



4. **MacDonald, K.**, Yurovsky, D., & Frank, M.C. (2017). Social cues modulate the representations underlying cross-situational learning. *Cognitive Psychology*, 94, 67–84.
5. Barth, H., Bhandari, K., Garcia, J., **MacDonald, K.**, & Chase, E. (2014). Preschoolers trust novel members of accurate speakers? groups and judge them favorably. *Quarterly Journal of Experimental Psychology*, 67, 872-883.
6. **MacDonald, K.**, Schug, M., Chase, E. & Barth, H. (2013). My People, Right or Wrong? Minimal Group Membership Disrupts Children’s Selective Trust in Testimony. *Cognitive Development* 28, 247-259.
7. **MacDonald, K.**, Marchman, V.A., Fernald, A., & Frank, M.C. (under review) Children flexibly seek visual information during signed and spoken language comprehension. *Journal of Experimental Psychology: General*
8. **MacDonald, K.**, Marchman, V.A., & Fernald, A. (in prep). M-o-o-s as cues: Two-year-olds expect one-to-one mappings in a non-linguistic and non-communicative domain.
9. Hardwicke, T. E., Bohn, M., **MacDonald, K.**, Hembacher, E., Nuijten, M. B., Peloquin, B. N., deMayo, B., Long, B., Yoon, E. J., & Frank, M. C. (in prep). An assessment of analytic reproducibility for articles with open data badges at the journal Psychological Science.
10. Nordmeyer, A., Yoon, E. J., **MacDonald, K.**, & Frank, M. C. (in prep) Distinguishing processing difficulties in inhibition, implicature, and negation

IN PROGRESS  
JOURNAL  
PUBLICATIONS

11. **MacDonald, K.**, Swanson E. & Frank, M.C. (2019). Integration of gaze information during online language comprehension and learning. *Proceedings of the 41st Annual Meeting of the Cognitive Science Society.*
12. **MacDonald, K.**, Marchman, V.A., Fernald, A., & Frank, M.C. (2018). Adults and preschoolers seek visual information to support language comprehension in noisy environments. *Proceedings of the 40th Annual Meeting of the Cognitive Science Society.*
13. Yoon, E.J.\*, **MacDonald, K.\***, Asaba M., Gweon, H., & Frank, M.C. (2018). Balancing informational and social goals in active learning. *Proceedings of the 40th Annual Meeting of the Cognitive Science Society.* [\* co-first authors]
14. **MacDonald, K.**, Blonder, A., Marchman, V.A., Fernald, A., & Frank, M.C. (2017). An information-seeking account of eye movements during spoken and signed language processing. *Proceedings of the 39th Annual Meeting of the Cognitive Science Society.*
15. Frank, M.C., Lewis, M.L., & **MacDonald, K.**, (2016). A performance model for early word learning. *Proceedings of the 38th Annual Meeting of the Cognitive Science Society.*
16. **MacDonald, K.**, & Frank, M.C. (2016). When does passive learning improve the effectiveness of active learning? *Proceedings of the 38th Annual Meeting of the Cognitive Science Society.*
17. **MacDonald, K.**, Yurovsky, D., & Frank, M.C. (2015). Referential cues modulate attention and memory during cross-situational word learning. *Proceedings of the 37th Annual Meeting of the Cognitive Science Society.*

