


# BRENNA HASSINGER-DAS

September 2025

## CONTACT INFORMATION

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## ACADEMIC APPOINTMENTS

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<b>Pace University</b> , New York, New York Associate Professor Dyson College of Arts and Sciences Psychology Department	September 2023 – Present
<b>Pace University</b> , New York, New York Assistant Professor Dyson College of Arts and Sciences Psychology Department	January 2018 – August 2023
<b>Temple University</b> , Philadelphia, Pennsylvania Adjunct Professor College of Education Department of Teaching and Learning	August – December 2017

## EDUCATION AND TRAINING

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<b>Temple University</b> , Philadelphia, Pennsylvania Postdoctoral Fellow Department of Psychology Mentor: Kathy Hirsh-Pasek	June 2013 – December 2017
<b>University of Delaware</b> , Newark, Delaware Ph.D. in Education Specialization: Learning Sciences Mentor: Nancy C. Jordan	May 2013
<b>University of Pennsylvania</b> , Philadelphia, Pennsylvania M.S.Ed. in Counseling and Psychological Services	August 2008
<b>Pennsylvania State University</b> , University Park, Pennsylvania B.A. in Anthropology (Minor: Women's Studies) Magna Cum Laude	December 2005

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## AWARDS, HONORS, AND FELLOWSHIPS

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**Award for Research Excellence by Early Career Psychologists** (2020), New York State Psychological Association, Honored for excellence in psychological research as an early career researcher (less than 10 years from doctoral degree awarding).

**Outstanding Young Liberal Arts Alumni Award** (2020), College of the Liberal Arts, Pennsylvania State University, Recognized as a Liberal Arts alumna under age thirty-six for extraordinary professional accomplishments and success and influence as a leader.

**LGBTQA+ Educator of the Year** (2019), LGBTQA & Social Justice Center, Pace University, Honored as the educator who has been most instrumental in educating individuals around LGBTQA+ issues.

**Fellow of The Society of Fellows of Dyson College of Arts and Sciences** (2019), Pace University, Inducted as a fellow of the premier honors organization for students and faculty in the college.

**International Convention of Psychological Science (ICPS) Travel Award** (2019), ICPS Biennial Convention, Paris, France.

**AERA-SRCD Early Career Fellow in Early Childhood Education and Development** (2017 – 2018), Selected through a highly competitive review process to participate in a joint AERA-SRCD initiative directed to advancing the capacity of early career scholars to advance scientific knowledge about early childhood education and development and related topics.

**Jacobs Foundation Marbach Castle Residency** (2017) Selected to receive funding for a highly selective, week-long residency with the Jacobs Foundation.

**Excellence in Undergraduate Mentoring Award** (2016), Honors Psychology Program, Temple University, Recognized for excellent mentorship of an honors psychology thesis student.

**Society for Research in Child Development (SRCD) Student Travel Award** (2013), SRCD Biennial Meeting, Seattle, Washington.

**Frank B. Murray Award for Excellence in Graduate Research** (2012), University of Delaware, Recognized for thoughtfulness and leadership in research that characterized Frank B. Murray's tenure as Dean of the College of Education at the University of Delaware.

**Science Outside the Lab Program at the Consortium for Science, Policy, and Outcomes** (2012), Washington, D.C., Selected to receive funding to attend a two-week public policy immersion program that explored the relations among science, policy, and societal outcomes.

**Research & Integrity in Science & Engineering (RAISE) Research Ethics Fellow** (2011), University of Delaware, Selected to attend a weekly NSF-funded seminar with graduate students from science and engineering to learn the skills needed to conduct ethical research.

## RESEARCH

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### PEER-REVIEWED PUBLICATIONS

\*denotes mentored student author

Bonus, J. A., Dore, R. A., **Hassinger-Das, B.**, Wilson, J. M., O'Hara, E. & Francemone, C. J. (2025). You do You[Tube]! The multifaceted roles of online video viewing in the lives of U.S. children. *Early Childhood Research Quarterly*, 70(1), 167-177. <https://doi.org/10.1016/j.ecresq.2024.10.001>

Didia, P. \*, Trub, L., & **Hassinger-Das, B.** (2025). Stuck in the DMs: The association between introversion/extraversion and self-confidence through text-based communication. *Psychology of Popular Media*, 14(1), 32-41. <https://doi.org/10.1037/ppm0000527>

**Hassinger-Das, B.** (2024). Effectiveness of installing Playful Learning Landscapes in everyday urban spaces. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*. Advance online publication. <https://doi.org/10.1080/17549175.2024.2394197>

**Hassinger-Das, B.**, Fletcher, K., Todaro, R., Scott, M., & Hirsh-Pasek, K. (2024). A hop, skip, and a jump towards social interaction and learning at a child and adolescent inpatient treatment program. *Child: Care, Health, and Development*, 50(1), e13200. <http://doi.org/10.1111/cch.13200>

Zosh, J. M., & **Hassinger-Das, B.** (2023). Studying children's digital world within the family ecosystem: Seeing the forest and the trees, but what about the biome? *Journal of Applied Research in Memory and Cognition*, 12(4), 480–484. <https://doi.org/10.1037/mac0000147>

**Hassinger-Das, B.**, Schwartz, R. \*, Tavdgiridze, M. \*, Salerno, M. \*, Takoukam, N. C. T. \*, Gamzehlatova, J. \*, & Zosh, J. M. (2023). The transforming toybox: Examining the U.S. infant toy market. *American Journal of Play*, 15(1), 14-34. <https://www.museumofplay.org/app/uploads/2023/04/15-1-Article-2-Transforming-Toybox.pdf>

**Hassinger-Das, B.**, Dore, R. A., & Zosh, J. M. (2023). You've been warned: Does information about pitfalls of technological toys affect caregiver behavior? [Stage 1 Registered Report]. *Mind, Brain, and Education*. 17(1), 29-42. <https://doi.org/10.1111/mbe.12341>

**Hassinger-Das, B.**, & Dore, R. A. (2023). "Sometimes people on YouTube are real, but sometimes not": Children's understanding of the affordances of YouTube. *E-learning and Digital Media*, 20(6), 519-630. <https://doi.org/10.1177/20427530221140679>

Todaro, R., **Hassinger-Das, B.**, Zosh, J. M., Lytle, S. R., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). Playful Learning Landscapes: Promoting literacy through youth engagement and culturally relevant design. *Afterschool Matters*, 35, 9-16.

**Hassinger-Das, B.**, Zosh, J. M., Bustamante, A. S., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Translating cognitive science in the public square. *Trends in Cognitive Sciences*, 25(10), 816-818. <https://doi.org/10.1016/j.tics.2021.07.001>

**Hassinger-Das, B.**, Quinones, A. \*, DiFlorio, C. \*, Schwartz, R. \*, Talla, N. C. T. \*, & Zosh, J. M. (2021). Looking deeper into the toy box: Understanding caregivers' toy selection decisions. *Infant Behavior and Development*, 62, 101529. <https://doi.org/10.1016/j.infbeh.2021.101529>

**Hassinger-Das, B.**, Dore, R. A., Aloisi, K. \*, Hossain, M. \*, Pearce, M. \*, & Pattera, M. (2020). Children's reality status judgements of digital media: Implications for a COVID-19 world and beyond. *Frontiers in Psychology*, 11, 1-10. <https://doi.org/10.3389/fpsyg.2020.570068>

- Hassinger-Das, B.,** Brennan, S. \*, Dore, R. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Children and screens. *Annual Review of Developmental Psychology*, 2, 3.1-3.24. <https://doi.org/10.1146/annurev-devpsych-060320-095612>
- Hassinger-Das, B.,** Zosh, J. M., Hansen, N., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Play-and-Learn spaces: Leveraging library spaces to promote play and learning. *Library & Information Science Research*, 42(1), 101002. <https://doi.org/10.1016/j.lisr.2020.101002>  
\*Featured article in the April 2020 issue of *The Informed Librarian Online*
- Hassinger-Das, B.,** Palti, I., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Urban Thinkscape: Infusing public spaces with STEM conversation and interaction opportunities. *Journal of Cognition and Development*, 21(1), 125-147. <https://doi.org/10.1080/15248372.2019.1673753>
- Schlesinger, M. A., **Hassinger-Das, B.,** Zosh, J. M., Sawyer, J., Evans, N. E., & Hirsh-Pasek, K. (2020). Cognitive behavioral science behind the value of play: Leveraging everyday experiences to promote play, learning, and positive interactions (Invited). *Journal of Infant, Child, and Adolescent Psychotherapy (Special Issue: Play for a Change)*, 19(2), 202-216. <https://doi.org/10.1080/15289168.2020.1755084>
- Schlesinger, M. A., **Hassinger-Das, B.,** Zosh, J. M., & Hirsh-Pasek, K. (2019). When I was little, I loved to play: Describing play experiences using a community-based lens. *Scottish Educational Review (Special Issue: Play and Education)*, 51(2), 90-107.
- Shah, M., & **Hassinger-Das, B.** (2019). Intergenerational and transmediational play partnerships: Perspectives of two academic parents. *Well Played*, 8(3), 190-214.  
<http://press.etc.cmu.edu/index.php/product/well-played-vol-8-no-2/>
- Bustamante, A. S.<sup>1</sup>, **Hassinger-Das, B.**<sup>1</sup>, Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Putting the science of learning to work: Designing Learning Landscapes for cities and families. *Child Development Perspectives*, 13(1), 34-40. <https://doi.org/10.1111/cdep.12309> <sup>1</sup>Co-first author.
- Hassinger-Das, B.,** Bustamante, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Learning Landscapes: Playing the way to learning in public spaces. *Education Sciences (Special Issue: Early Childhood Education)*, 8(2), 74. <https://doi.org/10.3390/educsci8020074>
- Dickinson, D. K., Collins, M. F., Nesbitt, K. T., Toub, T. S., **Hassinger-Das, B.,** Hadley, E. B., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Effects of teacher-delivered book reading and play on vocabulary learning and self-regulation among low-income preschool children. *Journal of Cognition and Development*, 20(2), 136-164. <https://doi.org/10.1080/15248372.2018.1483373>
- Toub, T. S., **Hassinger-Das, B.,** Nesbitt, K., T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Dickinson, D. (2018). The language of play: Developing preschool vocabulary through play following shared book-reading. *Early Childhood Research Quarterly*, 45(4), 1-17. <https://doi.org/10.1016/j.ecresq.2018.01.010>
- Dore, R. A., **Hassinger-Das, B.,** Brezack, N., Valladares, T., Paller, A., Vu, L. \*, Golinkoff, R. M., & Hirsh-Pasek, K. (2018). The parent advantage in children's e-book comprehension. *Early Childhood Research Quarterly*, 44, 24-33. <https://doi.org/10.1016/j.ecresq.2018.02.002>
- Hassinger-Das, B.,** Hirsh-Pasek, K., & Golinkoff, R. M. (2017). The case of brain science and play: A developing story. *Young Children*, 72, 45-50.
- Hassinger-Das, B.,** Toub, T. S., Zosh, J. M., Michnick, J. \*, Hirsh-Pasek, K., & Golinkoff, R. M. (2017). More than just fun: A place for games in playful learning (Invited). *Infancia y Aprendizaje*, 40, 191-281. <https://doi.org/10.1080/02103702.2017.1292684>

