

Curriculum Vitae
Michelle R. Ellefson, Ph.D.
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University of Cambridge Faculty of Education
184 Hills Road
Cambridge
CB2 8PQ
UK

Email: mre33@cam.ac.uk
Website: www.instructlab.vcu.edu
(Cambridge website TBA)

Professional Appointments

- 2009-present University Lecturer, Psychology, Neuroscience and Education, Faculty of Education, University of Cambridge, Cambridge, UK.
- 2009-present Affiliate Faculty, Applied Developmental Program, Department of Psychology, Virginia Commonwealth University, Richmond, VA, USA.
- 2007-2009 Assistant Professor, Applied Developmental Program, Department of Psychology, Virginia Commonwealth University, Richmond, VA, USA.
- 2005-2007 Post-doctoral Research Fellow, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, PA, USA
- 2002-2005 Post-doctoral Research Fellow, Department of Psychology, University of Warwick, Coventry, UK

Education

- 2000-2002 Southern Illinois University – Carbondale: Brain & Cognitive Sciences
Doctor of Philosophy: Psychology (December 2002)
Doctoral Dissertation Title: *The difficulty of learning complex structure: A comparative study of knowledge acquisition.*
Supervisors: Michael E. Young, Ph.D., Morten H. Christiansen, Ph.D., Kimberly Andrews Espy, Ph.D.
- 1997-2000 Southern Illinois University – Carbondale: Brain & Cognitive Sciences
Master of Arts: Psychology (December 2000)
Master's Thesis Title: *Event-related potentials to an inferential task in fourth grade children.*
Supervisor: Morten H. Christiansen, Ph.D.
- 1992-1996 University of Minnesota: College of Liberal Arts
Bachelor of Arts, *Summa Cum Laude* (June 1996)
Major: Psychology
Minors: Child Psychology, African & African-American Studies
Honor's Thesis Title: *Neural correlates of infant memory development: A comparison study of NICU graduates and full-term healthy infants.*
Supervisors: Charles A. Nelson, Ph.D., Michael K. Georgieff, M.D.

Academic Honors and Awards

- 2008 Higher Education Equipment Trust Fund Award, Virginia Commonwealth University (\$40,000)
- 2008 College of Humanities and Sciences Scholarship Enhancement Award, Virginia Commonwealth University (\$5,050).
- 2006-2007 Women in Cognitive Sciences Travel Award, National Science Foundation (\$2,000): University College London to develop a grant proposal to investigate the role of causal perception in science learning and education with Drs. Anne Schlottmann & Nick Chater.
- 2001 Oxford Summer School in Connectionist Modeling student scholarship (£200), Oxford, UK.
- 2001 National Science Foundation conference travel award (\$500)
- 2000-2001 Travel grants, Women's Studies, Women's Caucus (\$225), Southern Illinois University - Carbondale

1999-2001	Travel grants, Department of Psychology (\$500), Southern Illinois University - Carbondale
1999-2001	Travel grants, College of Liberal Arts (\$150), Southern Illinois University - Carbondale
1999-2001	Travel grants, Graduate Student Council (\$610), Southern Illinois University - Carbondale
1996	Quality of Life Award, American Cancer Society of Minnesota, for <i>Someone I Love has Cancer</i>
1992-1996	Dean's List: University of Minnesota (11 of 12 quarters)
1992-1996	Honors Program Member, University of Minnesota
1992-1996	A. A. L. National College Scholarship (\$2,000)
1994-1995	Waller Scholarship (\$2,500), University of Minnesota
1992-1993	University Scholarship (\$2,000), University of Minnesota
1992	Valedictorian, Bismarck High School, Bismarck, ND
1991-92	Academic All-American, NISCA: National Interscholastic Swimming Coaches Association

