

# George J. Hollich: Curriculum Vitae

## Contact Information

Department of Psychological Sciences, 703 Third Street,  
Purdue University, West Lafayette, IN 47907-2004.

Phone: (765) 494-2224; Email: [ghollich@purdue.edu](mailto:ghollich@purdue.edu).

## Employment

2002 - 2008. Assistant Professor, Psychological Sciences, *Purdue University*.

2008 - present. Associate Professor, Psychological Sciences, *Purdue University*.

## Education/Training

1991 – 1995. *Lebanon Valley College*, B.A., Psychology – Summa Cum Laude.

1994. *Carnegie Mellon University*, Summer Program, Mathematical Modeling.

1996 – 1999. *Temple University*, Ph.D., Cognitive Psychology, Advisor: K. Hirsh-Pasek.

1998. *Oxford University*, Summer Program, Connectionist Modeling.

1999 – 2002. *Johns Hopkins University*, Postdoctoral Fellow, Advisor: P. Jusczyk.

## Selected Honors and Awards

1994. Competitive Fellowship to Attend *Carnegie Mellon University* Summer School.

1995. Anthony Neidig Collegiate Award, *Lebanon Valley College*.

1998. Competitive Fellowship to Attend *Oxford University* Summer School.

1999. Marianth Georgoudi Dissertation Award, *Temple University*.

2006. Early Career Contribution Award, *International Society on Infant Studies*.

2007. Boyd McCandless Early Career Award, *American Psychological Association*.

2008. James C. Naylor Award for Teaching Excellence in Psychology.

2012. Class of 1922 Outstanding Innovation in Helping Students Learn Award.

2013. College of Heath and Human Sciences Undergraduate Education Award

2013. Charles B. Murphy Award for Undergraduate Teaching Excellence

2014. Inductee into the Purdue University Teaching Academy

2015. Senior Resource Faculty in the Teaching for Tomorrow Program

## Monograph, Books, & Edited Book

1. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. (2000). Breaking the language barrier: An emergentist coalition model of word learning. *Monographs of the Society for Research in Child Development*, 65 (3, Serial No. 262).
2. Gogate, L. J., & Hollich, G. (Eds.). (2013). *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence*. Hershey, PA: IGI Global.
3. Hollich, G. (2015). *Child Psychology Primer*. Charleston, SC: CreateSpace Independent Publishing Platform.
4. Hollich\*, G. (2019). *Child Psychology Primer (2nd Ed.)*. Seattle, WA: Amazon.com

LLC.

5. Hollich\*, G. (2020). *Elementary Psychology*. Toronto, ON: Top Hat Monocle.
6. Hollich\*, G. (2021) *Child Psychology: A Top Hat Interactive Text*. Toronto, ON: Top Hat Monocle. Available from <https://app.tophat.com/catalog/social-science/education/textbooks/child-psychology-george-hollich/3056/>

### Peer-Reviewed Journal Articles

7. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (1999). Trends and transitions in language development: Looking for the missing piece. *Developmental Neuropsychology*, *16*, 139-162.
8. Seidl, A., Hollich, G., & Jusczyk, P. (2003). Infants' and toddlers' comprehension of subject and object wh-questions. *Infancy*, *4*, 423-436.
9. Younger, B. A., Hollich, G., & Furrer, S. (2004). An emerging consensus: Younger and Cohen revisited. *Infancy*, *5*, 209-216.
10. Hollich, G., Newman, R., & Jusczyk, P. (2005). Infants' use of synchronized visual information to separate streams of speech. *Child Development*, *76*, 598-613.
11. Prince, C. G. & Hollich, G. (2005). Synching models with infants: A perceptual-level model of infant audio-visual synchrony detection. *Journal of Cognitive Systems Research*, *6*, 205-228.
12. Hollich, G. (2006). Combining techniques to reveal emergent effects in infants' segmentation, word learning, and grammar. *Language & Speech*, *49* (1), 3-19.
13. Hollich, G., Golinkoff, R., & Hirsh-Pasek, K. (2007). Young children associate novel words with complex objects rather than salient parts. *Developmental Psychology*, *43*, 1051-1061.
14. Hollich, G., & Prince, C. (2009). Comparing Infants' Preference for Correlated Audiovisual Speech with Signal-Level Computational Models. *Developmental Science*, *12*, 379-387.
15. Gogate, L. & Hollich, G. (2010). Invariance detection within an interactive system: A perceptual gateway to language development. *Psychological Review*, *171*, 496-516.
16. Schmale, R., Hollich, G., Seidl, A. (2011). Contending with foreign accent variability in early lexical acquisition. *Journal of Child Language*, *38*, 1096-1108.
17. Houston, D., Stewart, J., Moberly, A., Hollich, G., Miyamoto, R.T. (2012). Word learning in deaf children with cochlear implants: Effects of early auditory experience. *Developmental Science*.
18. La Lopa, J. & Hollich, G. (2014). The critical role of working memory in academic achievement. *Journal of Culinary Science and Technology*, *12*, 258-278.
19. Gogate, L., & Hollich, G. (2017). Early verb-action and noun-object mapping across sensory modalities: A neuro-developmental view. *Developmental Neuropsychology*,

