Stanford



Ellen Markman

IBM Provostial Professor

Psychology

Curriculum Vitae available Online

Bio

BIO

Markman's research interests include the relationship between language and thought; early word learning; categorization and induction; theory of mind and pragmatics; implicit theories and conceptual change, and how theory-based explanations can be effective interventions in health domains.

ACADEMIC APPOINTMENTS

- Professor, Psychology
- Member, Bio-X
- Member, Maternal & Child Health Research Institute (MCHRI)

ADMINISTRATIVE APPOINTMENTS

- Senior Associate Dean for the Social Sciences, Stanford University, (2013- present)
- Faculty Athletics Representative, Stanford University, (2005-2010)
- Cognizant Dean for the Social Sciences, Stanford University, (1998-2000)
- Chair, Department of Psychology, Stanford University, (1994-1997)
- Professor, Stanford University, (1988- present)
- Associate Professor, Stanford University, (1981-1988)
- Assistant Professor, Stanford University, (1975-1980)
- Assistant Professor, University of Illinois, (1973-1975)

HONORS AND AWARDS

- William James Lifetime Achievement Award for Basic Research, American Psychological Society (2013)
- Fellow, Cognitive Science Society (2012)
- Elected to National Academy of Sciences, National Academy of Sciences (2011)
- Elected Fellow, Association for Psychological Science (2006)
- Division 7 Outstanding Mentoring Award, American Psychological Association (2004)
- Elected to the American Academy of Arts and Sciences, American Academy of Arts and Sciences (2003)
- Appointed as Lewis M. Terman Professor, Stanford University (2002)
- Elected Fellow, American Psychological Society (1989)
- University Fellow, Stanford University (1983-1984)
- Fellow, The Center for Advanced Study in the Behavioral Sciences (1982-1983)

- University Fellow, Stanford University (1981-1982)
- Sigma XI Research Award, University of Pennsylvania (1973)
- Graduated with Honors, University of Maryland (1969)
- Psi Chi Award, PSI CHI, The International Honor Society in Psychology (1968)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Member, Provost's Taskforce on Women and Leadership (2014 - present)
- Member, Scientific and Technological Advisory Council, Menus of Change, Cuilinary Institute of America and Harvard School of Public Health (2014 - present)
- Member, Committee on the Science of Children Birth to Age 8, National Research Council and Institute of Medicine, 2013-2014. (2013 - 2014)
- Member, CUES (2011 - 2012)
- Member, Selection Committee, Division 7, APA Book Award Committee (2008 - 2008)
- Member, Selection Committee, Division 7, APA Book Award Committee (2007 - 2007)
- Member, External Review Committee, University of California, Berkeley (2007 - 2007)
- Member, External Review Committee, University of Chicago, Development Area (2006 - 2006)
- Member, External Review Committee, University of Maryland (2006 - 2006)
- Member, Editorial Advisory Board, Encyclopedia of Infant and Early Childhood Development (2005 - 2005)
- Elected to Faculty Senate, Stanford University (2004 - 2004)
- Member, External Review Committee, Temple University (2004 - 2004)
- Member, Harvard Visiting Committee (2003 - 2006)
- Member, Panel of Fact-Finders, Stanford University (2002 - present)
- Member, Appointments and Promotions Committee, H&S, Stanford University (2002 - 2003)
- Chairperson, Center for Scientific Review, Special Emphasis Panel, National Institute of Health (2001 - 2001)
- Member, Selection Committee for APA's Distinguished Scientific Award for Early Contribution to Developmental Psychology (1999 - 1999)
- Participant, National Research Council's Workshop on Developmental Issues and Delinquency (1999 - 1999)
- Member, Search Committee for the Dean of Humanities and Sciences, Stanford University (1998 - 1998)
- Member, National Research Council's Committee on National Needs for Biomedical and Behavioral Scientists (1997 - 2000)
- Member, Executive Committee of the Children and Society Curriculum, Stanford University (1992 - present)
- Member of the Editorial Board, Cognitive Psychology (1990 - 1996)
- Member, Governing Council of Society for Research in Child Development (1987 - 1993)
- Member of the Editorial Board, Cognitive Development (1986 - 1994)
- Member, Steering Committee of the Study of Stanford and the Schools, Stanford University (1983 - 1984)
- Member, Cognition Emotion and Personality Review section in National Institute of Mental Health (1982 - 1985)
- Member, Child Development Subcommittee of the Social Science Research Council (1981 - 1984)
- Consulting Editor, Developmental Psychology (1978 - 1983)
- Consulting Editor, Child Development (1977 - 1996)
- Advisory Editor, Contemporary Psychology (1977 - 1979)

