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University of Minnesota  
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 Minneapolis, MN 55455

### Education

**Ph.D. in Psychology with a certificate in Measurement and Statistics** August 2020

University of Maryland, College Park, MD  
 Dissertation: Preschoolers evaluations of social inclusions and excluders  
 Advisor: Dr. Jonathan S. Beier  
 Additional Training:  
 Diversity and Inclusion Teaching Certificate  
 University Teaching and Learning Certificate

**M.S. in Cognitive Psychology** 2018

University of Maryland, College Park, MD  
 Thesis: The influence of social exclusion on face processing  
 Advisor: Dr. Jonathan S. Beier

**B.S. Biology/Psychology Interdisciplinary** 2014

Loyola University Maryland, Baltimore, MD  
 Undergraduate Instructor: Messina Living Learning Community

### Employment

**Assistant Teaching Professor** Aug 2021- Present

University of Minnesota Twin Cities

**Visiting Assistant Professor, Psychology** July 2020 -Aug2021

University of California, Riverside

**Research Consultant** June 2020- Aug2021

Applied Research Laboratory for Intelligence and Security

### Teaching Experience

Instructor of Record (University of Minnesota Twin Cities)

**Introduction to Psychological Measurement and Data Analysis** Fall 2021

I designed this undergraduate course to introduce students to statistics, research methods in psychology, and R programming. Undergraduates in this course will learn to apply statistical concepts to the world around them, including assessing the news.

**Advanced Topics in Quantitative Measurement: R Programming and Open Science** Fall 2021

I designed this undergraduate course to include topics surrounding R programming, using GitHub, and Open Science Framework. . Students in this course learn basic and advanced programming, how to use R to conduct transparent and reproducible research and apply these concepts to one of their own projects.

Instructor of Record (University of California, Riverside)**Social Psychology**

Spring 2021

I designed this undergraduate course to introduce students to introductory social psychology. Students in this course learn about subfields of social psychology and practice applying these concepts to their everyday lives through blog posts and discussion.

**Conceptual Development**

Spring 2021

I designed this graduate course to discuss how humans develop the ability to form concepts. We discuss topics including the contributions of nature and nurture, core knowledge, core concepts, learning approaches, and the application of this field to artificial intelligence.

**Cognitive Development**

Winter 2021

I designed this undergraduate course to introduce students to Cognitive Development. Students examine how our thoughts develop over time and create projects to share this information with their community.

**Quantitative Methods in Psychology**

Winter 2021

I designed this undergraduate course to introduce students to statistics, research methods in psychology, and R programming. Undergraduates in this course will learn to apply statistical concepts to the world around them, including assessing the news.

**Topics in Quantitative Methods: R Programming**

Fall 2020

I designed this graduate course to introduce students to R programming and incorporating it into their research flow. Students in this course learn basic and advanced programming, how to use R to conduct transparent and reproducible research and apply these concepts to one of their own projects.

**Social Identity in Development**

Fall 2020

I designed this undergraduate course to introduce students to the ways that our social identities, and those of the people around us, influence our development. Students will explore the role of identity from infancy through childhood in the context of developmental themes. Students work in groups to create a useful product for their community.

Instructor of Record (Loyola University Maryland)**Research Methods II**

Spring 2020

Designed and taught the second course in the research methods series at Loyola University Maryland (18 students). This class is designed to introduce students to the research process. Students work in groups to refine a research proposal, collect and analyze data, and write up a publication and create an academic poster. Students are participating in group learning.

**Research Methods I**

Fall 2019

Designed and taught the first course in the research methods series at Loyola University Maryland (18 students). This class is designed to introduce students to the research process. Students work in groups to create a research proposal in addition to

discussing issues critical to research design including ethics, generalization, and statistical considerations. Students are participating in group learning.

### **Introduction to Cognitive Psychology**

Fall 2018

Designed and taught an introduction to cognitive psychology course at Loyola University of Maryland (32 students). Students learned about the main cognitive processes, how they differ among cultures, and evaluated cognitive psychology research. Students engaged in active learning and presented on an area of cognitive psychology they were interested in.