### Book Chapters and Conference Proceedings

1. Hollich, G., Hirsh-Pasek, K. & Golinkoff, R.M. (1998). Introducing the 3-D intermodal preferential looking paradigm: A new method to answer an age-old question. In C. Rovee-Collier (Ed.), *Advances in Infancy Research, Vol. 12* (pp. 355-373). Norwood, NJ: Ablex Publishing Co.
2. Arnold, K., Driscoll, K., Golinkoff, R., Hirsh-Pasek, K., Rocroi, C., Hollich, G., Hennon, E. (1999). The whole is greater than the sum of the parts: An investigation of the object scope principle. *Proceedings of the 24<sup>th</sup> Annual Boston University Conference on Language Development* (pp. 68-79). Boston, MA: Cascadilla Press.
3. Golinkoff, R.M., Hirsh-Pasek, K., & Hollich, G. (1999). Emergent cues for early word learning. In B. MacWhinney (Ed.), *The Emergence of Language* (pp. 305-330). Mahwah, NJ: Lawrence Erlbaum Associates.
4. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000). An emergentist coalition model for word learning: Mapping words to objects is a product of the interaction of multiple cues. In R.M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. Smith, A. Woodward, N. Akhtar, M. Tomasello, G. Hollich, *Becoming a Word Learner: A Debate on Lexical Acquisition* (pp. 136-164). New York, NY: Oxford University Press.
5. Hollich, G., Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. (2000). A change is afoot: Emergentist thinking in language acquisition. In P.B. Anderson (Ed.) *Downward Causation* (pp. 143-178). Aarhus, Denmark: Aarhus University Press.
6. Hollich, G., Jusczyk, P., & Brent, M. (2001). How infants use the words they know to learn new words. *Proceedings of the 25<sup>th</sup> Annual Boston University Conference on Language Development* (pp. 353-364). Boston, MA: Cascadilla Press.
7. Hollich, G., Jusczyk, P., & Luce, P. (2002). Lexical neighborhood effects in 17-month-old word learning. *Proceedings of the 26<sup>th</sup> Annual Boston University Conference on Language Development* (pp. 314-323). Boston, MA: Cascadilla Press.
8. Seidl, A., & Hollich, G. (2002). Infants' and toddlers' comprehension of subject and object wh-questions. *Proceedings of the 26<sup>th</sup> Annual Boston University Conference on Language Development* (pp. 596-607). Boston, MA: Cascadilla Press.
9. Prince, C. G., Hollich, G., Helder, N. A., Mislivec, E. J., Salunke, S. & Memon, N. (2004). Taking synchrony seriously: A perceptual-level model of infant synchrony detection (pp. 89-96). *Proceedings of the Fourth Annual Workshop on Epigenetic Robotics*. Sweden: Lund University Cognitive Studies.
10. Prince\*, C. G., Helder\*, N. A., & Hollich, G. (2005). Ongoing emergence: A core concept in epigenetic robotics. *Proceedings of the Fifth Annual Workshop on Epigenetic Robotics*. Nara: Japan.
11. Hollich, G., & Houston, D. (2007). Language Development: From speech perception to first words. In A. Slater & M. Lewis (Eds.) *Introduction to Infant Development* (2nd ed., pp. 170-188). New York, NY: Oxford University Press.
12. Bahrick, L., & Hollich, G. (2008). Intermodal perception. In M. M. Haith & J. B. Benson (Eds.). *The Encyclopedia of Infant and Early Childhood Development, 2nd*

edition (pp. 164-176). London: Elsevier Ltd.

13. Hollich, G. (2010). Perceptual Development: Speech Perception. In B. Goldstein (Ed.) *Encyclopedia of Perception* (pp. 712). New York: Sage Publications.
14. Hollich, G. (2010). Early Language. In G. Bremner & T. Wachs (Eds.) *Handbook of Infant Development* (2nd ed., pp. 426-448). New York: Blackwell.
15. Gogate, L. J., & Hollich, G. (2013). Timing Matters: Dynamic Interactions Create Sensitive Periods for Word Learning. In L. J. Gogate & G. Hollich (Eds.) *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence*. Hershey, PA: IGI Global.
16. Bahrick, L., & Hollich, G. (2017). Intermodal perception. In M. M. Haith & J. B. Benson (Eds.). *The Encyclopedia of Infant and Early Childhood Development, 3rd edition*. London: Elsevier Ltd.

