

HAILEY M. GIBBS

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EDUCATION

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| University of Maryland College Park | 2016 - 2021 |
| Ph.D. in Human Development | |
| Dean's Fellow for the academic years 2016-2017, 2017-2018 | |
| Graduate Mentor: Dr. Lucas Payne Butler | |
| Salisbury University | 2012 - 2016 |
| B.A. Psychology, minor in Philosophy Cum Laude | |
| Thomas E. Bellavance Honors | |
| Thesis advisor: Dr. Echo Leaver | |

PROFESSIONAL APPOINTMENTS

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| Center for American Progress | January 2022 - Present |
| Senior Policy Analyst | |
| Early Childhood Policy/Research | |
| Supervisor: Mr. Rasheed Malik, Director of Early Childhood Policy | |
| Temple University | June 2021- January 2022 |
| Post-Doctoral Researcher | |
| Department of Psychology Temple Infant and Child Lab | |
| Post-Doctoral Mentor: Dr. Kathy Hirsh-Pasek | |
| Loyola University Maryland | January - June 2021 |
| Affiliate Faculty Member | |
| Department of Psychology | |
| PY 101: Introductory Psychology | |

AWARDS/HONORS

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| Charles H. Flatter Dissertation Fellowship (\$2,000) | 2020 |
| Human Development and Quantitative Methodology | |
| University of Maryland College Park | |
| Dean's Fellowship | 2016 - 2018 |
| College of Education | |
| University of Maryland College Park | |
| Bellavance Honors Association Member | 2012 - 2016 |
| Upon graduation: recipient of Thomas E. Bellavance Honors | |
| Salisbury University | |
| Recipient of Psychology Department Student Award (\$100) | 2016 |
| Salisbury University Phi Sigma Tau | 2016 |
| International Philosophy Honors Society | 2016 |
| Salisbury University Psychology Club President | 2015 |

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| Salisbury University Psi Chi Salisbury University Chapter Vice President | 2015 |
| Salisbury University Selected Student Author Introduction Fall Freshman Convocation Guest speaker: Joshua Foer (Moonwalking with Einstein, 2011) Salisbury University | 2015 |

RELEVANT COURSE EXPERIENCE

- Social Development, Moral Development, Cognitive Development and Neuroscience, Culture, Context, and Development, Language Development
 - General Linear Modeling, Factor Analysis, Latent Variable Modeling, Structural Equation Modeling, Hierarchical Linear Modeling, Causal Inference
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PUBLICATIONS

- Butler, L.P., **Gibbs, H.M.**, Levush, K.C. (2020). Look again: Pedagogical demonstration facilitates children's use of counter-evidence. *Child Development*. Advance online publication. <https://doi.org/10.1111/cdev.13414>
- Butler, L.P., **Gibbs, H.M.**, & Tavassolie N.S. (2020). Children's developing understanding that even reliable sources need to verify their claims. *Cognitive Development*, *54*, 1-12. <https://doi.org/10.1016/j.cogdev.2020.100871>
- Butler, L. P., Schmidt, M., Tavassolie, N. S., & **Gibbs, H. M.** (2018). Children's evaluation of verified and unverified claims. *Journal of Experimental Child Psychology*, *176*, 73–83. <https://doi.org/10.1016/j.jecp.2018.07.007>

CHAPTERS

- Blinkoff, E., **Gibbs, H.M.**, & Hirsh-Pasek, K. (under review). Teaching in the Ways that Brains Learn: Human Development Can Be Our Guide. In Smith, C., Carney, R.N., & Fong, C.J. (Eds.) *Teaching Human Development for Educators*. IAP series: *Theory to Practice: Educational psychology for Teachers and Teaching*. Southern Illinois University.
- Gibbs, H.M.**, Hadani, H.S., Golinkoff, R.M., & Hirsh-Pasek, K. (under review). Playing into the Future: A 21st-Century Model for Education. In I. Ahmed & F. Kolbitz (Eds.) *Imagining Post-COVID Education Futures*. Center for Genocide Studies, University of Dhaka; in association with Friedrich Ebert Stiftung, Bangladesh.