- Hassinger-Das, B.**<sup>1</sup>, Toub, T. S.<sup>1</sup>, Hirsh-Pasek, K., & Golinkoff, R. M. (2017). A matter of principle: Applying language science to the classroom and beyond. *Translational Issues in Psychological Science*, 3, 5-18. <https://doi.org/10.1037/tps0000085> <sup>1</sup>Co-first author.
- Purpura, D. J., Logan, J. A. R., **Hassinger-Das, B.**, & Napoli, A. R. (2017). Why do early mathematics skills predict reading development? The role of mathematical language. *Developmental Psychology*, 53, 1633-1642. <http://dx.doi.org/10.1037/dev0000375>
- Hassinger-Das, B.**, Ridge, K., Parker, A. \*, Golinkoff, R. M., Hirsh-Pasek, K., & Dickinson, D. K. (2016). Building vocabulary knowledge in preschoolers through shared book reading and gameplay. *Mind, Brain, and Education*, 10, 71-80. <https://doi.org/10.1111/mbe.12103>
- Zosh, J. M., **Hassinger-Das, B.**, Toub, T. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2016). Playing with math: How play supports learning and the Common Core State Standards. *Journal of Mathematics Education at Teachers College*, 7, 45-49.
- Hassinger-Das, B.**, Jordan, N. C., & Dyson, N. (2015). Reading stories to learn math: Mathematics vocabulary instruction for children with early numeracy difficulties. *The Elementary School Journal*, 116, 242-264. <https://doi.org/10.1086/683986>
- Dyson, N., Jordan, N. C., & **Hassinger-Das, B.** (2015). The story of Kyle: Positioned for future success: Evidence-based number sense interventions (NSI) can help kindergartners link their nonverbal understanding of quantities to the symbolic representations of number, number relations, and number operations. *Teaching Children Mathematics*, 21, 354-361. <https://doi.org/10.5951/teacchilmath.21.6.0354>
- Dyson, N., Jordan, N. C., Beliakoff, A., & **Hassinger-Das, B.** (2015). A kindergarten number sense intervention for low-achieving children with contrasting practice conditions. *Journal for Research in Mathematics Education*, 46, 331-370. <https://doi.org/10.5951/jresmetheduc.46.3.0331>
- Hassinger-Das, B.**, Jordan, N. C., Glutting, J., Irwin, C., & Dyson, N. (2014). Domain general mediators of the relation between kindergarten number sense and first-grade mathematics achievement. *Journal of Experimental Child Psychology*, 118, 78-92. <https://doi.org/10.1016/j.jecp.2013.09.008>
- Jordan, N. C., Glutting, J., Dyson, N., **Hassinger-Das, B.**, & Irwin, C. (2012). Building kindergartners' number sense: A randomized controlled study. *Journal of Educational Psychology*, 104, 647-660. <https://doi.org/10.1037/a0029018>

#### **BOOKS, CHAPTERS, WHITE PAPERS, ETC.**

\*denotes mentored student author

- Golinkoff, R. M., **Hassinger-Das, B.**, Kucirkova, N., Myers, L., & Dore, R. (2024). The explosion of EdTech: Can its promise be fulfilled? In D. Christakis and L. Hale (Eds.), *Handbook of children and screens: Digital media, development, and well-being from birth through adolescence* (pp. 549-556). Springer.
- Hirsh-Pasek, K., Zosh, J. M., **Hassinger-Das, B.**, Golinkoff, R. M., Uhls, Y. T., & Guernsey, L. (2024). Putting digital media in balance: The importance of human-to-human interaction for young children. In D. Christakis and L. Hale (Eds.), *Handbook of children and screens: Digital media, development, and well-being from birth through adolescence* (pp. 387-394). Springer.
- Zosh, J. M., & **Hassinger-Das, B.** (2024). Playful learning in homes, schools, and beyond. *ElementsEd*, 2, 98-99. <https://press.avenues.org/elements-ed/>
- Hassinger-Das, B.**, & Fletcher, K. (2023). The benefits of playful learning: Key insights from research and analysis of Playful Learning Landscapes. *Center for Universal Education Report*. The Brookings Institution. <https://www.brookings.edu/articles/the-benefits-of-playful-learning/>

Candiracci, S., Conti, R. L., Dabaj, J., Moschonas, D., **Hassinger-Das, B.**, & Donato, J. (2023). *Playful cities design guide: Play for anyone, anywhere*. Arup. <https://www.arup.com/-/media/arup/files/publications/p/playful-cities-design-guide.pdf>

**Hassinger-Das, B.** (2022). Playful learning. *EBSCO: Pathways to Research in Education*.  
<https://www.ebsco.com/products/research-databases/pathways-research> (product was discontinued)

Zosh, J. M., **Hassinger-Das, B.**, & Laurie, M. (2022). *Learning through play and the development of holistic skills across childhood* [White paper]. The LEGO Foundation.  
<https://learningthroughplay.com/explore-the-research/the-relationship-between-learning-through-play-and-holistic-skills>

**Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2020). The balancing act of guided play. In S. Friedman & A. Mwenelupembe (Eds.), *Each and every child: Teaching preschool with an equity lens* (pp. 33-38). NAEYC.

Morris, A. S., Treat, A., **Hassinger-Das, B.**, Zapata, M., & Hirsh-Pasek, K. (2019). Opportunities to enrich parent-child interactions during everyday moments: Community efforts in Oklahoma and Pennsylvania. *Zero To Three Journal*, 40(2), 52-58 (editor-reviewed).

**Hassinger-Das, B.**, & Hirsh-Pasek, K. (2019). Brain training for kids: Adding a human touch. *Cerebrum: The Dana Forum on Brain Science*, 2019, cer-01-19.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7075358/#>

**Hassinger-Das, B.**, Dore, R. A., & Zosh, J. M. (2019). The four pillars of learning: E-books past, present, and future. In J. E. Kim & **B. Hassinger-Das** (Eds.), *Reading in the digital age: Young children's experiences with e-books* (pp. 11-21). Springer.

Kim, J. E., & **Hassinger-Das, B.** (Eds.) (2019). *Reading in the digital age: Young children's experiences with e-books*. Springer.

**Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Brain science and guided play. In M. L. Masterson & H. Bohart (Eds.), *Serious fun: How guided play extends children's learning* (pp. 11-20). NAEYC.

Dore, R. A., Zosh, J. M., **Hassinger-Das, B.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Reading in the digital age: Lessons learned and future opportunities. In N. Kucirkova, J. Rowsell, & G. Fallon (Eds.), *The Routledge international handbook of learning with technology in early childhood* (pp. 349-361). Routledge.

Hopkins, E., Toub, T. S., **Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Playing for the future: Redefining early childhood education. In D. Whitebread, V. Grau, K. Kumpulainen, M. McClelland, D. Pino-Pasternak, & N. Perry (Eds.), *Sage handbook of developmental psychology and early childhood education* (pp. 239-256). Sage.

**Hassinger-Das, B.**, Bustamante, A. S., Hirsh-Pasek, K., Golinkoff, R. M., Magsamen, S., Robinson, J. P., & Winthrop, R. (2018). Learning Landscapes: Can urban planning and the learning sciences work together to help children? *Global Economy and Development Working Paper 124*. The Brookings Institution.

**Hassinger-Das, B.**, Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Playing to learn mathematics. In R. E. Tremblay, M. Boivin, & R. D. Peters (Eds.), A. Pyle topic ed., *Encyclopedia on early childhood development* [online]. <http://www.child-encyclopedia.com/play-based-learning/according-experts/playing-learn-mathematics>

Ilgaz, H., **Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Making the case for playful learning. In M. Fleer & B. van Oers (Eds.), *Springer handbook of early childhood education* (Vol. 2) (pp. 1245-1263). Springer. <https://doi.org/10.1007/978-94-024-0927-7>

Toub, T. S., **Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2017). Early STEM support: Engineering a strong foundation for development. *NYSASCD Impact on Instructional Improvement*, 42, 12-26 (non-peer-reviewed).

