

CURRICULUM VITAE 09/11

Nancy de Villiers Rader, Ph.D.

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Ithaca College
1119 Williams Hall
Ithaca, NY 14850-7290

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DEGREES Smith College, A.B., *magna cum laude*, 1970
Cornell University, Ph.D., Psychology, January, 1976

POSITIONS HELD

1974-82	Assist. Professor of Psychology, UCLA
1979	Visiting Scholar, Cornell University
1982-83	Research Psychologist & Lecturer, UCLA
1983-84	Clinical Intern, UCLA Neuropsychiatric Institute
7/84-12/84	Research Psychologist, Dept. of Psychiatry & Biobehavioral Science
1/85-7/85	Senior Research Associate, Dept. of Psychology, Cornell University
8/85-8/90	Assist. Professor of Psychology, Ithaca College
9/92-12/92	Visiting Associate Professor, Cornell University
6/00-8/03	Chairman, Psychology Department, Ithaca College
8/90-8/04	Assoc. Professor of Psychology, Ithaca College
8/04-present	Full Professor of Psychology, Ithaca College
1/10-8/10	Chairman, Psychology Department, Ithaca College

FELLOWSHIPS AND GRANTS

NDEA Student Fellowship, 1968
Sloan Foundation Student Fellowship, 1969-70
Ford Foundation Fellowship, 1970-74
NDEA Fellowship, 1971-74
Humanities & Social Sciences Dissertation Grant, 1974
University Research Grant, UCLA, annual awards 1975-82
UCLA Summer Faculty Fellowship, 1976
Educational Mini-Grant, UCLA, 1980, 1982
Biomedical Research Support Grant (NSF), 1978, 1980-82 (PI)
Young Scholar Award, Foundation for Child Development, 1982
NIMH Small Grant Award, 1982 (PI)
Postdoctoral Fellowship, UCLA Neuropsychiatric Institute, 1983-84
Ithaca College Summer Faculty Grant, 1990, 1993, 1998
Ithaca College Lodestar Faculty Grant, 1992
Dana Fellowship, Research, 1996-97
Faculty Research Small Grant, 1997
Academic Project Grant, 1998
NSF Research Grant, 9/01- 8/04 (PI, \$135,000)
NSF CCLI Grant, 8/03-7/06 (PI, \$158,000)

HONORS

Finalist, Dissertation Award, International Reading Association, 1978
Young Scholar Award, Foundation for Child Development, 1982
“Outstanding Young Scientist”, Columbia U., 1982
Who’s Who in the East, in America, Among America’s Teachers, in the world
Particularly Meritorious Faculty Designation, 1997, 2000, 2005, 2010

HONORARY Sigma Xi (President, IC Club, 1988-89)

SOCIETIES Phi Kappa Phi (Publicity Officer, 1994-present; President Elect, 1998-99
President, 2000-2003, Ithaca College Chapter)
Psi Chi, 2000-2010 (Faculty Advisor 2005 – 2010)

PROFESSIONAL ORGANIZATIONS American Psychological Association
Association for Psychological Science
Society for Research in Child Development
International Society for the Study of Behavioural Development
International Society for Ecological Psychology

PUBLICATIONS (*student co-author)

