

Su-hua Wang

Education

University of Illinois at Urbana-Champaign	Psychology	Ph.D. 2003
National Taiwan University	Psychology	M.S. 1998
National Taiwan University	Psychology	B.S. 1995

Academic Positions

2010-present	Associate Professor	University of California, Santa Cruz
2003-2010	Assistant Professor	University of California, Santa Cruz

Administrative Positions

2015-present	Head of Developmental Graduate Program
2012-2014	Vice Chair of Department
2012-2014	Chair of Undergraduate Affairs

Awards

2011-2016	Special Research, Committee on Research, UCSC
2008-2011	Research Grant, Ching-kuo Foundation, McLean, VA
2008-2009	Faculty Research Grant, UCSC
2006-2008	Junior Scholar Award, Chiang Ching-kuo Foundation, McLean, VA
2006-2008	Special Research Grant, UCSC
2006	Women in Cognitive Science Travel Award, NSF
2005-2006	Social Sciences Division Research Award, UCSC
2003-2006	Faculty Research Grant, UCSC
2003-2006	President's Faculty Enrichment Initiative Award, UCSC
2002	Dissertation Fellowship, Chiang Ching-kuo Foundation, McLean, VA
2000-2002	Conference Travel Grant, Department of Psychology, University of Illinois
1996	Thesis Completion Fellowship, Li-ching Foundation, Taipei

External Funding

Research Grant: "Game for cleft speech therapy"
7/1/16 – 6/30/18, Co-PI (with Sri Kurniawan)
Funding Agency: NSF, Cyber-Human Systems (\$500,000.00)

Research Grant: "The impact of social change on socialization environments of Chinese babies"
7/1/08 – 6/30/11, PI
Funding Agency: The Chiang Ching-kuo Foundation, McLean, VA

Junior Scholar Award: "Learning by infants in Taiwan and the United States: the role of parental beliefs and practices"

7/1/06 – 12/31/07, PI

Funding Agency: The Chiang Ching-kuo Foundation, McLean, VA

Publications

Wang, S., & Goldman, E. J. (2016). Infants actively construct and update their representations of physical events: Evidence from change detection by 12-month-olds. Manuscript under review.

Wang, S., Zhang, Y., & Baillargeon, R. (2016). Young infants' misconceptions about support events provide new evidence for rule learning. *Cognition*. Invited revision under review.

Wang, S. (2016). The open-minded learners: Young infants remember impossible events better than older ones. *Cognitive Psychology*. Invited revision under review.

Antrilli, K. N., & Wang, S. (2016). Visual cues generated during action facilitate 14-month-old infants' mental rotation. *Journal of Cognition & Development*. Advance online publication.

Rigney, J., & Wang, S. (2015). Delineating the boundaries of infants' spatial categories: The case of containment. *Journal of Cognition and Development*, 16, 420-441.

Duh, S., & Wang, S. (2014). Infants detect changes in everyday scenes: The role of scene gist. *Cognitive Psychology*, 72, 142-161.

Frick, A., & Wang, S. (2014). Mental spatial transformations in 14- and 16-month-old infants: Effects of action and observational experience. *Child Development*, 85, 278-293.

Hoicka, E., & Wang, S. (2011). Fifteen-month-olds match vocal cues to intentional actions. *Journal of Cognition and Development*, 12, 1-16.

Wang, S. (2011). Priming 4.5-month-old infants to use height information by enhancing retrieval. *Developmental Psychology*, 47, 26-38.

Wang, S., & Mitroff, S. R. (2009). Preserved visual representations despite change blindness in infants. *Developmental Science*, 12, 681-687.

Wang, S., & Baillargeon, R. (2008). Can infants be "taught" to attend to a new physical variable in an event category? The case of height in covering events. *Cognitive Psychology*, 56, 284-326.

Wang, S., & Baillargeon, R. (2008). Detecting impossible changes in infancy: A three-system account. *Trends in Cognitive Sciences*, 12, 17-23.