### Grants Received

- 2004. PI – Summer Research Grant, *Purdue Research Foundation*, \$7K.
- 2005. PI – Research Incentive Grant, *Purdue Research Foundation*, \$1K.
- 2006. PI – International Travel Grant, *Purdue Research Foundation*, \$1K.
- 2007. PI – Technology in Online Education, *IDC/ITaP Purdue University*, \$2.3K.
- 2011. Co-PI – IMPACT PSY120 Course Revision, *Purdue Provost*, \$26K.
- 2015. Co-PI – The language of mathematics, *Kinley Trust*, \$20K.

### Invited Addresses and Symposia

1. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R.M. (1996, December). *Introducing the 3-D Intermodal Preferential Looking Paradigm: A New Twist on a Classic Idea*. Invited Speaker, Conference on Research Methods in Language Acquisition. LaTrobe University, Melbourne, Australia.
2. Hollich, G., Tucker, M., Hirsh-Pasek, & Golinkoff, R.M. (1997, May). *A Change is Afoot in Theories of Language Comprehension*. Invited speaker, Seminar on Downward Causation. Aarhus University, Denmark.
3. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R.M. (2001, June). *Breaking the Language Barrier: An Integrative Account of Early Word Learning*. Invited Speaker, Society for Philosophy and Psychology. Cincinnati, OH.
4. Hollich, G. (2002, March) *Language Acquisition: Speech Perception and Lexical Learning in Infancy*. Invited Speaker, Seminar on the Splitscreen Preferential Looking Paradigm. Potsdam University, Berlin, Germany.
5. Hollich, G. (2002, April) *Domain General Influences on Language Acquisition*. Invited Speaker, Cognitive Science Lecture Series. Ohio University, Columbus, OH.
6. Hollich, G. (2002, June). *Infants' Integration of Multiple Modalities in Speech Processing*. Invited Speaker, International Workshop: From Senses to Language: Perceptual, Cognitive, and Neuropsychological Perspectives on Normal and Impaired Language Development. Berlin, Germany.
7. Hollich, G. (2002, September). *Domain General Influences on Language Acquisition*.

Invited Speaker, Department of Speech and Hearing Sciences. Indiana University, Bloomington, IN.

8. Hollich, G. (2002, November). *Perceptual Processes & Language Acquisition: Introducing the Multi-Modal Preference Procedure*. Invited Speaker, Mini-conference on Language Comprehension Across the Lifespan: New Methodologies to Study an Old Question. University of Kansas, Kansas City, KA.
9. Hollich, G. (2002, August). Language acquisition: Speech segmentation and word learning. In L. Gershkoff (Organizer), *What Do Children Need to Learn Language?* Symposium conducted at the 23rd Annual Symposium on Research in Child Language Disorder and 9th Congress International Association for the Study of Child Language, Madison WI.
10. Hollich, G. (2003, April). Wisdom from successful candidates. In APA symposium on *The Academic Marketplace*. Conducted at the Society for Research in Child Development, Tampa, FL.
11. Hollich, G. (2004, May). *Do You See What I Hear? Infants' Use of Audio-Visual Synchrony During Language Development*. Symposium Organizer & Presenter. Conducted at the International Conference on Infant Studies, Chicago, IL.
12. Hollich, G. (2004, October). *Emergent Effects in Language Acquisition*. Invited Speaker, Infant Development Lab Lecture Series. Florida International University. Miami, FL.
13. Hollich, G. (2004, November). *Infant language acquisition in the face of distraction*. Invited speaker, Audiology and Speech Sciences Brown Bag Lecture Series. West Lafayette, IN.
14. Hollich, G. & McMurray, B. (2005, April). *Core Principles of Language Acquisition: The Interface of Computation and Experimentation*. Symposium Organizer & Chair. Symposia conducted at the Society for Research in Child Development, Atlanta, GA.
15. Hollich, G., Prince, C. G., Mislivec, E. J., & Helder, N. A. (2005, April) Infants' use of audiovisual synchrony in learning language. In G. Hollich & B. McMurray (Organizers). *Core Principles of Language Acquisition: The Interface of Computation and Experimentation*. Symposia conducted at the Society for Research in Child Development, Atlanta, GA.
16. Hollich, G & Rochelle Newman. (2005, April). Can you see/hear me now? Infants' use of visual information to separate streams of speech. In R. Cooper (Organizer) *Multimodal Influences on Infants' and Children's' Detection, Discrimination, and Learning About Visual and Auditory Events*. Symposia conducted at the Society for Research in Child Development, Atlanta, GA.
17. Hollich, G. (2005, April). *Emergent Effects in Language Acquisition: Learning in the Face of Distraction*. Invited Speaker, Developmental Psychology Brown Bag Series, University of Chicago.
18. Hollich, G. (2006, June). Basic Perceptual Mechanisms and SLI. Invited Speaker, Workshop on *Word-learning in Children with Specific Language Impairment: Theory, Diagnosis and Intervention* conducted at the Centre For Developmental Language

