

Jordan T. Thevenow-Harrison

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Education

- Ph.D. Educational Psychology** in progress
Advisor: Dr. Charles W. Kalish
University of Wisconsin-Madison, Madison, WI
- M.S. Educational Psychology** May 2013
Thesis: What do children learn from an unrepresentative sample?
Advisor: Dr. Charles W. Kalish
University of Wisconsin-Madison, Madison, WI
- B.S. Cognitive Science** December 2008
Capstone: A hazard model of premarital mate search in adolescents
Advisors: Dr. Peter M. Todd & Dr. Michael N. Jones
Indiana University, Bloomington, IN

Career History

- Project Assistant, Promoting Discriminative and Generative Learning** January 2012 - present
Project seeks to understand some of the conditions that affect transfer in students' mathematical learning, studying how different ways of presenting mathematical problems encourage the development of different memory models, each affording different kinds of generalization. Helped design experiments, collected and analyzed data, and presented information at refereed conferences.
- Research Assistant, Study of Children's Thinking Lab** January 2010 - present
Helped in design, participant recruitment, data collection, and analysis of experiments related to children's ability to reason scientifically.
- Research Associate, Computational Language and Cognition Lab** June 2009 - November 2009
Created stimuli for two studies in psycholinguistics. Coded stimuli to develop a predictive model for diagnosing Alzheimer's through semantic network analysis. Worked with BEAGLE, a semantic memory model, on Indiana University's Quarry supercomputer.
- Research Assistant, Adaptive Behavior and Cognition Lab** January 2008 - September 2008
Developed a database parser for and a hazard model of premarital mate search in adolescents using SPSS, R, and Python. Helped develop and code experiments.

Publications

- Kalish, C. W. & Thevenow-Harrison, J. T. (2014). Descriptive and inferential problems of induction: toward common framework. In *Psychology of learning and motivation* (Vol. 61, pp. 1-39). Elsevier.
- Kalish, C. W., Thevenow-Harrison, J. T., Ramarajan, D., Vohnoutka, R., & Rhodes, M. (2013). *Is that a fep? children's learning from requested labels*. Submitted to *Cognitive Development*, 2013-12.
- Thevenow-Harrison, J. T. & Kalish, C. W. (2013). *What do children learn from an unrepresentative sample?* Submitted to *Cognitive Science* 2013-11.

Refereed Conference Proceedings

- Rothschild, M., Williams, C. C., & Thevenow-Harrison, J. T. (2013). Counting apples and coconuts: young children 'kinect-ing' sesame street and mathematics. In *Proceedings of the 9th annual Games+Learning+Society conference*. Madison: University of Wisconsin-Madison.
- Rothschild, M., Williams, C. C., & Thevenow-Harrison, J. T. (2013, November). Performance assessments. In M. Martinez & A. Superfine (Eds.), *Proceedings of the 35th annual meeting of the north american chapter of the international group for the psychology of mathematics education* (p. 1207). Chicago, IL: University of Illinois at Chicago.

Presentations

- Boncoddo, R., Young, A., Thevenow-Harrison, J. T., Murphy, A., Yunker, M., Kalish, C. W., ... Rogers, T. T. (2015, October). Linking symbols to underlying quantities supports transfer in mathematics. Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
- Thevenow-Harrison, J. T., Kalish, C. W., & Rhodes, M. (2015, March). How qualities of data and instruction affect children's learning. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Rothschild, M., Williams, C. C., & Thevenow-Harrison, J. T. (2014). Counting apples and coconuts: young children 'kinect-ing' sesame street and mathematics. Poster submitted to the 2014 Wisconsin Alumni Research Foundation Discovery Challenge. Madison, WI: University of Wisconsin-Madison.
- Boncoddo, R. A., Thevenow-Harrison, J. T., Rogers, T., Alibali, M., & Kalish, C. W. (2013, May). The implications of varied training on creating and retrieving mathematics mental models. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Boncoddo, R., Thevenow-Harrison, J. T., Alibali, M. W., Rogers, T. T., & Kalish, C. W. (2013, October). Practice with quantities promotes transfer in arithmetic problems. Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.
- Ramarajan, D., Thevenow-Harrison, J. T., Rhodes, M., & Kalish, C. W. (2013, April). How effective is preschoolers' sampling at supporting their learning? Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Thevenow-Harrison, J. T., Boncoddo, R. A., Rogers, T., Alibali, M., & Kalish, C. W. (2013, April). Promoting transfer in arithmetic learning through the use of discriminative memory models. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Thevenow-Harrison, J., Kalish, C. W., & Young, A. (2013, October). Do children learn what they are taught or what they see? Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.
- Boncoddo, R. A., Thevenow-Harrison, J. T., Rogers, T., Alibali, M., & Kalish, C. W. (2012, November). Learning general and more specific relations from practice solving arithmetic problems. Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Thevenow-Harrison, J. T. & Kalish, C. W. (2012, May). Young children don't generalize from unrepresentative samples. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Thevenow-Harrison, J. T. & Kalish, C. W. (2011a, April). What can you learn from a deceptive teacher? Sample but not population statistics. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.
- Thevenow-Harrison, J. T. & Kalish, C. W. (2011b, July). What do children learn through constrained sampling? Sample but not population statistics. Poster presented at the annual meeting of the Cognitive Science Society, Boston, MA.
- Young, A., Kalish, C. W., & Thevenow-Harrison, J. T. (2011, October). Young children's response to variations in category sampling processes. Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.

Professional Activities

- Academic committee**, Educational Psychology Student Association, University of Wisconsin-Madison *Fall 2012 - present*
- Technology committee**, Educational Psychology Student Association, University of Wisconsin-Madison *Spring 2010 - present*
- Reviewer**, Games+Learning+Society Conference, University of Wisconsin-Madison 2013
- Co-founder, Co-chair**, Midwest Undergraduate Cognitive Science Conference, Indiana University *Fall 2008 - Spring 2009*
- Co-president, Treasurer**, Student Organization for Cognitive Science, Indiana University *Fall 2007 - Winter 2008*
- Reviewer**, Indiana Undergraduate Journal of Cognitive Science, Indiana University 2007 - 2008
- Member**,
- Cognitive Science Society
 - Society for Research in Child Development
 - Association for Psychological Science

Awards & Honors

Cognitive Science Program Outstanding Contribution Award winner, Indiana University 2009
Cognitive Science Undergraduate Research Grant, Indiana University 2008

Conference Organizing & Volunteer Activities

Volunteer, Games+Learning+Society Conference, Madison, WI. 2010 - present
Volunteer, Meeting of the Society for Philosophy & Psychology, Bloomington, IN. 2009
Volunteer, Meeting of the National Association for Computing and Philosophy, Bloomington, IN. 2009

References

Charles W. Kalish, primary academic advisor, University of Wisconsin–Madison *ckalish@wisc.edu*
Timothy T. Rogers, D&G project co-PI, University of Wisconsin–Madison *ttrogers@wisc.edu*
Martha W. Alibali, D&G project co-PI, University of Wisconsin–Madison *mwalibali@wisc.edu*