

Meredith L. Rowe

Saul Zaentz Professor of Early Learning and Development
Harvard University, Graduate School of Education
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EDUCATION

- 2003 Doctor of Education (Ed.D.), Human Development and Psychology
Harvard University Graduate School of Education, Cambridge, MA
- 1999 Master of Education (Ed.M.), Human Development and Psychology
Harvard University Graduate School of Education, Cambridge, MA
- 1995 Master of Science (M.S.), Human Development
University of Rochester, Rochester, NY
- 1993 Bachelor of Arts (B.A.), Psychology
University of Rochester, Rochester, NY

PROFESSIONAL POSITIONS & AFFILIATIONS

- 2018-present *Saul Zaentz Professor of Early Learning and Development*
Harvard University, Graduate School of Education, Cambridge MA
-Co Chair, Human Development and Education EdM Program (2021-present)
-Co-Chair, Human Development and Psychology EdM Program (2018-2021)
- 2017-present *Faculty Affiliate*, Harvard Center for Population and Development Studies, Cambridge MA
- 2015-present *Faculty Affiliate*, Center on the Developing Child. Harvard University, Cambridge MA
- 2015-present *Associate Editor*, *Developmental Science*
- 2017-2021 *Visiting Professor II* (part-time), Faculty of Education, University of Oslo, Oslo Norway
- 2014-2018 *Associate Professor*, Harvard University, Graduate School of Education, Cambridge MA
- 2009-2014 *Assistant Professor*, Department of Human Development and Quantitative Methodology
University of Maryland, College Park MD
- 2008-2009 *Postdoctoral Scholar*, Department of Sociology, University of Chicago, Chicago IL
with Stephen Raudenbush, Ed.D.
- 2003-2008 *Postdoctoral Fellow*, Department of Psychology, University of Chicago, Chicago IL
with Susan Goldin-Meadow, Ph.D.
- 1999-2004 *Research Associate*, Maternal Schooling Project, Harvard University, Cambridge MA
with Robert LeVine, Ph.D.
- 1997-2001 *Research Assistant*, Early Head Start Project, Harvard University, Cambridge MA
to Barbara Alexander Pan, Ph.D. and Catherine Snow, Ph.D.
- 1996-1997 *Research and Development Assistant*, Education Development Center, Newton MA
- 1995-1997 *Research Assistant*, Harvard Infant Study, Harvard University, Cambridge MA
to Jerome Kagan, Ph.D.
- 1995-1997 *Preschool Teacher* (part-time, floating), Harvard Yard Child Care Center, Cambridge MA
- 1994-1995 *Teacher Assistant*, School age program, Mary Cariola Children's Center, Rochester, NY

PUBLICATIONS (*denotes student or postdoc author)

Peer-reviewed publications

- *Yang, Q.T., Star, J., Harris, P.L. & **Rowe, M.L.** (2023). Chinese parents' support of preschoolers' mathematical development. *Journal of Experimental Child Psychology*.
- *Garfinkel, S, **Rowe, M.L.**, Bosaki, S. & Banasik, N. (2023) "Mom said it in quotation marks!" Irony comprehension and metapragmatic awareness in eight-year-olds. *Journal of Child Language*. DOI: <https://doi.org/10.1017/S0305000923000399>
- Carolus, A.E., McLaughlin, K.A., Lengua, L.J., **Rowe, M.L.**, Sheridan, M.A., Zalewski, M., Moran, L., & Romeo, R.R. (2023). Conversation disruptions in early childhood predict executive functioning development: A longitudinal study. *Developmental Science*. <https://doi.org/10.1111/desc.13414>
- *Turco, R. G., **Rowe, M.L.** & Blatt, J. (2023). Exploring parent profiles in parent-child interactions with E-books. *First Language*. <https://doi.org/10.1177/01427237231160242>
- *O'Donnell Weber, E., McIntyre, J. C., & **Rowe, M. L.** (2023). American high school students' knowledge and beliefs about parenting and early childhood development. *Children, 10, 25*.
- *Salo, V.C., Debnath, R., **Rowe, M.L.**, Fox, N.A. (2023). Gesture experience facilitates infant vocabulary growth through enhancement of sensorimotor brain activity. *Developmental Psychology*, 59(4), 676–690.
- *Røe-Indregård, H., Brinchmann, E. I., Rydland, V., **Rowe, M. L.**, Hagtvet, B. E., & Zambrana, I. M. (2022). Teacher-child interactions during toy play and book sharing. *Early Education and Development*, 1-16.
- Rowe, M. L.**, *Kirby, A.L., *Dahbi, M., & Luk, G. (2022). Promoting language and literacy skills through music in early childhood classrooms. *The Reading Teacher*, 2022, Nov. 3
- Leech, K. A., Wheat, D., **Rowe, M.L.**, Blatt, J., & Dede, C. (2022). "Literacy is everywhere!": Using digital technology to broaden how parents view the home literacy environment. *Applied Developmental Science*, 1-14.
- Andersen, S. C., Nielsen, H. S & **Rowe, M. L.** (2022). Development of writing skills within a home-based, shared reading intervention: Re-analyses of evidence from a Randomized Controlled Trial, *Learning and Individual Differences*, 99, 102211.
- *Dicataldo, R., **Rowe, M.L.** & Roch, M. (2022). "Let's read together": A parent-focused intervention on dialogic book reading to improve early language and literacy skills in preschool children. *Children*, 9.
- *Wei, R., *Kirby, A., Naigles, L., & **Rowe, M.L.** (2022). Parents' talk about conceptual categories with infants: Stability, variability and implications for expressive language development. *Journal of Child Language*.
- Zuckerman, B. Edson, K., Mesite, L., Hatcher, C., & **Rowe, M.L.** (2022) Small Moments, Big Impact: Pilot evaluation of a relational health App for primary care. *Academic Pediatrics*.
- *Roe-Indregard, H., **Rowe, M.L.**, Rydland, V. & Zambrana, I. (2022). Features of communication in Norwegian parent-child play interactions. *First Language*, 42 (3)
- *Kirby, A.L, *Dahbi, M., *Surrain, S., **Rowe, M.L.**, Luk, G. (2022) Music uses in preschool classrooms in the U.S.: A multiple-methods study. *Early Childhood Education Journal*, 1-15.
- Leech, K. A., *Herbert, K., *Yang, Q. T., & **Rowe, M. L.** (2021). Exploring opportunities for math learning within parent-infant interactions. *Infant and Child Development*, e2271. <https://doi.org/10.1002/icd.2271>
- *McCatharn, J., *Herbert, K., *Wei, R. & **Rowe, M. L.** (2021). Avenues for increasing parenting knowledge: Interviewing parents about preferred information sources. *Journal of Child and Family Studies*, 1-14