**Hassinger-Das, B.**, Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. (2017). Toys. In K. Peppler (Ed.), *Sage encyclopedia of out-of-school learning* (pp. 781-783). Sage. <https://doi.org/10.4135/9781483385198.n297>

Ilgaz, H., **Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Language for reading. In P. Brooks & V. Kempe (Eds.), *Sage encyclopedia of language development* (pp. 323-326). Sage.

## **COMMENTARIES AND BOOK REVIEWS**

\*denotes mentored student author

Morris, B., **Hassinger-Das, B.**, DeWitt, J., & Todaro, R. (2024). Informal STEM learning at home and in community spaces. *Frontiers in Psychology*, 15, 1383075. <https://doi.org/10.3389/fpsyg.2024.1383075>

**Hassinger-Das, B.** (2020). This is play: Environments and interactions that engage infants and toddlers [Review of the book *This is play: Environments and interactions that engage infants and toddlers*, by J. Luckenbill, A. Subramanian, & J. Thompson] (Invited). *Teachers College Record*. <https://www.tcrecord.org>, ID Number: 23197

Dore, R. A., **Hassinger-Das, B.**, Hirsh-Pasek, K. & Golinkoff, R. M. (2019). Translating research into effective Partnerships (Invited). *IEEE CIS Newsletter on Cognitive and Developmental Systems*, 16(1), 5.

**Hassinger-Das, B.**, & Hirsh-Pasek, K. (2018). Appetite for knowledge: Curiosity and children's academic Achievement (Invited). *Pediatric Research*, 84, 323-324. <https://doi.org/10.1038/s41390-018-0099-4>

## **OUTREACH**

**Hassinger-Das, B.**, & Zosh, J. M. (2023, May 19). Talking puppy or finger puppet? 5 tips for buying baby toys that support healthy development. *The Conversation*. <https://theconversation.com/talking-puppy-or-finger-puppet-5-tips-for-buying-baby-toys-that-support-healthy-development-204873>

**Hassinger-Das, B.**, & Zosh, J. M. (2023, May). How do caregivers decide what toys to buy for infants? *Child & Family Blog*. <https://childandfamilyblog.com/how-do-caregivers-decide-what-toys-to-buy-for-infants/>

**Hassinger-Das, B.**, Zosh, J. M., & Hirsh-Pasek, K. (2021, September 9). How to design a public play space where kids practice reading and STEM skills. *The Conversation*. <https://theconversation.com/how-to-design-a-public-play-space-where-kids-practice-reading-and-stem-skills-165283>

**Hassinger-Das, B.**, & Dore, R. A. (2020, November 24). Kids as young as 3 years old think YouTube is better for learning than other types of video. *The Conversation*. <https://theconversation.com/kids-as-young-as-3-years-old-think-youtube-is-better-for-learning-than-other-types-of-video-150323>

**Hassinger-Das, B.** (2020, October 7). Technological tradeoffs. *PACESpectives: COVID-19 and the future of work*. <https://www.pace.edu/mypace/covid-19-and-future-work?mpc=fs> (and also on *Medium*: [https://medium.com/@pace\\_university/technological-tradeoffs-during-covid-19-c7bb289d5877](https://medium.com/@pace_university/technological-tradeoffs-during-covid-19-c7bb289d5877))

**Hassinger-Das, B.** (2020, March 19). Parents, cut yourself some slack on screen time limits while you're stuck at home. *The Conversation*. <https://theconversation.com/parents-cut-yourself-some-slack-on-screen-time-limits-while-youre-stuck-at-home-133904>

**Hassinger-Das, B.**, Zosh, J. M., Golinkoff, R. M., & Hirsh-Pasek, K. (2020, February 20). Playbrary: A new vision of the neighborhood library [Web log post]. <https://www.brookings.edu/blog/education-plus-development/2020/02/20/playbrary-a-new-vision-of-the-neighborhood-library/>

- Hassinger-Das, B.,** Schlesinger, M., Sawyer, J., & Hirsh-Pasek, K. (2019). Playing to learn: Inside and outside of school. *Parents League Review* [both online and in print]. <https://www.parentsleague.org/blog/playing-learn-inside-and-outside-school>
- Hassinger-Das, B.,** Zosh, J. M., Golinkoff, R. M., & Hirsh-Pasek, K. (2018, December 10). The science of toys: A guide for the perplexed shopper [Web log post]. <https://www.brookings.edu/blog/education-plus-development/2018/12/10/the-science-of-toys-a-guide-for-the-perplexed-shopper/>
- Hassinger-Das, B.,** Hirsh-Pasek, K., & Bustamante, A. S. (2018, August 1). Playful learning in everyday spaces [Web log post]. <https://bold.expert/playful-learning-in-everyday-spaces/>
- Hassinger-Das, B.,** Hopkins, E., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, September 8). Don't fear for the digital natives: Play in the digital age [Web log post]. [http://www.huffingtonpost.com/entry/dont-fear-for-the-digital-natives-play-in-the-digital\\_us\\_59b34a35e4b0bef3378ce03b](http://www.huffingtonpost.com/entry/dont-fear-for-the-digital-natives-play-in-the-digital_us_59b34a35e4b0bef3378ce03b)
- Hassinger-Das, B.,** Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2017, March 21). Lessons from Ben Franklin: Using learning landscapes to rethink modern libraries [Web log post]. <https://www.brookings.edu/blog/education-plus-development/2017/03/21/lessons-from-ben-franklin-using-learning-landscapes-to-rethink-modern-libraries/>
- Hassinger-Das, B.,** (2017, February 8). The pace of digital media development and academic research [Web log post]. <http://bold.expert/the-pace-of-digital-media-development-and-academic-research/>
- Hassinger-Das, B.,** Hirsh-Pasek, K., & Golinkoff, R. M. (2017, January 5). Using the city as an agent of change: Urban Thinkscape [Web log post]. <https://www.brookings.edu/blog/education-plus-development/2017/01/05/urban-thinkscape-using-the-city-as-an-agent-of-change/>
- Hassinger-Das, B.,** Hirsh-Pasek, K., & Golinkoff, R. M. (2016, December 13). A parent's guide to the American Academy of Pediatrics screen time guidelines [Web log post]. [http://www.huffingtonpost.com/roberta-michnick-golinkoff/a-parents-guide-to-the-am\\_b\\_13516290.html](http://www.huffingtonpost.com/roberta-michnick-golinkoff/a-parents-guide-to-the-am_b_13516290.html)
- Hassinger-Das, B.,** Schatz, J., & Hirsh-Pasek, K. (2016, February 1). Activity for kids outside of school time is an oasis in a 'learning desert' [Web log post]. <http://www.newsworks.org/index.php/speak-easy/item/90474-activity-for-kids-outside-of-school-time-is-an-oasis-in-a-learning-desert>
- Hassinger-Das, B.** (2015, November 11). Playing to learn [Web log post]. <http://www.cdesignc.org/blog/2015/11/11/playing-to-learn>
- Hassinger-Das, B.** (2015, July). Preparing the next generation: Mentoring undergraduate researchers. *SRCD Developments*, 58, 8-9.

### **SELECTED MEDIA COVERAGE**

- Dolan, E. W. (2024, August 17). Introversion, texting habits, and self-confidence: Understanding the connections. *PsyPost*. <https://www.psypost.org/introversion-texting-habits-and-self-confidence-understanding-the-connections/>
- Awatramani, S. (2023, November 29). *On call for kids* [Radio broadcast]. SiriusXM Doctor Radio. <https://t.co/cYaJ4Yi2P4>



