

# Annelise Pesch, PhD

## *Curriculum Vitae*

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Department of Psychology and Neuroscience  
Temple University  
Philadelphia, PA 19002

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### **Professional Appointments**

2020 - Present      Postdoctoral Research Fellow  
Department of Psychology  
Temple University  
Advisor: Dr. Kathryn Hirsh-Pasek

### **Education**

2020                      PhD in Developmental Psychology  
Institute of Child Development, University of Minnesota  
Advisor: Dr. Melissa Koenig

2014                      B.S. in Psychology  
B.A. in Philosophy  
Barrett, the Honors College at Arizona State University

### **Honors and Awards**

2020                      Departmental Small Grant (\$1,250.00), University of Minnesota

2019                      Diversity Travel Award, Cognitive Development Society

2019-20                  Doctoral Dissertation Fellowship (DDF), University of Minnesota

2018                      Diversity Travel Award, Society for Philosophy and Psychology

2018                      Student Travel Award, Society for Philosophy and Psychology

2017                      Honorable Mention, National Science Foundation - Graduate  
Research Fellowship Program

2016                      Departmental Small Grant (\$1,000.00), University of Minnesota

2015-16                  Diversity of Views and Experiences (DOVE) Graduate Student  
Fellowship, University of Minnesota

2015                      Community of Scholars Program (COSP) Summer Institute  
Fellowship, University of Minnesota

2013                      Phil Mickelson Award for Excellence in Psychology, Arizona  
State University

2010-2014              Dean's List, Arizona State University

## **Peer-Reviewed Publications**

Fabricius, W.V., Gonzales, C.R., **Pesch, A.**, & Weimer, A.A. (2023). Perceptual Access Reasoning: What are the alternatives? *Cognitive Development*, 66, 101306.

**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*, 13, 7322.

**Pesch, A.**, Ridge, K.E., Suárez, S., McMyler, B., & Koenig, M.A. (2022). Evaluations of epistemic and practical reasons for belief in a predominately White, US sample of preschoolers. *Journal of Experimental Child Psychology*, 223, 105499.

**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.

Fabricius, W.V., Gonzales, C.R., **Pesch, A.**, Carroll, K., Weimer, A.A., Pugliese, J., Bolnick, R.R., Kupfer, A., Eisenberg, N., & Spinrad, T. (2021). Perceptual Access Reasoning (PAR) in Developing a Representational Theory of Mind. *Monographs of the Society for Research in Child Development*, 86(3), 7-154.

**Pesch, A.**, Semenov, A.D., & Carlson, S.M. (2020). The path to fully representational Theory of Mind: Conceptual, Executive, and Pragmatic Challenges. *Frontiers in Psychology - Cognitive Science*, 11, 3020.

Li, P.H., **Pesch, A.**, Koenig, M.A. (2020). The sense of obligation in children's testimonial learning. *Behavioral and Brain Sciences*, 43.

**Pesch, A.**, & Koenig, M.A. (2018). Varieties of trust in preschoolers' learning and practical decisions. *PLOS One*, 13(8).

**Pesch, A.**, Suárez, S., & Koenig, M.A. (2017). Trusting Others: Shared reality in testimonial learning. *Current Opinion in Psychology*, 23, 38-41.

Lin, A.R., Ettekal, A., Simpkins, S., Menjivar, C., Gaskin, E., & **Pesch, A.** (2016). "They will post a law about playing soccer" and other ethnic/racial microaggressions in organized activities experienced by Mexican-Origin families. *Journal of Adolescent Research*, 31, 557-581.

## **Book Chapters**

**Pesch, A.,** & Hirsh-Pasek, K. (in press). Social-emotional development: When soft skills become the hard skills. OECD Publishing, Paris.

DeAngelis, E., Glaspie, N., Bisla, I., **Pesch, A.,** & Koenig, M.A. (in press). Trust in testimony: acquiring knowledge and developing social understanding. To appear in K. J. Rotenberg (Eds.), *The Handbook of Trust and Social Psychology*. Edward Elgar Publishing Limited.