PRESENTATIONS

- Fletcher, K. **Gibbs, H.**, Todaro, R., Pesch, A. & Hirsh-Pasek, K. (2022, July). *Transforming Play and Learning in Early Childhood Through Playful Learning Landscapes*. Presented at the International Congress of Infant Studies [Oral Presentation]. International Congress of Infant Studies 2022, Ottawa, Canada.

- Masters, A. S., **Gibbs, H.**, Fang, Y., Lyu, J., Zheng, X., Christie, S., Xu, F., Golinkoff, R. M., Hirsh-Pasek, K. (2022, July). *Are play and learning dichotomous? Parents' attitudes towards play and learning in the U.S. and China* [Oral Presentation]. International Congress of Infant Studies 2022, Ottawa, Canada.
- Gibbs, H.M.**, Butler, L.P. (2021, April). *Knowing to Ask and Asking to Know: Lessons from Children's Question Asking and Selective Trust*. Poster presented at the 2021 Biennial Meeting of the Society for Research in Child Development, Virtual.
- Gibbs, H.M.**, Butler, L.P. (2021, January). *Questions as Cues? Children's Reasoning About Competent Questioners*. Presentation at the Budapest Conference for Child Cognitive Development, Virtual.
- Gibbs, H.M.**, Butler, L.P., Levush, K.C. (2019, October). *You sounded like you know but did you check? Children's evaluations of other's calibrated evidence-based claims*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society, Louisville, KY.
- Gibbs, H.M.**, Butler, L.P., Levush, K.C. (2019, May). *You sounded like you know, but did you check? Children's understanding that generic claims require sufficient verification*. Poster presented at the 31st Annual Convention of the Association for Psychological Science, Washington, D.C.
- Gibbs, H.M.**, Campbell, I., & Suarez, S. (2019, March). *When is knowledge justified? Investigating children's epistemic understanding*. Symposium organized for the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Gibbs, H.M.**, Tavassolie, N.S., & Butler, L.P. (2019, March). *Children's understanding of verification as a necessary condition for helpful and effective teaching*. Paper presented in symposium at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Gibbs, H.M.**, Butler, L.P. (2019, March). *You sound like you know, but did you check? Children's understanding that generic claims require sufficient verification*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Gibbs, H.M.**, Tavassolie, N.S., & Butler, L. P. (2018, July). *Children's understanding of verification as a necessary condition for helpful and effective teaching*. Poster presented at the 2018 Annual Meeting of the Society for Philosophy and Psychology, Ann Arbor, MI.
- Gibbs, H.M.**, Tavassolie, N.S., & Butler, L. P. (2017, October). *Children's understanding of verification as a necessary condition for helpful and effective teaching*. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Tavassolie, N.S., **Gibbs, H.M.**, & Butler, L.P. (2017, October). *Children's evaluation of verified and unverified claims*. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Gibbs, H.M.***, Griffiths, C.*, & Markiewicz, C.P.* (2016, April). *What Makes You Moral?* Paper presented at the Annual Salisbury University Student Research Conference, Salisbury, MD.
- *all speakers contributed equally to this presentation
- Gibbs, H.M.** (2016, March). *Does Frequent Relocation in Childhood Influence Personality Development?* Poster presented at the Annual Eastern Psychological Association Conference, New York, NY.