PROGRAM AFFILIATIONS

- Symbolic Systems Program

PROFESSIONAL EDUCATION

- Ph.D., University of Pennsylvania (1973)
- B.A., University of Maryland (1969)

LINKS

- Markman Lab: http://markmanlab.stanford.edu/

Teaching

COURSES

2026-27

- Developmental Psychology: PSYCH 211 (Win)
- General Development Seminar: PSYCH 243 (Win)
- Senior Honors Research: PSYCH 198 (Aut, Win)

2025-26

- Developmental Psychology: PSYCH 211 (Win)
- General Development Seminar: PSYCH 243 (Win)
- Senior Honors Research: PSYCH 198 (Aut, Win)

2024-25

- Developmental Psychology: PSYCH 211 (Win)
- General Development Seminar: PSYCH 243 (Win)
- Senior Honors Research: PSYCH 198 (Aut, Win, Spr)

2023-24

- Developmental Psychology: PSYCH 211 (Win)
- General Development Seminar: PSYCH 243 (Win)
- Senior Honors Research: PSYCH 198 (Aut, Win, Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Samah Abdelrahim

Doctoral Dissertation Co-Advisor (AC)

Caroline Kaicher

Publications

PUBLICATIONS

- **How Colorblind and Structural Messages Affect Children's Reasoning About Novel Group Disparities.** *Developmental science*
  Zhang, M. Y., Sullivan, J. N., Allums, S., Markman, E. M.
  2026; 29 (1): e70100
- **Epistemic language in news headlines shapes readers' perceptions of objectivity.** *Proceedings of the National Academy of Sciences of the United States of America*
  Chuey, A., Luo, Y., Markman, E. M.
  2024; 121 (20): e2314091121

- **Children's structural thinking about social inequities** *CHILD DEVELOPMENT PERSPECTIVES*
  Zhang, M. Y., Sullivan, J., Markman, E. M., Roberts, S. O.
  2023
- **Modeling and Leveraging Intuitive Theories to Improve Vaccine Attitudes** *JOURNAL OF EXPERIMENTAL PSYCHOLOGY-GENERAL*
  Powell, D., Weisman, K., Markman, E. M. M.
  2023
- **Gender Categories as Dual-Character Concepts?** *Cognitive science*
  Guo, C., Dweck, C. S., Markman, E. M.
  2021; 45 (5): e12954
- **"Just as good": Learning gender stereotypes from attempts to counteract them.** *Developmental psychology*
  Chestnut, E. K., Zhang, M. Y., Markman, E. M.
  2021; 57 (1): 114–25
- **What should we eat for breakfast? American and Chinese children's prescriptive judgments about breakfast foods** *COGNITIVE DEVELOPMENT*
  Bian, L., Markman, E. M.
  2020; 54
- **When intents to educate can misinform: Inadvertent paltering through violations of communicative norms.** *PloS one*
  Powell, D. n., Bian, L. n., Markman, E. M.
  2020; 15 (5): e0230360
- **Why do we eat cereal but not lamb chops at breakfast? Investigating Americans' beliefs about breakfast foods.** *Appetite*
  Bian, L., Markman, E. M.
  2019: 104458
- **"Girls Are as Good as Boys at Math" Implies That Boys Are Probably Better: A Study of Expressions of Gender Equality.** *Cognitive science*
  Chestnut, E. K., Markman, E. M.
  2018
- **Misleading Health Consumers Through Violations of Communicative Norms: A Case Study of Online Diabetes Education.** *Psychological science*
  Powell, D., Keil, M., Brenner, D., Lim, L., Markman, E. M.
  2018: 956797617753393
- **Rethinking people's conceptions of mental life** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
  Weisman, K., Dweck, C. S., Markman, E. M.
  2017; 114 (43): 11374–79
- **Theory-based explanation as intervention.** *Psychonomic bulletin & review*
  Weisman, K., Markman, E. M.
  2017
- **Navigating pedagogy: Children's developing capacities for learning from pedagogical interactions** *COGNITIVE DEVELOPMENT*
  Butler, L. P., Markman, E. M.
  2016; 38: 27-35
- **Are Horses Like Zebras, or Vice Versa? Children's Sensitivity to the Asymmetries of Directional Comparisons** *CHILD DEVELOPMENT*
  Chestnut, E. K., Markman, E. M.
  2016; 87 (2): 568-582
- **Children Increase Their Sensitivity to a Speaker's Nonlinguistic Cues Following a Communicative Breakdown** *CHILD DEVELOPMENT*
  Yow, W. Q., Markman, E. M.
  2016; 87 (2): 385-394
- **A bilingual advantage in how children integrate multiple cues to understand a speaker's referential intent** *BILINGUALISM-LANGUAGE AND COGNITION*