Ridge, K.E., **Pesch, A.,** Suárez, S., & Koenig, M.A. (2018). Insights into children's testimonial reasoning. In P. Ganea and M. Saylor (Eds.), *Language and Concept Development from Infancy Through Childhood: Social Motivation, Cognition, and Linguistic Mechanisms of Learning*. New York, NY: Springer.

## **White Papers**

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](http://www.learningthroughplay.com)

## **Manuscripts Under Review, Under Revision, or In Preparation**

Fletcher, K., **Pesch, A.,** Golinkoff, R.M., & Hirsh-Pasek, K. (revision under review). The Playful Learning Landscapes Initiative: A New Methodology for Co-Designing Experiential and Informal Learning Environments for Young Children. *British Journal of Developmental Psychology*.

Bermudez, V.N., Garcia, L.Y., Ochoa, K.D., Roldan, W., **Pesch, A.,** Ahn, J., Hirsh-Pasek, K., & Bustamante, A.S. (under review). Designing Culturally Situated Playful Environments for Early STEM Learning in a Latine Community. *Early Childhood Research Quarterly*.

**Pesch, A.,** Todaro, R.D., Piper, D., Evans, N., Pasek, J., Toltzis, N., Golinkoff, R.M., & Hirsh-Pasek, K. (under review). The social consequences of phubbing: Adult perceptions of phubbing as third-party observers. *Human Behavior and Emerging Technologies*.

Erkoboni, D., **Pesch, A.,** Fletcher, K.K., Sands, D., & Hirsh-Pasek, K. (in preparation). Playful learning murals increase communication and quality of interactions in pediatric waiting rooms.

**Pesch, A.** & Hirsh-Pasek, K. (in preparation). Trust, learning, and guided play: A review.

Glaspie, N., Bisla, I., Li, P. H., **Pesch, A.**, & Koenig, M. A. (in preparation). Examining the influence of children's theory of mind on selective trust decisions.

Bisla, I., Glaspie, N., Li, P.H., **Pesch, A.**, Cicchetti, D., & Koenig, M.A. (in preparation). The role of maternal ACEs and depression on children's selective trust.

Fletcher, K.K., **Pesch, A.**, & Hirsh-Pasek, K. (in preparation). A qualitative analysis of educator-centered co-design of playful learning classrooms.

### **Oral Presentations**

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

Fletcher, K., **Pesch, A.**, Wright, C., Abdurkhmonova, G., & Hirsh-Pasek, K. (March, 2023). Playful Learning as a Robust, Adaptable, Culturally Relevant Pedagogy to Foster Children's 21st Century Skills. *Society for Research in Child Development*, Salt Lake City, UT.

Ochoa, K.D., Sedas, M., Bermudez, V.N., Salazar, J., Belgrave, A., **Pesch, A.**, Hirsh-Pasek, K., Ahn, J., & Bustamante, A.S. (March, 2023). Playful and Cultural Learning at the Grocery Store: Qualitative Analysis of Latine Families' Interactions. *Society for Research in Child Development*, Salt Lake City, UT.

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

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

**Pesch, A.**, & Koenig, M.A. (April, 2021). Trust Matters: measuring children's epistemic and interpersonal trust in teachers. *Society for Research in Child Development*, Minneapolis, MN.

**Pesch, A.**, Li, P.H., Ridge, K.E., Cicchetti, D., Koenig, M.A. (October, 2019). An examination of how individual differences in parent authoritarian values and economic experiences impact 3-year-olds' inferences about speakers. *Cognitive Development Society*, Louisville, KY.

Li, P.H., **Pesch, A.**, Koenig, M.A. (March, 2019). Children's Selective Trust: Understanding Evidential Reasons, Discovering Interpersonal Reasons. *Society for Research in Child Development*, Baltimore, MD.

Suárez, S., **Pesch, A.**, McMyler, B., Ridge, K.E., & Koenig, M.A. (July, 2018). What individual differences in children's social learning can tell us about the nature and development of authoritarian values. *Society for Philosophy and Psychology*, Ann Arbor, MI.

**Pesch, A.**, & Koenig, M.A. (June, 2017). Varieties of trust in preschoolers' learning and practical decisions. *Society for Philosophy and Psychology*, Baltimore, MD.

**Pesch, A.**, & Koenig, M.A. (March, 2017). First Year Project: Varieties of trust in preschoolers' learning and practical decisions. *Institute of Child Development Brown Bag Presentation*.

