

Curriculum Vitae

Haley A. Vlach

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EDUCATION

- 2007-2012 Ph.D. Psychology, University of California, Los Angeles
Cognitive & Developmental Psychology
- 2006-2007 M.A. Psychology, University of California, Los Angeles
Cognitive & Developmental Psychology
- 2002-2006 B.S. Psychology, Carnegie Mellon University
with University Honors; Phi Beta Kappa

ACADEMIC POSITIONS

- 2018-present Associate Professor
- 2012-2018 Assistant Professor
Department of Educational Psychology, University of Wisconsin–Madison
- 2012-present Lab Director: Learning, Cognition, & Development (LCD) Lab
- 2012-present Principal Investigator: Wisconsin Center for Education Research (WCER)

RESEARCH INTERESTS

Cognitive development, including language acquisition, word learning, memory, categorization, generalization, concept learning, science learning; Bridging psychological science with education

SELECTED AWARDS, FELLOWSHIPS, & HONORS

Awards

- 2019 Vilas Faculty Early Career Investigator Award
- 2019 Mentoring Undergraduates in Research and Scholarly Activities Award, UW-Madison
- 2018 James S. McDonnell Foundation Human Cognition Scholar Award
- 2017 SRCD Early Career Contribution Award, early career award in developmental science
- 2015 William Chase Award, early career award in cognitive science
- 2011 SRCD Student Travel Award
- 2010 Robert Glushko and Pamela Samuelson Award, Cognitive Science Society
- 2010 Distinction in Teaching Award, UCLA

2008 NSF Graduate Research Fellowship, Honorable Mention Award

Fellowships & Honors

2018 Appointed Fellow of UW-Madison Teaching Academy
2013, 14, 15 Hilldale Undergraduate/Faculty Research Fellowship, UW-Madison
2015 Appointed Fellow (FPsyS) of Psychonomics Society
2009, 2010 PROPS Teaching/Mentor Fellowship, UCLA
2008-2009 Graduate Mentorship Research Fellowships, UCLA
2008, 09 Graduate Mentorship Summer Research Fellowship, UCLA
2007-2008 CONNECT Educational Research Fellowship, UCLA
2006-2007 University Chancellor's Award and Fellowship, UCLA
2006 Phi Beta Kappa, Carnegie Mellon University
2006 Gretchen Goldsmith Lankford Fellowship, Carnegie Mellon University
2005 Victoria Bloom Memorial Fellowship, Carnegie Mellon University
2005 Walk Memorial Fellowship, Carnegie Mellon University
2004 William C. Dement Fellowship, Brown University

PUBLICATIONS

*indicates student or postdoc authors

Journal Articles:

Mulak*, K. E., Escudero, P., & **Vlach**, H. A. (in press). Cross-situational learning of phonologically overlapping words across degrees of ambiguity. *Cognitive Science*.

Green, C. S., Bavelier, D., Kramer, A. F., Vinogradov, S., Ansorge, U., Ball, K. K., Bingel, U., Chein, J. M., Colzato, L.S., Edwards, J. D., Facoetti, A., Gazzaley, A., Gathercole, S. E., Ghisletta, P., Gori, S., Granic, I., Hillman, C. H., Hommel, B., Jaeggi, S. M., Kanske, P., Karbach, J., Kingstone, A., Kliegel, M., Klingberg, T., Kühn, S., Levi, D. M., Mayer, R. E., McLaughlin, A. C., McNamara, D. S., Morris, M. C., Nahum, M., Newcombe, N. S., Panizzutti, R., Prakash, R. S., Rizzo, A., Schubert, T., Seitz, A. R., Short, S. J., Singh, I., Slotka, J. D., Strobach, T., Thomas, M. S. C., Tipton, E., Tong, X., **Vlach**, H. A., Wetherell, J. L., Wexler, A., & Witt, C. M. (2019). Improving methodological standards in behavioral interventions for cognitive enhancement. *Journal of Cognitive Enhancement*. doi: 10.1007/s41465-018-0115-y

Vlach, H. A., Bredemann*, C. A., & Kraft*, C. (2019). To mass or space? Young children do not possess adults' misconceptions of spaced learning. *Journal of Experimental Child Psychology*, 183, 115-133. doi: 10.1016/j.jecp.2019.02.003

Vlach, H. A., & DeBrock*, C. A. (2019). Statistics learned are statistics forgotten: Children's retention and retrieval of cross-situational word learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 45, 700-711. doi: 10.1037/xlm0000611