Yow, W. Q., Markman, E. M.
2015; 18 (3): 391-399

- **Preschoolers use pedagogical cues to guide radical reorganization of category knowledge** *COGNITION*
  Butler, L. P., Markman, E. M.
  2014; 130 (1): 116-127
- **Teaching Young Children a Theory of Nutrition: Conceptual Change and the Potential for Increased Vegetable Consumption** *PSYCHOLOGICAL SCIENCE*
  Gripshover, S. J., Markman, E. M.
  2013; 24 (8): 1541-1553
- **Preschoolers; ability to navigate communicative interactions in guiding their inductive inferences** *Proceedings of the 35th Annual Meeting of the Cognitive Science Society*
  Butler, L. P., Markman, E. M.
  2013
- **Preschoolers Use Intentional and Pedagogical Cues to Guide Inductive Inferences and Exploration** *CHILD DEVELOPMENT*
  Butler, L. P., Markman, E. M.
  2012; 83 (4): 1416-1428
- **Thinking in Categories or Along a Continuum: Consequences for Children's Social Judgments** *CHILD DEVELOPMENT*
  Master, A., Markman, E. M., Dweck, C. S.
  2012; 83 (4): 1145-1163
- **Finding the Cause: Verbal Framing Helps Children Extract Causal Evidence Embedded in a Complex Scene** *JOURNAL OF COGNITION AND DEVELOPMENT*
  Butler, L. P., Markman, E. M.
  2012; 13 (1): 38-66
- **Bilingualism and children's use of paralinguistic cues to interpret emotion in speech** *BILINGUALISM-LANGUAGE AND COGNITION*
  Yow, W. Q., Markman, E. M.
  2011; 14 (4): 562-569
- **Preschoolers' Use of Morphosyntactic Cues to Identify Generic Sentences: Indefinite Singular Noun Phrases, Tense, and Aspect** *CHILD DEVELOPMENT*
  Cimpian, A., Meltzer, T. J., Markman, E. M.
  2011; 82 (5): 1561-1578
- **The Generic/Nongeneric Distinction Influences How Children Interpret New Information About Social Others** *CHILD DEVELOPMENT*
  Cimpian, A., Markman, E. M.
  2011; 82 (2): 471-492
- **Young Bilingual Children's Heightened Sensitivity to Referential Cues** *JOURNAL OF COGNITION AND DEVELOPMENT*
  Yow, W. Q., Markman, E. M.
  2011; 12 (1): 12-31
- **Teaching and Learning** *Suomen Atropologi: Journal of the Finnish Anthropological Society*
  Butler, L. P., Markman, E. M.
  2011; 36: 38-39
- **Thinking for seeing: Enculturation of visual-referential expertise as demonstrated by photo-triggered reorganization of two-tone 'Mooney' images** *Proceedings of the 33rd Annual Meeting of the Cognitive Science Society*
  Yoon, J. M., Witfhoft, N., Winawer, J., Frank, M. k., Gibson, E., Markman, E. M.
  2011
- **Bilingual Children's Integration of Multiple Cues to Understand a Speaker's Referential Intent** *34th Annual Boston University Conference on Language Development*
  Yow, W. Q., Markman, E. M.
  CASCADILLA PRESS.2010: 480–490

