Ruthe J. R. Foushee, Ph.D.

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CURRENT POSITION

Postdoctoral Scholar, **University of Chicago**   Jan 2020 –
Mentor: Susan Goldin-Meadow   Chicago, IL

EDUCATION

Ph.D., **University of California, Berkeley**   Dec 2020
Developmental Psychology   Berkeley, CA
Dissertation: *Self-directed learning in language development: Interactions of linguistic complexity, learner attention, and language socialization.*
Committee: Mahesh Srinivasan & Fei Xu (Co-chairs), Susanne Gahl (Linguistics), Michael C. Frank (Stanford University)

B.A., **Harvard College**   May 2013
Honors Linguistics, Certificate in Latin American Studies   Cambridge, MA
Thesis: *What we mean when we talk about* things*: Pragmatic units of quantification in Tseltal Maya.*

HONORS & AWARDS

Fellowships

National Science Foundation Graduate Research Fellowship   2016–2019
Thomas Murphy Fellowship at the Center for Childhood Creativity   2015–2018
Berkeley Fellowship for Graduate Study   2014–2016

Research & Teaching

Psychology and Economics of Poverty Funding Award   Fall 2020
Department of Psychology Graduate Student Instructor Excellence Award   Spring 2020
Psychology and Economics of Poverty Seed Funding Award   Spring 2020
Society for Research in Child Development (SRCD) Dissertation Grant   Fall 2019
Center for Effective Global Action Seed Funding   Fall 2019
David Rockefeller Center for Latin American Studies Research Grant   Winter 2013
Dunwalke Summer Research Fellowship, Summer Internship Grant   Summers 2011, 2012
Harvard College Research Program Grants   Springs 2010, 2011

Funded Professional Development

Berkeley–Stanford Science Communication Training   2019
São Paulo School on Advanced Sciences Fieldwork Workshop   2016
Researcher Stipend, National Living Lab   2016
Travel Award, Boston University Conference on Language Development   2014, 2017
International Travel Award, Berkeley Graduate Division   Spring, Summer 2015

PUBLICATIONS
Refereed Journal Articles

Foushee, R., Srinivasan, M., & Xu, F. (2020). Self-directed learning by preschoolers in a naturalistic overhearing context. *Cognition, 206,* 104415. [repo] [preprint]

Foushee, R., Falkou, N., & Li, P. (2016). 'Two-pound cookies' or 'two pounds of cookies': Children's appreciation of quantity expressions. *Language Acquisition, 24(4)*, 400–416. [preprint]

Shtulman, A., **Foushee, R.**, Barner, D., Dunham, Y., & Srinivasan, M. (2019). When Allah meets Ganesha: Developing supernatural concepts in a religiously diverse society. *Cognitive Development, 52,* 100806. [preprint]

Srinivasan, M., **Foushee, R.**, Bartnof, A. & Barner, D (2019). Linguistic conventionality and the role of epistemic reasoning in mutual exclusivity inference. *Cognition, 189*, 193–208. [repo] [preprint]

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (under review). What causes the word gap? Financial concerns systematically suppress child-directed speech. [repo] [preprint]

Srinivasan, M., Al-Mughairy, S., **Foushee, R.**, & Barner, D. (2017). Learning language from within: Children use semantic generalizations to infer new word meanings. *Cognition, 159*, 11–24. [repo] [preprint]

Submitted Manuscripts *(contact for drafts)*

Foushee, R., Srinivasan, M., & Xu, Fei. (submitted). Evidence for selective attention based on speech complexity and learning rate.

O'Donnell, M., Dev, Amelia S., Antonoplis, S., Baum, S., Benedetti, A., Brown, D., Carrillo, B., Choi, A., Connor, P. R., Donnelly, K., Ellwood-Lowe, M. E., **Foushee, R.**, Jansen, R., Jarvis, S. N., Lundell-Creagh, R., Ocampo, J. M., Okafor, G. N., Azad, Z. R., Rosenblum, M., Schatz, D., Stein, D. H., Wang, Y., Moore, D. A., & Nelson, L. D. (submitted). Do the effects of psychologically induced scarcity replicate? An empirical audit and review.