- Rowe, M.L.**, *Guzman Turco, R. & Blatt, J. (2021). Can interactive apps promote parent-child conversations and child language development in low-income families? *Journal of Applied Developmental Psychology*, 76, 101326.
- *Choi, A.B. & **Rowe, M.L.** (2021). A parent gesture intervention as a means to increase declarative pointing and child language comprehension. *Infancy*, 26(5) 735-744.
- *Romeo, R.R., Leonard, J.A., Grotzinger, H.M., Robinson, S.T., Takada, M., Mackey, A.P., Scherer, E., **Rowe, M.L.**, West, M.R., & Gabrieli, J.D.E. (2021). Neuroplasticity associated with conversational turn-taking following a family-based intervention. *Developmental Cognitive Neuroscience* 100967.
- *Romeo, R.R., *Choi, B., Gabard-Durnam, L.J., Wilkinson, C.L., Levin, A. R., **Rowe, M.L.**, Tager-Flusberg, H. & Nelson, C.A. (2021). Parental language input predicts neurooscillatory patterns associated with language development in toddlers at risk of Autism. *Journal of Autism and Developmental Disorders*, 1-15.
- *Choi, A., Wei, R. & **Rowe, M.L.** (2021). Show, give and point gestures across infancy differentially predict language development. *Developmental Psychology*, 57(6), 851.
- *Choi, B., Castlebaum, L., McKechnie, R., **Rowe, M.L.**, Nelson, C. A. & Tager-Flusberg, H. (2021). Parents' declarative use of deictic gestures predict vocabulary development in infants at high and low risk for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 1-9.
- Ronfard, S., *Wei, R. & **Rowe, M.L.** (2021). Examining the linguistic, cognitive, and social skills underlying lexical processing efficiency as measured by the Looking-while-Listening paradigm. *Journal of Child Language* 1-24.
- *Choi, B., Shah, P., **Rowe, M.L.**, Nelson, C. A. & Tager-Flusberg, H. (2021). A longitudinal study of parent gestures, infant responsiveness, and vocabulary development in infants at risk for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 1-13.
- *Wei, R., Leech, K.A. & **Rowe, M.L.** (2020). Decontextualized language use during Chinese and American caregiver-child Interactions. *Journal of Applied Developmental Psychology*, 71 10214.
- Rowe, M.L.** & Weisleder, A. (2020). Language development in context. *Annual Review of Developmental Psychology*, 2, 201-223.
- *Shin, S.Y., Leech, K. & **Rowe, M.L.** (2020). Examining relations between parent-child narrative talk and children's episodic foresight and theory of mind. *Cognitive Development*, 55 100910.
- Leech, K.A., & **Rowe, M.L.** (2020). An intervention to increase conversational turns between parents and young children. *Journal of Child Language*, 48(2) 399-412.
- *Macintosh, B. & **Rowe, M.L.** (2020) Baseline inequalities: Social skills at preschool entry moderate math development. *Journal of Research in Childhood Education*, 35(1) 1-21.
- *Choi, B. Nelson, C.A., **Rowe, M.L.** & Tager-Flusberg, H. (2020). Reciprocal influences between parent input and child language skills in dyads involving high- and low-risk infants for autism spectrum disorder. *Autism Research*, 13(7), 1168-1183.
- Rowe, M.L.** & Snow, C.E. (2020). Analyzing input quality along three dimensions: Interactive, linguistic, and conceptual. *Journal of Child Language*, 47(1), 5-21.
- Walker, D., Sepulveda, S., Hoff, E., **Rowe, M.L.**, et al. (2020). Language Intervention Research in Early Childhood Care and Education: A Systematic Survey of the Literature. *Early Childhood Research Quarterly*, 50, 68-85.
- *Choi, B., Shah, P., **Rowe, M.L.**, Nelson, C.A. & Tager-Flusberg, H. (2020) Gesture development, caregiver responsiveness, and language and diagnostic outcomes in infants at high and low risk for autism. *Journal of Autism and Developmental Disorders*, 50(7), 2556-2572.

- *Salo, V., Reeb-Sutherland, Frenkel, B., Bowman, L. & **Rowe, M.L.** (2019). Does intention matter? Relations between parent pointing, infant pointing, and developing language ability. *Journal of Cognition and Development*, 20(5), 635-655.
- *Muhinyi, A. & **Rowe, M.L.** (2019) Shared reading with preverbal infants and later language development. *Journal of Applied Developmental Psychology*, 64, 101053.
- *Wei, R., Ronfard, S., Leyva, D. & **Rowe, M.L.** (2019) Teaching a novel word: Parenting styles and toddlers' word learning. *Journal of Experimental Child Psychology*, 187, 104639
- *Leech, K., Leimgruber, K., Warneken, F. & **Rowe, M.L.** (2019). Conversation about the future-self improves preschoolers' prospection abilities. *Journal of Experimental Child Psychology*, v181 110-120
- Golinkoff, R., Hoff, E., **Rowe, M.L.**, Tamis-LeMonda, C. & Hirsh-Pasek, K. (2019). Language Matters: Denying the Existence of the 30-Million-Word Gap has Serious Consequences. *Child Development*, 90(3) 985-992.
- Rowe, M.L.** & *Leech, K.A (2019). A parent intervention with a growth mindset approach improves children's early gesture and vocabulary development. *Developmental Science*, 22(4)
- Andersen, S. C., Christensen, M. V., Nielsen, H. S., Thomsen, M. K., Østerbye, T., & **Rowe, M.L.** (2018). How Reading and Writing Support Each Other Across a School Year in Primary School Children. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2018.09.005>
- *Romeo, R.R., Segaran, J., Leonard, J.A., Robinson, S.T., West, M.R., Mackey, A.P., Yendiki, A., **Rowe, M.L.** & Gabrieli, J.D.E. (2018). Language Exposure Relates to Structural Neural Connectivity in Childhood. *Journal of Neuroscience*, 0484-18.
- Uccelli, P., Demir, E., **Rowe, M.L.**, Levine, S. & Goldin-Meadow, S. (2018). Children's early decontextualized talk predicts academic language proficiency in mid-adolescence. *Child Development*, 90(5) 1650-1663.
- *Salo, V.C., **Rowe, M.L.** & Reeb-Sutherland, B. (2018). Exploring infant gesture and joint attention as related constructs and as predictors of later language. *Infancy* 23(3), 432-452
- Rowe, M.L.**, *Salo, V., & Rubin, K.H. (2018). Towards creativity: Do theatrical experiences improve preschoolers' pretend play and cooperation? *American Journal of Play*, 10(2), 193-207.
- *Romeo, R.R., Leonard, J.A., Robinson, S.T., West, M.R., Mackey, A.P., **Rowe, M.L.** & Gabrieli, J.D.E. (2018). Beyond the "30 Million Word Gap:" Children's conversational exposure is associated with language-related brain function. *Psychological Science* 29(5), 700-710.
- Rowe, M.L.** (2018). Understanding socioeconomic differences in parents' speech to children. *Child Development Perspectives*, 12(2), 122-127.
- *Schwab, J.F., **Rowe, M.L.**, Cabrera, N.J. & Lew-Williams, C. (2018). Fathers' repetition of words is coupled with children's vocabularies. *Journal of Experimental Child Psychology*, 166, 437-450.
- *Leech, K.A., *Wei, R., Harring, J. & **Rowe, M.L.** (2018). A brief parent-focused intervention to improve preschoolers' conversational skills and school readiness. *Developmental Psychology*, 54, 15-28.
- Harris, P.L., *Bartz, D.T & **Rowe, M.L.** (2017). Young children communicate their ignorance and ask questions. *Proceedings of the National Academy of Sciences*, 114, 7884-7891.
- *Leech, K.A., **Rowe, M.L.**, & Huang, Y.T. (2017). Variations in the recruitment of syntactic knowledge contribute to SES differences in children's syntactic development. *Journal of Child Language*, 44(4), 995-1009.
- Mueller, C. **Rowe, M.L.** & Zuckerman, B. (2017). Mindset matters for parents and adolescents. *JAMA Pediatrics*, 171(5), 415-416.

