MICHELLE A. HURST, Ph.D.
University of Chicago Department of Psychology
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Current Employment

University of Chicago, Postdoctoral Scholar — Sept 2017 – Present

Education

Ph.D. in Developmental Psychology — 2012 – 2017
Boston College
Advisor: Sara Cordes
PhD Thesis: *Exploring Attention to Numerical Features in Proportional Reasoning: The role of representations, contexts, and individual differences*

M.A. in Developmental Psychology — 2012 – 2014
Boston College
Master's Thesis: *Investigating multiples modes of rational number representation*

B.Sc. Mathematics and Statistics, Minor in Psychology (Honors) — 2008 – 2012
McMaster University
Honors Thesis: *The Effect of Student Attitudes and Beliefs on Mathematics Education*

Additional Formal Training

Science Communication Online Programme — Fall 2021
Northwestern, https://ciera.northwestern.edu/programs/scope/

Modern Longitudinal Data Analysis — March 2021
University of Maryland, https://education.umd.edu/longitudinal-2021

Apprenticeship in College Teaching (ACT) Certificate — 2017
Boston College, Center for Teaching Excellence

Research Grants

NICHD K99/R00 Pathway to Independence Award — 8/1/2021 – 7/31/2023 (K-Phase)
PI: "Cognitive Processes Underlying Ratio Representation Across Development"

Awards and Fellowships

Gorilla Grants: Diamond Tier Winner (https://gorilla.sc/grants/winners2020) — 2020
Engelhard Pingree Fellow, Graduate School of Arts and Science, Boston College — 2017
NIH Sponsored Travel Award: Math Cognition and Learning Conference — 2017

Boston College Dissertation Fellowship	Spring 2017
NSERC Postgraduate Scholarship	2014 – 2016
NIH Sponsored Travel Award: Math Cognition and Learning Conference	2015
NSF Sponsored Poster Award: IMBES Conference	2014
NSERC Undergraduate Student Research Award, Advisor: Daniel Ansari	2011

Peer-Reviewed Journal Publications

Hurst, M. A. Butts, J. R. & Levine, S. C. (accepted). Connecting Symbolic Fractions to Continuous Proportion Using a Fraction Card Game. *Developmental Psychology.* https://osf.io/ths6m/.

Hurst, M. A., Boyer, T., & Cordes, S. (2021). Spontaneous and Directed Attention to Number and Proportion. Accepted at *Journal of Experimental Psychology: Learning, Memory, and Cognition.* Data and materials available at: https://osf.io/56r8z/.

Hurst, M. A., Wong, A., Gordon, R., Alam, A., & Cordes, S. (2021). Children's Gesture use Provides Insight into Proportional Reasoning Strategies. *Journal of Experimental Child Psychology*, 214, 105277.doi: 10.1016/j.jecp.2021.105277. Data and materials available at: https://osf.io/43p5g/.

Braithwaite, D., McMullen, J., & **Hurst, M. A.** (2021). Cross-Notation Knowledge of Fractions and Decimals. In press at *Journal of Experimental Child Psychology.*

Hurst, M. A., Shaw, A., Chernyak, N., & Levine, S.C. (2020). Giving a Larger Amount or a Larger Proportion: Stimulus Format Impacts Children's Social Evaluations, *Developmental Psychology, 56*(12), 2212–2222. doi:10.1037/dev0001121. Preregistration, data, and materials available at: https://osf.io/5g34d/.

Hurst, M. A., Massaro, M., & Cordes, S. (2020). Fraction Magnitude: Mapping between symbolic and spatial representations of ratio, *Journal of Numerical Cognition,* 6(2), 204-320. Data and Materials available at: https://osf.io/eycdk/

Savelkouls, S., **Hurst, M. A.,** & Cordes, S. (2020). Relative Salience of Number: Preschoolers' Number Knowledge Relates to Spontaneous Focusing on Number for Small, but not Large, Sets, *Developmental Psychology, 56*(10), 1879. doi: 10.1037/dev0001099

Hurst, M. A., Polinsky, N., Haden, C. A., Levine, S. C., & Uttal, D. H. (2019). Leveraging Research on Informal Learning to Inform Policy on Promoting Early STEM. *Social Policy Report,* 32(3), 1-33.