Disorders And Cognitive Neuroscience, University College London.

19. Hollich, G. (2006, June). A Computational Account of Gibson's Invariance Detection: Why Synchrony Matters. In L. Gogate (Organizer), *Invariance Detection and Speech-Language Development: What is the Mechanism?* Symposium conducted at the International Conference on Infant Studies, Kyoto, Japan.
20. Prince, C., Gogate, L., Helder, N., & Hollich, G. (2006, June). Epigenetic Robotics and Environmental Interactions and Dynamics. In C. Prince and L. Gogate (Organizers), *Models of Infant Development: Are We Really Serious about Environmental Interaction and Dynamics?* Symposium conducted at the International Conference on Infant Studies, Kyoto, Japan.
21. Hollich, G. (2006, August). *Infant/Toddler Language Development*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2006 Institute, West Lafayette, IN.
22. Hollich, G. (2007, April). *The Mystery of Language Development*. Invited Speaker, Indiana Early Childhood Conference, Indianapolis, IN.
23. Hollich, G. (2007, April). *Do you see what I hear? Infant Perception*. Invited Speaker, Indiana Early Childhood Conference, Indianapolis, IN.
24. Hollich, G. (2007, May). *Are you synching what I'm synching? Infants' detection of audiovisual synchrony in language development*. Invited Speaker: Workshop on Visual Prosody in Language Communication, Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands.
25. Hollich, G. (2007, Aug). *Language-Learning From the Earliest Stages of Typical Development*. McCandless award address. American Psychological Association Conference, San Francisco, CA.
26. Hollich, G. (2008, Feb). *Language-Learning From the Earliest Stages of Typical Development*. Invited Speaker, Developmental Psychology Brown Bag Series, University of Chicago.
27. Hollich, G. (2008, August). *Promoting Language and Early Literacy Development for Infants & Toddlers*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2008 Institute, West Lafayette, IN.
28. Hollich, G. (2009, April). Challenges for Developmental Psychology Training Programs, 2009-2011. Invited Panelist, Directors of Training in Developmental Psychology meeting at the Society for Research in Child Development, Denver, Co.
29. Hollich, G. (2010, August). *Promoting Language and Early Literacy Development for Infants & Toddlers*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2010 Institute, Indianapolis, IN.
30. Hollich, G. & Gogate, L. (2011, March). Invariance Detection + Intersensory Redundancy = A Perceptual Gateway to Language Learning. In J. T. Todd & R. Lickliter (Organizers), *The Organizing Role of Intersensory Perception in Neural, Social, Cognitive, and Language Development*. Symposium conducted at the Society for Research in Child Development, Montreal, Canada.
31. Hollich, G. (2011, April). *Developmental Learning Theory: A new approach to*

- education*. Invited Speaker, Indiana Association for the Education of Young Children 2011 Conference, Indianapolis, IN.
32. Hollich, G. (2011, April). *Promoting Language and Early Literacy Development for Infants & Toddlers*. Invited Speaker, Indiana Association for the Education of Young Children 2011 Conference, Indianapolis, IN.
  33. Hollich, G. (2011, August) *Hybrid courses: A better way to get around the classroom*. Presentation at the Purdue Center for Instructional Excellence Teaching Academy Series.
  34. Hollich, G. (2012, January). *Weapons of Mass Instruction*. Presentation at the Purdue Center for Instructional Excellence Teaching Academy Series.
  35. Hollich, G. (2013, April). *The Role of Context in Language Development*. Invited Panelist, Roundtable Discussion moderated by E. Wojcik at the Society for Research in Child Development Conference, Seattle, WA.
  36. Lavesque-Bristol, C. & Hollich, G. (2017, Feb). *Lessons from a Course Transformation Program at a Large Research Intensive University*. Invited Speakers, University of Michigan Foundational Course Initiative.

