Curriculum Vitae
David William Braithwaite

Florida State University
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Education and Employment

2024–present	Associate Professor, Psychology, Florida State University.
2018–2024	Assistant Professor, Psychology, Florida State University.
2014–2018	Postdoctoral Research Fellow, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA.
2009–2014	Ph.D., Indiana University, Bloomington. Major: Psychology and Cognitive Science. Supervisor: Robert L. Goldstone. Outstanding Dissertation Award, Cognitive Science Program. Dissertation: *Grounding Mathematics Learning*.
2004–2009	Research Director and Deputy General Manager, Consumer Insight Research
1997–2004	Research Executive/Manager/Director, Consumer Behavior Research
1993–1997	B.A., The University of Chicago. Major: Mathematics. Phi Beta Kappa, Sigma Xi.
1993–1995	St. John's College, Annapolis, MD.

Funding

Braithwaite, D. W., & Siegler, R. S. (Sep 2019–Aug 2024). *Creating a Theory of Decimal Arithmetic Learning*. Funded by National Science Foundation. Total award $550,000.

Braithwaite, D. W. (May 2019–Aug 2019). *Understanding Fraction Arithmetic with Virtual Manipulatives*. Funded by Florida State University. Total award $20,000.

Honors, Awards, and Prizes

Developing Scholar Award, Florida State University (2026). ($10,000).
Provost's Faculty Travel Award, The Florida State University (2023). ($1,000).
College of Arts and Sciences Dean's Faculty Travel Award, The Florida State University (2023). ($1,500).
College of Arts and Sciences Dean's Faculty Travel Award, The Florida State University (2018).

($1,500).
Young Scientist Travel Award, Indiana University (2016). ($1,500).
Outstanding Dissertation Award, Cognitive Science Program, Indiana University (2015).
College of Arts and Sciences Travel Award, Indiana University (2013).
NSF Conference Grant for Annual Meeting of the Cognitive Science Society (2013).
NSF Conference Grant for Annual Meeting of the Cognitive Science Society (2012).
Phi Beta Kappa, University of Chicago (1997).
Sigma Xi, University of Chicago (1997).

Publications

Refereed Journal Articles

1. Liu, Q., Wang, Y., & **Braithwaite, D. W.** (2025). Affordances of Fractions and Decimals for Arithmetic Among Middle School Students in the US and China. *Journal of Experimental Child Psychology*, *253*, 106187. doi:10.1016/j.jecp.2024.106187

2. **Braithwaite, D. W.** (2025). Domain Effects on Interpretations of General Conditionals: The Case of Mathematics. *Thinking & Reasoning*, *31*(2), 214-236. doi:10.1080/13546783.2024.2406197

3. **Braithwaite, D. W.**, & Shrager, J. (2025). Higher-level domain-general skills in maths problem solving. *Thinking & Reasoning*, 1-37. doi:10.1080/13546783.2025.2570690

4. **Braithwaite, D. W.**, & Rafferty, A. N. (2025). Knowledge of examples affects conditional reasoning with mathematical content. *Thinking & Reasoning*, 1-36. doi:10.1080/13546783.2025.2560995

5. **Braithwaite, D. W.**, & Rafferty, A. N. (2025). Parameterizing Individual Differences in Fraction and Decimal Arithmetic. *Cognitive Science*, *49*, e70065. doi:10.1111/cogs.70065

6. **Braithwaite, D. W.**, & Siegler, R. S. (2024). A Unified Model of Arithmetic With Whole Numbers, Fractions, and Decimals. *Psychological Review*, *131*(2), 431-455. doi:10.1037/rev0000440

7. **Braithwaite, D. W.**, & Hall, G. J. (2024). Explaining procedures and interleaving practice in fraction arithmetic. *Learning and Instruction*, *90*. doi:10.1016/j.learninstruct.2023.101854

8. Liu, Q.[(d)], & **Braithwaite, D. W.** (2023). Affordances of fractions and decimals for arithmetic. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *49*(9), 1459-1470. doi:10.1037/xlm0001161

9. Alvarez-Vargas, D.[(d)], **Braithwaite, D. W.**, Lortie-Forgues, H., Moore, M.[(p)], Castro, M.[(d)], Wan, S.[(p)], Martin, E., & Bailey, D. (2023). Hedges, mottes, and baileys: Causally

ambiguous statistical language can increase perceived study quality and policy relevance. *PLOS ONE*, *18*(10), e0286403. doi:doi.org/10.1371/journal.pone.0286403

