**Pooja Gupta Sidney**

September 2022

University of Kentucky Phone: (859) 323-8241

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**EMPLOYMENT**

Assistant Professor, Department of Psychology, University of Kentucky 2018 - Present

Postdoctoral Research Associate, Kent State University 2016 - 2018

**EDUCATION**

PhD, Psychology, University of Wisconsin – Madison 2016

Dissertation: *Does new learning provide new perspectives on familiar concepts?*

*Exploring the role of analogical instruction in conceptual change in arithmetic*

Major Advisor: Dr. Martha W. Alibali

MS, Psychology, University of Wisconsin – Madison 2009

BS, Psychology, University of North Carolina – Chapel Hill 2008

**GRANTS FUNDED**

*An Educational Intervention to Combat Whole Number Bias in Risk Perception in Ambiguous Health Context: COVID-19*, IES

Role: Co-PI

Amount: $200,000 total, $12,500 UK sub-award

**AWARDS, HONORS, AND FELLOWSHIPS**

15th annual Excellent Undergraduate Research Mentor Award (Nomination) 2022

Marian Schwartz Fellowship, UW-Madison 2014

University Fellowship, UW-Madison 2008 & 2014

IES Interdisciplinary Training Program in the Education Sciences Entry Fellowship 2008 – 2013

University Housing Honored Instructor Award, UW-Madison 2012

NSF Graduate Research Fellowship Program, Honorable Mention 2009 & 2010

Dashiell-Thurstone Prize, UNC-CH 2008

**JOURNAL ARTICLES**

1These authors contributed equally. \*Undergraduate student authors

Mielicki, M.K., Fitzsimmons, C.J., Schiller, L., Scheibe, D., Taber, J.M., **Sidney, P.G.,** Matthews, P.G., Waters, E.A., Coifman, K., & Thompson, C.A. (in press). Adults' COVID-19 problem solving is facilitated by number lines. *Journal of Experimental Psychology-Applied*. IF: 2.81

Taber, J. M., Updegraff, J. A., **Sidney, P. G.,** O’Brien, A. G., & Thompson, C. A. (in press). Experimental tests of how hypothetical monetary lottery incentives influence vaccine-hesitant U.S. adults' intentions to vaccinate. *Health Psychology*. IF: 5.56

Seah, T.H.S., **Sidney, P.G.,** Taber, J.M., Thompson, C.A., & Coifman, K.G. (in press). Emotional complexity and risk-related behaviors under high stress: Do protective associations persist even during a pandemic? *Emotion*. IF: 4.33

Scheibe, D. A., Fitzsimmons, C. J., Mielicki, M. K., Taber, M. J., **Sidney, P. G.**, Coifman, K., & Thompson, C. A. (2022). Confidence in COVID problem solving: What factors predict adults’ item-level metacognitive judgments on health-related math problems before and after an educational intervention? *Metacognition and Learning*. IF: 3.42

Thompson, C.A., Mielicki, M.K., Rivera, F., Fitzsimmons, C.J., Scheibe, D.A., **Sidney, P.G.,** Taber, J.M., & Waters, E.A. (2022). Leveraging math cognition to combat health innumeracy. *Perspectives in Psychological Science*. IF: 8.19

**Sidney, P.G.**, Shirah, J., Zahrn, L.\*, & Thompson, C.A. (2022). Diagrams support spontaneous transfer across whole number and fraction concepts. *Contemporary Educational Psychology*, Advanced online publication: 102066. IF: 4.28

Thompson, C. A., Taber, J. M., **Sidney, P. G.** et al.(2022). Math matters during a pandemic: A novel, brief educational intervention combats whole number bias to improve health decision-making and predicts COVID-19 risk perceptions and worry across 10 days. *Journal of Experimental Psychology: Applied*, *27*(4), 632-656. DOI: 10.1037/xap0000403 IF: 2.81

