

# Melissa Kline Struhl

**Lookit Executive Director | Research Scientist**

**Brain & Cognitive Sciences Department**

**Massachusetts Institute of Technology**

This resume was last updated on 2022-01-31.

Source code, based on the `datadrivencv` and `vitae r` packages.

## Contact Info

- mekline@mit.edu
- github: [@mekline](https://github.com/mekline)
- twitter: [@melissaekline](https://twitter.com/melissaekline)
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## Interests

- Open, equitable, and robust scientific practices!
- FAIR data sharing and management
- Online experiments for children & families
- Cognitive development & language acquisition

**Education** 2009 - 2015: PhD, Brain & Cognitive Science

Massachusetts Institute of Technology

Committee: Laura Schulz; Ted Gibson; Jesse Snedeker; Josh Tenenbaum

Thesis title: Who did what to whom: Developmental perspectives on the meaning and communication of transitive events

2004 - 2008: Sc.B. in Cognitive Science

Brown University

Advisor: Katherine Demuth

Thesis title: Syntactic generalization with novel intransitive verbs: Who is pilking?

**Published Articles** Byers-Heinlein, K., Tsui, A. S. M., Bergmann, C., Black, A. K., Brown, A., Carbajal, M. J., ... Wermelinger, S. (2021). A Multilab Study of Bilingual Infants: Exploring the Preference for Infant-Directed Speech. *Advances in Methods and Practices in Psychological Science*, 4(1), 251524592097462. doi:10.1177/2515245920974622

Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., ... Soderstrom, M. (2020). Building a collaborative psychological science: Lessons learned from ManyBabies 1. *Canadian Psychology/Psychologie Canadienne*, 61(4), 349–363. doi:10.1037/cap0000216

- ManyBabies Consortium. (2020). Quantifying sources of variability in infancy research using the infant-directed-speech preference. *Advances in Methods and Practices in Psychological Science*, 3(1), 24-52.
- Scott, K. M., & Kline, M. (2019). Enabling Confirmatory Secondary Data Analysis by Logging Data Checkout. *Advances in Methods and Practices in Psychological Science*, 2(1), 45-54. doi:10.1177/2515245918815849
- Moshontz, H., Campbell, L., Ebersole, C. R., IJzerman, H., Urry, H. L., Forscher, P. S., ... Antfolk, J. (2018). The Psychological Science Accelerator: Advancing Psychology Through a Distributed Collaborative Network. *Advances in Methods and Practices in Psychological Science*, 1(4), 501-515. doi:10.1177/2515245918797607
- Kline, M., Schulz, L., & Gibson, E. (2017). Partial Truths: Adults Choose to Mention Agents and Patients in Proportion to Informativity, Even If It Doesn't Fully Disambiguate the Message. *Open Mind*, 2(1), 1-13. doi:10.1162/opmi\_a\_00013
- Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., ... Yurovsky, D. (2017). A Collaborative Approach to Infant Research: Promoting Reproducibility, Best Practices, and Theory-Building. *Infancy*, 22(4), 421-435. doi:10.1111/inf.12182
- Kline, M., Schulz, L., & Gibson, E. (2017). Partial Truths: Adults Choose to Mention Agents and Patients in Proportion to Informativity, Even If It Doesn't Fully Disambiguate the Message. *Open Mind*, 2(1), 1-13. doi:10.1162/opmi\_a\_00013
- Kline, M., Snedeker, J., & Schulz, L. (2016). Linking Language and Events: Spatiotemporal Cues Drive Children's Expectations About the Meanings of Novel Transitive Verbs. *Language Learning and Development*, 13(1), 1-23. doi:10.1080/15475441.2016.1171771
- KLINE, M., & DEMUTH, K. (2013). Syntactic generalization with novel intransitive verbs. *Journal of Child Language*, 41(3), 543-574. doi:10.1017/s0305000913000068
- Kline, M., & Demuth, K. (2010). Factors Facilitating Implicit Learning: The Case of the Sesotho Passive. *Language Acquisition*, 17(4), 220-234. doi:10.1080/10489223.2010.509268
- Demuth, K., & Kline, M. (2006). The distribution of passives in spoken Sesotho. *Southern African Linguistics and Applied Language Studies*, 24(3), 377-388. doi:10.2989/16073610609486426