10. **Braithwaite, D. W.**, McMullen, J., & Hurst, M. A. (2022). Cross-notation knowledge of fractions and decimals. *Journal of Experimental Child Psychology*, *213*, 105210. doi:10.1016/j.jecp.2021.105210

11. **Braithwaite, D. W.** (2022). Relations between geometric proof justification and probabilistic reasoning. *Learning and Individual Differences*, *98*, 102201. doi:10.1016/j.lindif.2022.102201

12. **Braithwaite, D. W.**, Sprague, L.[(d)], & Siegler, R. S. (2022). Toward a unified theory of rational number arithmetic. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *48*(10), 1470-1483. doi:10.1037/xlm0001073

13. **Braithwaite, D. W.**, & Sprague, L.[(d)] (2021). Conceptual knowledge, procedural knowledge, and metacognition in routine and nonroutine problem solving. *Cognitive Science*, *45*, e13048. doi:10.1111/cogs.13048

14. Tian, J.[(p)], **Braithwaite, D. W.**, & Siegler, R. S. (2021). Distributions of textbook problems predict student Learning: Data from decimal arithmetic. *Journal of Educational Psychology*, *113*(3), 516-529. doi:10.1037/edu0000618

15. **Braithwaite, D. W.**, & Siegler, R. S. (2021). Putting fractions together. *Journal of Educational Psychology*, *113*(3), 556-571. doi:10.1037/edu0000477

16. Tian, J.[(p)], **Braithwaite, D. W.**, & Siegler, R. S. (2020). How do people choose among rational number notations? *Cognitive Psychology*, *123*, 101333. doi:10.1016/j.cogpsych.2020.101333

17. Siegler, R. S., Im, Soo-hyun, & **Braithwaite, D. W.** (2020). Understanding development requires assessing the environment in which learning occurs: Examples from mathematics learning. *New Directions for Child and Adolescent Development*, *173*, 83-100. doi:10.1002/cad.20372

18. **Braithwaite, D. W.**, Leib, E. R.[(d)], Siegler, R. S., & McMullen, J.[(p)] (2019). Individual differences in fraction arithmetic learning. *Cognitive Psychology*, *112*, 81-98. doi:10.1016/j.cogpsych.2019.04.002

19. **Braithwaite, D. W.**, Tian, J., & Siegler, R. S. (2018). Do children understand fraction addition? *Developmental Science*, *21*(4), e12601. doi:10.1111/desc.12601

20. **Braithwaite, D. W.**, & Siegler, R. S. (2018). Developmental changes in the whole number bias. *Developmental Science*, *21*(2), e12541. doi:10.1111/desc.12541

21. **Braithwaite, D. W.**, & Siegler, R. S. (2018). Children learn spurious associations in their math textbooks: Examples from fraction arithmetic. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *44*(11), 1765-1777. doi:10.1037/xlm0000546

22. **Braithwaite, D. W.**, Pyke, A. A., & Siegler, R. S. (2017). A computational model of fraction arithmetic. *Psychological Review*, *124*(5), 603-625. doi:10.1037/rev0000072

23. Carvalho, P. F., **Braithwaite, D. W.**, de Leeuw, J. R., Motz, B. A., & Goldstone, R. L. (2016). An in-vivo study of self-regulated study sequencing in introductory psychology courses. *PLoS ONE*, *11*(3), e0152115. doi:10.1371/journal.pone.0152115

24. **Braithwaite, D. W.**, Goldstone, R. L., van der Maas, H. L. J., & Landy, D. H. (2016). Non-formal mechanisms in mathematical cognitive development: The case of arithmetic. *Cognition*, *149*, 40-55. doi:10.1016/j.cognition.2016.01.004

25. **Braithwaite, D. W.**, & Goldstone, R. L. (2015). Effects of variation and prior knowledge on abstract concept learning. *Cognition and Instruction*, *33*(3), 226-256. doi:10.1080/07370008.2015.1067215

26. **Braithwaite, D. W.**, & Goldstone, R. L. (2013). Flexibility in data interpretation: Effects of representational format. *Frontiers in Psychology*, *4*(December), 1-16. doi:10.3389/fpsyg.2013.00980

