**ELIDA VELEZ LASKI, PH.D.**
Boston College, Lynch School of Education Counseling,
Applied Developmental and Educational Psychology
140 Commonwealth Avenue
Chestnut Hill, MA 02467
www.bclearninglab.bc.edu
(617) 552-1446
laski@bc.edu

## EDUCATION

| | |
|---|---|
| 2008 | Ph.D., Developmental Psychology, *Carnegie Mellon University, Pittsburgh, PA*<br>Program in Interdisciplinary Educational Research (PIER)<br>Thesis Advisor: Robert S. Siegler |
| 2006 | M.S., Developmental Psychology, *Carnegie Mellon University, Pittsburgh, PA* |
| 1997 | Ed.M., Early Childhood Education, *Boston University, Boston, MA*<br>Massachusetts Teacher Certification: Grades N-3<br>CA Teacher Certification: Elementary |
| 1996 | B.A., History, cum laude, *Boston University, Boston, MA* |

## ACADEMIC POSITIONS

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|---|---|
| 2016 – present | *Associate Professor* of Applied Developmental Psychology, Boston College Lynch School of Education |
| 2016 | *Visiting Scholar in Education*, University of Granada, Department of Instruction and Educational Organization, Granada, Spain |
| 2009 - 2016 | *Assistant Professor* of Applied Developmental Psychology, Boston College Lynch School of Education |
| 2001 | *Adjunct Lecturer*, San Diego State University School of Education |

## HONORS AND AWARDS

APA, Division 7 Early Career Outstanding Paper Award, 2015
Highlighted in Boston College Sub Turri Yearbook "Professor's Perspectives," 2014
American Education Research Association's Early Career Mentoring Program, 2013
Example of Excellent Symposium Submission, Society for Research in Child Development, 2013
Boston College Teaching with New Media Award, 2012
Society for Research in Child Development Travel Award, 2011
Nominated for James T. McDonnell Scholar Award, 2011

## GRANTS

| | |
|---|---|
| 2020 – 2024 | Co-Principal Investigator (Co-PI), *Recruiting Spatial-Numerical Representation to Enhance the Use of Advanced Math Strategies in Low-Income Students,* $1.4M Department of Education, Institute of Education Sciences |
| 2019 - 2020 | Co-Principal Investigator (Co-PI), *Recruiting Spatial-Numerical Representation to Enhance the Use of Advanced Math Strategies in Low-Income Students,* $32,500 Caplan Foundation for Early Childhood. |
| 2018 - 2019 | Co-Principal Investigator (Co-PI), *Recruiting Spatial-Numerical Representation to Enhance the Use of Advanced Math Strategies in Low-Income Students,* $50,000 Spencer Foundation. |
| 2014 - 2016 | Co-Principal Investigator (Co-PI), *Longitudinal Comparison of Montessori vs. Non-Montessori Children's Mathematics Problem Solving,* $1,750. American Montessori Society. |
| 2013-2016 | Principal Investigator (PI), *Increasing Number Sense in Early Childhood,* $150,000. Lynch School of Education's Collaborative Fellows Grant. |
| 2010 - 2012 | Principal Investigator (PI), *Probing Children's Learning with Technology,* $37,000. Academic Technology Innovation Grant from Boston College. |
| 2011 | Co-Principal Investigator (Co-PI), *Cross-National Investigation of Cognitive Strategies Underlying Students' Mathematics Problem-Solving,* $2,000. Research Expense Grant from Boston College's Provost Office |
| 2010 - 2011 | Principal Investigator (PI), *Training Students to Examine the Processes Underlying Learning*, $1,540. Teaching and Mentoring Expense Grant from Boston College's Provost Office. |
| 2010 | Principal Investigator (PI), *Collaborative Fellows in Practice and Teaching Award,* $1,000. From Lynch School of Education's Collaborative Fellows Program |
| 2009 | Principal Investigator (PI), *Relation Between the Features of Physical Materials and Instructive Statements,* $2,000. Research Expense Grant from Boston College's Provost Office |
| 2008 | Principal Investigator (PI), *Development of Numerical Magnitude Representations: Relations Between External Resources and Internal Cognitive Processes*, $1500. Research Assistance for Graduate Students from Carnegie Mellon University's PIER Program |

## PUBLICATIONS

(†Denotes Student Co-Author)

*Peer-Reviewed publications:*

Vasilyeva, M., **Laski, E.V**., Casey, B. M., Liu, L. †, Wang, M. †, Cho, H. † (2023). Spatial-numerical magnitude estimation mediates early sex differences in the use of advanced arithmetic strategies. *Journal of Intelligence,11(5), 97.* doi.org/10.3390/jintelligence11050097

Liu, L. †, Vasilyeva, M., **Laski, E.V.** (2023). Minor changes, big differences? Effects of manipulating materials on parental math talk. *Developmental Psychology.* doi.org/10.1037/dev0001550

**Laski, E.V.** (2023). Bridging cognitive science and teaching practice: A proof of concept study of the Cognitive Instructional Technique (CIT) observation instrument. *Journal of Educational and Psychological Research, 5(1),* 588-594.

