

# Kathleen H. Corriveau

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## **EMPLOYMENT**

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2017-present	Associate Professor, School of Education Boston University
Sept 2012-2017	Peter Paul Career Development Assistant Professor Boston University
Jan 2012 -2017	Assistant Professor, School of Education Joint Appointment, Department of Psychology (2014-present) Boston University
2010-2011	Postdoctoral Fellow Harvard University

## **EDUCATION**

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

## **AWARDS AND HONORS**

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2018	Early Career Impact Award, Federation of Associations in Behavioral and Brain Sciences
2017	NSF CAREER Recipient, National Science Foundation
2015	Rising Star, Association for Psychological Science
2015	National Academy of Education/Spencer Postdoctoral Fellowship
2015	Division E (Human Development) Distinguished Research Award, American Educational Research Association
2014	Division 15 (Educational Psychology) Early Career Research Grant, American Psychological Association
2014	Division 7 (Developmental Psychology) Early Career Research Award, American Psychological Association
2014	Elected as Fellow, Psychonomic Society

**AWARDS AND HONORS (cont.)**

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2013	Early Career Travel Award, Society for Research in Child Development
2012	Peter Paul Career Development Professorship, Boston University
2009	Elizabeth Musterberg Koppitz Fellowship, American Psychological Foundation
2009	George W. Goethals Award, Harvard University
2009, 2005	Student Travel Award, Society for Research in Child Development
2009	Jeanne Chall Reading Lab Grant, Harvard Graduate School of Education
2008-2009	HGSE Dissertation Fellowship, Harvard Graduate School of Education
2008	Psychological Science Graduate Superstars, American Psychological Association
2008	Advanced Doctoral Student Grant, Harvard Graduate School of Education
2006-2009	Dean's Summer Fellowship Award, Harvard Graduate School of Education
2004-2008	Presidential Scholarship, Harvard University
2003	Gates Cambridge Scholarship, Gates Cambridge Trust, UK
2002-2010	Charles H. Smith Scholarship, Harvard University
2002	Anne Crosby Emery Fellowship, Brown University
2002	Brown University Resource Scholar, Brown University
2001	Undergraduate Teaching and Research Award, Brown University

**RESEARCH SUPPORT**

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**External Support**

2018-2019	Templeton Foundation Invited Planning Grant <i>Developing belief: The ontogeny and diversity of religious cognition and behavior</i> Role: co-PI (PI: R. Richert) Total Costs: \$234,800 (\$50,000 to KHC)
2018-2018	NSF INTERN Supplemental Funding, EHR #1652224 Role: PI Total Costs: \$42,517
2017-2022	NSF CAREER Grant, EHR #1652224 <i>Developing critical STEM thinkers: Optimizing explanations in inquiry-based learning</i> Role: PI Total Costs: \$1,052,377
2016-2019	Templeton Foundation Large Grant, ID # 59820 <i>The role of religious exposure in children's conceptualization of the invisible and the impossible</i> Role: PI Total Costs: \$1,039,609
2016-2019	NSF Science of Learning Collaborative Grant, SL-CN #1640816 <i>Guiding guided learning: A developmental, educational and computational collaborative</i> Role: co-PI (PI: P. Shafto) Total Costs: \$749,016 (\$115,000 to KHC)
2016-2017	Elizabeth Musterberg Koppitz Fellowship, American Psychological Foundation <i>The influence of social others on children's self-control</i> Role: Mentor (PI: G. Min) Total Costs: \$25,000

- 2015-2017 National Academy of Education/Spencer Postdoctoral Fellowship  
*The development of critical thinking skills in urban preschoolers*  
Role: PI Total Costs: \$70,000
- 2014-2016 Division 15 (Educational Psychology) Early Career Research Grant, APA  
*Ready for school? Preschoolers' use of adult explanations to develop critical thinking skills*  
Role: PI Total Costs: \$7,500
- 2014-2015 Division 7 (Developmental Psychology) Early Career Research Award, APA  
*Individual differences in children's use of explanations to promote critical thinking*  
Role: PI Total Costs: \$1,000
- 2014-2015 Jumpstart For Young Children, Small Grant  
*Children's use of explanations to develop critical thinking in Jumpstart classrooms*  
Role: PI Total Costs: \$10,000

**Internal Support**

- 2016-2017 Boston University Initiative on Cities  
*Promoting Academic Success in Urban Head Start Children: A Pilot Study to Enhance Cognitive Control through Metacognitive Monitoring*  
Role: co-PI (PI: Tarullo) Total Costs: \$10,000
- 2017 Boston University Undergraduate Research Opportunities Program  
Role: Mentor to 8 students Total Costs: \$16,760
- 2016 Boston University Undergraduate Research Opportunities Program  
Role: Mentor to 4 students Total Costs: \$12,600
- 2015 Boston University Undergraduate Research Opportunities Program  
Role: Mentor to 4 students Total Costs: \$8,450
- 2014 Boston University Undergraduate Research Opportunities Program  
Role: Mentor to 4 students Total Costs: \$14,400
- 2013 Boston University Undergraduate Research Opportunities Program  
Role: Mentor to 1 student Total Costs: \$4,200
- 2012-2015 Peter Paul Career Development Professorship, Trustees of Boston University  
Role: PI Total Costs: \$120,000