## Other Manuscripts

- Preprints** Affourtit, J... Kline Struhl, M.,... Fedorenko, E. (Under Review). LanA (Language Atlas): A probabilistic atlas for the language network based on fMRI.
- Kline Struhl, M., Galleé, J., Balewski, Z., & Fedorenko, E. (Under Review). Understanding jokes relies on the Theory of Mind system. [Link](#)
- Alipourfard, N., Arendt, B., ... Kline Struhl, M., ... Wu, J. (Preprint). Systematizing Confidence in Open Research and Evidence (SCORE). [Link](#)
- Nosek, B. A., Hardwicke, T. E., Moshontz, H., Allard, A., Corker, K. S., Dreber, A., Fidler, F., Hilgard, J., Kline Struhl, M., Nuijten, M., Roher, J., Romero, F., Scheel, A., Scherer, L., Schönbrodt, F. & Vazire, S. (In Press). Replicability, Robustness, and Reproducibility in Psychological Science. *Annual Review of Psychology*. [Link](#)
- Kline, M., Salinas, M., Lim, E., Fedorenko, E., & Gibson, E. Word order patterns in gesture are sensitive to modality-specific production constraints [Link](#)
- Kline, M., Gibson, E. & Schulz, L. Young children choose informative referring expressions to describe the agents and patients of transitive events [Link](#)

**Preregistrations** Kline, M. & members of the ManyBabies Consortium (2018) ManyBabies 1: Secondary analysis of ‘lab factors’ and fuss-out rates [Link](#)

Kline, M., Geojo, A., de Rechteren van Hemert, A., & Snedeker, J. (2016) MannerPathPriming - Testing generalization of event semantics across domains [Link](#)

**Proceedings** Wittenberg, E., Kline, M. & Hartshorne, J. (2016) Learning to talk about events: Grounding language acquisition in intuitive theories and event cognition. Proceedings of the Thirty- Eighth Annual Conference3 of the Cognitive Science Society

Kline, M., Snedeker, J. (2015). 2-year-olds use syntax to infer actor intentions in a rational- action paradigm. Proceedings of the Thirty-Seventh Annual Conference of the Cognitive Science Society.

Kline, M., Muentener, P. & Schulz, L.E. (2013). Transitive and periphrastic sentences affect memory for simple causal scenes. Proceedings of the Thirty-Fifth Annual Conference of the Cognitive Science Society.

Kline, M., Snedeker, J., & Schulz, L.E. (2011). Children’s comprehension and production of transitive sentences is sensitive to the causal structure of events. Proceedings of the Thirty-Third Annual Conference of the Cognitive Science Society.

**Conference Posters & Presentations** Kline, M. (2018). ManyBabies - Using larg(er) experimental datasets for methodological and theoretical questions. Society for Research on Child Development, Special Meeting on Secondary Data in Developmental Science. Phoenix, AZ.Kline. M. and the ManyBabies Consortium. (2018). Analysis of “fussout effects” in the ManyBabies1 dataset. 21st Biennial Congress of the International Congress of Infant Studies, Philadelphia, PA.

Kline, M. (2018). Machine-readable, human-friendly data standardization for psychological science. Lightning talk & Hackathon. Third meeting of the Society for the Improvement of Psychological Sciences, Grand Rapids, MI.

Kline, M. & Snedeker, J. (2018). How are events represented for language? Eighth annual meeting of the Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

Kline, M. & Snedeker, J. (2017) Do children appreciate parallels in means/ends event structure across semantic fields? 2017 Biennial Meeting of the Society for Research on Child Development, Austin, TX.

Kline, M. (2017). We need an open database for psychological stimuli (all of them) - Lightning talk & Hackathon. Second meeting of the Society for the Improvement of Psychological Sciences, Charlottesville, VA.

Kline, M. (2017). Language, Space & Time. Workshop on Cognitive Universals, CUNY Sentence Processing Conference, 2017

Kline, M. (2016) Which semantic primitives and why those ones? Workshop talk, Learning to Talk About Events, 38th Annual Conference of the Cognitive Science Society, Philadelphia, PA.

Kline, M., Snedeker, J. (2015). 2-year-olds use syntax to infer actor intentions in a rational-action paradigm. 37th Annual Conference of the Cognitive Science Society, Pasadena, CA

Mahowald, K., Kline, M., Fedorenko, E. & Gibson, T. (2015). Informativity and efficient compression of sentences. Poster presented at the Annual CUNY Conference on Human Sentence Processing, CUNY 2015. Los Angeles, CA

Kline, M., Snedeker, J. (2014) Daxing my toy or Daxing TO my toy? Two-year-olds use syntax to override rational imitation effects. Poster presented at the 39th Annual Boston University Conference on Language Development, Boston, MA.