- Rader, N. (1975). What is dyslexia? In E.J. Gibson & H. Levin, *The psychology of reading*. Cambridge, MA.: MIT Press.
- Rader, N. (1976). From written words to meaning: A developmental study. *Dissertation Abstracts International*, 37, No. 2.
- Rader, N., Spiro, D. J.*, & Firestone, P. P.* (1979). Performance on a stage 4 object permanence task with standard and non-standard covers. *Child Development*, 50, 908-910.
- Gibson, E.J. & Rader, N. (1979). Attention: The perceiver as performer. In G. Hale & M. Lewis (Eds.), *Attention and cognitive development*. New York: Plenum Press.
- Rader, N. & Dent, C.* (1979). A theoretical approach to meaning based on a theory of direct perception. In P. French (Ed.), *The development of meaning*. Hiroshima: Bunka Hyoron Press.
- Dent, C.* & Rader, N. (1979). Perception, meaning and research in semantic development. In P. French (Ed.), *The development of meaning*. Hiroshima: Bunka Hyoron Press.
- Rader, N., Bausano, M.*, & Richards, J. E.* (1980). On the nature of the visual cliff response in human infants. *Child Development*, 51, 61-68.
- Rader, N. & Cheng, S.* (1981). Perceptual skills of impulsive and reflective children. In M. Friedman, J. P. Das, & N. O'Connor (Eds.), *Intelligence and learning*. New York: Plenum Press.
- Richards, J. E.* & Rader, N. (1981). Crawling onset age predicts visual cliff avoidance in infants. *Journal of Experimental Psychology: Human Perception and Performance*, 7, 382- 387.
- Richards, J. E.* & Rader, N. (1981). Behavioral and cardiac responses on the visual cliff in human infants. *Psychophysiology*, 18, 164.
- Rader, N. & Stern, J. D. * (1982). Visually elicited reaching in neonates. *Child Development*, 53, 1004-1007.
- Richards, J. E.* & Rader, N. (1983). Affective, behavioral, and avoidance responses on the visual cliff: Effects of crawling onset age, crawling experience, and testing age. *Psychophysiology*, 20, 633-642.
- Rader, N. (1985). Change and variation: A proposal concerning the importance of heterochrony in development. In G. Butterworth, J. Rutkowska, & M. Scaife (Eds.), *Evolution and Developmental Psychology*. Sussex: The Harvester Press.
- Tymchuk, A., J., Ouslander, J., & Rader, N. (1986). Informing the elderly: A comparison of four methods. *Journal of the American Geriatrics Society*, 34, 818-822.
- Rader, N. (1994). Changing perception-action relationships in infancy. In *The International Society for Ecological Psychology Newsletter*.
- Rader, N. (1997). Change and variation in responses to perceptual information. In P. Zukow-Goldring & C. Dent-Reed (Eds.), *Evolving explanations of development: Organism-environment systems*. Washington, D.C.: American Psychological Association.
- Rader, N. & Vaughn, L.* (2000). Infant reaching to a hidden affordance: Evidence for intentionality. *Infant Behavior and Development*, 23, 531-541.

PUBLICATIONS, cont.

- Zukow-Goldring, P. & Rader, N. (2001). Perceiving referring actions. *Developmental Science*, 4, 28-30.
- Zukow-Goldring, P., Rader, N., & Cain, T. * (2002, June). Perceiving reference through dynamic gesture during early lexical development. Proceedings of "Gesture - The Living Medium" Conference, Austin, TX.
http://www.utexas.edu/coc/cms/International_House_of_Gestures
- Rader, N. & Hughes, E.* (2005). The influence of affective state on the performance of a Block Design task in six- and seven-year-old children, *Cognition and Emotion*, 19, 143-150.
- Tooley, E.*, Cummings, A.*, Rader, N., Vaughn, L., de Villiers, D., Rich, D.*, & Langhans, R. (2006). The effects of plants and flowers on cognitive performance, mood, subjective well-being, and physiological states. *Habitation*, 10, 206.
- Rader, N. & Zukow-Goldring, P. (2010). How the hands control attention during early word learning. *Gesture*, 10:2-3, 202-221.
- Rader, N. & Zukow-Goldring, P. (2011, in press). Caregivers' Gestures Direct Infant Attention during Early Word Learning: The Importance of Dynamic Synchrony. *Language Sciences*.

Manuscripts under Review and in Preparation

- Rich, D.* & Rader, N. (under review) Restorative effects of natural stimuli on cognitive performance and well-being.
- Rich, D.* & Rader, N. (under revision) Influence of windows and types of views on creative task performance.
- Rader, N. & Godson, L. (in preparation). Cognitive performance and affective state in an aquatic habitation pod: Ten days underwater.
- Tooley, E.*, Cummings, A.*, Rader, N., & Rich, D.* (in preparation). The effects of plants and flowers on cognitive performance, affect, subjective well-being, and physiological states.
- Rader, N. & Pizza, J. (under revision) The effect of reflections on visual cliff avoidance: A tale of two cliffs
- Rader, N. & Sahlstrom, A. (in preparation) Measuring speech-gesture synchrony in mother-to-infant interactions.

