

Annelise Pesch, Ph.D.

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SUMMARY

- Developmental scientist with 10+ years of research experience and an established record of scientific contribution to developmental and educational psychology
- Interdisciplinary collaborator with experience in experimental design and community-based participatory research
- Expertise in implementation and evaluation of playful learning pedagogies
- Passionate about translating research to practice by leveraging what we know about playful learning and supportive adult-child relationships

RESEARCH EXPERIENCE

Temple University, Postdoctoral Research Fellow 2020-Present

Department of Psychology, Temple Infant and Child Lab, PI: Kathy Hirsh-Pasek

- Collaborate with an interdisciplinary and internationally representative team of scientists, educators, policymakers, and non-profit organizations to implement and evaluate playful learning across multiple sectors and in several countries
- Communicate with key stakeholders to design playful learning activities for public spaces and early childhood educational settings
- Provide community stakeholders with technical assistance to build capacities around developing playful learning spaces
- Contribute to reproducible scientific practices by preregistering studies on the Open Science Framework and creating reproducible data reports using R Markdown
- Wrote and managed grant proposals for playful learning projects across Philadelphia
- Coauthored a white paper on playful learning with collaborators from the United States and China
- Served as a playful learning expert on a Brookings Institution panel discussing strategies for fostering community engagement to policymakers, academics, and educational professionals to a live audience of 100 and online audience of 700+ ([Event Link](#))
- Translated academic findings on playful learning to a broad audience in a blog published by the Brookings Institution ([Blog Post Link](#))
- Published research in peer-reviewed scientific journals and presented findings at scientific conferences
- Refined observational tools to evaluate caregiver-child interaction quality and developed questionnaires to assess caregiver attitudes and beliefs about playful learning

University of Minnesota-Twin Cities, Doctoral Researcher 2015-2020

Early Language and Experience Lab, PI: Melissa A. Koenig

Center for Early Education and Development, PI: Amy Susman-Stillman

- Collaborator on projects evaluating trust in early childhood classroom settings and the development of trust in diverse contexts

- Co-authoring a book chapter exploring the risks associated with learning from testimony
- Designed experimental studies investigating preschoolers' social cognitive development and created novel assessments to evaluate preschoolers' trust in teachers
- Evaluated a play-based intervention aimed at promoting preschoolers' literacy skills
- Presented findings at academic conferences to audiences of 100+ people
- Recruited and trained research assistants to collect data with preschool-aged children
- Conducted multi-level modeling, hierarchical regression, and logistic regression in R
- Coauthored several National Science Foundation grants

Arizona State University, Project Manager, Lab Manager 2012-2015
 Department of Speech and Hearing Sciences, Child Language and Literacy Lab, PI: Shelley Gray

- Facilitated a district-wide evaluation of elementary students' working memory and word learning
- Presented research goals and findings to educators, principals, and caregivers
- Supervised data collection of over 200 elementary children
- Implemented strategies to manage a large longitudinal database using Microsoft Excel, Access, and Google Suite

Arizona State University, Research Assistant 2011-2014
 Department of Psychology

- Designed and implemented several studies examining preschoolers' self-regulation, theory of mind, and embodied cognition
- Administered surveys and observed caregiver-child interactions to examine motivators behind Mexican American youth's participation in STEM and after-school activities
- Gained experience in quantitative and qualitative research methodologies

EDUCATION

University of Minnesota-Twin Cities

Ph.D. Developmental Psychology, Institute of Child Development	2020
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Arizona State University

B.S. Psychology, Department of Psychology	2014
B.A. Philosophy, School of Historical, Philosophical, and Religious Studies	2014

Honors Certificate, Barrett, the Honors College

TECHNICAL SKILLS

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- **Research:** Pre-post evaluation, measure development and validation, grant writing
 - **Software:** Google Suite, Microsoft Office Suite, Adobe Suite, Excel, R Studio, Qualtrics

LEADERSHIP AND TEACHING

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- **Consultant, Playful Learning Landscapes Action Network 2020-Present:** Establishing a certification program to certify playful learning spaces. Determined eligibility criteria, designed application materials, and created a scoring rubric.

- **Consultant, MediaKidz Research and Consulting, Inc. 2021-Present:** Collaborating with Sesame Street to design and evaluate preschool-aged children's STEM learning after viewing playful learning episodes.
- **University of Minnesota Young Scientists Program 2019-2022.** Co-founded a mentoring program pairing university researchers with middle and high school students. Designed program curriculum and developed a web-based platform.
- **Faculty Associate, Arizona State University:** Major and Career Exploration (2020). Implemented course curriculum, slides, and conducted lectures.
- **Course Instructor, University of Minnesota:** Designed and taught Introduction to Child Psychology (2018) and Language Development and Communication (2019). Delivered 36 lectures, each 2 hours long.

SELECTED PUBLICATIONS (3 OF 14)

Pesch, A., Ochoa, K.D, Fletcher, K., Bermudez, V.N., Todaro, R., Salazar, J., Gibbs, H.M., Ahn, J., Bustamante, A.S., & Hirsh-Pasek, K. (2022). Reinventing the public square and early educational settings through culturally informed, community co-design: Playful Learning Landscapes. *Frontiers in Psychology - Educational Psychology*, 223, 105499.

Hirsh-Pasek, K. *, Masters, A. S. *, Christie, S., Gibbs, H. M., Evans, N. S., Fletcher, K. K., **Pesch, A.**, Yang, H., Fan, W., Todaro, R. D., Golinkoff, R. M., & Xu, F. (2022). *Where global science meets playful learning: Implications for home, school, and city planning* [White paper]. The Lego Foundation and the Yidan Foundation. www.learningthroughplay.com

Pesch, A., & Koenig, M.A. (2021). Trust Matters: Measuring and identifying a role for epistemic and interpersonal trust in preschoolers' learning from teachers. *Early Education and Development*, 1-26.

SELECTED CONFERENCE PRESENTATIONS (3 OF 24)

Ochoa, K.D., **Pesch, A.**, Bermudez, V.N., Salazar, J., Fletcher, K., Todaro, R.D., Gibbs, H., Ahn, J., Bustamante, A., & Hirsh-Pasek, K. (2023). Playful Learning Landscapes Reinvents Public Spaces Through Culturally-Informed, Community Co-design. *American Educational Research Association (AERA)*, Chicago, IL.

Fletcher, K., Gibbs, H., Todaro, R.D., **Pesch, A.**, & Hirsh-Pasek, K. (2022). Transforming Early Play and Learning Through Playful Learning Landscapes. *International Congress of Infant Studies (ICIS)*, Ottawa, Canada.

Koenig, M.A., & **Pesch, A.** (2021). Building Pipelines: Engaging youth in science. *Invited Symposium, Society for Research in Child Development (SRCD)*, Minneapolis, MN.