- Chen, J. (2022, August 15). How children think about their own well-being online. *Greater Good Magazine: Science-based Insights for a Meaningful Life*.  
[https://greatergood.berkeley.edu/article/item/how\\_children\\_think\\_about\\_their\\_own\\_wellbeing\\_online](https://greatergood.berkeley.edu/article/item/how_children_think_about_their_own_wellbeing_online)
- Abdullah, M. (2021, July 1). How to reset your family's screen time after the pandemic. *Greater Good Magazine: Science-based Insights for a Meaningful Life*.  
[https://greatergood.berkeley.edu/article/item/how\\_to\\_reset\\_your\\_familys\\_screen\\_time\\_after\\_the\\_pandemic](https://greatergood.berkeley.edu/article/item/how_to_reset_your_familys_screen_time_after_the_pandemic)
- Hansen, C. (2021, May 28). E-books for kids raise questions about consequences. *Knowable Magazine*.  
<https://knowablemagazine.org/article/technology/2021/ebooks-for-early-readers>
- Zuckerman, W. (Host). (2021, April 29). Screens: are they ruining our brains and mental health and eyes and (No. 142) [Audio podcast episode]. In *Science Vs*. Gimlet. <https://gimletmedia.com/shows/science-vs/llhbg8e/screens-are-they-ruining-our-brains-and>
- Swartz, M. (2020, August 18). 3 top takeaways from the conversation: Designing everyday places to play and learn. *Early Learning Nation*. <http://earlylearningnation.com/2020/08/3-top-takeaways-from-the-conversation-designing-everyday-places-to-play-and-learn/>
- Heitz, J. (2020, March 31). The smartest way to read ebooks to your kids. *Parentology*. <https://parentology.com/are-e-books-effective-reading-tools/>
- Spreeuwenberg, R. (Host). (2018, May 21). Urban Thinkscapes: Revitalizing Communities with Playgrounds 2.0 (No. 97) [Audio podcast episode]. In *The Preschool Podcast*. HiMama. <https://blog.himama.com/urban-thinkscapes-revitalizing-communities-with-playgrounds/>
- Matchar, E. (2018, February 15). Weaving games and puzzles into the fabric of a city. *Smithsonian Magazine*.  
<https://www.smithsonianmag.com/innovation/weaving-games-puzzles-into-fabric-city-180968155/>
- Klass, P. (2018, January 29). Taking playtime seriously. *The New York Times*.  
<https://www.nytimes.com/2018/01/29/well/family/taking-playtime-seriously.html>
- Toub, T. S. (2017, July 26). Judging a book by more than its cover: Exploring features of traditional and e-book reading experiences that support children's learning [Web log post].  
<http://joanganzcooneycenter.org/2017/07/26/judging-a-book-by-more-than-its-cover-exploring-features-of-traditional-and-e-book-reading-experiences-that-support-childrens-learning>
- Kershner, K. (2016, October 11). Who says all learning should happen in schools [Web log post].  
<http://now.howstuffworks.com/2016/10/11/who-says-all-learning-should-happen-schools>
- Kamenetz, A. (2016, October 3). How to spark learning everywhere kids go – Starting with the grocery store [Web log post]. <http://www.npr.org/sections/ed/2016/10/03/494931608/how-to-spark-learning-everywhere-kids-go-starting-with-the-grocery-store>
- Weightman, J. (2016, August). Child's play. *Games World of Puzzles*, 34-37.
- Bos, A. (2016, July 27). In Obama's 'promise zone' gaat het maar heel langzaam beter [Television broadcast]. In *News Abroad*. The Hague, Netherlands: NOS.

## **GRANT ACTIVITY**

### **William Penn Foundation**

Playful Learning Landscapes Community Evaluation Toolkit

**2023-2024 (\$69,797)**

Principal Investigator: Brenna Hassinger-Das (subcontract from Playful Learning Landscapes Action Network)

### **Bernard van Leer Foundation**

Playful Learning Landscapes: Combining Placemaking and the Learning Sciences to Support Early Childhood Development

**2022 (\$27,771)**

Principal Investigator: Brenna Hassinger-Das (subcontract from The Brookings Institution)

### **William Penn Foundation**

The Playful Learning Ambassador Program

**2022-2024 (\$27,235)**

Principal Investigator: Brenna Hassinger-Das (subcontract from KABOOM!)

### **Piton Foundation**

Learning Landscapes

**2020 (\$11,635)**

Principal Investigator: Brenna Hassinger-Das (subcontract from Temple University)

### **Kenan Fund for Faculty Development**

Faculty Development Funds

**2019 (\$800.00)**

### **Dyson College of Arts and Sciences**

Faculty Summer Research Grant

**2018 (\$618.00)**

Principal Investigator: Brenna Hassinger-Das

## **INVITED PRESENTATIONS**

**Hassinger-Das, B., & Lytle, S.** (2025, October). *Playful learning impact assessment made simple* [Presentation]. Play It Forward: A Conference to Expand the Landscape of Playful Learning, Philadelphia, Pennsylvania.

**Hassinger-Das, B.** (2025, February). *Playful Learning Landscapes* [Presentation]. Hope PHL: Children's Workgroup, Philadelphia, Pennsylvania.

**Hassinger-Das, B.** (2024, May). *Playing to learn in home, school, and community settings* [Presentation]. Syracuse University: Project Advance, New York, New York.

**Hassinger-Das, B.** (2022, November). *Playing to learn STEM in home, school, and community settings* [Presentation]. Sociedad Chilena de Desarrollo Emocional, Virtual.

**Hassinger-Das, B.** (2022, October). *Fostering community and measuring impact: What's working in playful learning cities* [Panelist]. The Brookings Institution, Washington, D.C.

**Hassinger-Das, B.** (2022, May). *Designing cities for children and families*. United Nations: International Day of Families, Virtual.

**Hassinger-Das, B.** (2022, May). *Putting the pieces together: Developmental science in the home and community* [Presentation]. University of Delaware School of Education, Virtual.

- Hassinger-Das, B.** (2021, October). *Play & STEM* [Presentation]. Sociedad Chilena de Desarrollo Emocional, Virtual.
- Hassinger-Das, B.** (2021, May). *Playful Learning Landscapes* [Presentation]. NGO Committee on the Family, Virtual.
- Hassinger-Das, B.** (2021, May). *Playful Learning Landscapes* [Presentation]. Museum of the Imagination, Virtual.
- Hassinger-Das, B.** (2021, May). *Aligning children's museum experiences with the science of playful learning* [Panel moderator]. Association of Children's Museums InterActivity Conference, Virtual.
- Hassinger-Das, B.** (2021, February). *Replicable and low-cost ideas for playful learning* [Panel moderator]. Playful Learning Landscapes Action Network – Finding Joy Through Playful Learning Workshop, Virtual.
- Hassinger-Das, B.** (2020, September). *Playful learning in the community* [Presentation]. The Mindful Play Summit, Virtual.
- Hassinger-Das, B.** (2020, July). *Meeting families where they are: Leveraging spaces to advance early learning and literacy* [Webinar presentation with The Brookings Institution and Too Small to Fail]. GLR Learning Tuesdays, Virtual.
- Hassinger-Das, B.** (2019, October). *Playful Learning Landscapes* [Presentation]. Conscious Cities Festival, Brooklyn, New York. <https://theccd.org/events/workshop-family-friendly-cities>
- Hassinger-Das, B.** (2019, October). *Playful Learning Landscapes: Learning and engagement in community settings* [Presentation]. Adelphi University, Garden City, New York.
- Hassinger-Das, B.** (2019, September). *Playful Learning Landscapes* [Presentation]. Van Alen Institute, New York, New York.
- Hassinger-Das, B.** (2019, April). *Tactical urbanism and community engaged design* [Panel presentation]. University of Wisconsin-Madison Center for Community and Nonprofit Studies. Madison, Wisconsin.
- Hassinger-Das, B.** (2018, October). *Playing to learn* [Presentation]. Capital District Beginnings, Albany, New York.
- Hassinger-Das, B.** (2018, July). *Supporting early math development* [Webinar]. Save the Children. Virtual.
- Hassinger-Das, B.** (2018, May). *Learning Landscapes: Lessons from developmental science* [Presentation]. NYU Neuroscience and Education Lab, New York University, New York, New York.
- Hassinger-Das, B., & Golinkoff, R. M.** (2018, May). *Learning Landscapes: Research-practice partnerships* [Presentation]. Department of Human Development and Family Studies, University of New Hampshire, Durham, New Hampshire.
- Hassinger-Das, B.** (2018, April). *Learning through play* [Presentation]. Eat, Play, Love: A Morning for Parents at Saint Peter's University Hospital, New Brunswick, New Jersey.
- Hassinger-Das, B.** (2017, November). *Learning Landscapes: Lessons from developmental science*. [Presentation]. Cognitive Psychology Brown Bag at the University of Pittsburgh, Pittsburgh, Pennsylvania.
- Hassinger-Das, B.** (2017, July). *Learning Landscapes: Lessons for learning from developmental science* [Presentation]. Visual Arts as Sources for Teaching Summer Seminar for Teachers at the Philadelphia Museum of Art, Philadelphia, Pennsylvania.

- Hassinger-Das, B.** (2017, February). *1-2-3 play with me* [Presentation]. Upper Dublin Public Library, Ambler, Pennsylvania.
- Hassinger-Das, B.** (2016, July). *Guided play: Playing to learn* [Presentation]. Sesame Workshop, New York, New York.
- Hirsh-Pasek, K., & **Hassinger-Das, B.** (2016, June). *High quality preschools make good sense (cents)* [Presentation]. Shared Prosperity Roundtable: Reducing the Achievement Gap, Philadelphia, Pennsylvania.
- Hassinger-Das, B.** (2015, November). *Not just fun and games? STEM, toys, and gender* [Panel moderator]. The Chemical Heritage Foundation, Philadelphia, Pennsylvania.
- Hassinger-Das, B.** (2015, April). *Language learning in preschool: Building a strong foundation* [Presentation]. Terri Lynne Lokoff/Children's TYLENOL® National Child Care Teacher Awards Luncheon, Malvern, Pennsylvania.
- Hassinger-Das, B.** (2013, September). *Helping all children succeed: Improving academic outcomes through mathematics and vocabulary instruction* [Presentation]. Temple University Research in Spatial Cognition (RISC) Meeting, Philadelphia, Pennsylvania.
- Hassinger-Das, B.,** Dyson, N., & Irwin, C. (2012, June). *Multiple representations: Playing with math across the Curriculum* [Presentation]. The 3<sup>rd</sup> Annual Jane Davidson Forum on Play, Newark, Delaware.
- Hassinger-Das, B.** (2012, April). *Making ethical decisions in educational research* [Presentation]. University of Delaware School of Education Spring Colloquium Series, Newark, Delaware.