- Will*, K. K, Masad*, A., **Vlach**, H. A., & Kendeou, P. (2019). The effects of refutation texts on generating explanations. *Learning and Individual Differences*, *69*, 108-115. doi: 10.1016/j.lindif.2018.12.002
- Miller*, H. E., **Vlach**, H. A., & Simmering, V. R. (2017). Producing spatial words is not enough: Understanding the relation between language and spatial cognition. *Child Development*, *88*, 1966-1982. doi: 10.1111/cdev.12664
- Vlach**, H. A., & DeBrock*, C. A. (2017). Remember dax? Relations between children's cross-situational word learning, memory, and language abilities. *Journal of Memory and Language*, *93*, 217-230. doi: 10.1016/j.jml.2016.10.001
- Escudero, P., Mulak*, K. E., & **Vlach**, H. A. (2016a). Cross-situational learning of minimal word pairs. *Cognitive Science*, *40*, 455-465. doi: 10.1111/cogs.12243
- Escudero, P., Mulak*, K. E., & **Vlach**, H. A. (2016b). Infants encode phonetic detail during cross-situational word learning. *Frontiers in Psychology*, *7*:1419. doi: 10.3389/fpsyg.2016.01419
- Vlach**, H. A. (2016). How we categorize objects is related to how we remember them: The shape bias as a memory bias. *Journal of Experimental Child Psychology*, *152*, 12–30. doi: 10.1016/j.jecp.2016.06.013
- Vlach**, H. A., & Noll*, N. (2016). Talking to children about science is harder than we think: Characteristics and metacognitive judgments of explanations provided to children and adults. *Metacognition and Learning*, *11*, 317-338. doi: 10.1007/s11409-016-9153-y
- Gluckman*, M., **Vlach**, H. A., & Sandhofer, C. M. (2014). Spacing simultaneously promotes multiple forms of learning in children's science curriculum. *Applied Cognitive Psychology*, *28*, 266-273. doi: 10.1002/acp.2997
- Vlach**, H. A. (2014). The spacing effect in children's generalization of knowledge: Allowing children time to forget promotes their ability to learn. *Child Development Perspectives*, *8*, 163-168. doi: 10.1111/cdep.12079
- Vlach**, H. A., & Kalish, C. W. (2014). Temporal dynamics of categorization: Forgetting as the basis of abstraction and generalization. *Frontiers in Psychology*, *5*:1021. doi: 10.3389/fpsyg.2014.01021
- Vlach**, H. A., & Sandhofer, C. M. (2014). Retrieval dynamics and retention in cross-situational statistical learning. *Cognitive Science*, *38*, 757-774. doi: 10.1111/cogs.12092
- Vlach**, H. A., Sandhofer, C. M., & Bjork, R. A. (2014). Equal and expanding learning schedules in children's categorization and generalization. *Journal of Experimental Child Psychology*, *123*, 129-137. doi: 10.1016/j.jecp.2014.01.004
- Ankowski, A. A., **Vlach**, H. A., & Sandhofer, C. M. (2013). Comparison vs. contrast: Task specifics affect category acquisition. *Infant and Child Development*, *22*, 1-23. doi: 10.1002/icd.1764
- Krogh, L., **Vlach**, H. A., Johnson, S. P. (2013). Statistical learning in development: Flexible yet constrained. *Frontiers in Psychology*, *3*:598. doi: 10.3389/fpsyg.2012.00598
- Vlach**, H. A., & Johnson, S. P. (2013). Memory constraints on infants' cross-situational statistical learning. *Cognition*, *127*, 375-382. doi: 10.1016/j.cognition.2013.02.015

- Vlach, H. A., Ankowski, A. A., & Sandhofer, C. M. (2012).** At the same time or apart in time? The role of presentation timing and retrieval dynamics in generalization. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *38*, 246-254. doi: 10.1037/a0025260
- Vlach, H. A., & Sandhofer, C. M. (2012).** Distributing learning over time: The spacing effect in children's acquisition and generalization of science concepts. *Child Development*, *83*, 1137-1144. doi: 10.1111/j.1467-8624.2012.01781.x
- Vlach, H. A., & Sandhofer, C. M. (2012).** Fast mapping across time: Memory mechanisms support children's ability to retain words. *Frontiers in Psychology*, *3*:46. doi: 10.3389/fpsyg.2012.00046
- Vlach, H. A., & Sandhofer, C. M. (2011).** Developmental differences in children's context-dependent word learning. *Journal of Experimental Child Psychology*, *108*, 394-401. doi: 10.1016/j.jecp.2010.09.011
- Vlach, H. A., Krogh, L., Thom, E. E. & Sandhofer, C. M. (2010).** Doing with development: Moving toward a complete theory. *Behavioral and Brain Sciences*, *33*, 227-228. doi: 10.1017/S0140525X1000049X
- Vlach, H. A. & Carver, S. M. (2008).** The effects of observation coaching on children's graphic representations. *Early Childhood Research & Practice*, *10*, 1-15.
- Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2008).** The spacing effect in young children's memory and category induction. *Cognition*, *109*, 163-167. doi: 10.1016/j.cognition.2008.07.013
- Vlach, H. A., & Carver, S. M. (2006).** The impact of observation on children's drawings. *National Association of Laboratory Schools Journal*, *30*, 6-15.