### Teaching Assistant (University of Maryland College Park)

#### **Statistical Methods in Psychology R Tutorials**

Spring 2020

Designed R assignments and video tutorials for undergraduate students.

#### **Statistical Methods in Psychology Lab**

Fall 2019

Taught the lab portion for four sections (5-45 undergraduate students) of the statistical methods in psychology course. Responsibilities included designing lectures and lab activities, meeting with students, and grading assignments. Students engage in class activities and group work to learn statistical concepts.

#### **Math Camp Instructor**

Summer 2017-2019

Designed and taught a one-week course each summer to acquaint first-year graduate students with R programming and review key statistical concepts.

#### **Quantitative Methods in Psychology II**

Spring 2017-2019

Taught the lab portion of the graduate level statistics class (12-23 students). Responsibilities included creating lectures to teach analyses and R programming, designing homework assignments, meeting with students, and generating exam questions.

#### **Quantitative Methods in Psychology I**

Fall 2016- 2018

Taught the lab portion of the graduate level statistics class (12-23 students). Responsibilities included creating lectures to teach analyses and R programming, designing homework assignments, meeting with students, and generating exam questions.

#### **Interpersonal Relationships- Online**

Summer 2016

Monitored discussion boards, held virtual office hours, and graded blog posts about students' analyses of their relationships.

#### **Statistical Methods in Psychology**

Summer 2017-2019

Met with students during office hours, graded assignments.

Spring 2015-2016

### **Publications**

(Mentored undergraduates underlined, \* indicate equal contribution)

Terrizzi, B. F., **Woodward, A. M.**, & Beier, J. S. (2020). Young children and adults associate social power with indifference to others' needs. *Journal of Experimental Child Psychology*.

Beier, J.S., Terrizzi, B.F., **Woodward, A.M.**, & Larson, E.G. (2016). Social considerations inform preschoolers' decisions to help others achieve goals. *Child Development*.

#### **Forthcoming**

Baker, E.\* & **Woodward, A.M.\*** (submitted) Preschoolers aggressive and prosocial responses to exclusion.  
**Woodward, A.M.**, Horen, L.A., Knoll, S.J., & Beier, J.S. (submitted). Children's developing views of social excluders: A dissociation between social evaluation and partner preference

**Woodward, A.M.**, Knoll, S.K., Horen, L.A., & Beier, J.S. (submitted). Do preschoolers track and evaluate social includers and excluders?

Ditta, A. & **Woodward, A.M.** (submitted) Tradition or Technology? A Comparison of Students' Statistical Reasoning After Being Taught Hand Calculations versus Programming

**Woodward, A. M.**, McCurry, T., & Beier, J. S. (in prep). Children's expectations for selective comforting between friends.

**Woodward, A. M.**, Woller, S. D., & Beier, J. S. (in prep). Children protect others' reputations from unwarranted blame.

Beier, J. S., Terrizzi, B. F.\*, **Woodward, A. M.\***, & Ventimiglia, J. (in prep). What you should have done: Children's moral judgments incorporate representations of inaction.

### **Presentations**

#### **Poster Presentations**

**Woodward, A.M.**, Knoll, S.K., Beier, J.S. (2019, May). Some preschoolers track and evaluate social includers and excluders. Poster presented at Association for Psychological Science, Washington.

Terrizzi, B.F., **Woodward, A.M.**, Beier, J.S. (2019, April). Young children and adults associate social power with indifference to others' needs. Poster presented at the Society for Research in Child Development, Baltimore.

Ventimiglia, J., **Woodward, A.M.**, Terrizzi, B.F., & Beier, J.S. (2019, April). Children consider latency to help when evaluating others. Poster presented at the Society for Research in Child Development, Baltimore.

**Woodward, A.M.**, McCurry, T.K., & Beier, J.S. (2019, April). Do different choice contexts shape children's expectations for selective comforting among friends? Poster presented at the Society for Research in Child Development, Baltimore.

**Woodward, A.M.**, Woller, S., & Beier, J.S. (2019, April). Six-year-olds protect others' reputations against unwarranted blame. Poster presented at the Society for Research in Child Development, Baltimore.

