

**BIOGRAPHICAL SKETCH**

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

|   |                                  |                                       |                             |
|---|----------------------------------|---------------------------------------|-----------------------------|
| NAME<br>Troseth, Georgene L.  |                                  | POSITION TITLE<br>Assistant Professor |                             |
| eRA COMMONS USER NAME<br>GEORGENE.TROSETH   |                                  |                                       |                             |
| EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i> |                                  |                                       |                             |
| INSTITUTION AND LOCATION  | DEGREE<br><i>(if applicable)</i> | YEAR(s)                               | FIELD OF STUDY              |
| University of Wyoming, Laramie  | BS                               | 1994                                  | Psychology                  |
| University of Illinois, Champaign   | MA                               | 1997                                  | Developmental<br>Psychology |
| University of Illinois, Champaign   | PhD                              | 2000                                  | Developmental<br>Psychology |

**A. Positions and Honors**

**Positions and Employment**

- 1992 – 1994 Peer Academic Advisor, University of Wyoming
- 1992 – 1994 Undergraduate Research Assistant, University of Wyoming
- 1993 McNair Scholars Program Research Intern, University of Wyoming
- 1994 – 2000 Research Assistant, Department of Psychology, University of Illinois (with Dr. Judy DeLoache)
- 1995 Supervisor of undergraduate research intern, Summer Research Opportunities Program, University of Illinois
- 1998 – 1999 Supervisor of undergraduate research assistants, University of Illinois
- 2000 – 2007 Assistant Professor, Department of Psychology and Human Development, Vanderbilt University
- 2007 – pres Associate Professor, Department of Psychology and Human Development, Vanderbilt University

**Honors and Awards**

- 1994 Jacob K. Javits Graduate Fellowship Program, Alternate
- 1994 – 1995 University Graduate Fellowship, University of Illinois
- 1995 National Science Foundation Graduate Fellowships Program, Honorable Mention
- 1998 List of Teachers Ranked Excellent by Their Students, University of Illinois
- 2001 Affirmative Action & Diversity Certificate of Recognition, Vanderbilt University
- 2001 Ad Hoc Grant Reviewer, Social Sciences Research Council of Canada
- 2001 Distinguished Alumni Award for Academic Achievement, Northwest College
- 2001 – pres Investigator, John F. Kennedy Center for Research on Human Development, Vanderbilt University
- 2002 Review panel member, Society for Research in Child Development
- 2003 – 2004 Honorary Vuceptor Faculty Mentor, Vanderbilt University
- 2003 – 2004 Ad Hoc Grant Reviewer, National Science Foundation
- 2003 – pres Consulting Editor, *Child Development*
- 2004 Benefactor of the Commons Award, Peabody College, Vanderbilt University
- 2004 – 2006 Peabody Faculty Incentive Award Recipient, External Grant Funding, Vanderbilt University
- 2005 – pres Investigator, Learning Sciences Institute, Vanderbilt University
- 2005, 2006 Lecturer, American Psychological Association Summer Science Institute, Vanderbilt University
- 2006 Young Scholar’s Initiative, Meetings of the International Society for the Study of Behavioral Development, Melbourne, Australia

### **Professional Memberships**

Cognitive Development Society  
Society for Research in Child Development  
International Society on Infant Studies  
American Psychological Association