Book Chapters, Conference Proceedings, & Other Publications:

- DeBrock*, C. A., & Vlach, H. A. (2018). Testing effects in children's storybook reading [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2842). Austin TX: Cognitive Science Society.
- Kaul*, M., Lazaroff*, E., & Vlach, H. A. (2018). Allowing children time to forget promotes their acquisition and generalization of science concepts [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2891). Austin TX: Cognitive Science Society.
- Lazaroff*, E., & Vlach, H. A. (2018). The role of inquiry in children's and adults' memory, categorization, and explanation of new information [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2899). Austin TX: Cognitive Science Society.
- Vlach, H. A. (2018). Temporal dynamics of categorization: Is there a best of both worlds? In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (ps. 67-68). Austin TX: Cognitive Science Society.
- Vlach, H. A., & Bjork, R. A. (2017). How can we improve teaching? *World Class: Tackling the ten biggest challenges facing schools today*. Editors: David James and Tom Bennett; Publisher: Routledge.

- Miller*, H. E., & Vlach, H. A. (2016). Biased attention to spatial dimensions predicts children's spatial word acquisition [Abstract]. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (p. 2876). Austin, TX: Cognitive Science Society.
- Miller*, H. E., Vlach, H. A., & Simmering, V. R. (2014). Children's flexibility in using spatial language and its relation to spatial skills [Abstract]. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (p. 3361). Austin, TX: Cognitive Science Society.
- Vlach, H. A. (2014). The shape bias shapes more than just attention: Relationships between categorical biases & object recognition memory. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 3049 - 3054). Austin, TX: Cognitive Science Society.
- Escudero, P., Mulak*, K. E., & Vlach, H. A. (2013). Cross-situational statistical learning of phonologically overlapping words. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 418-423). Austin, TX: Cognitive Science Society.
- Vlach, H. A. (2013). Recognition memory processes in novel noun generalization [Abstract]. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (p. 4155). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Johnson, S. P. (2011). Memory constraints on infants' statistical word learning [Abstract]. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (p. 829). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Sandhofer, C. M. (2011). Retrieval dynamics of in-the-moment and long-term statistical word learning. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 789-794). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Sandhofer, C. M. (2010). Desirable difficulties in cross-situational word learning. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 2470-2476). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Sandhofer, C. M. (2008). Context and induction: The impact of background context on children's category learning [Abstract]. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (p. 1573). Austin, TX: Cognitive Science Society.

RESEARCH SUPPORT

Funded External Grants

- 2018-2024 James S. McDonnell Foundation (award total: \$600,000)
 “The Development of Higher-Order Cognition: Words, Categories, and Concepts”
 PI: Haley Vlach
- 2017-2021 Australian Research Council (ARC) (award total: \$895,000)
 “Enhancing Language Learning via Auditory Training and Interaction”
 CI: Paola Escudero, Subcontract PI: Haley Vlach

- 2017-2020 NSF PAC 1734260 (award total: \$546,577)
 “The Effect of Nameability on Categorization”
 PI: Gary Lupyan; Co-PIs: Haley Vlach & Gregory Zelinsky
- 2017-2019 NIH R21 HD092867-01 (award total: \$420,750)
 “The Impact of Word Learning on Children’s Category Induction”
 Multi-PIs: Gary Lupyan & Haley Vlach
- 2016-2019 NSF ECR 1561531 (award total: \$529,881)
 “To Compare or Space? The Role of Timing in Children’s Science Learning”
 PI: Haley Vlach
- 2015-2017 NIH R03 HD081153-01 (award total: \$143,797)
 “Developing the Ability to Retain and Retrieve Word Mappings Across Time”
 PI: Haley Vlach
- 2012-2013 MARCS Institute Research Grant, Australia (award total: \$12,500)
 “Cross-situational Word Learning: Effects of Phonological Similarity and Set Size”
 Multi-PIs: Paola Escudero, Karen Mulak, & Haley Vlach
- 2010-2012 NIH R03 HD064909-01 (award total: \$141,136)
 “Desirable Difficulties in Children’s Word Learning”
 PI: Catherine Sandhofer, Co-PIs: Robert Bjork & Haley Vlach

Funded Internal Grants

- 2018-2021 William F. Vilas Trust Estate (award total: \$50,000)
 Flexible funds provided with the Vilas Faculty Early Career Investigator Award
 PI: Haley Vlach
- 2017-2019 Wisconsin Alumni Research Foundation (award total: \$297,128)
 “From Simple Words to Complex Ideas: Understanding the Role of Language in Learning”
 PI: Gary Lupyan, Co-PIs: Heather Kirkorian & Haley Vlach
- 2017-2018 Wisconsin Alumni Research Foundation (award total: \$48,611)
 “Where to Look? Eye Movements During Parent-Child Storybook Reading and Word Learning”
 PI: Haley Vlach
- 2016-2017 TeachOnline@UW Teaching Innovation Grant (award total: \$1,000)
 Awarded to develop online version of Ed Psych 320 (Infant & Child Development)
 PI: Haley Vlach
- 2015-2016 Wisconsin Alumni Research Foundation (award total: \$36,036)
 “Individual and Developmental Differences in Spaced Learning”
 PI: Haley Vlach
- 2015-2016 WCER Faculty Award (award total: \$4,000)
 “At the Same Time or Apart in Time? Timing in Children’s Generalization of Knowledge”

