

Aimee E. Stahl

The College of New Jersey
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Academic Appointments

2015 - Assistant Professor, Department of Psychology, The College of New Jersey

Education

2010 - 2015 Johns Hopkins University
Ph.D., Psychological & Brain Sciences
Advisor: Lisa Feigenson

2010 - 2012 Johns Hopkins University
M.A., Psychological & Brain Sciences
Advisor: Lisa Feigenson

2005 - 2008 University of Delaware
Honors B.A., Psychology & Women's Studies
Magna Cum Laude, Phi Beta Kappa

Awards and Honors

2015 Johns Hopkins University: G. Stanley Hall Scholar's Award for dissertation research
2014 Johns Hopkins University: Robert S. Waldrop Junior Investigator's Award for excellence in research
2014 Johns Hopkins University: Graduate Representative Organization Travel Grant
2012 Johns Hopkins University: Mary Ainsworth Award for outstanding female graduate student
2011 - 2014 National Science Foundation Graduate Research Fellowship
2011 Society for Research in Child Development Student Travel Award
2008 University of Delaware: Award for most outstanding senior Psychology major
2008 University of Delaware: Women's Studies Award of Special Merit
2007 University of Delaware: Global Scholar Award

Publications

Konishi, H., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (submitted). Individual differences in non-linguistic event categorization predict later motion verb comprehension.

Stahl, A. E. & Feigenson, L. (2015). Observing the unexpected enhances infants' learning and exploration. *Science*, 348, 91-94.

Stahl, A. E., Romberg, A. R., Roseberry, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Infants segment continuous events using transitional probabilities. *Child Development*, 85, 1821-1826.

Stahl, A. E. & Feigenson, L. (2014). Social knowledge facilitates chunking in infancy. *Child Development*, 85, 1477-1490.

Song, L., Nazzi, T., Moukawane, S., Golinkoff, R. M., **Stahl, A. E.**, Ma, W., Hirsh-Pasek, K., & Connell, M. (2010). Sleepy vs. sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French. *Proceedings of the Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

In preparation

Stahl, A. E. & Feigenson, L. Children learn more effectively following surprising than expected events.

Stahl, A. E. & Feigenson, L. Infants use cues of personal ownership to chunk objects in working memory.

Presentations

Oral Papers and Talks

Stahl, A. E. & Feigenson, L. (2015). Infants use social knowledge to chunk items in working memory. In M. Kibbe (chair), Objects in a social world: Interactions between object cognition and social cognition in infancy. *Cognitive Development Society*, Columbus, OH.

Stahl, A. E. & Feigenson, L. (2014). Increases in infants' exploration and learning following surprising events. In Z. Sim (chair), Infants are active learners. *International Conference on Infant Studies*, Berlin, Germany.

Stahl, A. E., Romberg, A. R., Ridge, K., Roseberry, R., Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Where the action is: Infants segment dynamic events using transitional probabilities. In A. Pace (chair), Finding breaks in the action: Exploring multiple mechanisms for infant event segmentation. *International Conference on Infant Studies*, Berlin, Germany.

Stahl, A. E., Roseberry, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2011). Infants divide and conquer: Using transitional probabilities to segment events. In **A. E. Stahl & S. Roseberry** (chairs), Carving events for word learning: Discovering the mechanisms behind infant event segmentation. *Society for Research in Child Development*, Montreal, Canada.

Song, L., **Stahl, A. E.**, Golinkoff, R. M., Ranganathan, S., & Hirsh-Pasek, K. (2011). Labeling facilitates 19- to 21-month-olds' categorization of intransitive human actions. In J. de Villiers (chair), The role of language in action and event concepts. *Society for Research in Child Development*, Montreal, Canada.

Tynan, E., **Stahl, A. E.**, Rocek, L., Ma, W., Marshall, J., Marshall, S., Golinkoff, R. M., Hirsh-Pasek, K. (2009). The path to language: Infants categorize path in real-world events. *34th Annual Boston University Conference on Language Development*, Boston, MA.

Song, L., Nazzi, T., Moukawane, S., Golinkoff, R. M., **Stahl, A. E.**, & Ma, W. (2009). Sleepy vs. sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French. *34th Annual Boston University Conference on Language Development*, Boston, MA.

Posters

Feigenson, L. & **Stahl, A. E.** (submitted). Surprise-induced exploratory play in infants: When does surprise generalize across exemplars? *Cognitive Development Society*, Columbus, OH.

Buckley, M. E., **Stahl, A. E.**, & Kibbe, M. M. (2015). Infants' working memory for object identities versus object