Grants

- Oppenheimer, D.M., & Ellefson, M.R. (January 2010 - December 2012). Under review. (\$450,000), Department of Education, Institute for Educational Sciences. *Disfluency as a Desirable difficulty in Education*.
- Ellefson, M.R., Schlotmann, A., Sobel, D.M., & Chater, N. (August 2009 - July 2012). Under revision. (\$999,839). REESE: National Science Foundation. *Children's reasoning about chemistry*.
- Ellefson, M., Hunnicutt, S., & Ruder, S. (May 2010 – May 2015). Under revision (~\$3,000,000). IGERT: National Science Foundation. *WISER – Widening Interdisciplinary Science Education Research*.
- Consultant for Vousden, J.I., & Chater, N. (August 2007 - October 2008). Economic and Social Research Council. (£69,000). *Rational analysis of reading: Identifying optimal representations and the implications for reading instruction*.
- Ellefson, M.R. (March 2005 - July 2006). The British Academy. (£7500). *A cross-sectional study of task switching: Development or knowledge acquisition?* (SG-39180).
- Ali, N., Ellefson, M.R., & Chater, N. (July 2003). British Psychological Society grant (£1,000). *Causality and cognition workshop: Frameworks, frailties and future directions*.
- Ellefson, M.R. (August 2001 - August 2002). Southern Illinois University Doctoral Dissertation Research Grant (\$14,770). *The difficulty of learning complex structure: A comparative study of knowledge acquisition*.
- Ellefson, M.R. (May 1999). Women's Studies Juried Competition grant, Southern Illinois University (\$600). *Event-related potentials to an inferential task in fourth grade children*.
- Ellefson, M.R. (April – June 1996). American Cancer Society Internship grant, University of Minnesota. (\$900).

Research Interests

- Enhancement of educational practices in science, mathematics, and literacy based on advancements in cognitive science and developmental cognitive neuroscience
- Developmental changes in task switching and switch costs, including the application of executive functions to school achievement
- Causal learning and inferential judgments in children and adults, including the application of causal learning and reasoning to science education

Publications

Journal Articles

- Ellefson, M.R., Treiman, R., & Kessler, B. (2009). Learning to label letters by sounds or names: A comparison of England and the United States. *Journal of Experimental Child Psychology*, 102, 323-341.
- Apedoe, X.A., Reynolds, B., Ellefson, M.R., & Schunn, C.D. (2008). Bringing engineering design into high school science classrooms: The heating/cooling unit. *Journal of Science Education and Technology*, 17, 454-465.
- Ellefson, M.R., Brinker, R.A., Vernacchio, V.J., & Schunn, C.D. (2008). Design-based learning for biology: Genetic engineering experience improves understanding of gene expression. *Biochemistry and Molecular Biology*

Education, 36, 292-298.

- Young, M.E., Wasserman, E.A., & Ellefsen, M.R. (2007). A theory of variability discrimination: Finding differences. *Psychonomic Bulletin & Review*, 14, 805-822.
- Ellefsen, M.R., Shapiro, L.R., & Chater, N. (2006). Asymmetrical switch costs in children. *Cognitive Development*, 21, 108-130.
- Christiansen, M.H., Conway, C.M., & Ellefsen, M.R. (2003). Raising the bar for connectionist modeling of developmental disorders. *Behavioral and Brain Sciences*, 25, 752-753.
- Young, M.E., & Ellefsen, M.R. (2003). The joint contributions of shape and color to variability discrimination. *Learning and Motivation*, 34, 52-67.
- Young, M.E., Ellefsen, M.R., & Wasserman, E.A. (2003). Toward a theory of variability discrimination: Finding differences. *Behavioural Processes*, 62, 145-155.
- Molfese, D.L., & Ellefsen, M.R. (1999). The use of event-related potentials to study cognitive disorders. *Journal of Molecular and Chemical Neuropathology*, 13, 263-264.

Books and Book Chapters

- Conway, C.M., Ellefsen, M.R., Dale, R. & Christiansen, M.H. (in press). Connectionist models of developmental disorders: A critical appraisal. In D.L. Molfese & V.J. Molfese (Eds.), *Handbook of developmental neuropsychology*. Mahwah, NJ: Lawrence Erlbaum.
- Christiansen, M.H., Dale, R.A.C., Ellefsen, M.R., & Conway, C.M. (2002). The role of sequential learning in language evolution: Computation and experimental studies. In A. Cangelosi and D. Parisi (Eds.), *Computational approaches to the evolution of language*. Springer Verlag: New York.
- Christiansen, M.H., & Ellefsen, M.R., (2002). Linguistic adaptation without linguistic constraints: The role of sequential learning in language evolution. In A. Wray (Ed.), *The transition to language: Studies in the evolution of language* (pp. 335-358). Oxford University Press: Oxford, UK. [Chapter selected by peer review].
- Molfese, D.L., Narter, D.B., Van Matre, A.J., Ellefsen, M.R., & Modglin, A.A. (2001). Language development during infancy and early childhood: Electrophysiological correlates. In J. Weissenborn and B. Hoehle (Eds.), *Approaches to Bootstrapping: Phonological, lexical, syntactic and neurophysiological aspects of early language development, Volume 2* (pp. 181-229). John Benjamins: Amsterdam-Philadelphia.
- Ellefsen, M.R. (1996). *Someone I love has cancer: An interactive workbook for children whose loved ones have cancer*. American Cancer Society, Minnesota Division, Minneapolis, MN.