Vasilyeva, M., **Laski, E.V.,** Veraksa, A., & Bukhalenkova, D. (2022). What children's number naming errors tell us about early understanding of multidigit numbers. *Journal of Experimental Child Psychology, 224,* 105510.

Dearing, E., Casey, B., Davis-Kean, P.E., Eason, S., Gunderson, E., Levine, S.C., **Laski, E.V.,** Libertus, M., Lu, L., Lombardi, C.M., Nelson, A. (2022). Socioeconomic variations in the frequency of parent number talk: A meta-analysis. *Education Sciences*, *12(5),* 312. **doi.org/10.3390/educsci12050312**

**Laski, E.V.,** Ermakova, A. †, Vasilyeva, M., & Halloran, K. †, (2021). Effects of Using One or More Manipulatives on Strategy Mastery and Generalization. *Journal of Experimental Education, 91(2),* 1-19. doi.org/10.1080/00220973.2021.1973358

Vasilyeva, M., **Laski, E.V**., Veraksa, A., & Bukhalenkova, D. (2021). Leveraging measurement instruction to develop kindergartners' numerical magnitude knowledge. *Journal of Educational Psychology, 113*(7), 1354-1369. doi.org/10.1037/edu0000653

Schiffman, J. †, & **Laski, E.V** (2018) Materials count: Linear-spatial materials improve young children's addition strategies and accuracy, irregular arrays don't. *PlosONE*, *13(*12), e0208832.

Vasilyeva, M., **Laski, E.V**., Veraksa, A., Weber, L. †, & Bukhalenkova, D. (2018). Distinct pathways from parental beliefs and practices to children's numeric skills. *Journal of Cognition and Development, 19,* 345-366. doi.org/10.1080/15248372.2018.1483371

Collins, M. † & **Laski, E.V.** (2018). Digger deeper: Shared deep structures of early literacy and mathematics involve symbolic mapping and relational reasoning. *Early Childhood Research Quarterly, 46,* 201-212. doi.org/10.1016/j.ecresq.2018.02.008

Nguyen, H.N.T. †, **Laski, E.V.,** Thomson, D.L. †, Casey, B.M., & Bronson, M.B. (2017). More than counting: Learning to label quantities in preschool. *Young Children*, July, 22-29.

**Laski, E.V.** (2017) Not sure which rubric to use? Consider cognitive science principles of learning. *Kappa Delta Pi Record*, 53(2), 87-90. doi.org/10.1080/00228958.2017.1299548

Foley, A. E. †, Vasilyeva, M., & **Laski, E. V.** (2016). Children's use of decomposition strategies mediates the visuospatial memory and arithmetic accuracy relation. *British Journal of Developmental Psychology*. doi:10.1111/bjdp.12166

**Laski, E.V.** (2016). An Explanation of the distinction between developmental factors and mechanisms. *Psychology Learning and Teaching*.

Vasilyeva, M., **Laski, E. V.,** Veraksa, A. N., & Shen, C. † (2016). Development of children's early understanding of numeric structure. *Psychology in Russia: State of the Art, 9(*3), 76-94.

**Laski, E.V.,** Schiffman, J. †, Shen, C.†, & Vasilyeva, M. (2016). Kindergartners' base-10 knowledge predicts arithmetic accuracy concurrently and longitudinally. *Learning and Individual Differences*. doi: 10.1016/j.lindif.2016.08.004

**Laski, E.V.,** Schiffman, J. †, Vasilyeva, M., & Ermakova, A. † (2016). Arithmetic accuracy in children from high- and low-income schools: What do strategies have to do with it? *AERAOpen, 2(2),* 1-14. doi: 10.1177/2332858416644219

**Laski, E.V.,** Vasilyeva, M., & Schiffman, J. †, (2016). Longitudinal comparison of Montessori versus non-Montessori students' place-value and arithmetic knowledge. *Journal of Montessori Research, 2,* 1-15. doi: 10.1016/j.jecp.2016.01.016

Shen, C. †, Vasilyeva, M., & **Laski, E.V.** (2016). Here, but not there: Cross-national variability of gender effects in arithmetic. *Journal of Experimental Child Psychology, 146,* 50-65.

Vasilyeva, M., **Laski, E.V.,** & Shen, C. † (2015). Computational fluency and strategy choice predict individual and cross-national differences in complex arithmetic. *Developmental Psychology, 51,* 1489-1500.

