

## Kyle MacDonald

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CONTACT INFORMATION	Department of Psychology Stanford University 450 Serra mall Stanford, CA 94305	860-324-7315 kylem4@stanford.edu
RESEARCH INTERESTS	Information-seeking, language comprehension, speed of processing, decision-making, sign language	
EDUCATION	<b>Stanford University</b> , Stanford, CA  Ph.D., Developmental Psychology, <i>Expected:</i> Summer 2018 <ul style="list-style-type: none"><li>• Advisor: Michael Frank, Ph.D</li></ul> <b>Wesleyan University</b> , Middletown, CT  B.A., Psychology (with High Honors), May 2010 <ul style="list-style-type: none"><li>• Thesis Topic: <i>Group membership and preschoolers' selective trust</i></li><li>• Advisor: Hilary Barth, Ph.D</li></ul>	
RESEARCH EXPERIENCE	<b>Lab Manager</b> Language Learning Lab, Department of Psychology, Stanford University Anne Fernald, Ph.D	May 2010 to August 2013
	<b>Research Assistant</b> Cognitive Development Lab, Department of Psychology, Wesleyan University Hilary Barth, Ph.D and Anna Shusterman, Ph.D	June 2008 to May 2010
PUBLICATIONS	<ol style="list-style-type: none"><li>1. <b>MacDonald, K.</b>, Blonder, A., Marchman, V.A., Fernald, A., &amp; Frank, M.C. (under review). An information-seeking account of eye movements during spoken and signed language processing.</li><li>2. <b>MacDonald, K.</b>, Yurovsky, D., &amp; Frank, M.C. (under review). Social cues modulate the representations underlying cross-situational learning.</li><li>3. <b>MacDonald, K.</b>, LaMarr, T., Corina, D., Marchman, V.A., &amp; Fernald, A. (under review). Real-time lexical comprehension in young children learning American Sign Language.</li><li>4. Frank, M.C., Lewis, M.L., <b>MacDonald, K.</b>, &amp; (2016). A performance model for early word learning. Proceedings of the 38th Annual Meeting of the Cognitive Science Society.</li><li>5. <b>MacDonald, K.</b>, &amp; 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.</li><li>6. <b>MacDonald, K.</b>, Yurovsky, D., &amp; 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.</li></ol>	

7. 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.
8. **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.

#### AWARDS

NSF Graduate Research Fellowship, 2014

Walkley Prize for Excellence in Psychological Research, Wesleyan University, 2010

#### PRESENTATIONS

1. **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.
2. **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.
3. 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.
4. **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.
5. **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.
6. **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.
7. 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.
8. 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.
9. 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.
10. **MacDonald, K.** & Barth, H. (2008). Learning the meaning of large number words. Poster presented at the Quantitative Analysis Center Poster Session, Wesleyan University, CT.

TEACHING  
EXPERIENCE

Teaching Assistant  
Developmental Psychology  
Instructors: Michael C. Frank  
Department of Psychology,  
Stanford University  
Fall 2015

Teaching Fellow  
Psych One  
Instructors: James Gross, Jamil Zaki, Greg Walton  
Department of Psychology,  
Stanford University  
Fall 2014, Spring 2015

Teaching Fellow  
Developmental Psychology  
Instructor: Anna Shusterman  
Department of Psychology,  
Wesleyan University  
Fall 2009