**Woodward, A.M.**, McCurry, T.K., & Beier, J.S. (2019, April). Children's expectations for selective comforting among friends. Electronic poster presented at the Budapest C.E.U. Cognitive Development Conference, Budapest.

Beier, J.S., Terrizzi, B.F., & **Woodward, A.M.** (2018, July). Beyond the "moral core": Young children's evaluations of people who do not help. Poster presented at the Society for Philosophy and Psychology, Ann Arbor.

**Woodward, A.M.**, & Beier, J.S. (2018, July). Some preschoolers track and socially evaluate social

excluders and includers. Poster presented at the Society for Philosophy and Psychology, Ann Arbor.

Terrizzi, B.F.\*, **Woodward, A.M.\***, Ventimiglia, J., Beier, J.S. (2018, July). Young children negatively evaluate people who do not help, even when helping is challenging. Poster presented at XXI ICIS Biennial Congress, Philadelphia.

**Woodward, A.M.** & Beier, J.S. (2017, October). Preschoolers' evaluations of social includers and excluders. Poster presented at the Cognitive Development Society Conference, Portland.

Terrizzi, B.F.\*, **Woodward, A.M.\***, Ventimiglia, J., & Beier, J.S. (2017, October). Preschoolers' evaluations of people who do not help. Poster presented at the Cognitive Development Society Conference, Portland.

Peleaz, N., **Woodward, A.M.**, Beier, J.S. (2017, July). Six-year-old children's preservation of others' reputations in everyday social situations. Poster presented at the Summer Research Initiative Poster Day, College Park.

**Woodward, A.M.** & Beier, J.S. (2017, April). Toddlers' expectations of social partners' responses to each other's distress. Poster presented at the Society for Research in Child Development, Austin.

Fields, A., **Woodward, A.M.**, Beier, J.S. (2016, July). Engineering of an eye-gaze contingent paradigm. Poster presented at the Summer Research Initiative Poster Day, College Park.

**Woodward, A.M.**, Larson, E., Terrizzi, B.F., & Beier, J.S. (2016, May). Toddlers' social behavior toward high status individuals. Poster presented at the International Conference on Infant Studies, New Orleans.

**Woodward, A.M.**, Larson, E., Sheldon, J., Terrizzi, B.F. & Beier, J.S. (2015, October). Toddlers' selective social behavior towards high-status individuals. Poster presented at the Child Development Society Conference, Columbus.

Terrizzi, B.F., **Woodward, A.M.**, Larson, E.G., Beier, J.S. (2015, October). Social considerations inform preschoolers' decisions to help others achieve goals. Poster presented at the Child Development Society Conference, Columbus.

**Woodward, A.** & DiDonato, T.E. (2013, November). Building Relationships: How Self- Compassion Relates to Initiation Strategies. Poster presented at Eastern Psychological Association Annual Meeting, Boston.

Bellows, A., Koriakin, T., **Woodward, A.**, Thompson, L., Padden, E., & Pritchard, A. (2014, February). Effectiveness of academic testing accommodations for children with ADHD. Poster presented at the International Neuropsychological Society, Seattle.

### Talks and Symposia

**Woodward, A.M.** (2020). How can developmental psychology inform Artificial Intelligence? Talk presented at the Applied Research Lab for Cognitive Security and Intelligence.

Terrizzi, B.F., **Woodward, A.M.**, Beier, J.S. (2019, March). Young children and adults associate social power with indifference to others' needs. Talk presented at the annual meeting of the Southern Society for Philosophy and Psychology, Cincinnati, OH.

**Woodward, A.M.** & Beier, J.S. (2017, October). Toddlers' expectations for social partners to respond to each other's distress. Talk presented at the Cognitive Development Society Conference, Portland.

Beier, J.S., Terrizzi, B.F., & **Woodward, A.M.** (2017, April). Preschoolers consideration for how helping one person impacts third parties. Talk presented at the Society for Research in Child Development, Austin.