**Pesch, A.**, Semenov, A.D., Zelazo, P.D., & Carlson, S.M. (November, 2016). The Belief Study. *Institute of Child Development Brown Bag Presentation*.

### **Poster Presentations**

**Pesch, A.**, Ochoa, K.D., Bermudez, V.N., Santana, E., Salazar, J., Ahn, J., Bustamante, A.S., & Hirsh-Pasek, K. (March, 2023). *Playful Learning Landscapes: Evaluating the impact of a community-focused, evidence-based intervention on Latine families' STEM-language and interaction-quality*. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.

Glaspie, N., Bisla, I., Li, P.H., **Pesch, A.**, Koenig, M.A. (March, 2023). *Examining the influence of children's theory of mind on selective trust decisions*. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.

Li, P.H., **Pesch, A.**, Ridge, K.E., Cicchetti, D., Koenig, M.A., & Rogosh, F. (April, 2021). *Trust, Maltreatment, and Socio-cognitive Abilities: Individual Differences in Children's Acceptance of Conflicting Claims*. Poster presented at the Society for Research in Child Development, Minneapolis, MN.

Grenell, A., Englund, M., **Pesch, A.**, & Susman-Stillman, A. (March, 2019). *Impact of a Theatre Arts Program on Preschoolers' Theatre Arts Skills*. Poster presented at the Society for Research in Child Development, Baltimore, MD.

**Pesch, A.**, Varhol, A.R., & Koenig, M.A. (October, 2018). *How Epistemic and Moral Character Influence Children's Judgments and Memory*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Ridge, K.E., **Pesch, A.**, McMyler, B., & Koenig, M.A. (July, 2018). *Reasons to believe: Children's evaluations of epistemic and practical reasons*. Poster presented at the Society for Philosophy and Psychology, Ann Arbor, MI.

**Pesch, A.**, Van de Vandervoort, J., Varhol, A.R., Hamlin, K., & Koenig, M.A. (July, 2018). *Examining the scope of young children's epistemic and moral evaluations*. Poster presented at the Society for Philosophy and Psychology, Ann Arbor, MI.

**Pesch, A.**, Low, N., & Koenig, M.A. (October, 2017). *Does the Speech Act Matter? An Examination of How Promises and Tellings Influence Preschoolers' Epistemic and Practical Decisions*. Poster presented at the Cognitive Development Society, Portland, OR.

**Pesch, A.**, Semenov, A., & Carlson, S.M. (October, 2017). *Does Working Memory Predict Performance on 3- and 4-option False Belief Tasks?* Poster presented at the Cognitive Development Society, Portland, OR.

Varhol, A.R., **Pesch, A.**, Hamlin, K., & Koenig, M.A. (October, 2017). *Moral and Epistemic Agents: Infant Evaluations of Ignorant and Withholding Agents*. Poster presented at the Cognitive Development Society, Portland, OR.

Huffer-Kiesow, L., **Pesch, A.**, Suárez, S., Hetherington, C., & Koenig, M.A. (April, 2017). *Effects of Epistemic and Moral Behavior on Children's Learning and Practical Decisions*. Poster presented at the Society for Research in Child Development, Austin, TX.

Fabricius, W.V., Keen, R., **Pesch, A.**, & Harkins, J. (April, 2017). *Method of hiding affects 2-year-olds' search for hidden objects*. Poster presented at the Society for Research in Child Development, Austin, TX.

Ridge, K., Suárez, S., McMyler, B., **Pesch, A.**, & Koenig, M.A. (April, 2017). *The will to believe: children distinguish between practical and epistemic reasons for belief*. Poster presented at the Society for Research in Child Development, Austin, TX.

Gonzales, C.R., Fabricius, W.V., **Pesch, A.**, Swift-Honor, J., & Woolley, B. (October, 2015). *The Role of Introspection in Children's Theory of Mind Development*. Poster presented at Cognitive Development Society, Columbus, OH.