**PEER-REVIEWED PUBLICATIONS (43 total; Google Scholar h-index = 27)**

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

43. Harris, P.L., Koenig, M.A., **Corriveau, K.H.** & Jaswal, V.K. (2018). Cognitive foundations of learning from testimony. *Annual Review of Psychology*, 69, 251-273.
42. \*Kurkul, K. & **Corriveau, K.H.** (2018). Question, explanation, follow-up: A mechanism for learning from others? *Child Development*, 89, 280-294.
41. \*\*Clegg, J.M. & **Corriveau, K.H.** (2017) Children begin with the same start-up software, but their developmental software updates are cultural. *Behavioral and Brain Sciences*, 40, e260.
40. **Corriveau, K.H.**, \*Ronfard, S. & \*Cui, Y. (2017) Cognitive mechanisms associated with children's selective teaching. *Review of Philosophy and Psychology*, 1-18.
39. **Corriveau, K.H.**, DiYanni, C., \*\*Clegg, J.M., \*Min, G., +Chin, J., & Nasrini, J. (2017). Cultural differences in the learning and teaching of unexpected information. *Journal of Experimental Child Psychology*, 161, 1-18.

**PUBLICATIONS (cont.)**

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38. \*Kurkul, K. & **Corriveau, K.H.** (2017). The uncontrollable nature of early learning experiences. *Behavioral and Brain Sciences*, 40, e331.
37. Chen, E.E, **Corriveau, K.H.** & Harris, P.L. (2016). Remembering traits while forgetting behavioral details: Person perception across development and culture. *Journal of Cognition and Development*, 17, 447-467.
36. **Corriveau, K.H.** & Chen, E.E. (2016). Developmental precursors to the cultural transmission of religious information. *Behavioral and Brain Sciences*, 39, e8.
35. **Corriveau, K.H.**, \*Kurkul, K & Arunachalam, S. (2016). Preschoolers' preference for syntactic complexity varies by socioeconomic status. *Child Development*, 87, 1529-1537.
34. **Corriveau, K.H.**, \*Min, G., +Chin, J. & Doan, S. (2016). Do as I do, not as I say: Children's learning of self-regulatory strategies. *Journal of Experimental Child Psychology*, 143, 179-187.
33. \*Davoodi, T., **Corriveau, K.H.** & Harris, P.L. (2016). Distinguishing between realistic and fantastical stories in Iran. *Developmental Psychology*, 52, 221-231.
32. \*Ronfard, S. & **Corriveau, K.H.** (2016). Teaching and preschoolers' ability to infer knowledge from mistakes. *Journal of Experimental Child Psychology*, 150, 87-96.
31. **Corriveau, K.H.** (2015). Learning about teaching requires thinking about the learner. *Behavioral and Brain Sciences*, 38, e37.
30. **Corriveau, K.H.**, Chen, E.E. & Harris, P.L. (2015). Judgment about fact and fiction by children from religious and non-religious backgrounds. *Cognitive Science*, 39, 353-382.
29. **Corriveau, K.H.** & Harris, P.L. (2015). Children's developing realization that some stories are true: Links to the understanding of belief and signs. *Cognitive Development*, 34, 76-87.
28. DiYanni, C., **Corriveau, K.H.**, \*Kurkul, K., +Nasrini, J. & +Nini, N. (2015). The role of conformity and culture in the imitation of questionable actions. *Journal of Experimental Child Psychology*, 137, 99-110. **[First authorship shared]**
27. **Corriveau, K.H.**, Einav, S., Robinson, E. & Harris, P.L. (2014). To the letter: Early readers trust print-based over oral instructions to guide their actions. *British Journal of Developmental Psychology*, 32, 345-358.
26. **Corriveau, K.H.** & \*Kurkul, K. (2014). "Why does rain fall?": Children prefer to learn from an informant who uses non-circular explanations. *Child Development*, 85, 1827-1835.
25. Gaither, S.E., Chen, E.E., **Corriveau, K.H.**, Harris, P.L., Ambady, N., Sommers, S.R. (2014). Monoracial and biracial children: effects of racial identity saliency on learning and social preferences. *Child Development*, 85, 2299-2316.
24. **Corriveau, K.H.**, \*Kim, E., \*Song, G. & Harris, P.L. (2013). Young children's deference to a majority varies by culture. *Journal of Cognition and Culture*, 13, 367-381.
23. **Corriveau, K.H.**, Kinzler, K.D. & Harris, P.L. (2013). Accuracy trumps accent in children's endorsement of object labels. *Developmental Psychology*, 49, 470-479.
22. \*Chen, E.E., **Corriveau, K.H.** & Harris, P.L. (2013). Children lose trust in a consensus composed of outgroup members – but do not retain that trust. *Child Development*, 84, 269-282.
21. \*Chen, E.E, **Corriveau, K.H.** & Harris, P.L. (2011). Children are sociologists. Invited paper for the special issue "Social and Developmental Aspects in Prejudice in Childhood", *Anales de Psicologia*, 27, 625-630.
20. **Corriveau, K.H.**, +Pickard, K. & Harris, P.L. (2011). Preschoolers trust particular informants when learning new names and new morphological forms. *British Journal of Developmental Psychology*, 29, 46-63.