Hurst, M. A., & Cordes, S. (2019). Talking about proportion: Fraction labels impact numerical interference in non-symbolic proportional reasoning, *Developmental Science, 22*(4). doi: 10.1111/desc.12790. Data and Materials available at: https://osf.io/z4xhv/

Hurst, M. A., & Cordes, S. (2018). Children's understanding of fraction and decimal symbolic magnitudes and its relationship to pre-algebra ability, *Journal of Experimental Child Psychology,* 168, 32-48. doi: 10.1016/j.jecp.2017.12.003.

Hurst, M. A., & Cordes, S. (2018). Attending to Relations: Proportional reasoning in 3- to 6-year-old

children, *Developmental Psychology, 54*(3), 428-439. *doi:* 10.1037/dev0000440

Hurst, M. & Cordes, S. (2017). A systematic investigation of the relationship between rational number processing and algebra ability. *British Journal of Psychology, 109*(1), 99-117. doi: 10.1111/bjop.12244

Hurst, M., & Cordes, S. (2017). Working Memory Strategies During Rational Number Magnitude Processing. *Journal of Educational Psychology. 109*(5), 694. doi: 10.1037/edu0000169

Hurst, M., Anderson, U., & Cordes, S. (2017). The Acquisition of Mappings Among Number Words, Written Numerals, and Quantities in Preschoolers, *Journal of Cognition and Development,* 18(1), 41-62. doi: 10.1080/15248372.2016.1228653

Hurst, M., & Cordes, S. (2016). Rational Number Comparison Across Notation: Fractions, Decimals, and Whole Numbers. *Journal of Experimental Psychology: Human Perception and Performance, 42*(2), 281-293. doi: 10.1037/xhp0000140

This paper was also featured in the May 2016 issue of **APA PeePs** (Particularly exciting experiments in Psychology), entitled *Magnitude Comparison with Fractions.*

Hurst, M., Monahan, K.L., Heller, E., & Cordes, S. (2014). 123s & ABCs: Developmental Shifts in Logarithmic to Linear Responding Reflect Fluency with Sequence Values, *Developmental Science, 17*(6), 892-904. doi: 10.1111/desc.12165

Chapters

Hurst, M. & Cordes, S. (2017). When being good at math isn't enough: How students' beliefs about the nature of mathematics impact decisions to pursue optional math education. In U. Xolocotzin (Ed.), *Understanding Emotions in Mathematical Thinking and Learning.*

Conference Proceedings

Hurst, M. A., Denison, S., Park, Y., Matthews, P. & Cantlon, J. (2020). Toward a Unified Theory of Proportion. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.* Toronto, ON: Cognitive Science Society.

Hurst, M. & Cordes, S. (2018). Labeling Common and Uncommon Fractions Across Education and Notation. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 1841-1846). Madison, WI: Cognitive Science Society.

Hamamouche, K., **Hurst, M.,** & Cordes, S. (2016). The Effect of Emotion and Induced Arousal on Numerical Processing. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 1733-1738). Philadelphia, PA: Cognitive Science Society.

Hurst, M., Relander, C., & Cordes, S. (2016). Biases and Benefits of Number Lines and Pie Charts in Proportion Representation. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 586-591). Philadelphia, PA: Cognitive Science Society.

Manuscripts

Hurst, M. A., Greene, A., Eason, S. H., Claessens, A., & Levine, S. C. (invited revision under review). Children's Interpretation of Relational Language for Numerical Comparisons.

Wagge, J., **Hurst, M. A.,** Brandt, M., Lazarevic, L., Legate, N., Grahe, J. (invited revision under review). Teaching Research in Principle and in Practice: What Do Psychology Instructors Think of Research Projects in Their Courses?

Hurst, M. A., & Levine, S. C. (invited revision in progress). Children's Understanding of Most is Dependent on Context.

Eason, S. H., **Hurst, M. A.,** Kerr, K., Claessens, A., & Levine, S. C. (under review). Enhancing Parent and Child Shape Talk During Puzzle Play.

Invited Academic Talks

Proportional Reasoning: From Symbolic Formalizations to Early Intuitions (2019, April). Presented at the Wisconsin Ideas in Education Lecture Series, at the University of Wisconsin – Madison.

Children's and adults' use of varying representations for thinking about proportion (2018, October). Presented at *Cognitive Psychology Brownbag*, *Northwestern University*, Evanston, IL

Thinking About Fractions (2018, May). Presented at *The Role of Gesture in Mathematics Learning: From Research to Practice,* National Science Foundation Science of Learning: Collaborative Network Grant Project Meeting, Chicago, IL.

