

Kyle MacDonald

CONTACT INFORMATION	Department of Psychology Stanford University 450 Serra mall Stanford, CA 94305	860-324-7315 kylem4@stanford.edu kemacondonald.com
EMPLOYMENT	Lab Manager Language Learning Lab, Department of Psychology, Stanford University Anne Fernald, Ph.D	2010-2013
	Research Assistant Cognitive Development Lab, Department of Psychology, Wesleyan University Hilary Barth, Ph.D and Anna Shusterman, Ph.D	2008-2010
EDUCATION	Stanford University , Stanford, CA Ph.D., Developmental Psychology , <i>Expected: Summer 2018</i> <ul style="list-style-type: none">• Thesis Topic: <i>How social contexts modulate information gathering and memory during language learning</i>• Advisor: Michael C. Frank Wesleyan University , Middletown, CT B.A., Psychology, May 2010 <ul style="list-style-type: none">• Thesis Topic: <i>Group membership disrupts preschoolers' selective learning</i>• Advisor: Hilary Barth	
HONORS AND AWARDS	Graduate Research Fellowship, National Science Foundation (2014-present) Norman H. Anderson Travel Award, Stanford University (2016) High Honors in Psychology, Wesleyan University (2010) Walkley Prize for Excellence in Psychological Research, Wesleyan University (2010) Quantitative Analysis Center Research Fellowship, Wesleyan University (2008)	
PUBLICATIONS	<ol style="list-style-type: none">1. MacDonald, K., LaMarr, T., Corina, D., Marchman, V.A., & Fernald, A. (under review). Real-time lexical comprehension in young children learning American Sign Language.2. MacDonald, K., Marchman, V.A., & Fernald, A. (in prep). M-o-o-s as cues: Young children map novel animal vocalizations to unfamiliar animals. Manuscript in preparation.3. Sanchez, A., Meylan, S., Braginsky, M., MacDonald, K., Yurovsky, D., & Frank, M. C. (in prep). childes-db: a flexible and reproducible interface to the Child Language Data Exchange System (CHILDES). Manuscript in preparation.4. MacDonald, K., Blonder, A., Marchman, V.A., Fernald, A., & Frank, M.C. (2017). An information-seeking account of eye movements during spoken and signed language processing. Proceedings of the 39th Annual Meeting of the Cognitive Science Society.	

5. **MacDonald, K.**, Yurovsky, D., & Frank, M.C. (2017). Social cues modulate the representations underlying cross-situational learning. *Cognitive Psychology*, 94, 6784.
6. Frank, M.C., Lewis, M.L., & **MacDonald, K.**, (2016). A performance model for early word learning. Proceedings of the 38th Annual Meeting of the Cognitive Science Society.
7. **MacDonald, K.**, & Frank, M.C. (2016). When does passive learning improve the effectiveness of active learning? Proceedings of the 38th Annual Meeting of the Cognitive Science Society.
8. **MacDonald, K.**, Yurovsky, D., & Frank, M.C. (2015). Referential cues modulate attention and memory during cross-situational word learning. Proceedings of the 37th Annual Meeting of the Cognitive Science Society.
9. Barth, H., Bhandari, K., Garcia, J., **MacDonald, K.**, & Chase, E. (2014). Preschoolers trust novel members of accurate speakers? groups and judge them favorably. *Quarterly Journal of Experimental Psychology*, 67, 872-883.
10. **MacDonald, K.**, Schug, M., Chase, E. & Barth, H. (2013). My People, Right or Wrong? Minimal Group Membership Disrupts Children's Selective Trust in Testimony. *Cognitive Development* 28, 247-259.