- *Chernyak, N., *Leech, K.A., & **Rowe, M.L.** (2017). Training preschoolers' prospective abilities through conversation about the extended self. *Developmental Psychology*, *53*, 652-661.
- Rowe, M.L.**, *Leech, K.A. & Cabrera, N. (2017). Going beyond input quantity: *Wh*-questions matter for toddlers' language and cognitive development. *Cognitive Science*, *41*, 162-179.
- Huang, Y.T., *Leech, K.A., & **Rowe, M.L.** (2017). Exploring socioeconomic differences in syntactic development through the lens of real time processing. *Cognition*, *159*, 61-75.
- *Salo, V.S., **Rowe, M.L.**, *Leech, K.A., & Cabrera, N.J. (2016) Low-income fathers' speech to toddlers during book reading versus toy play. *Journal of Child Language*, *43*, 1385-1399.
- Rowe, M.L.** & Zuckerman, B. (2016). Word Gap Redux: Developmental Sequence and Quality. *JAMA Pediatrics* *170*(9), 827-828.
- Redcay, E., *Velnoskey, K., & **Rowe, M.L.** (2016). Perceived communicative intent in gesture and language modulates the superior temporal sulcus. *Human Brain Mapping*. *37*(10), 3444-3461
- Newman, R., **Rowe, M.L.**, & Ratner, N.B., (2016). Input and uptake at 7 months predicts toddler vocabulary: The role of child-directed-speech and infant processing skills in language development. *Journal of Child Language*. *43*, 1158-1173. **Note: Selected by journal as "Top article in 2016"**
- Rowe, M.L.**, *Denmark, N., Jones Harden, B. & Stapleton L. (2016). The role of parent education and parenting knowledge in children's language and literacy skills among White, Black, and Latino American families. *Infant and Child Development*, *25*, 198-220.
- *Meunks, K., Miele, D., Ramani, G.B., Stapleton, L. & **Rowe, M.L.** (2015). Parent beliefs about the fixedness of ability. *Journal of Applied Developmental Psychology*, *41*, 78-89.
- *Torrington Eaton, C., Newman, R., Ratner, N.B. & **Rowe, M.L.** (2015). Non-word repetition in two-year-olds: replication of an adapted paradigm and a useful methodological extension. *Clinical Linguistics & Phonetics*, *29*, 523-535.
- Ramani, G.B., **Rowe, M.L.**, *Eason, S.E., & *Leech, K.A. (2015). Parents' talk about number during informal learning activities in Head Start families. *Cognitive Development*, *35*, 15-33.
- Demir, E., **Rowe, M.L.**, Heller, G., Goldin-Meadow, S., & Levine, S. (2015). Vocabulary, syntax, and narrative development in typically developing children and children with early unilateral brain injury: Early parental talk about the *there-and-then* matters. *Developmental Psychology*, *51*, 161-175.
- *Leech, K.A., & **Rowe, M.L.** (2014). A comparison of preschool children's discussions with parents during picture book and chapter book reading. *First Language*, *34*, 205-226.
- *Malin, J., Cabrera, N.J., & **Rowe, M.L.** (2014). Low-income minority mothers' and fathers' reading and children's interest: Longitudinal contributions to children's receptive vocabulary skills. *Early Childhood Research Quarterly*, *29*, 425-432.
- Murphy, K., **Rowe, M.L.**, Ramani, G. & Silverman, R.D. (2014). Promoting critical-analytic thinking in children or adolescents at home or in school. *Educational Psychology Review*. 561-578.
- *Malin, J., *Karberg, E., Cabrera, N., *Aldoney, D., & **Rowe, M.L.** (2014) Low-income Fathers' control strategies with their toddlers and children's pre-kindergarten regulatory skills. *Infant Mental Health Journal*. *35*, 462-472.
- Rowe, M.L.**, Silverman, R. D., & Mullan, B. (2013). The role of pictures and gestures as nonverbal aids in preschoolers' word learning in a novel language. *Contemporary Educational Psychology*, *38*, 109-117.

- *Malin, J., *Karberg, E., Cabrera, N. J., **Rowe, M.L.**, Christaforo, T., & Tamis-LeMonda, C. (2013). Father-toddler communication in low-income families: The role of paternal education and depressive symptoms. *Family Science, 3*, 155-163.
- Rowe, M.L.** (2012). A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. *Child Development, 83*, 1762-1774.
- Rowe, M.L.**, Raudenbush, S., & Goldin-Meadow, S. (2012). The pace of vocabulary growth helps predict later vocabulary skill. *Child Development, 83*, 508-525.
- Rowe, M.L.**, & *Casillas, A. (2011). Parental goals and talk with toddlers. *Infant and Child Development, 20*, 475-494.
- Levine, S.C., Suriyakham, L.W., **Rowe, M.L.**, Huttenlocher, J. & Gunderson, L. (2010). What counts in the development of young children's number knowledge? *Developmental Psychology, 46*, 1309-1319.
- Rowe, M.L.**, & Goldin-Meadow, S. (2009). Differences in early gesture explain SES disparities in child vocabulary size at school entry. *Science, 323*, 951-953.
- Rowe, M. L.**, Levine, S. C., Fisher, J., & Goldin-Meadow, S. (2009). Does linguistic input play the same role in language learning for children with and without early brain injury? *Developmental Psychology, 45*, 90-102
- Rowe, M.L.**, & Goldin-Meadow, S. (2009). Early gesture *selectively* predicts later language learning. *Developmental Science, 12*, 182-187.
- LeVine, R.A., & **Rowe, M.L.** (2009) Maternal literacy and child health in less-developed countries: Evidence, processes and limitations. *Journal of Developmental and Behavioral Pediatrics, 30*(4), 340-349.
- Rowe, M. L.**, Özçaliskan, S., & Goldin-Meadow, S. (2008). Learning words by hand: Gesture's role in predicting vocabulary development. *First Language, 28*, 182-199.
- Rowe, M. L.** (2008). Child-directed speech: Relation to socioeconomic status, knowledge of child development, and child vocabulary skill. *Journal of Child Language, 35*, 185-205.
- Rowe, M.L.**, Pan, B.A., & Ayoub, C. (2005). Predictors of variation in maternal talk to children: A longitudinal study of low-income families. *Parenting: Science and Practice, 5*(3) 285-310.
- Pan, B.A., **Rowe, M.L.**, Singer, J.D., & Snow, C.E. (2005). Maternal correlates of growth in toddler vocabulary production in low-income families. *Child Development, 76*, 763-782.
- Rowe, M.L.**, Thapa, B.K., LeVine, R.A., LeVine, S.E., & Tuladhar, S. (2005). How does schooling influence maternal health practices? Evidence from Nepal. *Comparative Education Review, 49*, 512-533.
- Schnell-Anzola, B., **Rowe, M.L.**, & LeVine, R. A. (2005). Literacy as a pathway between schooling and health-related communication skills: A study of Venezuelan mothers. *International Journal of Educational Development, 25*, 19-37.
- Rowe, M.L.**, Coker, D., & Pan, B.A. (2004). A comparison of fathers' and mothers' talk to toddlers in low-income families. *Social Development, 13*, 278-291.
- Pan, B.A., **Rowe, M.L.**, Spier, E., & Tamis-LeMonda, C. (2004). Measuring productive vocabulary of toddlers in low-income families: Concurrent and predictive validity of three sources of data. *Journal of Child Language, 31*, 587-608.
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- Rowe, M.L.** (2000). Pointing and talk by low-income mothers and their 14-month-old children. *First Language, 20*, 305-330.