PI: Haley Vlach

- 2014-2015 Wisconsin Alumni Research Foundation (award total: \$36,985)
“Memory Processes in Children’s Cross-Situational Word Learning”
PI: Haley Vlach
- 2013-2014 Wisconsin Alumni Research Foundation (award total: \$26,033)
“Is Timing Everything? Timing in Children’s Generalization”
PI: Haley Vlach
- 2009-2010 UCLA Excellence in Research Grant (award total: \$5,000)
2008-2009 “Children’s Long-term Memory for Words and Categories”
PI: Haley Vlach
- 2007-2008 CONNECT Educational Research Grant (award total: \$25,000)
“Grounding the Spacing Effect in Science Education”
PI: Haley Vlach
- 2007-2008 UCLA Rapid Start Research Grant (award total: \$1,000)
PI: Haley Vlach

Grants Awarded & Declined:

- 2016-2017 Wisconsin Alumni Research Foundation (\$46,413; funded by NSF)
“To Compare or Space? Presentation Timing in Science Learning”
PI: Haley Vlach

INVITED COLLOQUIA & PUBLIC TALKS

- 2018 Cognitive Science Society Annual Meeting, Professional Development Forum
2018 University of Wisconsin-Madison, Communication Sciences & Disorders
2017 Illinois State University, Psychology
2017 Northwestern University, Cognitive Science
2017 University of Wisconsin, Madison, Medical School
2017 Wisconsin Center for Academically Talented Youth
2017 Methods in Cognitive Training, NSF workshop
2017 University of California, Los Angeles, Psychology
2017 University of California, Irvine, Cognitive Sciences
2017 Drexel University, Psychology
2017 Georgia State University, Educational Psychology
2016 Princeton University, Psychology
2016 University of Toronto, Psychology
2016 University of Utah, Educational Psychology
2016 Natural History Museum of Utah
2016 University of Western Sydney, MARCS Institute
2016 Centre for Excellence for the Dynamics of Language
2016 Carnegie Mellon University, Psychology
2015 University of Iowa, Psychology, Communication Sciences and Disorders, & DeLTA
2015 University of Minnesota, Twin Cities, Ed Psychology & Institute of Child Psychology
2013 University of Wisconsin-Madison, Psychology

- 2012 American Education Week
 2013 University of Minnesota, Twin Cities, Ed Psychology & Institute of Child Psychology
 2012 Princeton University, Psychology
 2012 University of California, Irvine, Education
 2012 University of Illinois, Urbana-Champaign, Educational Psychology
 2012 Temple University, Psychology
 2011 Dartmouth College, Education
 2011 University of California, Los Angeles, Psychology
 2009 California State University, Los Angeles, Psychology

CONFERENCE PRESENTATIONS

- Bredemann, C. A., Vlach, H. A., Fennell, C., Levelt, C., Liu, L., & Escudero, P. (2019, March). Children's memory for words and speech sounds learned via e-book training. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Kaul, M., Lazaroff, E. & Vlach, H. A. (2019, March). Retrieval difficulty promotes STEM categorization and generalization. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Kaul, M., & Vlach, H. A. (2019, March). Combining simultaneous and spaced presentations: Distributed pairs in children's generalization of STEM concepts. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Knabe, M., & Vlach, H. A. (2019, March). Not all is forgotten: Children's memory for features of a word learning episode. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Lazaroff, E., Kaul, M. & Vlach, H. A. (2019, March). Science vocabulary as a window into differences in children's science knowledge. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Lazaroff, E., & Vlach, H. A. (2019, March). Differences in children's long-term memory for science concepts learned using structural alignment. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Zettersten, M., Bredemann, C., Kaul, M., Vlach, H. A., Kirkorian, H., Lupyan, G. (2019, March). Verbal labels support rule-based category learning in children. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, Maryland.
- Vlach, H. A., DeBrock, C. A., & Kraft, C. (2018, September). To mass or space? Young children do not possess adults' incorrect biases about spaced learning. Talk presented at the International Mind, Brain, and Education Society 6th Biennial Conference. Los Angeles, CA.
- DeBrock, C. A., & Vlach, H. A. (2018, July). Testing effects in children's storybook reading. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Kaul, M., Lazaroff, E., & Vlach, H. A. (2018, July). Allowing children time to forget promotes their acquisition and generalization of science concepts. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.

