

Heidi Kloos
Curriculum Vitae
(last updated: August 2009)

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www.uc.edu/ccrl (for PDF files of publications)

EducationArizona State University, Tempe, AZ

09/2001 Ph. D. in Psychology
12/1998 M.A. in Psychology
08/1995 – 05/1996 Exchange Student in Psychology

Karl-Ulrich University, Tuebingen, Germany

10/1994 – 07/1995 Graduate studies in Clinical Psychology
10/1994 B. A. in Psychology

Professional ExperienceUniversity of Cincinnati, Cincinnati, OH

09/2009 – present Tenure-Track Associate Professor, Department of Psychology
09/2006 – 08/2009 Tenure-Track Assistant Professor, Department of Psychology
09/2005 – 08/2006 Field Service Assistant Professor (non-tenure track),
Department of Psychology
12/2006 – present Director of the Children's Cognitive Research Lab

Ohio State University, Columbus, OH

09/2005 – present Visiting Research Scientist, Center of Cognitive Sciences
08/2003 – 08/2005 Post-Doctoral Fellow in Cognitive Development

University of Massachusetts, Amherst, MA

09/2001 – 07/2003 Post-Doctoral Fellow in Infant Development

Publications (asterisks denote graduate students)

- Haddad, J., Kloos, H., & Keen, R. (2008). Conflicting cues in a dynamic search task are reflected in children's eye movements and search errors. *Developmental Science*, *11*, 504-515.
- Kloos, H., & Sloutsky, V. (2008). What's behind different kinds of kinds: Effects of statistical density on learning and representation of categories. *Journal of Experimental Psychology: General*, *137*, 52-72.
- Kloos, H. (2007). Interlinking physical beliefs: Children's bias towards logical congruence. *Cognition*, *103*, 227-252.
- Sloutsky, V., Kloos, H., & Fisher, A. (2007). When looks are everything: Appearance similarity versus kind of information in early induction. *Psychological Science*, *18*, 179-185.

- Sloutsky, V., Kloos, H., & Fisher, A. (2007). What's beyond looks? Reply to Gelman and Waxman. *Psychological Science, 18*, 556-557.
- Kloos, H., Haddad, J., & Keen, R. (2006). Which cues are available to 24-month-olds? Evidence from point-of-gaze measures during search. *Infant Behavior and Development, 29*, 243-250.
- Kloos, H., & Amazeen, E. L. (2005). Building blocks of physical knowledge: Can children learn how two dimensions are correlated? *Advances in Psychology Research, 35*, 1-13.
- Kloos, H., & Keen, R. (2005). An exploration of toddler's problems in a search task. *Infancy, 7*, 7-34.
- Kloos, H., & Van Orden, G. C. (2005). Can preschoolers' mistaken beliefs benefit learning? *Swiss Journal of Psychology, 64*, 195-205.
- Van Orden, G. C., & Kloos, H. (2003). The module mistake. *Cortex, 39*, 164-166.
- Kloos, H., & Amazeen, E. L. (2002). Perceiving heaviness by dynamic touch: An investigation of the size-weight illusion in preschoolers. *British Journal of Developmental Psychology, 20*, 171-183.
- Kloos, H., & Somerville, S. C. (2001). Providing impetus for conceptual change: The effect of organizing the input. *Cognitive Development, 16*, 737-759.

Peer-Reviewed Proceedings

- *Gresham, L., & Kloos, H. (2009). The importance of Spatial Integration. In N. Taatgen, H. van Rijn, L. Schornaker, & J. Nerbonne (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society*. Amsterdam, Netherlands: Cognitive Science Society.
- Kloos, H. (2008). Will it float? How invariance affects children's understanding of object density. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (p. 687). Austin, TX: Cognitive Science Society.
- Kloos, H. & Sloutsky, V. (2008). Removing the time crutch: Can preschoolers still make causal judgments? In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (p. 1146). Austin, TX: Cognitive Science Society.
- Kloos, H., *Srivorakiat, L., *Odar, C., Cummins-Sebree, S., Shockley, K. (2007). Evidence for "dumb" local-to-global integration in children's judgments about motion. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Conference of the Cognitive Science Society* (p. 401). Austin, TX: Cognitive Science Society.
- Kloos, H., Sloutsky, V., & Fisher, A. (2005). Dissociation between Categorization and Induction Early in Development: Evidence for Similarity-Based Induction. In B. Bara, L. Barsalou & M. Bucciarelli (Eds.), *Proceedings of the 27th Annual Conference of the Cognitive Science Society* (p. 1149). Stresa, Italy: Cognitive Science Society.
- Kloos, H., & Sloutsky, V. (2005). Do preschoolers understand causality? A critical look. In B. Bara, L. Barsalou & M. Bucciarelli (Eds.), *Proceedings of the 27th Annual Conference of the Cognitive Science Society* (p. 1154). Stresa, Italy: Cognitive Science Society.