- **Constraints children place on word meanings** *Language Acquisition: Critical concepts in linguistics*
  Markman, E. M.
  edited by Yang, C.
  Routledge, Press.2010
- **Pedagogical cues influence children's inductive inference and exploratory play** *Proceedings of the 32nd Annual Meeting of the Cognitive Science Society*
  Butler, L. P., Markman, E. M.
  edited by Ohlsson, S., Catrambone, R.
  Austin, TX: Cognitive Science Society.2010
- **Information learned from generic language becomes central to children's biological concepts: Evidence from their open-ended explanations** *COGNITION*
  Cimpian, A., Markman, E. M.
  2009; 113 (1): 14-25
- **Children's Use of Mutual Exclusivity to Learn Labels for Parts of Objects** *DEVELOPMENTAL PSYCHOLOGY*
  Hansen, M. B., Markman, E. A.
  2009; 45 (2): 592-596
- **Understanding a Speaker's Communicative Intent: Bilingual Children's Heightened Sensitivity to Referential Gestures** *33rd Annual Boston-University Conference on Language Development*
  Yow, W. Q., Markman, E. M.
  CASCADILLA PRESS.2009: 646–657
- **Preschool children's use of cues to generic meaning** *Biennial Meeting of the Society-for-Research-in-Child-Development*
  Cimpian, A., Markman, E. M.
  ELSEVIER SCIENCE BV.2008: 19–53
- **Prior experiences and perceived efficacy influence 3-year-olds' imitation** *4th Biennial Meeting of the Cognitive-Development-Society*
  Williamson, R. A., Meltzoff, A. N., Markman, E. M.
  AMER PSYCHOLOGICAL ASSOC.2008: 275–85
- **Subtle linguistic cues affect children's motivation** *PSYCHOLOGICAL SCIENCE*
  Cimpian, A., Arce, H. C., Markman, E. M., Dweck, C. S.
  2007; 18 (4): 314-316
- **Looks aren't everything: 24-month-olds' willingness to accept unexpected labels** *24th Annual Conference of the Cognitive-Science-Society*
  Jaswal, V. K., Markman, E. M.
  LAWRENCE ERLBAUM ASSOC INC-TAYLOR & FRANCIS.2007: 93–111
- **Striking deficiency in top-down perceptual reorganization of two-tone images in preschool children** *6th IEEE International Conference on Development Learning*
  Yoon, J. M., Winawer, J., Witthoft, N., Markman, E. M.
  IEEE.2007: 289–294
- **Young children's understanding of multiple object identity: appearance, pretense and function** *DEVELOPMENTAL SCIENCE*
  Abelev, M., Markman, E.
  2006; 9 (6): 590-596
- **Precision of imitation as a function of preschoolers' understanding of the goal of the demonstration** *Biennial Meeting of the Society-for-Research-in-Child-Development*
  Williamson, R. A., Markman, E. M.
  AMER PSYCHOLOGICAL ASSOC.2006: 723–31
- **The absence of a shape bias in children's word learning** *DEVELOPMENTAL PSYCHOLOGY*
  Cimpian, A., Markman, E. M.
  2005; 41 (6): 1003-1019
- **Appearance questions can be misleading: A discourse-based account of the appearance-reality problem** *Biennial Meeting of the Society-for-Research-in-Child-Development*