PRESENTATIONS AT PROFESSIONAL MEETINGS

Addresses

- Rader, N. & McGuigan, K. W.* (1978). Reading sentences for meaning: Speech recoding in children and adults. Presented at the 1st International Congress for the Study of Child Language. Tokyo, Japan.
- Rader, N. (1979). Why we perceive what we do when. Paper presented at a symposium in honor of Eleanor J. Gibson, Cornell U., Ithaca, NY.
- Rader, N., Bausano, M.*, Richards, J. E. * & Viswanathan, U.* (1979). On the nature of the visual cliff response in human infants. Presented at the meeting of the Society for Research in Child Development. San Francisco, CA.
- Rader, N. & Cheng, S.* (1979). Active perceiving and the reflection-impulsive dichotomy. Presented at the NATO International Conference on Intelligence and Learning. York U., England.
- Richards, J. E.* & Rader, N. (1980). Crawling onset age: A predictor of visual cliff avoidance. Presented at the meeting of the Western Psychological Association. Honolulu, HA.
- Richards, John E.*, & Rader, Nancy. (1980). Behavioral and cardiac responses on the visual cliff in human infants. Presented at the meeting of the Society for Psychophysiology Research. Vancouver, Canada.
- Rader, N., Spiro, D. J.* & Richards, J. E.* (1981). Surface perception in infants who fail to avoid a visual cliff. Paper presented at the meeting of the Western Psychological Association. Los Angeles, CA.
- Rader, N., Leaper, C.*, & Welsh, M.* (1981). Use of a verbal visual search strategy in reflective and impulsive children. Presented at the meeting of the Psychonomic Society. Philadelphia, PA.
- Polistina, D.* & Rader, N. (1982). Hemispheric coordination in reflective and impulsive children. Paper presented at the meeting of the Psychonomic Society. Minneapolis, MN.
- Rader, Nancy. (1982). On the development of response systems directed by surface perception. Paper presented at the ICIS meeting, Austin, TX.
- Rader, N. (1982). Developmental change and individual variation: On the importance of heterochrony. Paper presented at a meeting sponsored by the British Psychological Assoc. in honor of Charles Darwin. U. of Sussex, England.
- Rader, N. (1982). Perceptual and cognitive control of locomotion during infancy. Paper presented at the Symposium on the Development of Action. U. of Minnesota, Minneapolis, MN.

Presentations at Conferences, cont.

- Tymchuk, A. J., Ouslander, J., Rader, N., & Mahler, B.* (1984). Informing the elderly: A comparison of four methods.

- Paper presented at The Gerontological Society of America meeting, San Antonio, TX.
- Rader, N. (1984). Patterns of perceptual and emotional development in infancy. Paper presented at the SRCD Study Group, Tulane University, New Orleans, LA.
- Rader, N. (1989). Anticipation in Infant Perception: Looking into the Future. Paper presented at the Fifth International Conference on Event Perception and Action, Oxford, Ohio.
- Rader, Nancy. (1991). Maturation differences between avoiding and crossing infants on a "visual cliff". Paper presented at the meeting of the Eastern Psychological Association, New York, NY.
- Rader, N. (1993). Changing perception-action relationships in infancy. Presented at the North American meeting of the Ecological Society, Smith College, Northampton, MA.
- Rader, N. (1993). Responses to invisible affordances: Intentionality in infancy. Paper presented at the meeting of the International Conference on Event Perception and Action. Vancouver, Canada.
- Rader, N. (1994). The importance of time-dependent system states in determining action on direct perception. Presented at an APA Science Directorate Conference, U. of Connecticut, Storrs, CT.
- ¹Rader, N., Sundar, P.*, & Porter, H.* (June, 2001). Gender patterns of lateralization for a phonological word task. Paper presented as a Hot Topic at the annual meeting of the American Psychological Society, Toronto, Canada.
- Zukow-Goldring, P.*, Rader, N., & Cain, T.* (June, 2002). Perceiving references through dynamic gesture during early lexical development. Presented at Gesture Conference, Austin, TX.
- Rader, N. (2003). Who, Why, What, and Where of Information Pick-Up. Gibson Memorial Symposium, Cornell University, Ithaca NY.
- Rader, N. (March, 2007). The BioSub Project: Psychological aspects. OZTek International Conference, Sydney, Australia.
- Rader, N. & Zukow-Goldring, P.* (July, 2008). Directing Infant Attention through Gesture during Early Word Learning. Paper presented at the International Conference on Psychology, Athens, Greece.
- Rader, N. & Zukow-Goldring, P.* (June, 2009). Cultivating early word learning: Educating attention by synchronizing speech and dynamic gestures. Presented at the Distributed Language Group meeting, Grounding Language in Perception and (Inter) Action, Wenham, MA.
- Rader, N. & Zukow-Goldring, P.* (July, 2009). Gestures educate attention during early word learning through synchronization with speech. Presented at the International Conference: Multimodality of Communication in Children: Gestures, Emotions, Language and Cognition, Toulouse U., France.