- categories. *Cognitive Development Society*, Columbus, OH.
- Stahl, A. E.** & Feigenson, L. (2015). Infants' selective exploration following surprising events. *Society for Research in Child Development*, Philadelphia, PA.
- Stahl, A. E.**, Kibbe, M. M., & Feigenson, L. (2015). Memory load and the precision of infants' working memory for object identities. *Society for Research in Child Development*, Philadelphia, PA.
- Stahl, A. E.** & Feigenson, L. (2013). Infants chunk objects using ownership cues. *Cognitive Development Society*, Memphis, TN.
- Stahl, A. E.** & Feigenson, L. (2013). Surprise! Infants learn more effectively following violation-of-expectation events. *Society for Research in Child Development*, Seattle, WA.
- Stahl, A. E.**, Taggart, J., & Feigenson, L. (2013). Surprising events boost preschoolers' word learning. *Society for Research in Child Development*, Seattle, WA.
- Johanson, M., Konishi, H., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2013). Under, over, and in between: General vocabulary comprehension is linked to preposition comprehension. *Society for Research in Child Development*, Seattle, WA.
- Stahl, A. E.** & Feigenson, L. (2012). Can infants use social cues to chunk objects in working memory? *International Conference on Infant Studies*, Minneapolis, MI.
- Ranganathan, S., **Stahl, A. E.**, Shi, R., Golinkoff, R. M., & Hirsh-Pasek K. (2012). Stem learning: Infants segment the morpheme /ing/ to identify a novel word. *International Conference on Infant Studies*, Minneapolis, MI.
- Konishi, H., **Stahl, A. E.**, Kosko, C., ITEL, N., Shaoul, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2012). Individual differences on a nonlinguistic categorization task predict later language. *International Conference on Infant Studies*, Minneapolis, MI.
- Stahl, A. E.**, Ranganathan, S., Tynan, E., Kranjec, A., Cardillo, E., Chatterjee, A., Golinkoff, R. M., Hirsh-Pasek, K. (2011). Across the divide: Infants notice changes in manner and path in an occlusion event. *Society for Research in Child Development*, Montreal, Canada.
- Song, L., **Stahl, A. E.**, Connell, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2011). Young children's sensitivity to morphological cues for adjectives and verbs in English: A developmental story. *Society for Research in Child Development*, Montreal, Canada.
- Ranganathan, S., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2011). Which way? Examining infants' ability to discriminate path information in naturalistic events. *Society for Research in Child Development*, Montreal, Canada.
- Stuehling, A., Song, L., Moynihan, N., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2011). What can children learn in children's museums? Different views from parents and experts. *Society for Research in Child Development*, Montreal, Canada.
- Stahl, A. E.**, Roseberry, S., Tynan, E., Song, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Breaking up is not hard to do: Transitional probabilities facilitate infants' dynamic event segmentation. *International Conference on Infant Studies*, Baltimore, MD.
- Stahl, A. E.**, Song, L., Tynan, E., Rocek, L., Ma, W., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Getting around: Infants categorize paths in realistic events. *International Conference on Infant Studies*, Baltimore, MD.
- Stahl, A. E.**, Tynan, E., Song, L., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Manner, interrupted: Infants detect manner changes in occlusion events. *International Conference on Infant Studies*, Baltimore, MD.
- Song, L., Golinkoff, R. M., **Stahl, A. E.**, & Hirsh-Pasek, K. (2010). All action and no talk: 10- to 12-month-olds can form nonlinguistic categories of hopping and marching. *International Conference on Infant Studies*, Baltimore, MD.
- Göksun, T., Tynan, E., Roseberry, S., George, N., Ferrara, K., **Stahl, A. E.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2010). A new angle to infant causality. *International Conference on Infant Studies*, Baltimore, MD.
- Wong, W., McManaman, M., **Stahl, A. E.**, Golinkoff, R. M., Newcombe, N., & Hirsh-Pasek, K. (2010). Triangles as pizza slices, circles in clocks: Representational complexity in children's recognition of shapes. *International Conference on Infant Studies*, Baltimore, MD.
- Wong, W., Dewson, G., Monahan, M., Shi, T., **Stahl, A. E.**, Golinkoff, R. M., Newcombe, N., & Hirsh-Pasek, K. (2010). The square goes here! Language and action scaffolding during shape play with traditional and electronic shape sorting toys. *International Conference on Infant Studies*, Baltimore, MD.
- Wong, W., Ma, W., **Stahl, A. E.**, Song, L., Strober, D., Rocek, L., Bosse, S., Golinkoff, R. M., Hirsh-Pasek, K. (2009, April). Extraction of path and manner from naturalistic events: Going where how? *Society for Research in Child Development*, Denver, CO.
- Ma, W., Golinkoff, R. M., Hirsh-Pasek, K., Wong, W., Song, L., **Stahl, A. E.**, Strober, D., Bither, K. (2009). Meaning specificity: How does it affect children's verb learning and extension? *Society for Research in*

Child Development, Denver, CO.

Invited Talks

- 2015 National Living Laboratory Academic Meeting, Philadelphia, PA
- 2014 National Living Laboratory Introduction and Implementation Meeting, Baltimore, MD
- 2014 Rutgers University-Newark Developmental Psychology Brownbag series
- 2012 NSF Living Lab Initiative National Meeting, Boston, MA

Teaching

The College of New Jersey

Methods & Tools of Psychology
Origins of Social Cognition

Johns Hopkins University

Instructor

Origins of Social Cognition
Infant Social Cognition

Section instructor

Foundations of Mind

Teaching assistant

Introduction to Developmental Psychology
Origins of Human Sexuality

University of Delaware

Teaching assistant

Measurement & Statistics; Brain & Behavior

Previous Academic Positions

- 2008 - 2010 Laboratory Coordinator, University of Delaware (Roberta M. Golinkoff)
- 2007 - 2008 Undergraduate Research Assistant, University of Delaware (Paul C. Quinn)
- 2007 Undergraduate Research Assistant, University of Delaware (Steven Most)
- 2006-2007 Undergraduate Research Assistant, University of Delaware (Adele Hayes)
- 2006 Undergraduate Research Assistant, University of Delaware (Lawrence Cohen)

University & Academic Service

- 2011 - 2014 Annual Brain Awareness Week presentation
Baltimore Polytechnic High School, Baltimore, MD
- 2012 - 2013 Colloquium Committee
Psychological & Brain Sciences, Johns Hopkins University
- 2011 - 2013 Student Organizer, Prospective Graduate Student Weekend
Psychological & Brain Sciences, Johns Hopkins University
- 2006 - 2008 Peer Advisor
Psychology Department, University of Delaware

Professional Affiliations

Society for Research in Child Development

Cognitive Development Society

International Society for Infant Studies