#### **CONFERENCE POSTERS AND PRESENTATIONS**

\*denotes mentored student author

- Pu, W., Park, S., Dore, R., Bonus, J. A., & **Hassinger-Das, B.** (2026, April). *Mind the digital gap: Genre and instructional supports in children's informational YouTube videos* [Conference presentation]. American Educational Research Association, Los Angeles, CA, United States.
- Kolak, J., Taylor, G., Monaghan, P., Taylor, G., Bonus, J. A., **Hassinger-Das, B.,** & Dore, R. A. (2025, July 13-16). *From counting songs to Peppa Pig: The quality of language in educational YouTube videos watched by preschoolers in the U.S.* [Flash talk]. Children and Screens: Digital Media and Developing Minds International Scientific Congress, Washington, D.C.
- Park, S., Dore, R., Bonus, A., **Hassinger-Das, B.,** & Pu, W. (2025, May 1-3). A content analysis of educational alphabet videos on YouTube [Conference presentation]. In C. Christensen (Chair), *All joy, no learning? What young children watch on YouTube, why and what it means*. Society for Research in Child Development (SRCD), Minneapolis, Minnesota.
- Park, S., Dore, R., Bonus, A., **Hassinger-Das, B.,** & Pu, W. (2025, April 23-27). *Finding U in YouTube: A content analysis of instructional strategies used in online videos* [Poster presentation]. American Educational Research Association, Denver, Colorado.
- Kolak, J., Taylor, G., Monaghan, P., Bonus, J. A., **Hassinger-Das, B.,** & Dore, R. A. (2024, July 15-19). *From phonics songs to Paw Patrol: The quality of language in YouTube videos watched by preschoolers* [Poster presentation]. XVI<sup>th</sup> International Congress for the Study of Child Language, Prague, Czech Republic.
- Bonus, J. A., Dore, R., **Hassinger-Das, B.,** Wilson, J., O'Hara, E., & Francemone, C. (2024, June 20-24). *You do You[Tube]! The multifaceted role of online video viewing in the lives of U.S. children* [Conference presentation]. 74<sup>th</sup> Annual Conference of the International Communication Association, Broadbeach, Queensland, Australia.

- Hassinger-Das, B.,** Fletcher, K., Todaro, R., Scott, M., & Hirsh-Pasek, K. (2024, April 11-14). Playing to increase social interaction and learning at a child and adolescent inpatient treatment program [Conference presentation]. In A. Pesch (Chair), *Playful Learning Landscapes: Increasing access to informal learning opportunities for children and families*. American Educational Research Association, Philadelphia, Pennsylvania.
- Sánchez, M. E. F. \*, & **Hassinger-Das, B.** (2024, March 16). *The impact of parental preferences and beliefs about play on child play activities* [Conference presentation]. Dyson College Society of Fellows Annual Meeting, New York, New York.
- Sánchez, M. E. F. \*, & **Hassinger-Das, B.** (2023, December 4-6). *The impact of parental preferences and beliefs about play on child play activities* [Poster presentation]. Middle States Commission on Higher Education Annual Conference, Philadelphia, Pennsylvania.
- Sánchez, M. E. F. \*, & **Hassinger-Das, B.** (2023, November 4). *The impact of parental preferences and beliefs about play on child play activities* [Conference presentation]. Greater New York Conference on Behavioral Research, New York, New York.
- Zosh, J. M., **Hassinger-Das, B.,** Fabiano, R., Roseberry Lytle, S., & Young, A. (2023, October). The Playful Learning Ambassador Program: Interacting, learning, and thriving through play in community settings [Presentation]. In A. Pesch & K. Fletcher (Chairs), *Translating research to practice: How research from the science of learning can be leveraged to create community-centered, playful learning spaces*. Society for the Study of Human Development, Philadelphia, Pennsylvania.
- Hassinger-Das, B.,** Schwartz, R. \*, Tavdgiridze, M. \*, Salerno, M. \*, Takoukam, N. C. T. \*, Gamzehlatova, J. \*, & Zosh, J. M. (2023, September 20-23). *Digitizing the toolbox* [Poster presentation]. Children and Screens: Digital Media and Developing Minds International Scientific Congress, Washington, D.C.
- Hassinger-Das, B.,** & Zosh, J. M. (2023, May 18-19). *Facilitating play in community settings: The Playful Learning Ambassador Program* [Conference presentation]. The Association for the Study of Play, New York, New York.
- Ramirez, A. G., **Hassinger-Das, B.,** Hirsh-Pasek, K., & Golinkoff, R. M. (2023, April). *The topics of parent-child conversation and later language development and school readiness* [Conference presentation]. American Educational Research Association, Chicago, Illinois.
- Hassinger-Das, B.,** & Dore, R. A. (2023, March). "Sometimes people on YouTube are real, but sometimes not:" *Understanding the affordances of YouTube* [Poster presentation]. Society for Research in Child Development (SRCD), Salt Lake City, Utah.
- Ramirez, A. G., **Hassinger-Das, B.,** Hirsh-Pasek, K., & Golinkoff, R. M. (2023, March). *Relations among children's early language experiences and school readiness*. [Conference presentation]. In S. A. McDorman (Chair), *Socioeconomically diverse families contain multitudes: Strengths-based approaches to cognitive development*. Society for Research in Child Development (SRCD), Salt Lake City, Utah.
- Charles, A., **Hassinger-Das, B.,** Levy, H. S., Lytle, S., & Palti, I. (2022, November 10). *Enhancing your designs with playful learning* [Panel presentation]. Forum on Architecture + Design (American Institute of Architects (AIA) Philadelphia), Philadelphia, Pennsylvania.
- Hassinger-Das, B.,** Palti, I., Hirsh-Pasek, K., & Golinkoff, R. M. (2022, April). Urban Thinkscape: Playing the way to increased engagement in public spaces. In **B. Hassinger-Das** (Chair), *Learning Landscapes: Playing to learn in community settings*. SRCD Special Topic Meeting: Learning to Play, St. Louis, Missouri.

- Zosh, J. M., **Hassinger-Das, B.**, Hansen, N., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2022, April). Transforming a public library into a hub of playful learning. In **B. Hassinger-Das** (Chair), *Learning Landscapes: Playing to learn in community settings*. SRCD Special Topic Meeting: Learning to Play, St. Louis, Missouri.
- Zosh, J. M., **Hassinger-Das, B.**, Kaufman, J., & Erkonboni, D. (2022, April) iParenting: Caregiver behaviors, perceptions, and beliefs about children's screen use. In L. Meyers (Chair), *Digital play in the modern age*. SRCD Special Topic Meeting: Learning to Play, St. Louis, Missouri.
- Eisen, S., Bower, C., Jirout, J. J., Hirsh-Pasek, K., Golinkoff, R. M., & **Hassinger-Das, B.** (2022, April). *Parental perceptions of informal learning from digital devices and physical toys* [Conference presentation]. SRCD Special Topic Meeting: Learning to Play, St. Louis, Missouri.
- Takoukam, N. C. T. \*, & **Hassinger-Das, B.** (2021, April 30). *From the toy box to the job market: Effects of gender on toy selection and career beliefs* [Paper presentation]. Pace Psychology Conference, Virtual meeting.
- Johnson, A. \*, Santoro, A., & **Hassinger-Das, B.** (2021, April 30). *The impact of the COVID-19 pandemic on in-school mental health service use among college students* [Paper presentation]. Pace Psychology Conference, Virtual meeting.
- Mercedes, N. \*, Santoro, A., & **Hassinger-Das, B.** (2021, April 30). *The effects of attachment styles on mental health, and perception of the learning environment in college students* [Poster presentation]. Pace Psychology Conference, Virtual meeting.
- Ramirez, A. G., Masek, L. R., **Hassinger-Das, B.**, Hirsh-Pasek, K., Golinkoff, R. M. (2021, April 9-12). *Investigating informational lexical density as a predictor of school readiness* [Poster presentation]. American Educational Research Association, Virtual meeting.
- Blinkoff, E., **Hassinger-Das, B.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 7-9). *Misaligned expectations and serious concerns: Educating young children during COVID-19* [Poster presentation]. Society for Research in Child Development, Virtual meeting.
- Hirsh-Pasek, K., **Hassinger-Das, B.**, Dore, R. A., Avelar, D., & Golinkoff, R. M. (2021, April 7-9). Why e-books still require a human touch. In C. Eng (Chair), *When technology is here to stay: Maximizing the potential of e-books for learning in young childhood*. Society for Research in Child Development, Virtual meeting.
- Takoukam, N. C. T., & **Hassinger-Das, B.** (2021, March 20). *From the toy box to the job market: Effects of gender on toy selection and career beliefs* [Poster presentation]. Dyson College Society of Fellows Annual Meeting, Virtual meeting.  
\*Awarded the "Outstanding Science Poster Award" for the 2021 DCSF Annual Meeting
- Hassinger-Das, B.**, Zosh, J. M., Hansen, N., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2020, November 30-December 3). *Play-and-Learn Spaces: Transforming public libraries into hubs for playful learning* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Conference cancelled.
- Hassinger-Das, B.**, Quinones, A. \*, & Zosh, J. M. (2020, July 6-9). *Looking deeper into the toy box: Understanding caregivers' toy selection decisions* [Poster presentation]. International Congress of Infant Studies, Virtual meeting.
- Zosh, J. M., **Hassinger-Das, B.**, Kaufman, J., & Erkonboni, D. (2020, July 6-9). *iParenting: Parenting infants in a digital age* [Poster presentation]. International Congress of Infant Studies, Glasgow, Scotland, Virtual meeting.