SYMPOSIUM PRESENTATIONS

- Rader, N. (1975). Getting to the meaning of written words: A developmental study. Presented at the meeting of the Society for Research in Child Development. Denver, CO.
- Rader, N., Spiro, Dennis J.*, & Firestone, P. P.* (1979). Performance on a stage 4 object permanence task with standard and non-standard covers. Paper presented at WPA, San Diego, CA.
- Opaluch, R.* & Rader, N. (1979). The role of complexity in Piaget's object permanence tasks. Paper presented at the meeting of the Western Psychological Association. San Diego, CA.
- Rader, N. (1979). The behavior of pre-crawling infants on the visual cliff with locomotor aids. Paper presented at the meeting of the Western Psychological Association. San Diego, CA.
- Rader, N., Bausano, M*., & Richards, J. E.* (1979). On the nature of the visual cliff response in human infants. Paper presented at the meeting of the Western Psychological Assoc. San Diego, CA.
- Rader, N., Opaluch, R.*, & Johnson, K.* (1979). Reaching for objects in neonates. Paper presented at the meeting of the Western Psychological Association. San Diego, CA.
- Croniser, M.*, Rader, N., & Giles, C. (1993). Responses to mother and stranger approaches in normal and Down Syndrome infants. Paper presented at the meeting of the Society for Research in Child Development, New Orleans, LA.
- Rader, N. (1998). Scholarship: Time for New Programming. Presented at the annual meeting of the Eastern Psychology Association, as part of a symposium entitled, "Scholarship: A new definition for the new American University", Boston, Mass.

Symposium Presentations, cont.

- Rader, N. (1999). Looking through the glass: Perceptual learning in a wonderland of transparent surfaces. Presented at the Tenth International Conference on Perception and Action, as part of a symposium entitled, "What's new in perceptual learning and development? A tribute to Eleanor J. Gibson on the 30th Anniversary of the publication of *Principles of Perceptual Learning and Development*", Edinburgh University, Scotland.
- Zukow-Goldring, P., Rader, N. & Cain, T.* (2000). Dynamic gesture and early word learning: A test of a perceptually based theory. Presented at the biennial meeting of the International Conference on Infant Studies, as part of a symposium entitled, "Perceiving icons on language: Gesture and Communication", Brighton, England.
- Rader, N., Herndon, S. & Brodhead, G. (2003). The Ithaca College faculty workload project: Modeling change and institutional learning. Paper presented at the American Association for Higher Education meeting, Washington, D.C.
- Zukow-Goldring, P. & Rader, N. (2005). Differentiating developing explanations of multi-sensory relations: Action, gesture, and word. Presented at the triennial meeting of the International Association for the Study of Child Language, Berlin.
- Zukow-Goldring, P. & Rader, N. (2006). Invariance detection and speech-language development: What is the mechanism? Symposium discussion at the International Conference on Infant Studies, Kyoto, Japan. (Presented by Zukow-Goldring).
- Rader, N. (March, 2011). Willing to wait vs. ready to go: A longitudinal study of temperament. Presented at the Eastern Psychological Association meeting, Cambridge, MA.