Li, P., Chen, F., **Foushee, R.**, Barner, D., & Carey, S. (submitted). Variations in syntax or lexical semantics on object and substance kind construal: A Mayan case study.

Manuscripts In Preparation *(contact for drafts)*

Meylan, S. C., **Foushee, R.**, Bergelson, E., & Levy, R. (in prep). Child-directed listening: How caregiver inference enables children's early verbal communication. [preprint]

Foushee, R., & Srinivasan, M. (in prep). Could both be right? Children's and adult's sensitivity to subjectivity in language.

Foushee, R., Baharloo, R., & Srinivasan, M. (in prep). Sociolinguistic development in a diverse multilinguistic environment.

Foushee, R. & Srinivasan, M. (in prep). Adults consult an internal jury of their peers in judging linguistic 'fault.'

Foushee, R. & Li, P. (in prep). What we mean when we talk about *things*: Pragmatic units of quantification in Tseltal Maya.

Refereed Conference Proceedings

Foushee, R., Jansen, R., & Srinivasan, M. (2017). What counts as math? Relating conceptions of math with anxiety about math. In *Proceedings of the 39th Annual Meeting of the Cognitive Science Society.* [pdf]

Foushee, R. & Srinivasan, M. (2017). Could both be right? Children's and adults' sensitivity to subjectivity in language. In *Proceedings of the 39th Annual Meeting of the Cognitive Science Society.* [pdf]

Foushee, R. & Xu, F. (2016). Active overhearing: Development in preschoolers' skill at 'listening in' to naturalistic overheard speech. In *Proceedings of the 38th Annual Meeting of the Cognitive Science Society.* [pdf]

Foushee, R., Griffiths, T., & Srinivasan, M. (2016). Lexical complexity of child-directed and overheard speech: Implications for learning. In *Proceedings of the 38th Annual Meeting of the Cognitive Science Society.* [pdf]

Al-Mughairy, S., **Foushee, R.**, Srinivasan, M., & Barner, D. (2015). Daxing with a dax: Evidence of productive lexical structures in children. In *Proceedings of the 37th Biennial Meeting of the Cognitive Science Society.* [pdf]

White Papers

*Hadani, H. & ***Foushee, R.** (2016). Reimagining school readiness: A literature review. [pdf]

Hadani, H., Kennedy, K., **Foushee, R.**, & Jaeger, G. (2017). Curious minds: What research tells us about building STEM connections in early childhood. [pdf]

PRESENTATIONS

Oral Conference Presentations *(presenting author)*

Foushee, R., Byrne, D., Casillas, M. and Goldin-Meadow, S. (2021). *Differential impacts of linguistic alignment across caregiver-child dyads and levels of linguistic structure.* Talk to be presented at the 34th Annual CUNY Conference on Human Sentence Processing (CUNY2021).

Foushee, R., Srinivasan, M., & Xu, F. (2021). *The impact of speech complexity on preschoolers' attention and learning.* Paper to be presented at the Biennial Meeting of the Society for Research in Child Development (SRCD21).

Foushee, R., Wehry, J., Starr, A., O'Grady, S., & Srinivasan, M. (2021). *How should we use words like* could*? Development in understanding epistemic modal verbs as seen through modal judgment tasks.* Paper to be presented at the Biennial Meeting of the Society for Research in Child Development (SRCD21).

Foushee, R., Starr, A., Wehry, J., & Srinivasan, M. (2020). *How should we use words like* could*? Development in understanding epistemic modal verbs as seen through modal judgment tasks.* Paper presented at the 45th Boston University Conference on Language Development (BUCLD), Boston, MA.

Foushee, R. & Srinivasan, M. (2019). *Sociolinguistic development in a diverse, multilinguistic society: Evidence from 7- to 14–year-old children in Gujarat, India.* Paper presented at the 11th Biennial Meeting of the Cognitive Development Society (CDS), Louisville, KY.