- Hassinger-Das, B.** (2020, June 6). *Meeting families where they are: Leveraging spaces to advance early learning and literacy* [Panel presentation with Campaign for Grade-Level Reading and Too Small to Fail]. CLPHA Housing Is Summit, Virtual meeting.
- Takoukam, N. C. T. \*, **Hassinger-Das, B.**, & Dore, R. A. (2020, March 7). Children's reality status judgements of digital media [Poster presentation]. Dyson College Society of Fellows Annual Meeting, New York, New York.
- Dore, R. A., Avelar, D. A., **Hassinger-Das, B.**, Schwichtenberg, A. J., Roben, C., Brezack, N., Valladares, T., Foster, L., Puttre, H., Pritulsky, C., Hirsh-Pasek, K. & Golinkoff, R., M. (2019, October). Comprehension and emotion in independent and parent-child e-book reading. In K. Choi (chair), *Direct and Indirect Learning from Digital Media*. Digital Media & Cognitive Development Preconference at the Cognitive Development Society, Louisville, Kentucky.
- Ehrlich, K. \*, Hossain, M. \*, Zosh, J. M., & **Hassinger-Das, B.** (2019, May). *Talk It Up: Fostering caregiver-child interaction in supermarkets and barbershops* [Poster presentation]. Pace Psychology Conference, New York, New York.
- Pearce, M. \*, Hurley, S. \*, Zosh, J. M., & **Hassinger-Das, B.** (2019, May). *Talk It Up: An intervention for learning through conversation in the community* [Poster presentation]. Pace Psychology Conference, New York, New York.
- Nguyen, I. \*, Zosh, J. M., & **Hassinger-Das, B.** (2019, May). *Looking deeper into the toy box: An analysis of toys marketed for infants* [Poster presentation]. Pace University Student-Faculty Research Day, New York, New York.
- Hassinger-Das, B.**, Schlesinger, M. A., Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2019, May). *"When I was little, I loved to play...": Exploring playful learning in low- and mixed-income communities* [Poster presentation]. Association for Psychological Science, Washington, DC.
- Schlesinger, M.A., **Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2019, May). Urban Thinkscape: Prompting STEM talk in unlikely spaces. In C. Morano (Chair), *Increasing STEM thinking in the real world*. Association for Psychological Science, Washington, DC.
- Nguyen, I. \*, Quinones, A. \*, Clement, J., Ferguson, A. \*, Grullon, Z. \*, Lowery, M., Nouri, S., Papp, M., Zosh, J. M., & **Hassinger-Das, B.** (2019, March). *Studying the toy box: Examining toys marketed for infants* [Poster presentation]. Eastern Psychological Association, New York, New York.
- Hassinger-Das, B.**, Hansen, N., Aloisi, K. \*, Dyson, N., & Jordan, N. C. (2019, March). *Strategizing for success: Children's use of strategies to solve number combinations and story problems* [Poster presentation]. Society for Research in Child Development. Baltimore, Maryland.
- Schlesinger, M., **Hassinger-Das, B.**, Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2019, March). *When I was little, I loved to play...: Exploring playful learning in low- and mixed-income communities* [Poster presentation]. Society for Research in Child Development. Baltimore, Maryland.
- Hadley, E., Dickinson, D., Nesbitt, K., Collins, M. F., **Hassinger-Das, B.**, Toub, T. S., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, March). The effect of home language status on preschool children's learning from a vocabulary intervention. In D. Dickinson (Chair), *Supporting dual language learner's acquisition of English in preschool classrooms*. Society for Research in Child Development, Baltimore, Maryland.
- Hassinger-Das, B.**, Dore, R., Hirsh-Pasek, K., & Golinkoff, R. M. (2019, March). Is there an app for that?: Children's learning from e-books. In N. Yuill (Chair), *Do smart homes make smart children?: How technology in the home affects children's learning and family interactions*. International Convention of Psychological Science, Paris, France.

- Schlesinger, M., Zosh, J. M., **Hassinger-Das, B.**, Hirsh-Pasek, K., & Golinkoff, R., (2018, November). *When I was little, I loved to play... The joy, difficulty, and the value of conducting community-based play research*. Presentation at the Community of Practice on Play meeting at Harvard University's Center on the Developing Child, Boston, MA.
- Zosh, J. M., Clement, J., Ferguson, A. \*, Grullon, Z. \*, Lowery, M., Nguyen, I. \*, Nouri, S., Papp, M., Quinones, A. \*, & **Hassinger-Das, B.** (2018, October). Screens and beyond: An analysis of (tech) toys marketed for infants [Poster presentation]. Digital Media and Developing Minds Congress, Cold Spring Harbor Laboratories, New York.
- Hassinger-Das, B.** (2018, June). *Urban Thinkscape* [Conference presentation]. Designing Playful Learning Cities: The Learning Landscapes Initiative in Philadelphia and Beyond pre-conference workshop at the International Congress of Infant Studies, Philadelphia, Pennsylvania.
- Quinones, A. \*, Nguyen, I. \*, Grullon, Z. \*, Ferguson, A. \*, Zosh, J. M., & **Hassinger-Das, B.** (2018, May). *Looking deeper into the toy box: An analysis of toys marketed for infants* [Poster presentation]. Pace Psychology Conference, New York, New York.
- Hassinger-Das, B.** (2018, April). *Urban Thinkscape: Playing to learn in public spaces* [Poster presentation]. American Educational Research Association, New York, New York.
- Hassinger-Das, B.**, Zosh, J. M., Dore, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2018, April). Taming technology: Evidence-based principles for app and e-book use. In C. Herodotou (Chair), *Young children learning with mobile devices: Research on design and implementation*. American Educational Research Association, New York, New York.
- Dore, R. A.<sup>1</sup>, **Hassinger-Das, B.**<sup>1</sup>, Shirilla, M. Valladares, T., Foster, L., Hopkins, E., Collins, M., Toub, T. S., Scott, M., Shatz, J., Lawson, J., Brezack, N., Paller, A., Vu, L. \*, Dickinson, D., Golinkoff, R. M., Hirsh-Pasek, K. (2018, April). Is there an app for that? Children's learning from media on mobile devices. In R. Dore, B. Hassinger-Das, R.M. Golinkoff, & K. Hirsh-Pasek (Chairs), *Growing up a digital native: Effects on cognition, parent-child interaction, and healthy development*. American Psychological Association's conference on Technology, Mind & Society, Washington, DC. <sup>1</sup>Co-first authors.
- Dore, R., **Hassinger-Das, B.**, Brezack, N., Saunders, T., Paller, A., Vu, L. \*, Golinkoff, R.M., & Hirsh-Pasek, K. (2017, October). "Read to me!" Effects of parents reading and audio narration on children's e-book comprehension [Conference presentation]. CDS pre-conference workshop on Digital Media and Cognitive Development, Portland, Oregon.
- Dore, R., **Hassinger-Das, B.**, Paller, A., Brezack, N., Saunders, T., Golinkoff, R.M. & Hirsh-Pasek, K. (2017, August). *Examining children's comprehension during independent and parent-child e-book reading* [Poster presentation]. American Psychological Association, Washington, D.C.
- Hassinger-Das, B.**, Mahajan, N., Metz, R., Ramsook, K. A., Margulis, K., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2017, June). Reading in the digital age: Investigating differences between traditional and electronic books. In **B. Hassinger-Das**, R. Dore, & R. M. Golinkoff (Chairs), *Taming technology: Making evidence-based decisions regarding digital media*. Jean Piaget Society, San Francisco, California.
- Dore, R., **Hassinger-Das, B.**, Paller, A., Brezack, N., Saunders, T., Vu, L. \*, Golinkoff, R.M., & Hirsh-Pasek, K. (2017, June). The parent advantage in children's e-book comprehension. In **B. Hassinger-Das**, R. Dore, & Golinkoff, R. M. (Chairs) *Taming technology: Making evidence-based decisions regarding digital media*. Jean Piaget Society, San Francisco, California.
- Dore, R., **Hassinger-Das, B.**, Paller, A., Brezack, N., Saunders, T., Vu, L. \*, Golinkoff, R. M., & Hirsh-Pasek, K. (2017, April). Children's comprehension of e-books: Parents beat digital narration [Poster presentation]. Using Technology to Overcome Poverty-Related Disparities in Early Language Experience Pre-conference at the Society for Research in Child Development, Austin, Texas.



**Hassinger-Das, B.** (Chair [2017, April]). *Not just playing around: The role of toys and games in playful learning*. [Conference symposium]. Society for Research in Child Development. Austin, Texas.

Dore, R. A., **Hassinger-Das, B.**, Paller, A., Brezack, N., Saunders, T. Golinkoff, R. M., & Hirsh-Pasek, K. (2016, December). *Effects of parent reading and audio narration on children's comprehension of books on tablets* [Poster presentation]. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.

**Hassinger-Das, B.**, Mahajan, N., Metz, R., Ramsook, K. A., Margulis, K., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2016, October). Book-reading in the age of apps: Investigating differences between traditional and electronic books. In **B. Hassinger-Das** (Chair), *Studying eBooks and apps with children: Lessons from the science of learning*. SRCD Special Topic Meeting: Technology and Media in Children's Development, Irvine, California.

**Hassinger-Das, B.**, Mahajan, N., Metz, R., Ramsook, K. A., Margulis, K., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2016, April). Shared book-reading in the digital age: Examining differences in traditional and tablet books. In J. E. Kim & J. Anderson (Chairs), *Young children's literacy practices with digital books at home and school: International evidence*. American Educational Research Association, Washington, D.C.

Toub, T. S., Dore, R., **Hassinger-Das, B.**, Schatz, J., Scott, M., & Shirilla, M. (2016, March). *Playing with words: Designing a toolkit of games, music, and sociodramatic play to promote preschoolers' vocabulary development* [Conference presentation]. International Conference of The Association for the Study of Play and the American Association for the Child's Right to Play, New Brunswick, New Jersey.

