

Annelise Pesch, PhD | Curriculum Vitae

Annelise.pesch@temple.edu

Professional Appointments

Postdoctoral Research Fellow Department of Psychology and Neuroscience, Temple University	2020-present
Faculty Associate University College, Arizona State University	2020-2021

Education

Ph.D. Developmental Psychology Institute of Child Development, University of Minnesota Advisor: Dr. Melissa Koenig Dissertation: <i>Trust matters: Measuring preschoolers' epistemic and interpersonal trust in teachers</i>	2020
B.S. Psychology Arizona State University, Tempe, AZ Honors Thesis: <i>Lack of construct validity in traditional false belief tasks</i>	2014
B.A. Philosophy Arizona State University, Tempe, AZ	2014

Fellowships, Honors, and Awards

Departmental Small Grant, University of Minnesota	2020
Diversity Travel Award, Cognitive Development Society	2019
Doctoral Dissertation Fellowship, University of Minnesota	2019
Diversity Travel Award, Society for Philosophy and Psychology	2018
Student Travel Award, Society for Philosophy and Psychology	2018
Honorable Mention, National Science Foundation - Graduate Research Fellowship Program	2017
Departmental Small Grant, University of Minnesota	2016
Diversity of Views and Experiences Graduate Student Fellowship, University of Minnesota	2015
Community of Scholars Program Summer Institute Fellowship, University of Minnesota	2015

Publications

- [15] Fletcher, K. K., Wright, C., **Pesch, A.**, Abdurokhmonova, G., & Hirsh-Pasek, K. (in press). Playful Learning as a robust, adaptable, culturally relevant pedagogy to foster children's 21st Century skills. *Journal of Children and Media*.
- [14] Fisch, S. M., Hirsh-Pasek, K., Abdurokhmonova, G., Davis, L., Fisch, N., Fish, S. R. D., Fletcher, K. K., **Pesch, A.**, Tomforde, J., Volpe, C., & Wright, C. A. (in press). Developing methods for remote observation of hands-on problem solving among preschool children: Challenges and solutions. *Journal of Children and Media*.
- [13] Fisch, S. M., Fletcher, K. K., Abdurokhmonova, G., Fisch, N., Fisch, S. R. D., Jurist, M., Krestin, R., **Pesch, A.**, Seguí, I., Shulman, J., Silton, N., Tomforde, J., Volpe, C., Wright, C. A., & Hirsh-Pasek, K. (in press). "I wonder, what if, let's try": Impact of Sesame Street's Playful Learning curriculum on children's problem solving. *Journal of Children and Media*.
- [12] **Pesch, A.**, Todaro, R. D., Piper, D., Evans, N., Pasek, J., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). A bird's eye view of phubbing: How adult observations of phubbing impact judgments, epistemic trust, and interpersonal trust. *Mobile Media and Communication*.
- [11] Bermudez, V. N., Salazar, J., Garcia, L., Ochoa, K. D., **Pesch, A.**, Roldan, W., Soto-Lara, W., Gomez, W., Rodriguez, R., Hirsh-Pasek, K., Ahn, J., & Bustamante, A. S. (2023). Designing culturally situated playful environments for early STEM learning with a Latine community. *Early Childhood Research Quarterly*, 1-12.
- [10] Fabricius, W. V., Gonzales, C. R., **Pesch, A.**, & Weimer, A. A. (2023). Perceptual Access Reasoning: What are the alternatives? *Cognitive Development*, 66, 101306.
- [9] **Pesch, A.**, Ochoa, K. D., Fletcher, K., Bermudez, V. N., Todaro, R., Salazar, J., Gibbs, H. M., Ahn, J., Bustamante, A. S., & Hirsh-Pasek, K. (2022). Reinventing the public square and early educational settings through culturally informed, community co-design: Playful Learning Landscapes. *Frontiers in Psychology - Educational Psychology*, 13, 7322.
- [8] **Pesch, A.**, Ridge, K. E., Suárez, S., McMyler, B., & Koenig, M. A. (2022). Evaluations of epistemic and practical reasons for belief in a predominately White, US sample of preschoolers. *Journal of Experimental Child Psychology*, 223, 105499.
- [7] **Pesch, A.**, & Koenig, M. A. (2021). Trust Matters: Measuring and identifying a role for epistemic and interpersonal trust in preschoolers' learning from teachers. *Early Education and Development*, 1-26.

