

CURRICULUM VITAE

GEORGENE L. TROSETH

Personal Information

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Faculty rank

2021-present Professor, Department of Psychology and Human Development,
Vanderbilt University (Developmental Psychology)

2007-2020 Associate Professor, Department of Psychology and Human Development,
Vanderbilt University (Developmental Psychology)

2000-2007 Assistant Professor, Department of Psychology and Human Development,
Vanderbilt University (Developmental Psychology)

Areas of specialization

Cognitive development, Cognitive science, Child development

Education

2000 Ph.D. University of Illinois, Champaign-Urbana, Developmental Psychology
Dissertation: *TV Guide: Learning to Use Video as a Source of Information*

1997 M.A. University of Illinois, Champaign-Urbana, Developmental Psychology

1994 B.S. University of Wyoming, Laramie, Psychology (with Honors)

1991 A.A. Northwest College, Powell, Wyoming, Psychology (with Honors)

Select Professional Activities and Honors

2021 Advisory Board Member, Collaborative Research: Technology Support
with an Intelligent Interactive Agent for Spatial Development in Children.
National Science Foundation (pending)

2021 Advisory Board Member, Scaffolding and Transforming Opportunities for
Reading with an Intelligent E-book System (STORIES--pending).
Institute of Education Sciences

2020 Fellow, Association for Psychological Science

2019 Vanderbilt WeBooks (TIPS adaptive eBooks) listed in the Promise

- Venture Studio Glossary of Innovations for Early Childhood.
PromiseVentureGlossaryWeBooks
- 2018 Participant, Media Exposure and Early Child Development Workshop, National Institutes of Health (NICHD)
- 2017-2018 Advisory Board, Evaluation of Sesame Street Kindness Curriculum, Mary Louise Hemmeter & Erin Barton (co-PIs). Sesame Workshop
- 2016 Provided input for the American Academy of Pediatrics updated digital media recommendation for young children
- 2015 David Schleyer Faculty Award, Peabody College, for outstanding mentoring of undergraduate students
- 2015 Interviewed for SRI International report (PBS Kids Ready to Learn grant): *Reflections on the Ready to Learn Initiative, 2010-2015: How a Federal Program in Partnership with Public Media Supported Young Children's Equitable Learning During a Time of Great Change.*
<http://cct.edc.org/rtl/>
- 2013 Vanderbilt Kennedy Center acknowledgment for welcoming Next Steps Program at Vanderbilt students into my classes
- 2008-2010 Advisory Board Member, IRADS Collaborative Research: Influences of Digital Media on Very Young Children. National Science Foundation.
- 2007 Sesame Workshop; Infant and Toddler Roundtable expert discussion of *Sesame Beginnings* DVDs with reference to toddlers' learning abilities
- 2004-2007 Peabody Faculty Incentive Award Recipient, External Grant Funding, Vanderbilt University
- 2001-present Investigator, John F. Kennedy Center for Research on Human Development, Vanderbilt University
- 2001 Affirmative Action & Diversity Certificate of Recognition, Vanderbilt
- 2001 Distinguished Alumni Award, Academic Achievement, Northwest College

Member: Association for Psychological Science
Cognitive Development Society
International Society on Infant Studies
Society for Research in Child Development

Publications

Book chapters (*student authors)

Troseth, G.L., *Flores, I., & *Stuckelman, Z. D. (2019). When representation becomes reality: Interactive digital media and symbolic development. In J. Benson (Ed.), *Advances in Child Development and Behavior*, Vol. 56 (pp. 65-108). London, UK: Elsevier.

Revelle., G. L., Strouse, G. A., Troseth, G. L., Rvachew, S., & *Thompson Forrester, D. (2019). Technology support for adults and children reading together: Questions answered and questions raised. In J. E. Kim & B. Hassinger-Das (Eds.), *Reading in the digital age: Young children's experiences with e-books. International*

- studies with e-books in diverse contexts* (pp. 103-132). NY: Springer.
- Troseth, G.L., Mancilla-Martinez, J., & *Flores, I. (2018). Bilingual children: Active language learners as language brokers. In M. M. Saylor and P. A. Ganea (Eds.), *Active learning from infancy to childhood: Social motivation, cognition, and linguistic mechanisms* (pp. 233-259). NY: Springer.
- Troseth, G. L., Strouse, G. A., & *Russo, C. E. (2017). Early digital literacy: Learning to learn from video. In F. Blumberg & P. Brooks (Eds.), *Cognitive development in digital contexts* (pp. 29-52). London, UK: Elsevier.
- Troseth, G.L., *Russo, C.E., & Strouse, G.A. (2017). What's next for research on young children's interactive media? In D. Lemish, A. Jordan, & V. Rideout (Eds.), *Children, adolescents, and the media: The future of research in action* (pp. 54-62). London: Routledge.
- Troseth, G. L. (2007). Learning from video: Young children's understanding and use of a symbolic medium. In E. Teubal, J. Dockrell, & L. Tolchinsky (Eds.) *Notational knowledge: Developmental and historical perspectives* (pp. 179-202). Rotterdam, The Netherlands: Sense Academic Publishers.
- Troseth, G. L., Pierroutsakos, S. L., & DeLoache, J. S. (2004). From the innocent to the intelligent eye: The early development of pictorial competence (pp. 1-35). In R. Kail (Ed.), *Advances in Child Development and Behavior, Vol. 32*. New York: Academic Press.
- Uttal, D. H., Marzolf, D. P., Pierroutsakos, S. L., Smith, C. M., Troseth, G. L., & DeLoache, J. S. (1998). "Seeing through symbols? The development of children's understanding of symbolic relations." In B. Spodek & O. Saracho (Eds.), *Play in Early Childhood Education* (pp. 59-79). Albany: SUNY Press.
- DeLoache, J. S., Pierroutsakos, S. L. & Troseth, G. L. (1996). The three R's of pictorial competence. In R. Vasta (Ed.), *Annals of Child Development, Vol. 12* (pp. 1-48). London: Jessica Kingsley.
- Invited encyclopedia entry for researchers, service professionals, policy-makers, and parents**
- Courage, M. & Troseth, G. L. (2016). Infants, toddlers and learning from screen media. In R.E. Tremblay, M. Boivin, & R.D. Peters (Eds), *Encyclopedia on Early Childhood Development*. (<http://www.child-encyclopedia.com/>)
- Invited article in a journal for professionals, policy-makers, & parents**
- Barr, R., Blanchfield, O., McClure, E., Roche, E., Zosh, J. M., Strouse, G., Troseth, G., & Myers, L. (2020). Virtual family time: How families connect via video chat. *Zero to Three, 41*(2), 21-29. <https://www.zerotothree.org/resources/3762-virtual->

family-time-how-families-connect-via-video-chat.

Troseth, G.L., *O’Doherty, K., & *Strouse, G.A. (2013). Trusting the tube: Current information about an established technology. *Zero to Three*, 33(4), 25-31.