Hansen, M. B., Markman, E. M.
ACADEMIC PRESS INC ELSEVIER SCIENCE.2005: 233–63

- **Word learning in dogs?** *TRENDS IN COGNITIVE SCIENCES*
  Markman, E. M., Abelev, M.
  2004; 8 (11): 479-481
- **Acquiring and using a grammatical form class: Lessons from the proper-count distinction** *Weaving a lexicon*
  Markman, E. M., Jaswal, V. K.
  edited by Wasman, S., Hall, D. G.
  Cambridge, MA: MIT Press.2004: 371–410
- **Use of the mutual exclusivity assumption by young word learners** *COGNITIVE PSYCHOLOGY*
  Markman, E. M., Wasow, J. L., Hansen, M. B.
  2003; 47 (3): 241-275
- **The relative strengths of indirect and direct word learning** *Biennial Meeting of the Society-for-Research-in-Child-Development*
  Jaswal, V. K., Markman, E. M.
  AMER PSYCHOLOGICAL ASSOC.2003: 745–60
- **The relative strength of indirect and direct word learning** *Developmental Psychology*
  Jaswal, V. K., Markman, E. M.
  2003; 39: 745-760
- **Abilities and assumptions underlying conceptual development** *Early category and concept development: Making sense of the blooming, buzzing confusion*
  Markman, E. M., Jaswal, V. K.
  edited by Rakison, D. H., Oakes, L. M.
  New York: Oxford University Press.2003: 384–402
- **Children's acceptance and use of unexpected category labels to draw non-obvious inferences** *Proceedings of the twenty-fourth annual conference of the Cognitive Science Society*
  Jaswal, V. K., Markman, E. M.
  edited by Gray, W., Schunn, C.
  2002: 500–505
- **Learning proper and common names in inferential versus ostensive contexts** *CHILD DEVELOPMENT*
  Jaswal, V. K., Markman, E. M.
  2001; 72 (3): 768-786
- **Multiple approaches to the study of word learning in children** *39th Annual Meeting of the Japanese-Association-of-Educational-Psychology*
  Markman, E. M.
  BLACKWELL PUBLISHING.1999: 79–81
- **Cognitive development** *Cognitive Science volume of the Handbook of cognition and perception*
  Carey, S., Markman, E. M.
  edited by Bly, B. M., Rumelhart, D.
  1999
- **Early word learning** *Handbook of child psychology*
  Woodward, A., Markman, E. M.
  edited by Kuhn, D., Siegler, R.
  New York: Wiley.1998: 371–420
- **Early Word Learning Constraints** *Annual Report of Educational Psychology in Japan*
  Markman, E. M.
  1998; 73: 21-26
- **Young children's appreciation of the mental impact of their communicative signals** *Biennial Meeting of the Society-for-Research-in-Child-Development*

Shwe, H. I., Markman, E. M.
AMER PSYCHOLOGICAL ASSOC.1997: 630–36

- **Infants' reliance on a social criterion for establishing word-object relations** *CHILD DEVELOPMENT*
  Baldwin, D. A., Markman, E. M., Bill, B., Desjardins, N., Irwin, J. M., Tidball, G.
  1996; 67 (6): 3135-3153

- **16-MONTH-OLD AND 24-MONTH-OLD - USE OF MUTUAL EXCLUSIVITY AS A DEFAULT ASSUMPTION IN 2ND-LABEL LEARNING** *DEVELOPMENTAL PSYCHOLOGY*
  LIITTSCHWAGER, J. C., Markman, E. M.
  1994; 30 (6): 955-968

- **RAPID WORD LEARNING IN 13-MONTH-OLDS AND 18-MONTH-OLDS** *1991 Meeting of the Society-for-Research-in-Child-Development*
  Woodward, A. L., Markman, E. M., Fitzsimmons, C. M.
  AMER PSYCHOLOGICAL ASSOC.1994: 553–66

- **CONSTRAINTS ON WORD MEANING IN EARLY LANGUAGE-ACQUISITION** *LINGUA*
  Markman, E. M.
  1994; 92 (1-4): 199-227

- **Constraints on word meaning in early language acquisition** *The acquisition of lexicon*
  Markman, E. M.
  edited by Gleitman, L., Landau, B.
  MIT Press.1994: 199–228

- **INFANTS ABILITY TO DRAW INFERENCES ABOUT NONOBVIOUS OBJECT PROPERTIES - EVIDENCE FROM EXPLORATORY PLAY** *CHILD DEVELOPMENT*
  Baldwin, D. A., Markman, E. M., Melartin, R. L.
  1993; 64 (3): 711-728

- **Constraints children place on word meanings** *Language acquisition: Core readings*
  Markman, E. M.
  edited by Bloom, P.
  Herts, England: Harvester Wheatsheaf.1993: 154–173

- **Review of "Epigenesis of mind: Essays on biology and cognition"** *American Scientist*
  Liittschwager, J., Markman, E. M.
  1993: 395-396