Proportional Reasoning (2018, January). Presented at *Developmental Psychology Brownbag*, *University of Chicago*, Chicago, IL

Children's and Adults' Reasoning about Informal Proportions and Formal Fractions (2016, October). Presented to Susan Levine's *Cognitive Development Lab* at *University of Chicag*o, Chicago, IL.

Conference Talks (* Symposium organizer and Chair)

Hurst, M.A., Wong, A., Gordon, R., Alam, A., & Cordes, S. (2021, April). Children's Gesture use Provides Insight into Proportional Reasoning Strategies. Presented within the symposium *From Proportions to Symbolic Rational Numbers* at the Virtual Society for Research in Child Development Biennial Meeting.

Hurst, M. A. & Levine, S. C. (2021, April). Children's Proportional Interpretation of Most is Facilitated in Continuous Area-Based Contexts. Data Blitz presented at the Virtual Society for Research in Child Development Biennial Meeting.

Hurst, M. A. (2020, August). Proportion as one source of information. Presented within the symposium* *Toward a Unified Theory of Proportion* at the Virtual Cognitive Science Society conference.

Hurst, M.A., Lepic, R., Levine, S. C., Church, B. R. & Goldin-Meadow. (2019, June). Spontaneous Gesture During Fraction Comparison. Data Blitz presented at the *Math Cognition Learning Society Conference,* Ottawa, ON, Canada.

Hurst, M.A. Boyer, T. & Cordes, S. Spontaneous and Directed Attention to Number and Proportion (2019, April). Talk presented at the *Midwestern Psychological Society Annual Meeting,* Chicago, IL.

Hurst, M. A., Greene, A., Praus-Singh, T., Eason, S., Mazzocco, M., Claessens, A., & Levine, S. C. (2019, March). Quantity and Variety of Children's Relational Language During a Semi-Structured Counting Activity. Talk presented within the symposium***** titled *Relational Language and Math: Variation Across Types of Language and Math Activities* at the *Society for Research in Child Development Biannual Meeting,* Baltimore, MD.

Hurst, M.A, & Cordes, S. (2017, May). The role of verbal fraction labels in children's whole number bias. Presented within the symposium***** titled *Language and Math: Guiding Attention in Numerical Contexts* at the *Association for Psychological Science Annual Meeting,* Boston, MA.

Hurst, M.A. & Cordes, S. (2016, May). Proportion Representation: Biases and Benefits of Number Lines and Pie Charts**.** Presented at the *Annual Boston College Graduate Research Day*, Chestnut Hill, MA.

Hurst, M.A. & Cordes, S. (2015, May). Young Children's Proportional Reasoning: The Case of Counting Interference. Presented at the *Annual Boston College Graduate Research Day*, Chestnut Hill, MA.

Hurst, M.A. & Cordes, S. (2014, May). Working Memory Strategies in a Rational Number Magnitude Task. Presented at the *Annual Boston College Graduate Research Day*, Chestnut Hill, MA.

Hurst, M.A. & Cordes, S. (2013, May). Adults' Understanding of Fractions and Decimals. Presented at the *Annual Boston College Graduate Research Day*, Chestnut Hill, MA.

Hurst, M.A. (2011, June). A Fundamental Number Sense: an introduction to numerical comprehension in children. Presented at the *Canadian Undergraduate Mathematics Conference*, Université Laval, Quebec City, Quebec.

Conference Poster Presentations

[u] undergraduate research assistant (RA); [p] post-graduate RA; [g] graduate student; * presenting author(s)

***Hurst, M. A.,** [p]Green, A., & Levine, S. C. (2020, August). Children's Understanding of Relational Vocabulary for Ordinal and Magnitude Relations. Virtual poster and recorded talk presented at Cognitive Science Society conference.

***Hurst, M. A.**, Eason, S. H., Claessens, A., & Levine, S. C. (2019, October). Children's Understanding of Quantitative Relations Across Stimulus Formats. Poster presented at the *Cognitive Development Society Meeting,* Louisville, KY.

***Hurst, M. A.**, [u] Massaro, M., Cordes, S. (2019, October). Fraction Magnitude: Mapping between Symbolic and Spatial Representations of Ratio. Poster to be presented at the *Cognitive Development Society Meeting,* Louisville, KY.