Manuscripts Submitted and In Preparation

- Apedoe, X.A., Ellefsen, M.R., & Schunn, C.D. *Learning together while designing: Does group size make a difference?* Manuscript submitted for publication.
- Vousden, J. I., Ellefsen, M., Chater, N., & Solity J. E. *Simplifying reading: Applying the simplicity principle to reading*. Manuscript submitted for publication.
- Ellefsen, M., & Blagrove, E. Chater, N. *Developmental changes in asymmetrical switch costs*. Manuscript in revision.
- Ellefsen, M.R., Young, M.E., Christiansen, M.H., & Espy, K.A. *The utility of structural cues to facilitate student learning of complex information*. Manuscript in revision.
- Ellefsen, M.R., & Young, M.E. *Explorations in scientific reasoning: Main effects and interactions*. Manuscript in revision.
- Poletiek, F.H., Conway, C.M., Ellefsen, M.R., & Christiansen, M.H. *When less is less and when less is more: A statistical learning account of the facilitation of staged input in learning a center embedded structure*. Manuscript in revision.
- Ellefsen, M., Clinch, A.L., Chater, N., Crean, J. & Carroll, J. *Improving arithmetic abilities with switching activities*. Manuscript in preparation.
- Ellefsen, M., Johnstone, E.L., & Chater, N. *Do young children reason like intuitive scientists?* Manuscript in preparation.

Curriculum Development

- Abrasheff, R., Ellefson, M.R., & Schunn, C. D. (2007). *Designer bacteria: A design-based learning unit for high school biology, Version 2*. University of Pittsburgh, Pittsburgh, PA. (By convention, the authors are listed alphabetically).
- Apedoe, X., Ellefson, M.R., & Reynolds, B., & Schunn, C. D. (2007). *Heating/cooling systems: A design-based learning unit for high school chemistry, Version 2*. University of Pittsburgh, Pittsburgh, PA. (By convention, the authors are listed alphabetically).
- Abrasheff, R., Ellefson, M.R., & Schunn, C. D. (2006). *Designer bacteria: A design-based learning unit for high school biology, Version 1*. University of Pittsburgh, Pittsburgh, PA. (By convention, the authors are listed alphabetically).
- Apedoe, X., Ellefson, M.R., & Reynolds, B., & Schunn, C. D. (2006). *Heating/cooling systems: A design-based learning unit for high school chemistry, Version 1*. University of Pittsburgh, Pittsburgh, PA. (By convention, the authors are listed alphabetically).

Presentations

Invited Talks/Seminars

- Ellefson, M.R. (2009, January). *Comparing GLM and traditional approaches to ANOVA*. Invited talk given to the VCU CARMA Lecture Series. (Dr. Larry Williams) (CARMA: Center for the Advancement of Research Methods and Analysis)
- Ellefson, M.R. (2008, September). *Mind the gap! Leveraging cognitive science to improve educational practice*. Invited talk given to the VCU Honors Program as part of the Berglund Seminar Series. (Dr. Jacqueline Smith-Mason)
- Vousden, J.I., Ellefson, M.R., Chater, N., & Solity, J.S. (2008, March). *Units of English spelling-to-sound mapping: Simplifying reading*. Paper presented at the Forum for Research in Language and Literacy, Institute of Education.
- Ellefson, M.R. (2007, May). *Learning to be flexible thinkers*. Invited talk given to the Department of Psychology, University of Birmingham, Birmingham, UK (Prof. Glyn Humphreys).
- Ellefson, M.R. (2007, February). *Focused or interleaved: A cognitive developmental theory that informs educational practice*. Invited talk given to the Department of Human Development, University of Maryland, College Park, MD, USA (Dr. Patricia Alexander).
- Ellefson, M.R. (2006, December). *Is random assignment incompatible with educational research?* Invited talk given to the Department of Educational Psychology, University of Minnesota, Minneapolis, MN, USA (Dr. Mark Davison).
- Ellefson, M.R., & Goedert, K. M. (2006, September). *The role of expertise in within-domain causal reasoning performance*. Invited talk given to the Department of Psychology, Seton Hall University, South Orange, NJ, USA (Dr. Kelly Goedert).
- Ellefson, M.R. (2006, January). *Causal reasoning and science education*. Invited talk given to the Interaction Analysis group at the Learning and Research Development Center, University of Pittsburgh, Pittsburgh, PA, USA (Dr. James Greeno).
- Ellefson, M.R. (2005, June). *Arithmetic achievement and executive control*. Invited talk given to the Supergroup at the Learning and Research Development Center, University of Pittsburgh, Pittsburgh, PA, USA (Dr. Christian Schunn).
- Ellefson, M.R. (2005, March). *The influence of reading instruction on children's spelling*. Seminar given to the Department of Psychology, University of Warwick, Coventry, UK (Dr. Neil Stewart).
- Ellefson, M.R. (2005, February). *Switch costs, executive functions and school achievement*. Invited talk given to the Institute of Child Health, University College London, London, UK (Dr. Michelle de Haan).
- Ellefson, M.R. (2004, December). *Development or instruction? Educational effects on cognitive development*. Invited talk given to the Department of Psychology and Special Education, Texas A & M University, Commerce Campus, Commerce, TX, USA (Dr. Tim Roberts).
- Ellefson, M.R. (2003, October). *Is there a cost when switching between sums?* Seminar given to the Department of Psychology, University of Warwick, Coventry, UK (Dr. Neil Stewart).