**Sidney, P. G.** 1, Thompson, C. A. 1, Fitzsimmons, C., & Taber, J. M. (2021). Children’s and adults’ math attitudes are differentiated by number type. *Journal of Experimental Education, 89,* 1-32. DOI: 10.1080/00220973.2019.1653815 IF: 2.62

Thompson, C. A., Taber, J. M., Fitzsimmons, C., & **Sidney, P. G.** (2021). Strategy reports involving attention to math are associated with accurate responses on a numeric health decision-making problem. *Journal of Numerical Cognition, 7*(2), 221-239. DOI: 10.5964/jnc.6545

Coifman, K. G., Disabato, D. J., Aurora, P., Seah, T. H. S., Mitchel1, B., Simonovic, N., Foust, J. L., **Sidney, P. G.,** Thompson, C. A., & Taber, J. M. (2021). What drives preventive health behavior during a global pandemic? Emotion and worry, *Annals of Behavioral Medicine, 55*(8), 791-804*.* DOI:10.1093/abm/kaab048 IF: 4.48

**Sidney, P. G.** (2020).Children’s learning from implicit analogies during instruction: Evidence from fraction division. *Cognitive Development, 56*. DOI: 10.1016/j.cogdev.2020.100956 IF: 2.05

Fitzsimmons, C., Thompson, C. A., & **Sidney, P. G.** (2020).Confident or familiar? The role of familiarity ratings in adults' confidence judgments when estimating fraction magnitudes. *Metacognition and Learning,* *15*, 215–231. DOI: 10.1007/s11409-020-09225-9 IF: 2.75

Fitzsimmons, C., Thompson, C. A., & **Sidney, P. G.** (2020).Do adults treat equivalent fractions equally? Adults’ strategies and errors during fraction reasoning. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 46*(11), 2049-2074. DOI: 10.1037/xlm0000839 IF: 2.32

Choi, S. S.\*, Taber, J. M., Thompson, C. A., & **Sidney, P. G.** (2020). Math anxiety, but not induced stress, is associated with objective numeracy. *Journal of Experimental Psychology: Applied*, *26*(4), 604-619. DOI: 10.1037/xap0000268 IF: 2.54

**Sidney, P. G. &** Thompson, C. A. (2019). Implicit analogies in learning: Supporting transfer by “warming up”. *Current Directions in Psychological Sciences, 28*(6)*.* DOI: 10.1177/0963721419870801 IF: 4.67

**Sidney, P. G.,** Thompson, C. A., & Rivera, F. D. (2019). Number lines, but not area models, support children’s accuracy and conceptual models of fraction division. *Contemporary Educational Psychology*, *58*, 288-298. DOI: 10.1016/j.cedpsych.2019.03.011 IF: 4.28

**Sidney, P. G.,** Thalluri, R.\*, Buerke, M.\*, & Thompson, C. A. (2019). Who uses more strategies? Linking mathematics anxiety to adults’ strategy variability and performance on fraction magnitude tasks. *Thinking and Reasoning*, *25*(1), 94-131. DOI: 10.1080/13546783.2018.1475303 IF: 3.54

Cooper, J. L., **Sidney, P. G.**, & Alibali, M. W. (2018). Who benefits from diagrams and illustrations in math problems? Ability and attitudes matter. *Applied Cognitive Psychology, 32*(1), 24-38. DOI: 10.1002/acp.3371 IF: 2.00

Thompson, C. A., Morris, B., & **Sidney, P. G.** (2017). Are books like number lines? Children spontaneously encode spatial-numeric relationships in a novel spatial estimation task. *Frontiers in Psychology*, 8. DOI: 10.3389/fpsyg.2017.02242 IF: 2.99

**Sidney, P. G.,** & Alibali, M. W. (2017). Creating a context for learning: Activating children’s whole number knowledge prepares them to understand fraction division. *Journal of Numerical Cognition, 3*(1), 31-57. DOI: 10.5964/jnc.v3i1.71