Books authored or edited

V. Grover, P. Uccelli, **M.L. Rowe** & E. Lieven (Eds). (2019) *Learning through language: Towards an educationally informed theory of language learning*. UK: Cambridge University Press.

LeVine, R.A., LeVine, S.E., Schnell-Anzola, B., **Rowe, M.L.**, & Dexter, E. (2012). *Literacy and mothering: How women's schooling changes the lives of the world's children*. NY: Oxford University Press.

*Winner of 2013 Eleanor Macoby book award in *Developmental Psychology* from APA

Books for parents/young children

Rowe, M.L & Forsberg, M. (2021). *An interesting word for every day of the year*. Magic Cat Publishing Ltd, Surrey: UK.

Rowe, M.L & Forsberg, M. (2022). *365 First Words*. Magic Cat Publishing Ltd, Surrey: UK.

Hogenboom, M., Kyle, S., **Rowe, M.** & Shuey, E. (2021). *Talk with me*. Learning Sciences Exchange.

Book Chapters, Invited Journal Articles, Conference Proceedings, Encyclopedia Entries, Book Reviews

Rowe, M.L. (2022). Environmental influences on early language and literacy development: Social policy and educational implications. *Advances in Child Development and Behavior*, v63.

Rowe, M.L., *Wei, R. & Salo, V. (2021) Early gesture predicts later language development. In A. Morgenstern & S. Goldin-Meadow (Eds.) *Gesture in Language*. De Gruyter Mouton.

Zambrana, I., Hermansen, T. & **Rowe, M.L.** (2020) A longitudinal investigation of mothers' use of questions and children's learning and language development. In L. Butler, K. Corriveau & S. Ronfard (Eds), *The Questioning Child*. Cambridge University Press.

Rowe, M.L. (2019). Learning more than language through language during early childhood. In Grover, V., Uccelli, P., Rowe, M.L. & Lieven, E. (Eds). *Learning through language: Towards an educationally informed theory of language learning*. Cambridge University Press.

Rowe, M.L. & *Leech, K.A. (2018). Individual differences in early word learning. In N. Mani & G. Westermann (Eds.), *Early Word Learning*. Current Issues in Developmental Psychology. Psychology Press, pp 96-109.

Dudley, R., **Rowe, M.L.**, Hacquard, V., & Lidz, J. (2017). Discovering the factivity of "know". *Proceedings of Semantics and Linguistic Theory (SALT) 27*. eLanguage.

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Uccelli, P., & **Rowe, M.L.** (2016). Semantic Development. In J. Berko-Gleason & N. B. Ratner (Eds). *The Development of Language, 9th edition*. Pearson.

Rowe, M.L., Ramani, G. & Pomerantz, E. (2016). Parental involvement and children's motivation and achievement: A domain specific perspective. In K. Wentzel & D. Miele (Eds.) *Handbook on Motivation at School*. New York, NY: Routledge

*Dudley, R., **Rowe, M.L.**, Hacquard, V. & Lidz, J. (2016). Using corpus methods can begin to address how children acquire presupposition triggers. *Pre-Proceedings of Trends in Experimental Pragmatics*.

Rowe, M.L. (2015). Input versus intake: A commentary on Ambridge, Kidd, Rowland and Theakson's "the ubiquity of frequency effects in first language acquisition". *Journal of Child Language*, 42, 301-305.

- Rowe, M.L.** & *Salo, V. (2014). Child directed speech: Effects of variation in quality. In P. Brooks & V. Kempe (Eds.) *Encyclopedia of Language Development*. SAGE reference. Thousand Oaks, CA.
- Rowe, M.L.** (2013). Decontextualized language input and preschoolers' vocabulary development. *Seminars in Speech and Language*, 34, 260-266.
- *Leech, K.A., *Salo, V., **Rowe, M.L.** & Cabrera, N. (2013). Father input and child language development: The importance of wh-questions and clarification requests. *Seminars in Speech and Language*, 34, 249-259.
- Rowe, M.L.**, Suskind, D., & Hoff, E. (October 2013). *Early language gaps: Sources and solutions*. A White Paper prepared for the White House meetings on Bridging the Thirty-Million-Word Gap. Washington, D.C.
- Rowe, M.L.**, & *Leech, K. A. (2013). Language development. In H. Pashler (Ed.) *Encyclopedia of the Mind*. SAGE reference, Thousand Oaks CA.
- Rowe, M.L.** (2011). Recording, transcribing, and coding interaction. In, Hoff, E. (Ed.) *Research Methods in Child Language: A Practical Guide* (pp. 193-207). NY: Wiley-Blackwell.
- Rowe, M.L.**, Özçaliskan, S., & Goldin-Meadow, S. (2006). The added value of gesture in predicting vocabulary growth. In D. Bamman, T. Magnitskaia & C. Zaller (Eds.), *Proceedings of the 30th Annual Boston University Conference on Language Development* (pp. 501-512). Somerville, MA: Cascadilla Press.
- Rowe, M.L.** (2001) Review of the book *Gesture, speech and sign* by L. S. Messing & R. Campbell. *Applied Psycholinguistics*, 22, 643-647.

GRANTS AND FUNDED PROJECTS

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|---|---------------|
| <i>Collaborative Research: Promoting Math Skills through Playful Communication in the Home Environment</i>
National Science Foundation
G. Ramani (U of Maryland) & M. Rowe (Co-PI); total HGSE costs \$216,000 | 5/2023-4/2026 |
| <i>Understanding the Scalability of Parenting Strategies Designed to Promote Key Virtues</i>
John Templeton Foundation
Rick Weissbourd & M. Rowe (Co-PI); total costs \$234,000 | 6/2021-5/2023 |
| <i>The Development, Implementation, and Evaluation of an Early Language Development Parenting Program for Social Assistance Community Centers in Brazil</i>
Lemann Brazil Research Fund
M. Rowe & F. Cunha (Co-PIs); total costs \$140,000 | 5/2020-4/2024 |
| <i>The efficacy of teaching parenting at the secondary level</i>
Caplan Foundation for Early Childhood
M. Rowe (PI); total costs \$51,052 | 8/2021-7/2022 |
| Caplan Foundation for Early Childhood
M. Rowe (PI); total costs \$51,795 | 4/2019-3/2021 |
| United Way of Northern New Jersey/Early Education Research Foundation
M. Rowe (PI); total costs \$49,500 | 2017-9/2018 |
| <i>Relationship between music, language, and motor skills in early childhood.</i>
Collaborative Research Agenda: Attentional control and the developing brain: Underlying mechanisms | 7/2017-7/2021 |

and transformative Interventions
 Bezos Family Foundation
 T. Hensch (PI); **M. Rowe** (HGSE PI); HGSE Subcontract total costs \$217,800

Understanding the impact of strategies that support parents in developing key ethical and Performance virtues in children 9/2018-7/2020
 John Templeton Foundation
 Rick Weissbourd & **M. Rowe** (Co-PI); total costs \$234,800

Small Moments, Big Impact: Supporting maternal empathy by adding media to child health services 11/2018-5/2020
 John Templeton Foundation
 Jillian Orr (WGBH) & Barry Zuckerman (BU/BMC) (PIs); **M. Rowe** (Consultant); total costs \$234,000

Parent-child interaction and child language development in low-income families in Brazil 5/2018-4/2020
 Lemann Brazil Research Fund
M. Rowe (PI); Guilherme Polanczky (Co-PI); total costs \$59,799