Report to Nonprofit Organization (Funders)

Kakulla, B., Barr, R., McClure, E., Myers, L. J., Strouse, G. A., Troseth, G. L., & Zosh, J. M. (November 2020). Boomers and Zoomers: How grandparents are using video chat to connect with their grandchildren during the pandemic. Washington, DC: *AARP (American Association of Retired People) Report*.
<https://doi.org/10.26419/res.00468.001>

Articles in Refereed Journals

*Stuckelman, Z. D., Troseth, G. L., & Strouse, G. A. (2021). Value added: Digital modeling of dialogic questioning promotes positive parenting during shared reading. *Journal of Family Psychology*. DOI: 10.1037/fam0000932

*Russo Johnson, C. R., *Flores, I., & Troseth, G. L. (2021). Do young children of the “Selfie generation” understand digital photos as representations? *Human Behavior and Emerging Technologies*, 3(4), 512-524.
<https://doi.org/10.1002/hbe2.287>

Strouse, G.S., McClure, E., Myers, L. J., Zosh, J. M., Troseth, G. L. Blanchfield, O., Roche, E., *Malik, S., & Barr, R. (2021). Zooming through development: Using video chat to support family connections during COVID-19. *Human Behavior and Emerging Technologies*, 3(4), 552-571. DOI: 10.1002/hbe2.268

Troseth, G.L., Strouse, G.S., *Flores, I., *Stuckelman, Z., & *Russo Johnson, C.R. (2020). An enhanced eBook facilitates parent-child talk during shared reading by families of low socioeconomic status. *Early Childhood Research Quarterly*, 50, 45-58. Special issue on the Word Gap.
DOI: <https://doi.org/10.1016/j.ecresq.2019.02.009>

Rasmussen, E. E., Strouse, G. A., Colwell, M. J., *Russo, C., *Holiday, S., *Brady, K., *Flores, I., Troseth, G., *Wright, H., *Densley, R., & *Norman, M. (2019). Promoting preschoolers’ emotional competence through prosocial TV and mobile app use. *Media Psychology*, 22(1), 1-22.
<https://doi.org/10.1080/15213269.2018.1476890>

Troseth, G.L., Strouse, G.A., Verdine, B.N., & Saylor, M.M., (2018). Let’s chat: On-screen social responsiveness is not sufficient to support toddlers’ word learning from video. *Frontiers in Psychology: Developmental Psychology*, 9, Article ID 2195. <http://dx.doi.org/10.3389/fpsyg.2018.02195>

Strouse, G.A., Troseth, G.L., O’Doherty, K.D., & Saylor, M.M. (2018). Co-viewing

- supports toddlers' word learning from contingent and non-contingent video. *Journal of Experimental Child Psychology*, 166, 310-326. doi: 10.1016/j.jecp.2017.09.005.
- *Russo Johnson, C., Troseth, G., *Duncan, C. A., *Mesghina, A. (2017). All tapped out: Touchscreen interactivity and young children's word learning. *Frontiers in Psychology*. 8(578). doi: 10.3389/fpsyg.2017.00578.
- Troseth, G.L., & Strouse, G.A. (2017). Designing and using digital books for learning: The informative case of young children and video. *International Journal of Child Computer Interaction Special Issue: E-reading with Children*.
<http://dx.doi.org/10.1016/j.ijcci.2016.12.002>
- Kirkorian, H.L., Lavigne, H.J., *Hanson, K.G., Troseth, G.L., *Demers, L.B., & Anderson, D.R. (2016). Video deficit in toddlers' object retrieval: What eye movements reveal about online cognition. *Infancy*, 21, 37-64. DOI: 10.1111/infa.12102
- Troseth, G.L., *Russo, C.E., & Strouse, G.A. (2016). What's next for research on young children's interactive media? *Journal of Children and Media*, 10(1), 54-62. Anniversary Issue. DOI: 10.1080/17482798.2015.1123166
- *Strouse, G.A. & Troseth, G.L. (2014). Supporting toddlers' transfer of word learning from video. *Cognitive Development*, 30, 47-64.
- *Strouse, G.A., *O'Doherty, K.D., & Troseth, G.L. (2013). Effective co-viewing: Preschoolers' learning from video after a dialogic questioning intervention. *Developmental Psychology*, 49(12), 2368-2382.
- *O'Doherty, K., Troseth, G.L., Shimpi, P., *Goldenberg, E., Akhtar, N. & Saylor, M.M. (2011). Third-party social interaction and word learning from video. *Child Development*, 82, 902-915.
- DeLoache, J.S., *Chiong, C., *Vanderborght, M., *Sherman, K., *Islam, N., Troseth, G.L., *Strouse, G.A., & *O'Doherty, K. (2010). Do babies learn from baby media? *Psychological Science*. 21. 1570-1574.
- (As senior author, DeLoache listed her students before my lab group; original ideas and research contributions were equal.)
- Troseth, G.L. (2010). Is it life or is it Memorex? Video as a representation of reality. *Developmental Review*, 30, 155-175.
- Troseth, G.L., *Strouse, G.A., *Verdine, B.V., & *O'Doherty, K. (2010). Do very young children learn from video? *Revista Irice, Número Monográfico: Representaciones Externas (Special Issue: External Representations)*, 21, 13-25.

- Saylor, M., Sabbagh, M., *Fortuna, A., & Troseth, G. (2009). Preschoolers use a speaker's preferences to learn words. *Cognitive Development, 24*, 125-132.
- Diener, M., Pierroutsakos, S. P., Troseth, G. L., & Roberts, A. (2008). Video versus reality: Infants' attention and affective responses to video and live presentations. *Media Psychology, 11*, 418-441.
- *Strouse, G. A. & Troseth, G. L. (2008). Don't try this at home: Toddlers' imitation of new skills from people on video. *Journal of Experimental Child Psychology, 101*, 262-280.
- *Verdine, B. N., Troseth, G. L., Hodapp, R. H., & Dykens, E. M. (2008). Strategies and correlates of jigsaw puzzle and visuospatial performance by person with Prader-Willi syndrome. *American Journal on Mental Retardation, 113*(5), 343-355.
- Troseth, G. L., *Bloom Picard, M. E. & DeLoache, J. S. (2007). Young children's use of scale models: Testing an alternative to representational insight. *Developmental Science, 10*(6), 763-769.
- Troseth, G. L., *Casey, A. M., & *Lawver, K. A., *Walker, J. M. T., & Cole, D. A. (2007). Naturalistic experience and the early use of symbolic artifacts. *Journal of Cognition and Development, 8*(3), 1-23.
- Bartsch, K., *Campbell, M., & Troseth, G. (2007). Why else does Jenny run? Young children's extended psychological explanations, *Journal of Cognition and Development, 8*(1), 33-61.
- Saylor, M., & Troseth, G. L. (2006). Preschoolers use information about speakers' desires to learn new words. *Cognitive Development, 21*, 214-231.
- Troseth, G. L., Saylor, M. M., & *Archer, A. H. (2006). Young children's use of video as a source of socially relevant information. *Child Development, 77*(3), 786-799.
- Pierroutsakos, S. L., & Troseth, G. L. (2003). Video Verite: Infants' manual investigation of objects on video. *Infant Behavior and Development, 177*, 1-17.
- (Author contributions were equal; authorship is alphabetical.)
- Troseth, G. L. (2003). Getting a clear picture: Young children's understanding of a televised image. *Developmental Science, 6*(3), 247-253.
- Troseth, G. L. (2003). TV Guide: Two-year-old children learn to use video as a source of information. *Developmental Psychology, 39*(1), 140-150.
- Levy, G. D., Sodovsky, A., & Troseth, G. L. (2000). Aspects of young children's

perceptions of gender-typed occupations. *Sex Roles*, 42, 993-1006.

Troseth, G. L., & DeLoache, J. S. (1998). The medium can obscure the message: Young children's understanding of video. *Child Development*, 69, 950-965.

Published psychological measure

Strouse, G. A., O'Doherty, K., & Troseth, G. L. (2013X). Bear Snores On Comprehension Measure [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t38556-000>

Submitted and in preparation

*Stuckelman, Z. D., Strouse, G. A., Troseth, G. L., & *Lance, Lynsie A. (2020). *A digital dialogic reading intervention promotes parent-child talk about mental states during shared reading*. Open Science Framework pre-registration.

Strouse, G.S., Troseth, G.L., *Stuckelman, Z., & *Flores, I. (in prep). *Bedtime story: Built-in questions support parent-child conversation during shared reading of an electronic text*.

Troseth, G. L., Strouse, G. A., *Lurie, J., & *Stuckelman, Z. D. (in prep.). *Changes in parents' use of conversational supports during a 2-week "dialogic reading" eBook intervention*.