Foushee, R.*, Jansen, R.*, & Srinivasan, M. (2019). Conceptions of math and art are linked to avoidance of the domains. Talk presented at the 1st Mathematical Cognition and Learning Society (MCLS) Conference, Ottawa, CA. ** co-presented*

Foushee, R., Jansen, R., & Ellwood-Lowe, M. (2019). *How robust are scarcity inductions? A systematic replication of the scarcity priming literature.* Paper presented at the Psychology and Economics of Poverty (PEP) Convening, Center for Effective Global Action, Berkeley, CA.
[slides]

Foushee, R. & Srinivasan, M. (2019). *Children and adults' sensitivity to subjectivity in language.* In A. Kampa (Chair). Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

Foushee, R., Srinivasan, M., & Xu, F. (2019). *Can preschoolers learn words and facts from naturalistic overheard speech?* In A. Fitch (Chair). Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

Foushee, R. & Srinivasan, M. (2017). *Children's prolonged metalinguistic development in understanding relative and subjective adjectives.* Paper presented at the 42nd Boston University Conference on Language Development (BUCLD), Boston, MA.

Foushee, R. & Srinivasan, M. (2017). *Could both be right? Children and adult's sensitivity to subjectivity in language.* Paper presented at the 39th Annual Meeting of the Cognitive Science Society, London, UK.

Foushee, R. & Xu, F. (2016). *Active overhearing: Development in preschoolers' skill at 'listening in' to naturalistic overheard speech.* Paper presented at the 38th Annual Meeting of the Cognitive Science Society, Philadelphia, PA.

Foushee, R., Griffiths, T., & Srinivasan, M. (2016). *Lexical complexity of child-directed and overheard speech: Implications for learning.* Paper presented at the 38th Annual Meeting of the Cognitive Science Society, Philadelphia, PA.

Foushee, R. (2016). *How do children learn new words and can board games teach them math? Educating students and parents through demonstrations of Developmental Psychology stimuli.* Presented at the National Living Laboratory Meeting, Boston, MA.

Foushee, R., Al-Mughairy, S., & Srinivasan, M. (2015). *Daxing with a dax: Evidence of productive lexical structures in children.* Paper presented at the 40th Boston University Conference on Language Development (BUCLD), Boston, MA.

Al-Mughairy, S.*, **Foushee, R.**,*, & Srinivasan, M. (2015). *Daxing with a dax: Evidence of productive lexical structures in children.* Paper presented at the 37th Biennial Meeting of the Cognitive Science Society, Pasadena, CA.   ** co-presented*

Foushee, R. (2015). *'Stuff-dividers': Interpretation and production of optional plural morphology in Tseltal Maya.* In S. Lima (Chair). Paper presented at the IX Congresso Internacional da ABRALIN, Belem, Brazil.

Foushee, R. (2014). *What we mean when we talk about 'things': Pragmatic units of quantification in Tseltal Maya.* Paper presented at the 88th Meeting of the Linguistic Society of America, Minneapolis, MN.

Additional Oral Presentations

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). What causes the socioeconomic word gap? The roles of resource scarcity. Paper presented at the Summer School: UC Network on Child Health, Poverty and Public Policy, Davis, CA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). Financial concerns suppress parents' speech with their children. Invited talk presented at Evidence to Action 2019: Innovations in Health Data and Measurement, Google HQ, San Francisco, CA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). What accounts for socioeconomic differences in child-directed speech? The role of resource scarcity. Paper presented at the 44th Boston University Conference on Language Development (BUCLD), Boston, MA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). Exploring the "word gap": The role of financial constraints. Paper presented at the Psychology and Economics of Poverty (PEP) Convening, Center for Effective Global Action, University of California, Berkeley.   [slides]

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). What accounts for socioeconomic differences in child-directed speech? The role of resource scarcity. Paper presented at the Developmental Psychology Symposium, University of California, Berkeley.

Shtulman, A., **Foushee, R.**, Barner, D., Dunham, Y., & Srinivasan, M. (2019). When Allah Meets Ganesha: Developing Supernatural Concepts in a Religiously Diverse Society. Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). What accounts for socioeconomic differences in child-directed speech? The role of resource scarcity. In M. E. Ellwood-Lowe and M. Srinivasan (Co-chairs). Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

Srinivasan, M., Bartnof, A., **Foushee, R.**, & Barner, D. (2015). The scope of conventionality: Do children expect newly-learned words to be mutually known? Paper presented at the 40th Boston University Conference on Language Development (BUCLD), Boston, MA.