Gonzales, C.R., **Pesch, A.**, & Fabricius, W.V. (February, 2015). *Limits on Children's Understanding of Mental Representations using Modified Three-option False Belief Tasks*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Gonzales, C.R., Fabricius, W.V., **Pesch, A.**, Gardiner, T., Woods, O., & Swanson, J. (October, 2013). *Four-Year-Olds' Performance on 3-Alternative False Belief Tasks: Evidence for Perceptual Access Reasoning*. Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.

### **Research Positions**

2020-Present	Postdoctoral Research Fellow, <b>Temple Infant and Child Laboratory</b> Temple University, Kathryn Hirsh-Pasek, Ph.D.
2017-2018	Graduate Research Assistant, <b>Early Bridges Foundation</b> University of Minnesota, Amy Susman-Stillman, Ph.D.
2015-2020	Graduate Research Assistant, <b>Early Language and Experience Lab</b> University of Minnesota, Melissa Koenig, Ph.D.
2014-2015	Project Manager, <b>Child Language and Literacy Lab</b> Arizona State University, Shelley Gray, Ph.D., CCC-SLP
2012-2015	Research Assistant, <b>Theory of Mind Lab</b> Arizona State University, William Fabricius, Ph.D.
2012-2015	Research Assistant, <b>Families and Science Project and Project Reach</b> Arizona State University, Sandra Simpkins, Ph.D.
2012-2013	Research Assistant, <b>Project PEERS</b> Arizona State University, Nancy Eisenberg, Ph.D.
2012-2014	Lab Manager, <b>Child Language and Literacy Lab</b> Arizona State University, Shelley Gray, Ph.D., CCC-SLP
2012-2014	Research Assistant and Teacher's Aide, <b>Child Study Lab</b> Arizona State University, Anne Kupfer, Ph.D.
2011-2012	Research Assistant, <b>Evolutionary Social Cognition Lab</b> Arizona State University, Douglas Kenrick, Ph.D., Steven Neuberg, Ph.D.

### **Teaching Experience**

Fall 2020	Major and Career Exploration Arizona State University <b>Instructor</b>
Spring 2019	Language Development and Communication University of Minnesota <b>Instructor</b>
Fall 2018	Cognitive Development University of Minnesota

Spring 2018	<b>Teaching Assistant;</b> Instructor: Dr. Stephanie Carlson Introduction to Child Psychology University of Minnesota
Spring 2017	<b>Instructor</b> Language Development and Communication University of Minnesota
Fall 2016	<b>Teaching Assistant;</b> Instructor: Dr. Maria Sera Introduction to Child Psychology University of Minnesota
Fall 2016, Fall 2017	<b>Teaching Assistant;</b> Instructor: Dr. Henriette Warren Perceptual Development University of Minnesota
	<b>Teaching Assistant;</b> Instructor: Dr. Kirsten Dalrymple

### **Community Service**

2019-present *Mentor and Co-Founder, Young Scientists Program*

We bring developmental science to middle and high school students in an underserved community in Minneapolis, MN. Mentors teach students the scientific method and have them apply it to child development. Final projects are presented at a Young Scientists research symposium.

2015-2019 *Mentor, Minds Matter Twin Cities Chapter*

A program that prepares a group of high achieving high school students from low-income households for college. Mentors and students meet every Saturday for 2 hours to work on ACT prep, summer program applications, and college applications.

2015-2017 *Intern, Playworks Minneapolis Chapter*

Playworks provides low-income elementary schools with a structured recess to promote the development of social-emotional skills. I created an observational tool to measure aggressive and prosocial behavior on the playground pre and post Playworks implementation.

2012-2013 *Mentor, Barrett Mentoring Program, Arizona State University*

Mentors are paired with an incoming ASU Barrett freshman to facilitate team building activities throughout the first semester to answer questions about college.

2012-2014 *Mentor, Quanta Mentoring Program, Arizona State University*

Mentors worked with a group of high school students to develop and test a STEM related research question and present their findings at the Quanta Research Symposium.



### **Professional Services**

Ad-hoc Reviewer: *Developmental Science; Cognitive Science; Social Development; International Journal of Early Years Education; Frontiers in Psychology – Developmental Psychology*

Conference Reviewer: *Society for Philosophy and Psychology*

Student Board Member 2019-21: *Cognitive Development Society*

### **Professional Affiliations**

Society for Research in Child Development

Cognitive Development Society

Society for Philosophy and Psychology