- Wang, S., & Kohne, L. (2007). Visual experience enhances infants' use of task-relevant information in an action task. *Developmental Psychology, 43*, 1513-1522.
- Wang, S., & Baillargeon, R. (2006). Infants' physical knowledge affects their change detection. *Developmental Science, 9*, 173-181.
- Baillargeon, R., Li, J., Luo, Y., & Wang, S. (2006). Under what conditions do infants detect continuity violations? In Johnson, M. H., & Munakata, Y. (Eds.), *Processes of Change in Brain and Cognitive Development (Attention and Performance XXI*, pp. 163-188). New York: Oxford University Press.
- Cho, G.E., Sandel, T., Miller, P.J., & Wang, S. (2005). What do grandmothers think about self-esteem? American and Taiwanese theories revisited. *Social Development, 14*, 701-721.
- Wang, S., & Baillargeon, R. (2005). Inducing infants to detect a physical violation in a single trial. *Psychological Science, 16*, 542-549.
- Wang, S., Baillargeon, R., & Paterson, S. (2005). Detecting continuity violations in infancy: A new account and new evidence from covering and tube events. *Cognition, 95*, 129-173.
- Wang, S., Baillargeon, R., & Brueckner, L. (2004). Young infants' reasoning about hidden objects: Evidence from violation-of-expectation tasks with test trials only. *Cognition, 93*, 167-198.
- Miller, P. J., Hengst, J. A., & Wang, S. (2003). Ethnographic methods: Applications from developmental cultural psychology. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 219-242). Washington DC: APA.
- Wang, S., Kaufman, L., & Baillargeon, R. (2003). Should all stationary objects move when hit? Developments in infants' causal and statistical expectations about collision events. *Infant Behavior & Development, 26*, 529-567.
- Baillargeon, R., & Wang, S. (2002). Event categorization in infancy. *Trends in Cognitive Sciences, 6*, 85-93.
- Miller, P. J., Wang, S., Sandel, T., & Cho, G. E. (2002). Self-esteem as folk theory: A comparison of European American and Taiwanese mothers' beliefs. *Parenting: Science and Practice, 2*, 209-239.

Synergistic Activities

Ad-hoc Journal Reviewing

British Journal of Developmental Psychology,
 Child Development, Cognition, Cognitive Development,
 Developmental Psychology, Developmental Review, Developmental Science,

European Journal of Developmental Sciences, Frontiers in Psychology,
Infancy, Infant Behavior & Development,
Journal of Cognition and Development, Journal of Experimental Child Psychology,
Language Learning and Development,
Psychological Science, Science,
Social Development,
Wiley Interdisciplinary Reviews: Cognitive Science.

Other Services for the Scientific Community

- Panel reviewer for NIH CP (Cognition and Perception), and NIH LCOMM (Language and Communication) study section
- Grant reviewer for NSF DLS (Development & Learning Sciences), the Swiss National Science Foundation, the Social Sciences and Humanities Research Council of Canada, the France-Berkeley Funds, UC Berkeley
- Panel reviewer for 2007, 2011, 2013 SRCD Biennial Meeting
- Panel reviewer for 2010, 2012, 2014 International Conference on Infant Studies

Transfer of Knowledge and Outreach to Local Communities

Child Development Consultant for the Santa Cruz Public Library system, 2007- present
Workshop Leader on 'Children and Technology,' Early Education Services, UCSC, 2015
Guest Speaker at the Young Scientist Club, Westlake Elementary School, 2013

Invited Talks

2014 "The role of knowledge-data interaction in infant cognition," invited colloquium at the Spatial Intelligence and Learning Center, Northwestern University. October

2014 "Learning through action in infancy," invited colloquium in the Psychology Department, University of Chicago; University of Illinois at Urbana-Champaign; Northwestern University. October

2013 "Learning through action in infancy," invited colloquium in the Psychology Department, Stanford University. October