27. **Braithwaite, D. W.**, & Goldstone, R. L. (2013). Integrating formal and grounded representations in combinatorics learning. *Journal of Educational Psychology*, *105*(2), 666-682. doi:10.1037/a0032095

Invited Journal Articles

1. Siegler, R. S., Im, Soo-hyun[(p)], Schiller, L.[(d)], Tian, J.[(p)], & **Braithwaite, D. W.** (2020). The sleep of reason produces monsters: How and when biased input shapes mathematics learning. *Annual Review of Developmental Psychology*, *2*, 413-435. doi:10.1146/annurev-devpsych-041620-031544

2. **Braithwaite, D. W.** (2019). Challenges of modeling continuity and change in children's seriation and ordinal understanding. [Peer commentary on the article "The development of size sequencing skills: An empirical and computational analysis" by M. McGonigle-Chalmers and I. Kusel]. *Monograph Matters*. doi:doi.org/10.1111/mono.12411

3. Siegler, R. S., & **Braithwaite, D. W.** (2016). Numerical development. *Annual Review of Psychology*, *68*, 187-213. doi:10.1146/annurev-psych-010416-044101

Invited Book Chapters

1. Goldstone, R. L., **Braithwaite, D. W.**, & Byrge, L. A. (2012). Perceptual learning. In *Encyclopedia of the Sciences of Learning*. Heidelberg, Germany: Springer Verlag GmbH.

Refereed Proceedings

1. **Braithwaite, D. W.**, & Siegler, R. S. (2022). Testing a unified model of arithmetic. In *Proceedings of the Annual Meeting of the Cognitive Science Society*. Toronto, CA. Retrieved from https://escholarship.org/uc/item/1zn3w132

2. Carvalho, P. F., **Braithwaite, D. W.**, de Leeuw, J. R., Motz, B. A., & Goldstone, R. L. (2015). Effectiveness of Learner-Regulated Study Sequence: An in-vivo study in Introductory Psychology course. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *37th Annual Conference of the Cognitive Science Society* (pp. 1189-1194). Austin, TX: Cognitive Science Society.

3. **Braithwaite, D. W.**, & Goldstone, R. L. (2014). Benefits of Variation Increase with Preparation. In Bello, P., Guarini, M., McShane, M., & Scassellati, B. (Eds.), *36th Annual Conference of the Cognitive Science Society* (pp. 230-235). Austin, TX: Cognitive Science Society.

4. **Braithwaite, D. W.**, & Goldstone, R. L. (2014). Spatial Organization and Presentation Mode in the Representation of Complex Data. In Bello, P., Guarini, M., McShane, M., & Scassellati, B. (Eds.), *36th Annual Conference of the Cognitive Science Society* (pp. 1940-1945). Austin, TX: Cognitive Science Society.

5. **Braithwaite, D. W.**, & Goldstone, R. L. (2013). Benefits of Graphical and Symbolic Representations for Learning and Transfer of Statistical Concepts. In Knauff, M., Pauen, M., Sebanz, N., & Wachsmuth, I. (Eds.), *35th Annual Conference of the Cognitive Science Society* (pp. 1928-1933). Austin, TX: Cognitive Science Society.

6. **Braithwaite, D. W.**, & Goldstone, R. L. (2012). Inducing Mathematical Concepts from Specific Examples: The Role of Schema-Level Variation. In Miyake, N., Peebles, D., & Cooper, R. P. (Eds.), *34th Annual Conference of the Cognitive Science Society* (pp. 138-143). Austin, TX: Cognitive Science Society.

7. **Braithwaite, D. W.**, & Goldstone, R. L. (2011). Effects of Grounded and Formal Representations on Combinatorics Learning. In Carlson, L., Hölscher, C., & Shipley, T. (Eds.), *33rd Annual Conference of the Cognitive Science Society* (pp. 3431-3436). Austin, TX: Cognitive Science Society.