### **Grants and Funding**

STP Scholarship of Teaching and Learning Grant	\$1,500	2021
Jacob K. Goldhaber Travel Award	\$1,000	2019
Society for Philosophy and Psychology Travel Award	\$100	2018
Dean's Research Fellowship at University of Maryland	\$2,500	2018
Janet Johnson Travel Award	\$500	2018
Nancy Anderson Award	\$500	2017
Dean's Research Fellowship	\$2,500	2017
Dean's Research Initiative Graduate Student Award	\$800	2017
University of Albany Faculty Research Award (with Dr. Erin Baker)	\$4,000	2017
Jacob K. Goldhaber Travel Award	\$800	2017

### **Mentorship Experience**

<b>Maryland Summer Scholars Mentor</b>	Summer 2019
Formally mentored an undergraduate student on a project investigating children's evaluations of social excluders. Guided the researcher in research question selection, protocol design, and analyses. This project won a Silver Award and the Maryland Undergraduate Scholars Conference.	
<b>Behavioral Science Summer Scholars Mentor</b>	Summer 2019
Formally mentored an undergraduate student on a project investigating children's evaluations of helpers and nonhelpers. Guided the researcher in research question selection, protocol design, and analyses. This project won a Silver Award and the Maryland Undergraduate Scholars Conference.	
<b>Research Mentor</b>	Fall 2014 - Present
Mentored over 40 undergraduate students in the Lab for Early Social Cognition. Trained undergraduates on research protocols, behavioral coding, data analyses, and research presentation. Wrote 20 letters of recommendation for graduate school and professional activities.	
<b>Summer Research Initiative Mentor</b>	Summer 2016, 2017
Formally mentored two students from underrepresented backgrounds in psychology on research project development, including generating a research question, protocol creation, data collection, analyses, and poster development.	
<b>Behavioral and Social Sciences Mentor</b>	Fall 2014- 2016
Formally mentored undergraduate students interested in pursuing cognitive psychology.	

### **Professional Development**

<b><u>Teaching</u></b>	
UC Teaching and Learning Conference	Fall 2020
John's Hopkins Teaching Institute	Summer 2020
Online Student Success Orientation Training	Summer 2018

Psychology of Teaching Course	Fall 2017
<u>Statistics and Research Methods</u>	
The Analysis Factor- Generalized Linear Mixed Models	Spring 2018
Introduction to Bayesian Statistical Modeling Short Course	Summer 2016
Bayesian Comparison Workshop	Fall 2016
<u>Skill Development</u>	
Statistical Programs: R, JASP, SPSS, mPlus, HLM, and Excel	
Programming: Some Python and Ruby	
Experiment Interfaces and Behavioral Coding: Psychopy, Datavyu, Tobii Studios, and Eyelink	

### Professional Service

<b>STP Presidential taskforce on statistical literacy</b>	2021
Worked with a team of scholars to understand the state of statistical literacy in undergraduate curriculum and design recommendations for the future.	
<b>Skype a Scientist</b>	Fall 2020
Presenting research to children in grades K-6 and meeting with school faculty and administrators to discuss social and emotional development	
<b>Project SHORT Mentor</b>	Summer 2020
Guiding students from underrepresented backgrounds through the graduate school application process.	
<b>Conference for McNair Scholars and Undergraduate Research Volunteer</b>	Spring 2019
Judged McNair student posters and provided constructive feedback to refine research projects.	
<b>Graduate School Workshop for Underrepresented Students</b>	Spring 2019
Served on a panel to answer questions and provide support for underrepresented students applying for graduate school.	
<b>Doctoral Career Consultant</b>	2018 - 2019
Discussed skills Ph.D. students need to succeed on the job market with the Director of Career Development. Created online training modules that help students learn the necessary steps for career exploration.	
<b>Graduate Student Orientation Panel</b>	2016 – 2019
Met with new graduate students, discuss program, and answer questions	
<b>Psi Chi Graduate Panel</b>	2015 – 2017
Answered undergraduate students' questions about applying to graduate school. Met with individuals to discuss application materials.	

### Memberships

Association for Psychological Science	Society for Teaching of Psychology
International Congress of Infant Studies	Child Development Society
Society for Research in Child Development	Alpha Sigma Nu Honor Society
Eastern Psychological Association	Psi Chi Honor Society