[g] *Butts, J. R., ***Hurst, M. A.,** & Levine, S. C. (2019, June). Fraction Card Game for Connecting Area Models and Symbols. Poster presented at the *Math Cognition Learning Society Conference,* Ottawa, ON, Canada.

***Hurst, M. A.**, Shaw, A., Chernyak, N., & Levine, S. (2019, March). Discrete versus Continuous Perceptual Features Impact Children's Moral Evaluations of Others. Poster presented at the *Society for Research in Child Development Biannual Meeting,* Baltimore, MD.

[p] *Kerr, K., Eason, S. ***Hurst, M.,** Dulaney, A., Claessens, A., & Levine, S. (2018, July). When Less is More: Fewer Shape Types Result in Higher Quality Parent-Child Shape Talk. Poster presented at the *Cognitive Science Society,* Madison, WI.

***Hurst, M.** & Cordes, S. (2018, July). Labeling Common and Uncommon Fractions Across Education and Notation. Poster presented at the *Cognitive Science Society,* Madison, WI.

***Hurst, M.,** DeWolf, M. & Cordes, S. (2017, October). Aligning Fractions and Decimals with Discrete and Continuous Contexts in 3rd to 5th grade children. Poster presented at the *Biennial Meeting of the Cognitive Development Society,* Portland, OR.

***Hurst, M.,** & Cordes, S. (2017, May). The Role of Verbal Fraction Labels in Children's Whole Number Bias. Poster presented at the *Math Cognition Conference,* Nashville, TN.

***Hurst, M.,** [u]Relander, C., & Cordes, S. (2016, August). Biases and Benefits of Number Lines and Pie Charts in Proportion Representation. Poster presented at the *Cognitive Science Society,* Philadelphia, PA.

***Hurst, M.,** & Cordes, S. (2015, October). Reasoning with Continuous and Discrete Proportions in 4 to 8 year old Children. Poster presented at the *Biennial Meeting of the Cognitive Development Society,* Columbus, OH.

***Hurst, M.,** & Cordes, S. (2015, May). Working Memory Strategies During Rational Number Magnitude Processing Predict Algebraic Ability. Poster presented at the *Math Cognition Conference,* St. Louis, MO.

***Hurst, M.,** & Cordes, S. (2014, November). The Impact of Working Memory Interference on Fraction and Decimal Magnitude Processing. Poster presented at the *International Mind, Brain, and Education Society Conference*, Fort Worth, TX.

***Hurst, M.** & Cordes, S. (2013, October). An integrated rational number system and its relationship to algebra ability. Poster presented at the *Biennial Meeting of the Cognitive Development Society*, Memphis, TN.

Co-Authored Conference Presentations (On which I was not presenting author)

[g] graduate student trainee; [u] undergraduate RA; [p] post-graduate RA; * presenting author(s)

*Butts, J., **Hurst, M.A.,** & Levine, S. C. (2021, April). Connecting Symbolic Fractions to Continuous Proportion Using a Fraction Card Game. Virtual Society for Research in Child Development Biennial Meeting.

*Chernyak, N., Zhang, R., & **Hurst, M.** (2021, April). Proportional Reasoning Predicts Reasoning about Disadvantage in Preschool-Aged Children. Virtual Society for Research in Child Development Biennial Meeting.

*Oswald, M., **Hurst, M.,** [g]Thompson, K., & Levine, S.C. (2021, April). Parents' and Children's use of Magnitude and Ordinal Relational Vocabulary. Virtual Society for Research in Child Development Biennial Meeting.

*Braithwaite, D., McMullen, J., **Hurst, M.** (2021, April). Cross-Notation Knowledge of Rational Numbers Predicts Rational Number Arithmetic. Virtual Society for Research in Child Development Biennial Meeting.

[p] *Greene, A., *Eason, S. H., **Hurst, M.**, [p]Kassie, K., Claessens, A., & Levine, S. C. (2019, April). Home-Based Caregivers Attitudes about Children's Learning. Poster presented at the *Midwestern Psychological Society Annual Meeting,* Chicago, IL.

*Eason, S., [p]Kerr, K., **Hurst, M.,** Claessens, A., & Levine, S. (2019, March). How do Puzzle Features Influence Parent and Child Spatial Talk? Talk presented at the *Society for Research in Child Development Biannual Meeting,* Baltimore, MD.