2012 "Learning through action in infancy," invited colloquium in the Psychology Department, National Cheng-chi University. December

2012 "Learning through action in infancy: Implications for education reform," invited keynote speech at the Annual Workshop for Education Reform in the Education Department, National Changhua University of Education. December

2011 "Infants' approach to learning about everyday physics," invited colloquium in the Change, Plasticity and Development program of the Psychology Department, University of California, Berkeley. February

2010 “Everyday physics: Babies' approach to learning about the world,” invited colloquium in the Psychology Department, National Taiwan University. December

2010 “Everyday physics: Babies' approach to learning about the world,” invited colloquium in the Psychology Department, National Cheng-chi University. December

2010 “Action promotes physical reasoning: A cross-cultural study,” presented at the invited symposium, “The impact of self-produced action on cognitive and perceptual development,” in the 17th biennial meeting of the International Conference on Infant Studies, Baltimore, MD. March

2008 “Intuitive physics in infancy,” invited talk at the 30th annual meeting of the Cognitive Science Society, Washington, DC. July

2006 “Contextual manipulation facilitates infants' change detection,” invited talk for the knowledge and representation group at the Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA. April

2005 “The role of spatial contexts on object representations in infancy,” invited colloquium in the Psychology Department, University of California, Berkeley. October

2005 “Intuitive physics in infancy: Effects of priming and teaching,” invited talk at the AHRB Workshop on Causal Understanding and Intuitive Physics, University of Warwick, U.K. April

2004 “On enhancing object representations in infancy,” invited colloquium at Psychology Department, Stanford University. November

2001 “How do infants learn about the physical world?” invited colloquium at National Taiwan University, Department of Psychology, Taipei, Taiwan. December

Conference Presentations

Antrilli, N.K., & Wang, S. (2016, May). From playgrounds to touchscreens: Effects of physical play and gaming style on 2-year-olds' executive function, to be presented in the symposium *Toddlers on touchscreens: The effects of interactive media on executive function and learning* at the biennial International Conference on Infant Studies, New Orleans, LA.

Antrilli, N.K., & Wang, S. (2016, May). Playing with touchscreens: Exploring individual differences in toddlers' play with game apps, to be presented at the biennial International Conference on Infant Studies, New Orleans, LA.

Duh, S., & Wang, S. (2016, May). Once helpful, always helpful: Infants expect helping, but not hindering, behavior to persist across situations, to be presented in the symposium *Social cognition: Infants' understanding of who is naughty or nice* at the biennial International Conference on Infant Studies, New Orleans, LA.

Wang, S. (2015, October). Intuitive theories of physics, in the *More on Development Workshop* at the biennial meeting of the Cognitive Development Society, Columbus, OH.

Antrilli, N., & Wang, S. (2015, March). Visual information generated during action facilitates 14-month-olds' mental rotation, at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Duh, S., & Wang, S. (2015, March). Eleven- and 14-month-old infants generalize a person's choice of objects based on relational similarity between examples, in the symposium *Beyond the beginnings: How and when infants generalize knowledge across domains* at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Wang, S. (2015, March). Young but not older infants remember impossible events: Learning biases for intuitive physics, in the symposium *When and why younger learners do better than older ones: From wider possibilities to narrower focus* at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Wang, S., & Zhang, Y. (2015, March). Parental verbal guidance and infant's action in challenging toy play: A cross-cultural study, at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Duh, S., & Wang, S. (2014). Action experience helps 11-month-old infants reason about others' preference, at the biennial International Conference on Infant Studies, Berlin.

Wang, S., Zhang, Y., & Duh, S. (2014). Toy challenge: Parental guidance during infant play in Taiwan and the U.S., at the biennial International Conference on Infant Studies, Berlin.