Grammer, J. K., Coffman, J. L.**, Sidney, P. G.**, & Ornstein, P. A. (2016). Linking teacher instruction and student achievement in mathematics: The role of teacher language. *Journal of Cognition and Development*, *17*(3), 468-485. DOI: 10.1080/15248372.2015.1068777 IF: 1.87

Hattikudur, S., **Sidney, P. G.**, & Alibali, M. W. (2016). Does comparing informal and formal procedures promote mathematics learning? The benefits of bridging depend on attitudes towards mathematics. *Journal of Problem Solving, 9*(1), Article 2. DOI: 10.7771/1932-6246.1180

**Sidney, P. G.**, Hattikudur, S., & Alibali, M. W. (2015). How do contrasting cases and self-explanation promote learning? Evidence from fraction division*. Learning and Instruction, 40,* 29-38. DOI: [10.1016/j.learninstruc.2015.07.006](http://dx.doi.org/10.1016/j.learninstruc.2015.07.006) IF: 5.15

**Sidney, P. G.**, & Alibali, M. W. (2015). Making connections in math: Activating a prior knowledge analogue matters for learning. *Journal of Cognition and Development, 16*(1) 160-185. DOI:10.1080/15248372.2013.792091 IF: 1.87

**INVITED COMMENTARY**

Braun, B. J. 1 & **Sidney, P. G.** 1 (in press) Collaborating across disciplines. *Notices of the American Mathematical Society*.

Thompson, C. A., **Sidney, P. G.**, Fitzsimmons, C. F., Mielicki, M., Schiller, L., Scheibe, D., Opfer, J. E., & Siegler, R. S. (2022).Comments regarding *numerical estimation strategies are correlated with math ability in school-age children*. *Cognitive Development*, *62*. DOI: j.cogdev.2022.101188 IF: 1.89

**Sidney, P. G.1,** Thompson, C. A.1, Matthews, P. G.1, & Hubbard, E. M.1 (2017). From continuous magnitudes to symbolic numbers: The centrality of ratio. *Behavioral and Brain Sciences, 40*. DOI: 10.1017/S0140525X16002284 IF: 17.19

Alibali, M. W., & **Sidney, P. G.** (2015). Variability in the natural number bias: Who, when, how, and why?. *Learning and Instruction*, *37*, 56-61. DOI: 10.1016/j.learninstruc.2015.01.003 IF: 5.15

**BOOK CHAPTERS**

**Sidney, P. G.,** Thompson, C. A., & Opfer, J. E. (2019). Development of fraction understanding. Chapter to appear in Dunlosky, J. & Rawson, K. (Eds.) *Cambridge Handbook of Cognition and Education*.

Alibali, M. W., & **Sidney, P. G.** (2015). The role of intraindividual variability in learning in childhood and adolescence. In M. Diehl, K. Hooker, & M. Sliwinski (Eds.) *Handbook of intraindividual variability across the lifespan* (pp. 84-102). New York, NY: Taylor and Francis.

**POPULAR MEDIA**

Thompson, C. A., Taber, J., Coifman, K., & **Sidney, P. G.** (2020, April 8). *Math misconceptions may lead people to underestimate the true threat of COVID-19*. The Conversation.

<https://theconversation.com/math-misconceptions-may-lead-people-to-underestimate-the-true-threat-of-covid-19-134520>

**PUBLISHED CONFERENCE PROCEEDINGS**

Shirah, J. F., & **Sidney, P. G.** (July, 2022). Role of prior knowledge in feedback timing [Abstract]. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Toronto, CA: Cognitive Science Society.

Fitzsimmons, C., Thompson, C. A., **& Sidney, P. G.** (2019). Confident or familiar? The role of familiarity and fraction estimation precision on metacognition *Proceedings of the 41th annual meeting North American Chapter of the International Group for the Psychology of Mathematics Education*. St. Louis, MO: University of Missouri at Columbia.