Collins, M.†, & **Laski, E.V.** (2015). Preschoolers' strategies for solving visual repeating pattern tasks. *Early Childhood Research Quarterly, 32,* 204-214. doi:10.1016/j.ecresq.2015.04.004

**Laski, E.V**., & Dulaney, A. † (2015). When prior knowledge interferes, inhibitory control matters for learning: The case of numerical magnitude representations. *Journal of Educational Psychology, 107,* 1035-1050. doi: 10.1037/edu0000034

**Laski, E.V.,** Jor'dan, J. R., Daoust, C., & Murray, A. (2015). What makes mathematics manipulatives effective? Lessons from cognitive science and Montessori education. *SAGE Open*, 1-8. doi: 10.1177/2158244015589588 (Translated to Greek in e-journal Montessori Pedagogy and Education, 2022)

Vasilyeva, M., **Laski, E.V.,** Ermakova, A. †, Lai, W. F., Jeong, Y., Hachiagan, A. † (2015). Re-examining the language account of cross-national differences in base-10 number representations. *Journal of Experimental Child Psychology, 129,* 12-25. doi: 10.1016/j.jecp.2014.08.004

**Laski, E.V.**, & Siegler, R. S. (2014). Learning from number board games: You learn what you encode. *Developmental Psychology, 50*(3), 853-864. doi:10.1037/a0034321

**Laski, E.V**., & Yu, Q. † (2014). Number line estimation and mental addition: Examining the potential roles of language and education. *Journal of Experimental Child Psychology, 116,* 29-44. doi:10.1016/j.jecp.2013.08.007

**Laski, E.V.,** Ermakova, A. †, & Vasilyeva, M. (2014). Early use of decomposition for addition and its relation to base-10 knowledge. *Journal of Applied Developmental Psychology, 35,* 444-454. doi: 10.1016/j.appdev.2014.07.002

**Laski, E.V.,** Reeves, T. †, Ganley, C. †, & Mitchell, R. (2013). Mathematics teacher educators' perceptions and use of cognitive psychology research. *Mind, Brain, and Education, 7,* 63-74. doi: 10.1111/mbe.12009

**Laski, E.V.**, Casey, B., Yu, Q.†, Dulaney, A.†, Heyman, M.†, & Dearing, E. (2013). Spatial skills as a predictor of first grade girls' use of different arithmetic representations and strategies. *Learning and Individual Differences, 23,* 123-130. doi:10.1016/j.lindif.2012.08.001

Mitchell, R., & **Laski, E.V.** (2013). Integration of technology in elementary pre-service teacher education: An examination of Mathematics methods courses. *Journal of Technology and Teacher Education*, *21(3)*, 337-353.

**Laski, E.V.** (2013) Portfolio picks: An approach for developing children's metacognition. *Young Children, 68,* 38-43.

Dearing, E., Casey, B., Ganley, C.†, Tillinger, M. †, **Laski, E.V.,** & Montecillo, C.† (2012). Young girls' arithmetic and spatial skills: The distal and proximal roles of family socioeconomics and home learning experiences. *Early Childhood Research Quarterly, 27,* 458-470. doi:10.1016/j.ecresq.2012.01.002

**Laski, E.V.**, & Siegler, R. S. (2007). Is 27 a big number? Correlational and causal connections among numerical categorization, number line estimation, and numerical magnitude comparison. *Child Development*, *78*, 1723-1743. doi: 10.1111/j.1467-8624.2007.01087.x

*Technical or Commissioned Manuscripts:*

Strand Cary, M., **Laski, E.V**., Shanley, L., Clarke, B. (2014). iPad number line assessment [iPad assessment]. University of Oregon, Center on Teaching and Learning, Eugene, OR.

Leistico, K., **Laski, E.V.**, & University of Pittsburgh's Office of Child Development (2010). Ready

Freddy Kindergarten Club: A Parent-child kindergarten transition curriculum. Office of Child Development, Pittsburgh, PA. (http://www.readyfreddy.org/wp-content/uploads/2013/01/K-Clubs-SampleContent.pdf)

**Laski, E.V.**, & Ogan, A. (2007). *Investigation of the Everyday Mathematics computer-based games' data, learning principles, and student learning.* Carnegie Mellon University, Pittsburgh, PA.

**Laski, E.V.** (2000). *The elements of a standards-based school: A word from the trenches*. Commissioned by Lightspan Company, Inc., San Diego, CA.

*Other Published Works:*

**Laski, E.V.** & Wang, M. † (2023). A critical consideration of Montessori Education in its relation to cognitive science and concrete to abstract thinking. In A. Murray, E-M. Ahlquist, M. McKenna, & M. Debs (Eds), *The Bloomsbury Handbook of Montessori Education*, https://www.bloomsbury.com/us/bloomsbury-handbook-of-montessori-education-9781350275614/

**Laski, E.V.** (2018). Portfolio picks: An approach for developing children's metacognition. In H. Bohart & R. Procopio (Eds.), *Spotlight on Young Children: Observation and Assessment*. Washington, DC: National Association for the Education of Young Children.

