

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Saylor, Megan M.		POSITION TITLE Assistant Professor	
eRA COMMONS USER NAME (credential, e.g., agency login) Megan.saylor			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of California, Berkeley	BA	1996	Psychology
University of Oregon	MS	1997	Psychology
University of Oregon	PhD	2001	Psychology

A. Positions and Honors

Positions and Employment

2001 – pres Assistant Professor, Department of Psychology and Human Development, Vanderbilt University

Honors and Awards

- 1996 Research Award for Honors Thesis, University of California, Berkeley
- 1996 Graduated with High Honors in Psychology, University of California, Berkeley
- 1996 Graduated with Distinction, University of California, Berkeley
- 1998 General University Scholarship, University of Oregon
- 2001 Stephen L. Wasby Dissertation Grant, University of Oregon
- 2002 Small Grant (\$6,550), Vanderbilt University, Co-PI: Sue Hespos
- 2003 Small Grant (\$6,500), Vanderbilt University, Co-PI: Georgene Troseth
- 2004 NSF HSD Grant (\$485, 958), National Science Foundation, Co-PIs: Dan Levin, Kazuhiko Kawamura, Mitch Wilkes
- 2006 Award for Excellence in Classroom Teaching, Vanderbilt University.
- 2006 Outstanding Educator Honoree of Peabody College, Vanderbilt University

Other Experience and Professional Memberships

- John F. Kennedy Center for Research on Human Development, Vanderbilt University
- American Psychological Society
- Cognitive Development Society
- International Society for Infant Studies
- Society for Research in Child Development

B. Selected peer-reviewed publications (in chronological order)

- Saylor, M. M. (2000). Time-stability and adjective use by child and adult English speakers. *First Language, 20*(1), 91-120.
- Baldwin, D. A., Baird, J. A., Saylor, M. M., & Clark, A. (2001). Infants parse dynamic action. *Child Development, 72*, 655-948.
- Saylor, M. M., Sabbagh, M. A., Baldwin, D. A. (2002). Children use whole-part juxtaposition as a pragmatic cue to word meaning. *Developmental Psychology, 38*, 993-1003.
- Saylor, M. M., & Sabbagh, M. A. (2004). Different kinds of information affect word learning in the preschool years: The case of part-term learning. *Child Development, 75*, 395-408.
- Saylor, M. M. (2004). 12- and 16-month-old infants recognize properties of mentioned absent things. *Developmental Science, 7*, 599-611.

- Saylor, M. M., & Baldwin, D. A. (2004). Discussing those not present: Comprehension of references to absent caregivers. *Journal of Child Language*, 31, 537-560.
- Saylor, M. M., Baldwin, D. A., & Sabbagh, M. A. (2004). Word learning: A complex product. In G. Hall & S. Waxman (Eds.). *Weaving a lexicon* (pp. 512-531). MIT Press.
- Saylor, M. M., & Baldwin, D. A. (2004). Action analysis and change blindness: Possible links. In D. Levin (Ed.). *Thinking and seeing: Visual metacognition in adults and children* (pp. 37-57). MIT Press.
- Baldwin, D. A., & Saylor, M. M. (2005). Language promotes structural alignment in the acquisition of a theory of mind. In J. W. Astington & J. A. Baird (Eds.). *Why language matters for a theory of mind*, (pp. 121-143). Oxford University Press.
- Troseth, G. L., Saylor, M. M., & Archer A. (2006). Children's use of video as a source of socially relevant information. *Child Development*, 77, 786-799.
- Saylor, M. M., Baird J. A., & Gallerani, K. (2006). Telling others what's new: Preschoolers' adherence to the given-new contract. *Journal of Cognition and Development*, 7, 341-379.
- Saylor, M. M., & Troseth, G. L. (2006). Preschoolers use information about speakers' desires to learn new words. *Cognitive Development*, 21, 214-231.
- Ganea P., & Saylor, M. M. (2007). Infants' use of shared linguistic information to clarify ambiguous requests for objects, *Child Development*, 78, 493-502.
- Saylor, M. M., Baldwin, D. A., Baird, J. A., & LaBounty, J. (2007). Infants' on-line segmentation of dynamic human action. *Journal of Cognition and Development*, 8, 113-128.
- Baird, J. A., & Saylor, M. M. (2007). Knowing others in the first year of life: Essay review of Infants' sense of people: Precursors to a Theory of Mind. *Human Development*, 49, 363-368.
- Bruckner, C., Yoder, P., Stone, W., & Saylor, M. M. (2007). Construct validity of the MCDI-I Receptive Scale can be Improved: Differential Item Functioning between Toddlers with Autism Spectrum Disorders and Typically Developing Infants. *Journal of Speech, Language, and Hearing Research*, 50, 1631-8.
- Levin, D. T., & Saylor, M. M. (2008). Shining spotlights, zooming lenses grabbing hands, and pecking chickens: The ebb and flow of attention during events. In T. Shipley and J. Zacks (Eds.). *An invitation to an event: A cognitive approach to the psychology of event perception, representation, and action*. Oxford University Press.
- Saylor, M. M., & Ganea, P. (2007). Infants interpret ambiguous requests for absent objects. *Developmental Psychology*, 43, 696-704.
- Rittle-Johnson, B., Saylor, M. M., & Swygert, K. (2008) Learning from explaining: Does it matter if mom is listening? *Journal of Experimental Child Psychology*, 100, 215-224.
- Herberg, J., Saylor, M. M., Levin, D. T., Ratanswasd, P., & Wilkes, D. M. (in press). Audience-Contingent Variation in Action Demonstrations for Humans and Computers. Manuscript under revision, *Cognitive Science*.
- Hespos, S., Saylor, M. M., & Grossman, S. (in press). Infants' ability to parse continuous action. *Developmental Psychology*.
- Saylor, M. M., & Carroll, C. B. (in press). Direct and Indirect cues to knowledge states during word learning. *Journal of Child Language*.

C. Research Support **Ongoing Research Support**

None

Completed Research Support

0433653 Levin (PI)

08/31/04 – 08/30/07

NSF HSD Grant

Intentional vision in human and robots

This research explores what adults and children think about the representational capacities of humans, robots, and computers. Of special interest are inferences about humanoid robots, which share features with humans and computers.

Role: Co-PI

Troseth/Saylor (Co-PIs)

01/01/02 – 06/30/04

Small Grant – Peabody College/Vanderbilt University

Children's Use of Video as a Source of Social-Relevant Information

Previous research has established that young toddlers have difficulty using a live video image as a source of information. This project explores whether a lack of social contingency hinders children's use of video as a source of information and whether providing such cues helps children to use video-presented information.

Role: Co-PI