PEER-REVIEWED  
CONFERENCE  
PUBLICATIONS



CONFERENCE  
POSTERS

10. **MacDonald, K.**, Swanson E. & Frank, M.C. (2019). Integration of gaze information during online language comprehension and learning. Presented at the *41st Annual Meeting of the Cognitive Science Society*.
11. **MacDonald, K.**, Blonder, A., Marchman, V.A., Fernald, A., & Frank, M.C. (2016). Speed-accuracy tradeoffs during real-time language comprehension in children learning English and American Sign Language. Presented at the *Biennial International Conference on Infant Studies, New Orleans, LA*
12. **MacDonald, K.**, Corina, D., Marchman, V., & Fernald, A. (2013). Real Time Processing of ASL in Deaf and Hearing Native-Signing Infants. Presented at the *Biennial Meeting of the Society for Research in Child Development*.
13. **MacDonald, K.**, Bion, R., Adams, K., Marchman, V., Hurtado, N., & Fernald, A. (2012). M-o-o-s as cues: Young children map novel animal vocalizations to unfamiliar animals. Presented at the *Biennial International Conference on Infant Studies*.
14. **MacDonald, K.**, Schug, M., & Barth, H. (2011). My people, right or wrong? Minimal group membership disrupts children’s selective trust in testimony. Presented at the *Biennial Meeting of the Society for Research in Child Development*
15. Slusser, E., Garcia, J., **MacDonald, K.**, Acheampong, A., Kanjlia, T., & Barth H. (2011). Evidence that proportion-judgment models explicate children’s performance on number-line estimation tasks. Presented at the *Meeting of the Eastern Psychological Association*.
16. Barth, H., Garcia, J., Slusser, E., **MacDonald, K.**, Acheampong, A., Kanjlia, S., & Santiago, R. (2011). Proportional reasoning shapes children’s number-line estimates. Presented at the *Biennial meeting of the Society for Research in Child Development*.
17. Sullivan, J., **MacDonald, K.**, Paladino, A., & Barth, H. (2009). Children’s mappings of number words to large numerosities. Presented at the *Biennial meeting of the Society for Research in Child Development*.
18. Schug, M., Patalano, A., Barth, H., Shusterman, A., Herrig, E., & **MacDonald, K.** (2009). Group bias, statistical reasoning, and social judgments. Presented at the *Biennial meeting of the Cognitive Development Society*.
19. **MacDonald, K.** & Barth, H. (2008). Learning the meaning of large number words. Presented at the *Quantitative Analysis Center Research Symposium*.

TEACHING AND  
DEPARTMENTAL  
SERVICE

**Co-instructor**

- |   |      |
|---|------|
| 1. PSYCH 113S: Developmental Psychology | 2016 |
|---|------|

**Teaching Assistant**

- |  |      |
|--|------|
| 2. Introduction to Statistical Methods (Head TA, Stanford) | 2017 |
| 3. Introduction to Developmental Psychology                | 2016 |
| 4. Learning and Memory                                     | 2016 |
| 5. Introduction to Psychology                              | 2016 |
| 6. Introduction to Developmental Psychology                | 2015 |
| 7. Introduction to Psychology                              | 2014 |

### Guest Lecturer

- |  |      |
|--|------|
| 8. <i>Sign Language</i> , Communication Development                | 2019 |
| 9. <i>Language</i> , Introduction to Psychology                    | 2018 |
| 10. <i>Sign Language Acquisition</i> , Language Acquisition        | 2018 |
| 11. <i>Language</i> , Introduction to Psychology                   | 2017 |
| 12. <i>Language</i> , Introduction to Psychology                   | 2017 |
| 13. <i>Sign Language Development</i> , Seminar on Infancy Research | 2016 |

### Other Departmental Service

- |  |                |
|--|----------------|
| 14. Graduate Program Committee member                        | 2016 - 2018    |
| 15. Developmental area graduate admissions committee member  | 2016, 2017     |
| 16. Co-organizer for Prospective Students Weekend            | 2016           |
| 17. Co-organizer for Developmental Area Brownbag talk series | 2014-15, 15-16 |

### MENTORSHIP

#### UCLA, Emergence of Communication Lab

- |                             |                |
|-----------------------------|----------------|
| Curt Chang, Research Intern | 2019 - present |
| Vicky Chen, Research Intern | 2019           |