**PUBLICATIONS (cont.)**

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19. Fusaro, M, **Corriveau, K.H.**, & Harris, P.L. (2011). The good, the strong, and the accurate. Preschoolers' evaluations of accurate and strong informants. *Journal of Experimental Child Psychology*, 110, 561-574.
18. Harris, P.L. & **Corriveau, K.H.** (2011). Young children's selective trust in informants. *Philosophical Transactions of the Royal Society B*, 366, 1179-1187.  
\*\*reprinted in A. Whiten, RA. Hinde, C.B. Stringer & K.N. Laland (eds.). *Culture Evolves* (pp. 431-446). Oxford University Press.
17. Kinzler, K.D., **Corriveau, K.H.**, & Harris, P.L. (2011). Preschoolers' use of accent when deciding which informant to trust. *Developmental Science*, 14, 106-111. **[First authorship shared]**
16. **Corriveau, K.H.**, Goswami, U. & Thomson, J. (2010) Auditory processing and early literacy skills in a preschool and kindergarten population. *Journal of Learning Disabilities*, 43, 369-382.
15. **Corriveau, K.H.** & Harris, P.L. (2010). Preschoolers (sometimes) defer to the majority when making simple perceptual judgments. *Developmental Psychology*, 26, 437-445.
14. Sobel, D.M & **Corriveau, K.H.** (2010). Children monitor individuals' expertise for word learning. *Child Development*, 81, 669-679.
13. **Corriveau, K.H.**, Fusaro, M. & Harris, P.L. (2009). Going with the flow: Preschoolers prefer non-dissenters as informants. *Psychological Science*, 20, 372-377.
12. **Corriveau, K.H.**, \*Kim, A.L., \*Schwalen, C.E. & Harris, P.L. (2009). Abraham Lincoln and Harry Potter: Children's differentiation between historical and fantasy characters. *Cognition*, 113, 213-225.
11. **Corriveau, K.H.**, Harris, P.L., Meins, E., Ferneyhough, C., Arnott, B., Elliott, L., Liddle, B., Hearn, A., Vittorini, L. & de Rosnay, M. (2009). Young children's trust in their mother's claims: Longitudinal links with attachment security in infancy. *Child Development*, 80, 750-761.
10. **Corriveau, K.H.** & Goswami, U. (2009) Rhythmic motor entrainment in children with speech and language impairments: Tapping to the beat. *Cortex*, 45, 119-130.
9. **Corriveau, K.H.** & Harris, P.L. (2009a). Preschoolers continue to trust a more accurate informant 1 week after exposure to accuracy information. *Developmental Science*, 12, 188-193.
8. **Corriveau, K.H.** & Harris, P.L. (2009b) Choosing your informant: Weighing familiarity and past accuracy. *Developmental Science*, 12, 426-437.
7. **Corriveau, K.H.**, Meints, K., & Harris, P.L. (2009). Early tracking of informant accuracy and inaccuracy by young children. *British Journal of Developmental Psychology*, 27, 331-342.
6. Chang, B.S., Katzir, T., Liu, T., **Corriveau, K.**, Barzillai, M., Apse, K.A., Bodell, A., Hackney, D., Alsop, D., Wong, S., Walsh, C.A. (2007). A structural basis for reading fluency: White matter defects in a genetic brain malformation. *Neurology*, 69, 2146-2159.
5. **Corriveau, K.**, Pasquini, E., & Goswami, U. (2007) Basic auditory processing skills and Specific Language Impairment: A new look at an old hypothesis. *Journal of Speech Language and Hearing Research*, 50, 647-666.
4. Pasquini, E., **Corriveau, K.H.**, & Goswami, U. (2007). Auditory processing of amplitude envelope rise time in adults diagnosed with dyslexia. *Scientific Studies of Reading*, 11, 259-286.
3. Pasquini, E., **Corriveau, K.H.**, Koenig, M. & Harris, P.L. (2007). Preschoolers monitor the relative accuracy of informants. *Developmental Psychology*, 43, 1216-1226.

2. Sobel, D., Li, J., & **Corriveau, K.H.** (2007). It danced around in my head and I learned it. Children's developing understanding of learning. *Journal of Cognition and Development*, 8, 345-369.
1. **Corriveau, K.H.**, Pasquini, E., & Harris, P.L. (2005) If it's in your brain, it's in your mind. Children's developing anatomy of identity. *Cognitive Development*, 20, 321-340.

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## BOOKS

1. Butler, L., Ronfard, S. & **Corriveau, K.H.** (forthcoming, 2019). *The Questioning Child: Insights from Psychology and Education*. Cambridge University Press: Cambridge, UK.

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## BOOK CHAPTERS

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

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## NON PEER-REVIEWED PUBLICATIONS

- Corriveau, K.H.**, Harris, P.A., Chen, E.E. (2014). How religion affects children's judgments of what is real and what is pretend. *Huffington Post*.

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## INVITED TALKS

- Corriveau, K.H.** (2017). Individual differences in children's learning from others. Department of Psychology and Brain Sciences, University of Massachusetts Amherst, MA.
- Corriveau, K.H.** (2017). Individual differences in children's use of question-asking as a knowledge acquisition strategy. Preconference on Question-Asking, Portland, OR.

