

Su-hua Wang

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POSITIONS

2003-2009	Assistant Professor	University of California, Santa Cruz
2010-	Associate Professor	University of California, Santa Cruz

EDUCATION

2003	Ph.D., Developmental Psychology	University of Illinois at Urbana-Champaign
1998	M.Sc., Psychology	National Taiwan University
1995	B.Sc., Psychology	National Taiwan University

AWARDS

2008-2011	Research Grant, Ching-kuo Foundation, McLean, VA
2008-2009	Faculty Research Grant, UCSC
2006-2008	Junior Scholar Grant, Chiang Ching-kuo Foundation, McLean, VA
2006-2008	Special Research Grant, UCSC
2005-2007	Social Sciences Division Research Award, UCSC
2003-2006	Faculty Research Grant, UCSC
2005	Women in Cognitive Science Travel Award, funded by NSF
2003	President's Faculty Enrichment Initiative Award, UCSC
2002	Dissertation Fellowship, Chiang Ching-kuo Foundation, McLean, VA
1996	Thesis Completion Fellowship, Li-ching Foundation, Taipei

TOPICS OF ONGOING RESEARCH

Perception and action; the role of parental guidance in early learning; infants' use of communicative cues to interpret others' action; cross-cultural comparisons of parental beliefs.

EXTERNAL FUNDING

1. Junior Scholar Grant, 7/1/06 – 12/31/07
The Chiang Ching-kuo Foundation, McLean, VA
“Learning by infants in Taiwan and the United States: The role of parental beliefs and practices”
2. Research Grant, 7/1/08 – 6/30/11
The Chiang Ching-kuo Foundation, McLean, VA
“The impact of social change on the socialization environments of Chinese babies”

REFERRED JOURNAL ARTICLES

- Hoicka, E., & Wang, S. (in press). Fifteen-month-old infants match vocal cues to intentional actions. *Journal of Cognition & Development*.
- Wang, S. (in press). Priming 4.5-month-old infants to use height information by enhancing retrieval. *Developmental Psychology*.
- Wang, S., & Mitroff, S. R. (2009). Preserved visual representations despite change blindness in infants. *Developmental Science*, *12*, 681-687.
- Wang, S., & Baillargeon, R. (2008). Can infants be "taught" to attend to a new physical variable in an event category? The case of height in covering events. *Cognitive Psychology*, *56*, 284-326.
- Wang, S., & Baillargeon, R. (2008). Detecting impossible changes in infancy: A three-system account. *Trends in Cognitive Sciences*, *12*, 17-23.
- Wang, S., & Kohne, L. (2007). Visual experience enhances infants' use of task-relevant information in an action task. *Developmental Psychology*, *43*, 1513-1522.
- Sandel, T. L., Cho, G. E., Miller, P. J., & Wang, S. (2006). What it means to be a grandmother? A cross-cultural study of Taiwanese and Euro-American grandmothers' beliefs. *Journal of Family Communication*, *6*, 255-278.
- Wang, S., & Baillargeon, R. (2006). Infants' physical knowledge affects their change detection. *Developmental Science*, *9*, 173-181.
- Wang, S., & Baillargeon, R. (2005). Inducing infants to detect a physical violation in a single trial. *Psychological Science*, *16*, 542-549.
- Cho, G. E., Sandel, T. L., Miller, P. J., & Wang, S. (2005). What do grandmothers think about self-esteem? American and Taiwanese folk theories revisited. *Social Development*, *14*, 701-721.
- Wang, S., Baillargeon, R., & Paterson, S. (2005). Detecting continuity violations in infancy: A new account and new evidence from covering and tube events. *Cognition*, *95*, 129-173.
- Wang, S., Baillargeon, R., & Brueckner, L. (2004). Young infants' reasoning about hidden objects: Evidence from violation-of-expectation tasks with test trials only. *Cognition*, *93*, 167-198.
- Wang, S., Kaufman, L., & Baillargeon, R. (2003). Should all static objects move when hit? Developments in infants' causal and statistical reasoning about collision events. *Infant Behavior and Development*, *26*, 529-567.
- Baillargeon, R., & Wang, S. (2002). Event categorization in infancy. *Trends in Cognitive Sciences*, *6*, 85-93.
- Miller, P. J., Wang, S., Sandel, T., & Cho, G. E. (2002). Self-esteem as folk theory: A comparison of European American and Taiwanese mothers' beliefs. *Parenting: Science and Practice*, *2*, 209-239.

REFERRED BOOK CHAPTERS

Baillargeon, R., Li, J., Luo, Y., & Wang, S. (2006). Under what conditions do infants detect continuity violations? In Y. Munakata & M. H. Johnson (Eds.), *Processes of Change in Brain and Cognitive Development* (Attention and Performance XXI, pp. 163-188). Oxford University Press.

Miller, P. J., Hengst, J. A., & Wang, S. (2003). Ethnographic methods: Applications from developmental cultural psychology. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 219-242). Washington DC: APA.