RESEARCH REPORTS (Posters)

- Rader, N. & Stern, J. D.* (1981). The neonatal reaching response to objects. Poster presented at the meeting of the International Society for the Study of Behavioral Development. Toronto, Canada.
- Rader, N. & Ashley, S.* (1983). Avoidance behavior on an "actual cliff." Poster presented at the meeting of the Society for Research in Child Development. Detroit, Mich.
- Rader, N. & Topinka, C. W. (1983). The effects of looming on heart rate, head movement, and facial expressions in 7 and 8.5 month-old infants. Poster presented at the meeting of the Society for Research in Child Development. Detroit, Mich.
- Hackman, M. H.*, Topinka, C. W., & Rader, N. (1983). The relationship of stranger distress to cognitive development. Presented at the meeting of the Western Psychological Association. San Francisco, CA.
- Rader, N. & Topinka, C. W. (1983). The relationship between facial expressions and avoidance behavior on a visual cliff. Poster presented at the meeting of the International Society for the Study of Behavioral Development, Munich, Germany.
- Rader, N. & Topinka, C. W. (1988). A longitudinal study of visual cliff avoidance. Presented at the meeting of the American Psychological Association, Atlanta, GA.
- Rader, N. & Vaughn, L. A.* (1991). The intentionality of reaching behavior in infants 2-7 months of age. Presented at the meeting of the International Society for the Study of Behavioral Development, Minneapolis, Minn., USA.
- Rader, N., Aresco, L.*, & Alamprese, B.* (1997). Further evidence for trichromatic color vision in infants. Presented at the Biennial Meeting of the Soc. for Research in Child Develop. Washington, D.C.
- Rader, N. & Travis, J.* (1997). Preschoolers' use of category information in retrieval. Presented at the Biennial Meeting of the Society for Research in Child Development. Washington, D.C.
- Rader, N., Quimby, J. L.*, & Piazza, J. R.* (April, 1998). A Comparative analysis of methods employed in visual cliff studies: Examining conflicting predictors of avoidance behavior. Presented at the annual meeting of the Eastern Psychological Association, Boston, Mass.
- Rader, N. & Piazza, J. R.* (April, 1999). The effect of reflections on visual cliff avoidance: A tale of two cliffs. Presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, New Mexico.
- Rader, N., Hughes, E.*, & Parker, A. (April, 2001). The influence of affect on cognitive task performance in six- and seven-year-old children. Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minn.

Research Reports, Cont.

- Rader, N., Smith, A.*, & Ban, K.* (April, 2001). The relation between infant behavior on a visual cliff and later social inhibition. Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minn.
- Rader, N, & Sundar, P.* (April, 2003). Seeing through glass surfaces: Reflections and crawling experience. Presented at the biennial meeting of the Society for Research in Child Development. Tampa, FL.
- Rader, N., & Van De Wal, E. L.* (2005). “You’re a Great Kid” effects on cognitive performance: Speaker status differences for kindergarten boys and girls. Presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.
- Rader, N. & Zukow-Goldring, P.* & Tooley, E.M. *(2005). BabyScope: A system for the collection of physiological and eye movement data in infants. An electronic poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.
- ¹Tooley, E.M.*, Cummings, A.*, Rader, N., Vaughn, L.A., de Villiers, D., Rich, D.*, & Langhans, R. (2006). The effects of plant and flowers on cognitive performance, mood, subjective well-being and physiological states. Presented at the Conference on Habitation Research and Technology Development, Orlando, FL.
- Rader, N., Zukow-Goldring, P., & Sahlstrom, A.* (2006). The influence of dynamic gestures on infant looking patterns during word learning. Presented at the 18th annual convention of the Association for Psychological Science, New York.
- North, J.* & Rader, N. (2007). Infant preference for speech-gesture synchrony. Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Sahlstrom, A.*, Rader, N., & King, D. (2009). Measuring speech-gesture synchrony in mother-to-infant interactions. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rader, N. & Zukow-Goldring, P. (April, 2009). The effect of synchronous dynamic gestures on infant looking and word learning. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rader, N. & Zukow-Goldring, P.* (March, 2010). The influence of dynamic vs. static gestures in early word learning. Presented at the 17th biennial International Conference on Infant Studies, Baltimore, MD.
- Rader, N. (July, 2010). A longitudinal study of temperament: Infant reactivity and later cognitive and social inhibition. Presented at the 21st Biennial International Congress of the International Society for the Study of Behavioural Development, Lusaka, Zambia.
- Rhoades, M.* & Stuprich, E.* (faculty sponsor: N. Rader). (March, 2011). Attention to a Speaker: Gaze Patterns from Infancy to Early Childhood. Presented at the Eastern Psychological Association conference, Cambridge, MA.
- Augustinos, A.* & Leal, N.* (faculty sponsor: N. Rader). (March, 2011) Expanding breadth of attention with plants and flowers. Presented at the Eastern Psychological Association conference, Cambridge, MA.
- Rader, N. & Zukow-Goldring, P.* (April, 2011). The role of synchronous dynamic gestures in unlocking early word learning: Drawing attention away from the lips to the object. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Rader, N., Zukow-Goldring, P.*, Stuprich, E.*, & Rhoades, M. *(April, 2011). Looking away from the speaker’s mouth: A developmental shift from infancy to preschool. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Rader, N. & Zukow-Goldring, P.* (July, 2011). How the hands unlock early word learning: Drawing attention from the lips to the object. International Association for the Study of Child Language meeting. Montreal, Canada.

