovett, J., Farrell, T. & **Corriveau, K.H.** (2019, October). Persistence in science after making mistakes: investigating language effects on engagement and motivation in the early childhood classroom. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- **Payir, A., **Davoodi, T., *Cui, Y.K., Harris, P.L. & **Corriveau, K.H.** (2019, October). The role of religious status on children's judgments of who is real and what is possible. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- *Puttre, H., Neale, D., Bruette, A., Chieffo, B., **Corriveau, K.**, Hirsh-Pasek, K., & Golinkoff, R. (2019, October). Promoting Category Learning: Guided Play in Infancy. Poster presented at the biennial Cognitive Development Society, Louisville, KY.
- *Kumar, S., *Campbell, I., **Clegg, J., +Venezia, C., +Munoz, M. & **Corriveau, K.H.** (2019, April). When do children need help?: Pedagogical timing's potential impacts on children's STEM-reasoning task performance. Paper presented at the annual American Educational Research Association, Toronto, Canada.
- Kurkul, K.E., Dwyer, J. & **Corriveau, K.H.** (2019, April). The questions children ask and the explanations children hear: Preparing children across diverse settings for academic success. Paper presented at the annual American Educational Research Association, Toronto, Canada.
- **Leech, K., *Haber, A. & **Corriveau, K.H.** (2019, April). Expressions of personal epistemologies in early childhood educators' explanations. Paper presented at the annual American Educational Research Association, Toronto, Canada.
- Levine, R., Oblath, R., Albright, G., **Corriveau, K.H.**, Holt, M., Green, J.G. (2019, April) Preservice teacher training in identifying and supporting student emotional wellbeing. Paper presented at the annual American Educational Research Association, Toronto, Canada.
- **McLoughlin, N., Sobel, D.M. & **Corriveau, K.H.** (2019, April). The impact of teacher certainty on young children's causal learning. Paper presented at the annual American Educational Research Association, Toronto, Canada.

CONFERENCE PRESENTATIONS (cont.)

- Chen, E., **Corriveau, K.H.**, Lai, V., Gaither, S. (2019, March). Examining the influence of social group information on the preferences of Hong Kong Chinese children. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- Corriveau, K.H.** (2019, March). Discussant for symposium “Cultural and religious differences in the anthropomorphism of technology, nature, fictional characters, and supernatural agents.” Presented at the biennial Society for Research in Child Development, Baltimore, MD.
- Corriveau, K.H.**, *Campbell, I. & **Leech, K. (2019, March). The role of parental causal talk in children’s talk about science in museums. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- *Cui, Y., **Clegg, J., *Yan, F., **Davoodi, T., Harris, P.L. & **Corriveau, K.H.** (2019, March). Secular and religious parents’ influence on children’s judgments about the existence of unobservable entities in China. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- **Davoodi, T., **Clegg, J., *Cui, Y., Harris, P.L. & **Corriveau, K.H.** (2019, March). Children’s beliefs about unobservable entities in three societies. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- DiYanni, C., Clegg, J. & **Corriveau, K.H.** (2019, March). The effect of instrumental versus conventional language on children’s imitation and teaching of inefficient actions. Poster presented at the biennial Society for Research in Child Development, Baltimore, MD.
- *Campbell, I. & **Corriveau, K.H.** (2019, March). “Orange” she wrote: Children’s ability to make inferences about the credibility of text based on an author’s knowledge access. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- **Leech, K., *Campbell, I. Alton, J. & **Corriveau, K.H.** (2019, March). What would happen if?: A comparison of father and mother questions to children at the museum. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- **Leech, K. +Jalkh, Y., +Baldwin, C. & **Corriveau, K.H.** (2019, March). Enhancing parent-child scientific conversation through storybook reading. Poster presented at the biennial Society for Research in Child Development, Baltimore, MD.
- Luchkina, E., **Corriveau, K.H.** & Sobel, D.M. (2019, March). Preschoolers retrospectively re-evaluate word meanings upon learning that their source was unreliable. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- **McLoughlin, N. **Davoodi, T., *Castine, E. & **Corriveau, K.H.** (2019, March) Examining the influence of generic language on children’s attribution of a mental life. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- **McLoughlin, N., **Payir, A., *Cui, Y., **Clegg, J., **Corriveau, K.H.** (2019, March). A cross-cultural examination of parental approaches towards science: Evidence from the US, Iran, and China. Paper presented at the biennial Society for Research in Child Development, Baltimore, MD.
- Neale, D., Puttre, H., Tokish, H., **Corriveau, K. H.**, **Leech, K. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, January). Does Adult-Infant Play Facilitate Category Learning? Poster presented at Budapest CEU Conference on Cognitive Development (BCCCD), Budapest, Hungary.

