

Matthew J. Cooper Borkenhagen

CONTACT

University of Wisconsin – Madison

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EDUCATION

Current Doctoral Student - Psychology

University of Wisconsin - Madison

Area: Cognitive and Cognitive Neuroscience (Adviser: Mark Seidenberg)

Graduate Minors: Education Sciences, Educational Psychology

M.A. Special Education (Mild/ Moderate Disabilities) 2015

San Jose State University

M.A. Linguistics 2013

San Francisco State University

B.A. Linguistics, Literature 2004

University of California at Santa Cruz

PUBLICATIONS

Cox, C., Borkenhagen, M. C., & Seidenberg, M. S. (2019) Efficiency of learning in experience-limited domains: Generalization beyond the WUG test. In A.K. Goel, C.M Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (pp. 1566-1571). Montreal, QB. Cognitive Science Society. [[pdf](#)]

Seidenberg, M. S., & Borkenhagen, M. C. (2020). Reading science and educational practice: Some tenets for teachers. *The Reading League Journal*, 1(1), 7-11. [[pdf](#)]

Seidenberg, M. S., Borkenhagen, M. C., & Kearns, D. M. (in press). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly*. [[pdf](#)]

AWARDS, FELLOWSHIPS

Menzies Research Award, UW Madison Psychology Department. 2019

Department Travel Award, UW Madison Psychology Department. Summer 2018.

Predoctoral Mentee, NICHD LD Hub Grant (P20). Florida Center for Reading Research (Florida State University) & Haskins Laboratories (UConn, Yale). 2017-2019.

Fellow, Interdisciplinary Training Program in Ed. Sciences, UW Madison. 2016-present.

Network Fellowship, UW Madison Network Fellows Program. Wisconsin Department of Public Instruction/Wisconsin Literacy. 2016-2017.

University Fellowship, UW Madison. 2015-2020.

Bertha Kalm Scholarship, San Jose State University. 2014-2015.

Robert L. and Eleanor S. Brady Scholarship, San Jose State University. 2014-2015.

EMPLOYMENT	<p><i>Graduate Research Assistant</i> (2015-present) Department of Psychology, UW Madison</p> <p><i>Graduate Research Assistant</i> (2016-2019) Wisconsin Center for Education Research – UW Madison</p> <p><i>Science Adviser</i> (2016-2018), Wisconsin Literacy</p> <p><i>Consultant</i> (2015-2016) Charles Armstrong School for Dyslexia - Belmont, CA</p> <p><i>4th Grade Teacher</i> (2010-2015) Charles Armstrong School for Dyslexia - Belmont, CA</p>
SERVICE	<p>Symposium on Research in Child Language Disorders (2019). Madison, WI</p> <p>Graduate Student Review Committee</p> <p>Psychology Colloquium Committee Member, UW - Madison (2015-present)</p> <p>Chair (2017-2018)</p> <p>Treasurer (2016-2017)</p>
MEMBERSHIPS	<p>The International Dyslexia Association</p> <p>The Society for the Scientific Study of Reading</p> <p>Cognitive Science Society</p> <p>International Literacy Association</p> <p>American Educational Research Association (Division C)</p> <p>Society for the Neurobiology of Language</p>
TALKS, POSTERS	<p>Cooper Borkenhagen, M., Sen., A., Cox, C., Seidenberg, M., & Zhu, J. (2020). Enhancing generalization through an optimized sequential curriculum: Learning (to read) through machine teaching. Proceedings of the 2020 Meeting of the Cognitive Science Society [poster]. Toronto, Ontario, Canada. Cognitive Science Society.</p> <p>Cooper Borkenhagen, M., Siegelman, N., Seidenberg, M. S., & Rueckl, J. G. (2020). The effect of reliability of print-speech correspondences on generalization in word reading development: A computational approach. Poster presented at the 28th Meeting of the Society for the Scientific Study of Reading (cancelled due to COVID-19). Newport Beach, CA. Society for the Scientific Study of Reading.</p> <p>Seidenberg, M. S., Korenuk, R. E., & Borkenhagen, M. C. (2020). Children’s books for general and African American audiences: Comparisons of language and content. Poster presented at the 28th Meeting of the Society for the Scientific Study of Reading (cancelled due to COVID-19). Newport Beach, CA. Society for the Scientific Study of Reading.</p> <p>Schilling, L., Borkenhagen, M. C., & Seidenberg, M. S. (2020). Words that children are taught differ from those they read and hear: Evidence from a popular reading curriculum. Poster presented at Wisconsin Center for Education Research Poster Fair (cancelled due to COVID-19). Madison, Wisconsin. Wisconsin Center for Education Research. [poster]</p> <p>Cox, C., Cooper Borkenhagen, M., and Seidenberg, M. (2019) Efficiency of learning in experience-limited domains: Generalization beyond the WUG test. Proceedings of</p>