- Lazaroff, E., & Vlach, H. A. (2018, July). The role of inquiry in children's and adults' memory, categorization, and explanation of new information. Poster presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Vlach, H.A. (2018, July). Temporal dynamics of categorization: Is there a best of both worlds? Paper presented at the 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Vlach, H. A., Lazaroff, E. E., & Kaul, M. (2018, June). Variation in the timing of learning: Simultaneous, massed, and spaced presentations lead to differences in children's generalization of STEM concepts. Paper presented at the Jean Piaget Society Annual Conference, Amsterdam, Netherlands.
- DeBrock, C. A., & Vlach, H. A. (2017, October). Children's forgetting of words mapped via mutual exclusivity. Paper presented at the Cognitive Development Society Conference, Portland, OR.
- Lazaroff, E. E., & Vlach, H. A. (2017, October). Frequently asked questions: Patterns of inquiry in children and adults when viewing novel objects. Poster presented at the Cognitive Development Society Conference, Portland, OR.
- Vlach, H. A., & DeBrock, C. A. (2017, June). Statistics learned are statistics forgotten: The developing ability to retain and retrieve cross-situational statistical learning. Paper presented at the Interdisciplinary Advances in Statistical Learning Conference. Bilbao, Spain.
- DeBrock, C. A., & Vlach, H. A. (2017, April). Testing the story: Examination of the testing effect in children's word Learning and storybook reading. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- DeBrock, C. A., & Vlach, H. A. (2017, April). Children's short- and long-term retention of novel labels learned via mutual exclusivity. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2017, April). Single feature dominance constrains children's conjunctive categorization. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Vlach, H. A. (2017, April). What happens after encoding? Children's consolidation and integration of semantic memories. Chair of symposium presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Vlach, H. A., & DeBrock, C. A. (2017, April). Remember daxes and feps? A protracted course of development for the retention and retrieval of cross-situational statistics. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Will, K., Masad, A., Vlach, H., & Kendeou, P. (2017, April). The role of quality explanations in knowledge revision. Poster presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- DeBrock, C. A., & Vlach, H. A. (2016, November). Observing testing effects on children's word learning through storybook reading. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA.

- Will, K., Vlach, H. A., & Kendeou, P. (2016, November). The role of explanation quality in knowledge revision. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA.
- Vlach, H. A., & Noll, N. (2016, September). How do we talk to children about science? Characteristics of science explanations for children vs. adults. Paper presented at the International Mind, Brain, and Education Society Meeting, Toronto, Canada.
- Will, K., Masad, A., Vlach, H. A., & Kendeou, P. (2016, July). Generating explanations in the service of knowledge revision. Paper presented at the Annual Meeting of the Society for Text & Discourse, Kassel, Germany.
- DeBrock, C. A., & Vlach, H. A. (2016, June). Mutual exclusivity promotes initial mapping, but not long-term memory, of words. Paper presented at the Jean Piaget Society Annual Conference, Chicago, Illinois.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2016, June). Constraints on children's conjunctive categorization. Paper presented at the Jean Piaget Society Annual Conference, Chicago, Illinois.
- Kriengwatana, B., Xu, Y., Kooij, K., Escudero, P., Vlach, H. A., & Raijmakers, M. (2016, May). Language-specificity and memory in infant cross-situational learning. Poster presented at the International Conference on Infant Studies. New Orleans, Louisiana.
- Vlach, H. A., & DeBrock, C. A. (2016, May). Multiple domains of memory development support infants' cross-situational statistical learning. Paper presented at the International Conference on Infant Studies. New Orleans, Louisiana.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2015, November). Developmental differences between children's and adults' conjunctive categorizations. Poster presented at the Annual Meeting of the Psychonomic Society. Chicago, IL.
- Vlach, H. A. (2015, November). A developmental account of the spacing effect: Children that forget more, remember more. Paper presented at the Annual Meeting of the Psychonomic Society. Chicago, IL.
- DeBrock, C. A. & Vlach, H. A. (2015, October). Mutual exclusivity supports children's mapping, but not retention, of words. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Columbus, Ohio.
- Miller, H., Vlach, H. A., & Simmering, V. R. (2015, October). Relation between language and spatial cognition: Uncovering mechanisms. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Columbus, Ohio.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2015, October). Conjunctive categorizations with perceptual features: Developmental differences between children and adults. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Columbus, Ohio.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2015, June). Infants' encoding of phonological detail during cross-situational word learning. Paper presented at the Workshop on Infant Language Development (WILD) Conference, Stockholm, Sweden.