#### Stanford University, Department of Psychology

- |   |             |
|---|-------------|
| Elizabeth Swanson, Psychology Research Intern       | 2018-2019   |
| Kayla Constandse - Symbolic Systems Research Intern | 2018        |
| Melina Wailing, Psychology Research Intern          | 2016 - 2017 |
| Tami Alade, HumBio Research Intern                  | 2017        |
| Hannah Slater, HumBio Research Intern               | 2017        |
| Aviva Blonder, CSLI Research Intern                 | 2016        |
| Allison Dods, Symbolic Systems honors student       | 2015 - 2016 |

#### Stanford University, Language Learning Lab (2010-2013)

Brittany Margot, Sara Rodriguez, Mofeda Dababo, Alberto Lalama, Tiana Moore, Rupa Mahajan, Stacey Christiansen, Samara Nichols, Amanda Rost, Mary Kate Smith, Lucy Martinez, Ron Pomper, Sazan Ghafur, Erica Carillo, Ximena Apuero, George Bridges, Monica Ellwood-Lowe, Vivian Chen, Armince Garcia Barker, Kelly Ann Conley, Juan Flores, Riel LaPlant, Nandita Kumar, Chierika Ukogu, Alex Ritchie, McKenzie Culler, Guadalupe Ramirez

### PROFESSIONAL MEMBERSHIPS AND SERVICE

- |  |                |
|--|----------------|
| Co-organizer and Pre-Pi Representative on the DARCLE board | 2019 - present |
| Cognitive Science Society, Member,                         | 2015 - present |
| International Society for Infant Studies, Member,          | 2012 - present |
| Society for Research in Child Development, Member,         | 2012 - present |

Ad-hoc reviewer for: Journal of Experimental Child Psychology, Cognitive Development, Cognition, Developmental Psychology, Proceedings of the Cognitive Science Society, IEEE Transactions on Cognitive and Developmental Systems, Infant Behavior and Development

ADDITIONAL  
RESEARCH  
EXPERIENCE

**Apprente** 2018 - 2019  
Scientific consultant for developing artificial intelligence conversational agents

**Department of Psychology, Stanford University** 2010 - 2013  
Scientific consultant, Senegal Tostan Evaluation (PI: Anne Fernald)  
Lab Manager, Language Learning Lab (PI: Anne Fernald)

**Department of Psychology, Wesleyan University** 2008 - 2010  
Research assistant, Cognitive Development Lab (PI: Hilary Barth)

OPEN &  
REPRODUCIBLE  
SCIENCE  
PROJECTS

**cogsci2016**: R-package for writing a reproducible submission to the Annual Meeting of the Cognitive Science Society [<https://github.com/kemacdonald/cogsci2016>]

**childes-db**: a flexible and reproducible interface to the Child Language Data Exchange System (CHILDES) [<http://childes-db.stanford.edu/>]

**childesr**: R package for accessing data in the childes-db system [<https://langcog.github.io/childesr//index.html>]

**peekbank**: A flexible and reproducible interface to developmental eyetracking datasets [<https://peekbank.stanford.edu>]

**homebank-db**: A flexible and reproducible interface to naturalistic, daylong audio recordings

**Cognition Open Data Project**: Data availability, reusability, and analytic reproducibility: Evaluating the impact of a mandatory open data policy at the journal Cognition [<https://osf.io/wn8fd/>]

**CARPS**: An assessment of analytic reproducibility at Psychological Science [<https://osf.io/n3dej/>]

TECHNICAL SKILLS

*Natural languages*: English, American Sign Language

*Programming languages*: R, Python, JavaScript, HTML/CSS

*Data science*: data visualization, statistics (bayesian and frequentist approaches), experimental design, eye-tracking methods, natural language processing, git, github

REFERENCES

<b>Dr. Anne Warlaumont</b> <i>Postdoc Advisor (2018-present)</i> Department of Communications UCLA warlaumont@ucla.edu	<b>Dr. Michael Frank</b> <i>Ph.D. Advisor (2013-2018)</i> Department of Psychology Stanford University mcfrank@stanford.edu	<b>Dr. Virginia Marchman</b> <i>Collaborator (2010-present)</i> Department of Psychology Stanford University marchman@stanford.edu
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