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

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

#### **CONFERENCE SYMPOSIA ORGANIZED/CHAired**

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- Butler, L. & **Corriveau, K.H.** (2017, April). Social influences on reasoning from evidence. Symposium presented at the biennial Society for Research in Child Development, Austin, TX.
- Corriveau, K.H.** & \*Patil, P. (2016, April). Enhancing Kindergarten Readiness: Targeting Executive Functions, Social Environments and Cognitive Processes. Symposium presented at the annual American Education Research Association, Washington, DC.
- Corriveau, K.H.** & \*Ronfard, S. (2015, April). Subtleties in Children's Early Learning and Teaching. Symposium presented at annual American Education Research Association, Chicago, IL.
- Biarnes, M., Kipling, B. & **Corriveau, K.H.** (2015, March). National Living Laboratory Preconference on Research-Museum Partnerships. Preconference at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** (2015, March). "Learning What From Whom: Early Selectivity and the Implications for Cultural Transmission" Symposium presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** & Einav, S. (2015, March). "Children's Selective Trust in Text" Symposium presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** & Mercier, H. (2015, March). "Early Explaining and Arguing Competence" Symposium presented at biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** & \*Ronfard, S. (2015, March). "Children's Sensitivity To, and Evaluation of, Taught Information" Symposium presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- Corriveau, K.H.** (2013, April). "Children's Thinking and Problem Solving." Symposium presented at the annual American Educational Research Association, San Francisco, CA.



**PEER-REVIEWED CONFERENCE PRESENTATIONS (last 5 years)**

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- + undergraduate student, \* graduate student, \*\*postdoctoral fellow
- +Brett, R., Clegg, J. & **Corriveau, K.H.** (2017, October). Follow the near-peer leader: Examining the impact of birth order and task familiarity on children's imitation of a child model. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- \*Campbell, I., \*\*Clegg, J. & **Corriveau, K.H.** (2017, October). Investigating science together: Pedagogical approaches for parent-child scientific learning interactions. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- \*Castine, E., \*\*Clegg, J. & **Corriveau, K.H.** (2017, October). Impacting children's social inferences through a continuum framework. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- \*Cui, Y.K., \*\*Clegg, J., \*Yan, F.E., +Sekon, A, Harris, P.L. & **Corriveau, K.H.** (2017, October). Chinese children's justification of the existence of unobservable entities. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- \*\*Clegg, J. & **Corriveau, K.H.** (2017, October). I pray like you, but do I prefer to learn from you too?: Examining the role of religious group membership in children's informant preferences. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- DiYanni, C., **Corriveau, K.H** & Flynn, E. (2017, October). Children's personality explains some of the variance in selective imitation. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- Luchinka, E., **Corriveau, K.H.** & Sobel, D. (2017, October). Children retrospectively reevaluate word meanings generated by unreliable speakers. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- +Macmillan, A., \*\*Payir, A. & **Corriveau, K.H.** (2017, October). The influence of attractiveness and race on learning and socialization preferences in young children. Poster presented at the biennial Cognitive Development Society, Portland, OR.
- \*Campbell, I., \*\*Clegg, J., +Direnzo, G. & **Corriveau, K.H.** (2017, August). When to step in and when to step back: the role of timing in adult guidance in science learning. Paper presented at the annual American Psychological Association, Washington, D.C.
- \*\*Clegg, J, \*Cui, Y.K, Harris, P.L. & **Corriveau, K.H.** (2017, June). God, germs, and evolution: The impact of religiosity on parents' beliefs about the existence of unobservable entities in the U.S. and China. Poster presented at the Cognition of Belief workshop, Washington, D.C.
- \*Davoodi, T, \*\*Payir, A., Harris, P.L. & **Corriveau, K.H.** (2017, June). Open-mindedness of Religious Iranian Parents. Poster presented at the Cognition of Belief workshop, Washington, D.C.
- \*\*Clegg, J., \*Cui, Y.K, Harris, P.L. & **Corriveau, K.H.** (2017, May). The impact of religious beliefs and fantasy-orientation on the perceptions of what is possible. Paper presented at the annual Association for Psychological Science, Boston, MA.
- +Blackwell, L. & **Corriveau, K.H.** (2017, April). The role of temperament in children's preferences for learning from others. Paper presented at the annual American Education Research Association, San Antonio, TX.
- \*Cui, Y., Ronfard, S. & **Corriveau, K.H.** (2017, April). Cultural differences in children's teaching strategies. Paper presented at the annual American Education Research Association, San Antonio, TX.
- Kurkul, K. & **Corriveau, K.H.** (2017, April). Learn from explanations: Socioeconomic differences in how children use explanations to learn from others. Paper presented at the annual American Education Research Association, San Antonio, TX.

