

HAILEY M. GIBBS

DOCTORAL CANDIDATE | UNIVERSITY OF MARYLAND COLLEGE PARK
DEPARTMENT OF HUMAN DEVELOPMENT & QUANTITATIVE METHODOLOGY

hgibbs@umd.edu | (443) 944-4512

EDUCATION

University of Maryland College Park	Expected May 2021
Ph.D. in Human Development and Quantitative Methodology	
Dean's Fellow for the academic years 2016-2017, 2017-2018	
Salisbury University	2012-2016
B.A. Psychology, minor in Philosophy	
<i>Cum Laude</i> , Thomas E. Bellavance Honors	
Thesis advisor: Dr. Echo Leaver	

RELEVANT GRADUATE-LEVEL COURSE WORK

HUMAN DEVELOPMENT

SOCIAL DEVELOPMENT | MORAL DEVELOPMENT | COGNITIVE DEVELOPMENT AND
NEUROSCIENCE | CULTURE, CONTEXT, & DEVELOPMENT | LANGUAGE DEVELOPMENT

QUANTITATIVE METHODS

GENERAL LINEAR MODELING | FACTOR ANALYSIS/LATENT VARIABLE MODELING |
STRUCTURAL EQUATION MODELING | HIERARCHICAL LINEAR MODELING | CAUSAL INFERENCE

AWARDS/HONORS

Charles H. Flatter Dissertation Fellowship (\$2,000)	2020
Human Development and Quantitative Methodology	
University of Maryland College Park	
Dean's Fellowship	2016-2018
College of Education	
University of Maryland College Park	
Bellavance Honors Association Member	2012-2016
<i>Upon graduation: recipient of Thomas E. Bellavance Honors</i>	
Salisbury University	
Recipient of Psychology Department Student Award (\$100)	2016
Salisbury University	
Phi Sigma Tau	2016
International Philosophy Honors Society	
Salisbury University	
Psychology Club President	2015
Salisbury University	
Psi Chi Salisbury University Chapter Vice President	2015
Salisbury University	
Selected Student Author of Introduction for Fall Freshman Convocation	2015
Guest speaker: Joshua Foer (<i>Moonwalking with Einstein</i> , 2011)	

PUBLICATIONS

- Butler, L.P., **Gibbs, H.M.**, Levush, K.C. (2020). Look again: Pedagogical demonstration facilitates children's use of counterevidence. *Child Development*. 10.1111/cdev.13414. Advance online publication. <https://doi.org/10.1111/cdev.13414>
- Butler, L.P., **Gibbs, H.M.**, & Tavassolie N.S. (2020). Children's developing understanding that even reliable sources need to verify their claims. *Cognitive Development*, 54, 1-12. <https://doi.org/10.1016/j.cogdev.2020.100871>
- Butler, L. P., Schmidt, M., Tavassolie, N. S., & **Gibbs, H. M.** (2018). Children's evaluation of verified and unverified claims. *Journal of experimental child psychology*, 176, 73–83. <https://doi.org/10.1016/j.jecp.2018.07.007>

MANUSCRIPTS IN PREPARATION

- Gibbs, H.M.**, & Butler, L.P. (in preparation). Inquiry-based learning: Lessons from the selective trust literature.
- Gibbs, H.M.**, & Butler, L.P. (in preparation). You sound like you know, but did you check? Children's understanding of calibrating evidence to claims.
- Gibbs, H.M.**, & Butler, L.P. (in preparation). Knowing to ask and asking to know: The reciprocal nature of inquiry and selectivity.