**Laski, E.V.** (2015). Learning styles. In G. Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management* (p. 468-470). Thousand Oaks, CA: Sage Publications. http://dx.doi.org/10.4135/9781483346243

**Laski, E.V.** (2015). Instruction and cognitive load. In G. Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management* (p. 420-422). Thousand Oaks, CA: Sage Publications. http://dx.doi.org/10.4135/9781483346243

**Laski, E.V.** (2012). Psychology of Learning syllabus. APA Society for the Teaching of Psychology, *Project Syllabus*: http://teachpsych.org/otrp/syllabi/index.php?category=Learning.

**Laski, E.V.** (2012). Cognition and Learning syllabus. APA Society for the Teaching of Psychology, *Project Syllabus*: http://teachpsych.org/otrp/syllabi/index.php?category=Learning.

**Laski, E.V.** (2003). Are you born with it? In K. Ryan & J.M. Cooper, *Those Who Can, Teach* (10th ed., p. 498). Boston: Houghton Mifflin Company.

## INVITED TALKS

**Laski, E.V.** (2020, December). Are Education and Cognitive Science Really Two Ships in the Night? Carnegie Mellon University: Program in Interdisciplinary Education Speaker Series

**Laski, E.V.** (2019, February). Designing for effective cognitive processing. In *Designing for Learning and Change*. Faculty Scholars' Luncheon, Lynch School of Education, Boston College, Boston, MA.

**Laski, E.V.** (2018, November) Implications of Cognitive Psychology for Montessori Mathematics. University of Kansas, Lawrence, KS.

**Laski, E.V.** (2016, November). Creación de puentes entre la ciencia cognitiva y la educación. Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain.

**Laski, E.V.** (2016, June). Standing on the shoulders of a giant: Extending Siegler's study of early addition strategies. In *Le Développement Cognitif Chez l'Enfant: Perspective Stratégique.* University of Aix-Marseille, Marseille, France.

**Laski, E.V.** (2016, April). Increasing Number Sense in Early Childhood: A Collaborative Project. Lynch School of Education, Boston College, Boston, MA.

**Laski, E.V.** (2016, April). Intersections between early math research and educational practice. Harvard Graduate School of Education, Cambridge, MA.

**Laski, E.V.** (2015, October). Commentary on STEM in Pre-K to Grade 3, *Future of Children–Starting Early: Education from Pre-K to Third Grade*, Princeton University.

**Laski, E.V.** (2015, May). Microgenetic Design and Analysis. DREME Network, Heising-Simons Foundation, Boston, MA.

**Laski, E.V.** (2015, 2014, 2013, 2012, August). Educational Psychology: Learning principles from cognitive science. Lecture for summer program of the *Tokyo University of Social Welfare* in collaboration with Harvard University, Cambridge, MA.

**Laski, E.V.** (2011, May). Learning math through games. *Boston Children's Museum*, Boston, MA.

**Laski, E.V.** (2011, March). Making numerical board games better through cognitive alignment. Latin American School for Education, Cognitive and Neural Sciences, Atacama, Chile.

**Laski, E.V.** (2011, January). The use and acquisition of mature representations of number. Faculty Scholars' Luncheon, Lynch School of Education, Boston College, Boston, MA.

**Laski, E.V.** (2010, March). Acquiring linear representations of numerical magnitude through board games. Developmental Psychology Seminars, Boston College, Boston, MA.

Leistico, K. J., & **Laski, E.V.** (2008, June). Ready Freddy School Readiness Program. Family Support Conference, Pittsburgh, PA.

**Laski, E.V.** (2000, October). Yes! Activity time meets state standards for kindergarten. Annual Early Years Conference, San Diego, CA.

## CONFERENCE PRESENTATIONS

*Conference Organization/Leadership:*

Poster Award Selection Committee, *Domain-General and Domain-Specific Foundations of Numerical and Arithmetic Processing Workshop*. University of Tübingen, Germany, September 2016.

Chair, Using strategies as a crystal ball: Which strategies predict mathematics achievement? Symposium conducted at the *Society for Research in Child Development*, Philadelphia, PA, in March 2015.

Chair, Research on Young Children's Mathematics Learning. Paper session presented at the *American Educational Research Association Conference*, San Francisco, CA in April 2013.

Discussant, Innovations in Education Psychology Instruction and Design. Paper session presented at the *American Educational Research Association Conference*, San Francisco, CA in April 2013.

*Symposia Presentations:*

Vasilyeva, M., **Laski, E.V.,** Casey, B., Lu, L. †, Wang, M. †, & Cho, H.Y†. (2023, March). Number sense mediates sex differences in the use of advanced arithmetic strategies. *Society for Research in Child Development*, Salt Lake City, UT.

Vasilyeva, M., **Laski, E.V**., Veraksa, A., & Bukhalenkova, D. (2019, March). Specificity of the relation between parental beliefs, home activities, and children's math skills. In Supporting Children's Early Mathematics Learning: Understanding the Role of the Home Environment. Symposium conducted at the *Society for Research in Child Development*, Washington DC.