Presentations

Refereed Presentations at Conferences

Braithwaite, D. W., & Rafferty, A. N. (presented 2025, July). *Knowledge of Examples Affects Conditional Reasoning About Math*. Poster presentation at 47th Annual Meeting, Cognitive Science Society, San Francisco, CA. (International)

Braithwaite, D. W. (presented 2024, November). *Domain Effects on Interpretations of Conditionals: The Case of Math*. Presentation at 65th Annual Meeting, Psychonomic Society, New York, NY. (International)

Liu, Q.[(d)], & **Braithwaite, D. W.** (presented 2024, April). *Affordances of fractions and decimals for arithmetic*. Presentation at Annual Conference, American Educational Research Association, Philadelphia, PA. (National)

Liu, Q.[(d)], & **Braithwaite, D. W.** (presented 2024, March). *Children's notation preferences for fraction and decimal arithmetic*. Presentation at Biennial Conference, Cognitive Development Society, Pasadena, CA. (National)

Braithwaite, D. W., & Rafferty, A. N. (presented 2023, November). *Predicting Parameters of Strategy Choice in Rational Number Arithmetic*. Presentation at 64th Annual Meeting, Psychonomic Society, San Francisco, CA. (International)

Braithwaite, D. W., & Rafferty, A. N. (presented 2023, April). *Predicting Parameters of Strategy Choice in Fraction Arithmetic*. Presentation at Biennial Meeting, Society for Research in Child Development, Salt Lake City, Utah. (International)

Braithwaite, D. W., Sprague, L.[(d)], & Siegler, R. S. (presented 2022). *A unified model of arithmetic*. Presentation at Biennial Conference, Cognitive Development Society, Madison, WI. (National)

Braithwaite, D. W. (presented 2022). *Relations between geometric proof and probabilistic reasoning*. Presentation at the meeting of Mathematical Cognition and Learning Society, Antwerp, Belgium. (International)

Braithwaite, D. W., McMullen, J., & Hurst, M. A. (presented 2021, April). *Cross-notation knowledge of rational numbers*. Presentation at Biennial Meeting, Society for Research in Child Development. (International)

Braithwaite, D. W., & Siegler, R. S. (presented 2021, April). *Towards a unified theory of rational number arithmetic*. Poster presentation at Biennial Meeting, Society for Research in Child Development. (International)

Braithwaite, D. W., McMullen, J., & Hurst, M. A. (presented 2021, March). *Cross-notation knowledge of rational numbers*. Presentation at Annual Conference, Mathematical Cognition and Learning Society. (International)

Braithwaite, D. W. (presented 2020, July). *Spontaneous and prompted uses of conceptual knowledge in rational arithmetic*. Presentation at Annual Conference, Mathematical Cognition and Learning Society. (International)

Braithwaite, D. W., & Siegler, R. S. (presented 2019, October). *A Conceptual Framework for Understanding Fractions and Fraction Addition*. Poster presentation at Biennial Meeting, Cognitive Development Society, Louisville, KY. (National)

Braithwaite, D. W., Leib, E. R.[(d)], McMullen, J.[(p)], & Siegler, R. S. (presented 2019, October). *Individual Differences in Fraction Arithmetic Learning*. Poster presentation at Biennial Meeting, Cognitive Development Society, Louisville, KY. (National)

Braithwaite, D. W., & Leib, E. R.[(d)] (presented 2019, June). *Modeling Individual Differences in Fraction Arithmetic*. Presentation at Annual Meeting, Mathematical Cognition and Learning Society, Ottawa, CA. (International)

Braithwaite, D. W., & Siegler, R. S. (presented 2019, June). *Whole Number Bias Impedes Understanding of Fraction Equivalence*. Presentation at Annual Meeting, Mathematical Cognition and Learning Society, Ottawa, CA. (International)

Leib, E. R.[(d)], **Braithwaite, D. W.**, Siegler, R. S., & McMullen, J.[(p)] (presented 2019, April). *Performance Profiles in Fraction Arithmetic*. Poster presentation at Biennial Meeting, Society for Research in Child Development, Baltimore, MD. (National)

Braithwaite, D. W., Leib, E. R., McMullen, J., & Siegler, R. S. (presented 2018, November). *Individual Differences in Fraction Arithmetic Learning*. Poster presentation at 59th Annual Meeting, Psychonomics Society, New Orleans, LA. (National)

Braithwaite, D. W., & Siegler, R. S. (presented 2018, January). *Improving Children's Understanding of Fraction Arithmetic*. Poster presentation at 2017-2018 Principal Investigators Meeting, IES NCER/NCSER, Arlington, VA. (National)