Ellefsen, M.R. (2002, January). *Learning complex structures is hard: Assessing the difficulty of learning hierarchical information*. Invited talk given to the Center for Cognitive Science, Ohio State University, Columbus, OH, USA (Dr. Vladimir Sloutsky).

Papers Published in Conference Proceedings

Ellefsen, M.R., Johnstone, E.L., Blagrove, E.L., & Chater, N. (2006, July). *Can developmental changes in switch costs be explained by age alone?* Poster presented at the 28th annual meeting of the Cognitive Science Society, Vancouver, BC, Canada. Published in R. Sun (Ed.), *The Proceedings of the 28th Annual Conference of the Cognitive Science Society* (p. 2476). Mahwah, NJ: Lawrence Erlbaum.

Johnstone, E.L., Ellefsen, M.R., & Chater, N. (2005, July). *Young children's attribution of causality under uncertainty*. Poster presented at the 27th Annual Conference of the Cognitive Science Society, Turin, Italy. Published in B. G. Bara, L. W. Barsalou, & M. Bucciarelli (Eds.), *The Proceedings of the 27th Annual Conference of the Cognitive Science Society* (pp. 1060-1065). Mahwah, NJ: Lawrence Erlbaum.

Conway, C.M., Ellefsen, M.R., & Christiansen, M.H. (2003, August). *When less is less and when less is more: Starting small with staged input*. Paper presented at the 25th Annual Conference of the Cognitive Science Society, Boston, MA, USA. Published in R. Alterman & D. Kirsh (Eds.), *The Proceedings of the 25th Annual Conference of the Cognitive Science Society* (pp.670-675). Mahwah, NJ: Lawrence Erlbaum.

Ellefsen, M.R. (2001, August). *What was the cause? Children's ability to categorize inferences*. Poster presented at the 23rd Annual Conference of the Cognitive Science Society, Edinburgh, Scotland. Published in J.D. Moore & K. Stenning (Eds.), *The Proceedings of the 23rd Annual Conference of the Cognitive Science Society* (p. 1212). Mahwah, NJ: Lawrence Erlbaum.

Ellefsen, M.R. & Christiansen, M.H. (2000, August). *Subjacency constraints without universal grammar: Evidence from artificial language learning and connectionist modeling*. Poster presented at the 22nd Annual Conference of the Cognitive Science Society, Philadelphia, PA, USA. Published in L.R. Gleitman & A. K. Joshi (Eds.), *The Proceedings of the 22nd Annual Conference of the Cognitive Science Society* (pp. 645-650). Mahwah, NJ: Lawrence Erlbaum.

Ellefsen, M.R. & Christiansen, M.H. (2000, April). *The evolution of subjacency without universal grammar: Evidence from artificial language learning*. Paper presented at the Evolution of Language: 3rd International Conference, Paris, France. Published in J.L. Dessalles & L. Ghadapour (Eds.), *The Evolution of Language: 3rd International Conference* (pp. 98-101). Paris, France: Ecole Nationale Supérieure des Télécommunications.

Ellefsen, M.R. (1996, May). *Neural correlates of infant memory development: A comparison study of NICU graduates and full-term healthy infants*. Paper presented at the 64th annual meeting of the Minnesota Academy of Science, St. Paul, MN, USA. Published in the *Journal of the Minnesota Academy of Science*, 60, 27.