- Vlach, H. A. (2015, April). The spacing effect in children's science concept learning: Allowing children time to forget promotes their ability to learn. Paper presented at the American Educational Research Association Annual Meeting. Chicago, IL.
- Kraft, C., & Vlach, H. A. (2015, March). Children that forget faster remember more: Individual and developmental differences in interleaved learning. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, Pennsylvania.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2015, March). Evaluating relations between spatial language and spatial skills across tasks. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, Pennsylvania.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2015, March). Quality of children's spatial language use predicts spatial skills. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, Pennsylvania.
- Vlach, H. A. (2015, March). Remembering object features across time: The shape bias as a memory bias. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, Pennsylvania.
- Vlach, H. A. (2015, March). To remember or not remember? Consolidation and forgetting as mechanisms of cognitive development. Chair of symposium presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, Pennsylvania.
- Vlach, H. A. (2015, March). What was that word? Infants' vocabulary development is constrained by the ability to retain and retrieve words. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, Pennsylvania.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, November). Infants' cross-situational learning of minimally different words depends on the type and magnitude of the phonological contrast. Poster presented at the Boston University Conference on Language Development. Boston, MA.
- Vlach, H. A. (2014, November). Individual and developmental differences in the benefits of interleaved learning. Poster presented at the Annual Meeting of the Psychonomic Society. Long Beach, CA.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2014, July). Children's flexibility in using spatial language and its relation to spatial skills. Poster presented at the 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada.
- Vlach, H. A. (2014, July). The shape bias shapes more than just attention: Relationships between categorical biases & object recognition memory. Poster presented at the 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada.
- Vlach, H. A. (2014, July). Forgetting science promotes children's science learning. Paper presented at the Upper Midwest Mathematical Thinking Conference. Madison, Wisconsin.
- Vlach, H. A. (2014, July). When infants look at objects, are they learning? Dynamics and dissociations of attention and memory across learning environments (Chair). Symposium presented at the International Conference on Infant Studies. Berlin, Germany.

- Vlach, H. A. (2014, July). The shape bias as a memory bias: Interactions of memory and generalization across infancy, childhood, and adulthood. Poster presented at the International Conference on Infant Studies. Berlin, Germany.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, July). Cross-situational learning of phonologically similar words in 12-, 14- and 17-month-olds. Paper presented at the International Conference on Infant Studies. Berlin, Germany.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, July). Infant's cross-situational learning of novel minimal and non-minimal pairs. Paper presented at the International Association for the Study of Child Language. Amsterdam, Netherlands.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2014, May). The role of selection and flexibility in language use in developing spatial skills. Paper presented at the 44th Annual Meeting of the Jean Piaget Society. San Francisco, CA.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, August). Cross-situational statistical learning of phonologically overlapping words. Paper presented at the 35th Annual Conference of the Cognitive Science Society. Berlin, Germany.
- Vlach, H. A. (2013, August). Recognition memory processes in novel noun generalization. Poster presented at the 35th Annual Conference of the Cognitive Science Society. Berlin, Germany.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, June). Cross-situational word learning of monosyllables with different degrees of phonological overlap. Paper presented at the Workshop on Infant Language Development (WILD) Conference, Donostia, San Sebastián, Spain.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, June). Word learning in monolingual and multilingual adults: Minimal versus non-minimal word pairs. Paper presented at the International Child Phonology Conference, Nijmegen, The Netherlands.
- Vlach, H. A., & Johnson, S. P. (2013, April). Memory processes in infants' cross-situational statistical learning. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference, Seattle, Washington.
- Vlach, H. A., Sandhofer, C. M., & Bjork, R. A. (2013, April). Expanding vs. equally spaced learning schedules in children's category acquisition and generalization. Poster presented at the Society for Research in Child Development (SRCD) Biennial Conference, Seattle, Washington.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2012, December). Word learning in monolingual and multilingual adults: Minimal versus non-minimal word pairs. Poster presented at the 14th Australasian International Conference on Speech Science and Technology, Sydney, Australia.
- Vlach, H. A., & Sandhofer, C. M. (2011, November). What was that called? Retrieval dynamics in statistical word learning. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Philadelphia, PA.
- Vlach, H. A., & Johnson, S. P. (2011, July). Memory constraints on infants' statistical word learning. Poster presented at 33rd Annual Conference of the Cognitive Science Society. Boston, MA.

- Vlach, H. A., & Sandhofer, C. M. (2011, July). Retrieval dynamics of in-the-moment and long-term statistical word learning. Paper presented at 33rd Annual Conference of the Cognitive Science Society. Boston, MA.
- Vlach, H.A., Ankowski, A., & Sandhofer, C. M. (2011, May). The interplay of encoding and retrieval dynamics in young children's generalization. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2011, May). Forgetting as abstraction: Providing opportunities for forgetting promotes long-term generalization. Paper presented at Western Psychological Association (WPA) Annual Conference, Los Angeles, CA.
- Vlach, H. A., Gluckman, M., & Sandhofer, C. M. (2011, April). Promoting transfer by creating difficulty for learners: Spaced learning in children's generalization of science concepts. Paper presented at the Society for Research in Child Development (SRCD) Biennial Conference, Montreal, Canada.
- Vlach, H. A., & Sandhofer, C. M. (2010, August). Desirable difficulties in cross-situational word learning. Paper presented at 32nd Annual Conference of the Cognitive Science Society. Portland, OR.
- Vlach, H. A., & Sandhofer, C. M. (2010, May). Difficulty promotes word learning: Desirable difficulties in cross-situational statistics. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Irvine, CA.
- Vlach, H. A. (Chair) (2010, April). The science (and math) of learning by example. Symposium and paper presented at Western Psychological Association (WPA) Annual Conference, Cancun, Mexico.
- Vlach, H. A., & Sandhofer, C. M. (2009, October). The paradox of comparison and spacing in generalization. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, San Antonio, Texas.
- Vlach, H. A., & Sandhofer, C. M. (2009, May). Word learning and memory: Memory mechanisms support children's ability to retain fast mapped words. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2009, April). The role of lesson timing in children's acquisition and retention of science concepts. Poster presented at Society for Research in Child (SRCD) Development Conference, Denver, CO.
- Vlach, H. A., & Sandhofer, C. M. (2009, April). Fast mapping and retention: Memory mechanisms support children's ability to retain learned words. Poster presented at Society for Research in Child Development (SRCD) Conference, Denver, CO.
- Vlach, H. A. (2008, July). Word learning research: What methods can we use to investigate one of developmental psychology's most difficult questions? Invited talk for Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2008, July). Context and induction: The impact of background context on children's category learning. Poster presented at 30th Annual Conference of the Cognitive Science Society. Washington, D. C.