Understanding the cognitive underpinnings and developmental consequences of prospection during early childhood 2016-2017
 Mind/Brain/Behavior Interfaculty Initiative Faculty Award, Harvard University
M. Rowe & Felix Warneken (Co-PIs); total costs \$49,800

A gesture training for low-income parents to improve child vocabulary development 5/2014-9/2017
 National Institutes of Health (NICHD; R21 HD078771)
M. Rowe (PI); total costs \$418,000

Parental attitudes, child language and cognitive development 2016
 Harvard GSE Dean's Venture Fund
 G. Luk, **M. Rowe** & P. Harris (Co-PIs); total costs \$19,984

Children's information-seeking: Its development and impacts on learning 2016
 Research Council of Norway (254974).
M. Rowe: Consultant (Imac M. Zambrana, PI); total costs: 6,000,000 NOK

Asking about children's questions 2015-2016
 Radcliffe Institute Exploratory Seminar
 P. Harris & **M. Rowe** (Co-Conveners); total costs \$18,000

Do theatrical experiences improve preschoolers' play and creativity? 6/2014-5/2016
 National Endowment for the Arts Foundation
M. Rowe & K. Rubin (Co-PIs); total costs \$15,000

Low-income fathers' linguistic influence on their children's language development 6/2011-5/2014
 National Institutes of Health (NICHD; R03 HD066017)
 N. Cabrera (PI); **M. Rowe** (Co-I); total costs \$150,000

Investigating shared neural systems for gesture and language comprehension 5/2012-5/2013
 University of Maryland, NSF ADVANCE SEED Grant.
 E. Redcay (PI); **M. Rowe** (Co-PI); total costs \$20,000

Exploring socioeconomic differences in children’s syntactic development through real-time processing. 5/2012-5/2013
 University of Maryland, NSF ADVANCE SEED Grant.
 Y.T. Huang (PI); **M. Rowe (Co-PI)**; total costs \$20,000

The role of family background and parental knowledge in child language development 2011
 University of Maryland, College of Education SPARC SEED Grant
M. Rowe (PI); B. Jones Harden (Mentor); total costs \$13,306

The role of parent and family factors in child language development 8/2009-1/2013
 National Institutes of Health (NICHD; R00 HD055522)
M. Rowe (PI); total costs \$633,304

The role of parent and family factors in child language development 4/2008-7/2009
 National Institutes of Health (NICHD; K99 HD055522)
M. Rowe (PI); S. Raudenbush (Mentor); total costs \$133,243

Accounting for variations in parental speech and gesture 9/2003-9/2006
 National Institutes of Health (NICHD; F32 HD045099)
M. Rowe (PI); S. Goldin-Meadow (Mentor); total costs \$130,972

FELLOWSHIPS AND AWARDS

Learning Sciences Exchange Fellow; \$5,000 2018-2020
 One of 12 fellows in cross-sector program designed to bring together journalists, entertainment producers, policy influencers, and researchers on the science of early learning. Funded by the *Jacobs Foundation*

AERA/OERI (IES) Dissertation Grant; \$15,000 2001-2002
A longitudinal investigation of factors related to maternal communicative input and child vocabulary growth in low-income American families. Committee: Catherine Snow (advisor), Barbara Alexander Pan, Judith Singer.

Advanced Doctoral Student Grant; \$10,000 2001
 Harvard Graduate School of Education

Spencer Foundation Research Apprenticeship Grants (\$5,000 each) 1999, 2000
 Harvard Graduate School of Education

Roy E. Larsen Fellow, Harvard University Graduate School of Education 1997

EDITORSHIPS, EDITORIAL BOARDS, REVIEWING ACTIVITIES

Associate Editor

Developmental Science (2015-present)

Editorial Boards

Infancy (2013-2017)

Contemporary Educational Psychology (2012-2017)

Guest Editorships

Seminars in Speech and Language – Special issue on ‘Child Language Input and Interaction: Key Concepts for the Speech-Language Pathologist’ Published Nov. 2013

Journal reviewer

Applied Psycholinguistics, American Journal of Speech-Language Pathology, British Journal of Sociology, Child Development, Cognition, Contemporary Educational Psychology, Current Directions in Psychological Science, Developmental Psychology, Developmental Science, Discourse Processes, Early Childhood Research Quarterly, Early Education and Development, First Language, Infancy, Infant and Child Development, Infant Behavior and Development, Journal of Applied Developmental Psychology, Journal of Child Language, Journal of Experimental Child Psychology, Journal of Marriage and Family, Journal of Research on Educational Effectiveness, Language Acquisition: A Journal of Developmental Linguistics, Language Learning and Development, Mind, Brain and Education, Merrill Palmer Quarterly, Parenting: Science and Practice, Pediatrics, Science, Social Development, SRCD Monographs, Wiley Interdisciplinary Reviews: Cognitive Science.

ADVISORY BOARDS/NETWORKS

National Council Member, Warner School of Education, University of Rochester 2021-present: Advise the Dean on future directions.

Center on the Developing Child, Faculty Advisory Group 2020 – present: Advise the center on future directions.

Overcoming Obstacles – Advisory board member 2020-present.

Databrary, Member Play Project Launch Group 2016 – present: The Play and Learning Across a Year (PLAY) project is a cross-domain study of development designed to obtain a large-scale video corpus of children.

Mindsprout, Summer advisor 2016: Student project to develop app that provides parents with feedback on the types of interactions that would help their children develop.

The Boston Basics, Content Advisor 2015 – present: Campaign initiative to help parents understand evidence-based parenting principles important for children birth to age three.

Bridging the Word Gap Network Member 2014 – present: Research network to reduce the number of children who enter school with delays in language and literacy

Imagination Stage, Bethesda MD, Advisory board 2012-2014: Children’s theater/arts education organization.

SELECTED PRESS AND MEDIA COVERAGE

12/30/2021 – Researchers find parents talk more about math with baby boys than girls. WBUR.

<https://www.wbur.org/news/2021/12/30/researchers-find-parents-talk-more-about-math-with-baby-boys-than-girls>

4/30/2021- Running out of things to talk with your toddler about: These apps can help

<https://www.bostonglobe.com/2021/04/30/lifestyle/tired-talking-your-toddler-all-day-long-these-apps-can-help/>

8/26/2020- Talk with me! A Learning Sciences Exchange Fellows’ project

<https://www.newamerica.org/education-policy/videos/talk-me-learning-sciences-exchange-fellows-project/>

4/15/2020- Talking with, not just to, children helps them learn

<https://bold.expert/talking-with-not-just-to-children-helps-them-learn/>

10/22/2019- Learning apps for parents that help kids

<https://news.harvard.edu/gazette/story/2019/10/educational-programs-promote-and-guide-interactions-that-foster-childrens-literacy-development/>

5/21/2018 – “Talking with children matters: Defending the 30-million word gap”, Brookings

<https://www.brookings.edu/blog/education-plus-development/2018/05/21/defending-the-30-million-word-gap-disadvantaged-children-dont-hear-enough-child-directed-words/>

2/14/2018 – “The brain-changing power of conversation”, Usable Knowledge; Harvard Gazette