Chan, Y.-C., **Sidney, P. G.,** & Alibali, M. W. (2019). Corresponding color coding facilitates learning of area measurement. *Proceedings of the 41th annual meeting North American Chapter of the International Group for the Psychology of Mathematics Education*. St. Louis, MO: University of Missouri at Columbia.

**Sidney, P. G.,** Thompson, C. A., & Rivera, F. D. (2018). Using visual models in fraction division: Number lines support children’s accuracy and conceptual understanding. *Proceedings of the 40th annual meeting North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC: University of South Carolina & Clemson University.

**Sidney, P. G.**, & Alibali, M. W. (2013). Children's and adults' models of whole number division: Consistency or variability?.In M. V. Martinez, & A. C. Superfine (Eds.) *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago, IL: University of Illinois at Chicago.

**Sidney, P. G.**, & Alibali, M. W. (2012). Supporting conceptual representations of fraction division by activating prior knowledge domains.In L.R. Van Zoest, J.-J. Lo, & J. L. Kratky (Eds.) *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (1012). Kalamazoo, MI: Western Michigan University.

Hattikudur, S., **Sidney, P. G.**, & Alibali, M. W. (2010, August). Unique and additive effects of self-explaining and contrasting cases on learning fraction division [Abstract]. *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (p584). Portland, OR: Cognitive Science Society.

**SUBMITTED MANUSCRIPTS**

Kim, M. 1 & **Sidney, P.G.1** (in-principle acceptance). Do teacher instructional practices shape children’s academic self-concept and interest in mathematics and science? Evidence from TIMSS 2015. *Registered report in Infant and Child Development.*

**Sidney, P.G.,** Shirah, J., Blake, J.\*, & Kruczkowski, A.\* (under review). Context-dependent variability in children’s conceptual models of division.

Fitzsimmons, C. J., Was, C., **Sidney, P.G.,** Taber, J., & Thompson, C. A. (revision under review). A confirmatory factor analysis of the math attitudes questionnaire in U.S. adults: Number-specific attitudes matter.

Disabato, D., Aurora, P., **Sidney, P.G**., Taber, J. M., Thompson, C.A., & Coifman, K.G. (under review). Taking care with self-care during COVID-19: Affect-behavior associations during early stages of the pandemic.

Mielicki, M., Thompson, C. A., Ansari, D., **Sidney, P. G.,** Wilkey, E., Fitzsimmons, C. F., Scheibe, D., Alves, I. S., Coolen, I., & Soltanlou, M. (under review). Task features change the relation between math anxiety and number line estimation performance with rational numbers: a large-scale online study.

Fitzsimmons, C.J., Mielicki, M.K., Schiller, L., Taber, J.M., **Sidney, P.G.,** Coifman, K., & Thompson, C.A. (in revision). Impact of visual displays on health-risk estimates: Icon arrays can lead to less precise estimates of hypothetical side effects

Shirah, J., & **Sidney, P.G.** (submitted). The role of prior knowledge in computer-generated feedback.

**INVITED PRESENTATIONS**

Readings in Educational Science Seminar TBA

University of Alabama

Diversifying Mathematics Cognition, KSU NUMBERs Workshop May 2022

Kent State University

Developmental Science Colloquium Series March 2022

University of Maryland

The Social and the Science: Psychosocial & Biomedical Research on COVID-19 February 2022

University of Kentucky

Math Teaching and Learning Seminar April 2019

University of Kentucky

Interdisciplinary Training Program in Education Sciences Seminar February 2016

University of Wisconsin –Madison

Department of Psychological Sciences January 2016

Kent State University

Psychology Department January 2016

Carnegie Mellon University

Interdisciplinary Training Program in Education Sciences Seminar March 2012

University of Wisconsin –Madison

**CONFERENCE PRESENTATIONS**

\*Undergraduate Student Authors

Osana, H. P., MacCaul, R., & **Sidney, P. G.** (2022, July). *Sharing cupcakes on a number line: Instructional models and their perceptual similarity to partitioned objects.* Poster presented at the annual meeting of the International Mind, Brain, and Education Society. Montreal, Canada.