- Vlach, H. A., & Sandhofer, C. M. (2008, May). Memory mechanisms support category learning and induction. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Irvine, CA.
- Vlach, H. A. (2008, March). Can categorization principles support learning in the classroom? Invited talk in lecture series for Applied Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.
- Vlach, H. A. (2008, February). Basic cognitive processes and the classroom: Can basic research on memory and categorization promote learning? Invited talk in lecture series for Applied Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.
- Vlach, H. A. (2007, December). Memory and the young child—How memory mechanisms support infant and toddler learning. Invited talk in lecture series for the UCLA Infant Development Program, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2007, October). The role of contextual change in young children's category learning. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Santa Fe, NM.
- Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2007, October). Timing influences young children's object and category learning. Poster presented at the Cognitive Development Society (CDS) Biennial Conference, Santa Fe, NM.
- Vlach, H. A., & Sandhofer, C. M. (2007, May). Contextual change and encoding specificity in young children's category learning. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2007, May). The role of the spacing effect in young children's object and category learning. Paper presented at the Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., & Carver, S. M. (2007, March). The effects of observation coaching on children's graphic representations. Poster presented at Society for Research in Child Development (SRCD) Conference, Boston, MA.
- Vlach, H. A., & Carver, S. M. (2007, March). Observation coaching's effect on children's drawings. Paper presented at National Association of Lab Schools Conference, Los Angeles, CA.
- Vlach, H. A., & Carver, S. M. (2006, May). The effects of observation coaching on children's graphic representations. Paper presented at Meeting of the Minds Conference, Pittsburgh, PA.

TEACHING

Courses Taught:

Child Development (Graduate level; Fall 2014, Fall 2015)

Cognition & Development in Science Learning (Undergraduate/Graduate level; Fall 2012)

Human Development (Graduate level; Winter 2011)

Infant & Child Development (Undergraduate level; Fall 2012, Fall 2013, Spring 2014, Spring 2015, Fall 2015)

Introduction to Psychology (Undergraduate level; Summer 2010)

Learning, Memory, & Development (in Education?) (Graduate level; Fall 2013)
Memory & Memory Development (Graduate level; Spring 2013, Fall 2016)
Principles of Cognitive Development (Graduate level; Fall 2017)
Psychology Research Opportunities Program Seminar (Undergraduate level; Winter 2010, Spring 2010, Winter 2011, Spring 2011)
Research Experience in Educational Psychology (Undergraduate level; every semester since Fall 2016)
Research in Educational Psychology (Graduate level; Spring 2014, 2015, 2016, 2017, 2018)

Guest Lecturer:

California State University, Los Angeles; Carnegie Mellon University; Loyola Marymount University; University of California, Los Angeles (Education Department, Psychology Department, & Center X); University of Wisconsin, Madison

MENTORING

Postdoctoral Scholar Mentorship

- Christina Schonberg, currently at University of Wisconsin-Madison
- Karen Mulak, currently at University of Maryland

Graduate Students at UW-Madison for which I am a/the primary mentor:

- Catherine (DeBrock) Bredemann, Educational Psychology, 2014-present
- Emma Lazaroff, Educational Psychology, 2016-present
- Melina Knabe, Educational Psychology, 2017-present

Member of First Year Project Committees at UW-Madison

- Sarah Brown, Psychology
- Hilary Miller, Psychology
- Nathan Vasquez, Psychology

Member of Master Committees at UW-Madison

- Julie Hunt, Educational Psychology
- Di Wang, Educational Psychology
- Jordan Thevenow-Harrison, Educational Psychology
- Roxanne Etta, Human Development & Family Studies
- Radhika Gosavi, Educational Psychology
- Catherine DeBrock, Educational Psychology
- Nigel Noll, Educational Psychology
- Elizabeth Skora Horgan, Human Development & Family Studies
- Emma Lazaroff, Educational Psychology