- **CONSTRAINTS ON WORD LEARNING - SPECULATIONS ABOUT THEIR NATURE, ORIGINS, AND DOMAIN SPECIFICITY** *MINNESOTA SYMPOSIA ON CHILD PSYCHOLOGY*
  Markman, E. M.
  1992; 25: 59-101

- **Ways in which children constrain word meanings** *Language and Cognition: A Developmental Perspective. The Fifth Annual Tel Aviv Workshop in Human Development and Education*
  Markman, E. M.
  edited by Dromi, E.
  Norwood, NJ: Ablex.1992: 61–87

- **Classes and collections: Internal organization and resulting holistic properties** *Jean Piaget: Critical assessment*
  Markman, E. M., Seibert, J.
  edited by Smith, L.
  Routledge, Chapman and Hall Ltd..1992: 561–577

- **The whole object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings** *Perspectives on language and cognition: Interrelations in development*
  Markman, E. M.
  edited by Byrnes, J. P., Gelman, S. A.
  Cambridge: Cambridge University Press.1991: 72–106

- **Constraints on learning as default assumptions: Comments on Merriman & Bowman's "The mutual exclusivity assumption in children's word learning"** *Development Review*
  Woodward, A., Markman, E. M.
  1991; 11: 137-163
- **CONSTRAINTS CHILDREN PLACE ON WORD MEANINGS** *COGNITIVE SCIENCE*
  Markman, E. M.
  1990; 14 (1): 57-77
- **ESTABLISHING WORD-OBJECT RELATIONS - A 1ST STEP** *CHILD DEVELOPMENT*
  Baldwin, D. A., Markman, E. M.
  1989; 60 (2): 381-398
- **Categorization and naming in children: Problems of induction**
  Markman, E. M.
  Cambridge, MA: MIT Press, Bradford Books.1989
- **CHILDRENS USE OF MUTUAL EXCLUSIVITY TO CONSTRAIN THE MEANINGS OF WORDS** *COGNITIVE PSYCHOLOGY*
  Markman, E. M., Wachtel, G. F.
  1988; 20 (2): 121-157
- **YOUNG CHILDRENS INDUCTIONS FROM NATURAL KINDS - THE ROLE OF CATEGORIES AND APPEARANCES** *CHILD DEVELOPMENT*
  GELMAN, S. A., Markman, E. M.
  1987; 58 (6): 1532-1541
- **WORD LEARNING IN CHILDREN - AN EXAMINATION OF FAST MAPPING** *CHILD DEVELOPMENT*
  Heibeck, T. H., Markman, E. M.
  1987; 58 (4): 1021-1034
- **ACQUIRING WORD MEANINGS VIA LINGUISTIC CONTRAST** *COGNITIVE DEVELOPMENT*
  Au, T. K., Markman, E. M.
  1987; 2 (3): 217-236
- **How children constrain the possible meanings of words** *Concepts and conceptual development: Ecological and intellectual factors in categorization*
  Markman, E. M.
  edited by Neisser, U.
  Cambridge: Cambridge University Press.1987: 255–287
- **CATEGORIES AND INDUCTION IN YOUNG-CHILDREN** *COGNITION*
  GELMAN, S. A., Markman, E. M.
  1986; 23 (3): 183-209
- **Understanding natural kind terms: A developmental comparison** *Papers and Reports on Child Language Development*
  Gelman, S. A., Markman, E. M.
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- **IMPLICIT CONTRAST IN ADJECTIVES VS NOUNS - IMPLICATIONS FOR WORD-LEARNING IN PRESCHOOLERS** *JOURNAL OF CHILD LANGUAGE*
  GELMAN, S. A., Markman, E. M.
  1985; 12 (1): 125-143
- **Comprehension monitoring: Developmental and educational issues** *Thinking and learning skills. Vol. 2: Research and open questions*
  Markman, E. M.
  edited by Chipman, S. F., Segal, J. W., Glaser, R.
  Hillsdale, NJ: Lawrence Erlbaum.1985: 275–292
- **WHY SUPERORDINATE CATEGORY TERMS CAN BE MASS NOUNS** *COGNITION*
  Markman, E. M.
  1985; 19 (1): 31-53