Vasilyeva, M., **Laski, E.V**., Veraksa, A., & Bukhalenkova, D. (2019, March). Developing numerical magnitude knowledge through measurement activities. In From the Lab to the

Field: Using Early Math Development Research to Improve Educational Practice. Symposium conducted at the *Society for Research in Child Development*, Washington DC.

**Laski, E.V.,** & Collins, M. † (2015, March). Helping children learn more from board games: Not all talk is equal. In Math games: How simple math interventions interact with child and adult language to improve outcomes for young children. Symposium conducted at the *Society for Research in Child Development*, Philadelphia, PA.

Vasilyeva, M., & **Laski, E.V.** (2015, March). Computational fluency and strategy choice mediate cross-national differences on complex arithmetic tasks. In E.V. Laski (Chair), Using strategies as a crystal ball: Which strategies predict mathematics achievement? Symposium conducted at the *Society for Research in Child Development*, Philadelphia, PA.

**Laski, E.V.**, & Collins, M. † (2013, April). Materials matter: The influence of board game design on parental talk about number. In The Role of Input and Interaction in Early Numeracy Development. Symposium conducted at the biennial meeting of the *Society for Research in Child Development*, Seattle, WA.

**Laski, E.V.**, & Siegler, R. S. (2011, April). Making Numerical Board Games Better Through Cognitive Analysis. In K. L. McEldoon & K. Durkin (Chairs), Using Cognitive Science to Inform Mathematics. Symposium conducted at the biennial meeting of the *Society for Research in Child Development*, Montreal, Canada.

*Paper Presentations:*

Lu, L., Vasilyeva, M, & **Laski, E.V.** (2023, April). Investigating effects of manipulating play materials and game contexts on parent-child math talk. Talk presented at the *American Educational Research Association Conference*, Chicago, IL.

Panagakou, E. † & **Laski, E.V.** (2021, October). Cognitive Science in Classrooms: Examining the Use of Cognitive Learning Strategies in Elementary Math. Northeastern Educational Research Association, Virtual Conference.

**Laski, E.V.** (2020, June). Base-10 understanding connects early numeral identification and numerical magnitude understanding. Talk presented at the *International Congress of Pedagogical Research* (virtual presentation). Duzce University, Turkey.

Vasilyeva, M., **Laski, E.V**., Veraksa, A., & Bukhalenkova, D. (2019, March). Using measurement instruction to improve number sense in kindergarten students. Talk presented at the PME & Yandex Russian Conference, *Technology and Psychology for Mathematics Education*, Moscow, Russia.

**Laski, E.V.**, & Collins, M. † (2013, April). The influence of board game design on parental talk about number. Talk presented at the *American Educational Research Association Conference*, San Francisco, CA.

**Laski, E.V.** (2012, October). Bridging psychology and education: Making psychology relevant to pre-service teachers. Talk presented at the *Northeast Conference for Teachers of Psychology*, Worcester, MA.

**Laski, E.V.** (2011, May). Inhibitory control and representations of numerical magnitude. Talk presented at *Meeting of Boston Area Cognitive Development Researchers*.

**Laski, E.V.** (2007, August). Divide and conquer: How children acquire advanced representations of numerical magnitude. Talk presented at the *European Association for Research in Learning and Instruction Conference*, Budapest, Hungary.

**Laski, E.V.**, & Barbosa, H. (2005, May). Growing mathematicians: Translating emergent numeracy research into practice. Talk presented at the *Family Support Conference*, Pittsburgh, PA.

**Laski, E.V.** (2004, August). Anchors away: The influence of anchors on children's estimation. Talk presented at the *24th Annual Pitt-CMU Psychology Student Symposium*, Pittsburgh, PA.

**Laski, E.V.** (2000, December). Activity time meets math state standards for kindergarten. Talk presented at the *Annual California Mathematics Council Conference (North)*, Monterey, CA.

**Laski, E.V.** (1999, February). A paper unit: Teaching the standards through developmentally appropriate activities. Talk presented at the *Annual Southern CA Kindergarten Conference*, Burbank, CA.

*Poster Presentations:*

Lu, L., Vasilyeva M., & **Laski E.V.** (April, 2022). *Using cognitive alignment framework to investigate the impact of play materials in parent-child informal math interactions* [Conference poster]. Poster presented at the Biennial Meeting of the Society for Research in Child Development. St. Louis, MO.

Panagakou, E. †, **Laski, E.V.,** Brown, N.J.S. (June, 2020) Teaching practice is congruent with some cognitive learning principles more than others. American Psychological Association Conference, Virtual Presentation.

Schiffman, J. † & **Laski, E.V.** (March, 2019). Decomposing arithmetic learning: Exploring factors that influence the use of decomposition strategies. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Baltimore, Maryland.

