

SU-HUA WANG
Curriculum Vitae

Department of Psychology, University of California, Santa Cruz
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ACADEMIC APPOINTMENTS

2018-present	Professor Department of Psychology University of California, Santa Cruz
2010-2018	Associate Professor Department of Psychology University of California, Santa Cruz
2003-2010	Assistant Professor Department of Psychology University of California, Santa Cruz

POSITIONS

2020-present	Co-Founder and Steering Committee, Asian American Pacific Islander (AAPI) Faculty Initiative
2019-present	Director, Interdisciplinary Research Consortium on <i>New Gen Learning</i> (previously <i>Advancing Learning Sciences for a New Generation, ALSiNG</i>)
2021-2022	Director, Undergraduate Affairs
2021-2022	Vice-Chair, Psychology Department
2019 Sp/Su	Chair, UCSC Senate Committee on Faculty Welfare
2018-2019	Executive Board, Santa Cruz Institute for Social Transformation
2016-2017	Director, Graduate Affairs
2015-2019	Director, Developmental Psychology Program
2012-2014	Director, Undergraduate Affairs
2012-2014	Vice-Chair, Psychology Department

EDUCATION

- 2003 **Ph.D., Psychology**
University of Illinois at Urbana-Champaign
Dissertation: *Enhancing Infants' Representations of Physical Events by Teaching and Priming*
Committee: Renée Baillargeon (Chair), Cindy Fisher, Frances Wang
- 1998 **M.S., Psychology**
National Taiwan University
Thesis: *The Role of Context, Teacher Feedback, and Attribution in School-Age Children's Perception of Ability and Effort*
Advisor: Keng-ling Lay
- 1995 **B.S., Psychology**
National Taiwan University
University Honors Scholar

GRANTS, FELLOWSHIP, & FUNDING

- 2021-2023 UCSC Committee on Research Faculty Research Grant, also awarded in 2016-2017 and every year from 2004-2011 and 2018-2023
- 2021 Outreach to donors on behalf of New Gen Learning (\$5,000)
- 2020 Outreach to donors on behalf of the AAPI Faculty Initiative (\$22,000)
- 2019-2021 Spencer Foundation Learning Communities Program: *Advancing Learning Sciences for a New Generation, ALSiNG* (\$150,000)
- 2019 Chan Zuckerberg Initiative Collaborative Grants: *Comprehensive Child Development* (\$10,000), with non-profit organizations *New Orleans We Play Center* and *Detroit Downtown Boxing Gym Youth Program*
- 2018-2023 NIH Research Grant: *Play & Learning Across a Year* (\$6,340,000, subaward to UCSC: \$18,527)
- 2017-2018 UCSC Committee on Research Special Research Grant (\$8,000), also awarded in 2011-2012 and 2015-2016
- 2016-2021 NSF Research Grant: *Game for Cleft Speech Therapy* (\$500,000)
- 2008-2011 The Chiang Ching-kuo Foundation Research Grant: *The Impact of Social Change on Socialization Environments of Chinese Babies* (\$50,000)

2006-2007	The Chiang Ching-kuo Foundation Junior Scholar Award: <i>Learning by Infants in Taiwan and the United States: The Role of Parental Beliefs and Practices</i> (\$25,000)
2006-2007	NSF Women in Cognitive Science Travel Award (\$2,000)
2003-2006	University of California Office of the President Faculty Enrichment Initiative Award (\$20,000)
2002-2003	The Chiang Ching-kuo Foundation Dissertation Fellowship (\$15,000)
1996-1997	The Li-ching Foundation (Taipei) Thesis Completion Fellowship (NTD\$20,000)