**Sidney, P. G.,** & Shirah, J. (2022, April). *Surface-to-structure shifts in rational number categories*. Poster presented at the biennial meeting of the Cognitive Development Society. Madison, WI.

Shirah, J., Blake, J.\*, Kruczkowski, A.\*, & **Sidney, P. G.** (2022, April). *Context-dependent variability in children’s conceptual models of division*. Poster presented at the biennial meeting of the Cognitive Development Society. Madison, WI.

Shirah, J**.** & **Sidney, P. G.,** &. (2022, March). *The role of prior knowledge in computer-generated feedback*. Poster presented at the annual meeting of the Kentucky Psychological Association. Louisville, KY.

Mielicki, M. K., Fitzsimmons, C. J., Schiller, L. K., Scheibe, D., Taber, J. M., **Sidney, P. G.,** Matthews, P. G., Coifman, K. G., Waters, E. A., & Thompson, C. A. (2022, April). *The picture of health: Visuals and health-related math problem solving.* Paper to be presented at the 94th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Thompson, C.A., et al. (2021, March). *Math Misconceptions Abound When Adults Reason about COVID-19 Health Statistics.* Paper presented at the Association for Psychological Science Virtual Convention. Virtual meeting.

**Sidney, P. G.,** Blake, J.\*, Shirah, J., & Kruczkowski, A.\* (2021, March). *Context-dependent variability in children’s conceptual models of division*. Poster presented at the biennial meeting of the Society for Research in Child Development. Virtual meeting.

**Sidney, P. G.,** & Thompson, C. A. (2020, December). *Leveraging students' prior knowledge during learning.* Invited Science of Learning symposium at the annual meeting of the Southern Society of Philosophy and Psychology. Virtual meeting.

Chan, J. Y. C., **Sidney, P. G**., & Alibali, M. W. (2020, June). *Color-coding facilitates learning of area measurement.* In J. Y. C. Chan (Chair), Connecting ideas in mathematical learning. Symposium accepted at the 2020 Mathematical Cognition and Learning Society Conference. Dublin, Ireland.  (*Conference cancelled due to COVID-19*)

Eismann, G. E.\*, **Sidney, P. G.**, Vega, J., & Braun, B.(2020, April).*Preservice teachers’ conceptual understanding of fraction division compared to other undergraduates: Are the differences due to attitudes?*. Poster accepted for presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL. (*Conference cancelled due to COVID-19*)

Blake, J.\*, & **Sidney, P. G.** (2020, April).*Exploring context-dependent variability in children’s understanding of whole number division and zero.*Poster to be presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL. (*Conference cancelled due to COVID-19*)

Zahrn, L.\*, & **Sidney, P. G.** (2020, April). *Intervening in the Negative Effects of Math Anxiety in Undergraduate Students.* Poster accepted for presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL. (*Conference cancelled due to COVID-19*)

Thompson, C. A., Taber, J., Fitzsimmons, C., & **Sidney, P. G.** (2020, April).*Strategy Reports Are Associated with Health Decision-Making Accuracy*. Paper accepted for presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL. (*Conference cancelled due to COVID-19*)

**Sidney, P. G.**, Thompson, C. A., Fitzsimmons, C., & Taber, J. M. (2019, October). *Children’s and adults’ math attitudes are differentiated by number type.* Poster presented at the biennial meeting of the Cognitive Development Society, Louisville, KY.

Fitzsimmons, C., Rivers, M., **Sidney, P. G.,** Dunlosky, J., & Thompson, C. A. (2019, October).*What cues do children use when judging their confidence in fraction estimation performance? Confidence judgments relate more strongly to familiarity than performance.* Poster presented at the biennial meeting of the Cognitive Development Society, Louisville, KY.