Invited Conference Presentations

Ellefsen, M.R., Abrasheff, R.L., Schunn, C.D. (2007, August). *Children's reasoning about complex causal interactions: The case of learning genes x environment*. Paper presented as part of the invited symposium *How inductive reasoning develops: From categories and category relations to scientific reasoning in the classroom* (Aidan Feeney & Catherine Wilburn, conveners) at the annual meeting of the British Psychological Society Developmental Psychology Section. Plymouth, UK.

Paper Presentations

Vousden, J. I., Ellefsen, M., & Solity, J. (2009, September). *The contribution of children's decoding and vocabulary knowledge to reading irregular words*. Paper to be presented at the annual conference of the British Psychological Society: Developmental Section.

Ellefsen, M., Blagrove, E., Molzhon, A., & Chater, N. (2009, April). *Contributions of age and executive functions on task switching performance*. Paper presented as part of the symposium *Executive functions and task switching* (Michelle Ellefsen, chair) at the 73rd biennial meeting of the Society for Research in Child Development, Denver, CO, USA.

Ellefsen, M.R. (2007, April). *Connecting cognitive science and science education: The case for causality*. Paper presented as part of the symposium *Connecting cognitive science and science education: The case for causality* (Michelle R. Ellefsen, chair) at the 72nd biennial meeting of the Society for Research in Child Development, Boston, MA, USA.

- Ellefsen, M.R., Treiman, R., Kessler, B. (2007, April). *Learning to label letters by names or sounds*. Paper presented as part of the symposium *Phonics in early literacy education* (Michelle R. Ellefsen, convener) at the 72nd biennial meeting of the Society for Research in Child Development, Boston, MA, USA.
- Johnstone, E.L., Ellefsen, M.R., & Chater, N. (2005, November). *Children's reasoning under uncertainty: The influence of conditional and unconditional contingencies*. Paper presented at the 46th annual meeting of the Psychonomic Society, Toronto, ON, Canada.
- Ellefsen, M., Shapiro, L., Solity, J., & Seabrook, R. (2004, March). *What are the factors that cause reading difficulties?* Paper presented at the 6th British Dyslexia Association International Conference, Warwick, UK
- Shapiro, L., Solity, J., Brown, G., Chater, N., Vousden, J., Ellefsen, M., & Seabrook, R. (2004, March). *A whole-class based intervention can reduce the incidence of reading difficulty*. Paper presented at the 6th British Dyslexia Association International Conference, Warwick, UK
- Solity, J., Brown, G., Chater, N., Vousden, J., Ellefsen, M., Shapiro, L., & Seabrook, R. (2004, March). *Recommended teaching strategies based on principles from cognitive science*. Paper presented at the 6th British Dyslexia Association International Conference, Warwick, UK
- Vousden, J., Solity, J., Brown, G., Chater, N., Ellefsen, M., Shapiro, L., & Seabrook, R. (2004, March). *Real books vs. reading schemes: Why real books could reduce literacy difficulties*. Paper presented at the 6th British Dyslexia Association International Conference, Warwick, UK
- Ellefsen, M.R., Young, M.E., Christiansen, M.H., Espy, K.A. (2002, May). *The use of structural cues to facilitate pattern acquisition in a sequential learning task*. Paper presented at the 8th Annual Show-Me Mental State Conference on Cognition, St. Louis, MO, USA.
- Young, M.E., Ellefsen, M.R., & Rogers, E.T. (2002, May). *The effect of symmetric and asymmetric binary features on category learning*. Paper presented at the 8th Annual Show Me Mental State Conference on Cognition, St. Louis, MO, USA.
- Molfese, D.L., & Ellefsen, M.R. (1998, July). *The use of event-related potentials to study cognitive disorders*. Paper presented at United Leukodystrophy Foundation, Springfield, IL, USA.