Braithwaite, D. W., Zhou, X., & Siegler, R. S. (presented 2017). *Associative Knowledge in Rational Arithmetic*. Poster presentation at Tenth Biennial Meeting, Cognitive Development Society, Portland, OR. (National)

Braithwaite, D. W., & Siegler, R. S. (presented 2017). *Improving Children's Understanding of Fraction Arithmetic*. Poster presentation at Tenth Biennial Meeting, Cognitive Development Society, Portland, OR. (National)

Braithwaite, D. W., & Siegler, R. S. (presented 2016). *A Cognitive Model of Fraction Arithmetic*. Poster presentation at 38th Annual Conference, Cognitive Science Society, Philadelphia, PA. (International)

Braithwaite, D. W., Tian, J., & Siegler, R. S. (presented 2016). *Conceptual Understanding of Fraction Arithmetic*. Poster presentation at 57th Annual Meeting, Psychonomics Society, Boston, MA. (National)

Braithwaite, D. W., & Siegler, R. S. (presented 2015). *A Cognitive Model of Fraction Arithmetic*. Poster presentation at 2015 Principal Investigators Meeting, IES NCER/NCSER, Washington, D.C. (National)

Carvalho, P. F., **Braithwaite, D. W.**, & Goldstone, R. L. (presented 2015). *The Right Sequence for the Right Learning: Blocked and Interleaved Study Differences in the Study of Mathematical Concepts*. Poster presentation at 56th Annual Meeting, Psychonomics Society, Chicago, IL. (National)

Braithwaite, D. W., & Siegler, R. S. (presented 2015). *Whole Number Bias Impedes Understanding of Fraction Equivalence*. Poster presentation at 56th Annual Meeting, Psychonomics Society, Chicago, IL. (National)

Braithwaite, D. W., & Siegler, R. S. (presented 2015). *Whole Number Bias Impedes Understanding of Fraction Equivalence*. Poster presentation at Ninth Biennial Meeting, Cognitive Development Society, Columbus, OH. (National)

Braithwaite, D. W., & Goldstone, R. L. (presented 2014). *Interactions of Variation and Prior Knowledge in Abstract Concept Learning*. Poster presentation at Annual Conference, American Educational Research Association, Philadelphia, PA. (National)

Braithwaite, D. W., & Goldstone, R. L. (presented 2013). *Effects of Superficial Variation and Prior Knowledge on Learning Abstract Concepts*. Poster presentation at the meeting of Psychonomics Society Meeting, Toronto, Canada. (International)

Invited Lectures and Readings of Original Work

Braithwaite, D. W. (2025, October). *Conditional Reasoning in Maths: Cognitive Processes and Individual Differences*. Delivered at University of York, York, UK. (International)

Braithwaite, D. W. (2025, October). *Conditional Reasoning in Maths: Cognitive Processes and Individual Differences*. Delivered at Loughborough University, Loughborough, UK. (International)

Braithwaite, D. W. (2025, October). *Formal Cognitive Models: Applications in Mathematical Cognition*. Delivered at Loughborough University, Loughborough, UK. (International)

Braithwaite, D. W. (2018, June). *A Theory of Fraction Arithmetic Learning*. Delivered at Carnegie Learning, Inc, Pittsburgh, PA. (Local)

Braithwaite, D. W. (2017). *A Theory of Fraction Arithmetic Learning*. Delivered at Department of Psychology, University of Kentucky, Louisville, KY. (Local)

Braithwaite, D. W. (2017). *A Theory of Fraction Arithmetic Learning*. Delivered at Department of Psychology, Florida State University, Tallahassee, FL. (Local)

Braithwaite, D. W. (2017). *A Theory of Fraction Arithmetic Learning*. Delivered at School of Education, University of California, Irvine, Irvine, CA. (Local)

Braithwaite, D. W. (2017). *A Theory of Fraction Arithmetic Learning*. Delivered at Faculty of Education, University of Western Ontario, London, Ontario, CA. (Local)

Braithwaite, D. W. (2017). *Finding the Angel in the Marble: The Challenge of Learning Mathematics*. Delivered at Department of Psychology, University of East Anglia, Norwich, UK. (International)