[u] *Alam, A., [p]Gordon, R., **Hurst, M.,** & Cordes, S. (2018, May). Exploring the Effects of Gesture on Children's Proportional Reasoning. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Kuron, A., **Hurst, M.,** & Cordes, S. (2017, May). The Impact of Verbal Labels on Fraction Understanding. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Santry, M., **Hurst, M.,** & Cordes, S. (2017, May). Spontaneous Alignment Between Symbolic and Spatial Representations of Fractions. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Brosnan, N., **Hurst, M.,** & Cordes, S. (2016, May). The Relationship Between Abstract Thinking and Parent Instructional Choices for Teaching About Fractions. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Slotter, C., **Hurst, M.,** & Cordes, S. (2016, May). The Subjectivity of Math Attitudes: An investigation into student attitudes toward math oriented subjects. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Greisser, C., **Hurst, M.,** & Cordes, S. (2015, May). Fraction Distraction: The Effect of Rational Numbers in Word Problems. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Miller, K., **Hurst, M.,** & Cordes, S. (2015, May). Examining the Perceived Association between Antisocial Personalities and Math Professions. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Massaro, M., **Hurst, M.,** & Cordes, S. (2014, May). Mental Representations of Rational Numbers and How External Visual References Impact Them. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

[u] *Szczerepa, A., **Hurst, M.,** & Cordes, S. (2014, May). "Who Got More?" The Effects of Ownership and Perceived Deservingness on Children's Number Estimates. Poster presented at the *Boston College Psychology Undergraduate Research Conference*, Chestnut Hill, MA.

Teaching

Instructor of Record, Boston College
- PS120: Introduction to Behavioral Research and Statistics I — Summer 2016

Teaching Assistant, Boston College
- PS274: Sensation and Perception — Fall 2016
- PS121: Introduction to Behavioral Research and Statistics II — Spring 2014
  - *Lectures: two sections taught weekly*
- PS341: Psychology of Morality — Fall 2013
  - *Lecture: "Development of Morality: Infants and Toddlers"*
- PS121: Introduction to Behavioral Research and Statistics II — Spring 2013
  - *Lectures: one section taught weekly*
- PS110: Introduction to Psychology as a Natural Science — Fall 2012

Guest Lecture, Boston College
- PS341: Psychology of Morality — Spring 2016
  - *Lecture: "Moral Development: Infants and Toddlers"*

Guest Lecture, University of Chicago
- Department of Comparative Human Development — Fall 2019
  - *Lecture: "Cognitive Development and Mathematical Reasoning"*

Mentorship

Supervisor and Informal Mentorship — 2013 – Present
University of Chicago and Boston College

Supervise and mentor more than 20 undergraduate and postgraduate research assistants on a range of topics including all aspects of the research process, as well as graduate school and career development

Master's Thesis Supervisor — 2018 – 2021
University of Chicago Master of Arts Program in the Social Sciences (MAPSS)
- Kang, M. J. (2020/2021). Understanding the Effects of Sibling Dynamics on Parents' Math Talk at Home
- Thompson, K. (2019/2020). Parent Input and Child Talk: Numerical Relational Language.
- Gao, C. (2018/2019). Predictive Link of Math Ability, Relational Language, and Executive Function Among Preschoolers

Undergraduate Thesis Supervisor

University of Chicago 2020 – 2021

Hockett, S. (2020/2021). All in a Day's Work: Decision-Making and the Appraisal of Mental Effort

Boston College 2013 – 2018

Alam, A. (2017/2018; co-advised with Raychel Gordon). Exploring the Effects of Gesture on Children's Proportional Reasoning

Kuron, A. (2016/2017). The Impact of Verbal Labels on Fraction Understanding.

Santry, M. (2016/2017). Spontaneous Alignment Between Symbolic and Spatial Representations of Fractions.

Brosnan, N. (2015/2016). The Relationship Between Abstract Thinking and Parent Instructional Choices for Teaching About Fractions.

Slotter, C. (2015/2016). The Subjectivity of Math Attitudes: An investigation into student attitudes toward math oriented subjects.

Greisser, C. (2014/2015). Fraction Distraction: The Effect of Rational Numbers in Word Problems.

Miller, K. (2014/2015). Examining the Perceived Association between Antisocial Personalities and Math Professions.