PUBLICATIONS

- Antrilli, N. K., & Wang, S. (2023). Tangible and digital materials for spatial play: Exploring the effects on parental talk and children's spatial reasoning. *British Journal of Educational Technology*, 54, 642-661. [doi: 10.1111/bjet.13269](https://doi.org/10.1111/bjet.13269).
- Duh, S., Goldman, E. J., & Wang, S. (2023). The role of intentionality in infants' prediction of helping and hindering. *Journal of Cognition and Development*, 24, 105-128. [doi: 10.1080/15248372.2022.2124259](https://doi.org/10.1080/15248372.2022.2124259)
- Basch, S., Covarrubias, R., & Wang, S. (2022). Minoritized students' experiences with pandemic-era remote learning inform ways of expanding access. *Scholarship of Teaching and Learning in Psychology*. <https://doi.org/10.1037/stl0000330>
- Wang, S., Lang, N., Bunch, G. C., Basch, S., McHugh, S. R., Huitzilopochtli, S., & Callanan, M. (2021). Dismantling persistent deficit narratives about the language and literacy of culturally and linguistically minoritized children and youth: Counter-possibilities. *Frontiers in Education*, 6, 1-19. [doi: 10.3389/educ.2021.641796](https://doi.org/10.3389/educ.2021.641796)
- Zhang*, Y., Wang*, S., & Duh, S. (2021). Directive guidance as a cultural practice for learning in Chinese-heritage babies. *Human Development*, 65, 121-138. *These authors contributed equally to this work.
- Duh, S., & Wang, S. (2019). Infants detect patterns of choices despite counter evidence, but timing of inconsistency matters. *Journal of Cognition and Development*, 20, 96-106. [PDF](#)
- Duval, J., Segura, E., Goldman, E. J., Wang, S., & Kurniawan, S. (2019). Using connected learning design principles to further co-create a critical speech therapy game. *Proceedings of the 2019 Connected Learning Summit*, 31-38. [PDF](#)

- Goldman, E. J., & Wang, S. (2019). Comparison facilitates the use of height information by five-month-olds in containment events. *Developmental Psychology*, 55, 2475–2482. [PDF](#)
- Wang, S. (2019). Regularity detection and explanation-based learning jointly support learning about physical events in early infancy. *Cognitive Psychology*, 113, 1-26. [PDF](#)
- Antrilli, N. K., & Wang, S. (2018). Toddlers on touchscreens: Immediate effects of gaming and physical activity on cognitive flexibility of 2.5-year-olds in the U.S. *Journal of Children and Media*, 12, 496-513. [PDF](#)
- Duval, J., Rubin, Z., Goldman, E. J., Antrilli, N. K., Zhang, Y., Wang, S., & Kurniawan, S. (2017). Designing towards maximum motivation and engagement in an interactive speech therapy game. *Proceedings of the 2017 Conference on Interaction Design and Children*, 589–594. DOI: <https://doi.org/10.1145/3078072.3084329>
- Wang, S. (2017). The fluid construction of spatial concepts. *Human Development*, 60, 186-192. DOI: 10.1159/000480339 [PDF](#)
- Wang, S., & Onishi, K. H. (2017). Enhancing young infants' representations of physical events through improved retrieval (not encoding) of information. *Journal of Cognition and Development*, 18, 289-308. [PDF](#)
- Antrilli, N. K., & Wang, S. (2016). Visual cues generated during action facilitate 14-month-old infants' mental rotation. *Journal of Cognition and Development*, 17, 418-429. [PDF](#)
- Wang, S., & Goldman, E. J. (2016). Infants actively construct and update their representations of physical events: Evidence from change detection by 12-month-olds. *Child Development Research*, 2016, 1-11. DOI: [10.1155/2016/3102481](https://doi.org/10.1155/2016/3102481)
- Wang, S., Zhang, Y., & Baillargeon, R. (2016). Young infants view physically possible support events as unexpected: New evidence for rule learning. *Cognition*, 157, 100-105. DOI: 10.1016/j.cognition.2016.08.021 [PDF](#)
- Rigney, J., & Wang, S. (2015). Delineating the boundaries of infants' spatial categories: The case of containment. *Journal of Cognition and Development*, 16, 420-441. [PDF](#)
- Duh, S., & Wang, S. (2014). Infants detect changes in everyday scenes: The role of scene gist. *Cognitive Psychology*, 72, 142-161. [PDF](#)
- 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. [PDF](#)
- Hoicka, E., & Wang, S. (2011). Fifteen-month-olds match vocal cues to intentional actions. *Journal of Cognition and Development*, 12, 1-16. [PDF](#)