Zippert, E., *Stuckelman, Z., *Noreen, G., Strouse, G. A. & Troseth, G. L. (in prep). *Promoting parent-preschooler broad math talk through embedded dialogic reading prompts during e-book reading*.

Training Video

Strouse, G.A. & Troseth, G.L. (2011). *Dialogic questioning with video stories*. Parent training video made possible by a Bonsal Education Research Entrepreneurship Award (BEREA) from Peabody College.
<http://www.youtube.com/watch?v=b6ZJRFwdF3c&feature=youtu.be>

Research Grants

7/20-6/21 Rachel Barr (PI), E. McClure, L. Myers, G. Strouse, G. Troseth, & J. Zosh (co-PIs). *A study to examine the formation of new relationships between grandparents and their grandbabies isolated from one another during the COVID -19 lockdown*. AARP (American Association of Retired Persons).

7/18-6/20 Georgene Troseth (PI), Gabrielle Strouse (co-PI). Spencer Small Grant Program: *Supporting Adult-child Talk During Shared E-book Reading with a Built-in Dialogic Questioner*.

- 7/17-6/19 Georgene Troseth, David Dickinson, & Nilanjan Sarkar (co-PIs).
Vanderbilt TIPS ViA Award: *Adaptive eBooks for Building Children's Language Skills*.
- 8/16-7/17 Eric Rasmussen (PI), Georgene Troseth, & Gabrielle Strouse (co-PIs).
Kellogg Foundation/Fred Rogers Company: *Children's Socio-Emotional Learning from Daniel Tiger's Neighborhood: The Role of Prosocial Mobile Apps and Television Programming*. Subcontract.
- 7/16-6/17 Georgene Troseth, PI. Vanderbilt Institute for Digital Learning Faculty Working Group Award. *LEARN (Language and Education Adaptive Reading Network) Working Group*.
- 3/16-8/16 Georgene Troseth & Gabrielle Strouse, co-PIs. Health Resources and Service Administration (HRSA). Bridging the Word Gap Challenge. *Read with Me, Talk with Me: An e-Book App that Enriches Caregiver-Child Language*.
- 6/15-5/18 Israel Flores: NSF Predoctoral Fellowship (Research supervisor).
- 9/13-8/16 Colleen Russo: NSF Predoctoral Fellowship (Research supervisor).
- 2009-2010 Principal Investigator. *Children's Preference for Video versus Live Information*. MARI pilot grant, Dan Marino Foundation.
- 2009-10 Principal Investigator. *Viewing Preferences in Autism and Typical Development: Watching People who are Present or on Video*. Peabody College, Vanderbilt University Small Grants Program.
- 2006-08 Principal Investigator. *Development of Jigsaw Puzzle Building Strategies and Skills: Visual Processing in Prader-Willi Syndrome and Typical Development*. Peabody College, Vanderbilt University Small Grants Program.
- 2007 Principal Investigator, *Infants' learning from video and from direct experience*. Peabody College, Vanderbilt University Small Grants Program.
- 2004-2007 Principal Investigator (Robert Hodapp and Elizabeth Dykens, Co-PIs.), *Visual-spatial processing in children with Prader-Willi and Williams syndromes: Etiology-related cognitive strengths and weaknesses*. Vanderbilt Discovery Grant (Pilot/Feasibility Grant).
- 2003-2007 Principal Investigator, *Effects of Prior Experience on Children's Use of Symbols*. National Institute for Child Health and Human Development.

Invited Presentations

- Revelle., G, Troseth, G.L., & Stuckelman, Z.D. (2021, March). *E-books to support parent-child interaction*. Webinar presented to Nickelodeon's Noggin e-book development team.
- Troseth, G. (2020, November). *Little kids and digital media*. Webinar with the Center for Scholars and Storytellers, UCLA.
- Troseth, G. (2020, October). *Symbolic development and screen media*, online research presentation to Psychology of Childhood class at the Ohio State University.
- Troseth, G. (2019, October). *Supporting parent-child conversations with eBooks*. Colloquium presented at the Arizona State University Psychology Department.
- Troseth, G. (2019, May). *Design features supporting parent-child conversation during shared eBook reading*. Colloquium presented at the Digital Learning Lab, University of California at Irvine, Irvine, CA.
- Troseth, G. (2018, January). *Understanding Children's Learning in Digital Contexts*. Media Exposure and Early Child Development Workshop, National Institutes of Health (NICHD), Bethesda, MD.
- Troseth, G. (2017, October). *Tapping into Children's Learning from Interactive Digital Media*. Invited talk presented at the Cognitive Development Society Digital Media and Cognitive Development Pre-conference (K. Choi & R. Richert, co-Chairs), Portland, OR.
- Troseth, G. (2017, March). *Tapping into Children's Learning from Interactive Digital Media*. Invited colloquium at the University of Delaware School of Education Colloquium Series.
- Troseth, G., Strouse, G., & Russo, C. (2015, June). *Touchscreens, parent co-viewing, and video chat: Language learning from digital media*. Digital Literacy for Preschoolers Conference, McGill University, Montreal.
- Troseth, G. (2014, September). *Electronic education: will screen media turn baby in to Einstein?* Peabody College Faculty Lecture for Vanderbilt Family Weekend.
- Troseth, G. (2014, May). Invited participant in panel discussion, *Screen time: Early education and technology* (L. Crouch, Chair). At the 67th National Seminar of the Education Writers Association, Nashville.
- Troseth, G.L. (2013, April). Discussant for the symposium, *Baby Sign to Baby Facetime: New Directions in Video Research*. L. Myers (Chair). Presented at the conference

- of the Society for Research on Child Development, Seattle, WA.
- Troseth, G. (2011, November). "*Early learning about the world from symbolic media.*" Keynote address presented to the Augmentative and Alternative Communication Strand of the American Speech-Language and Hearing Association (ASHA), San Diego.
- Troseth, G. (2008, July). *Babies and toddlers usually do not trust video as a source of information.* Presented at a workshop on *Young children's selective trust in social sources of information*, Queen's University, Kingston, Ontario, Canada. Workshop funded by the Social Sciences and Humanities Research Council of Canada (SSHRC).
- Strouse, G. S., Saylor, M. M., Troseth, G. L., & O'Doherty, K. D. (2008, March). *Learning words from social partners and people on video.* Poster presented at the meetings of the International Conference on Infant Studies, Vancouver, BC.
- Strouse, G. S., Verdine, B. N., Milam, A. M., & Troseth, G. L. (2008, March). *Infants' social information gathering from video: A second look.* Poster presented at the meetings of the International Conference on Infant Studies, Vancouver, BC.
- Strouse, G. S., Verdine, & Troseth, G. L. (2007, October). *Baby Einsteins everywhere: Infants' learning from video.* Poster presented at the meetings of the Cognitive Development Society, Santa Fe, NM.
- Troseth, G. (2007, October). *Baby Einsteins everywhere: Young children and video.* Presented at a conference of the Tennessee Commission on Children and Youth.
- Troseth, G. (2007, September). *Baby Einsteins everywhere: Do very young children learn from video?* Presented in the Walthall Speaker Series in Psychology, University of Wyoming.
- Troseth, G. (2006, November). *Toddlers' learning from people on video.* Paper presented at the Conference Media-Jeunes (conference of children's media producers and broadcasters) sponsored by the Alliance for Children and Television, Montreal.
- Troseth, G. (2006, November). *TV Guide: Young children learning from people on video.* Presented as part of the Centre for Research in Human Development talk series, Concordia University, Montreal.
- Troseth, G. (2006, October). *The medium can obscure the message: Young children's understanding of video.* Presented at the Psychology Colloquium, Tulane University, New Orleans.
- Troseth, G. (2006, March). Discussant for the symposium, *Early learning in the social*