Poster Presentations

- Khamar, H. Ellefsen, M., Schunn, C.D. (2009, July). *Causal parsimony in learning science*. Poster presented at the 31st annual meeting of the Cognitive Science Society, Amsterdam, The Netherlands.
- Molzhon, A. Ellefsen, M., Blagrove, E., & Chater, N. (2009, July). *Do executive functions predict performance on all switching tasks?* Poster presented at the 31st annual meeting of the Cognitive Science Society, Amsterdam, The Netherlands.
- Khamar, H.J., Ellefsen, M., & Schunn, C.D. (2009, April). *Is reasoning about chemistry constrained by causal parsimony?* Poster presented at the 73rd biennial meeting of the Society for Research in Child Development, Denver, CO, USA.
- Ellefsen, M.R., Blagrove, E., Espy, K. A., & Chater, N. (2008, November). *Shape school's asymmetrical switch costs*. Poster presented at the 49th annual meeting of the Psychonomic Society, Chicago, IL, USA.
- Vousden, J.I., Ellefsen, M.R., & Chater, N. (2008, January). *Identifying optimal spelling-to-sound mappings for reading instruction*. Poster presented at the annual meeting of the British Psychological Society: Educational and Child Psychology, Bournemouth, UK.
- Ellefsen, M.R., & Schunn, C.D. (2007, November). *Can domain knowledge improve causal reasoning?* Poster to be presented at the 48th annual meeting of the Psychonomic Society, Long Beach, CA, USA.
- Clinch, A.L., Crean, J.J., Ellefsen, M.R., Carroll, J.M., Chater, N. (2007, March). *Can switch training improve arithmetic performance?* Poster presented at the 72nd biennial meeting of the Society for Research in Child Development, Boston, MA, USA.
- Ellefsen, M.R., Chater, N., Blagrove, E., & Johnstone, E. J. (2006, November). *Are developmental changes in asymmetrical switch costs domain dependent?* Poster presented at the 47th annual meeting of the Psychonomic Society, Houston, TX, USA.
- Ellefsen, M.R. & Chater, N. (2005, July). *Executive functions, switch costs, and arithmetic achievement in early primary school*. Poster presented as part of the poster symposium *Neurocognitive bases of mathematics proficiencies in children* (Kimberly Andrews Espy, convener) at the International Neuropsychological Society's Joint Mid-Year Meeting, Dublin, Ireland.
- Ellefsen, M.R., Chater, N., & Shapiro, L. (2004, November). *Do children's switch costs scale up to more difficult tasks?* Poster presented at the 45th annual meeting of the Psychonomic Society, Minneapolis, MN, USA.

- Ellefsen, M.R., Chater, N., & Shapiro, L. (2004, April). *Do switching costs scale up to mathematics?* Poster presented at the 18th Biennial Conference on Human Development, Washington D.C., USA.
- Conway, C.M., Ellefsen, M.R., & Christiansen, M.H. (2003, November). *Starting small in visual and auditory domains: Differential effects of staged input.* Poster presented at the 44th annual meeting of the Psychonomic Society, Vancouver, B.C., Canada.
- Ellefsen, M.R., Young, M.E., Christiansen, M.H., & Espy, K.A. (2003, April). *The relative benefit of cues for middle school students in a sequential learning task: Educational implications.* Poster presented at the 70th biennial meeting of the Society for Research in Child Development, Tampa, FL, USA.
- Ellefsen, M.R., Christiansen, M.H., Young, M.E., & Espy, K.A. (2002, April). *The use of parenthetical and spatial cues to facilitate learning in a statistical learning task.* Poster presented at the Cornell University Cognitive Studies Symposium: Statistical Learning Across Cognition, Ithaca, NY, USA.
- Young, M.E., Ellefsen, M.R., & Wasserman, E.A. (2001, November). *Spatial organization and perceived variety.* Poster presented at the annual meeting of the Society for Judgment and Decision Making, Orlando, FL, USA.
- Ellefsen, M.R. & Young, M.E. (2001, November). *Predictive learning of main effects and interactions: A comparison of computational models.* Poster presented at the 42nd annual meeting of the Psychonomic Society, Orlando, FL, USA.
- Narter, D.B., Modglin, A.A., Van Matre, A.J., Ellefsen, M.R., Chambers, E., & Molfese, D.L. (1999, May). *Event-related potentials to semantic anomalies in twelve-year-old children.* Poster presented at Midwest Psychological Association, Chicago, IL, USA.
- Molfese, D.L., Simos, P.G., Narter, D.B., Modglin, A.A., Ellefsen, M.R., Van Matre, A.J., & Chambers, E. (1999, April). *Developmental changes in event-related potentials to speech and nonspeech stimuli from 3 to 8 years of age.* Poster presented at the 68th biennial meeting of the Society of Child Development, Albuquerque, NM, USA.
- Molfese, D.L., Narter, D.B., Ellefsen, M.R., Van Matre, A.J., Chambers, E., & Modglin, A.A. (1999, February). *Developmental changes in event-related potential peak latencies to speech and nonspeech sounds.* Poster presented at the annual meeting of the International Neurological Society, Boston, MA, USA.
- Narter, D.B., Ellefsen, M.R., Van Matre, A.J., Modglin, A.A., & Molfese, D.L. (1998, May). *Electrophysiological indices of orthographic and phonological processes in 9- & 10-year-olds.* Poster presented at the Midwest Psychological Association, Chicago, IL, USA.
- Molfese, D.L., Narter, D.B., Ellefsen, M.R., Van Matre, A.J., & Modglin, A.A. (1998, April). *Neuroelectrical processing of pseudowords in children.* Poster presented at the Sigma Xi Research Day, Carbondale, IL, USA.
- Narter, D.B., Ellefsen, M.R., Van Matre, A.J., & Molfese, D.L. (1998, April). *Reading skills in nine- and ten-year-old children: Neurological correlates.* Poster presented at the University Women's Professional Association, Carbondale, IL, USA.
- Ellefsen, M.R. (1996, May). *Neural correlates of infant memory development: A comparison study of NICU graduates and full-term healthy infants.* Poster presented at the 64th annual meeting of the Minnesota Academy of Science, St. Paul, MN, USA.
- Ellefsen, M.R. (1996, April). *Neural correlates of infant memory development: A comparison study of NICU graduates and full-term healthy infants.* Poster presented at the University of Minnesota's Undergraduate Research Opportunities Poster Symposium, Minneapolis, MN, USA.