- [6] Fabricius, W. V., Gonzales, C.R., **Pesch, A.**, Carroll, K., Weimer, A. A., Pugliese, J., Bolnick, R. R., Kupfer, A., Eisenberg, N., & Spinrad, T. (2021). Perceptual Access Reasoning (PAR) in Developing a Representational Theory of Mind. *Monographs of the Society for Research in Child Development*, 86(3), 7-154.
- [5] **Pesch, A.**, Semenov, A. D., & Carlson, S. M. (2020). The path to fully representational Theory of Mind: Conceptual, Executive, and Pragmatic Challenges. *Frontiers in Psychology - Cognitive Science*, 11, 3020.
- [4] Li, P. H., **Pesch, A.**, & Koenig, M. A. (2020). The sense of obligation in children's testimonial learning. *Behavioral and Brain Sciences*, 43.
- [3] **Pesch, A.**, & Koenig, M. A. (2018). Varieties of trust in preschoolers' learning and practical decisions. *PLOS One*, 13(8).
- [2] **Pesch, A.**, Suárez, S., & Koenig, M. A. (2017). Trusting Others: Shared reality in testimonial learning. *Current Opinion in Psychology*, 23, 38-41.
- [1] Lin, A. R., Ettekal, A., Simpkins, S., Menjivar, C., Gaskin, E., & **Pesch, A.** (2016). "They will post a law about playing soccer" and other ethnic/racial microaggressions in organized activities experienced by Mexican-Origin families. *Journal of Adolescent Research*, 31, 557-581.

Book Chapters

- [4] **Pesch, A.**, Hespos, S., & Hirsh-Pasek, K. (in press). Playful Learning Landscapes: Encouraging intellectual and social risk in everyday spaces. To appear in *The Impact of Risk and Outdoor Play on Children's Learning - Listening, Responding, and Acting on Collective Voices*.
- [3] **Pesch, A.**, & Hirsh-Pasek, K. (in press). Social-emotional development. OECD Publishing, Paris.
- [2] DeAngelis, E., Glaspie, N., Bisla, I., **Pesch, A.**, & Koenig, M. A. (in press). Understanding the vulnerability of testimony: Epistemic and interpersonal risks. To appear in K. J. Rotenberg (Eds.), *The Handbook of Trust and Social Psychology*. Edward Elgar Publishing Limited.
- [1] Ridge, K.E., **Pesch, A.**, Suárez, S., & Koenig, M.A. (2018). Insights into children's testimonial reasoning. In P. Ganea and M. Saylor (Eds.), *Language and Concept*

Development from Infancy Through Childhood: Social Motivation, Cognition, and Linguistic Mechanisms of Learning. New York, NY: Springer.

Under Review

- [4] **Pesch, A.**, Fletcher, K. K., Golinkoff, R. M., & Hirsh-Pasek, K. (revision under review). Evidence-based meets community-centered: A new approach to creating informal learning opportunities for children. *British Journal of Developmental Psychology*.
- [3] Ahn, J., Bustamante, A. S., Rodriguez, R., Anderson-Coto, M. J., Roldan, W., Ochoa, K. D., Bermudez, V. N., Salazar, J., **Pesch, A.**, Soto-Lara, S., & Hirsh-Pasek, K. (under review). Evolving from participatory design and speculative futures to community actualization. *Journal of the Learning Sciences*.
- [2] **Pesch, A.**, Fletcher, K. K., Williams, O., & Hirsh-Pasek, K. (in preparation). Evaluating social interaction, the use of STEM and literacy-based language, and learning through play in early childcare centers. *Journal of Applied Developmental Psychology*.
- [1] Erkoboni, D., **Pesch, A.**, Sands, D., Fletcher, K. K., Adamali, S., & Hirsh-Pasek, K. (in preparation). Picture This! In your waiting room: Piloting a community-informed playful learning installation. *Pediatrics*.

In Preparation (selected)

- Pesch, A.**, Weisberg, D. S., Ahn, J., Bustamante, A. S., & Hirsh-Pasek, K. (in preparation). Towards a more inclusive and culturally representative developmental science: Community science.
- Pesch, A.**, Mahon, E., Todaro, R., Piper, D., Golinkoff, R. M., & Hirsh-Pasek, K. (in preparation). Perceptions of technofence during shared book reading by preschoolers living in the United States.
- Pesch, A.**, Espinoza, S., Elau, K., Miller, J., Nicopolous, A., Waldron, K., & Hirsh-Pasek, K. (in preparation). Cultivating knowledge of climate change through playful learning at the zoo.
- Pesch, A.**, Fletcher, K. K., Williams, O., & Hirsh-Pasek, K. (in preparation). A qualitative analysis of educator-centered co-design of playful learning classrooms.