Teaching

Courses Taught

Augmented Research Topics (PSY4910)
Development of Math Thinking (PSY5916)
Learning Rational Numbers (PSY4910)
Preliminary Examination Preparation (PSY6656)
Research Topics (PSY4920)
Child Psychology (DEP3103)
Math Learning (PSY4910)
Math Learning (PSY4920)
Understanding Rational Numbers (PSY4910)
Unedrstanding Rational Numbers (PSY4920)
Individual Research Study (PSY5900)
Undersanding Rational Numbers (PSY4920)
Directed Individual Study (PSY5908)
Learning Rational Number (PSY4920)
Learnng Rational Numbers-grade (PSY4910)
Learning Rational Numbers (PSY4920)
Experimental Methods in Psychology
Cognitive Psychology
Computer and Statistical Methods in Psychology

Doctoral Committee Chair

Sprague, L. N., graduate. (2025). *Waiting for zero: Preschoolers' developing conceptualizations of zero and natural numbers*.
Liu, Q., graduate. (2024). *Investigating strategy flexibility in algebra: The role of conceptual knowledge, procedural fluency, and executive function*.

Doctoral Committee Member

Breedin, O., graduate. (2025). *Ambivalent Sexism and Mate Retention: Considering Romantic-Manipulation Strategies*.
Prevratil, M., graduate. (2025). *Applying the expert performance approach and purposeful practice to enhance early skill acquisition in older adults*.
Sorenson, P. A., graduate. (2022). *Investigating theory of the testing effect: Assessing the underlying assumptions and mechanisms of the episodic context theory and the dual memory model*.

Master's Committee Chair

Sprague, L. N., graduate. (2022). *Defining and measuring mathematical reasoning*.
Liu, Q., graduate. (2021). *Executive Function and Intermixing in Math: The differential impact of Inhibition and Shifting*.

Master's Committee Member

Breedin, O. W., graduate. (2022). *Sexual Afterglow: How Long Does is Last and Does it Vary across People?*
Sorenson, P. A., graduate. (2019). *To recognize or not to recognize: What is the effect on relearning?*

Supervision of Student Research Not Related to Thesis or Dissertation

Kotler, S. (2025–present).

Smith, H. (2025–present).

Batista, T. (2024–25).

Oster, A. (2024–25).

Choi, D. H. (2013).

Service

The Profession

Editorial Board Membership(s)

British Journal of Educational Psychology (2023–present).

Journal of Experimental Psychology: Learning, Memory, and Cognition (2021–present).

Guest Reviewer for Refereed Journals

Advances in Cognitive Psychology; *AERA Open*; *Applied Cognitive Psychology*; *Canadian Journal of Experimental Psychology*; *Canadian Journal of Science, Mathematics, and Technology Education*; *Child Development*; *Cognition*; *Cognitive Development*; *Cognitive Psychology*; *Cognitive Research: Principles and Implications*; *Cognitive Science*; *Contemporary Educational Psychology*; *Developmental Psychology*; *Developmental Science*; *Educational Psychology Review*; *Educational Researcher*; *Educational Studies in Mathematics*; *Frontiers in Psychology*; *Journal for Research in Mathematics Education*; *Journal of Applied Research in Memory and Cognition*; *Journal of Artificial Societies and Social Simulation*; *Journal of Cognition and Development*; *Journal of Cognitive Psychology*; *Journal of Experimental Child Psychology*; *Journal of Cognition and Development*; *Journal of Educational Psychology*; *Journal of Experimental Psychology: Applied*; *Journal of Experimental Psychology: General*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; *Journal of Numerical Cognition*; *Journal of the Royal Society*; *Learning and Individual Differences*; *Learning and Instruction*; *Mathematical Thinking and Learning*; *Memory and Cognition*; *Monograph Matters*; *PLOS One*; *Psychological Review*; *Quarterly Journal of Experimental Psychology*; *Scientific Studies of Reading*; *Thinking & Reasoning*.

Reviewer or Panelist for Grant Applications

National Science Foundation (2019–2021).

National Science Foundation (2019).

National Science Foundation (2017).

Service to Professional Associations

Ad-hoc Conference Reviewer, Mathematical Cognition and Learning Society (2021).

Ad-hoc Conference Reviewer, Cognitive Science Society (2016–2018).

Ad-hoc Conference Reviewer, Society for Research in Child Development (2017).

The Community

Organizer and Activity Leader, Math Night at the Library, Leon County Public Library (2022–present).

(d) Doctoral student contributor.
(p) Post Doc contributor.