Massaro, M. (2013/2014). Mental Representations of Rational Numbers and How External Visual References Impact Them.

Szczerepa, A. (2013/2014). "Who Got More?" The Effects of Ownership and Perceived Deservingness on Children's Number Estimates.

Independent Study Instructor, Boston College 2013 – 2018

Supervise undergraduate students working in the lab to receive course credit for Independent Study Research courses; involved supervising and mentoring on all aspects of the research process, including presenting a final paper and presentation to the lab

Activities and Professional Service

Editorial Board Member, *Journal of Experimental Child Psychology* Jan 2022 – Present

Principal Reviewer, *Journal of Educational Psychology* Jan 2022 – Present

Ad Hoc Reviewer

Limited list: Child Development - Cognition – Cognitive Development – Cognitive Science - Contemporary Educational Psychology - Developmental Psychology - Developmental Science - European Journal of Psychology of Education - Experimental Psychology - Journal of Cognition and Development – Journal of Educational Psychology - Journal of Experimental Psychology: Learning, Memory, and Cognition - Journal of Numerical Cognition - Mind, Brain, and Education – PLOS ONE

Publons: https://publons.com/researcher/1380822/michelle-hurst/peer-review/

Collaborative Replications and Education Project (CREP: https://osf.io/wfc6u/)

Executive Reviewer 2017 – Present

Manage and oversee the review process for student proposals for participation in the CREP program, which encourages undergraduate education through experiment replication using the OSF as a platform

Executive Team Member 2019 – Present

Part of the core management team for organization and administration

Co-Organizer: University of Chicago ReproducibiliTEA Journal Club March 2020 – Sept 2021

A journal club to discuss Meta-Science and Reproducibility topics within Psychology and Neuroscience.

MAPSS Panel Discussant, University of Chicago May 2018; May 2019

Panel member and discussant as part of a conference for student theses and presentations as part of University of Chicago Master of Arts Program in the Social Sciences (MAPSS)

Graduate Research Day Organizing Committee, Boston College 2012 – 2017

Organizer and facilitator for Boston College's Graduate Research Day, a one-day conference for graduate students to present their research to department faculty, students, and staff

Graduate Student Mentor and Volunteer 2012 – 2017

Occasional volunteering for science outreach and mentorship events, including Brain Awareness Week for elementary school children; Resume workshops and Q&A panels for undergraduates

Science Communication and Translational Work

Editorials

Levine, S. C., & Hurst, M.A. (2021, February). Kids' math skills have taken a hit during the pandemic. Here's how parents can help. Perspective at The Washington Post, On Parenting https://www.washingtonpost.com/lifestyle/2021/02/16/kids-math-skills-have-taken-hit-during-pandemic-heres-how-parents-can-help/

Blog Posts

Help Children Build Positive Math Attitudes (2021, February). https://dreme.stanford.edu/news/help-children-build-positive-math-attitudes-video. Co-Authored: Cristina Carrazza, Michelle Hurst, Susan Levine.

Math at your Fingertips! Easy Counting Activities Using Number Gestures (2020, January). https://dreme.stanford.edu/news/math-your-fingertips-easy-counting-activities-using-number-gestures. Co-Authored: Madeleine Oswald, Michelle Hurst, Susan C. Levine

Math with Paper: Fold Some Math into Your Day! (2019, April). https://dreme.stanford.edu/news/math-paper-fold-some-math-your-day. Co-Authored: Sarah Eason, Michelle Hurst, Madeleine Oswald, Kassie Kerr, Abrea Greene, Susan Levine, & Amy Claessens.

Math Talk: Measurement at Home (2018, November). https://dreme.stanford.edu/news/math-talk-measurement-home. Co-authored: Michelle Hurst & Susan Levine

Empow Summer Camp Kids Help Science (2014, August). https://empow.me/empow-summer-camp-kids-help-science.

Presentations and Workshops

Exploring Math with Paper (2019, May). DREME resource table at National Math Festival, Washington, DC.
Shared resources with families, children, and teachers about using math talk during play activities and provided hands-on activities that involve doing math games with paper.

Math Games for Improving Number Sense and Geometry (2018, August). Presented at *Ready…Set…Teach!,* Chicago Public Schools Summer Institute 2018, Chicago, IL. Co-presented with Madeleine Oswald (graduate student).