### **B. Selected Peer-Reviewed Publications**

- DeLoache, J. S., Pierroutsakos, S. L., & Troseth, G. L. (1996). The three R's of pictorial competence. In R. Vasta (Ed.), *Annals of child development* (vol. 12, pp. 1-48). London: Jessica Kingsley.
- Troseth, G. L., & DeLoache, J. S. (1998). The medium can obscure the message: Young children's understanding of video. *Child Development, 69*, 950-965.
- Uttal, D. H., Marzolf, D. P., Pierroutsakos, S. L., Smith, C. M., Troseth, G. L., & DeLoache, J. S. (1998). Seeing through symbols? The development of children's understanding of symbolic relations. In B. Spodek & O. Saracho (Eds.), *Play in early childhood education* (pp. 59-79). Albany: SUNY Press.
- Levy, G. D., Sodovsky, A., & Troseth, G. L. (2000). Aspects of young children's perceptions of gender-typed occupations. *Sex Roles, 42*, 993-1006.
- Pierroutsakos, S. L., & Troseth, G. L. (2003). Video Verite: Infants' manual investigation of objects on video. *Infant Behavior and Development, 177*, 1-17.
- Troseth, G. L. (2003). Getting a clear picture: Young children's understanding of a televised image. *Developmental Science, 6*(3), 247-253.
- Troseth, G. L. (2003). TV Guide: 2-year-olds learn to use video as a source of information. *Developmental Psychology, 39*(1), 140-150.
- Troseth, G. L., Pierroutsakos, S. L., & DeLoache, J. S. (2004). From the innocent to the intelligent eye: The early development of pictorial competence (pp. 1-35). In R. Kail (Ed.), *Advances in Child Development and Behavior*, Vol. 32. New York: Academic Press.
- Saylor, M., & Troseth, G. L. (2006). Children's use of social cues to disambiguate the referent of a novel word. *Cognitive Development, 21*, 214-231.
- Troseth, G. L., Saylor, M. M., & Archer, A. H. (2006). Young children's use of video as a source of socially relevant information. *Child Development, 77*(3), 786-799.
- Bartsch, K., Campbell, M., & Troseth, G. (2007). Why else does Jenny run? Young children's extended psychological explanations. *Journal of Cognition and Development, 8*(1), 33-61.
- Troseth, G. L. (2007). Learning from video: Young children's understanding and use of a symbolic medium. In E. Teubal, J. Dockrell, & L. Tolchinsky (Eds.) *Notational knowledge: Developmental and historical perspectives* (pp. 170-202). Rotterdam, The Netherlands: Sense Academic Publishers.
- Troseth, G. L., Bloom, M. E. & DeLoache, J. S. (2007). Young children's use of scale models: Testing an alternative to representational insight. *Developmental Science, 10*(6), 763-769.
- Troseth, G. L., Casey, A. M., & Lawver, K. A., Walker, J. M. T., & Cole, D. A. (2007). Naturalistic experience and the early use of symbolic artifacts. *Journal Cognition and Development, 8*(3), 1-23.
- Verdine, B. N., Troseth, G. L., Hodapp, R. H., & Dykens, E. M. (in press). Jigsaw puzzles, visual-spatial skills, and adherence to strategies in Prader-Willi Syndrome. *American Journal on Mental Retardation*.

### **C. Research Support**

#### **Ongoing Research Support**

None

#### **Completed Research Support**

Troseth (PI)

05/01/06 – 04/30/07

Small Grant – Peabody College/Vanderbilt University

*Infants' Learning from Video and from Direct Experience*

This research provides needed information about whether infants learn as well and as efficiently from video as they do from viewing real-world events.

Troseth (PI)

11/01/06 – 10/30/07

Small Grant – Peabody College/Vanderbilt University

*Development of Jigsaw Puzzle Building Strategies and Skills: Visual Processing in Prader-Willi Syndrome and Typical Development*

The project aims are to examine relations between advanced puzzle assembly abilities in Prader-Willi syndrome and areas of visual processing (local/global processing and visual short-term memory) in conjunction with ERP measures of brain functioning.

1R03 HD04475-01 (Troseth)

07/01/03 – 06/30/06

NIH/NICHD

*Effects of Prior Experience on Children's Use of Symbols*

The purpose of this project is to examine the effect of prior experience on young children's understanding and use of pictorial symbols (video and pictures).

Role: PI

Vanderbilt Discovery (Hodapp/Dykens)

2004 – 2007

*Visual-spatial processing in children with Prader-Willi and Williams syndromes: Etiology-related cognitive strengths and weaknesses.*

This project is aimed at examining the etiology-related cognitive strengths and weaknesses in visual-spatial processing found in two genetic syndromes of mental retardation--Prader-Willi syndrome and Williams syndrome. Many individuals with PWS are highly skilled at assembling jigsaw puzzles (a task that would appear to rely on visual-spatial skills), whereas individuals with Williams syndrome are particularly deficient in visual-spatial processing. This project will add to the relatively scarce research on visual-spatial cognition in Prader Willi syndrome.

Role: Co-PI