Ochoa, K. D, Bermudez, V. N., **Pesch, A.**, Santana, E., Gomez, W., Soto-Lara, S., Rodriguez, R., Ahn, J., Hirsh-Pasek, K., & Bustamante, A.S. (in preparation). Parents as essential partners and researchers in public spaces projects.

Chaired Conference Symposia

- 2024 Equitable education beyond the school walls: A tour of the Philadelphia Playful Learning Landscapes. *American Education Research Association*, Philadelphia, PA.
- 2024 Playful Learning Landscapes: Increasing access to informal learning opportunities for children and families. *American Education Research Association*, Philadelphia, PA.
- 2023 Translating research to practice: How research from the science of learning can be leveraged to create community-centered, playful learning spaces in public and early childcare settings. *Society for the Study of Human Development*, Philadelphia, PA.

Invited and Conference Presentations

- [16] **Pesch, A.**, Fletcher, K. K., Williams, O., & Hirsh-Pasek, K. (April 2024). STEM and Literacy-Infused Playful Learning Landscapes in Early Childcare Centers. *American Educational Research Association*, Philadelphia, PA.
- [15] Ochoa, K. D., Bermudez, V. N., **Pesch, A.**, Anderson-Coto, M., Seccia, I. T., Santana, E., Hernandez, L., Ahn, J., Hirsh-Pasek, K., & Bustamante, A. S. (April 2024). Parents as Co-designers and Co-researchers in Playful Learning Landscapes Projects. *American Educational Research Association*, Philadelphia, PA.
- [14] Fletcher, K. K., **Pesch, A.**, Mahon, E., & Hirsh-Pasek, K. (October 2023). Transforming play and learning in early childhood through Playful Learning Landscapes. *Society for the Study of Human Development*, Philadelphia, PA.
- [13] Erkoboni, D., **Pesch, A.**, Sands, D., Fletcher, K. K., & Hirsh-Pasek, K. (October 2023). Picture This! in Your Waiting Room: scaling a multidisciplinary, community-informed intervention to encourage playful learning and improve family satisfaction in medical waiting spaces. *Society for the Study of Human Development*, Philadelphia, PA.
- [12] Ochoa, K. D., **Pesch, A.**, Bermudez, V. N., Salazar, J., Fletcher, K., Todaro, R. D., Gibbs, H., Ahn, J., Bustamante, A., & Hirsh-Pasek, K. (April 2023). Playful Learning

Landscapes Reinvents Public Spaces Through Culturally Informed, Community Co-design. *American Educational Research Association*, Chicago, IL.

- [11] Fletcher, K. K., **Pesch, A.**, Wright, C., Abdurokhmonova, G., & Hirsh-Pasek, K. (March 2023). Playful Learning as a Robust, Adaptable, Culturally Relevant Pedagogy to Foster Children's 21st Century Skills. *Society for Research in Child Development*, Salt Lake City, UT.
- [10] Ochoa, K. D., Sedas, M., Bermudez, V. N., Salazar, J., Belgrave, A., **Pesch, A.**, Hirsh-Pasek, K., Ahn, J., & Bustamante, A. S. (March 2023). Playful and Cultural Learning at the Grocery Store: Qualitative Analysis of Latine Families' Interactions. *Society for Research in Child Development*, Salt Lake City, UT.
- [9] Fletcher, K. K., Gibbs, H., Todaro, R. D., **Pesch, A.**, & Hirsh-Pasek, K. (July 2022). Transforming Early Play and Learning Through Playful Learning Landscapes. *International Congress of Infant Studies*, Ottawa, Canada.
- [8] Koenig, M. A., & **Pesch, A.** (April 2021). Building Pipelines: Engaging youth in science. *Invited Symposium, Society for Research in Child Development*, Minneapolis, MN.
- [7] **Pesch, A.**, & Koenig, M. A. (April 2021). Trust Matters: Measuring children's epistemic and interpersonal trust in teachers. *Society for Research in Child Development*, Minneapolis, MN.
- [6] **Pesch, A.**, Li, P. H., Ridge, K. E., Cicchetti, D., & Koenig, M. A. (October 2019). An examination of how individual differences in parent authoritarian values and economic experiences impact 3-year-olds' inferences about speakers. *Cognitive Development Society*, Louisville, KY.
- [5] Li, P. H., **Pesch, A.**, & Koenig, M. A. (March 2019). Children's Selective Trust: Understanding Evidential Reasons, Discovering Interpersonal Reasons. *Society for Research in Child Development*, Baltimore, MD.
- [4] Suárez, S., **Pesch, A.**, McMyler, B., Ridge, K. E., & Koenig, M. A. (July 2018). What individual differences in children's social learning can tell us about the nature and development of authoritarian values. *Society for Philosophy and Psychology*, Ann Arbor, MI.
- [3] **Pesch, A.**, & Koenig, M. A. (June 2017). Varieties of trust in preschoolers' learning and practical decisions. *Society for Philosophy and Psychology*, Baltimore, MD.