PRESENTATIONS

- Gibbs, H.M.**, Butler, L.P., Levush, K.C. (2019, October). You sounded like you know but did you check? Children's evaluations of other's calibrated evidence-based claims. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society, Louisville, KY.
- Gibbs, H.M.**, Butler, L.P., Levush, K.C. (2019, May). You sounded like you know, but did you check? Children's understanding that generic claims require sufficient verification. Poster presented at the 31st Annual Convention of the Association for Psychological Science, Washington, D.C.
- Gibbs, H.M.**, Campbell, I., & Suarez, S. (2019, March). When is knowledge justified? Investigating children's epistemic understanding. Symposium organized for the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Gibbs, H.M.**, Tavassolie, N.S., & Butler, L.P. (2019, March). Children's understanding of verification as a necessary condition for helpful and effective teaching. Paper presented in symposium at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Gibbs, H.M.**, Butler, L.P. (2019, March). You sound like you know, but did you check? Children's understanding that generic claims require sufficient verification. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Gibbs, H.M.**, Tavassolie, N.S., & Butler, L. P. (2018, July). Children's understanding of verification as a necessary condition for helpful and effective teaching. Poster presented at the 2018 Annual Meeting of the Society for Philosophy and Psychology, Ann Arbor, MI.
- Gibbs, H.M.**, Tavassolie, N.S., & Butler, L. P. (2017, October). Children's understanding of verification as a necessary condition for helpful and effective teaching. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Tavassolie, N.S., **Gibbs, H.M.**, & Butler, L.P. (2017, October). Children's evaluation of verified and unverified claims. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Gibbs, H.M.***, Griffiths, C.*, & Markiewicz, C.P.* (2016, April). What Makes You Moral? Paper presented at the Annual Salisbury University Student Research Conference, Salisbury, MD.
- *all speakers contributed equally to this presentation*
- Gibbs, H.M.** (2016, March). Does Frequent Relocation in Childhood Influence Personality Development? Poster presented at the Annual Eastern Psychological Association Conference, New York, NY.

MEDIA EXPOSURE & NON-ACADEMIC WRITING

- Gibbs, H.M.** (2020, July). *Corrupted Informants: Why kids can't trust the adults anymore*. Retrieved from: <https://medium.com/science-and-philosophy/corrupted-informants-why-kids-cant-trust-the-adults-anymore-3c108b35639c>
- Gibbs, H.M.** (2020, July). *What is "Cancel Culture" If Not Just "Consequences for Your Actions?"* Retrieved from: <https://medium.com/science-and-philosophy/what-is-cancel-culture-if-not-just-consequences-for-your-actions-cb6ff290409f>
- Gibbs, H.M.** (2019, November). *Kids may need more help finding answers to their questions in the information age*. Retrieved from: <https://theconversation.com/kids-may-need-more-help-finding-answers-to-their-questions-in-the-information-age-126911>

RESEARCH EXPERIENCE

Graduate Research Assistant

2016- Present

University of Maryland College Park
Cognition and Development Lab
Faculty Advisor: Dr. Lucas Butler

Project title: "*Look again: Pedagogical demonstration facilitates children's use of counterevidence.*"
This study examined preschoolers' abilities to spontaneously note and utilize counterevidence to revise their beliefs about the causal function of a novel toy. Published in *Child Development* (2020).

Project title: "*Children's evaluation of verified and unverified claims*"

This study examined 4-to 7-year-old children's evaluations of informants who make claims about the unknown contents of boxes on the basis of verified, insufficiently verified, or unverified evidence. Published in the *Journal of Experimental Child Psychology* (2018).

Project title: "*Young children's developing understanding of the importance of verifying epistemic claims*"

This study investigates 4- to 6-year-old children's evaluations of informants' claims that are either verified or unverified, and whether this process of verification informs children's selection of from whom they will learn new information. Presented at the 31st Annual Convention of the Association for Psychological Science (May 2019) and the Biennial Meeting of the Cognitive Development Society (October 2019).

Project title: "*Children's understanding of verification as a necessary condition for helpful and effective teaching*"

This study examines children's use of informants' verification or non-verification of evidence to support their claims to inform their advice about whom a naïve third learner should select as a teacher. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society; Poster presented at the 2018 Annual Meeting of the Society for Philosophy and Psychology; Symposium organized featuring this work for the 2019 Biennial Meeting of the Society for Research in Child Development; Published in *Cognitive Development* (2020).

Project title: "*Children's social learning, exploration, and explanation*"

This study explores children's use of informants' histories of accuracy in successfully labeling familiar objects as a cue for determining which informant is more reliable in a verification of evidence task.

Project title: "*Children's question-asking and causal exploration*"

This study examined children's search for causal explanations to their questions, and the provision of explanations as an influential factor in their novel object exploration. Collaborators: Drs. Susan Gelman and Henry Wellman, University of Michigan.