Wang, S. (2013, April). Learning about people and objects through comparison: Relational mapping and transfer in infants, in the symposium *How to maximize comparison as a learning and generalization device* at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Duh, S., & Wang, S. (2013, April). Making it personal: Picture book reading to 9-month-old infants by parents in the U.S. and in Taiwan, at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Wang, S., Warshaw, J., & Duh, S. (2013, April). Infants' understanding of pretend play with imaginary objects, at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Wang, S., & Onishi, K. (2012, June). Facilitating 5-month-olds' change detection through improved retrieval of information, in the symposium *New lines of research on event categories: Event representation and processing in infancy and beyond* at the biennial International Conference on Infant Studies, Minneapolis, MN.

Duh, S., & Wang, S. (2012, June). Infants' understanding about others' disposition to choose objects from an abstract category, at the biennial International Conference on Infant Studies, Minneapolis, MN.

Wang, S. (2011, March). How much help is too much? Maternal guidance on object exploration by infants in Taiwan and the U.S., in the symposium *Maternal support of infants' skills across difference contexts and cultures* at the biennial meeting of the Society for Research in Child Development, Montreal.

Wang, S. (2011, March). Learning about impossible events by 3.5- and 6.5-month-old infants, in the symposium *Exploring the relationship between physical reasoning and statistical inference in infants* at the biennial meeting of the Society for Research in Child Development, Montreal.

Duh, S., & Wang, S. (2010, March). Infants' knowledge affects how they process changes to everyday scenes, in the symposium *Early constraints on updating memory representations* at the biennial International Conference on Infant Studies, Baltimore, MD.

Frick, A., & Wang, S. (2010, March). Round and round she goes: Effects of hands-on training on mental rotation in 13- to 16-month-olds, at the biennial International Conference on Infant Studies, Baltimore, MD.

Wang, S. (2010, March). The sky is the limit? Learning a false rule by infants, in the symposium *Comparison and learning in infancy: New insights into alignment as a domain-general mechanism in the first years of life* at the biennial International Conference on Infant Studies, Baltimore, MD.

Wang, S. (2009, October). Explanation-based learning through observation and action by infants, in the symposium *Mechanisms of learning from multiple exemplars: Alignment and Explanation* at the biennial Cognitive Development Society meeting.

Frick, A., & Wang, S. (2009, April). Inferring changes in object orientation by infants at 14 and 16 months, in the symposium *Developments of mental rotation in infancy and early childhood* at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Rigney, J., & Wang, S. (2009, April). Behind versus inside: Infants form an abstract category of containment events, at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Wang, S. (2009, April). How do social interactions affect learning: Different endpoints or different pathways? in the roundtable discussion *Moving beyond dichotomies of cognitive versus social and universality versus cultural differences* at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Wang, S. (2009, April). What you believe is what you see: Categorization makes the same event appear different to infants, in the symposium *Selective use of information in infancy: The roles of categorization and action* at the biennial meeting of the Society for Research in Child

Development, Denver, CO.

Wang, S. (2008, March). Parent-guided action facilitates infants' learning about physical events: A cross-cultural study, at the biennial International Conference on Infant Studies, Vancouver.

Hoicka, E., & Wang, S. (2008, March). Fifteen-month-old infants match humorous cues to humorous actions, in the symposium *Infants' use of communicative cues to interpret others' actions* at the biennial International Conference on Infant Studies, Vancouver.

Rubin, P., & Wang, S. (2007, March). Detecting behavioral regularity in 15-month-old infants, at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Wang, S. (2006, June). Contextual cueing facilitates infants' change detection, in the symposium *Perception and representation of objects through occlusion* at the biennial International Conference on Infant Studies, Kyoto.

Wang, S. (2006, June). The role of social interaction in infants' learning about physical events, at the biennial International Conference on Infant Studies, Kyoto.

Wang, S. (2006, April). The robustness of inducing effects in 5-month-old infants, in the symposium *Inducing infants to detect physical violations: What do these results tell us about infants' physical reasoning?* at the Conference on Human Development, Louisville, KY.