[2] **Pesch, A.**, & Koenig, M. A. (March 2017). Varieties of trust in preschoolers' learning and practical decisions. *Institute of Child Development*, Minneapolis, MN.

[1] **Pesch, A.**, Semenov, A. D., Zelazo, P. D., & Carlson, S. M. (November 2016). The Belief Study. *Institute of Child Development*, Minneapolis, MN.

Conference Poster Presentations

[17] **Pesch, A.**, Fletcher, K. K., Williams, O., Gunther, M., & Hirsh-Pasek, K. (March 2024). *Evaluating playful learning landscapes in early childcare centers*. Poster presented at the Cognitive Development Society, Pasadena, CA.

[16] **Pesch, A.**, Ochoa, K. D., Bermudez, V. N., Santana, E., Salazar, J., Ahn, J., Bustamante, A. S., & Hirsh-Pasek, K. (March 2023). *Playful Learning Landscapes: Evaluating the impact of a community-focused, evidence-based intervention on Latine families' STEM-language and interaction-quality*. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.

[15] Glaspie, N., Bisla, I., Li, P. H., **Pesch, A.**, & Koenig, M. A. (March 2023). *Examining the influence of children's theory of mind on selective trust decisions*. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.

[14] Li, P. H., **Pesch, A.**, Ridge, K. E., Cicchetti, D., Koenig, M. A., & Rogosh, F. (April 2021). *Trust, Maltreatment, and Socio-cognitive Abilities: Individual Differences in Children's Acceptance of Conflicting Claims*. Poster presented at the Society for Research in Child Development, Minneapolis, MN.

[13] Grenell, A., Englund, M., **Pesch, A.**, & Susman-Stillman, A. (March 2019). *Impact of a Theatre Arts Program on Preschoolers' Theatre Arts Skills*. Poster presented at the Society for Research in Child Development, Baltimore, MD.

[12] **Pesch, A.**, Varhol, A.R., & Koenig, M. A. (October 2018). *How Epistemic and Moral Character Influence Children's Judgments and Memory*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

[11] Ridge, K. E., **Pesch, A.**, McMyler, B., & Koenig, M. A. (July 2018). *Reasons to believe: Children's evaluations of epistemic and practical reasons*. Poster presented at the Society for Philosophy and Psychology, Ann Arbor, MI.

- [10] **Pesch, A.**, Van de Vandervoort, J., Varhol, A. R., Hamlin, K., & Koenig, M. A. (July, 2018). *Examining the scope of young children's epistemic and moral evaluations*. Poster presented at the Society for Philosophy and Psychology, Ann Arbor, MI.
- [9] **Pesch, A.**, Low, N., & Koenig, M. A. (October 2017). *Does the Speech Act Matter? An Examination of How Promises and Tellings Influence Preschoolers' Epistemic and Practical Decisions*. Poster presented at the Cognitive Development Society, Portland, OR.
- [8] **Pesch, A.**, Semenov, A., & Carlson, S. M. (October 2017). *Does Working Memory Predict Performance on 3- and 4-option False Belief Tasks?* Poster presented at the Cognitive Development Society, Portland, OR.
- [7] Varhol, A. R., **Pesch, A.**, Hamlin, K., & Koenig, M. A. (October 2017). *Moral and Epistemic Agents: Infant Evaluations of Ignorant and Withholding Agents*. Poster presented at the Cognitive Development Society, Portland, OR.
- [6] Huffer-Kiesow, L., **Pesch, A.**, Suárez, S., Hetherington, C., & Koenig, M. A. (April 2017). *Effects of Epistemic and Moral Behavior on Children's Learning and Practical Decisions*. Poster presented at the Society for Research in Child Development, Austin, TX.
- [5] Fabricius, W.V., Keen, R., **Pesch, A.**, & Harkins, J. (April 2017). *Method of hiding affects 2-year-olds' search for hidden objects*. Poster presented at the Society for Research in Child Development, Austin, TX.
- [4] Ridge, K., Suárez, S., McMyler, B., **Pesch, A.**, & Koenig, M. A. (April 2017). *The will to believe: Children distinguish between practical and epistemic reasons for belief*. Poster presented at the Society for Research in Child Development, Austin, TX.
- [3] Gonzales, C. R., Fabricius, W. V., **Pesch, A.**, Swift-Honor, J., & Woolley, B. (October 2015). *The Role of Introspection in Children's Theory of Mind Development*. Poster presented at Cognitive Development Society, Columbus, OH.
- [2] Gonzales, C. R., **Pesch, A.**, & Fabricius, W. V. (February 2015). *Limits on Children's Understanding of Mental Representations using Modified Three-option False Belief Tasks*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