**CONFERENCE PRESENTATIONS (cont.)**

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- \*Campbell, I., Mills, C., **Corriveau, K.H.**, Smith, L. (2017, April). What factors lead children to trust text-based testimony over oral testimony? Poster presented at the biennial Society for Research in Child Development, Austin, TX.
- \*Castine, E., +Santos, S., +Blackwell, L., \*Gore, T. & **Corriveau, K.H.** (2017, April). An examination of racial constancy and essentialist reasoning among Black and Biracial children. Poster presented at the biennial Society for Research in Child Development, Austin, TX.
- Chen, E., **Corriveau, K.H.** & Harris, P. (2017, April). Trait inference and attribution among pre-primary school children across cultures. Paper presented at the biennial Society for Research in Child Development, Austin, TX.
- Chen, E.E., **Corriveau, K.H.**, Ka, V., Lai, W., Poon, S.L. & Gaither, S. & Ngai, L.S.W. (2017, April). Who is my teacher, and who is my friend? Examining the impact of social group information on the preferences of young children. Poster presented at the biennial Society for Research in Child Development, Austin, TX.
- Corriveau, K.H.** (2017, April). Age-related differences in children's relative weighting of cues to informant reliability. Paper presented at the biennial Society for Research in Child Development, Austin, TX.
- \*Cui, Y. Harris, P., \*Davoodi, T., **Corriveau, K.H.** (2017, April). Chinese children and adults' judgments about the existence of unobservable entities. Paper presented at the biennial Society for Research in Child Development, Austin, TX.
- DiYanni, C. & **Corriveau, K.H.** (2017, April). Cultural differences in the imitation and transmission of inefficient actions. Paper presented at the biennial Society for Research in Child Development, Austin, TX.
- Kurkul, K., \*Castine, E. & **Corriveau, K.H.** (2017, April). The role of parental epistemological beliefs in children's reasoning from evidence. Paper presented at the biennial Society for Research in Child Development, Austin, TX.
- +Haber, A., +Fishbein, D., +Bassin, J. & **Corriveau, K.H.** (2017, April). Preschoolers modify their preference for informants who vary in their syntactic complexity following a short bookreading intervention. Poster presented at the biennial Society for Research in Child Development, Austin, TX.
- \*Min, G., +Chao, A., +McCarthy, M.K., Zhao, D. & **Corriveau, K.H.** (2017, April). Caucasian-American and Chinese-American children are impacted by model social group status when imitating novel strategies. Poster presented at the biennial Society for Research in Child Development, Austin, TX.
- +Steele, A., Chernyak, N. **Corriveau, K.H.** & Blake, P.R. (2017, April). Modeling altruism: The impact of parent models on children's altruism. Poster presented at the biennial Society for Research in Child Development, Austin, TX.
- +Brett, R., \*\*Clegg, J., Kurkul, K. & **Corriveau, K.H.** (2017, March). The role of expertise and explanation quality in children's evaluation of informants. Poster presented at the annual Eastern Psychological Association, Boston, MA.
- +Macmillan, A., \*\*Clegg, J., \*Cui, Y., Harris, P.L. & **Corriveau, K.H.** (2017, March). How do parents' religious beliefs effect children's religious and scientific learning environments? Poster presented at the annual Eastern Psychological Association, Boston, MA.
- +Peters, E., \*Castine, E. & **Corriveau, K.H.** (2017, March). The developmental trajectory of racial constancy. Poster presented at the annual Eastern Psychological Association, Boston, MA.
- +Santos, S., \*Castine, E. & **Corriveau, K.H.** (2017, March). Sharing in biracial children. Poster presented at the annual Eastern Psychological Association, Boston, MA.

- \*Patil, P., +Blackwell, L., +Mirvis, C. & **Corriveau, K.H.** (2016, August). Critical thinking in low-income urban preschoolers and the implications for school readiness. Paper presented at the annual American Psychological Association, Denver, CO.
- \*Castine, E., \*Gore, T. & **Corriveau, K.H.** (2016, July). The development of stereotypes in children: Implications for intervention. Paper presented at the annual American Psychological Association Division 45 Research Conference, Palo Alto, CA.
- \*Davoodi, T., **Corriveau, K.H.** & Harris, P.H. (2016, July). Theory of Mind and Social Associates: Distinguishing between Realistic and Fantastical Figures. Paper presented at the annual International Society for the Study of Behavioral Development, Vilnius, Lithuania
- Corriveau, K.H.** & Kurkul, K.E. (2016, June). Epistemological beliefs: The impact on adult explanations and children's learning. Paper presented at the annual Jean Piaget Society, Chicago, IL.
- Corriveau, K.H.** (2016, April). Discussant of Symposium "Patterns of questions and explanations in family interactions: Tools young children use for acquiring knowledge." Presented at the annual American Education Research Association, Washington, DC.
- Corriveau, K.H.** (2016, April). The role of testimony in the development of critical thinking. Poster presented as part of the NAEEd/Spencer poster session at the annual American Education Research Association, Washington, DC.
- \*Cui, Y., \*Ronfard, S., & **Corriveau, K.H.** (2016, April). Preschoolers' teaching in two cultures: False belief and knowledge attribution predict more sophisticated teaching. Poster presented at the annual American Education Research Association, Washington, DC.
- Kurkul, K.E. & **Corriveau, K.H.** (2016, April). What children learn from the explanations they hear: Differences in caregivers' explanations that impact learning. Paper presented at the annual American Education Research Association, Washington, DC.
- \*Min, G., +Bell, R., +Chin, J., +Chao, A. & **Corriveau, K.H.** (2016, April). Developmental differences in the effect of mere social presence on children's inhibitory control and attention. Paper presented at the annual American Education Research Association, Washington, DC.
- \*Patil, P. & **Corriveau, K.H.** (2016, April). The relationship between critical thinking abilities and executive functioning in low-income urban preschoolers. Paper presented at the annual American Education Research Association, Washington, DC.
- +Blackwell, L., +Bell, R. & **Corriveau, K.H.** (2016, March). Children's preferences for learning from others varies by temperament. Poster presented at the annual Eastern Psychological Association, New York, NY.
- +Haber, A., +Fishbein, D., +Bassin, J. & **Corriveau, K.H.** (2016, March). Storybooks enhance low-income children's preference for the passive voice. Poster presented at the annual Eastern Psychological Association, New York, NY.
- Corriveau, K.H.**, \*Cui, Y., \*Ronfard, S. (2016, March). Cultural differences in children's ability to use a learner's mistake to guide their teaching. Invited symposium at the annual Eastern Psychological Association, New York, NY.
- Chen, E.E., **Corriveau, K.H.**, Lai, V.K.W., Poon, K.S.L., & Ngai, S.-W. (2016, January). Impact of ethnic group differences on the learning and socializing preferences of Hong Kong Chinese children. Poster presented at the 17th Annual Meeting of the Society for Personality and Social Psychology, San Diego, CA, U.S.A.
- +Chao, A., +Bell, R., +Chin, J., \*Min, G. & **Corriveau, K.H.** (2015, October). "The effect of social group affiliation on children's social learning." Poster presented at the biennial Cognitive Development Society, Columbus, OH.