- context of television*. Presented at the meetings of the Eastern Psychological Association, Baltimore.
- Troseth, G. (2005, December). *Overcoming a "Video Deficit" in Toddler Learning: Social Cues, Experience, and the Early Use of a Symbolic Artifact*. Presented at the Developmental Psychology Colloquium, University of Virginia.
- Troseth, G., & Young, C. (2004, April). *Reading, creativity, and the brain*. Presentation for Brain Awareness Month, Nashville Public Library.
- Troseth, G. (2003, January). *Through a glass, darkly: Young children's understanding of video*. Presented at the Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.
- Troseth, G. (2003, September). *Young children's understanding of video*. Presented to the Psychology Colloquium, Trinity University, San Antonio, TX.
- Troseth, G. L. (2002, March). *Early Symbolic Development*. Organizer of invited symposium, Southern Society for Philosophy and Psychology, Nashville, TN.
- Troseth, G. L. (2002, March). *TV Guide: Learning to use video as a source of information*. Paper presented in invited symposium, *Early Symbolic Development*, Southern Society for Philosophy and Psychology, Nashville, TN.
- Troseth, G. L. (2001, March). *Picture it: How children develop an understanding of iconic symbols*. Discussant for symposium presented at the meeting of the Southeastern Psychological Association, Atlanta.
- Troseth, G. L. (1999, September). *Getting a clear picture: Young children's understanding of a televised image*. Paper presented in an invited symposium, *Perceiving and understanding television: Developmental changes and educational implications*. European Conference on Developmental Psychology, Spetses, Greece.

Preconference

- Troseth, G., Carta, J., & Dickinson, D. (co-Chairs), SRCD Pre-conference, 60 attendees (2017, April). *Using Technology to Overcome Poverty-Related Disparities in Early Language Experience*, Presented at the meetings of the Society for Research in Child Development, Austin.

Teaching Workshop

- Troseth, G.L. (2015, March). *The boy who lived and thrived: Using Harry Potter to teach developmental psychology*. Workshop presented at the Developmental Science Teaching Institute preconference for the meetings of the Society for Research in Child Development, Philadelphia.

Dissemination to the Public

Radio/TV/Video

- Good Morning Nashville* (July 2021). “Video chat reduces feelings of loneliness for grandparents during the pandemic.” John Polumbo, reporter.
- 52’ HD (France)* Science documentary (2020). “*Digital natives: An unhealthy generation?*” Raphaël Hitier, director.
- Child Trends Television News Service/Positive Parenting* © Ivanhoe Broadcast News (2019). “Can your toddler learn from a screen the same way they learn from face-to-face interactions?” Funded by the National Science Foundation, Child Trends News Service videos “highlight actionable child research and leverage commercial news to reach people who are likely to have limited resources.” e.g., Dec. 6, WJTV Jackson, Miss.; Dec. 13, WMC5, Memphis.; Dec. 26 WILX Lansing; July 3, WFMZ Allentown.
- Sunrise*. (September 8, 2019). “Harry Potter Ban.” (Top Australian Sunday morning TV program).
- Sirius XM Radio*. (January 18, 2019). “Using the Harry Potter series to teach about resilience and child development.” Doctors’ radio: About Our Kids show.
- KQED Forum*. (September, 18, 2015). “Managing your kid’s screen time.” (NPR San Francisco affiliate serving Northern California).
<http://www.kqed.org/a/forum/R201509181000>
- NPR All Things Considered*. (Oct. 28, 2013). “What you need to know about babies, toddlers, and screen time.”
<http://www.npr.org/sections/alltechconsidered/2013/10/29/228125739/what-to-know-about-babies-and-screen-time-kids-screens-electronics>
- Families and Work Institute* and New Screen Concepts. (2011). Toddlers’ imitation of new skills from people on video. Segment 38 of the DVD series, *Mind in the Making: Experiments in Children’s Learning*. New York, NY: Families and Work Institute. www.mindinthemaking.org
- MSNBC local news* (Dec. 13, 2011). “Research shows value of parents when kids watch TV.” *Cox affiliates KTVU (Oakland, San Francisco Bay Area), WHIO (Dayton); FOX affiliates KRXI (Reno), KFOX (El Paso); ABC affiliates WFTV (Orlando), WKRN (Nashville); NBC affiliates WSMV (Nashville), WRCB (Chattanooga), WAFF (Huntsville); CBS affiliate WTVF (Nashville).*
- WTVF* (Dec. 13-14, 2010). “Do little kids learn from ‘educational’ videos?”; also *VSMV (Nashville); ABC affiliates WATE (Knoxville), WTVF (Chattanooga), WBBJ (Jackson, TN), NBC affiliate WCYB (Tri-Cities, TN-VA), CW affiliate WBXX (Knoxville), FOX affiliate WHBQ (Memphis).*
- ABC News Video* (December 6, 2010). “Do educational videos help babies?”
- MSNBC Right Now* (April 8, 2006). Interview: “Sesame Street Beginnings controversy”.

Print/Electronic Media (recent/select)

- AARP Research* (June, 2021). “Frequent video chats help grandparents bond with their young grandchildren.” by Brittne Kakulla, Rachel Barr, Jennifer Zosh, Gabrielle Strouse, Lauren Myers, Georgene Troseth, Elisabeth McClure.

- <https://www.aarp.org/research/topics/technology/info-2021/video-chat-grandparents-grandchildren-pandemic.html>
- Mashable* (May 20, 2021). “Which tablet to buy for your kid: For scrolling in the stroller (and beyond)” by Leah Stodart and Haley Henschel. <https://mashable.com/roundup/best-tablets-for-kids/?europe=true>
- EdSurge* (Feb. 9, 2021). “When the animated bunny in the TV show listens for kids’ answers—and answers back.” By Rebecca Koenig. <https://www.edsurge.com/news/2021-02-09-when-the-animated-bunny-in-the-tv-show-listens-for-kids-answers-and-answers-back>
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- Mashable* (March 16, 2020). “How to manage kids’ screen time during coronavirus isolation.” by Sarah Lindenfeld Hall. <https://mashable.com/article/coronavirus-kids-screen-time-school/>
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- The Hechinger Report* (September 19, 2019). “Why your toddler can’t learn from a screen.” by Jackie Mader. <https://hechingerreport.org/why-your-toddler-cant-learn-from-a-screen/>.
- Fatherly.com* (August 12, 2019). “Toddler learning videos don’t help because young brains don’t get screens.” by Lexi Krupp. <https://www.fatherly.com/health-science/toddler-learning-videos-dont-work-new-study/>
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- The Conversation*. (August 1, 2018). “Why I use Harry Potter to teach a college course on child development.” <https://theconversation.com/why-i-use-harry-potter-to-teach-a-college-course-on-child-development-99919> During the first week, read by over 5,000 readers (currently 12,830) and reprinted in *Salon* (August 7), *The Chicago Tribune* (August 6), *The Los Angeles Times* (August 6), and by public radio station *WHYY* (Philadelphia—August 7) among other reprints.
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- Parents Magazine* (Feb. 2016). "Playing alone" (p. 98) by Ashley Phillips.
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- HuffPost Education Blog* (Mar. 7, 2012). "Saying yes to digital media in preschool and kindergarten."
- Globe Online* (Dec. 7, 2011). "Effect of children watching TV on development." Clayton High School Newspaper, Clayton, MO.
- PsychologyToday.com* (Jan. 1, 2012). "E-reading and young children: Don't just hit the 'play' button."
- TIME.com -- TIME Ideas* (Dec. 20, 2011). "Why E-Reading With Your Kid Can Impede Learning." (Mentions my former student "Gabrielle Strouse at Vanderbilt University".)
- New York Times* (Oct. 18, 2011). "Parents urged again to limit TV for youngest."
- Psychology Today* (Dec. 7, 2010). "Why do parents think the DVDs work, then?"
- Wall Street Journal* (Nov. 13, 2010). "Child development: The Tube as Teacher": Week in Ideas: Christopher Shea.
- The Vancouver Sun* (Nov. 4, 2010). "'Educational' DVDs don't expand baby vocabulary: study."
- (UK) *Daily Mail Online* (Nov. 4, 2010). "Forget the educational DVD: Talking to your toddler is more likely to make them Einstein."
- New York Times Online* (Jan. 28, 2010). Op-Ed contribution to the article, "Wired Kids,