- [1] Gonzales, C. R., Fabricius, W. V., **Pesch, A.**, Gardiner, T., Woods, O., & Swanson, J. (October 2013). *Four-Year-Olds' Performance on 3-Alternative False Belief Tasks: Evidence for Perceptual Access Reasoning*. Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.

Public Scholarship

- [3] Delgado, A., **Pesch, A.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2024). *Playing for Knowledge: Unlocking the Joy of Learning*. Elements Ed.
- [2] **Pesch, A.**, Blinkoff, E., & Hirsh-Pasek, K. (2021, August 10). *What if teaching mirrored how human brains learn?* Brookings Institution.
<https://www.brookings.edu/articles/what-if-teaching-mirrored-how-human-brains-learn/>
- [1] Hirsh-Pasek, K.*, Masters, A. S.*, Christie, S., Gibbs, H. M., Evans, N. S., Fletcher, K. K., **Pesch, A.**, Yang, H., Fan, W., Todaro, R. D., Golinkoff, R. M., & Xu, F. (2022). *Where global science meets playful learning: Implications for home, school, and city planning*. [White paper]. The Lego Foundation and the Yidan Foundation.

Expertise Appearances

- 2023 Invited Speaker, “Webinar: Playful Learning Conversations”, Playful Learning Landscapes Action Network, online. *Topics: Playful learning, accreditation, community engagement*
- 2023 Invited Speaker, “Symposium: Building a Child and Youth Centered Community”, Greentrike, Seattle, WA. *Topics: Community engagement, playful learning, child friendly urban design*
- 2022 Panel Speaker, “Fostering community and measuring impact: What’s working in playful learning cities”, Brookings Institution, Washington DC. *Topics: Community engaged research, playful learning, participatory action research*

Teaching Experience

Arizona State University, Instructor of Record

Major and Career Exploration (Fall 2020, 2 sections, hybrid, 40 students)

University of Minnesota, Instructor of Record

Language Development and Communication (Spring 2019, on campus, 60 students)

Introduction to Child Psychology (Spring 2018, on campus, 20 students)

University of Minnesota, Teaching Assistant

Cognitive Development (Fall 2018)

Language Development and Communication (Spring 2017)

Introduction to Child Psychology (Fall 2016)

Perceptual Development (Fall 2016, Fall 2017)

Professional Service

Peer Review

Ad-hoc reviewer: *Developmental Science; Cognitive Science; Social Development; Frontiers in Psychology – Developmental Psychology; Episteme; Mobile Media and Communication, Child Development*

Conference Reviewer: *Society for Philosophy and Psychology*

To Profession

2019-2021 Student Board Member, Cognitive Development Society

2019-2020 Outreach and Diversity Initiative Committee Member, University of Minnesota

To Community

2019-2021 Mentor and Co-Founder, Young Scientists Program

2015-2019 Mentor, Minds Matter Twin Cities Chapter

2015-2017 Intern, Playworks Minneapolis Chapter

2012-2013 Mentor, Barrett Mentoring Program, Arizona State University

2012-2014 Mentor, Quanta Mentoring Program, Arizona State University

Professional Associations

Society for Research in Child Development

American Education Research Association

Cognitive Development Society

Society for the Study of Human Development

Society for Philosophy and Psychology (*past*)