OTHER PRESENTATIONS

- Rader, N. (1995). Infant perception and cognition. Paper presented at the NSF-sponsored Workshop for High School Teachers of Psychology. Ithaca, NY.
- Rader, N. (1996). Real people and abstract models: Using case studies to introduce cognitive students to models of underlying mental processes. Presented at the Northeastern Conference for Teachers of Psychology. Ithaca, NY.
- Rader, N. (2004). Using eye tracking as a window to the mind of infants. Presentation to Trumansburg High School.
- Rader, N. (2006) Optical arrays and ecological worlds. Lecture as part of the Light Fantastic Series, Ithaca College.
- Rader, N. (2011). IC20/20 class presentation for Insight: Combining Expertise. Topic “Invasion and Extension: Technology and the Human Body.
- Rader, N. (2011). Organizational tools for Cognition course at Ithaca College: Utilizing universal design. Presentation to Student Disability Services group, Ithaca College, Ithaca, NY.

INVITED COLLOQUIA

- (1975) Visual processing of written words for meaning in second- grade readers. Claremont College
 (1977) Perceptual development. Los Angeles Psychoanalytic Society
 (1978) Perception and cognition in infancy. California State University, Dominguez Hills
 (1979) On the nature and development of the visual cliff avoidance response. Cornell U.
 (1981) Disjunctive development of avoidance and heart rate responses on the visual cliff. U. of Penn.
 (1982) Response specificity and individual differences on the visual cliff. U. of Rochester
 (1984) Perception of a surface of support in infancy. Emory University.
 (1985) Infant perception and cognition. Ithaca College
 (1994) Perception and action in infancy: Direct perception and hidden affordances. U. of Connecticut.
 (1998) Infant language acquisition. Ithaca College
 (2008) Cognition and emotional effects after 13 days of underwater isolation: Data from the BioSUB project.

COMMUNITY SERVICE

Service:

- Board of Directors, Coddington Community Center (1991-1994), Treasurer (10/91- 1994)
 Board of Directors, Family & Children Services (1999- 2001); Strategic Planning Committee (2000);
 Incidents Review Committee (1999-2003).
 Cornell U., Doctoral committee outside member, 2004-2007
 Board of Directors, Child Development Council, 2009-2011

MEDIA INTERVIEWS

Magazine Interviews:

- Parents*, 1/80 (object permanence)
Smithsonian, 7/81 (visual cliff research)
Parents, 4/82 (neonatal reaching) - reprinted in *Baby Care*, 1987.
Time, 8/83 (visual cliff research)
The Saturday Evening Post, 11/83 (infant learning programs)
Parents, 6/87 (superkids)
Grapevine, 2/88 (visual cliff research)
The Ithaca Journal, 5/02 (cognition laboratory at Ithaca College)
Ithaca Child, 10/03 (infant language & child praise studies)
The Ithacan, 2/04 (mind-body laboratory)
Ithaca Child, spring '07
Australian Geographic, summer '07
The Scientist, summer '07
 Sabado (Portuguese magazine), May '07