**CONFERENCE PRESENTATIONS (cont.)**

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- Corriveau, K.H.**, DiYanni, C., \*Min, G., +Chin, J. & +Nasrini, J. (2015, October). "Cultural differences in the teaching and learning of unexpected information." Poster presented at the biennial Cognitive Development Society, Columbus, OH.
- Gaither, S.E., Chen, E., **Corriveau, K.H.**, Harris, P., Ambady, N., & Sommers, S.R. (2015, October). "Racial identity flexibility in biracial children: Differences in learning and social preferences." Talk presented at the biennial Cognitive Development Society Conference, Columbus, OH
- \*Kurkul, K. & **Corriveau, K.H.** (2015, October). Epistemological beliefs: The impact on adult explanations and children's subsequent learning. Poster presented at the biennial Cognitive Development Society, Columbus, OH.
- \*Ronfard, S., Poutre, A., Minigan, A., Atre, R., Wang, M., Strauss, S. & **Corriveau, K.H.** (2015, October). "Preschoolers as teachers: Relations between Theory of Mind and patterns of spontaneous instruction." Poster presented at the biennial Cognitive Development Society, Columbus, OH.
- +Chin, J., +Bell, R. \*Min, G., Kao, K. Doan, S. & **Corriveau, K.H.** (2015, April). "Developmental Changes in the Effects of Minimal Social Presence on Children's Executive Functioning" Poster presented at the annual American Educational Research Association, Chicago, IL.
- Corriveau, K.H.** (2015, April). Discussant of Symposium, "Sensitivity to Subtleties in Children's Early Learning and Teaching." Presented at the annual American Educational Research Association, Chicago, IL.
- Corriveau, K.H.**, \*Kurkul, K. & \*Patil, P. (2015, April). "Children's Use of Explanations to Develop Critical Thinking Skills in Jumpstart Classrooms." Paper presented at the annual American Educational Research Association, Chicago, IL.
- \*Kurkul, K. & **Corriveau, K.H.** (2015, April). "Home is Where Learning Begins: Motivations for Early Intervention Programs that Target School Readiness." Paper presented at the annual American Educational Research Association, Chicago, IL.
- \*Min, G. & **Corriveau, K.H.** (2015, April). "Teaching Self-Regulatory Strategies: The Importance of Model Social Group Status." Paper presented at the annual American Educational Research Association, Chicago, IL.
- \*Ronfard, S. & **Corriveau, K.H.** (2015, April). "Preschoolers' Capacity to Infer Differences in Understanding From Learners' Mistakes Impacts the Way They Teach." Paper presented at the annual American Educational Research Association, Chicago, IL.
- Blake, P., **Corriveau, K.H.**, Nelson, L.J. (2015, March). Children prefer parents over unfamiliar adults for models of altruism but not for a categorization task. Paper presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- \*Davoodi, T., **Corriveau, K.H.** & Harris, P.L. (2015, March). Iranian children distinguish reality from fantasy later than American children." Poster presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- Einav, S. & **Corriveau, K.H.** (2015, March). Early readers trust print-based information over other sources to guide their actions. Paper presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- \*Kurkul, K. Ward, A., Dwyer, J. & **Corriveau, K.H.** (2015, March). Differences in children's use of questions to acquire conceptual knowledge. Paper presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- \*Kurkul, K. & **Corriveau, K.H.** (2015, March). High quality explanations matter when children are deciding from whom to learn. Paper presented at the biennial Society for Research in Child Development, Philadelphia, PA.