Poster Presentations

Foushee, R., Srinivasan, M., & Xu, F. (2020). The impact of speech complexity on preschooler attention and learning. Poster presented at the 45th Boston University Conference on Language Development (BUCLD), Boston, MA.

Foushee, R., Jansen, R., & Srinivasan, M. (2020). Transmission of religious and scientific explanations within chains of Hindu and Muslim children. Poster presented at the 42nd Annual Meeting of the Cognitive Science Society, Toronto, Canada.

Jansen, R. & **Foushee, R.** (2020). How we talk about math: Leveraging naturalistic datasets to define the discourse of math in contrast to other domains. Poster presented at the 13th International Conference on Educational Data Mining (EDM), Ifrain, Morocco.

Foushee, R. & Srinivasan, M. (2020). Do speakers consult an internal jury of their peers in judging linguistic "fault" and subjectivity? Poster to be presented at the 46th Annual Meeting for the Society for Philosophy and Psychology (SPP), Princeton, NJ.

Foushee, R., Xu, Y., & Srinivasan, M. (2019). How do we talk to children? Leveraging speech corpora to quantify how we simplify speech to children. Poster presented at the 44th Boston University Conference on Language Development (BUCLD), Boston, MA.   [poster]

Foushee, R., Srinivasan, M., & Xu, F. (2019). The impact of speech complexity on preschooler attention, speaker preference, and learning. Poster presented at the 41st Annual Meeting of the Cognitive Science Society.

Berger, E., Ellwood-Lowe, M., Jauregui, M., **Foushee, R.**, Bunge, S., & Srinivasan, S. (2019). Tuned in: Children learn from overheard speech while engaged in a cognitively demanding task. Poster presented at the 11th Biennial Meeting of the Cognitive Development Society (CDS), Louisville, KY.   [poster]

Williams, D. J., **Foushee, R.**, Morgan, J. & Luchkina, E. (2019). Skeptical 4-year-olds engage in social referencing with adults to interpret socially incongruent situations. Poster presented at the Developmental Psychology Symposium, Berkeley, CA.   (*forthcoming*)

Foushee, R. & Srinivasan, M. (2018). Faultless disagreement judgments track adults' estimates of population-level consensus over adjective-referent pairs. Poster presented at the 40th

Annual Meeting of the Cognitive Science Society, Madison, WI.   [poster]

Foushee, R., Xu, F., & Srinivasan, M. (2018). The 'Goldilocks Effect' in preschoolers' attention to spoken language. Poster presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI.   [poster]

Jansen, R., **Foushee, R.**, & Griffiths, T. (2018). A new similarity measure to reveal individual differences and growth in implicit number conceptions. Poster presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI.   [poster]

Jansen, R., **Foushee, R.**, & Srinivasan, M. (2018). When 7 is closer to 9 than to 8: An expanded measure of implicit number conception. Poster presented at the 2nd Mathematical Cognition and Learning Society Conference (MCLS), Oxford, UK.   [poster]

Foushee, R., Jansen, R., & Srinivasan, M. (2017). Relating conceptions of math with anxiety about math. Poster presented at the 39th Annual Meeting of the Cognitive Science Society, London, UK.   [poster]

Foushee, R., Jansen, R., & Srinivasan, M. (2017). Low- and high- math anxiety individuals' representations of math: A multidimensional scaling analysis. Poster presented at the 1st Mathematical Cognition and Learning Conference (MCLS), Nashville, TN.   [poster]

Foushee, R., Dubey, R., & Srinivasan, M. (2017). The impact of social structure & culture on mindset & math anxiety: Evidence from an Indian middle school. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.[poster]

Foushee, R. & Srinivasan, M. (2017). Developing sensitivity to subjectivity in language. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.   [poster]

Bartnof, A., **Foushee, R.**, Barner, D. & Srinivasan, M. (2017). Do young children expect newly-learned words to be shared by others? Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.   [poster]

Jansen, R., **Foushee, R.**, & Srinivasan, M. (2017). Broad definitions of math are linked to lower levels of math anxiety. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.   [poster]

Foushee, R. & Xu, F. (2016). Development in preschooler's learning from naturalistic over-heard speech. Presented at the 41st Boston University Conference on Language Development (BUCLD), Boston, MA.