**Papers Presented at Professional Meetings** (\* indicates primary advisor to first author)

1. Hollich, G., & Specht, S. (1994, March). *Sequential recall: The verbal/visual debate*. The Ninth University of Scranton Psychology Conference, Scranton, PA.
2. Hollich, G., & Ermentrout, G. B. (1995, March). *A kinetic model for the formation of ocular dominance columns*. The Tenth University of Scranton Psychology Conference, Scranton, PA.
3. Hirsh-Pasek, K., Golinkoff, R., Wiley, J., Brand, R., Hollich, G., Hankey, C., & Rocroi, C. (1997, April). *Mapping words to referents: Multiple cues for word learning*. Society for Research in Child Development, Washington, D.C.
4. Shipley, T., & Hollich, G. (1997, November). *Perception of rigid versus nonrigid forms*. Psychonomics Society, Philadelphia, PA.
5. Hollich, G., Hirsh-Pasek, K., Golinkoff, G., Brand, R., Hankey, C., Rocroi, C., & Hennon, E. (1998, April). *Breaking the word barrier: How infants learn their first words*. International Conference for Infant Studies, Atlanta, GA.
6. Hirsh-Pasek, K., Hollich, G., Golinkoff, R. & Rocroi, C. (1998, July). *Advancing the preferential looking paradigm: When less is more*. American Psychological Society, Washington, D.C.
7. Hollich, G. & Rocroi, C. (1999, April). *Testing language comprehension in infants: Introducing the split-screen preferential looking paradigm*. Society for Research in Child Development, Albuquerque, NM.
8. Arnold, K., Driscoll, K., Golinkoff, R., Hirsh-Pasek, K., Rocroi, C., Hollich, G., & Hennon, E. (1999, November). *The whole is greater than the sum of the parts: An investigation of the object scope principle*. Boston University Conference on Language Development, Boston, MA.

9. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (1999, November). *The emergentist coalition model of word learning*. Boston University Conference on Language Development, Boston, MA.
10. Hollich, G. (2000, March) *Toward a unified model of word learning*. Eastern Psychological Association Conference, Baltimore, MD.
11. Hennon, E., Hirsh-Pasek, K., Golinkoff, R., Rocroi, C., Arnold, K., & Hollich, G. (2000, July). *From proper nouns to categories: infants learn how words work*. International Conference on Infant Studies, Brighton, U.K.
12. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000, July). *Language development at the "radical middle:" The emergentist coalition model of word learning*. International Conference on Infant Studies, Brighton, U.K.
13. Hollich, G. (2000, July). *Making the implicit, explicit: A computational account of four theories of word learning*. International Conference on Infant Studies, Brighton, U.K.
14. Hollich, G., Jusczyk, P., & Luce, P. (2000, August). *Of words, worms, birds, and weeds: Infant word learning, and lexical neighborhoods*. Cognitive Science Society Conference, Philadelphia, PA.
15. Hollich, G., Jusczyk, P., & Brent, M. (2000, November). *How infants use the words they know to learn new words*. Boston University Conference on Language Development, Boston, MA.
16. Hollich, G., Jusczyk, P., & Luce, P. (2000, December). *Lexical neighborhood effects in 15- and 17-month-old infants*. Acoustical Society of America, Newport Beach, CA.
17. Hollich, G., Jusczyk, P., & Luce, P. (2001, April). *Infants' memory for similar sounding words: Phonetic false memories*. Society for Research in Child Development, Minneapolis, MN.
18. Hollich, G. (2001, April). *When half is a whole: Infants' developing perception of occlusion events*. Society for Research in Child Development, Minneapolis, MN.
19. Hollich, G., Jusczyk, P., & Newman, R. (2001, October). *The cocktail party effect: Infants' use of visual information in speech segmentation*. Cognitive Development Society, Virginia Beach, VA.
20. Seidl, A., & Hollich, G. (2001, November). *Infants' and toddlers' comprehension of subject and object wh-questions*. Boston University Conference on Language Development, Boston, MA.
21. Hollich, G., Jusczyk, P., & Luce, P. (2001, November). *Lexical neighborhood effects in 17-month-old word learning*. Boston University Conference on Language Development, Boston, MA.
22. Hollich, G., Jusczyk, P., & Newman, R. (2001, December). *Infants' use of visual information in speech segmentation*. Acoustical Society of America, Fort Lauderdale, FL.
23. Hankin, J., Hollich, G., Jusczyk, P., & Seidl, A. (2002, April). *Attention and the comprehension of subject and object wh-questions*. International Conference on Infant Studies, Toronto, Canada.