**Sidney, P. G.,** Thompson, C. A., & Rivera, F. D. (2019, March). *Number lines, but not area diagrams, support children’s fraction division problem solving.* Paper presented at the annual meeting of Society for Research in Child Development, Baltimore, MD.

Choi, S. S., Taber, J. M., Thompson, C. A., & **Sidney, P. G.** (2019, March*). Experimentally-induced incidental stress does not influence objective or subjective numeracy.* Poster presented at the annual meeting of Society of Behavioral Medicine, Washington, DC.

Opfer, J. E., Kim, D., **Sidney, P. G.,** Fitzsimmons, C. F., & Thompson, C. A. (2018, July). *Taking Whorf to school: Does language reform improve student learning*? Poster presented at the annual meeting of the Cognitive Science Society, Madison, WI.

Opfer, J. E., **Sidney, P. G.,** Yu, S., & Thompson, C. A. (2018, May). *Cognitive support for learning fractions by analogy.* Paper presented at the annual Association for Psychological Science convention, San Francisco, CA.

Opfer, J. E., **Sidney, P. G.,** Yu, S., & Thompson, C. A. (2017, October). *Effects of cognitive supports for learning fractional magnitudes by analogy.* Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Thalluri, R.\*, Buerke, M.\*, **Sidney, P. G.,** &Thompson, C. A.(2017, April). *The role of mathematics anxiety in students’ fraction magnitude comparison.* Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

**Sidney, P. G.,** & Alibali, M. W. (2017, April). *Learning about fraction division via implicit and explicit analogies to whole numbers.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

**Sidney, P. G.**, & Alibali, M. W. (2015, October). *Conceptual change in children’s number categories: The integration of fraction and whole number knowledge*. Poster presented at the biennial meeting of the Cognitive Development Society in Columbus, OH.

**Sidney, P. G.,** & Alibali, M. W. (2015, April). *Creating contexts for fraction learning by activating relevant prior knowledge.* Paper presented at the annual meeting of the American Educational Research Association in Chicago, IL.

**Sidney, P. G.** & Alibali, M. W. (2015, March). *Measuring conceptual change in mathematics: Could learning about fractions provoke changes in arithmetic categories?.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

**Sidney, P. G.**, Brown, S. A., Crooks, N. M., & Alibali, M.W. (2013, October). *Beyond instruction: Sources of conceptual knowledge and new strategies in mathematics*. Poster presented at the biennial meeting of the Cognitive Development Society in Memphis, TN.

Alibali, M. W. & **Sidney, P. G.** (2013, August). Paths of continuity and change in mathematics learning: Evidence from perceptual and analogical learning. In T. Nunes & S. Vosniadou (Chairs), *Continuity and change in the growth of children’s mathematical understanding*. Invited symposium conducted at the 15th Biennial EARLI Conference for Research on Learning and Instruction, Munich, Germany.

**Sidney, P. G.** & Alibali, M. W. (2013, July). *Conceptual change in mathematics: Learning about fractions may provoke changes in children’s prior whole number knowledge.* Poster presented at the Midwestern Meeting for Mathematical Thinking, Minneapolis, MN.

**Sidney, P. G.**, Chan, Y.-C.\*, & Alibali, M. W. (2013, April). *Developing operation sense: Children’s and adults’ arithmetic with countable and uncountable amounts.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Cooper, J. L., Nathan, M. J., Clinton, V., **Sidney, P. G**., & Alibali, M. W. (2012, April).  Design principles for the integration of visual and verbal information in a math curriculum. In M.J. Nathan (Chair), *Bridging research and practice: From cognitive principles to design principles of curriculum, instruction, and assessment*.  Symposium conducted at the meeting of the American Educational Research Association, Vancouver, Canada.

Cooper, J., Clinton, V., **Sidney, P.**, Alibali, M., Nathan, M. (2011, October). *Visuals in mathematics problem solving: When are the benefits?* Poster presented at the 7th biennial meeting of the Cognitive Development Society in Philadelphia, PA.