Television Interviews:

- "Mommy, Daddy, & Me" (infant walkers), June, 1982
 CNN World Report (visual cliff research), August, 1982
 CNN World Report (infant learning), Feb., 1983
 Newsweek Cable News (infant learning), May, 1983
 CBS Nightly News; interviewed by Connie Chung (infant learning), April, 1984
 Centra Virtual Classroom, Gov. of South Australia, (BioSUB project), March 2007

Radio Interviews:

- Interactive CD: A Case Study of Dr. S. I.C. Educational Technology Day, 1999.
 Experiential-based learning in Psychology at Ithaca College. Casey Stevens Show, Nov, & Dec., 2001
 Australian BioSUB project, ABC, Australia, 2 interviews with Jonathan Wright, March 2007
 Australian BioSUB project, WHCU, 2 interviews, spring 2007

TEACHING ACTIVITIES

U.C.L.A., CHAIR, PH.D. COMMITTEES for:

Shall-Way Cheng	1978	Assist. Prof., National Taiwan University
Robert Opaluch	1978	Bell Laboratories
Cathy Dent	1980	Assist. Prof., U. of North Carolina
Kathleen McGuigan	1981	Bell Laboratories
John E. Richards	1982	Assist. Prof., U. of South Carolina
Roger Schenkman	1982	Presentation Media, Inc.
Julianne D. Stern	1985	M.D. program, George Washington U.

CORNELL UNIVERSITY, OUTSIDE MEMBER, PH.D. COMMITTEE for:

Debra Rich 2007

ITHACA COLLEGE, SUPERVISOR, HONORS PROJECTS for:

Melissa Van Buren	1990	Jill Fadia	1999	Andrew Cummings	2005**
Melissa Croniser	1992	April Smith	1999	Jeffrey North	2006
Beth Howland	1992	Erin Hughes	2000	Casey Walsh	2006
Lucia Aresco	1995*	Pavitra Sundar	1999**	Albert Sahlstrom	2006**
Brian Alemprese	1997*	Theresa Cain	1999		
Julie Quimby	1997*	Jamie Donsbach	1999**	*National Academy of Sciences Grant	
Laura Polvino	1998	Laura Venuto	2002**	**Psi Chi Research Grant	
Jennifer Piazza	1998*	Anya Holowitz	2003		
Karen Ban	1998	Erin Tooley	2005**		

COURSES TAUGHT

- (UCLA & Cornell U.) Psych. 10 *Introductory Psychology*. (Undergraduate) Review of major theories, concepts, and research in psychology. Covers the following areas: development, cognition, perception, social interactions, personality, and abnormal psychology.
- (UCLA) Psych. 120 *An Introduction to Perception*. (Undergraduate) Survey of visual and auditory perception. Considers: 1) the nature of the stimulus, 2) the nature of the perceptual systems, and 3) the nature of the psychological response. Includes discussion of development and evolution.
- (UCLA) Psych. 121 *A Perception Laboratory*. (Undergraduate) Introduces the student to experimental principles and methods in perception.
- (UCLA) Psych. 195 *Infancy*. (Undergraduate) Covers perceptual, motor, cognitive, and emotional development in infancy. Considers the effects of deprivation and stimulation on development.
- (UCLA) Psych. 130 *Developmental Psychology*. (Undergraduate) Chronological review from infancy through old age of physical, social, cognitive, and personality development.
- (UCLA) Psych. 242a *Perceptual Development*. (Graduate) Approaches the problem of perceptual development by exploring the discoveries of ethology, genetic theory, innate perceptual abilities, and theories of perception and perceptual learning.
- (UCLA) Psych. 212 *Advanced Perception*. (Graduate) Critically analyzes and compares current theories of perception and research.
- (UCLA) Psych. 265 *Reading as a Cognitive Process*. (Graduate) Analysis of the cognitive processes used in reading skill development and the etiology of dyslexia.
- (UCLA) Psych. 205 *Perception and Meaning*. (Graduate) Compares and contrasts perceptual theories with respect to their treatment of the relationship between perception and meaning.
- (UCLA) Psych. 298 *Research in Infant Perception*. (Graduate) A laboratory course designed to familiarize students with infant research methodology through active participation; with discussion of the relationship between theoretical issues and methodology.
- (UCLA) Psych. 244 *Origins of Individual Differences in Cognitive Talents*. (Graduate)
Part I: A Biological Approach. Examines the relationship of brain function to cognitive performance. Reviews literature on lateralization, verbal and spatial-mathematical skills, and attention. Considers developmental models of brain growth and their significance.
Part II: A Cultural Approach. Considers social and familial structures with respect to race and ethnicity. Examines literature on cognitive style, IQ, spatial abilities, Piagetian stage development and reading.
- (Cal. Institute of the Arts) *Psychology and the Arts*. Looks at how artists historically have applied principles of perception