Teaching Experience

2007 – present Virginia Commonwealth University, Richmond, VA, USA

- Lecturer, Psychology 301: Child Psychology (undergraduate level)
- Lecturer, Psychology 409: Cognitive Development (undergraduate level)
- Lecturer, Psychology 681: Statistics in Psychological Research II (graduate level)
- Lecturer, Psychology 613: Cognitive Development (graduate level)
- Supervise graduate research assistants: Andrea Molzhon
- Supervise undergraduate honors research project: Hima Khamar
- Supervise undergraduate research assistants: Adam Sukonick (M.S. student, Psychology, University of North Carolina, Wilmington), SaNNa Naqash, Jaelyn Pravau (M.S. student, Occupational Therapy, Shenandoah University), Sejginha Williams, Rebecca Meijer, Tamika Moore, Calesha Hayes, Earl Yevak, Holly Guelig, Mariam Osman, Bailey Rose, Jaz Dabney, Shawn Joshi, Kathleen Koehler

2005 – 2007 University of Pittsburgh, Pittsburgh, PA, USA

- Implement professional development for high school science teachers
- Supervise undergraduate research assistants: Dylan Ellis, Harjeet Mangat

2002 – 2005 University of Warwick, Coventry UK

- Lecturer, Psychology 102: Introduction to Psychology: Developmental Psychology
- Guest Lecturer, Psychology 327: Development of Memory and Language
- Guest Lecturer, Education 102: Education and Learning
- Supervise undergraduate student research projects: JoAnne Woodford, Helen Brookman (MSc; PhD, University of Birmingham, UK), Emily Mayor (PGCE, University of Durham, UK), Emma Johnstone, Alexandra Hughes (PGCE, University of Warwick, UK), Amy Clinch (EdPsychD student, University of Birmingham, UK), Rachel Cole-Fletcher (MSc, University of York, UK, PhD student Institute of Education, University of London), Vasilike Koustioukis, Alexandra Karathodorou
- Supervise graduate research assistants: Elisabeth Blagrove (PhD student, University of Warwick, UK), James Taylor (PhD, University of Warwick)
- Supervise undergraduate research assistants: Xenia Davis (PGCE, University of Warwick, UK), Steve Coluzzi, Rebecca Pons, Rosie Farrer, June Leslie (MSc, University College London), Hayley Jones, Cheuk Lee, Kiranjit Kooner (PGCE, University of Warwick), Deborah Stocker, Hema Hirani, Heather Ball (EdPsychD student, University of Birmingham, UK), Anneka Rees, Alice Bush, Sean Fallon, Kathryn Purnell, Rachel Stoddart, Philip Laurie, Anna Willoughby

1999-2002 Southern Illinois University - Carbondale

- Guest Lecturer, Psychology 301: Introduction to Child Psychology
- Guest Lecturer, Psychology 445: Psycholinguistics
- Teaching Assistant and Lecturer, Psychology 301: Introduction to Child Psychology
- Supervise undergraduate student research project: Joshua Beckmann (M.A., PhD, Southern Illinois University, USA)
- Supervise undergraduate research assistants: Ester Rogers, Nicole Sawatski

1994-1995 University of Minnesota

- Teaching Assistant, Kinesiology 3110: Human Anatomy
- Teaching Specialist, Kinesiology 1007: Beginning Swimming