Crooks, N. M., **Sidney, P. G.**, Hattikudur, S., Alibali, M. W. (2011, October) *Sources of conceptual knowledge in the development of mathematical reasoning.* Poster presented at the 7th biennial meeting of the Cognitive Development Society in Philadelphia, PA.

**Sidney, P. G.** & Alibali, M. W. (2011, April). *Making connections in math: Effects of analogue choice, linking, and prior knowledge on learning.* Poster presented at the meeting of the Society for Research in Child Development, Montreal, CA.

**Sidney, P. G.**, Hattikudur, S., & Alibali, M. W. (2011, April). *Unique and additive effects of self-explaining and contrasting cases on learning fraction division.* Poster presented at the meeting of the Society for Research in Child Development, Montreal, CA.

Hattikudur, S., **Sidney, P. G.**, & Alibali, M. W. (2010, August). *Unique and additive effects of self-explaining and contrasting cases on learning fraction division.* Poster presented at the 32nd Annual Conference of the Cognitive Science Society in Portland, OR.

**Sidney, P. G.** & Alibali, M. W. (2010, June) *Building mathematical understanding through analogical transfer.* Poster presented at the 5th Annual IES Research Conference in Washington, DC.

Hattikudur, S., **Sidney, P. G.**, & Alibali, M. W. (2009, October) *Making connections: Activating students’ prior knowledge during a new lesson.* Poster presented at the 6th biennial meeting of the Cognitive Development Society in San Antonio, TX.

Nathan, M. J., Church, R. B. **Sidney, P. G.**, Wolfgram, M., Johnson, C. V., Bieda, K., Hostetter, A.B., Jacobs, S., Knuth, E., & Alibali, M. (2009, June). *How teachers link mathematical ideas during instructional communication*. Poster presented at the 5th Annual IES Research Conference in Washington, DC.

Grammer, J. K., **Sidney, P. G.**, Mugno, A. P., Lee, S., Langley, H. A., Coffman, J. L., & Ornstein, P. A. (2009, April). *A longitudinal exploration of children’s multiple strategy use in the context of the elementary school classroom*. Poster presented at the meeting of the Society for Research in Child Development, Denver, CO.

Coffman, J. L., **Gupta, P.**, Grammer, J. K., & Ornstein, P. A. (2008, March). *Classroom contexts and children's cognitive growth: A longitudinal picture of memory strategies and academic achievement.* Poster presented at the meeting of the American Educational Research Association, New York, NY.

**PROFESSIONAL SERVICE**

Editorial Board Member, *Cognitive Development* 2022-2024

Psychology Dept. Chair Advisory Appointment Committee Spring 2022

NSF Panel Reviewer Spring 2022

Conference Abstract Reviewer, Cognitive Development Society Spring 2022

K5 Teacher Professional Development, Ashland Elementary Spring 2022

Developmental, Social, Health Area Co-Coordinator, University of Kentucky Spring 2022

Working Group on Ethics, Equity, Inclusion, and Justice in the Mathematical Sciences,

Co-Organizer, University of Kentucky 2021-current

Psychology Department Mentoring Plan Committee, University of Kentucky 2021-current

Psychology Department Graduate Statistics Committee, University of Kentucky 2020-2021

Developmental Psychology Search Committee, University of Kentucky Fall 2019

Graduate student representative to the Climate and Diversity Committee, 2011 - 2014

UW-Madison Psychology

Presided sessions at a meeting of Psychology of Mathematics Education – Fall 2012

North American Chapter

**AD HOC JOURNAL REVIEWS**

*Child Development, Developmental Psychology, Developmental Science*, *Learning and Individual Differences, Learning and Instruction, Journal of Experimental Psychology: Applied, Journal of Experimental Psychology: Human Perception and Performance, Journal of Numerical Cognition, Contemporary Educational Psychology, Cognition and Instruction, Journal for Research in Mathematics Education, Journal of Educational Psychology*