Wang, S. (2005, April). Infants selectively track object properties: Spatial constraints on object representations, in the symposium *Toward a coherent object representation: Constraints and developments in infancy and adulthood* at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Wang, S., & Kohne, L. (2005, April). Turning observation into action: Infants learn to solve a manual search task through brief visual experience, at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Wang, S. (2004, May). Change blindness in infancy: Event-specific effects, in the symposium *Context-specificity effects in infants' learning and reasoning about events* at the biennial International Conference on Infant Studies, Chicago, IL.

Wang, S. (2004, May). From observation to action: Teaching 9.5-month-old infants to attend to height information, in the symposium *Facilitating infants' representations and actions* at the biennial International Conference on Infant Studies, Chicago, IL.

Wang, S. (2003, April). Under what conditions do infants learn about physical events? at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Wang, S. (2003, April). When expected seems unexpected: 7.5-month-old infants' reasoning about support events, at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Wang, S., & Baillargeon, R. (2002, April). Priming infants to attend to height information in a physical reasoning task, in the symposium *Manipulating the contents of infants' representations* at the biennial International Conference on Infant Studies, Toronto.

Wang, S. (2002, April). Teaching infants to reason about height in a physical reasoning task, at the biennial International Conference on Infant Studies, Toronto.

Miller, P. J., Wang, S., Sandel, T., & Cho, G. E. (2001, November). Self-esteem as folk theory: An analysis of interviews as communicative events, at the annual meeting of the National Communicative Association, Atlanta, GA (chosen as one of the top papers in the Language and Social Interaction Division).

Wang, S. (2001, October). Young infants possess general expectations about the continuity and solidity of objects: Evidence from covering events, at the biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Wang, S. (2001, May). Ten-month-old infants' reasoning about the weight and size of objects in collision events, at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wang, S. (2001, April). Ten-month-old infants' reasoning about the weight of objects in collision events, at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Miller, P. J., Wang, S., Sandel, T., & Cho, G. E. (2001, April). The meanings and discourses of self-esteem: Parental folk theories of childrearing in Taiwan and the U.S., in the symposium *Parental folk theories of self-esteem: Variability within and across cultures* at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Wang, S., & Paterson, S. (2000, July). Infants' reasoning about containers and covers: Evidence for a surprising décalage, at the biennial International Conference on Infant Studies, Brighton, U.K.

Wang, S., & Lay, K. (1999, April). Concept of compensatory relation between effort and ability: A comparison between Chinese adults and children, in the symposium *Reconsideration of the effects of teachers' and parents' verbal comments and disciplines: Findings from Chinese population* at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Wang, S., & Lay, K. (1999, April). The effect of normative information accompanied with teachers' comments, in the symposium *Reconsideration of the effects of teachers' and parents' verbal comments and disciplines: Findings from Chinese population* at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Wang, S., & Lay, K. (1997, February). The effects of academic performance and teachers' feedback on children's social cognition, at the 2nd congress of Chinese Psychologists, Hong Kong.

Lay, K., Wang, S., Soong, P., & Yang, W. (1997, April). Verbal abuse in Chinese families: Its prevalence and consequences, presented at the biennial meeting of the Society for Research in Child Development, Washington DC.

Wang, S., Tsai, W., & Lay, K. (1996, May). Teachers' negative feedback and the distribution of inciting events, at the annual meeting of the Chinese Psychological Association, Taipei.

Collaborators

Graduate Advisor and Collaborators (outside UCSC Psychology)

Renée Baillargeon	University of Illinois at Urbana-Champaign (graduate advisor)
Sri Kurniawan	University of California, Santa Cruz (collaborator)
Kristine H. Onishi	McGill University (collaborator)

Doctoral Student and Postgraduate Scholars

Andrea Frick	University of Bern (former postdoctoral fellow)
Elena Hoicka	University of Sheffield (former postdoctoral fellow)
CJ Shinchieh Duh	San Jose State University (former graduate student)