Community Teaching

- 2000-2001: Murphysboro Christian Academy, Murphysboro, IL
(middle school and high school level)
 - Introduction to Psychology
 - Introduction to Child Development

Teaching Interests

- Human Development
- Cognition and Instruction
- Developmental Neuroscience / Neuropsychology
- Research Methods and Statistics
- Psycholinguistics / Language Development

Professional Experience

- | | |
|--------------|---|
| 2002-present | Reviewer, <i>Annual Conference of the Cognitive Science Society</i> |
| 2009 | Virginia Junior Academy of Science, paper / presentation judge, Richmond, VA, USA |
| 2009 | Reviewer, <i>Developmental Psychology</i> |
| 2009 | Reviewer, <i>Developmental Neuropsychology</i> |
| 2009 | Symposium Convener and Chair, <i>Executive Functions and Task Switching</i> , presented at the 2009 |

- 2008 Biennial Conference of the Society for Research in Child Development, Denver, CO, USA
- 2008 Reviewer, Biennial meeting of the Society for Research in Child Development, *Panel 13: Attention, Learning and Memory*
- 2008 Reviewer, *Journal of Experimental Child Psychology*
- 2008 Best Teachers Summer Institute, *What the Best College Teachers Do*, New York, NY, USA
- 2007-2008 Center for Teaching Excellence, *Junior Faculty Mentorship Program*, Virginia Commonwealth University, Richmond, VA, USA
- 2007 Reviewer, *Annual Conference of the European Cognitive Science Society*
- 2007 Symposium Convener and Chair, *Phonics in Early Literacy Education: A British Case Study*, 2007 biennial Conference of the Society for Research in Child Development, Boston, MA, USA
- 2007 Symposium Convener and Chair, *Bridging Cognitive Science and Science Education: The Case for Causality*, 2007 Biennial Conference of the Society for Research in Child Development, Boston, MA, USA
- 2005 Reviewer, *British Journal of Educational Psychology*
- 2003-2005 Department of Psychology Contract Research Staff Representative, University of Warwick, Coventry, UK
- 2003-2005 Aereopagus Seminar Convener, University of Warwick, Coventry, UK
- 2004 Conference Organizer, *Causality: Frameworks, Frailties, and Future Directions*, University of Leuven, Leuven, Belgium
- 2004 Contract Lecturer, Developmental Psychology, University of Warwick, Coventry, UK
- 2004 Reviewer, *Memory and Cognition*
- 2001-2002 Brain and Cognitive Sciences Assistant Professor Search Committee-Student Representative, Department of Psychology, Southern Illinois University – Carbondale, Carbondale, IL, USA
- 2001-2002 Illinois Junior Science & Humanities Symposium poster judge
- 2000-2002 Graduate research assistant, Cognition Lab, Department of Psychology, Southern Illinois University – Carbondale, Carbondale, IL, USA (Michael E. Young, Ph.D.)
- 1999-2002 Graduate research assistant, Cognitive Science Lab, Department of Psychology, Southern Illinois University – Carbondale, Carbondale, IL, USA (Morten H. Christiansen, Ph.D.)
- 2001 Oxford University Summer School on Connectionist Modeling, Oxford, UK
- 2001 Brain and Cognitive Sciences Proseminar Administrator, Southern Illinois University – Carbondale, Carbondale, IL, USA
- 1997-2000 Graduate research assistant, Developmental Neuropsychology Lab, Departments of Psychology and Behavioral Social Sciences, School of Medicine, Southern Illinois University – Carbondale, Carbondale, IL, USA (Dennis L. Molfese, Ph.D.)
- 1996-1997 Undergraduate research assistant, Neonatology Lab, Department of Pediatrics, School of Medicine, University of Minnesota, Minneapolis, MN, USA (Michael K. Georgieff, M.D.)
- 1996 American Cancer Society Intern, Minnesota Chapter, Minneapolis, MN, USA
- 1994-1996 Undergraduate research assistant, Developmental Cognitive Neuroscience Lab, Institute of Child Development, University of Minnesota, Minneapolis, MN, USA (Charles A. Nelson, Ph.D.)

Professional Memberships

- 2007 - present Association for Psychological Sciences, Member
- 2007 - present Cognitive Development Society, Member
- 2005 - present Women in Cognitive Science, Member
- 2003 - present Psychonomic Society, Associate member
- 2000 - present Cognitive Science Society, Member (student member 2000-2002)
- 1998 - present Society for Research in Child Development, Member (postdoctoral member 2002-2007; student member 1998-2002)

References available upon request