Foushee, R. & Srinivasan, M. (2016). Sensing subjectivity: Semantic and epistemological development. Poster presented at the Psychology Department Poster Session, University of California, Berkeley.   [poster]

Foushee, R. & Li, P. (2016). Counting pieces of stuff in Tseltal Maya. Poster presented at the Putting Fieldwork on Indigenous Languages to New Uses Workshop, University of Campinas (UNICAMP), Brazil. [poster]

Foushee, R. & Srinivasan, M. (2016). Sensing subjectivity: Semantic and epistemological development. Poster presented at the 42nd Annual Meeting for the Society for Philosophy and Psychology (SPP), Austin, TX. [poster]

Foushee, R. & Xu, F. (2015). Active overhearing. Poster presented at the 9th Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH. [poster]

Foushee, R. & Srinivasan, M. (2015). 'Sensing subjectivity': Children's semantic and episte-mological development. Presented at the 9th Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH. [poster]

Foushee, R., Falkou, N., & Li, P. (2014). 'Two-pound cookies' or 'two pounds of cookies': Children's appreciation of quantity expressions. Presented at the 39th Boston University Conference on Language Development (BUCLD), Boston, MA.

Foushee, R., Iqbal, Y., & Carey, S. (2011). Teaching 'ten': A study of number learning in toddlers. Presented at the Harvard Lab for Developmental Studies, Cambridge, MA.

Foushee, R. (2008). Overt and covert attitudes toward accented speakers. Presented at the Southern Arizona Research, Science, and Engineering Foundation, Tucson, AZ.

Invited Talks

Language-learning that isn't taught   Fall 2020
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   [link]

Language-learning that isn't taught*: Child attention and linguistic complexity in learning from naturalistic overheard speech.*
Language and Cognition Lab, Stanford University   Spring 2020

Not 'just semantics': Social reasoning and subjective disagreement.
MindCORE, University of Pennsylvania, Philadelphia, PA   Spring 2020

New directions at the intersection of active learning and language development.
iSearch Research Retreat, Tegernsee, Germany   Winter 2020

Infant language socialization in Tseltal Maya and across the world.
Psychology and Economics of Poverty (PEP) Presentations, Berkeley, CA   Fall 2019

How do we talk to children? Adults simplify their speech to children compared to adults less and less, across childhood.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2019

The meaning, search for, and science of 'joy' in childhood.
Panel with the Center for Social Change, California Association for the Education of Young
Children (CAEYC), Santa Clara, CA   Spring 2019

Learning to learn in language development.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2018

Could both be right? Children's and adults' sensitivity to subjectivity in language.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2017

The 'Goldilocks effect' in preschooler attention to spoken language.
iSearch, Max Planck Institute, Berlin, Germany   Summer 2017

Is this kid doing math? 'Math concept' and the link to math anxiety.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Fall 2016

Faultless disagreement and the development of a subjective semantics.
UC Berkeley CogNetwork Meeting, Berkeley, CA   Fall 2016

Faultless disagreement and the development of a subjective semantics.
Berkeley–Stanford–UCSC Developmental Psychology Symposium   Spring 2016

Overhearing as active language-learning.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2016

Subjective semantics: Semantic compositionality and theory of mind.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2015

Pragmatic units of quantification in Tseltal Maya.
Harvard Linguistics Undergraduate Colloquium, Cambridge, MA   Spring 2013

Invited Public Talks

Why adults need children.
Public Science Speaker Series, San Francisco, CA   *scheduled Summer 2020*

Pattern recognition in language and cognitive development.
Early STEM: Bridging Research and Practice; panel for museum and preschool educators
Bay Area Discovery Museum Professional Development, Sausalito, CA   Fall 2017

Bridging the gap: Research and practice in language development.
Google Children's Centers Professional Development, Sausalito, CA   Spring 2017