**CONFERENCE PRESENTATIONS (cont.)**

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- \*Min, G. & **Corriveau, K.H.** (2015, March). "Teaching Self-Regulatory Strategies: The role of adult's conflicting information." Paper presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- \*Min, G., +Chin, J., +Bell, R. & **Corriveau, K.H.** (2015, March). "Effects of mere social presence on young children's executive functioning." Poster presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- \*Ronfard, S. & **Corriveau, K.H.** (2015, March). "Preschoolers who monitor the relative accuracy of learners are better teachers." Paper presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- +Steele, A., +Skala, N., \*Kurkul, K. & **Corriveau, K.H.** (2015, March). "Does accent trump accuracy when children learn from informants?" Poster presented at the biennial Society for Research in Child Development, Philadelphia, PA.
- \*Min, G., +Chin, J., +Bell, R., Doan, S. & **Corriveau, K.H.** (2014, October). "How adults can help to shape children's developing self-regulatory strategies. Poster presented at the annual Massachusetts Psychological Association, Boston, MA. **\*winner, best graduate student poster**
- Gaither, S.E., Chen, E., **Corriveau, K.H.**, Harris, P. Ambady, N. & Sommers, S.R. (2014, October). "How racial priming affects learning and social preferences differently for biracial and monoracial children." Paper presented at the annual Society of Experimental Social Psychology, Columbus, OH.
- \*Min, G., +Chin, J., +Skala, N., Doan, S. & **Corriveau, K.H.** (2014, August). "Learning Healthy Habits: Actions Speak Louder than Words. Poster presented at the annual American Psychological Association, Washington, DC.
- Corriveau, K.H.** (2014, April). Discussant of Symposium, "Who Should I learn From? Cues Preschoolers Use to Selectively Learn From Others." Presented at the annual American Educational Research Association, Philadelphia, PA.
- Corriveau, K.H.** (2014, April). Discussant of Symposium, "Speaking Up and Reaching Out: Person and Social Factors Related to Student Outcomes." Presented at the annual American Educational Research Association, Philadelphia, PA.
- \*Kurkul, K. & **Corriveau, K.H.** (2014, April). Children's Selective Learning From Explanations. Paper presented at the annual American Educational Research Association, Philadelphia, PA.
- \*Kurkul, K., +Steele, A., +Skala, N. & **Corriveau, K.H.** (2014, April). Does Explanation Circularity Trump Expertise?: Developmental Shifts in Children's Learning Preferences. Poster presented at the annual American Educational Research Association, Philadelphia, PA.
- \*Min, G., Doan, S.N. & **Corriveau, K.H.** (2014, April). Do as I do, not what I say? Children's Learning of Self-Regulatory Strategies. Paper presented at the annual American Educational Research Association, Philadelphia, PA.
- \*Ronfard, S., Strauss, S. & **Corriveau, K.H.** (2014, April). The Development of Preschoolers as Teachers. Paper presented at the annual American Educational Research Association, Philadelphia, PA.
- +Skala, N. \*Min, G., \*Kao, K. & **Corriveau, K.H.** (2014, March). The Influence of Social Presence on Children's Executive Functioning. Poster presented at the annual Eastern Psychological Association conference, Boston, MA.
- \*Min, G., Doan, S.N. & **Corriveau, K.H.** (2014, March). Learning Self-Regulatory Strategies: The Role of Content. Paper presented at the annual Eastern Psychological Association conference, Boston, MA.

**CONFERENCE PRESENTATIONS (cont.)**

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- +Skala, N., +Chin, J., \*Min, G. & **Corriveau, K.H.** (2014, March). Four and Five-Year-Olds' Acquisition of Self-Regulatory Strategies. Poster presented at the annual Eastern Psychological Association conference, Boston, MA.
- +Steele, A., \*Kurkul, K. & **Corriveau, K.H.** (2014, March). Does Expertise Trump Explanation Quality?: Children Prefer to Learn from an Expert Despite the Quality of Their Explanations. Poster presented at the annual Eastern Psychological Association conference, Boston, MA.
- +Chin, J., \*Min, G., Doan, S. & **Corriveau, K.H.** (2013, October). "Children Privilege Behavior Over Verbal Information When Learning Self-Regulatory Strategies" Poster presented at the annual NEPA conference, CT.
- \*Kurkul, K., \*Min, G. & **Corriveau, K.H.** (2013, October). "Why Does Rain Fall?" Children Prefer to Learn From an Informant Using Non-Circular Explanations" Poster presented at the biennial Cognitive Development Society conference, Memphis, TN.
- \*Min, G., +Chin, J., \*Kurkul, K., Doan, S. & **Corriveau, K.H.** (2013, October). "Learning Self-Regulatory Strategies: The Role of Content" Poster presented at the biennial Cognitive Development Society conference, Memphis, TN.
- \*Ronfard, S. & **Corriveau, K.H.** (2013, October). "Children's Spontaneous Teaching Following a Mistake" Poster presented at the biennial Cognitive Development Society conference, Memphis, TN.
- Corriveau, K.H.** (2013, April). Discussant of Symposium, "Special Issues in Mental Health for Youth and Young Adults." Presented at the annual American Educational Research Association, San Francisco, CA.
- Corriveau, K.H.**, Kinzler, K.D. & Harris, P.L. (2013, April). "Accuracy Trumps Accent in Children's Endorsement of Object Labels" Paper presented at the biennial Society for Research in Child Development, Seattle, WA.
- \*Chen, E.E., **Corriveau, K.H.**, Harris, P.L. & Banaji, M. (2013, April). "Children's Inference and Retention of Trait Information Across Two Cultures" Paper presented at the biennial Society for Research in Child Development, Seattle, WA.
- \*Chen, E.E., **Corriveau, K.H.**, Harris, P.L. & Banaji, M. (2013, April). "Inference and Retention of Trait Information in Children and Adults" Poster presented at the biennial Society for Research in Child Development, Seattle, WA.
- DiYanni, C., +Nini, D., +Nasrini, J., \*Kurkul, K. & **Corriveau, K.H.** (2013, April). "The Role of Conformity and Culture in the Imitation of Questionable Actions" Paper presented at the biennial Society for Research in Child Development, Seattle, WA.
- Einav, S., **Corriveau, K.H.**, Robinson, E.J. & Harris, P.L. (2013, April). "To the Letter: Early Readers Trust Print-Based Over Oral Instructions to Guide Their Actions" Poster presented at the biennial Society for Research in Child Development, Seattle, WA.
- \*Gaither, S., Chen, E., **Corriveau, K.H.**, Harris, P.L., Ambady, N. & Sommers, S. (2013, April). "Monoethnic and Multiethnic children: How Ethnic Identity Saliency Affects Learning Preferences" Paper presented at the biennial Society for Research in Child Development, Seattle, WA.
- \*Kim, E., Song, H., Harris, P.L. & **Corriveau, K.H.** (2013, April). "The Influence of Culture and Parenting on Children's Deference to Others: Evidence from South Korea" Paper presented at the biennial Society for Research in Child Development, Seattle, WA.
- \*Kurkul, K. & **Corriveau, K.H.** (2013, April). "Preschoolers' Preference for Syntactic Complexity Varies by Socioeconomic Status" Paper presented at the biennial Society for Research in Child Development, Seattle, WA.