to their art. Discusses the implications of ecological optics for animation.
 (Cornell University) HDFS 397 *Experimental Child Psychology* (Undergraduate). A "hands-on" research course. Students designed and carried out two research studies dealing with preschool development, with children enrolled in the Cornell. U. Early Childhood Education Program.

Courses Taught at Ithaca College (Undergraduate)

- Psych. 101 *General Psychology: Developmental*. An introduction to psychology focusing on developmental issues. Considers physical, cognitive, personality, and social development across the lifespan.
- Psych. 105 *Introduction to Psychology: Methods and Behavioral Neuroscience*. Designed to introduce Physical Therapy majors to the ways in which psychologists conduct research and to the area of behavioral neuroscience.
- Psych. 121 *General Experimental Psychology*. An introduction to experimental topics in psychology, including biopsychology, sensation, perception, learning, memory, language, and thought. Weekly lab sections complement the lectures.
- Psych. 201 *Pro-seminar in Development*. An examination of the role of biological, experiential and societal factors in the development of perceptual, cognitive, and interpersonal processes with an emphasis upon major developmental theories and methods of study.
- Psych 207 *Statistics in Psychology*. Introduction to the computation and interpretations of basic descriptive and inferential statistics used in psychology, with hands-on experience using SPSS.
- Psych. 208 *Descriptive Statistics*.
 An introduction to statistical concepts and procedures. Students learn numeric and graphic techniques for describing samples and are taught to use statistical functions on a hand-held calculator and computer software. Topics covered include grouped frequency descriptions, percentile ranks, measures of central tendency and dispersion, correlation and regression.
- Psych. 209 *Inferential Statistics*.
 Introduces procedures for inferring population characteristics from sample data. Covers probability theory, hypothesis testing, the t- and z- statistics, and one-way analysis of variance.
- Psych 214 *Biological Minds and Cultural Brains* Intermediate Honors Seminar. An interdisciplinary course on human development. This seminar addresses the question of how one's world and one's position in it are determined throughout the life-span by a combination of biology, experience and culture.
- Psych. 302-304 *Research Team: The Development of Mind*
 students participate in three semesters of programmatic research under faculty direction.
- Psych. 308 *Methods: Research Design*.
 Designed to teach students how to design good research and to spot bad research. Considers ethical concerns in research as well as design procedures.
- Psych. 330 *Cognition*.
 This course explores selected topics in cognition including perception, attention, memory, language, problem solving, decision making, and reasoning. Developmental changes and individual differences are considered. Incorporates case studies in neuropsychology.
- Psych 331 *Cognitive Psychology Laboratory*.
 A laboratory course that involves the student actively in original research projects on topics selected from those covered in Cognition (330).
- Psych 492 *Senior Seminar in Psychology*:
 Students read professional papers, research a chosen subtopic of brain and mind, give an oral presentation on that topic, and write a 25-page paper in APA format.
 Seminar Topics: *Brain, Mind & Behavior, Biological Minds and Cultural Brains, Nature AND Nurture*
- ICSM 10151 *First Year Seminar: Nurturing Nature: Becoming Us*. Examines what is known about how genes influence typical development and ways in which the environment intervenes to affect that development to produce unique humans with their own patterns of strengths and talents.