Do you hear what I hear?: Active overhearing in early language-learning.
Bay Area Discovery Museum, Sausalito, CA   Spring 2015

RESEARCH EXPERIENCE & EMPLOYMENT

Language and Cognitive Development Lab, Berkeley, CA   Fall 2014–Winter 2020
Graduate student, PI: Mahesh Srinivasan   [site]

Berkeley Early Learning Laboratory, Berkeley, CA   Fall 2014–Winter 2020
Graduate student, PI: Fei Xu   [site]

Cub Lab Lab School Initiative, Berkeley, CA   Fall 2018–
Researcher, PIs: Margaret Bridges & Ron Dahl

Center for Childhood Creativity, Sausalito, CA   Spring 2015–Fall 2018
Research Fellow, Supervisor: Dr. Helen Hadani   [site]

Exploratorium Math Team, San Francisco, CA   Spring 2017–Fall 2017
Collaborating Researcher, Project Supervisor: Dr. Josh Gutwill   [handout]

Harvard Lab for Developmental Studies Internship, Cambridge, MA   Summer 2011
Intern, PI: Susan Carey   [site]

Harvard Lab for Developmental Studies, Cambridge, MA   Fall 2010–Spring 2011
Research Assistant, Mentor: Peggy Li

Harvard Linguistics Department, Cambridge, MA   Spring 2010–2014
Research Assistant, Supervisors: Michael Becker & Lauren Eby Clemens

Harvard Lab for Developmental Studies, Cambridge, MA   Fall 2013–Summer 2014
Lab Coordinator, PI: Jesse Snedeker

University of Arizona Mexican–American Studies Department, Tucson, AZ   Summer 2009
Intern, Institute for Transformative Education

Psycholinguistic Fieldwork
Chiapas, Mexico   Springs 2011, 2019, Summer & Winter 2012, 2020
Gujarat, India   Winters 2016, 2017, 2019

TEACHING & MENTORSHIP
Departmental Teaching
Instructor, The Developing Child Summer Minor
Applied Early Developmental Psychology (Psych 142)   Summers 2020–2021

Instructor, Linguistics Department
Language Acquisition (Ling 146)   Summer 2019

Graduate Student Instructor, Psychology Department
Graduate Statistical Models (Psych 205), Instructor: Frederic Theunissen   Spring 2020

Psychology of Sleep (Psych 133), Instructor: Matt Walker   Fall 2018
Language Development (Psych C143/Ling C146), Mahesh Srinivasan   Spring 2015

Reader, Psychology Department
Cultural Psychology, Instructor: Sara Gorchoff   Summer 2018

Undergraduate Mentorship

Undergraduate Research Apprentice Program Mentor, UC Berkeley   Fall 2014–
64 students from Linguistics, Psychology, Cognitive & Computer Sciences

Undergraduate Summer Internship Mentor, UC Berkeley   Summers 2015–2019
32 Interns, 30 hours/week

Living Lab 'Research Toy' Design Supervisor, Bay Area Discovery Museum   2016
2 UC Berkeley undergraduates funded via an education stipend from the National Living Lab

Undergraduate Thesis Advisor, UC Berkeley
Jacqueline Nguyen, *Summer Undergraduate Research Fellow* (SURF)   2020–
Leigh Levinson, Psychology (with Mahesh Srinivasan)   2020–
Allison Fong, Psychology (with Fei Xu; *Warner Brown Award Recipient*) 2019–2020
Grace Horton, Psychology (co-advised with Mahesh Srinivasan)   2019–2020
Sathvik Nair, Cognitive Science (with Stephan Meylan & Mahesh Srinivasan) 2019–2020
Stella Lim, Psychology (co-advised with Fei Xu)   2015–2016