Dickinson, D. K., Collins, M., Hadley, E., Newman, K., Rivera, B., Nesbitt, K., **Hassinger-Das, B.**, Toub, T. S., Golinkoff, R. M., Hirsh-Pasek, K. (2015, December). Effects of a scalable teacher-delivered preschool book reading intervention. In D. K. Dickinson (Chair), *Vocabulary instruction in pre-K book reading*. Literacy Research Association, Carlsbad, California.

Toub, T. S., **Hassinger-Das, B.**, Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Golinkoff, R. M., Hirsh-Pasek, K., Dickinson, D. K., Nicolopoulou, A. (2015, October). Learning through play: Improving vocabulary knowledge for low-income preschoolers. In N. M. Isacoff (Chair), *Vocabulary and cognitive development: Crossing the basic-applied divide*. Cognitive Development Society, Columbus, Ohio.

Dickinson, D., Collins, M., Hadley, E., **Hassinger-Das, B.**, Nesbitt, K. T., Newman, K., Rivera, B. L., Toub, T. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2015, July). *Effects of teacher-delivered book reading on preschool children's productive and expressive knowledge of words* [Conference presentation]. Society for the Scientific Study of Reading, Waimea, Hawaii.

Parish-Morris, J., Hirsh-Pasek, K., Golinkoff, R. M., & **Hassinger-Das, B.** (2015, June). *Parent-preschooler interaction during electronic and traditional book reading: Similarities, differences, challenges, future directions* [Keynote presentation]. Digital Literacy for Preschoolers, Montréal, Québec, Canada.

**Hassinger-Das, B.**, Toub, T. S., Ilgaz, H., Weisberg, D. S., Collins, M. F., Nesbitt, K. T., Eye, J., Hadley, E. B., Newman, K., Rivera, B., Wilson, S., Unlutabak, B., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2015, March). The Read-Play-Learn project: Adding playful learning activities to shared book reading to develop vocabulary. In M. Rincon, A. Learmonth, & K. Cuevas (Chairs), *Comparative aspects of play in humans and rodents*. Eastern Psychological Association, Philadelphia, Pennsylvania.

**Hassinger-Das, B.**, Toub, T. S., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E. B., Rivera, B. L., Newman, K., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2015, March). Playing to learn: How book-reading + guided play can improve vocabulary for low-income preschoolers. In T. S. Toub (Chair), *Beyond book-reading: Promoting vocabulary development through innovative activities*. Society for Research in Child Development, Philadelphia, Pennsylvania.

- Toub, T. S., **Hassinger-Das, B.**, Nesbitt, K. T., Unlutabak, B., Wilson, S., Nicolopoulou, A., Collins, M. F., Ilgaz, H., Newman, K., Hadley, E. B., Rivera, B., Hirsh-Pasek, K., Golinkoff, R. M., & Dickinson, D. (2015, March). Playing for words: Best practices for guided play in support of vocabulary development. In **B. Hassinger-Das** (Chair), *Learning to play: Identifying and assessing key elements of playful learning*. Society for Research in Child Development, Philadelphia, Pennsylvania.
- Dickinson, D. K., Collins, M. F., Hadley, E. B., Nesbitt, K. T., Newman, K., Pierce, M., Rivera, B. L., Ilgaz, H., **Hassinger-Das, B.**, Toub, T. S., Nicolopoulou, A., Golinkoff, R., & Hirsh-Pasek, K. (2015, March). The challenge of changing preschool teachers' language practices. In A. L. Mendelsohn & A. Weisleder (Chairs), *Applying developmental science in real world settings to address poverty-related disparities in school readiness*. Society for Research in Child Development, Philadelphia, Pennsylvania.
- Newman, K., Dickinson, D., Collins, M., Hadley, E., Nesbitt, K., Pierce, M., Rivera, B., Ilgaz, H., **Hassinger-Das, B.**, Toub, T. S., Eye, J., Nicolopoulou, A., Golinkoff, R., & Hirsh-Pasek, K. (2015, March). Effects of Scalable Teacher-Delivered Book Reading on Preschool Children's Vocabulary. In D. K. Dickinson (Chair), *The quality of book reading in preschool*. Society for Research in Child Development, Philadelphia, Pennsylvania.
- Jordan, N. C., Dyson, N., Beliakoff, A., & **Hassinger-Das, B.** (2015, March). A number sense intervention for low-achieving kindergartners with contrasting practice conditions. In A. Lange (Chair), *Math games: How simple math interventions interact with child and adult language to improve outcomes for young children*. Society for Research in Child Development, Philadelphia, Pennsylvania.
- Hassinger-Das, B.**, Toub, T. S., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E. B., Rivera, B. L., Newman, K., Hirsh-Pasek, K., & Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2014, November). *Learning through play: Improving low-income preschoolers' vocabulary knowledge* [Poster presentation]. Shaping the Developing Brain: Prenatal through Early Childhood, Aspen Brain Forum, New York, New York.
- Toub, T. S., **Hassinger-Das, B.**, Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., Collins, M. F., Nesbitt, K., & Nicolopoulou, A. (2014, November). *Maximizing vocabulary development through shared book reading and play* [Conference presentation]. Boston University Conference on Language Development, Boston, Massachusetts.
- Hassinger-Das, B.**, Toub, T. S., Hirsh-Pasek, K., & Golinkoff, R. (2014, July). *Adult-supported play: Developing a successful pedagogical approach for increasing vocabulary knowledge* [Poster presentation]. Head Start's 12<sup>th</sup> National Research Conference on Early Childhood, Washington, D.C.
- Hirsh-Pasek, K., Toub, T. S., & **Hassinger-Das, B.** (2014, April). *Playing to learn: Vocabulary development in early childhood* [Poster presentation]. The School District of Philadelphia's R2P (Research, Policy and Practice) Conference, Philadelphia, Pennsylvania.
- Hassinger-Das, B.**, & Jordan, N. C. (2013, April). *Boosting high-risk kindergartners' quantitative vocabulary through storybook reading* [Poster presentation]. Society for Research in Child Development, Seattle, Washington.
- Hassinger-Das, B.**, Parker, A. \*, Ridge, K., Johanson, M., Hirsh-Pasek, K., & Golinkoff, R. (2013, April). *The learning game: Playing Snakes & Ladders increases word learning in 4-year-olds* [Poster presentation]. Society for Research in Child Development, Seattle, Washington.
- Hassinger-Das, B.** (2012, June). *The Storybook Number Competencies intervention: Learning quantitative vocabulary and number sense through story reading* [Conference presentation]. Cross-University Collaborative Mentoring Conference, Newark, Delaware.

**Hassinger-Das, B., & Jordan, N. C.** (2012, April). *Quantitative vocabulary effects on kindergarten students' vocabulary and number sense* [Poster presentation]. National Council of Teachers of Mathematics, Philadelphia, Pennsylvania.

**Hassinger-Das, B.** (2012, February). *The Storybook Number Competencies intervention* [Poster presentation]. Cognitive Science Graduate Student Conference, Newark, Delaware.

**Hassinger-Das, B.** (2011, June). *Understanding how language affects kindergarten students' development of number sense* [Conference presentation]. Cross-University Collaborative Mentoring Conference, Bethlehem, Pennsylvania.

Dyson, N., Jordan, N. C., Glutting, J., **Hassinger-Das, B.**, & Irwin, C. (2011, March). *Developing number sense in low-income kindergartners: Results of a randomized controlled study* [Poster presentation]. Society for Research in Child Development, Montréal, Québec, Canada.

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## TEACHING

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### **COURSES TAUGHT**

#### **Pace University (Psychology Department)**

PSY 704. Advanced Developmental Psychology (face-to-face and online)  
PSY 604. Developmental Psychology (face-to-face and online)  
PSY 616. Research Design & Statistics II (face-to-face)  
PSY 380. Experimental Psychology I (online; writing-enhanced)  
PSY 381. Experimental Psychology II (online; writing-enhanced)  
PSY 375. Lifespan Development (face-to-face and online; writing enhanced; anti-racist education; OER)  
PSY 302. Child Psychology (face-to-face)

#### **Temple University (College of Education)**

ECED 4106. The Learning Community: School, Family, and Community Partnerships (face-to-face)

#### **University of Delaware (School of Education)**

EDUC 205. Human Development: Grades K-8 (face-to-face)

### **MENTORSHIP OF STUDENTS**

#### **Dissertation/Thesis Committees**

##### **Doctoral-level (Psy.D./Ph.D.)**

- Katherine Alvarez (Doctoral - Pace University - Doctoral Project Advisor)
- Jessica Au (Doctoral - Pace University - Doctoral Project Advisor)
- Ilana Bergman (Doctoral - Pace University - Doctoral Project Advisor)
- Julie Calderon (Doctoral - Pace University - Doctoral Project Advisor)
- Karen Dang (Doctoral - Pace University - Doctoral Project Advisor)
- Sarah Davidson (Doctoral - Pace University - Doctoral Project Advisor)
- Kylie Davis (Doctoral - Pace University - Doctoral Project Advisor)
- Megan DiDomenico (Doctoral - Pace University - Doctoral Project Advisor)
- Carmela DiFlorio (Doctoral - Pace University - Doctoral Project Advisor)
- Rebekah Katz (Doctoral - Pace University - Doctoral Project Advisor)
- Taylor Kormes (Doctoral - Pace University - Doctoral Project Advisor)
- Pooja Melkote (Doctoral - Pace University - Doctoral Project Advisor)
- Ida Piker (Doctoral - Pace University - Doctoral Project Advisor)
- Isabelle Selko (Doctoral - Pace University - Doctoral Project Advisor)
- Ephrem Wagner (Doctoral - Pace University - Doctoral Project Advisor)