PROFESSIONAL SERVICE

- Associate Editor, *Developmental Psychology* 2019-2022
 Consulting Editor, *Child Development* 2017-present
 Consulting Editor, *Developmental Psychology* 2014-2018

Editorial Board, *Journal of Experimental Child Psychology* 2013-present

Editorial Board, *Journal of Cognition and Development* 2013-present

Grant Reviewer:

American Psychological Foundation (standing grant panelist 2012-2015), Hong Kong Research Grants Council (standing grant panelist 2014-present), National Science Foundation, Israel Science Foundation, Romania National Council for Scientific Research, Social Sciences and Humanities Research Council of Canada, Templeton Foundation, Spencer Foundation (standing grant panelist 2019-2020)

Advisory Board

1. NSF EHR grant “The Social Influences of Math Learning” 2019-2022

2. NSF BCS grant #1917639 “The Dynamics of Inhibition in Social Cognitive Development” 2019-2022

3. MathWorks Tech Studio, Museum of Science Boston 2018-2019

4. Science Foundation Ireland Discover grant “Language supports for engaging girls in STEM in early childhood” 2018-2019

5. NSF ISE grant #0714706 “Creating Communities of Learners for Informal Cognitive Science Education” 2012-2018

Ad-Hoc Journal Reviewer

Ad-Hoc Reviewer 2009-present: *Animal Cognition, Anxiety, Stress & Coping, Bilingualism: Language and Cognition, British Journal of Developmental Psychology, Child Development, Child Development Perspectives, Child Development Research, Cognition, Cognitive Development, Cognitive Science, Developmental Psychology, Developmental Science, Early Childhood Research Quarterly, Emotion, Evolution and Human Behavior, Evolutionary Psychology, Frontiers in Cognitive Science, Frontiers in Developmental Psychology, Journal of Child Language, Journal of Cognition and Development, Journal of Cognitive Psychology, Journal of Experimental Child Psychology, Journal of Speech Language and Hearing Research, Infant Behavior and Development, Infant and Child Development, International Journal of the Psychology of Religion, Journal of Abnormal Child Psychology, Perception and Motor Skills, PLOS One, Psychological Science, Review of General Psychology, Social Development, Teacher’s College Record, Trends in Neuroscience and Education, Quarterly Journal of Experimental Psychology*

Conference Reviewer:

Society for Research in Child Development (Social Cognition and Theory of Mind), American Psychological Association, Cognitive Development Society, Cognitive Science Society, American Educational Research Association: Division E (Counseling & Human Development); Division C (Cognition & Motivational Processes); SIG: Early Education and Child Development; SIG: Brain, Neurosciences & Education

Other Notable Service to the Profession:

SRCDC Review Panel Chair “Social Cognition” 2022-2023

AERA Division E Secretary 2019-2021 (elected position)

CDS Panel Chair “Social Cognition and Social Learning” 2019

APA Division 7 Chair, Early Career Grants and Dissertation Research Grants 2018-present

AERA Division E Program co-chair 2017-2019

AERA Division E Graduate Student Preconference Co-Organizer 2012-2017

AERA Division E Executive Board 2012-present

Mentor, *Frontiers For Young Minds* 2014-present

Service at BU:

Associate Dean for Research, 2021-present

Dean’s Search Committee, BU School of Dental Medicine 2021

University Committee, Trustee Scholars Selection 2020-2023

University Task Force on PhD Core Competencies 2019-2020
University UROP (Undergraduate Research Opportunities Program) Faculty Advisory Committee 2015-2020
University Rhodes and Marshall Scholarship Interview Committee 2015-present
University Committee, Fulbright Fellowship 2014-2020
Program Director, Applied Human Development EdM program 2020-present
Program Director, Applied Human Development PhD program 2017-2019
Program Director, Human Development EdD and EdM program 2011-2015
Chair of Search Committee, Assistant Professor of Applied Human Development 2021-2022
Search Committee, Lecturer in Higher Education 2021
Search Committee, Assistant Professor of Occupational Therapy, Sargent College 2018-2019
Search Committee, Assistant Professor of Deaf Studies 2016-2017
Search Committee, Assistant Professor of English Education 2015-2016
Search Committee, Clinical Associate Professor of Human Development 2014-2015
Search Committee, Clinical Associate Professor of Language & Literacy 2014-2015
SED Standing Committee on Faculty Affairs, 2017-2018
SED Standing Committee on Research 2013-2014, 2016-2019
SED Teaching Mentoring Group (chair 2016-2017) 2016-2019
SED Research Advisory Committee 2011-2013
SED Scholarship Committee 2012-2013, 2014-2015, 2016-2017
SED Nominating Committee 2013-2014
Panelist at Boston University Focusing on Future Faculty Symposium March 2013

Member:

American Educational Research Association (Division E: Counseling and Human Development)
American Psychological Association (Division 7, Division 15; elected as Fellow 2021)
Association for Psychological Science (elected as Fellow 2018)
Cognitive Development Society
Psychonomic Society (elected as Fellow 2014)
Society for Research in Child Development
Society for the Scientific Study of Reading

MEDIA

Media associated with Kurkul & Corriveau (2018)
The Hechinger Report
Media associated with Corriveau, Chen & Harris (2015)
New York Daily News, USA Today, Huffington Post, Wall Street Journal, Chicago Reader, The Week UK, Religion News Service, World Religion News, Philosophy News, Slate, Swedish Radio, The Economist, CBC Radio, BYU Radio, Jesse Lee Peterson Radio Show
Media associated with Corriveau, Einav, Robinson & Harris (2014)
Daily Mail, Wales Online, Popular Science, BPS Research Digest, BU Today
Media associated with Chen, Corriveau & Harris (2013)
Faculti web interview
Media associated with Corriveau, Fusaro & Harris (2009)
Boston Globe, APS Observer, Working Mother, ScienceDaily
Media associated with the Living Lab at the Boston Museum of Science
National Science Foundation
Media associated with Corriveau, Harris, Meins et al. (2009)
APA gradPSYCH magazine
Other media stories related to Kathleen Corriveau
APA gradPSYCH magazine, BU Today, Bostonia, Harvard Ed. Magazine, APA Monitor on Psychology, AERA Highlights