

## HAILEY M. GIBBS

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### EDUCATION

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	

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### PROFESSIONAL APPOINTMENTS

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	

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### AWARDS/HONORS

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

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

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### **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>

### **MANUSCRIPTS IN PREPARATION**

- Gibbs, H.M.**, & Butler, L.P. (in preparation). Inquiry-based learning: Lessons from the selective trust literature.
- Gibbs, H.M.**, & Butler, L.P. (in preparation). You sound like you know, but did you check? Children's understanding of calibrating evidence to claims.
- Gibbs, H.M.**, & Butler, L.P. (in preparation). Knowing to ask and asking to know: The reciprocal nature of inquiry and selectivity.

### **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.

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**PRESENTATIONS**

- 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.

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## **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**

- 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**

- Departmental Travel Funding 2019  
 University of Maryland College Park  
 Travel funds to attend the biennial meeting of the Cognitive Development Society, Louisville, KY. \$500 *You Sound Like You Know, But Did You Check? Children’s Understanding of Experience-Based Claims*
- 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 *Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching*
- Departmental Travel Funding 2018  
University of Maryland College Park  
Travel funds to attend the annual meeting of the Society for Philosophy and Psychology. \$400 *Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching*
- Departmental Travel Funding 2017  
University of Maryland College Park  
Travel funds to attend the biennial meeting of the Cognitive Development Society, Portland, OR. \$400 *Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching*
- Fulton Student Grant 2016  
Salisbury University  
Travel funds to attend the annual meeting of the Eastern Psychological Association, New York, NY. \$400 *Does Frequent Relocation in Childhood Influence Personality Development?*
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### **UNIVERSITY & DEPARTMENTAL SERVICE**

- 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
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### **PROFESSIONAL ACTIVITIES**

- Graduate Student Writing Fellow 2019 - 2021  
University of Maryland College Park

February, 2022

Graduate School Writing Center  
Graduate Research Assistant  
University of Maryland College Park Cognition and Development Lab  
Faculty advisor: Dr. Lucas Butler

2016 - 2021