Schiffman, J. †, **Laski, E.V.,** & Geary, D. (October, 2017). The roles of visuospatial memory and arithmetic strategy choice on arithmetic accuracy. Poster presented at the Biennial Meeting of the Cognitive Development Society. Portland, Oregon.

Schiffman, J. † & **Laski, E. V.** (April, 2017). Representing number to support arithmetic learning: Can linear cues of magnitude help? Poster presented at the Biennial Meeting of the Society for Research in Child Development. Austin, Texas.

**Laski, E.V.** & Schiffman, J. † (April, 2017). Developmental change in magnitude knowledge due to familiarity with numbers, not understanding of scale. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Austin, Texas.

**Laski, E.V.,** & Schiffman, J. †. (September, 2016). Children's understanding of relative magnitude: Domain-general or domain-specific improvement. Poster presented at the *Domain-General and Domain-Specific Foundations of Numerical and Arithmetic Processing Workshop*. University of Tübingen, Germany.

Schiffman, J. †, **Laski, E. V.,** & Vasilyeva, M. (October, 2015). What do strategies have to do with it? Examining the income-gap in early addition. Poster presented at the Biennial Meeting of the *Cognitive Development Society*. Columbus, Ohio.

**Laski, E.V.,** & Ermakova, A. † (2015, May). Children's judgments of relative magnitude: What's understanding of scale got to do with it? Poster presented at the annual *Association for Psychological Science* conference, New York, NY.

Shen, C. †, Vasilyeva, M., & **Laski, E.V.** (2015, March). Gender differences in arithmetic accuracy and strategies: A cross-national study. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Philadelphia, PA.

Dulaney, A., Vasilyeva, M., & **Laski, E.V.** (2015, March). Indirect effects of the visuospatial sketchpad and phonological loop on arithmetic: Number sense and arithmetic strategies. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Philadelphia, PA.

Vasilyeva, M., **Laski, E.V.**, & Ermakova, A. † (2015, March). Re-examining the language account of cross-national differences in number representations. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Philadelphia, PA.

**Laski, E.V.**, Ermakova, A. †, & Paz, M. † (2014, November). Cognitive Principles of Learning (CPOL): A teaching observation tool. Poster presented at the biennial meeting of the *International Mind, Brain, and Education Society*, Dallas, TX.

Ermakova, A. †, Vasilyeva, M., & **Laski, E.V.** (2013, October). Use of decomposition for addition: Relation to problem type and base-10 knowledge. Poster presented at the biennial meeting of the *Cognitive Development Society*, Memphis, TN.

Collins, M. A. †, & **Laski, E.V.** (2013, October). Preschoolers' patterning performance: Error Analysis and the Role of Executive Functions. Poster presented at the biennial meeting of the *Cognitive Development Society*, Memphis, TN.

**Laski, E.V.**, & Ermakova, A. † (2013, April). A growth chart or a ruler? The spatial organization of children's mental number lines. Poster presented at the *American Educational Research Association Conference*, San Francisco, CA.

**Laski, E.V.**, Vasilyeva, M., & Ermakova, A. † (2013, March). Bead bars and units: The montessori approach and children's understanding of place value. Poster presented at the *American Montessori Society Conference*, Orlando, FL.

Reeves, T.†, **Laski, E.V.**, Ganley, C. M. †, & Mitchell, R. (2011, April). Teacher educators' accessing of psychology research relevant to mathematics education. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Montreal, Canada.

Yu, Q.†, & **Laski, E.V.** (2011, April). Chinese second grader's number line estimation and addition: More evidence of a conceptual advantage over American peers. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Montreal, Canada.

**Laski, E.V.**, & Siegler, R.S. (2008, June). Inhibitory control and the acquisition of numerical knowledge. Poster presented at the annual meeting of the *Institute for Education Sciences*, Washington DC.

**Laski, E.V.**, & Siegler, R. S. (2007, June). Categorization training improves representations of numerical magnitude. Poster presented at the annual meeting of the *Institute for Education Sciences*, Washington DC.

**Laski, E.V.**, & Siegler, R. S. (2007, April). Categorization training improves representations of numerical magnitude. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Boston, MA.

**Laski, E.V.**, & Siegler, R. S. (2006, June). Children's number categories and understanding of numerical magnitude. Poster presented at the annual meeting of the *Institute for Education Sciences*, Washington DC.

**Laski, E.V.**, & Siegler, R. S. (2005, October). Big, small, or just right? Children's number categories and understanding of numerical magnitude. Poster presented at the biennial meeting of *Cognitive Development*, San Diego, CA.

**Laski, E.V.** (2005, September). Big, small, or just right? Children's number categories and understanding of numerical magnitude. Poster presented at the *25th Annual Pitt-CMU Psychology Student Symposium,* Pittsburgh, PA.