MEDIA EXPOSURE & NON-ACADEMIC WRITING

- Gibbs, H.M.,** Blinkoff, E., & Hirsh-Pasek, K. (2021, December 15). Time for Bin Busting: Teach Math, Reading, and Social Skills Together. *EdWeek, As a Psychologist*. <https://www.edweek.org/teaching-learning/opinion-time-for-bin-busting-teach-math-reading-and-social-skills-together/2021/12>
- Gibbs, H.M.,** Burchinal, M., & Hirsh-Pasek, K. (2021, November 30). The 'real' economic advantage of investing in families this holiday season. *Brookings Institution, Education Plus Development*. <https://www.brookings.edu/blog/education-plus-development/2021/11/30/the-real-economic-advantage-of-investing-in-families-this-holiday-season/>
- Gibbs, H.M.** (2020, July). Corrupted Informants: Why kids can't trust the adults anymore. Retrieved from: <https://medium.com/science-and-philosophy/corrupted-informants-why-kids-cant-trust-the-adults-anymore3c108b35639c>
- Gibbs, H.M.** (2020, July). What is "Cancel Culture" If Not Just "Consequences for Your Actions?" Retrieved from: <https://medium.com/science-and-philosophy/what-is-cancel-culture-if-not-just-consequences-foryour-actions-cb6ff290409f>
- Gibbs, H.M.** (2019, November). Kids may need more help finding answers to their questions in the information age. Retrieved from: <https://theconversation.com/kids-may-need-more-help-finding-answersto-their-questions-in-the-information-age-126911>
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RESEARCH EXPERIENCE

- Post-Doctoral Researcher June 2021 – January 2022
 Temple University Temple Infant and Child Lab
 Post-Doctoral Advisor: Dr. Kathy Hirsh-Pasek
 Project areas: Expansion of Playful Learning Landscapes and related research among: (1) International settings (2) School settings Exploration of the impact of playful learning on children's developing trust and subsequent learning
- Graduate Research Assistant 2016 - 2021
 University of Maryland College Park Cognition and Development Lab
 Faculty Advisor: Dr. Lucas Butler
 Project title: "Knowing to Ask and Asking to Know: The Reciprocal Nature of Children's Inquiry and Selectivity." Ongoing dissertation which examines children's understanding of efficiency in information search, and their attributions of reliability, knowledgeability, and competence to others who demonstrate effective questioning strategies. Will be presented at the Budapest Conference for Child Cognitive Development (January 2021).
 Project title: "Look again: Pedagogical demonstration facilitates children's use of counter-evidence." This study examined preschoolers' abilities to spontaneously note and utilize counter-evidence to revise their beliefs about the causal function of a novel toy. Published in *Child Development* (2020).
 Project title: "Children's evaluation of verified and unverified claims" This study examined 4-to 7-year-old children's evaluations of informants who make claims

about the unknown contents of boxes on the basis of verified, insufficiently verified, or unverified evidence. Published in the Journal of Experimental Child Psychology (2018).

Project title: “Young children’s developing understanding of the importance of verifying epistemic claims” This ongoing series of studies investigates 4- to 6-year-old children’s evaluations of informants’ claims that are either verified or unverified, and whether this process of verification informs children’s selection of from whom they will learn new information. Presented at the 31st Annual Convention of the Association for Psychological Science (May 2019) and the Biennial Meeting of the Cognitive Development Society (October 2019).

Project title: “Children’s understanding of verification as a necessary condition for helpful and effective teaching” This study examines children’s use of informants’ verification or non-verification of evidence to support their claims to inform their advice about whom a naïve third learner should select as a teacher. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society; Poster presented at the 2018 Annual Meeting of the Society for Philosophy and Psychology; Symposium organized featuring this work for the 2019 Biennial Meeting of the Society for Research in Child Development; Published in Cognitive Development (2020).

Project title: “Children’s social learning, exploration, and explanation” This study explores children’s use of informants’ histories of accuracy in successfully labeling familiar objects as a cue for determining which informant is more reliable in a verification of evidence task.

Project title: “Children’s question-asking and causal exploration” This study examined children’s search for causal explanations to their questions, and the provision of explanations as an influential factor in their novel object exploration.

Collaborators: Drs. Susan Gelman and Henry Wellman, University of Michigan.