- Wang, S. (2011). Priming 4.5-month-old infants to use height information by enhancing retrieval. *Developmental Psychology*, 47, 26-38. [PDF](#)
- Wang, S., & Mitroff, S. R. (2009). Preserved visual representations despite change blindness in infants. *Developmental Science*, 12, 681-687. [PDF](#)
- 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. [PDF](#)
- Wang, S., & Baillargeon, R. (2008). Detecting impossible changes in infancy: A three-system account. *Trends in Cognitive Sciences*, 12, 17-23. [PDF](#)
- Wang, S., & Kohne, L. (2007). Visual experience enhances infants' use of task-relevant information in an action task. *Developmental Psychology*, 43, 1513-1522. [PDF](#)
- Wang, S., & Baillargeon, R. (2006). Infants' physical knowledge affects their change detection. *Developmental Science*, 9, 173-181. [PDF](#)
- 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.

INVITED TALKS

- 2022 “Towards a cultural understanding of how infants learn,” invited talk in the biennial meeting of the International Congress on Infant Studies, Ottawa. July
- 2022 “Active construction of knowledge in early childhood,” invited colloquium in the Developmental Psychology program, University of Missouri. March
- 2021 “How human infants represent objects and recognize patterns in dynamic events,” invited keynote speech at the annual conference on Computer Vision and Pattern Recognition, virtual due to COVID-19. June
- 2020 “Cultural ways of learning by infants and young children,” invited talk at the Cognitive Research at McGill (CRAM) lecture series, hosted by the McGill Psychology Department’s cognitive area faculty and students, virtual due to COVID-19. December
- 2019 "Context shifts concept: The role of spatial and social contexts in early learning," invited colloquium in the Developmental Psychology program, UC Merced. January
- 2018 "Friend or foe: How parents think about and use technology with young children," invited talk at the Family Research Summit, Google. June
- 2014 "The interplay of data and knowledge in early cognition," invited colloquium at the Spatial Intelligence and Learning Center, Northwestern University. October
- 2014 "Learning through action in infancy," invited colloquium in the Psychology Departments at University of Chicago; University of Illinois at Urbana-Champaign; and Northwestern University. October
- 2013 "Learning through hands-on experience by young children," invited colloquium in the Psychology Department, Stanford University. October
- 2012 “Learning through hands-on experience: Implications for education reform,” keynote speech at the Annual Workshop for Education Reform, Taiwan. December. December
- 2012 “Learning through action in infancy,” invited colloquium in the Psychology Department, National Cheng-chi University, Taipei. December

- 2011 "Infants' approach to learning about everyday physics," invited colloquium in the Change, Plasticity and Development program of the Psychology Department, UC Berkeley. February
- 2010 "Everyday physics: Babies' approach to learning about the world," invited colloquium in the Psychology Department, National Taiwan University, Taipei. December
- 2010 "Everyday physics: Babies' approach to learning about the world," invited colloquium in the Psychology Department, National Cheng-chi University, Taipei. 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, UC 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 the Psychology Department, Stanford University. November
- 2001 "How do infants learn about the physical world?" invited colloquium at the Psychology Department, National Taiwan University, Taipei. December

SELECTED CONFERENCE PRESENTATIONS

- Wang, S., Duh., S., & Zhang, Y. (2020, July). Self-experience scaffolds infants' reasoning about preference, in the symposium *Exploring the circumstances in which infants attribute dispositions to agents* at the biennial International Conference on Infant Studies, originally Glasgow, Scotland. Held virtually due to the COVID-19 pandemic.
- Gao, A., & Wang, S. (2020, February). How parents talk about emotion in conflictual contexts: A cross-cultural comparison, at the Society for Cross-Cultural Research Annual Meeting, Seattle, WA. Won the best poster.