- Negligent Parents?” for the blog: *Room for Debate: A Running Commentary on the News*.
- Anytime Playdate: Inside the preschool entertainment boom* (2008). Author: Dade Hayes. New York: Free Press/Atria Books.
- Salon.com* (Sept. 14, 2007). [www.salon.com] “Should tots watch TV?”
- Into the minds of babes: How screen time affects children from birth to age five* (2007). Author: Lisa Guernsey. New York: Basic Books. (My research is featured in two chapters.)
- New York Times* (September 5, 2006). “When toddlers turn on the TV and actually learn”. (On Sept. 5, this was the 4th most emailed article on the NY Times website.)
- Wall Street Journal* (July 17, 2006). “Use your Noggin; Let the kids watch cartoons”.
- Forbes* (May 30, 2006). “Scientists probe secrets of kids’ TV”.
- Parents Magazine* (February, 1999). “As they grow: 2-3 years—Toddlers gradually realize that what they see on TV can relate to real life”.

Recent Vanderbilt Publications

- Research News @ Vanderbilt*. (July 15, 2021). “Video chat reduced feelings of isolation among grandparents during COVID-19 pandemic, new study finds.”
<https://news.vanderbilt.edu/2021/07/15/video-chat-reduced-feelings-of-isolation-among-grandparents-during-covid-19-pandemic-new-study-finds/>
- Research News @ Vanderbilt*. (June 29, 2020). “Enhanced e-book helps close the word gap in children from families of low socio-economic status.”
<https://news.vanderbilt.edu/2020/06/29/enhanced-e-book-helps-close-the-word-gap-in-children-from-families-of-low-socio-economic-status/>
- Vanderbilt News* (April 15, 2020). “Ask an expert: How should parents manage screen time during isolation?” <https://news.vanderbilt.edu/2020/04/15/ask-an-expert-how-should-parents-manage-screen-time-during-isolation/>
- Research News @ Vanderbilt*. (July 31, 2019). “Toddler brains resist learning from screens, even video chat.” <https://news.vanderbilt.edu/2019/07/31/toddler-brains-resist-learning-from-screens-even-video-chat/>
- myVU*. (August 1, 2018). “The Conversation: Why I use Harry Potter to teach a college course on child development.”
- Peabody Reflector*. (Winter, 2017). “Rules of engagement.”
<https://news.vanderbilt.edu/2017/01/31/rules-of-engagement/>
- Research News @ Vanderbilt*. (July 1, 2016). “VIDL awards funding to enhance teaching, learning through digital technology.”
- Research News @ Vanderbilt*. (March 22, 2016). “Peabody team’s storybook app wins first-round funding in federal competition.”
- Peabody Reflector* (July, 2015). “Troseth featured in Newsweek.”
- Research News @ Vanderbilt*. (February 13, 2015). “Education experts offer 18 apps that make learning fun.”
https://www.youtube.com/watch?time_continue=6&v=aqZtjqdj9Uc&feature=emb_title

Recent and Select Conference Presentations

- *Noreen, G. D. Zippert, E. L., *Stuckelman, Z., Strouse, G., Troseth, G. (2022). *Can built-in dialogic reading prompting sustainably promote caregiver-preschooler spatial talk during eBook reading?* Poster to be presented at NRCEC (National Research Conference on Early Childhood).
- Troseth, G., *Stuckelman, Z., & Strouse, G. (2022, April). *Dialogic reading promotes parent mental state talk during shared reading.* Poster to be presented at the meetings of the Cognitive Development Society, Madison.
- Strouse, G. xxxx (2022, April). *Playing the way to recognition: Multi-generational video chat plan predicts perceived grandchild recognition of their grandparent.* Poster to be presented at the Special Topic Meeting of the Society on Research in Child Development, Learning Through Play and Imagination, St. Louis, MO.
- *Stuckelman, Z., Strouse, G., & Troseth, G. (2022, April). *Does parenting style contribute to amount of parent talk in shared eBook reading interactions? A regression analysis.* Poster to be presented at the Special Topic Meeting of the Society on Research in Child Development, Learning Through Play and Imagination, St. Louis, MO. *Conference was postponed from 2020.*
- Strouse, G.A., Barr, R.F., McClure, E., Myers, L.J., Troseth, G.L., & Zosh, J. M. (2022, April). *Playing the way to recognition: Multi-generational video chat play predicts perceived grandchild recognition of their grandparents.* Poster to be presented at the Special Topic Meeting of the Society on Research in Child Development, Learning Through Play and Imagination, St. Louis, MO.
- Myers, L., *Keller, K., *Rocha Hidalgo, J., *Neely, L., *Soto, I., McClure, E., Strouse, G., Troseth, G., Zosh, J., Barr, R. (2022, April). *Look at Grandma! Triadic joint visual attention interactions over video chat during the COVID19 pandemic.* Paper to be presented in a symposium. Learning through Play and Imagination: Expanding Perspectives. Society for Research in Child Development, St. Louis, MO. (April 2022).
- *Ryu, J., *Malik, S., *Keller, K., *Chanchavac, K., Myers, L.J., Roche, E., Strouse, G., Zosh, J. M., McClure, E., Troseth, G. L., Piper, D.J., & Barr, R. (November 2021). *Digital family relationships buffered stress and supported families during the COVID-19 pandemic.* Poster presented at the 54th Annual Meeting of the International Society for Developmental Psychobiology, Chicago, IL.
- *Stuckelman, Z., Strouse, G., Myers, L., Barr, R., Zosh, J. M., McClure, E., *Xu, C., & Troseth, G., (November, 2021). The role of technology comfort and access in grandparent-grandchild video-chat frequency, American Psychological Association, Technology Mind and Society, Virtual Conference.
- Bettencourt, K., & Troseth, G. L. (2021, April). *The use of Harry Potter in teaching developmental psychology.* Poster to be presented to the Developmental Science Virtual Teaching Institute Preconference at SRCD.
- McClure, E., Blanchfield, O., Myers, L. J., Roche, E., Strouse, G.S., *Stuckelman, Z., Troseth, G. L., Zosh, J. M., *Malik, S., & Barr, R. (2021, April). *Zooming through development: Using video chat to support family connections during COVID-19.* Paper to be presented in the online symposium, *Is screen time family time? Media in the family system during COVID19*, at the online meetings of the Society for Research in Child Development.