**TEACHING EXPERIENCE**

Adv. Topics in Dev. Psychology: How Children Learn (University of Kentucky) 2022

Developmental Psychology (University of Kentucky) 2019-current

Processes of Psychological Development (University of Kentucky) 2018-current

Psychological Foundations of Education, Online Course (Kent State University) 2017

Graduate Course in General Linear Modeling I, II (Lab Instructor, UW-Madison) 2013, 2014

Experimental Psychology (Teaching Assistant, UW-Madison) 2012

Cognitive Development Depth Course (Teaching Assistant, UW-Madison) 2011, 2012

**MENTORSHIP**

Graduate Committees

Julie F. Shirah, University of Kentucky, Masters Committee: Chair, 2020-present

Calah Ford, University of Kentucky, Dissertation Committee: External Member, 2021

Rebecca MacCaul, Concordia University, Masters Committee: Member, 2020-2021

Senior Theses

Amanda Kruczkowski, *Understanding Numbers as Measurement: An Early Childhood Education Intervention*, 2021-2022

Lauren Zahrn, *Using Expressive Writing and Cognitive Reframing to Reduce Undergraduates’ Mathematics Anxiety,* 2019-2020

Jessica Blake, *Task Context Effects on Children’s Understanding of Whole Number Division,* 2019-2020

Gabrielle Eismann, *Preservice Teachers’ Conceptual Understanding of Fraction Division Compared to Other Undergraduates,* 2019-2020

Undergraduate Research Assistants, UK Cognition and Development Lab

Name Current Position Years Mentored

Ash Pechon Undergraduate, UKY 2021-current

Hollie Clifton Undergraduate, UKY 2021-current

Molli Wilkins Undergraduate, UKY 2019-2020

Amanda Kruczkowski Undergraduate, UKY 2019-2022

Lexee McDonald Undergraduate, UKY 2019-2022

Grace Guidi Art Therapy student, University of Louisville 2020-2021

Allison Silvestrini Private sector 2019-2021

Hannah Tyger Enrolled in a Graduate Program 2019-2020

Jessica Blake Enrolled in a Graduate Program 2019-2020

Gabrielle Eismann Enrolled in a Graduate Program 2019-2020

Andrea MacDonald Enrolled in a Graduate Program 2019-2020

Nitya Kumar Private sector 2019-2020

Caelin McManis Private sector 2019-2020

Lauren Zahrn Private sector 2019-2020

Deanna Chesser Masters student, Social Work, UKY 2019

UW Pre-College Enrichment Opportunity Program for Learning Excellence, UW-Madison

5 students in 2009-2010

**PROFESSIONAL DEVELOPMENT**

Summit on Women Faculty at Kent State Spring 2018

*A day-long conference on women’s issues in academia during which*

*I co-presented “Women’s Weekly Support for Writing”,*

*KSU Women’s Collaborative*

Writing Club Workshop by Prof. John Dunlosky Summer 2017

*A weekly summer workshop in which we discussed strategies for*

*improving manuscript writing, KSU Dept. of Psychological Sciences*

Roundtable on "Flipping the Classroom: Benefits and Challenges" Fall 2012

*A round table discussion of the philosophy and implementation of*

*“flipped” instruction, UW-Madison Delta Program*

Symposium on Grading: From Philosophy to Practice Fall 2012

*A day-long seminar discussing the purpose of testing and grading,*

*the role of grades in the university and beyond, and assessments*

*that meet university goals*, *UW- Madison Teaching Academy*

Doing Bayesian Data Analysis by Prof John K. Kruschke Summer 2012

*A two-day seminar on doing Bayesian data analyses for psychological*

*Experiments in R, UW-Madison Psychology Department*

Graduate Assistants' Equity Workshops for Teaching Assistants Spring 2012

*A workshop addressing the role of diversity in classroom learning and*

*the rights of protected classes of students, UW- Madison Office for Equity and Diversity*