- the 2019 Meeting of the Cognitive Science Society. Montreal, QB. Cognitive Science Society. [[poster](#)][[proceedings](#)]
- Seidenberg, M.S. & Cooper Borkenhagen, M. (2019) Toward a new standard theory of learning to read. Paper presented at the 27th Meeting of the Society for the Scientific Study of Reading. Toronto, Ontario, Canada. Society for the Scientific Study of Reading.
- Converse, E., Lewis, M. Y., & Borkenhagen, M. C., Lupyan, G., & Seidenberg, M. S. (2020). Children's books are an early source of gender knowledge. Poster presented at the 27th Meeting of the Society for the Scientific Study of Reading. Toronto, Ontario, Canada. Society for the Scientific Study of Reading. [[poster](#)]
- Cooper Borkenhagen, M., Cox, C., and Seidenberg, M. (2019) Efficient learning and maximal generalization: A new view of the early development of basic reading skills. Paper presented at the 27th Meeting of the Society for the Scientific Study of Reading. Toronto, Ontario, Canada. Society for the Scientific Study of Reading.
- Cox, C., Cooper Borkenhagen, M., and Seidenberg, M. (2018) Learning to read with a machine teacher: Discovering efficient training procedures for training the orth-to-phon relationships in English. 2018 Meeting of the Cognitive Science Society [poster]. Madison, WI. July, 2018. [[pdf](#)]
- Cooper Borkenhagen, M., Wang, T., Barker, M., & Seidenberg, M. (2018). Meanings within meanings: Skilled readers activate irrelevant meanings of radicals and phonetics in Chinese. 26th Meeting of the Society for the Scientific Study of Reading [poster]. Brighton, England. July, 2018. [[pdf](#)]
- Barker, M., Wang, T., Cooper Borkenhagen, M., & Seidenberg, M. (2018). Is dislike female in written Chinese? Computing sublexical semantics in Mandarin character reading. 2018 Undergraduate Research Symposium at UW Madison [poster]. Madison, WI. May, 2018.
- Lei, X., Borkenhagen, M. *Structural competition effect in L1 Mandarin speakers' production of English articles*. The Second Language Research Forum [talk]. 2017 October 12th -15th. Columbus, OH.
- Beginning to read. (November 2017). Course guest lecture: The science of reading and its educational implications (Prof. Mark Seidenberg). Department of Psychology, UW Madison.
- Cooper Borkenhagen, M. & Seidenberg, M. (2017). Where language meets math: The impact of reading skill on solving math story problems. 25th Meeting of the Society for the Scientific Study of Reading [talk]. Halifax, Nova Scotia, Canada. July, 2017.
- Reading science in reading pedagogy. (November, 2016). Guest Lecture (two lectures), Course: Teaching reading and writing (Instructor: Melanie Obitz-Bukartek). Department of Curriculum & Instruction. UW Madison.
- Automaticity and the Assessment of Elementary-aged Children with LD (October 2014, March 2015). Course guest lecture: Teaching children with special needs (Prof. Jennifer Madigan). Special Education Dept. Notre Dame de Namur University. Belmont, CA.

TEACHING

Teaching Assistant, The Science of Reading and Its Educational Implications (Instructor: Mark S. Seidenberg), University of Wisconsin – Madison, fall 2017.

Teaching Assistant, History of the English Language (Instructor: Troi Carleton), San Francisco State University, spring 2011.

Teaching Assistant, Introduction to the Study of Language (Instructor: Rachelle Waxler), San Francisco State University, spring 2010.

Teaching Assistant (*undergraduate*), Syntax I (Instructor: Judith Aissen), University of California – Santa Cruz, fall 2004.

Teaching Assistant (*undergraduate*), Syntax I (Instructor: Judith Aissen), University of California – Santa Cruz, fall 2003.

MENTORSHIP

Research assistants, mentees:

Sarah Wang (Medical student, Hofstra Medical School; former RA)

Ann Chapman (Graduate student, University of Vermont Education; former RA)

Cher Yang (Graduate student, University of Washington Psychology; former RA)

Madison Barker (Graduate student, UC Davis Psychology; former RA)

Lauren Schilling (current RA)