- Zippert, E., *Stuckelman, Z., *Noreen, G., Strouse, G. & Troseth, G. L. (2021, April). *Parent-child broad math talk during book reading: Is print always best?* In Eisen, S. (Chair). Parent-child interactions during digital and physical playful learning. Paper to be presented at the virtual meeting of the Society on Research in Child Development.
- Troseth, G., *Stuckelman, Z., & *Flores, I., *Garretson, S., *Lance, A., & Strouse, G. (2019, October). *Enhanced family talk around books after eBook reading with a conversational agent*. Poster presented at the 2019 biennial meeting of the Cognitive Development Society, Louisville, KY.
- *Stuckelman, Z., Strouse, G., Troseth, G., & *Flores, I. (2019, October). *Digital scaffolding: Improving conversation quality during parent-child shared eBook reading*. Poster presented at the 2019 biennial meeting of the Cognitive Development Society, Louisville, KY.
- Strouse, G., *Stuckelman, Z., & Troseth, G. (2019, October). Home use of an enhanced e-book promotes parent-child talk with another book. Talk presented at the American Psychological Association's conference on Technology, Media, and Society, Washington, DC.
- Zippert, E., *Stuckelman, Z., & Troseth, G. L. (2019, June). *Promoting parent-child math talk via dialogic reading prompts – Will it work on a tablet?* In H. Douglas (Chair). Mathematical discourse - The symbols we use to communicate mathematical ideas. Paper presented at the annual meeting of the Mathematical Cognition and Learning Society, Ottawa, Canada.
- *Stuckelman, Z., Strouse, G., Troseth, G., & *Flores, I. (2019, March). *Say what? Evaluating the quality of caregiver-child conversations with an eBook*. In Preeti Samudra (Chair), Child talk and vocabulary development: Enhancing the educational environment of Books and videos. Symposium presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
- Troseth, G. (2019, March). When representation becomes reality: Interactive digital media and children's use of symbols. In J. Kaufman & G. Troseth (Chairs), Emerging perspectives on cognitive and social development in virtual spaces. Symposium presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- *Stuckelman, Z., Strouse, G., Troseth, G., *Flores, I., & Russo Johnson, C. (2018, July). *Parents learning to ask questions from an interactive, dialogic storybook*. Poster presented at the meeting of the International Congress of Infant Studies, Philadelphia, PA.
- Rasmussen, E., Strouse, G., Colwell, M., Russo Johnson, C., Holiday, S.*, Brady, K.*, Flores, I.*, Troseth, G., Wright, H.D.*, Densley, R.*, & Norman, M.S.* (2018, May). *Promoting Preschoolers' Emotional Competence through Prosocial TV and Mobile App Use*. Poster presented at the meetings of the International Communication Association. Prague, Czech Republic.
- Troseth, G., Strouse, G., & Russo Johnson, C. (2018, April). *Design Features to Support Parent-Child Talk During Shared Reading of an E-book*. In R. M. Golinkoff & L. Zimmermann (Chairs), *Designing Educational Technology for Young Children:*

- What Does the Research Say?* Symposium conducted at the American Psychological Association's conference on Technology, Mind, & Society, Washington, DC.
- Strouse, G.A., *Flores, I., *Stuckelman, Z., Russo Johnson, C., & Troseth, G. (2017, October). *Built-in questions support parent-child talk during shared reading of an electronic text*. Poster presented at the meetings of the Cognitive Development Society, Portland, OR.
- Strouse, G.A., Rasmussen, E., Colwell, M., *Brady, K., *Holiday, S., *Densley, R., *Wright, H., *Norman, M., & Troseth, G. (2017, October). *Parent mediation of children's strategy learning from Daniel Tiger's Neighborhood app and videos*. Poster presented at the Cognitive Development Society meetings, Portland, OR.
- Troseth, G., Strouse, G., & *Russo-Johnson, C. (2017, June). *Read to Me, Talk to Me: an E-Book App that Incorporates Dialogic Questioning*. Paper presented in the symposium (Hassinger-Das, Dore, & Golinkoff, co-Chairs), Taming Technology: Making Evidence-Based Decisions Regarding Digital Media, at the meetings of the Jean Piaget Society, San Francisco.
- Troseth, G., *Flores, I., & *Russo-Johnson, C. (2017, June). *Snap a Selfie! Young Children's Learning from Digital Pictures*. Poster presented at the meetings of the Jean Piaget Society, San Francisco.
- Troseth, G., *Russo-Johnson, C., & *Flores, I. (2017, April). *Snap a Selfie! Smartphone Photos and Video Chat Promote Young Children's Learning from Digital Pictures*. Paper presented in the symposium (L. Myers, Chair), From Screen to Real Life and Back Again: Social, Emotional, and Cognitive Support in Children's Use of Video Chat and Live Photos at the meetings of the Society for Research in Child Development, Austin.
- *Flores, I., & Troseth, G. (2017, April). *Language Brokering during Shared eBook Reading*. Poster presented at SRCD, Austin.
- *Russo-Johnson, C., Strouse, G., & Troseth, G. (2017, April). *Read to Me, Talk to Me: an E-Book App with a Dialogic Questioning Avatar*. Poster presented in the SRCD Pre-conference (Troseth, Dickinson, & Carta, co-Chairs), Using Technology to Overcome Poverty-Related Disparities in Early Language Experience, Austin.
- Troseth, G., & Lemish, D. (2016, October). *What happens NEXT? The 10th anniversary of the Journal of Children and Media*. Fireside chat presented at the SRCD Technology and Media in Children's Development Special Topics Conference, Irvine, CA.
- *Russo, C.E., *Mesghina, A., & Troseth, G.L. (2016, October). *All tapped out: The effects of touchscreen manipulation on young children's word learning*. Flash talk presented at the SRCD Technology and Media in Children's Development Special Topics Conference, Irvine, CA.
- *Russo, C.E., Troseth, G.L., *Flores, I. (2016, October). *Snap a selfie: The effect of experience with live video on toddlers' use of pictorial media*. Flash talk presented at the SRCD Technology and Media in Children's Development Special Topics Conference, Irvine, CA.
- Troseth, G., *Russo, C., & *Mesghina, A. (2016, May). *The effects of interactivity on young children's word learning*. In N. Antrill (Chair), *Toddlers on Touchscreens:*

- The Effects of Interactive Media on Executive Function and Learning*. Presented at the meetings of the International Conference on Infant Studies, New Orleans.
- Troseth, G., *Flores, I., & *Russo, C. (2016, May). *Take a selfie: Toddlers' understanding of the representational function of pictures*. Poster presented at the meetings of the International Conference on Infant Studies, New Orleans.
- Lee, R., Strouse, G.A., Verdine, B.N., O'Doherty, K. & Troseth, G.L. (2015, June). *Young Children's Symbolic Media Environments: a Latent Class Analysis*. Poster presented at the 45th meeting of the Jean Piaget Society, Toronto, Ontario.
- Russo, C.E., Duncan, C.A., & Troseth, G.L. (2015, March). *iTap on a touchscreen: Factors that affect children's interaction and learning*. In the symposium (G. Strouse, Chair), *Can infants and toddlers learn effectively from touchscreens?* Paper presented at the meetings of the Society for Research in Child Development, Philadelphia.
- Russo, C.E., Troseth, G.L., & Conder, E. (2015, March). *A culture of meanness: The effect of exposure to children's TV on bystander behavior*. Poster presented at the meetings of the Society for Research in Child Development, Philadelphia.
- Troseth, G. (2015, March). Discussant for the symposium (L. Myers, Chair), *Breaking the fourth wall: Do children learn from socially-relevant screen media?* Presented at the meetings of the Society for Research in Child Development, Philadelphia.
- Russo, C., Duncan, C. & Troseth, G. (2013, October). *Self-regulation behaviors in young children's use of touch screen apps*. InfoSocial 2013 conference of the Media, Technology and Society Program, Northwestern University.
- O'Doherty, K., & Troseth, G.L. (2013, April). *Children's imitation of foreign language speakers on video*. In L. Myers (Chair), *Baby Sign to Baby Facetime: New Directions in Video Research*. Paper presented at the conference of the Society for Research on Child Development, Seattle, WA.
- O'Doherty, K., Shimpi, P.M., Troseth, G.L., O'Brien, S., & Thrumston, D. (2013, April). *What cues support young children's word learning from 3rd Party interactions*. Poster presented at the conference of the Society for Research on Child Development, Seattle, WA.
- Russo, C.E., Dye, A.P., Ashmead, Z.E., Dow, G.A., & Troseth, G.L. (2013, April). *Be kind to one another: An historical content analysis of verbal interactions in children's television*. Poster presented at the conference of the Society for Research on Child Development, Seattle, WA.
- Strouse, G. & Troseth, G. (2013, April). *Using co-viewing to support children's language learning from video*. In C. Sims (Chair), *Language Development and Screen Media: Investigating the Nature of and Support for Children's Learning From Video*. Paper presented at the conference of the Society for Research on Child Development, Seattle, WA.
- Kirkorian, H.L., Lavigne, H.J., Hanson, K.G., Demers, L.B., Troseth, G., & Anderson, D. R. (2012, June). *Toddlers' object retrieval using in-person versus video displays: An eye movement study*. Poster presented at the meetings of the International Conference on Infant Studies, Minneapolis.
- Strouse, G.A., Needham, A., & Troseth, G. (2012, June). *The effect of prior video viewing on infants' looking to a televised impossible event*. Poster presented at the meetings of the International Conference on Infant Studies, Minneapolis.