<https://www.gse.harvard.edu/news/uk/18/02/brain-changing-power-conversation>

7/6/2016 – “The power of babble”, Harvard Gazette

<http://news.harvard.edu/gazette/story/2016/07/the-power-of-babble/>

- 9/21/2015 – “The benefit of word repetition to infants”, Science Daily
<http://www.sciencedaily.com/releases/2015/09/150921103539.htm>
- 4/10/2013 – “The power of talking to your baby”, New York Times
<http://opinionator.blogs.nytimes.com/2013/04/10/the-power-of-talking-to-your-baby/>
- 3/14/2009 – “Point and learn”, Science News
http://www.sciencenews.org/view/access/id/40836/description/POINT_AND_LEARN
- 2/12/2009 – “Baby gestures linked to vocabulary development” ABC News, Reuters
<http://abcnews.go.com/Health/Healthday/story?id=6867440&page=1#.UXVuoll3g5g>
<http://www.reuters.com/article/2009/02/12/us-language-gestures-idUSTRE51B6GS20090212>
- 2/13/2009 – Science Podcast interview
<http://www.sciencemag.org/content/323/5916/951/suppl/DC2>

PRESENTATIONS (* denotes student author)

Selected Invited talks

- Rowe, M.L. (August, 2023). *How, when and why early gesture relates to language development*. Keynote presentation at Lancaster Conference on Infant and Early Child Development. Lancaster, UK.
- Rowe, M.L. (June, 2023). *Innovating through high-quality, language-rich learning environments*. Early Childhood Innovation Summit, HeadStarter Network, Newton, MA.
- Rowe, M.L. (Nov, 2020). *How parent-child conversations promote young children's language and cognitive development*. Center on the Ecology of Early Development, Boston University, Boston, MA.
- Rowe, M.L. (Oct, 2019). The importance of conversations for preschool children’s language development and learning. Invited talk in Plenary Symposium: *Relating to others: Implications for cognitive development* organized by M. Koenig at the biennial meeting of the Cognitive Development Society, Louisville, KY.
- Rowe, M.L. (June, 2019). *Preschooler’s decontextualized language experience and their later language development*. LuCid Conference, University of Manchester, Manchester UK.
- Rowe, M.L. (May 2019). *Shared Reading with Preverbal Infants and Later Language Development*. The University of Oslo, Department of Special Needs Education. Oslo, Norway.
- Rowe, M.L. *Socioeconomic disparities in early language development: Predictors, consequences, and considerations for intervention*
- 2020, March: Brown University, Developmental Brown Bag, Providence RI
- 2020, March: Boston University, Developmental Science Colloquium Series, Boston MA
- 2019, March: Harvard University Center for Population and Development Studies, Cambridge MA
- 2018, Sept: University of Maryland, Human Development Seminar, College Park, MD.
- 2018, Apr: Maria Cecilia Souto Vidigal Foundation, Sao Paulo, Brazil
- 2017, Dec: ESRC International Centre for Language and Communicative Development, Manchester UK.
- 2017, Dec: Temple Institute for Learning and Education Sciences (TILES) Seminar, Philadelphia, PA.
- 2017, May: Annual meeting of the Association for Psychological Science, Boston, MA.
- 2017, May: Workshop on Education Lecture Series, University of Chicago, Chicago, IL.
- 2016, Oct: Joint Degree Program in Social Policy at Princeton University. Princeton, NJ.
- Rowe, M.L. (December, 2016). *Socioeconomic status, caregiver input, and child language learning*. Invited talk in a symposium on *How children learn from others*. The Norwegian Center for Child Behavioral Development. Oslo, Norway.

- Rowe, M.L., (2016, November). *Laying the groundwork for vocabulary growth*. Invited talk presented at the annual meeting of the American Speech-Language Hearing Association (ASHA), Philadelphia, PA
- Rowe, M.L. (2016, July). Variability in Early Language Development: Predictors, Consequences, and Considerations for Intervention. Invited paper presented in: *Effective promotion of language and communicative development in infants and toddlers and their families*. The Administration for Children and Families' (ACF) National Research Conference on Early Childhood. Washington, DC.
- Rowe, M.L. *How specific qualities of caregiver input shape child language development*.
 2016, March: Language and Cognition, Department of Psychology, Harvard University, Cambridge MA.
 2015, June: Annual Meeting of the Society for Research on Child Language Disorders. Madison, WI.
 2015, April: Department of Applied Developmental Psychology, Boston College. Boston, MA.
 2015, March: Developmental Science Colloquium Series, Boston University Department of Psychological and Brain Sciences. Boston, MA.
- Rowe, M.L. (2015, May). *Caregiver input and children's language development*. Keynote speaker, Reach out and Read Annual Conference. Somerville, MA.
- Rowe, M.L. (2015, May). *Promoting early language and cognitive development through high-quality communicative interactions*. Keynote speaker, Parent-Child Home Program Conference. Uniondale, NY.
- Rowe, M.L. (2015, March) Invited panelist for *Poverty-Related Disparities in Children's Early Language Experiences and Language Development: Prevention, Intervention and Policy* Preconference event at the Biennial Meeting for the Society for Research in Child Development. Philadelphia, PA.
- Rowe, M.L. (2013, November). *Current research on individual & psychosocial determinants of early language acquisition: Honoring Betty Hart*. Invited plenary talk presented at the annual meeting of the American Speech-Language Hearing Association (ASHA), Chicago, IL.
- Rowe, M.L. (2013, August). *The importance of the early home environment in children's literacy and numeracy skills*. Invited keynote address presented at the opening conference for the TrygFonden Center for Child Research, Aarhus, Denmark.
- Rowe, M. L. (2011, January). *Learning words by hand: Gesture's relation to language learning*. University of Maryland, IGERT/Linguistics Winter Storm presentation, College Park, MD.
- Rowe, M. L., (2009, November). *Parental talk to children: The importance of quality versus quantity in predicting child vocabulary skill*. University of Chicago, Committee on Education Workshop, Chicago, IL.
- Rowe, M. L. (2008, December). *Academic language in the early home environment: Predictors and outcomes*. University of Chicago, Committee on Education Workshop. Chicago, IL.
- Rowe, M. L. (2006, March). *A cross-linguistic study of low-income families: Mother-child communication in the US and Venezuela*. University of Chicago, Department of Comparative Human Development. Chicago, IL.
- Selected Refereed Conference Presentations**
- Rowe, M.L., (2019, March). Symposium Discussant for Leyva D. (Chair) *Variations in parent-child book sharing practices at home and their relations to child outcomes*. Biennial meeting for the Society for Research in Child Development. Baltimore, MD.
- *Muhinyi, A., & Rowe, M. (2019, March). *Parent-infant book reading and later language development*. Paper presented in F. Prieto & D. Aldoney (Chairs), *Child's Language Ability: The Role of Type, Quantity, and Quality Of Parents' Language Input*. The Biennial meeting for the Society for Research in Child Development (SRCD). Baltimore, MD.