- Katherine Aloisi (Doctoral - Pace University - Doctoral Project Consultant)
- Paulette Didia (Doctoral - Pace University - Doctoral Project Consultant)
- Gregory Gentile (Doctoral - Pace University - Doctoral Project Consultant)
- Stephanie Hernandez (Doctoral - Pace University - Doctoral Project Consultant)
- Jessica Kastin (Doctoral - Pace University - Doctoral Project Consultant)
- Katrina Kirchaesser (Doctoral - Pace University - Doctoral Project Consultant)
- Allyson Marrinan (Doctoral - Pace University - Doctoral Project Consultant)
- Emma Rich (Doctoral - Pace University - Doctoral Project Consultant)
- Jenna Saviano (Doctoral - Pace University - Doctoral Project Consultant)
- Frankie Seabrook (Doctoral - Pace University - Doctoral Project Consultant)
- Shayna Zargari (Doctoral - Pace University - Doctoral Project Consultant)
- Suzanne Forsyth (Doctoral - University of Texas at Austin - Dissertation Committee Member)

#### **Masters-level**

- Cynthia Chapman (Masters - Pace University – Thesis Advisor)
- Daria Cilindrello (Masters - Pace University – Thesis Advisor)
- Jordan Howell (Masters - Pace University – Thesis Advisor)
- Ashlyn Johnson (Masters - Pace University – Thesis Advisor)
- Dhruvi Panchal (Masters - Pace University – Thesis Advisor)
- Anita Parker (Masters - Pace University – Thesis Advisor)
- Lea Rosen (Masters - Pace University – Thesis Advisor)
- Marie Salerno (Masters - Pace University – Thesis Advisor)
- Akanksha Samant (Masters - Pace University – Thesis Advisor)
- Abigail Sanchez (Masters - Pace University – Thesis Advisor)
- Manaswi Soni (Masters - Pace University – Thesis Advisor)
- Deric Stokes (Masters - Pace University – Thesis Advisor)
- Galina Tyukhtina (Masters - Pace University – Thesis Advisor)
- Breeann Baptiste (Masters - Pace University - Thesis Committee Member)
- Lisa Moise (Masters - Pace University - Thesis Committee Member)

#### **Undergraduate-level**

- Rianna Barrow (Undergraduate - Pace University - Honors Thesis Advisor)
- Zaria Brathwaite (Undergraduate - Pace University - Honors Thesis Advisor)
- Shania Foy (Undergraduate - Pace University - Honors Thesis Advisor)
- Emily Litman (Undergraduate - Pace University - Honors Thesis Advisor)
- Nowou Cyrielle Talla Takoukam (Undergraduate - Pace University - Honors Thesis Advisor)
- Erinn Hanner (Undergraduate - University of Pittsburgh - Honors Thesis Committee Member)

### **TRAININGS**

**Using Digital Resources to Support Online Project-Based Learning** (Summer 2019), Faculty Network Summer Seminar at New York University.

**Teaching Effectively Online Seminar** (Summer 2019), Pace University Faculty Center.

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## **SERVICE**

### **SERVICE TO THE UNIVERSITY**

#### **Committee Involvement**

- **Psychology Department**
  - **Chair**, Undergraduate Curriculum Committee

2019 – Present

○ <b>Chair</b> , Colloquium and Public Relations Committee	2019 – Present
○ <b>Member</b> , Policies and Procedures Committee	2019 – Present
○ <b>Member</b> , Masters Curriculum Committee	2018 – Present
○ <b>Member</b> , JEDI Committee	2018 – Present
• <b>Pace University - New York Faculty Council</b>	
○ <b>Member</b> , UNV 101 Committee	2025 – 2027
○ <b>Member</b> , CDFPT Appeals Committee	2024 – 2026
○ <b>Member</b> , Scholarly Research Committee	2023 – 2025
○ <b>Alternate</b> , Diversity, Equity, and Inclusion Ad Hoc Committee	2022 – 2023
○ <b>Member</b> , Adjunct Evaluation Committee (NYFC Rep)	2022, 2024
○ <b>Member</b> , Joint Faculty Council Ad-hoc Committee on Creativity & Innovation	2020
○ <b>Member</b> , Faculty Affairs Committee	2019 – 2025
○ <b>Member</b> , Academic Resources Committee	2019 – 2023
○ <b>Untenured Alternate</b> , Student Affairs Committee	2019 – 2021
• <b>Pace University - Dyson College Faculty Council</b>	
○ <b>Member</b> , Admissions, Enrollment, and Retention Committee	2025 – 2027
○ <b>Faculty Chair</b> , Dean's Evaluation Committee	2024
○ <b>Member</b> , Nominations Committee	2023 – 2025
○ <b>Member</b> , Curriculum Committee	2022 – 2024
• <b>Pace University - Other</b>	
○ <b>Member</b> , Social Justice Week - Programming Committee	2021 – 2023
<b>Director, Psychology Undergraduate Program</b> (Pace University - NYC Campus)	2022 – Present
<b>Member, Pace University Institutional Review Board</b>	2020 – Present
<b>Mentor, Transfer Student-Faculty Mentor Program</b>	2020 – Present
<b>University 101 Instructor, Office of First Year Experience</b>	2018 – 2022
<b>Vice President/First-Year Representative, UD Education Graduate Association</b>	2009 – 2012
<b><u>SERVICE TO THE PROFESSION</u></b>	
<b>Teaching Committee Member, SRCD</b>	2020 – 2024
• Co-Chair, 2023 SRCD Teaching Institute	
<b>Research Grant Committee Member, Society for the Teaching of Psychology</b>	2019 – 2023
<b>Grant Proposal Reviewer</b>	
• National Science Foundation <i>Developmental Sciences Program</i>	2024
• National Science Foundation <i>Research on Emerging Technologies for Teaching and Learning Program (RETTL)</i>	2023
• SRCD Early Career Small Grants Program	2019 – 2023
• French National Research Agency (ANR)	2018
• William Penn Foundation	2017
<b>Consulting</b>	
• LEGO Foundation	2020 – 2023
• National Association of City Transportation Officials (NACTO)	2019
• South Africa Partners	2016 – 2018
• Sesame Workshop	2016 – 2017
<b>Member, Harvard University: Frontiers of Innovation: Working Group on Play</b>	2015 – 2020

### Peer-Review Activity and Editorial Boards

- **Editorial Advisory Board**, *American Journal of Play* 2024 – Present
- **Associate Editor**, *Collabra: Psychology* 2020 – Present
- **Review Editor**, *Frontiers in Psychology* (Developmental Psychology) 2020 – Present
- **Conference Ad Hoc Reviewer** 2013 – Present
  - American Educational Research Association (AERA)
  - Computer Supported Collaborative Learning (CSCL)
  - National Council of Teachers of Mathematics (NCTM)
  - Society for Research in Child Development (SRCD)
- **Refereed Journal Ad Hoc Reviewer** 2013 – Present
  - *Acta Psychologica*
  - *Adventure Education and Outdoor Learning*
  - *AERA Open*
  - *Applied Economics*
  - *American Journal of Play*
  - *Child Development*
  - *Computers in Education*
  - *Contemporary Educational Psychology*
  - *Developmental Psychology*
  - *Early Childhood Research Quarterly*
  - *The Elementary School Journal*
  - *European Journal of Developmental Psychology*
  - *International Journal of Behavioral Development*
  - *International Journal of Child-Computer Interaction*
  - *Journal of Children and Media*
  - *Journal of Educational Psychology*
  - *Journal of Experimental Child Psychology*
  - *Journal of Family Psychology*
  - *Journal of Numerical Cognition*
  - *Journal of Research on Educational Effectiveness*
  - *Language and Speech*
  - *Learning and Individual Differences*
  - *Library and Information Science Research*
  - *Mathematical Thinking and Learning*
  - *Mathematics Education Research Journal*
  - *Mind, Brain, and Education*
  - *Pediatrics*
  - *Perspectives on Psychological Science*
  - *Psychology of Aesthetics, Creativity, and the Arts*
  - *Young Children*
  - *ZDM - Mathematics Education*

**Representative**, SRCD Student & Early Career Council 2013 – 2017

**Graduate Student Campus Liaison**, AERA Division C: Learning & Instruction 2011 – 2013

**Organizer**, Cross-University Collaborative Mentoring Conference 2011 – 2012

### SERVICE TO THE COMMUNITY

**Member**, Historic Advisory Committee (Borough of Somerville, NJ) 2023 – Present

**Advisor**, Museum of Makers + Innovators (MOMI) 2021 – 2023

**Science Advisor**, Playful Learning Landscapes Action Network 2019 – Present

<b>Partner,</b> National Living Laboratory Initiative (with Staten Island Children’s Museum)	2019 – Present
<b>Speaker,</b> ReadyNation Brain Science Speakers Bureau	2017 – 2024
<b>Core Team Member,</b> LEGO Foundation PlayFutures Exploration Group	2017 – 2018
<b>Member,</b> Infill Philadelphia Play Space Ad Hoc Committee	2015 – 2016
<b>AmeriCorps*VISTA Volunteer,</b> Delaware Mentoring Council	2006 – 2007

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA): Division C: Learning & Instruction  
American Psychological Association (APA): Division 2: Society for the Teaching of Psychology  
Society for Research in Child Development (SRCD)