Member of Preliminary Exam Committees at UW-Madison

- Dong Liu, Educational Psychology
- Shannon Harris, Curriculum & Instruction
- Rachael Hansen, Educational Psychology

- Angie Calvin, Educational Psychology
- Jordan Thevenow-Harrison, Educational Psychology
- Liz Toomarian, Educational Psychology
- Aaron Cochrane, Psychology
- GeckHong Yeo, Educational Psychology
- Radhika Gosavi, Educational Psychology
- Amy Bintliff, Educational Psychology
- Catherine DeBrock, Educational Psychology
- Kimberly Crespo, Communication Sciences & Disorders

Member of Dissertation Committees at UW-Madison

- Erica Wojcik, Psychology
- Collette Fischer, Educational Psychology
- Christine Meng, Curriculum & Instruction
- Annie Riggs, Psychology
- Hsun-chih Huang, Educational Psychology
- Jordan Thevenow-Harrison, Educational Psychology
- Libby Pier, Educational Psychology
- James (Alex) Bonus, Communication Arts
- Lana Mahgoub, Educational Psychology
- Hilary Miller, Psychology
- Katie Ostrander, Educational Psychology
- Carolyn Liesen, Human Development & Family Studies
- Radhika Gosavi, Educational Psychology
- Aaron Cochrane, Psychology
- Amy Bintliff, Educational Psychology
- Roxanne Etta, Human Development & Family Studies

Lab Manager Mentorship

- Ana Masad
- Matthew Walczak
- Megan Kaul
- Alexis Hosch

Supervision of Senior Thesis Students at UW-Madison

- Rachel Beletti, Communication Sciences & Disorders, 2013-2014
- Carla Kraft, Rehabilitation Psychology, 2014-2015
- Emily Katz, Rehabilitation Psychology, 2015-2016

Research Supervision/Independent Study for Undergraduate Students:

I typically have 20-25 undergraduate research assistants in my lab each semester.

SERVICE

University Committees & Panels

2018	Hilldale/Holstrom Fellowship Review Committee
2017-2018	Faculty Senator, Primary
2017	Teaching Academy Panel
2017	Waisman Center Review Committee
2015-2017	Faculty Senator, Alternate
2015, 2016	Hilldale/Holstrom Fellowship Review Committee
2014-2015	Faculty Senator, Primary
2013-2014	Faculty Senator, Alternate

School of Education Committees & Panels

2015-2018	SoE Programs Committee
2017	SoE Online Education Panel
2017	Wisconsin Ideas in Education Series (WIES) panelist on academic job search
2015-2017	Wisconsin Ideas in Education Series (WIES) Co-organizer
2014-2015	Ed-GRS Committee

Department of Educational Psychology Committees & Panels

2015-2016	School Psychology Faculty Search Committee
2013-2014	Recruitment, Admissions, Fellowships, and Awards Committee
2012-2013	Recruitment, Admissions, and Fellowships Committee

Professional

Associate Editor

Frontiers in Developmental Psychology (2011-2014)

Editorial Board

Frontiers in Developmental Psychology (2014-Present)

Journal of Experimental Child Psychology (2016-Present)

Ad-Hoc Reviewer (Journals)

Applied Cognitive Psychology

Applied Psycholinguistics

Behavior Research Methods

British Journal of Developmental Psychology

British Journal of Educational Psychology

Child Development

Cognition

Cognitive Development

Cognitive Research: Principles and Implications

Cognitive Science

Current Directions in Psychological Science

Developmental Psychology

Early Childhood Research Quarterly

First Language

Frontiers in Cognitive Science

Frontiers in Developmental Psychology

Frontiers in Language Sciences
Infant Behavior and Development
Infant and Child Development
Journal of Applied Research in Memory and Cognition
Journal of Cognition and Development
Journal of Experimental Child Psychology
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Learning, Memory, and Cognition
Language Learning and Development
Learning and Instruction
Journal of Memory and Language
Memory
Science Education

Conferences

Chair of Tutorials & Workshops for CogSci2018

Ad-hoc reviewer: Cognitive Development Society, Cognitive Science Society, International Conference on Development and Learning and on Epigenetic Robots, Society for Research on Child Development

Grant Panels

Principal Member of IES Basic Processes in Education Research Panel; 2018-2022

Ad-hoc reviewer: NSF (Developmental Science), Czech Science Foundation, Social Sciences and Humanities Research Council (SSHRC) of Canada, Wisconsin Alumni Research Foundation (WARF)

Professional Society Memberships

American Psychological Association (APA)

American Educational Research Association (AERA)

ARC Centre of Excellence for the Dynamics of Language

Cognitive Development Society (CDS)

Cognitive Science Society (CSS)

International Mind, Brain, and Education Society (IMBES)

International Society for Infant Studies (ISIS)

Phi Beta Kappa

Psychonomic Society, FPsyS (Fellow status)

Society for Research in Child Development (SRCD)