TEACHING AND MENTORSHIP

Teaching

Introduction to Statistical Methods (Head Teaching Assistant, 2017)
 Developmental Psychology (Instructor, 2016)
 Learning and Memory (Teaching Assistant, 2016)
 Developmental Psychology (Teaching Assistant, 2015)
 Introduction to Psychology (Teaching Assistant, 2014-2015)

Undergraduate Research Assistants

Avivia Blonder - CSLI Research Intern
 Allison Dods - Symbolic Systems BS, honors thesis
 Melina Wailing - Psychology Research Assistant
 Tami Alade - HumBio Research Intern
 Hannah Slater - HumBio Research Intern

PRESENTATIONS

1. **MacDonald, K.**, Blonder, A., Marchman, V.A., Fernald, A., & Frank, M.C. (2017). An information-seeking account of eye movements during spoken and signed language processing. Oral presentation at the 39th Annual Meeting of the Cognitive Science Society, London, Eng.
2. **MacDonald, K.**, Corina, D., Marchman, V., & Fernald, A. (2016). Real-time language comprehension in American Sign Language. Workshop on Multimodal Multilingual Outcomes in Deaf and Hard-of-Hearing children, Stockholm, Sweden.
3. **MacDonald, K.**, & Frank, M.C. (2016). When does passive learning improve the effectiveness of active learning? Oral presentation at the 38th Annual Meeting of the Cognitive Science Society, Pasadena, CA.
4. **MacDonald, K.**, Blonder, A., Marchman, V.A., Fernald, A., & Frank, M.C. (2016). Speed-accuracy tradeoffs during real-time language comprehension in children learning English and American Sign Language. Poster presented at the biennial International Conference on Infant Studies, New Orleans, LA.

5. **MacDonald, K.**, Yurovsky, D., & Frank, M.C. (2015). Social cues modulate the strength of encoding alternative referents in cross-situational word learning. Conference talk submitted to the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
6. **MacDonald, K.**, Corina, D., Marchman, V., & Fernald, A. (2015). Age-related changes in children's real-time American Sign Language sentence processing. Conference talk submitted to the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
7. Bion, R., **MacDonald, K.**, & Fernald, A. (2013). M-o-o-s as cues: Young children map novel animal vocalizations to unfamiliar animals. Symposium submitted to the biennial meeting of the Society for Research in Child Development, Seattle, WA.
8. **MacDonald, K.**, Corina, D., Marchman, V., & Fernald, A. (2013). Real Time Processing of ASL in Deaf and Hearing Native-Signing Infants. Poster submitted to the biennial meeting of the Society for Research in Child Development, Seattle, WA.
9. **MacDonald, K.**, Bion, R., Adams, K., Marchman, V., Hurtado, N., & Fernald, A. (2012). M-o-o-s as cues: Young children map novel animal vocalizations to unfamiliar animals. Poster presented at the biennial International Conference on Infant Studies, Minneapolis, MN.
10. **MacDonald, K.**, Schug, M., & Barth, H. (2011). My people, right or wrong? Minimal group membership disrupts children's selective trust in testimony. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
11. Barth, H., Garcia, J., Slusser, E., **MacDonald, K.**, Acheampong, A., Kanjlia, S., & Santiago, R. (2011). Proportional reasoning shapes children's number-line estimates. Conference abstract. Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
12. Sullivan, J., **MacDonald, K.**, Paladino, A., & Barth, H. (2009). Children's mappings of number words to large numerosities. Conference abstract. Biennial meeting of the Society for Research in Child Development, Denver, CO.
13. Schug, M., Patalano, A., Barth, H., Shusterman, A., Herrig, E., & **MacDonald, K.** (2009). Group bias, statistical reasoning, and social judgments. Conference abstract. Biennial meeting of the Cognitive Development Society, San Antonio, TX.
14. **MacDonald, K.** & Barth, H. (2008). Learning the meaning of large number words. Poster presented at the Quantitative Analysis Center Poster Session, Wesleyan University, CT.

PROFESSIONAL
SERVICE

Continuing memberships in: Cognitive Science Society, International Society for Infant Studies, Society for Research in Child Development

Ad-hoc reviewer: Journal of Experimental Child Psychology, Cognitive Development, Cognition, Developmental Psychology, Proceedings of the Cognitive Science Society, IEEE Transactions on Cognitive and Developmental Systems