24. Hollich, G., Jusczyk, P., & Brent, M. (2002, April). *Talker variability and infant word learning*. International Conference on Infant Studies, Toronto, Canada.
25. Hollich, G. (2002, June). *Talker variation and word learning*. Acoustical Society of America, Pittsburgh, PA.
26. \*Wales, J. & Hollich, G. (2003, October). *I say tomato, you say tomaato: Infants' learning of similar words*. Third Biennial Meeting of the Cognitive Development Society, Park City, UT.
27. Prince, C. G., Helder, N. A., Mislivec, E. J., Ang, B. J., Lim, M. S., & Hollich, G. J. (2003, October). *Taking contingency seriously in sensory-based models of learning in infants*. Third Biennial Meeting of the Cognitive Development Society, Park City, UT.
28. \*Wales, J. & Hollich, G. (2004, May). *Infants' flexible learning of similar sounding words*. International Conference on Infant Studies, Chicago, IL.
29. Choi, S., Greenig, L., Wilson, E., Gravis, B., & Hollich, G. (2004, May). *Preverbal spatial cognition and language-specific input: Categories of containment and support*. International Conference on Infant Studies, Chicago, IL.
30. \*Rashad, Fatimah F., & Hollich, G. (2004, July). *What did you say, Mommy? Infant word learning and comprehension in varying levels of noise*. Purdue MARC/AIM Summer Research Conference, West Lafayette, IN.
31. \*Wales, J., & Hollich, G. (2004, August). *Early word learning: How infants learn words that sound similar*. Cognitive Science Society, Chicago, IL.
32. Hollich, G., Mislivec, E., Helder, N., & Prince, C. (2004, October). *Are you synching what I'm synching? Modeling infants' real-time detection of audiovisual contingencies between face and voice*. International Conference on Development and Learning, San Diego, CA.
33. \*Wales, J., & Hollich, G. (2004, November). *Early word learning: How infants learn words that sound similar*. Mid-Continental Workshop on Phonology, Evanston, IL.
34. Helder, N. A., Mislivec, E. J., Prince, C. G., & Hollich, G. J. (2005, April). *Ontogenetic design: Infant robots crying out for causal mechanisms and variables*. Society for Research in Child Development, Atlanta, GA.
35. \*Finneran, D. A., Hollich, G., Seidl, A., & Leonard, L. B. (2005, April). *Preferential looking tests of wh-questions in children with specific language impairment*. Society for Research in Child Development, Atlanta, GA.
36. \*Rashad, Fatimah F., & Hollich, G. (2005, April). *What did you say, Mommy? Infant word learning and comprehension in varying levels of white noise*. Society for Research in Child Development, Atlanta, GA.
37. \*Wales, J., & Hollich, G. (2005, April). *Factors influencing infants' learning of similar sounding words*. Society for Research in Child Development, Atlanta, GA.
38. Houston, D. M., Stewart, J., Moberly, A., & Hollich, G. J. (2005, April). *Word learning in deaf toddlers one year after cochlear implantation*. Society for Research in Child Development, Atlanta, GA.

39. Hollich, G., Prince, C., Mislivec, E., & Helder, N. (2005, July). *Audiovisual synchrony in language learning*. The Xth International Congress for the Study of Child Language, Berlin, Germany.
40. \*Combs, M. (2006, May). *Talker Variability and Pitch: How Does It Affect the Learning of New Words?* Psi Chi Midwestern Regional Convention, Chicago, IL.
41. Houston, D. M., Stewart, J., Moberly, A., & Hollich (2006, July). *Auditory word learning in deaf infants and toddlers: Effects of early cochlear implantation*. International Conference on Infant Studies, Kyoto, Japan.
42. \*George, K. (2007, May). *Modification of the preferential looking paradigm to obtain individual differences*. Psi Chi Midwestern Regional Convention, Chicago, IL.
43. Hollich, G. & George, K. (2008, March). *Modification of the preferential looking paradigm to obtain individual differences*. International Conference on Infant Studies, Vancouver, Canada.
44. Kaganovich, N., Hollich, G. & Weber-Fox, C. (2009, March). *Audio-visual synchrony enhances working memory update*. Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
45. Vance, A., Hollich, G., & Han, A. (2011, October). *A ridiculously unbelievably preposterous conclusion: Use of adjectives in best-selling books*. Poster presented at the Cognitive Development Society Conference, Philadelphia, PA.
46. Hollich, G. J., LeBreton, B., Wesselmann, E., Guidry, B.W., Schneid, E. D., Scherer, K. T., Suhr, L. L., Ekanayake, V. K., & Vanderdrift, L. (2012, May). *Benefits of hybrid course revision for introductory psychology*. Poster presented at the Meeting of the Association for Psychological Science, Chicago, IL.
47. \*Hassink, J., Hollich, G., & Leonard, L. (2013, April). *Infant Speed of Processing: Measures of Global Cognitive Ability or Separable Cognitive Skills?* Society for Research in Child Development, Seattle, WA.
48. \*Han, A. & Hollich, G. (2013, April). *Measuring Children's eBook Learning via iPad as Compared to Preferential Looking*. Society for Research in Child Development, Seattle, WA.
49. Purpura, D. J., Hollich, G., Schmitt, S. A., & Napoli, A. R. (January, 2017). *The relation of vocabulary, grammatical awareness, and mathematical language to early numeracy components*. In A. Truckenmiller (Chair), *Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes?* Symposium conducted at the annual Pacific Coast Research Conference, San Diego, CA.