Undergraduate Research Assistant

2016

Salisbury University
Faculty Advisor: Dr. Rhyannon Bemis

- Living Laboratory**
 Delmarva Discovery Center
 Demonstration of “research toys”
 Primary Researcher **2015**
 Salisbury University
 Faculty Advisor: Dr. Echo Leaver
Project title: “*Does Frequent Relocation in Childhood Influence Personality Development*”
 This study examined the relationship between early childhood relocation and later scores on a measure of personality traits (relating to openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism).
- Undergraduate Research Assistant **2014**
 Salisbury University
 Faculty Advisor: Dr. Echo Leaver
 Primary Investigator: Veronica Fallon
 Data collection and analysis
Project title: “*Stress Reduction from a Musical Intervention*”
 This study investigated the differential effects of playing and listening to music as a means of reducing experimentally induced physiological stress (as measured by EEG and measures of cutaneous perspiration).

TEACHING & MENTORSHIP EXPERIENCE

- CIRTL Scientific Teaching Fellow **2020-2021**
 Certification awarded for participation in the CIRTL & Summer Institutes on Scientific Teaching Workshop
 In recognition of demonstrated commitment to undergraduate education by participating in the CIRTL Summer Institute on Scientific Teaching
- Graduate Student Mentor **2019**
 Step Up Program for Early Research Exposure
 Students: Angie Tayel
 Moguea Dore
 The STEP-UP HS program is supported by the National Institute of Diabetes and Digestive and Kidney Diseases of the National Institutes of Health Grant #: 2R25DK078382-12
- Teaching Assistant **2018**
 EDHD 201: Learning How to Learn
 University of Maryland College Park
 Faculty Advisor: Dr. Patricia Alexander
 Special duties: autonomous instruction of three weekly discussion sections
- Teaching Assistant **2017**
 EDHD 413: Adolescent Development
 University of Maryland College Park
 Faculty advisor: Dr. Ann Battle
- Teaching Assistant **2016-2017**
 EDHD 411: Child Growth and Development
 University of Maryland College Park
 Faculty advisor: Dr. Lucas Butler

GRANTS

- Departmental Travel Funding **2019**

University of Maryland College Park
 Travel funds to attend the biennial meeting of the Cognitive Development Society, Louisville, KY. \$500
You Sound Like You Know, But Did You Check? Children's Understanding of Experience-Based Claims
 SPP: Graduate Student Travel Award **2018**

Society for Philosophy and Psychology
 Travel funds to attend the annual meeting of the Society for Philosophy and Psychology.
 \$100
Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching
 Departmental Travel Funding **2018**

University of Maryland College Park
 Travel funds to attend the annual meeting of the Society for Philosophy and Psychology. \$400
Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching
 Departmental Travel Funding **2017**

University of Maryland College Park
 Travel funds to attend the biennial meeting of the Cognitive Development Society, Portland, OR. \$400
Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching
 Fulton Student Grant **2016**

Salisbury University
 Travel funds to attend the annual meeting of the Eastern Psychological Association, New York, NY.
 \$400
Does Frequent Relocation in Childhood Influence Personality Development?

UNIVERSITY & DEPARTMENTAL SERVICE
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College of Education Graduate Student Organization **2020-2021**
 Vice President
 University of Maryland College Park

Executive Board Member **2017-Present**
 Human Development Graduate Student Organization
 University of Maryland College Park

Student Representative, Faculty Search Committee **2019**
 Language Science Search Committee for an open faculty position
 University of Maryland College Park

Student Committee Member: Recruitment Day Preparation Committee **2017**
 Fellow members: Amanda Burkholder, Kelsey Garcia, Nicole Scalise, Lara Turci
 Faculty members: Dr. Lucas Butler, Dr. Natasha Cabrera, Dr. Min Wang

Vice President **2017**
 Human Development Graduate Student Organization
 University of Maryland College Park

Professional Development Chair **2016**
 Human Development Graduate Student Organization
 University of Maryland College Park

PROFESSIONAL ACTIVITIES

Writer/Editor **2020-Present**
 Medium
 Science and Philosophy Publication

Graduate Student Writing Fellow **2019- Present**

University of Maryland College Park Graduate School Writing Center Graduate Research Assistant	2016- Present
University of Maryland College Park Cognition and Development Lab Faculty advisor: Dr. Lucas Butler	
After School Counselor Capitol Hill Day School Washington, DC	2019-2020
Research Assistant Peninsula Mental Health Services Employer: Dr. Michael Finegan Data collection and analysis [addiction counseling programs]	July 2016
Social Science Research Center Old Dominion University Data collection, participant interviews	May-July 2013