Volunteer Mentorship & Instruction

Workshop Leader: Making a Conference Poster, Dev Labs Summer Internship   2019, 2020
Workshop Leader: Research Piloting, Psychology Postbac Workshop Series   2019
Workshop Leader: Best Practices in Open Science, Dev Labs Summer Internship   2018
Panelist, National Fellowships, UC Berkeley Career Center   Spring 2017
Panelist, Making the Most of Grad School, UC Berkeley Psychology Dept.   2016, 2021
Panelist, Pursuing a Graduate Career, LCD Lab Summer Internship   2014–2018
Organizer, Outstanding Questions Undergraduate Reading Group   Summers 2015–2017
Co-Organizer, Undergraduate Developmental Poster Session   Summers 2015–2016
Organizer, Graduate Student Orientation, UC Berkeley Psychology Dept.   Fall 2015

Other Teaching

Tutor, Statistics   Fall 2015–Spring 2016
Student attending UC Berkeley Extension School

English Language Instructor   Fall 2011–Summer 2012
Escola McKinney, Natal, RN, Brazil

SELECTED PROFESSIONAL ACTIVITIES
Departmental Service

Director, Psychology Department Travel Award Committee   Spring 2017–Fall 2019

Director, Graduate Assembly of Students in Psychology (GASP)   Summer 2017–Fall 2018
Co-Director, Graduate Assembly of Students in Psychology (GASP)   Fall 2015–Spring 2017
Elected Social Chair, Graduate Assembly of Students in Psychology (GASP)   2014–2015
Voting Member, Psychology Department Travel Award Committee   Spring 2015–2017

Professional Advocacy & Service

Organizer, Women Who Code Working Group   Fall 2016–Summer 2017
Organizer, Philosophy of Language Reading Group   Spring 2011
Active Member, Graduate Student Workers Union   Fall 2014–
Ad Hoc Reviewer, Cognitive Science Society, California Meeting on Psycholinguistics (CAMP)

Outside Service

Volunteeer, Contra Costa School District   2018–2020
Curriculum Team, Showing Up for Racial Justice (SURJ) Bay Area   2016–2017
Consultant, Aspire Education Reading Buddies Program   2016
Contributing Author, CREATE Framework for Early Education   2016
Staff, TEDx Sausalito   2016

Science Outreach

KPOO 'Let Me Touch Your Mind' Radio Interview   Summer 2020
Linguistics for Everyone   AAAS Conferences; 2016, 2017
Summer Science Night   Summers 2016–2017
Living Laboratory Research Educator   Boston Museum of Science; 2011
                                                            Bay Area Discovery Museum; 2014–2016

MEMBERSHIPS & PARTICIPATION
Societies

Cognitive Development Society (CDS), Cognitive Science Society, LangVIEW Consortium, Linguistics Society of America (LSA), Mathematical Cognition and Learning Society (MCLS), Society of Children's Books Writers and Illustrators, Society for Language Development (SLD), Society of Philosophy and Psychology (SPP), Society for Research in Child Development (SRCD)

Open Science

Open Science Framework (ORCID), Databrary, AsPredicted, Github (@foushee)

PROFESSIONAL TRAINING

Digital Pedagogy Fellowship   Summer 2020
Webinars, workshops, and asynchronous modules to optimize remote instruction.

Wonderfest Science Envoy Program   2019–2020
Monthly trainings in skills for science popularization for a cohort of early researchers.

São Paulo School on Advanced Sciences, University of Campinas, BR   March 2015
Fully funded two-week course advancing field methods that benefit indigenous populations.

Text Analysis, UC Berkeley D-Lab   January 2017
Week–long intensive covering supervised and unsupervised approaches.

Creating Inclusive Classrooms, UC Berkeley Teaching & Resource Center   February 2015
Workshop series on curriculum design with respect to visible and invisible disabilities.

Organizing Training, Caregivers Workers Union   March 2017
Multi–day training on long–term strategy and developing leaders to strengthen organizations.

SKILLS & CERTIFICATIONS

Teaching English as a Second Language (TESOL) Certification   2011

Languages

Natural	Native	English
	Near–Native	Spanish
	Extensive	Brazilian Portuguese, ASL
	Structural	Tseltal
Artificial	Extensive	R, Python, TEX

Other

Eye–tracking (Tobii, SMI), LENA, Praat, Datavyu, Jupyter & .Rmd, HTML/CSS, CHAT, CLAN, Qualtrics, Amazon's Mechanical Turk, Adobe Creative Suite