#### **Dissertations and Thesis directed:**

##### ***Ph.D.***

1. Schmale, R. (2008, August). *The role of variability in voice and foreign accent in the development of early word representations*.
2. Rashad, F. (2011, May). *Television and the Early Word-Learner*.
3. Han, A. (2016, Dec). *How Training Set and Prior Knowledge Affect Preschoolers'*

Perception of Quantity and Early Number Learning.

**Masters**

1. Schmale, R. (2006, December). 26-month-old's use of word order to learn new adjectives.
2. Pope, S. (2008, May). Infant detection of audiovisual synchrony in continuous speech.
3. Rashad, F. (2008, May). Infant word learning in noise.
4. Han, A. (2012, November). Importance of Interaction for Multimedia Learning.
5. Vance, A (2013, November). The Origins of Reading: Using the iPad to Study 2- to 4-Year-Old's Learning of Sound/Print/Object Relations

**Graduate Student Committees** (w/major advisor): Alex Da Fonte (L. Lloyd); Denise Finneran (L. Leonard); Stephanie Furrer (B. Younger); Johanna Hassink (L. Leonard); Jongmin Jung (D. Ertmer); Windi Krok (L. Leonard); Priya Shimpi (J. E. Huttenlocher, University of Chicago); Marco Vasconcelos (P. Urcuioli).

**Professional Memberships and Service**

**Courtesy Appointments:** *Purdue University Department of Speech Language and Hearing Sciences; Florida International University Infant Development Research Center.*

**Editorial Boards:** *Child Development, Infancy, Monographs of the Society for Research in Child Development, Oxford University Press Developmental Psychology Advisory Panel.*

**Panelist:** *National Science Foundation; NIH Scientific Review.*

**Reviewer:** *Cognition, Cognitive Development, Developmental Psychology; Developmental Science; Infancy; Journal of Child Language; Journal of Experimental Child Psychology; Journal of Speech, Language, and Hearing Research; Language Learning & Development; National Science Foundation External Grant Review; Oxford University Press; Perception & Psychophysics; Psychological Science; Psychonomic Bulletin & Review; Science; Society for Research in Child Development Program Review; Sixth International Conference on Epigenetic Robotics Program Review; 11<sup>th</sup> IASCL conference Program Review & Thrasher Research Fund External Grant Review.*

**Member:** *American Psychological Association, Association for Psychological Science, Cognitive Development Society, International Society on Infant Studies, Society for Language Development, Society for Research in Child Development.*

**Purdue Affiliations:** *Purdue Autism Network; PHASE (Purdue Hearing/Acoustics Science and Engineering); Discovery and Learning Center; IMPACT Faculty Fellow; Teach for Tomorrow Senior Faculty Mentor.*

**University & College of Health and Human Sciences Service:** *Co-Chair for the Learning portion of the HHS Strategic Plan 2012; Co-chair for the Learning Committee of the University's Foundations of Excellence Review, 2012; Faculty Advisory Team for Foundations of Excellence Implementation, 2012-2014; University Core Curriculum*

Committee 2012-present; HHS Undergraduate Curriculum Council, 2010-present; Canvas Pilot Steering Committee, 2014-present.

**Purdue Departmental Service:** Undergraduate Committee, 2002-2003; Colloquium Scheduling Committee, 2003; Human Subjects Review Committee, 2003-2004, Developmental Area Coordinator, 2008-2009; Bradley Lab Committee, 2010-2012; Website Committee, 2005, 2008-2014; Graduate Committee, 2009-2015; Director of Undergraduate Studies, 2010-2014. Chair of the Teaching Excellence Committee, 2016-present.

### Technical Consulting and Programs

**SuperCoder:** A program for coding infant eye movements.

**The Split-screen Preferential Looking Paradigm:** A system for the computerized construction and presentation of preferential looking stimuli.