Kline, M., Muentener, P. & Schulz, L.E. (2013). Transitive and periphrastic sentences affect memory for simple causal scenes. 35th Annual Conference of the Cognitive Science Society, Berlin, Germany.

Kline, M., Snedeker, J. & Schulz, L.E. (2013) Representations of causality in verb learning. 2013 Biennial Meeting of the Society for Research on Child Development, Seattle, WA.

Kline, M., Snedeker, J., & Schulz, L.E. (2011). Preschoolers prefer to map novel transitive verbs to events with spatiotemporal features that mark causation. 36th Annual Boston University Conference on Language Development, Boston, MA.

Kline, M., Snedeker, J., & Schulz, L.E. (2011). Children's comprehension and production of transitive sentences is sensitive to the causal structure of events. 33rd Annual Conference of the Cognitive Science Society, Boston, MA.

Friel, D., Kline, M., Seed, A., & Schulz, L. (2011). It's okay to judge a block by its color: Toddlers' use of symbolic and intrinsic cues to objects' causal powers. Poster presented at the Seventh Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

Kline, M. & Demuth, K. (2008). Syntactic generalization with novel intransitive verbs: Who is pilking? 33rd Annual Boston University Conference on Language Development, Boston, MA.

Kline, M. & Demuth, K. (2008). Frequency and structural priming in the input: Implications for learning the passive. Generative Approaches to Language Acquisition North America (GALANA) 3, Storrs, CT.

Kline, M. & Demuth, K. (2006). Learning passives from the input: Evidence from Sesotho. 2nd Bantu Acquisition Workshop, Northampton, MA.

**Employment** 2021 - Present: Executive Director

Lookit, MIT Brain & Cognitive Sciences

2019 - 2021: Research Scientist

Center for Open Science

Supervisor: Tim Errington

2018 - 2019: Postdoctoral Associate

MIT Brain & Cognitive Sciences

PI: Joshua Tenenbaum

2018 - 2018: Senior Teaching Fellow

Harvard Extension School, Department of Psychology

Supervisor: Jesse Snedeker

2016 - 2017: Postdoctoral Associate

MIT Brain & Cognitive Sciences

PI: Evelina Fedorenko

2015 - 2016: Postdoctoral Fellow

Harvard University, Department of Psychology

PI: Jesse Snedeker

**Awards** 2015: Harvard University Foundations of Human Behavior Grant (\$40,000)

2012 - 2014: NSF SBE Doctoral Dissertation Research Improvement Grant

Project title: Causal Representations in Children's Transitive Sentences; \$12,000

2011 - 2014: NSF Graduate Student Fellowship

2010 - 2011: Norman B. Leventhal Fellowship

2009 - 2010: Singleton Graduate Fellowship

**Teaching** 2010 - 2019: Supervisor for 4 masters' students, 10 full time and 34 part time/semester undergraduate research assistants, including one senior thesis supervision.,

2018: Senior Teaching Fellow, Harvard Extension School Human Development (Graduate/Undergraduate level)

2013 - 2014: Project consultant, MIT Brain & Cognitive Sciences 'Special Topics' independent research students

2013: Teaching Fellow, Harvard University Science of Living Systems 20/Introduction to Psychological Science

2011 - 2012: Graduate Student Teaching Certificate Program, MIT

2011: Teaching Assistant, MIT Brain & Cognitive Sciences Infant & Early Childhood Cognition

2011: Teaching Assistant, MIT Brain & Cognitive Sciences Laboratory in Higher-Level Cognition

2008 - 2009: Americorps: After-school science educator, Providence Children's Museum

2006: Teaching Assistant, Brown University Models of Computation

**Service** 2017 - Present: Steering Committee, PsyArxiv

2015 - Present: Governing Board, ManyBabies

Ongoing: Peer Reviewer, Autism Research, Collabra: Psychology, Cognitive Science, Developmental Science, Infant Behavior & Development, Journal of Child Language, Journal of Experimental Psychology, Language Cognition & Neuroscience, Language Learning and Development, Semantics and Pragmatics (Journals); Society for Research in Child Development, Cognitive Science, CUNY Sentence Processing Conference (Conferences)

2018 - 2021: Executive Committee, Society for the Improvement of Psychological Science

2021: Invited participant, MIT Brain & Cognitive Sciences 9.S914 Tools for Robust Science

2017: Organizing Committee, CUNY Sentence Processing Conference

2016: Co-Chair, Events in Language & Cognition Workshop

2016: Co-Organizer, Learning to Talk About Events Workshop

2010 - 2011: CogLunch Coordinator, MIT Brain & Cognitive Sciences