Undergraduate Research Assistant 2016

Salisbury University

Faculty Advisor: Dr. Rhyannon Bemis

Living Laboratory Delmarva Discovery Center Demonstration of “research toys”

Primary Researcher 2015

Salisbury University

Faculty Advisor: Dr. Echo Leaver

Project title: “Does Frequent Relocation in Childhood Influence Personality

Development” This study examined the relationship between early childhood relocation and later scores on a measure of personality traits (relating to openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism)

Undergraduate Research Assistant 2014

Salisbury University

Faculty Advisor: Dr. Echo Leaver

Primary Investigator: Veronica Fallon

Data collection and analysis

Project title: “Stress Reduction from a Musical Intervention” This study investigated the differential effects of playing and listening to music as a means of reducing

experimentally induced physiological stress (as measured by EEG and measures of cutaneous perspiration).

GRADUATE TEACHING & MENTORSHIP EXPERIENCE

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| CIRTL Scientific Teaching Fellow | 2020 - 2021 |
| Certification awarded for participation in the CIRTL & Summer Institutes on Scientific Teaching Workshop In recognition of demonstrated commitment to undergraduate education by participating in the CIRTL Summer Institute on Scientific Teaching | |
| Graduate Student Mentor | 2019 |
| Step Up Program for Early Research Exposure Students: Angie Tayel Moguea Dore The STEP-UP HS program is supported by the National Institute of Diabetes and Digestive and Kidney Diseases of the National Institutes of Health Grant #: 2R25DK078382-12 | |
| Teaching Assistant | 2018 |
| EDHD 201: Learning How to Learn University of Maryland College Park Faculty Advisor: Dr. Patricia Alexander Special duties: autonomous instruction of three weekly discussion sections | |
| Teaching Assistant | 2017 |
| EDHD 413: Adolescent Development University of Maryland College Park Faculty advisor: Dr. Ann Battle | |
| Teaching Assistant | 2016 - 2017 |
| EDHD 411: Child Growth and Development University of Maryland College Park Faculty advisor: Dr. Lucas Butler | |

GRANTS

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| Departmental Travel Funding | 2019 |
| University of Maryland College Park Travel funds to attend the biennial meeting of the Cognitive Development Society, Louisville, KY. \$500 <i>You Sound Like You Know, But Did You Check? Children's Understanding of Experience-Based Claims</i> | |
| Graduate Student Travel Award | 2018 |
| University of Maryland College Park Travel funds provided by the Society for Philosophy and Psychology (SPP) to attend the annual meeting. \$100 <i>Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching</i> | |
| Departmental Travel Funding | 2018 |

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| University of Maryland College Park Travel funds to attend the annual meeting of the Society for Philosophy and Psychology. \$400 <i>Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching</i> | 2017 |
| Departmental Travel Funding University of Maryland College Park Travel funds to attend the biennial meeting of the Cognitive Development Society, Portland, OR. \$400 <i>Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching</i> | 2016 |
| Fulton Student Grant Salisbury University Travel funds to attend the annual meeting of the Eastern Psychological Association, New York, NY. \$400 <i>Does Frequent Relocation in Childhood Influence Personality Development?</i> | 2016 |

UNIVERSITY & DEPARTMENTAL SERVICE

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| College of Education Graduate Student Organization 2020 - 2021 | |
| Vice President University of Maryland College Park Executive Board Member 2017 - Present | |
| Human Development Graduate Student Organization University of Maryland College Park | |
| Student Representative, Faculty Search Committee 2019 | |
| Language Science Search Committee for an open faculty position University of Maryland College Park Student | |
| Committee Member: Recruitment Day Preparation Committee 2017 | |
| Fellow members: Amanda Burkholder, Kelsey Garcia, Nicole Scalise, Lara Turci Faculty members: Dr. Lucas Butler, Dr. Natasha Cabrera, Dr. Min Wang | |
| Vice President 2017 | |
| Human Development Graduate Student Organization University of Maryland College Park | |
| Professional Development Chair 2016 | |
| Human Development Graduate Student Organization University of Maryland College Park | |

PROFESSIONAL ACTIVITIES

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| Graduate Student Writing Fellow University of Maryland College Park Graduate School Writing Center | 2019 - 2021 |
| Graduate Research Assistant University of Maryland College Park Cognition and Development Lab Faculty advisor: Dr. Lucas Butler | 2016 - 2021 |