**CONFERENCE PRESENTATIONS (cont.)**

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\*Ronfard, S., Strauss, S., & **Corriveau, K.H.** (2013, April). “Children’s Spontaneous Teaching Varies Based on Their Learner’s Knowledge” Poster presented at the biennial Society for Research in Child Development, Seattle, WA.

**Corriveau, K.H.** & \*Kurkul, K. (2013, March), “Preschoolers’ Preference for Syntactic Complexity” Paper presented at invited symposium for the annual Eastern Psychological Association, New York, NY.

**PROFESSIONAL SERVICE**

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Editorial Board Member

Consulting Editor, *Child Development* 2017-present

Consulting Editor, *Developmental Psychology* 2014-present

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

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

Grant Reviewer:

Standing review committee: American Psychological Foundation, Hong Kong Research Grants Council

Other panel and ad-hoc reviews: National Science Foundation, Israel Science Foundation, Romania National Council for Scientific Research, Social Sciences and Humanities Research Council of Canada, Templeton Foundation, Hong Kong Research Grants Council

Ad-Hoc Journal Reviewer

Ad-Hoc Reviewer (approx. 40 journal articles/year) 2009-present: *Animal Cognition, Anxiety, Stress & Coping, Bilingualism: Language and Cognition, British Journal of Developmental Psychology, Child Development, Child Development Perspectives, Child Development Research, Cognition, Cognitive Development, Developmental Psychology, Developmental Science, Early Childhood Research Quarterly, Emotion, Evolution and Human Behavior, Evolutionary Psychology, Frontiers in Cognitive Science, Frontiers in Developmental Psychology, Journal of Child Language, Journal of Cognition and Development, Journal of Cognitive Psychology, Journal of Experimental Child Psychology, Journal of Speech Language and Hearing Research, Infant Behavior and Development, Infant and Child Development, International Journal of the Psychology of Religion, Journal of Abnormal Child Psychology, Perception and Motor Skills, PLOS One, Psychological Science, Review of General Psychology, Social Development, Teacher’s College Record, Trends in Neuroscience and Education, Quarterly Journal of Experimental Psychology*

Advisory Board

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

Conference Reviewer:

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

Other Service to the Profession:

AERA Division E Program co-chair 2017-2019

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

AERA Division E Executive Board 2012-present

Mentor, *Frontiers For Young Minds* 2014-present

Service at BU:

University UROP (Undergraduate Research Opportunities Program) Faculty Advisory Committee 2015-present  
University Rhodes and Marshall Scholarship Interview Committee 2015-present  
University Committee, Fulbright Fellowship 2014-present  
Program Director, Applied Human Development PhD program 2017-present  
Program Director, Human Development EdD and EdM program 2011-2015  
Search Committee, Assistant Professor of Deaf Studies 2016-2017  
Search Committee, Assistant Professor of English Education 2015-2016  
Search Committee, Clinical Associate Professor of Human Development 2014-2015  
Search Committee, Clinical Associate Professor of Language & Literacy 2014-2015  
SED Standing Committee on Faculty Affairs, 2017-present  
SED Standing Committee on Research 2013-2014, 2016-present  
SED Teaching Mentoring Group (chair 2016-2017) 2016-present  
SED Research Advisory Committee 2011-2013  
SED Scholarship Committee 2012-2013, 2014-2015, 2016-2017  
SED Nominating Committee 2013-2014  
Panelist at Boston University Focusing on Future Faculty Symposium March 2013

Member:

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

**MEDIA**

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Media associated with Corriveau, Chen & Harris (2015)

New York Daily News, USA Today, Huffington Post, Wall Street Journal, Chicago Reader, The Week UK, Religion News Service, World Religion News, Philosophy News, Slate, Swedish Radio, The Economist, CBC Radio, BYU Radio, Jesse Lee Peterson Radio Show

Media associated with Corriveau, Einav, Robinson & Harris (2014)

Daily Mail, Wales Online, Popular Science, BPS Research Digest, BU Today

Media associated with Chen, Corriveau & Harris (2013)

Faculti web interview

Media associated with Corriveau, Fusaro & Harris (2009)

Boston Globe, APS Observer, Working Mother, ScienceDaily

Media associated with the Living Lab at the Boston Museum of Science

National Science Foundation

Media associated with Corriveau, Harris, Meins et al. (2009)

APA gradPSYCH magazine

Other media stories related to Kathleen Corriveau

APA gradPSYCH magazine, BU Today, Bostonia, Harvard Ed. Magazine, APA Monitor on Psychology