MANUSCRIPTS IN PREPARATION OR UNDER REVIEW

Wang, S. (invited revision). Prior experience affects change detection in infants. *Infancy*.

Duh, S., & Wang, S. (submitted). Infants' knowledge affects change detection in an everyday scene.

Frick, A., & Wang, S. (submitted). Round and round she goes: Mental rotation in 14- and 16-month-olds.

Wang, S. (in preparation). Hands-on learning: Parental guidance in infants' learning about physical events through action.

Wang, S. (in preparation). The sky is the limit? Learning a false physical rule by young infants.

Wang, S., & Duh, S. (in preparation). Infants use affective information to perceive others' preference.

INVITED TALKS

2011 "Infants' approach to learning about everyday physics," invited colloquium in the Change, Plasticity, and Development program of the Psychology Department, University of California, Berkeley. February.

2010 "Everyday physics: Babies' approach to learning about the world," invited colloquium in the Psychology Department, National Taiwan University. December.

2010 "Everyday physics: Babies' approach to learning about the world," invited colloquium in the Psychology Department, National Cheng-chi University. December.

2010 "Action promotes physical reasoning: A cross-cultural study," presented at the invited symposium "The Impact of Self-Produced Action on Cognitive and Perceptual Development" in the 17th Biennial Meeting of the International Conference on Infant Studies, Baltimore, MD. March.

2008 "Intuitive physics in infancy," invited talk at the 30th Annual Meeting of the Cognitive Science Society, Washington, DC. July.

2006 "Contextual manipulation facilitates infants' change detection," invited talk at the Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA. April.

2005 "The role of spatial contexts on object representations in infancy," invited colloquium in the Psychology Department, University of California, Berkeley. October.

- 2005 “Intuitive physics in infancy: Effects of priming and teaching,” invited talk at the AHRB Workshop on Causal Understanding and Intuitive Physics, University of Warwick, U.K. April.
- 2004 “On enhancing object representations in infancy,” invited colloquium at Psychology Department, Stanford University. November.
- 2001 “How do infants learn about the physical world?” invited colloquium at National Taiwan University, Department of Psychology, Taipei, Taiwan. December.

CONFERENCE PRESENTATIONS

- Wang, S. (2011, March). How much help is too much? Maternal guidance on object exploration by infants in Taiwan and the U.S. Paper to be presented at the symposium *Maternal support of infants' skills across difference contexts and cultures* at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Wang, S. (2011, March). Learning about impossible events by 3.5- and 6.5-month-old infants. Paper to be presented at the symposium *Exploring the relationship between physical reasoning and statistical inference in infants* at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Duh, S., & Wang, S. (2010, March). Infants' knowledge affects how they process changes to everyday scenes. Paper presented at the symposium *Early constraints on updating memory representations* at the biennial International Conference on Infant Studies, Baltimore, MD.
- Frick, A., & Wang, S. (2010, March). Round and round she goes: Effects of hands-on training on mental rotation in 13- to 16-month-olds. Poster presented at the biennial International Conference on Infant Studies, Baltimore, MD.
- Wang, S. (2010, March). The sky is the limit? Learning a false rule by infants. Paper presented at the symposium *Comparison and learning in infancy: New insights into alignment as a domain-general mechanism in the first years of life* at the biennial International Conference on Infant Studies, Baltimore, MD.
- Wang, S. (2009, October). Explanation-based learning through observation and action by infants. Paper to be presented in the symposium *Mechanisms of learning from multiple exemplars: Alignment and Explanation* at the biennial Cognitive Development Society meeting.
- Frick, A., & Wang, S. (2009, April). Inferring changes in object orientation by infants at 14 and 16 months. Paper presented in the symposium *Developments of mental rotation in infancy and early childhood* at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rigney, J., & Wang, S. (2009, April). Behind versus inside: Infants form an abstract category of containment events. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Wang, S. (2009, April). How do social interactions affect learning: Different endpoints or different pathways? Paper presented in the roundtable discussion *Moving beyond dichotomies of cognitive versus social and universality versus cultural differences* at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Wang, S. (2009, April). What you believe is what you see: Categorization makes the same event appear different to infants. Paper presented in the symposium *Selective use of information in infancy: The*

roles of categorization and action at the biennial meeting of the Society for Research in Child Development, Denver, CO.