- Zhang, Y., & Wang, S. (2020, October). Violation to infants' current knowledge induces object exploration by 7.5-month-olds in support events, in the symposium *The scope and roots of children's surprise-based learning* at the biennial meeting of the Cognitive Development Society, Louisville, KY.
- Duval, J., Segura, E., Antrilli, N. K., Goldman, E. J., Zhang, Y., Wang, S., & Kurniawan, S. (2019, October). Game-based learning across disciplines, at the Connected Learning Summit, Irvine, CA.
- Her, M., Duh, S., & Wang, S. (2019, March). Tell me a story! Printed text shapes parents' picture-book reading style with preverbal infants, at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Wang, S., & Goldman, E. J. (2019, March). Comparison affects object representation by five-month-olds in physical events, in the symposium *New advances in the study of object representations in infancy: Formation, structure, and content* at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Wang, S., & Goldman, E. J. (2018, July). Infants update working memory to reflect new categorical cues: Evidence from change detection by 10- and 12-month-olds, in the symposium *The development of updating working memory representations* at the biennial International Conference on Infant Studies, Philadelphia, PA.
- Zhang, Y., & Wang, S. (2018, July). Infants' choice and exploration of objects in plausible events that contradict their faulty knowledge, at the biennial International Conference on Infant Studies, Philadelphia, PA.
- Antrilli, N. K., & Wang, S. (2018, April). Toddlers on touchscreens: Effects of physical activity and gaming styles on cognitive flexibility, at the APA Technology, Mind, & Society Interdisciplinary Conference, Washington DC.
- Wang, S. (2017, July). Relational reasoning for spatial and social cognition by infants, in the invited symposium *Analogy in learning and development* at the Fourth International Conference on Analogy, Paris, France.
- Wang, S., Kurniawan, S., Antrilli, N.K., Duval, J., Smith, S-R., Tollefson, T., & Roth, C. (2017, May). Designing technologies to support the development of people with special needs: An interdisciplinary approach, in the symposium *Digital technologies as a platform for integrating cultural, interpersonal, and individual aspects of development* at the annual meeting of the Jean Piaget Society, San Francisco, CA.
- Duh, S., Wang, S., & Goldman, E. J. (2017, April). Stronger intentional cues facilitate infants' attribution of social dispositions, in the symposium *Developmental progression of children's reasoning about others' dispositions and intentions* at the biennial meeting of

- the Society for Research in Child Development, Austin, TX.
- Goldman, E. J., & Wang, S. (2017, April). Five-month-olds detect more changes with contextual support for comparison, at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Zhang, Y., & Wang, S. (2017, April). Book reading and infant perspective taking: A longitudinal study, at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Antrilli, N. K., & Wang, S. (2016, May). From playgrounds to touchscreens: Effects of physical play and gaming style on 2-year-olds' executive function, 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, 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, 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.

SYNERGISTIC ACTIVITIES

Editorship Wiley Interdisciplinary Reviews (WIREs) Cognitive Science

Editorial Boards Frontiers in Psychology

Journal of Cognitive and Development

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,
Human Development,
Infancy, Infant Behavior and Development, Infant and Child Development
Journal of Cognition and Development, Journal of Experimental Child Psychology
Language Learning and Development
Psychological Science, PLOS ONE
Science, Social Development,
Wiley Interdisciplinary Reviews: Cognitive Science

Other Professional Services

Grant reviewing for NIH CP (Cognition and Perception, 2012-2015), and NIH LCOMM
(Language and Communication, 2013) study section
Grant reviewing for NSF DLS (Development & Learning Sciences, 2015), the Swiss
National Science Foundation, 2014, the Social Sciences and Humanities Research
Council of Canada, the France-Berkeley Funds, UC Berkeley
Panel reviewer of SRCD Biennial Meeting, 2007, 2011, 2013
Panel reviewer of the International Conference on Infant Studies, 2010, 2012, 2014

Transfer of Knowledge and Outreach to Local Communities

Child development consultant for the Santa Cruz Public Libraries, 2007- present
School site council, Westlake Elementary School, 2016-2018
Workshop on Children and Technology, UCSC Early Education Services, 2015
Speaker at the Young Scientist Club, Westlake Elementary School, 2013