- Strouse, G., O'Doherty, K., & Troseth, G.L. (2011, March). *The effects of a parent-led questioning intervention on preschoolers' comprehension of video stories*. In the symposium, *The role of parental scaffolding in enhancing learning from media during early childhood*. Paper presented to the conference of the Society for Research on Child Development, Montreal.
- Troseth, G., & Deisenroth, L. (2011, March). *Visual preference for video or a social partner in Autism and typical development*. In the symposium, *Young children's social and non-social interactions involving media* (G. Troseth, Chair). Paper presented at the Society for Research on Child Development, Montreal.
- Verdine, B.N., & Troseth, G. (2011, March). *Do spatial ability and navigation skills benefit from commercial video game experience?* Main developmental psychology lecture at the meeting of the Eastern Psychological Association, Pittsburgh, PA.

Teaching, Mentoring, Advising

Courses: Undergraduate

- PSY 1157/1117: *Freshman Writing Seminar: Harry Potter and Child Development*
 PSY 1150: *Freshman Seminar: Harry Potter and Child Development*
 PSY 1500/2250: *Cognitive Aspects of Human Development*
 PSY 1630/1250: *Developmental Psychology*
 PSY 1690: *Commons Seminar: Harry Potter & Child Development*
 PSY 2100: *Seminar: Children's Understanding of the Mind*
 PSY 2100: *Seminar: Harry Potter: Child Development and Children's Literature* (Co-taught with Emily Pendergrass & Ann Neely--S14; with Ann Neely--S13)

Courses: Graduate

- PSY 8400: *Developmental Psychology*
 PSY 8460/368: *Seminar in Cognitive Development: Symbolic Understanding*
 PSY 361 *Cognitive Development*
 PSY 368: *Seminar in Cognitive Development: Children's Selective Trust in Social Sources of Information*

Mentoring and Advising Undergraduate Students

- Mentor for 12 undergraduate research assistants in my lab per semester
 Advisor for approximately 15 undergraduate students per semester
 Faculty VUceptor, Vanderbilt Visions first-year orientation program, F08-F18, F20
 Summer Academic Orientation first-year advisor, 2003, 2005-2008, 2015-2017
 Academic year first-year advisor, 2005-2010, 2015-2017
 Faculty sponsor for Vanderbilt University Summer Research Program (VUSRP): Ruiy Shah, 2018; Eylon Liu, 2017; Julia Hrobon, 2013; Katy Menges, 2010; Lauren Deisenroth, 2009; Anna Falkner, 2006; Elizabeth Pantino, 2005; Ankita Rakhe, 2003; Amy Casey, 2000

Katy Roach, winning undergraduate poster at the Tennessee Psychology Association annual meetings (November, 2017).

Almaz Mesghina presented a poster at the Vanderbilt Undergraduate Research Fair, F15; is an author on a published paper ICIS conference presentation; University of Chicago PhD graduate program in psychology.

Charlotte Duncan presented several posters at national conventions and is co-author on a published paper; received her Masters degree from Harvard's Graduate School of Education (Technology, Innovation, and Education track), S14.

Allison Milam (Duke University), Psi Chi/APS Summer Research Grant. Project: *Toddlers learning from interactive video*. S08

Undergraduate research intern Maggie Vogel (University of the South, Sewanee), graduate neuroscience program at the University of Massachusetts, Amherst. S05.

Faculty Mentor for Undergraduate Honors Students

- 2019-2021 Jane Lurie, Thesis: *eBook Study: Parents' Use of Dialogic Questioning Techniques*.
- 2018-2019 Ruiy Shah, Thesis: *Pilot Testing an Adaptive eBook Prototype*. VUSRP Summer Research Fellowship Awardee, S18. High honors, F19.
- 2017-2019 Xinyu (Eylon) Liu, Thesis: *Can 24-month-old Toddlers Transfer their Representational Insights from Video to Pictures?* VUSRP Summer Research Fellowship Awardee, S17.
- 2011-2014 Julia Hrobon, Thesis: *A Closer Look at Enhanced eBooks: Compatible Versus Distracting Games*. VUSRP Summer Research Fellowship Awardee, S13. Poster accepted for presentation at the Eastern Psychological Association conference, March, 2014. Julia entered the Masters program at Harvard's Graduate School of Education (Technology, Innovation, and Education track) in F14.
- 2009-2011 Katy Menges, Thesis: *Four-year-old children's inferences about the mind of a puppet*. Invited to present a poster at the UCLA undergraduate research conference, May, 2011. Currently a research assistant for developmental psychologist Maureen Callanan at the University of California at Santa Cruz.
- 2008-2010 Lauren Diesenroth, Thesis: *People or video? What do children with and without Autism Spectrum Disorders choose?* Lauren received the Peabody Honor Award for the best honors thesis for the Department of Psychology and Human Development, S 2010. Research assistant for Elisabeth Dykens at the Kennedy Center.

- 2003-2005 Allison Archer, Thesis: *Live video as a socially interactive tool: Getting young children to accept TV as a source of information.* Poster based on this research received the 3rd place prize (tie) at the Tennessee Psychological Association Convention Student Competition, F 2004 and was presented at the 2005 meetings of SRCD.
- 2001-2003 Ankita Rakhe, Thesis: *The effects of repeated viewing of "Blues Clues" on children's use of a video image.*

Committee Member for Undergraduate Honors Theses

Ariacella DelGrande (2021), Junhao Cai (2021), Emma Hart (2020), Jordan Crawford (2017), Madison White (A & S Psychology, 2016), Lindsay Rowe (2014), Leann Hughart (2011), Laura Fritzche (A&S Psychology, 2011), Emily Schreiber (2011), Sarah DeLisle (2009), Alexa Schwartz (2007), Tywanquila Walker (2006), Katie Gallerani (2005).

Mentor for Graduate Students

Zachary Stuckelman (Developmental Psychology). Major Professor. Entered F17. Applied for NSF Predoctoral Fellowship, F17. Co-presented workshop for Speech-Language Pathologists on the use of eBooks to teach dialogic questioning, Summer 18, 19. Presented at SRCD, S19; SRCD Special Topics, S20. Masters thesis defended; manuscript submitted. Qualifying exam defended (FA 2020).

Israel Flores (Developmental Psychology, Ph.D., May, 2020). Major Professor. Dissertation: *The role of symbolic experience in learning to use scale models.* Awarded **NSF Predoctoral Fellowship, S15.**

Colleen Russo (Developmental Psychology, Ph.D. May, 2017). Major Professor. Dissertation: *Young children's representational understanding: The effect of experience with live video.* Masters Thesis: *The insidious sitcom: Features of tween TV that increase tolerance of verbal insults.* **NSF pre-doctoral award, S13.** Winner of the Department's Julius Seeman Graduate Award, S14. Awarded competitive research mentorship, International Communication Association, S15. Senior Fellow, Center for Scholars and Storytellers. Head of research, Sinking Ship Entertainment, OK Company.

Emily Conder (Applied Child Development Masters, Empirical Track, S15). Served as Emily's research supervisor on an independent project involving Social norms and Bullying; Emily entered the Vanderbilt PhD program in F16.