- *Wei, R., Ronfard, S., Leyva, D., & Rowe, M. (2019, March). *Teaching A Novel Word: Parenting Styles and Toddlers' Word Learning*. Paper presented at the 2019 Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Rowe, M.L. & Leech, K. (2018, Nov). Pointing to Success: A home based intervention for parents of infants. Paper presented in R. Romeo (Chair) *Addressing the Putative Word Gap: Approaches to Early Language Interventions*, at the 43rd Annual Boston University Conference on Language Development Boston, MA.
- Rowe, M.L., *Leech, K., *Salo, V. & *Herbert, K. (2017, July). A parent gesture intervention to reduce early SES gaps in child vocabulary. Paper presented in F. Alam (Chair) *SES differences in early linguistic experiences and outcomes*, at the 14th International Congress for the Study of Child Language. Lyon, France.
- Uccelli, P., Demir, E., Rowe, M.L., Levine, S. & Goldin-Meadow, S (2017, July). Children's decontextualized talk predicts academic language skills in mid-adolescence. Paper presented in A. Meneses (Chair) *The language of schooling: Evidences for new relations with literacy and language development*, at the 14th International Congress for the Study of Child Language. Lyon, France.
- Rowe, M.L. (2017, July). Symposium Discussant for Levickis, P. (Chair) *Contributions of parent-child interactions to child language outcomes in diverse samples*. the 14th International Congress for the Study of Child Language. Lyon, France.
- Rowe, M.L. (2017, April). Symposium Discussant for D. Levine (Chair) Language science meets the real world: Assessments to further research and practice. Biennial meeting for the Society for Research in Child Development, Austin, TX.
- *Leech, K.A., *Wei, R., Harring, J. & Rowe, M.L. (2017, April). Ready for kindergarten: A training program designed to encourage parent-child conversation during the preschool years. Paper presented in D. Leyva & G. Melzi (Chairs) *Turning everyday family practices into effective language and literacy interventions for preschool and kindergarten children*. Biennial meeting for the Society for Research in Child Development, Austin, TX.
- Rowe, M.L. (2017, Feb). Closing language and reading achievement gaps by leveraging community partners. Talk presented in S. Levine (Chair) *Leveraging informal learning environments to close Socioeconomic Status Related Achievement Gaps*. The annual meeting of the American Association for the Advancement of Science (AAAS). Boston, MA.
- *Romeo, R. R., Leonard, J.A., Robinson, S.T., Rowe, M.L., Mackey, A.P., & Gabrieli, J.D.E (2016, Nov). Children's language exposure predicts their neural activation during language processing. Paper to be presented at the annual meeting of the Society for Neuroscience, San Diego, CA.
- *Chernyak, N., *Leech, K.A., & Rowe, M.L. (2016, Aug). Training prospective abilities through conversation about the extended self. Paper presented at the annual meeting of the Cognitive Science Society. Philadelphia, PA.
- *Salo, V.C., Rowe, M.L., Thorpe, S. & Fox, N.A. (2016, May). Examining mu rhythm in relation to infant communicative development. Paper presented in N. Fox (Chair) *Neural correlates of action from infancy to early childhood*. The International Conference on Infant Studies, New Orleans, LA.
- Rowe, M.L., *Salo, V.C. & Rubin, K.H. (2015). Do theatrical experiences improve preschoolers' play and creativity? Paper presented in M. Menzer & A. Winsler (Chairs) *Associations between music and drama/pretense participation and early childhood social development*. The biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- *Leech, K.A., Rowe, M.L., *Salo, V.C. & Cabrera, N. (2015). The unique role of fathers' wh-questions in toddlers' vocabulary development. Paper presented in D. Matthews (Chair) *Determining the features of*

- child directed speech that best promote early language learning.* The biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- *Leech, K. & Rowe, M.L. (2014, July). A Comparison of Preschool Children's Discussions with Parents During Picture and Chapter Book Reading. Paper presented in M. L. Rowe (Chair) *Fostering preschool children's academic language.* The thirteenth triennial meeting of the International Association of the Study of Child Language, Amsterdam, Netherlands.
- Demir, E., Rowe, M.L., Heller, G., Levine, S. & Goldin-Meadow, S. (2014, July). Vocabulary, syntax, and narrative development in typically developing children and children with early unilateral brain injury: Early parental talk about the *there-and-then* matters. Paper presented in M. Rowe (Chair) *Fostering preschool children's academic language.* The thirteenth triennial meeting of the International Association of the Study of Child Language, Amsterdam, Netherlands.
- Rowe, M.L. (2014, July). *Fostering preschool children's academic language.* Symposium at the thirteenth triennial meeting of the International Association of the Study of Child Language, Amsterdam, Netherlands.
- *Leech, L. & Rowe, M. L. (2014, April) The Relation between Parents' Abstract Questions, Children's Responses, and Narrative Ability. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA
- *Malin, J., Cabrera, N., & Rowe, M.L. (2014, April). Associations between quality of low-income mother-child and father-child bookreading interactions and children's receptive vocabulary skills: Mediation through children's interest in reading. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA
- Rowe, M.L. (2013, April). Symposium discussant for E. LeBarton (Chair) *Gesture in Atypical Development.* The biennial meeting for the Society for Research in Child Development, Seattle, WA.
- Ramani, G., Rowe, M.L., *Eason, S., & *Leech, K. (2013, April). *Parental talk about math during informal learning activities in Head Start families.* Paper presented in G. Ramani (Chair) The role of input and interaction in early numeracy development. The biennial meeting for the Society for Research in Child Development, Seattle, WA.
- Rowe, M.L. (2011, November). *Socio-economic status, caregiver input, and child language development.* Paper presented in K. Noble (Chair), Socioeconomic disparities in child neurocognitive development. The International Society for Developmental Psychobiology, Washington DC.
- Rowe, M L., Silverman, R. & Mullan, B. (2011, July). *The role of iconic gestures and pictures in word learning for monolingual and dual-language preschoolers.* Paper presented in E. Baker & N. Munro (Chairs), Gestural support for learning in verbal contexts. The twelfth triennial meeting for the International Association of the Study of Child Language, Montreal Quebec.
- Rowe, M. L. (2011, March). *Socio-economic status, caregiver input and child gesture.* Paper presented in A. Fernald & A. Weisleder (Chairs), Nurturing Language Learning. The Biennial meeting for the Society for Research in Child Development, Montreal Quebec.
- Rowe, M. L., & Goldin-Meadow, S. (2008, July). *Gesture selectively predicts language learning.* Paper presented in S. Ozcaliskan & J. Iverson (Chairs) The contribution of gesture to language learning at different linguistic milestones. The eleventh triennial meeting of the International Congress for the Study of Child Language, Edinburgh, United Kingdom.
- Rowe, M.L., Özcaliskan, S., & Goldin-Meadow, S. (2005, Nov). *The added value of gesture in predicting vocabulary growth.* Paper presented at the Boston University Conference on Language Development: Boston, MA.

Schnell-Anzola, B., Rowe, M.L., Pan, B.A., & LeVine, R.A. (2005, July). *A cross-linguistic study of low-income families: Mother-child communication in the U.S. and Venezuela*. Paper presented at the tenth triennial meeting of the International Congress for the Study of Child Language: Berlin, Germany.

Rowe, M.L., Pan, B.A., & Snow, C.E. (2002, July). *Look who's talking: Maternal correlates of toddlers' vocabulary growth in low-income families*. Paper presented at the ninth triennial meeting of the International Congress for the Study of Child Language: Madison WI.

Pan, B.A. & Rowe, M.L. (1999, July). *Sources of variation in the amount mothers talk and gesture in interaction with their 14-month-old children*. Paper presented as part of a symposium at the eighth triennial meeting of the International Congress for the Study of Child Language, San Sebastian, Basque Country, Spain.