- Wang, S. (2008, July). Intuitive physics in infancy. Invited talk at the symposium *Discovering conceptual primitives* in the 30th Annual Meeting of the Cognitive Science Society, Washington, DC.
- Wang, S. (2008, March). Parent-guided action facilitates infants' learning about physical events: A cross-cultural study. Poster presented at the biennial International Conference on Infant Studies, Vancouver, Canada.
- Hoicka, E., & Wang, S. (2008, March). Fifteen-month-old infants match humorous cues to humorous actions. Paper presented at the symposium *Infants' use of communicative cues to interpret others' actions* at the biennial International Conference on Infant Studies, Vancouver, Canada.
- Rubin, P., & Wang, S. (2007, March). Detecting behavioral regularity in 15-month-old infants. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Wang, S. (2006, June). Contextual cueing facilitates infants' change detection. Paper presented at the symposium *Perception and representation of objects through occlusion* at the biennial International Conference on Infant Studies, Kyoto, Japan.
- Wang, S. (2006, June). The role of social interaction in infants' learning about physical events. Poster presented at the biennial International Conference on Infant Studies, Kyoto, Japan.
- Wang, S. (2006, April). The robustness of inducing effects in 5-month-old infants. Paper presented at the symposium *Inducing infants to detect physical violations: What do these results tell us about infants' physical reasoning?* at the Conference on Human Development, Louisville, KY.
- Wang, S. (2005, April). Infants selectively track object properties: Spatial constraints on object representations. Paper presented at the symposium *Toward a coherent object representation: Constraints and developments in infancy and adulthood* at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Wang, S., & Kohne, L. (2005, April). Turning observation into action: Infants learn to solve a manual search task through brief visual experience. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Wang, S. (2004, May). Change blindness in infancy: Event-specific effects. Paper presented in the symposium *Context-specificity effects in infants' learning and reasoning about events* at the biennial International Conference on Infant Studies, Chicago, IL.
- Wang, S. (2004, May). From observation to action: Teaching 9.5-month-old infants to attend to height information. Paper presented in the symposium *Facilitating infants' representations and actions* at the biennial International Conference on Infant Studies, Chicago, IL.
- Wang, S. (2003, April). Under what conditions do infants learn about physical events? Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Wang, S. (2003, April). When expected seems unexpected: 7.5-month-old infants' reasoning about support events. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

- Wang, S., & Baillargeon, R. (2002, April). Priming infants to attend to height information in a physical reasoning task. Paper presented in the symposium *Manipulating the contents of infants' representations* at the biennial International Conference on Infant Studies, Toronto.
- Wang, S. (2002, April). Teaching infants to reason about height in a physical reasoning task. Poster presented at the biennial International Conference on Infant Studies, Toronto.
- Miller, P. J., Wang, S., Sandel, T., & Cho, G. E. (2001, November). Self-esteem as folk theory: An analysis of interviews as communicative events. Paper presented at the annual meeting of the National Communicative Association, Atlanta, GA (chosen as one of the top papers in the Language and Social Interaction Division).
- Wang, S. (2001, October). Young infants possess general expectations about the continuity and solidity of objects: Evidence from covering events. Poster presented at the biennial meeting of the Cognitive Development Society, Virginia Beach, VA.
- Wang, S. (2001, May). Ten-month-old infants' reasoning about the weight and size of objects in collision events. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Wang, S. (2001, April). Ten-month-old infants' reasoning about the weight of objects in collision events. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Miller, P. J., Wang, S., Sandel, T., & Cho, G. E. (2001, April). The meanings and discourses of self-esteem: Parental folk theories of childrearing in Taiwan and the US. Paper presented in the symposium *Parental folk theories of self-esteem: Variability within and across cultures* at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Wang, S., & Paterson, S. (2000, July). Infants' reasoning about containers and covers: Evidence for a surprising décalage. Poster presented at the biennial International Conference on Infant Studies, Brighton, U.K.
- Wang, S., & Lay, K. (1999, April). Concept of compensatory relation between effort and ability: A comparison between Chinese adults and children. Paper presented in the poster symposium *Reconsideration of the effects of teachers' and parents' verbal comments and disciplines: Findings from Chinese population* at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Wang, S., & Lay, K. (1999, April). The effect of normative information accompanied with teachers' comments. Paper presented in the poster symposium *Reconsideration of the effects of teachers' and parents' verbal comments and disciplines: Findings from Chinese population* at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Wang, S., & Lay, K. (1997, February). The effects of academic performance and teachers' feedback on children's social cognition. Paper presented at the 2nd congress of Chinese Psychologists, Hong Kong.
- Lay, K., Wang, S., Soong, P., & Yang, W. (1997, April). Verbal abuse in Chinese families: Its prevalence and consequences. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington DC.
- Wang, S., Tsai, W., & Lay, K. (1996, May). Teachers' negative feedback and the distribution of inciting events. Paper presented at the annual meeting of the Chinese Psychological Association, Taipei.

PROFESSIONAL SERVICE

Ad-hoc Journal Reviewing:

British Journal of Developmental Psychology
Cognition
Developmental Psychology
Developmental Review
Developmental Science
European Journal of Developmental Sciences
Journal of Cognition and Development
Psychological Science
Science
Social Development
Wiley Interdisciplinary Reviews: Cognitive Science

Other Service:

Reviewing grant applications for the Social Sciences and Humanities
Research Council of Canada, and for the France-Berkeley Funds, UC
Berkeley
Panel Reviewer for 2007 SRCD Biennial Meeting
Panel Reviewer for 2010 International Conference on Infant Studies
Panel Reviewer for 2011 SRCD Biennial Meeting