**Laski, E.V.** (2005, April). Anchors away: The influence of anchors on children's estimation. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Atlanta, GA.

**MEDIA COVERAGE**

2016 Blog post featured findings from Laski, Reeves, Ganley, & Mitchell (2013) http://www.learningscientists.org/blog/2016/3/15-1

2016 Blog post featured findings from Laski, Ermakova, & Vasilyeva (2014) https://www.lizs-early-learning-spot.com/essential-addition-strategies-for-young-children/ (1300 downloads as of March 6, 2016)

2015 Blog post featured findings from Collins & Laski (2015) http://www.lizs-early-learning-spot.com/solving-visual-patterns-in-preschool-research- says-were-wasting-time/

2015 Blog post featured Laski (2013) http://www.alisoneducates.com/blog/developing-metacognition-through-portfolios

2014 *Wall Street Journal* "The Best Language for Math" featured findings from Laski & Yu (2014) and Laski & Siegler (2014)

2013 *International Business Times* (interview), *Parenting Science*, *Daily Mail* (UK), *Science Daily*, *Health Newsline*, *Nature World News*, *USA News*, *Pittsburgh News* articles featured findings from Laski & Siegler (2014)

2013 Interview on *CBS Radio, The Osgood Files* (interview) featured findings from Laski & Siegler (2014) http://www.westwood-backup.com/pg/jsp/osgood/transcript.jsp?pid=37595

## TEACHING AND MENTORING EXPERIENCE

*Courses Taught:*

Child Growth and Development, Boston College
Learning and Cognition, Boston College
Psychology of Learning, Boston College
Advanced Topics in Cognitive Development, Boston College
Teaching Strategies for Early Childhood (Guest Instructor), Brandeis University
Standards-Based Instruction, Rubrics, & Assessments, San Diego State University

*Dissertations and Theses Advised:*
(*Denotes recipient of Dissertation Fellowship)

Lindsay Clements, PhD in Applied Developmental Psychology, Boston College, Awarded 2019 (Reader, Eric Dearing Chair).

Sophie Savelkouls, PhD in in Psychology, Boston College, *An Examination of Discrete and Continuous Quantity Representations Across Life*, Awarded 2019 (Reader, Sara Cordes Chair).

Chen Shen, PhD in Applied Developmental Psychology, Boston College, *Cross-national Differences in Math Persistence and Performance: A Process Model Integrating Metacognition and Motivation*, Expect December 2017 (Reader, Marina Vasilyeva Chair)

Melissa Collins*, PhD in Applied Developmental Psychology, Boston College, *The Roles of Symbolic Mapping and Relational Thinking in Early Reading and Mathematics*, Awarded 2016 (Chair)

Anna Ermakova*, PhD in Applied Developmental Psychology, Boston College, *One or More External Representations: What is Better for Learning?*, Awarded 2016 (Chair).

Francesca Longo*, PhD in Applied Developmental Psychology, Boston College, *Two-Generation Approach to Improving Children's Emotional and Behavioral Regulation: Value Added of*

*Including Parent Training in Addition to Direct Child Training*, Awarded 2016 (Reader, Eric Dearing Chair).

Jillian Hogan, MA in Psychology, Boston College, *Ensemble Habits of Mind: Teaching Thinking in the High School Music Ensemble*, Expected 2016 (Reader, Ellen Winner Chair)

Tasha Posid, PhD in Psychology, Boston College, *The small-large divide: The development of infant abilities to discriminate small from large sets*, Awarded 2015 (Reader, Sara Cordes Chair).

Alana Dulaney*, PhD in Applied Developmental Psychology, Boston College, *Investigating the Role of Visual and Verbal Working Memory in Children's Mathematical Problem Solving*, Awarded 2014 (Reader, Marina Vasilyeva Chair).

Tasha Posid, MA in Psychology, Boston College, *Children's Use of Counting Yields a Better Understanding of Cardinality*, Awarded 2012 (Reader, Sara Cordes Chair).

Colleen Ganley*, PhD in Applied Developmental Psychology, Boston College, G*ender Differences in Math Performance across Development: Exploring the Roles of Anxiety, Working Memory, and Stereotype Threat*, Awarded 2011 (Reader, Marina Vasilyeva Chair).