**Consulting for:** Rebecca Brand, Sonja Choi, Susan Goldin-Meadow, Rebecca Gomez, Derek Houston, Nina Hyams, Jeffery Lidz, Rochelle Newman, Annette Karmiloff-Smith, Janet Werker, Juergen Weissenborn.

2002 - 2003. Consultant, *National Science Foundation* (BCS 0091493), Title: A crosslinguistic study of spatial categorization from the preverbal stage to adulthood, PI: Soonja Choi.

2003-2007. Consultant, *National Institute of Health* (1R03HD43831-01), Title: Relation between language-specific semantics and cognition, PI: Soonja Choi.

### Teaching Experience

**Undergraduate Courses:** Elementary Psychology, 2012-present, Infant Research Methods, 2002-2007; Child Psychology, 2002-present; Issues in Child Psychology, 2004-present; Language Development, 2001; Language Acquisition, 1999; Introductory Psychology, 1997-1998. Supervisor, Research Focused Honors, 2005-present (6 students, 5 MPA presentations). Lead Supervisor, Research Focused Honors, 2013-2014.

**Graduate Courses:** Language Development, 2002, Development in Infancy, 2006. Workshop on Infant and Toddler Language, 2006, 2008, & 2010 (Infants and Toddler Specialists of Indiana).

### Teaching Effectiveness

**Qualitative Comments:** “Best teacher here at Purdue.” “Instructor was very energetic, made class fun!” “...an amazing teacher. His use of examples videos and songs made class entertaining and interesting.” “Students want to go to his class.”

To gauge teaching effectiveness, the Department of Psychological Sciences Teaching Excellence Committee compiled teaching evaluations for each of Dr. Hollich’s courses taught at Purdue that were large enough to preserve anonymity. Each semester, students were asked to provide ratings on a core set of items (University Core items) as well as additional items. Core items ask students to rate statements about the course and instructor on a scale of 1 (very poor) to 5 (excellent). Ratings are presented below

Course Number	PSY 12000						PSY 235			PSY 235Y (Online)						PSY 336		
Semester and Year	S16	F16	F17	F18	S19	Su20	F16	F17	F18	F15	Su16	F16	Su17	F17	Su20	S15	S16	S18
#Responded	336	351	374	361	427	111	73	112	S117	11	25	38	49	29	38	21	37	41
#Enrolled	393	464	439	443	336	101	92	83	136	29	40	45	36	21	45	43	40	44
Instructor core**	4.4	4.8	4.9	4.9	4.9	4.9	4.8	4.9	5.0	4.7	4.9	4.5	4.8	4.7	4.8	4.8	4.4	4.7
Course**	4.0	4.6	4.7	4.6	4.7	4.6	4.4	4.7	4.8	4.2	4.7	4.1	4.7	4.3	4.5	4.8	4.3	4.3

\* “Overall, I would rate this course as...” \*\* “Overall, I would rate this instructor as...”

### Course Evaluations 2020-2021

Course Number	PSY 12000					PSY 235					PSY 336		PSY 240
Semester and Year	Su20	F20	Su21	SS21	F21	F20	S21	Su21	F21	S22	S21	S22	F21
#Responded	101	348	53	102	384	98	224	29	210	207	60	70	203
#Enrolled	111	418	68	111	461	113	248	43	243	237	81	90	228
Response Rate	91%	83%	78%	92%	82%	87%	90%	67%	86%	87%	74%	78%	89%
Instructor clearly explains material.	4.77	4.82	4.77	4.78	4.72	4.82	4.83	4.70	4.71	4.71	4.62	4.39	4.53
Instructor is open to my questions.	4.69	4.79	4.69	4.71	4.73	4.81	4.77	4.54	4.73	4.72	4.67	4.57	4.62
Instructor seems to care that I learn.	4.60	4.75	4.60	4.64	4.72	4.80	4.77	4.57	4.77	4.74	4.60	4.63	4.64
Instructor willingly makes time to help.	4.58	4.69	4.58	4.49	4.61	4.73	4.76	4.54	4.68	4.66	4.67	4.61	4.62
Instructor is fair and consistent in evaluation.	4.58	4.71	4.58	4.64	4.70	4.77	4.58	4.61	4.61	4.21	4.60	4.49	4.47
Instructor created a welcoming and inclusive classroom.	4.72	4.82	4.72	4.76	4.73	4.84	4.83	4.71	4.76	4.68	4.75	4.69	4.64

H = Honors, Y/X = Online Versions. PSY120 is introductory psychology. PSY 235 is child psychology. PSY 292/336 are advanced courses in child development.