TEACHING

Harvard University, Graduate School of Education

- From Language to Literacy (Fall 2015- 2023)
- Child Rearing, Language and Culture (Spring 2015; Spring 2016; Spring 2018)
- Parenting and Child Development Across Cultures (Spring 2021, 2022, 2023, 2024)
- Advanced Seminar in Human Development Research (Yearlong 2014-2015; 2017-2018; 2020-2021, 2023-2024)

University of Maryland: Department of Human Development and Quantitative Methodology

Undergraduate

- Reading in the Early Childhood Classroom Part I (2013)
- Reading in the Early Childhood Classroom Part 2 (2013)
- Language Development and Reading Acquisition (2010)

Graduate

- Language and Literacy Development (2010-2013)
- Input and Outcomes in Language Acquisition (2012; co-taught with J. Lidz)

University of Chicago: Department of Psychology

- Introduction to Language Development (Undergraduate; 2007)

Teaching Assistant/Fellow: Harvard University Graduate School of Education

- Child Rearing, Family and Culture. *Robert LeVine* (2003)
- Intermediate Statistics. *Suzanne Graham* (2000)
- Applied Data Analyses. *Suzanne Graham* (1999)
- The Development of Communication: The Early Years. *Catherine Snow* (1999)
- The Development of Communication: Preschool and Beyond. *Barbara Pan* (1998)
- Empirical Methods: Statistics for Research. *Terrence Tivnan* (1998)

STUDENT ADVISING

Doctoral dissertation committees, Harvard University

- Samuel Ronfard (Advisor: Harris), 2016
- Deborah Bartz (Advisor: Harris), 2017
- Bonnie Macintosh (Advisor: Snow), 2017
- Lynneth Solis (Advisor: Grotzier), 2018
- Rachel Romeo (Advisor: Gabrieli/MGH-MIT), 2018
- Nell O'Donnell Weber (Advisor: Rowe), 2019
- Laura Mesite (Advisor: Rowe/Luk), 2020
- Timmothy Matthews (Advisor: Snow), 2020
- Liao Cheng (Advisor: Harris), 2020

- Sarah Surrain (Advisor: Rowe/Luk), 2021
- Ran Wei (Advisor: Rowe), 2021
- So Yeon Shin (Advisor: Rowe), 2021
- Rosa Guzman Turco (Advisor: Lesaux) 2022
- Frances Abernethy (Advisor: Lesaux) 2022
- Mariam Dahbi (Advisor: Snow) 2022
- Joseph Coffey (Advisor: Snedeker) 2023
- Qianru (Tiffany) Yang (Advisor: Rowe) 2024
- Anna Kirby (Advisor: Rowe) 2024

Doctoral dissertation committees, University of Maryland

- Megan Clark Kelly (Advisor: Killen), 2011
- Sarah Gerson (Advisor: Woodward), 2011
- Nicole Denmark (Advisor: Jones Harden), 2012
- Ross Vanderwert (Advisor: Fox), 2012
- Melissa Menzer (Advisor: Rubin), 2012
- Ting Zhang (Advisor: Torney-Purta), 2013
- Kelly Lynn Mulvey (Advisor: Killen), 2013
- Aline Hitti (Advisor: Killen), 2013
- Candise Lin (Advisor: Wang), 2013
- Alice Jackson (Advisor: Bolger), 2014
- Emily Grossnickle (Advisor: Alexander), 2014
- Lesley Sand (Advisor: Bolger), 2015
- Sarah Eason (Advisor: Ramani), 2015
- Kathryn Leech (Advisor: Rowe/Ramani), 2016
- Rachel Dudley (Advisor: Hacquard/Lidz), 2017
- Doireann Hobbs Renzi (Advisor: Bolger), 2018
- Virginia Salo (Advisor: Fox), 2018
- Raychel Barkin (Advisor: Ramani) 2022
- Yu (Tina) Chen (Advisor: Cabrera) 2023

Other outside dissertation committees/outside reader

- Laura Conway, University of Melbourne, 2018
- Katharine Short, University of New South Wales, 2021
- Rachel Ashworth, University of Manchester, 2021
- Amanda Haber, Boston University, 2023
- Hanne Roe-Indregard, University of Oslo, 2023
- Mary Brushe, University of Adelaide, 2023
- Mirela Conica, Trinity College Dublin, 2023
- Yawen Yu, UCLA, 2023

OTHER SERVICE

Memberships in professional organizations

Society for Research in Child Development (SRCD)

International Association for the Study of Child Language (IASCL):

Member of the Executive Committee 2021-2027

Cognitive Development Society (CDS)

Abstract and grant reviewing activities

Conference abstracts:

- International Association for the Study of Child Language: 2020
- Society for Research in Child Development (SRCD): 2007, 2009, 2011, 2012, 2013, 2015 panel co-chair, 2017, 2019)
- Society for Research on Educational Effectiveness (SREE): 2017
- International Congress of Infant Studies (ICIS): 2018
- Cognitive Development Society (CDS): Panel chair 2019

Ad-hoc Grant Reviewing:

- NSF: Ad hoc reviewer 2022, 2023
- Branco Weiss Fellowship: 2020
- National Institutes of Health (NIH, NIDCD): 2011
- National Science Foundation (NSF): 2011, 2012, 2013, 2019, 2020
- Social Science Research Council (SSRC): 2014
- Successful Pathways from School to Work Initiative: 2014
- Spencer Foundation – Lyle Spencer Research Awards Program: 2015
- Estonian Research Council: 2016
- NORFACE Research in Europe, Dynamics of Inequality Across the Life-Course (DIAL): 2017

Harvard University, Service

- Outside Activities Committee Member, 2022-2023
- Search Committee Member, Developmental Cognitive Science, Harvard Psychology Dept (2021-2022)
- Provost's Faculty Child Care Committee, 2017

Harvard University Graduate School of Education, Service

- Faculty Appointments Committee Co-Chair (2021-present)
- Deans Cabinet (2022-present)
- Co-Director, EdM Program in Human Development and Education (2021-present)
- Co-Director, EdM Program in Human Development and Psychology (2018-2021)
- Harvard University Workload Policy Committee member (2022-2023)
- Search Committee member, Counseling/Mental health (2022-2023)
- Silvana and Christopher Pascucci Professorship in Learning Differences Search Committee (2019-2020)
- EdM Steering Committee (2018-2021)
- Human Development and Psychology Master's Program Admissions Committee Co-Chair (2018-2021)
- Faculty Appointments Committee Member (2018-2021)
- Advising of Masters students in Human Development and Psychology Program (2018-2021)
- Jean Chall Advisory Board (2015-present)
- Ph.D. Steering Committee (2017-2018, 2018-2019)
- Fulbright Selection Committee (2017-2018, 2018-2019, 2020-2021)
- Committee on Degrees (2014-2015; 2015-2016; Fall 2016; 2017-2018)
- Neuroscience and Education/Science of Learning Search Committee (2015-2016; 2016-2017)
- Advising of Masters students in Language and Literacy Program (2014-2018)
- Language and Literacy Master's Program Admissions Committee (2014-2015; 2015-2016)
- Neuroscience and Education Exploratory Committee (2014-2015)

University of Maryland, Departmental Service

- Chair, Faculty Search Committee for two tenure-track positions (2013-2014; recruited Dr. Lucas Butler and Dr. Richard Prather).
- Member, Faculty Search Committee for two tenure-track positions (2010-2011)

- PhD Admissions Committee (2010-2011; 2011-2012; 2012-2013)
- Co-chair of the Colloquia series of the Center for Children, Relationships, and Culture (with Natasha Cabrera) (Fall 2010, Fall 2013)
- Department Liaison to IRB (Spring 2010)

University of Maryland, University Service

- Co-Chair, Language Science Center/IGERT Outreach Committee (2013-2014)
- Flagship Fellowship Committee, The Graduate School (2013, 2014)
- Faculty Representative to University Senate (2010-2013)