## CONSULTING AND OTHER EXPERIENCE

| | |
|---|---|
| 2017 – 2018 | Consultant, *WestEd, Center for Child and Family Studies,* Sausalito, CA |
| 2014 – 2015 | Math Advisor, Ready to Learn Grant, *Public Broadcasting Service*, Washington D.C. |
| 2007 – 2010 | Consultant, *Kiddix Computing, Inc.,* Pittsburgh, PA |
| 2007 – 2010 | Consultant, Partnerships for Family Support Project, *Office of Child Development, University of Pittsburgh*, Pittsburgh, PA |
| 2003 | Consultant, *Zero to Eight Coalition*, Boston, MA |
| 2002 – 2003 | Literacy Coach/Teacher Mentor, *Boston Public Schools*, Boston, MA |
| 2002 – 2003 | Reviewer, Early Reading First Grant Program, U.S. Department of Education |
| 2002 | Assistant Director, *Boston University Early Childhood Learning Lab* |
| 2001 | Field Supervisor, *Boston University School of Education,* Boston, MA |
| 2000 | Consultant, *Lightspan, Inc.,* San Diego, CA |
| 1999 – 2001 | District Trainer, *Chula Vista Elementary School District*, Chula Vista, CA |
| 1998 – 2001 | Elementary Teacher, *Chula Vista Elementary School District*, Chula Vista, C |

## PROFESSIONAL MEMBERSHIPS AND SERVICE

Member:
American Educational Research Association
American Psychological Association, Division 7 Developmental Psychology
Cognitive Development Society
European Association for Research in Learning and Instruction
Society for Research in Child Development
National Association for the Education of Young Children

Editorial Boards:
Consulting Editor, *Elements: The International Journal of Applied Educational Research* (June 2020 – present)

Inaugural Editorial Board Member, *Journal of Montessori Research* (April 2015 – present)
Associate Editor, *Bordon: Revista de Pedagogia* (January 2015 – January 2017)
Consulting Editor, *Young Children* (January 2004-2007)

Ad-Hoc Reviewer:
*American Educational Research Association Conference (Mathematics Division)*
*Applied Developmental Psychology*
*Applied Cognitive Psychology*
*Child Development*
*Child Development Research*
*Cognition and Instruction*
*Contemporary Educational Psychology*
*Developmental Psychology*
*Developmental Science*
*Early Childhood Research Quarterly*
*Journal of Numerical Cognition*
*IES, Cognition and Student Learning Grant Panel*
*European Research Council Grant Program*
*International Journal of Behavioral Development*
*Journal of Applied Developmental Psychology*
*Journal of Educational Psychology*
*Journal of Experimental Child Psychology*
*Journal of Numerical Cognition*
*Journal of Montessori Research*
*Journal of Research in Mathematics Education*
*Learning & Instruction*
*Mind, Brain, and Education*
*National Science Foundation CAREER program*
*Spanish Journal of Education*
*Young Children*

## ACADEMIC AND COMMUNITY SERVICE

| | |
|---|---|
| 2019 - | Program Director, Applied Psychology and Human Development, BA |
| 2017 | Faculty Hiring Search Committee, LSOE, Boston College |
| 2017 – 2019 | University IRB Committee, Boston College |
| 2016 - present | Core Renewal Committee, Boston College |
| 2016 | Intersections Villa Retreat, Boston College |
| 2016 | Field Marshal for 2016 Commencement Exercises |
| 2015 | Advisor to St. Stephen's Armenian Elementary School, STEM Committee |
| 2015 | Teaching With Technology Award Selection Committee, Boston College |
| 2015 | Intersections Common Room Faculty Retreat, Boston College |
| 2014 - 2015 | Undergraduate Curriculum Task Force, Applied Developmental and Educational Psychology Program |
| 2014 | Committee for establishing Early Childhood Leadership Certificate program, Lynch School of Education |
| 2014 | Featured Professor for "Cuisine and Conversation" sponsored by Lynch School Undergraduate Senate |

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|---|---|
| 2013 - 2014 | Committee for establishing Undergraduate Research Requirement, Lynch School of Education, Boston College |
| 2013 | Faculty Hiring Search Committee, Lynch School of Education, Boston College |
| 2013 – 2016 | American Montessori Society, Research Committee |
| 2013 – present | Committee on Technology, Lynch School of Education, Boston College |
| 2013 | TWIN Award Selection Committee, Boston College |
| 2012 - 2013 | MA Program Sub-committee, Counseling, Applied Developmental and Educational Psychology Department Self-assessment process |
| 2012 - 2013 | Volunteer Reader, Boston College Read Aloud Program |
| 2012 - 2013 | Faculty Representative, Applied Developmental and Educational Psychology Masters Admissions Open House |
| 2011 - 2012 | Faculty Sponsor, Lynch School of Education Graduate Student Research Forum |
| 2012 - 2013 | Faculty Representative, Applied Developmental and Educational Psychology Doctoral Admissions Open House |
| 2010 - 2012 | Chair, Parent Education Committee, Cambridge Montessori School |
| 2009 - 2010 | Collaborative Fellows Grant Program Committee, LSOE, Boston College |
| 2009 - 2010 | Human Development Program Evaluation Committee, Lynch School of Education, Boston College |
| 2005 - 2006 | Coordinator of Psychology Department Colloquium Series, Carnegie Mellon University |
| 2002 - 2003 | Co-chair, Kindergarten Report Card & Rubric Development Committee, Boston Public Schools |
| 2000 - 2001 | School Site Council, Casillas Elementary School, Chula Vista, CA |