Kate O'Doherty (Developmental Psychology, Ph.D. May, 2013), Major Professor; Dissertation: *Young children's learning from own- and foreign-language speakers on video.* Master's thesis: *Third-party social interaction and word learning from video,* published in *Child Development* in 2011. Winner of the Departmental

Susan Gray Award for Scholarly Writing, S11, and the Hardy Culver Wilcoxon Award for the most distinguished doctoral dissertation, S13; Postdoctoral teaching fellowship at Bowdoin College F13. Lecturer, Department of Psychology at the University of Chicago, F15-present.

Gabrielle A. Strouse (Development Psychology, Ph.D., S11), Major Professor; Dissertation: *Dialogic video: Influence of dialogic reading techniques on preschoolers' learning from video stories*. ExpERT graduate trainee; Master's thesis published in a special issue of the *Journal of Experimental Child Psychology*. F08. Internship with Sesame Workshop, Summer, 2010. Recipient of a Bonsal Applied Education Research Award for Ph.D. candidates, Vanderbilt, 2010-2011. Postdoc, University of Michigan with Susan Neuman, F12. Dissertation published in *Developmental Psychology*, F13. Postdoc, University of Toronto with Patricia Ganea, F13. Assistant Professor, Department of Human Development and Educational Psychology, University of South Dakota, F15-present.

Brian Verdine (Developmental Psychology, Ph.D., S11), Major Professor; Dissertation: *Navigation Experience in video game environments: effects on spatial ability and map use skills*. Master's thesis published, F07. Postdoc University of Delaware with Roberta Golinkoff, F12-S16. Published SRCD Monograph (2017). Head of Client Success, Yellowdig Technology.

Graduate Student Committees (Dissertation, Masters, Prelims, Advisory)

Margaret Shavlik (Developmental) 2019-present; Ashli-Ann Douglas (Developmental) 2019-present; Jane Hirtle (Developmental), 2013-16; Emily Fyfe (Developmental), 2012-13; Katie McEldoon (Developmental), Dissertation committee, 2011-13; Maria Vasquez (Developmental) 2012; Jasmine Ma (Teaching & Learning), 2012. Kelley Durkin (Developmental), 2012; Wenyan Zhou (Teaching & Learning), 2011; Manya Whittaker (Developmental), 2011; Jennifer Norvill (Applied Child Development), 2010; Percival Matthews (Cognitive), 2008; Mark Somanader (Developmental), 2008; James Jay Todd (Cognitive & Cognitive Neuroscience, A & S), 2008; Philip Ko (Cognitive & Cognitive Neuroscience, A & S), 2008; Allison Presmanes (Developmental), 2008; Alex Varrakin (Cognitive), 2006; Kim Carpenter (Developmental), 2004; Sean Hurley (Cognitive), 2003; Joan Walker (Developmental), 2003; Shanna Ray (Cognitive), 2002; Audra Lewis (Developmental), 2002.

Service

Professional Field

Shared course materials nationally following *The Conversation* article about teaching: <https://theconversation.com/why-i-use-harry-potter-to-teach-a-college-course-on-child-development-99919> F18-S20

Invited Participant, Media Exposure and Early Child Development Workshop, National Institutes of Health (NICHD), Bethesda, MD, S18.

College of Reviewers, Developmental and Learning Sciences, National Science Foundation, S11-S16, F18.
Mentor, Postdoctoral and Graduate Students Mentorship Program, Digital Media and Cognitive Development pre-conference. Cognitive Development Society, Portland, OR, F17
Participant, Jacobs-SRCD Pre-conference workshop on interdisciplinary collaboration on children and technology, F16.
Review Panel Member, CogSci2020; Society for Research in Child Development, F18, F16, S16 (Special Topic Media Conference), F14, F12, F10, F02; International Society for Infant Studies, F09
Examiner, PhD theses, Swinburne University, Australia, S18, S13.
Grant Review Panel Member, National Science Foundation. F09-F11.
Editorial Board, *Merrill-Palmer Quarterly*, 2009-2014.
Advisory Board Member, *IRADS Collaborative Research: Influences of Digital Media on Very Young Children*. National Science Foundation Grant. 2008-2010.
Ad-hoc reviewer, Human-Robot Interaction 2008 Conference. Fall, 2007; Cognitive Science Society Conference, Spring, 2007
Participant, Workshop on Media Research Methods and Measures, The National Academy of Sciences and the Institute of Medicine, Washington, DC, 2006
Consulting Editor, *Child Development*, 2006-2007, 2005-2006, 2003-2004
Ad Hoc Grant Reviewer, National Science Foundation, 2007, 2004, 2003
Lecturer, American Psychological Association Summer Science Institute, Vanderbilt University, SU05; SU04
Ad Hoc Grant Reviewer, Social Sciences Research Council of Canada, 2001
Ad Hoc Reviewer, *British Journal of Developmental Psychology*, *Child Development Perspectives*, *Cognition*, *Cognitive Development*, *Developmental Psychology*, *Developmental Review*, *Developmental Science*, *European Journal of Developmental Psychology*, *First Language*, *Frontiers in Psychology*, *Infancy*, *Human Behavior and Emerging Technologies*, *Journal of Applied Developmental Psychology*, *Journal of Comparative Psychology*, *Journal of Cognition and Development*, *Journal of Developmental Psychology*, *Journal of Experimental Child Psychology*, *Merrill-Palmer Quarterly*, *Psychological Science*, *WIREs Cognitive Science*.

Community

Presenter, Late Talkers Foundation Webinar (June 24, 2020). *Digital Media and Children*. Mary Camarata, host.
Invited Colloquium Speaker, *The Vital Role of Parents in the School Age*, Randolph School, Huntsville, AL, F17
Speaker, Schwab Elementary School Teacher Inservice, "Supporting families in the digital age." S16
Speaker, Vanderbilt Moms Group, "Kids and screen time." S14
Interviewed for Clayton High School Newspaper, Clayton, MO: *Globe Online* (Dec. 7, 2011). "Effect of children watching TV on development."
Speaker, Mid Cumberland Council on Children & Youth, *Babes in TV-Land: Do the Youngest Viewers Learn from Screen Media?* S10

Speaker, Tennessee Commission on Children and Youth conference, *Baby Einsteins everywhere: Young children and video*. F07.

Speaker, Green Hills Mother's Club, *Television's effects on children: Learning and ADHD*. Arranged by the Vanderbilt Speaker's Bureau. S05

Guest Lecturer, University School of Nashville Psychology Class, S04

University and Peabody College

Interviewee, Vanderbilt National First-Generation College Celebration (F21)

Member, Peabody Destination Vanderbilt Faculty Search Committee—Early Childhood Strategic Initiative (S21)

Presenter, Peabody EDI Initiative: Faculty Face Time (S21)

Vanderbilt Athletics Summer Bridge Program Faculty Panel for new first year students, S20

Faculty mentor, Vanderbilt First VU First-Generation mentorship program, 2019-2020

Faculty VUceptor, Vanderbilt Visions, F08-F18, F20

Instructor of Next Step students (program for students with intellectual disabilities): S11-Present

Presenter, Vanderbilt University TIPs (Trans-Institutional Programs) Fair, S18

Vanderbilt University Commencement Faculty Marshall, S06-S18

Vanderbilt Honor Council Faculty Advisor, S14-S18

Senior faculty mentor, Tiered Mentoring Program (TMP), Center for Integration of Research in Teaching and Learning (VU- CIRTL), 2016-2017

Interviewed for Vanderbilt VUPoint, F15

Vanderbilt Center for Science Outreach, Research Experience for High School Students, SU15

Board of Faculty Advisers to the Vanderbilt Honor Council, 2010-2011

Vanderbilt Graduate Faculty Council, 2007-2010

Executive Committee of the Vanderbilt Graduate Faculty Council, 2007-2010

Member, Peabody Curriculum Committee, 2016-present

Past chair of the Peabody Faculty Council and PFC Executive Committee, 2016-2018

Invited Colloquium Speaker for alumni series, Randolph School, Huntsville, AL, F17

Chair of the Peabody Faculty Council, 2015-2016