- Kloos, H., & Sloutsky, V. M. (2004). Are natural kinds psychologically distinct from nominal kinds? Evidence from learning and development. In K. Forbus, D. Gentner & T. Regier (Eds.), *Proceedings of the 26th Annual Conference of the Cognitive Science Society* (p. 702). Chicago, IL: Cognitive Science Society.
- Kloos, H., & Amazeen, E. L. (2001). The size-weight illusion in preschoolers. In G. Burton & R. C. Schmidt (Eds.), *Studies in Perception and Action VI* (p. 41). Mahwah, NJ: Lawrence Erlbaum Associates.

Invited Chapters

- *Hollis, J., Kloos, H., & Van Orden, G. C. (2009). Origins of order in cognitive activity. In S. Guastello, M. Koopmans, & D. Pincus (Eds.), *Chaos and complexity: Recent advances and future directions in the theory of nonlinear dynamical systems*, pp 206-241. Cambridge, MA: Cambridge University Press.
- Kloos, H., & Van Orden, G. C. (2009). Soft-assembled mechanisms for the unified theory. In J.P. Spencer, M. Thomas, & J. McClelland (Eds.) *Toward a Unified Theory of Development: Connectionism and Dynamic Systems Theory Re-Considered*, pp 253-267. Oxford University Press.
- Van Orden, G. C., & Kloos, H. (2005). The question of phonology and reading. In M. S. Snowling, & C. Hulme, (Eds.). *The science of reading: A handbook*, pp 61-78. Oxford: Blackwell Publishing.

Papers in Preparation or under Review

- Kloos, H., & Sloutsky, V. (in preparation). Knowing vs. creating: The importance of attentional processes in preschoolers' causal judgments.
- Kloos, H., Fisher, A. & Van Orden, G. C. (under review). Situated Naïve Physics; Task Constraints Decide what Children Know about Density.
- Kloos, H. (in preparation). Context effects of congruence: The effect of task variability
- *Bullard, D., & Kloos, H. (in preparation). Learning to balance a block: The importance of training variability.

Conference Presentations

- Kloos, H., Van Orden, G.C., Kiefer, A.W., Gresham, L., Shockley, K., & Riley, M.A. (2009). Response time dynamics of children and adults. Talk presented at the *15th International Conference on Perception and Action*, Minneapolis, MN.
- Kloos, H. (2009). What helps children learn? Poster presented at the *Cincinnati Museum's Annual Learn to Play Conference*, Cincinnati, OH.
- Kloos, H. (2008). Gestalt of a Dynamical System. Talk presented at the *Third Annual workshop on Cognitive Dynamics*, Storrs, CT.
- Kloos, H. (2008). Will it float? How invariance affects children's understanding of object density. Talk presented at the *30th Annual Conference of the Cognitive Science Society*, Washington, DC.

- Kloos, H. & Sloutsky, V. (2008). Removing the time crutch: Can preschoolers still make causal judgments? Poster presented at the *30th Annual Conference of the Cognitive Science Society*, Washington, DC.
- Kloos, H., Williams, K., Larsen, J., & Hall, R. (2008). University students and museums benefit from student informal learning research: A pilot collaboration. Talk presented at the Annual Conference of the Visitor Studies Association, Austin, TX.
- Kloos, H., *Silverman, A., & *Fenstermaker, B. (2007). Preschoolers' Understanding of Density: Type of Knowledge or Effect of Task Context? Poster Presented at the Biennial Meeting of the Cognitive Development Society, Santa Fe NM.
- Kloos, H., *Srivorakiat, L., *Odar, C., Cummins-Sebree, S., Shockley, K. (2007). Evidence for "dumb" local-to-global integration in children's judgments about motion. Talk presented at the Cognitive Science Conference, Nashville, TN.
- Kloos, H., & Sloutsky, V. (2005) Do preschoolers understand causality? A critical look. Talk presented at the Cognitive Science Conference, Stressa, Italy.
- Kloos, H. & Sloutsky, V. M. (2005). When Preschooler Fail to Show Knowledge of Causal Structure. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Haddad, J., Kloos, H., & Keen, R. (2004). Cognitive Strategies in a Dynamic Search Task: The Effects of Congruent and Conflicting Cues. Poster presented at the International conference of Infant Studies, Chicago, IL.
- Kloos, H., & Sloutsky, V. M. (2004). Are natural kinds psychologically distinct from nominal kinds? Evidence from Learning and Development. Poster presented at the Cognitive Science Society, Chicago, IL.
- Kloos, H. (2003). How do children understand shadows? The importance of congruent physical relations. Poster presented at the Cognitive Development Conference, Salt Lake City, UT.
- Kloos, H., & Keen, R. (2003). Analyzing toddlers' failure in a search task. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL.
- Kloos, H., & Somerville, S. C. (2003). Mass, volume and density: Children's sensitivity to logical congruence. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL.
- Kloos, H., DeMarte, J., Haddad, J., & Keen, R. (2003). Which cues are relevant? Toddlers' eye-movements in a search task. Paper presented at the New England Mini-Conference on Infant Studies. Clark University, MA.
- Kloos, H., & Amazeen, E. L. (2001). The size-weight illusion in preschoolers. Poster presented at the 11th International Conference on Perception and Action. Storrs, CT.
- Kloos, H. (2001). Investigating preschoolers' sensitivity to the mass/volume relation: A naturalistic training study. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN.
- Kloos, H., & Somerville, S. C. (1999). Fostering conceptual change in children's understanding of sinking objects. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, NM.

Teaching Experience

Instructor, University of Cincinnati

Introduction to Psychology
Statistics (Introduction, Intermediate, Advanced)
Research Methods in Children's Learning
Cognition and Learning
Theory of Development

Instructor / Co-instructor, Arizona State University

Child Language and Drawing
Research Method Lab
Introduction to Statistic
Cognitive Development

Invited Colloquia

University of Kentucky, Lexington, KY; Department of Psychology, 03/2009
California State University, Merced; Department of Psychology, 12/2008
California State University, Northridge; Department of Psychology, 03/2008
University of Memphis; Department of Psychology, 10/2007
Radboud University Nijmegen, Netherlands; Behavioral Science Institute, 10/2006
Ohio State University, Columbus, OH; Department of Physics Education, 10/2005
Humboldt University, Berlin, Germany; Department of Psychology, 05/2005
Arizona State University, Phoenix, AZ; Department of Psychology, 04/2005
University of Cincinnati, Cincinnati, OH; Department of Psychology; 02/2005
Ohio State University, Columbus, OH; Center of Cognitive Sciences; 04/2004
University of Munich, Munich, Germany; Department of Psychology; 08/2003
Carnegie Mellon University, Pittsburgh, PA; Department of Psychology; 03/2003
University of Southern Mississippi, Hattiesburg, MS; Dep. of Psychology; 03/2003
University of Massachusetts, Amherst, MA; Department of Psychology; 03/2002
University of Wales, Bangor, UK; Department of Psychology; 07/2001

Membership in Professional Organizations

Cognitive Development Society
Cognitive Science Society
Society for Research in Child Development
International Society on Infant Studies
Society for Chaos Theory in Psychology & Life Sciences

Service & Outreach

Workshop on Learning & Development, Cincinnati Museum Center, 03/2009
Workshop on Children's Learning, Cincinnati Nature Center, 01/2009
Member of the Undergraduate Curriculum Committee, 09/2008 – present
UC Workshop on Student Motivation, 03/2008
Member of the Faculty Search Committee, CECH, 2007/8
Member of the Graduate Admissions Committee, 2005/6; 2007/8

Peer Reviewer for Professional Journals

Developmental Psychology, 11/2007; 04/2009
 Journal of Experimental Child Psychology, 03/2009
 British Journal of Development, 01/2009
 Cognition, 03/2008; 08/2008; 01/2009
 Merrill-Palmer Quarterly, 01/2008;
 European Journal of Developmental Psychology: 02/2007
 Journal of Experimental Psychology: General: 12/2006
 Infancy: 01/2005
 Cognitive Science Society: 04/2004; 02/2005; 02/2006; 02/2008

Reviewer and Panel Member for Grant Agencies

National Science Foundation: 10/2002; 10/2003; 04/2004; 11/2004
 Panel of Education and Human Resources, National Science Foundation: 09/2003

Scholarships, Honors and Awards

Instructor of the Year, Department of Psychology, UC, 05/2008
 Invitation to the Breakfast of Champions, 04/2007
 Faculty Research Fellowship, University of Cincinnati, 12/2005
 Travel Grant, National Science Foundation, 06/2002
 University Graduate Scholarship, ASU, 08/1996 – 05/2001
 Graduate Research Award, ASASU, ASU, 08/2000 – 05/2001
 Nomination for the DeMund Memorial Scholarship, ASU, 03/2000
 University Exchange Student Scholarship, Karl-Ulrich University, 08/1995 – 05/1996
 Nomination for the ‘Stipendium des Deutschen Volkes’, Rudolf Koch, Germany, 05/1992

National Grants

NSF/REESE: DRL # 723638 (Kloos)	09/01/07 – 08/31/11
“Development and Change of Young Children's Misconceptions about Physics”	
Role: PI	\$708,495
NSF/HSD: BCS #0728743 (Van Orden)	01/01/08 – 12/31/10
“DHB COLLABORATIVE: Lifespan Dynamics of Cognition and Action”	
Role: Co-PI	\$543,367
NICHD/CDB: R03 HD055324-01A2 (Kloos)	08/01/08 – 07/31/10
“The Role of Congruence in Children’ Beliefs About Physics”	
Role: PI	\$156,000