- **CHILDRENS SENSITIVITY TO CONSTRAINTS ON WORD MEANING - TAXONOMIC VERSUS THEMATIC RELATIONS** *COGNITIVE PSYCHOLOGY*
  Markman, E. M., Hutchinson, J. E.
  1984; 16 (1): 1-27
- **The acquisition and hierarchical organization of categories by children** *Origins of Cognitive Skills*
  Markman, E. M.
  edited by Sophian, C.
  Hillsdale, N.J.: Lawrence Erlbaum Associates.1984: 371–406
- **An analysis of hierarchical classification** *Advances in the psychology of human intelligence*
  Markman, E. M., Callanan, M. A.
  edited by Sternberg, R.
  Hillsdale, NJ: Erlbaum.1983: 325–365
- **Two different kinds of hierarchical organization** *New trends in conceptual representation: Challenges to Piagetian theory*
  Markman, E. M.
  edited by Scholnick, E. K.
  Hillsdale, NJ: Lawrence Erlbaum Associates.1983
- **Cognitive Development** *Handbook of Child Psychology*
  edited by Flavell, J. H., Markman, E. M., Mussen, H.
  New York: Wiley.1983; III
- **PRINCIPLES OF ORGANIZATION IN YOUNG CHILDRENS NATURAL-LANGUAGE HIERARCHIES** *CHILD DEVELOPMENT*
  CALLANAN, M. A., Markman, E. M.
  1982; 53 (4): 1093-1101
- **THE STANDARD OBJECT-SORTING TASK AS A MEASURE OF CONCEPTUAL ORGANIZATION** *DEVELOPMENTAL PSYCHOLOGY*
  Markman, E. M., Cox, B., Machida, S.
  1981; 17 (1): 115-117
- **Comprehension Monitoring** *Children's oral communication skills*
  Markman, E. M.
  edited by Dickson, W. P.
  New York: Academic Press.1981: 61–84
- **Two different principles of conceptual organization** *Advances in developmental psychology*
  Markman, E. M.
  edited by Lamb, M., Brown, A.
  Hillsdale, N.J.: Lawrence Erlbaum Associates.1981
- **CHILDRENS ABILITY TO ADJUST THEIR STANDARDS FOR EVALUATING COMPREHENSION** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Markman, E. M., Gorin, L.
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- **REFERENTIAL COMMUNICATION - EFFECTS OF LISTENER PRESENCE ON THE PERFORMANCE OF YOUNG SPEAKERS** *MERRILL-PALMER QUARTERLY-JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
  KOSSAN, N. E., Markman, E. M.
  1981; 27 (3): 307-315
- **CLASSES AND COLLECTIONS - PRINCIPLES OF ORGANIZATION IN THE LEARNING OF HIERARCHICAL RELATIONS** *COGNITION*
  Markman, E. M., Horton, M. S., McLanahan, A. G.
  1980; 8 (3): 227-241
- **DEVELOPMENTAL DIFFERENCES IN THE ACQUISITION OF BASIC AND SUPERORDINATE CATEGORIES** *CHILD DEVELOPMENT*
  Horton, M. S., Markman, E. M.
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- **REALIZING THAT YOU DONT UNDERSTAND - ELEMENTARY-SCHOOL CHILDRENS AWARENESS OF INCONSISTENCIES** *CHILD DEVELOPMENT*
  Markman, E. M.
  1979; 50 (3): 643-655
- **CHILDRENS THINKING - WHAT DEVELOPS - SIEGLER,RS (Book Review)** *CONTEMPORARY PSYCHOLOGY*
  Book Review Authored by: Markman, E. M.
  1979; 24 (12): 963-964
- **CLASSES AND COLLECTIONS - CONCEPTUAL ORGANIZATION AND NUMERICAL ABILITIES** *COGNITIVE PSYCHOLOGY*
  Markman, E. M.
  1979; 11 (4): 395-411
- **EMPIRICAL VERSUS LOGICAL SOLUTIONS TO PART-WHOLE COMPARISON PROBLEMS CONCERNING CLASSES AND COLLECTIONS** *CHILD DEVELOPMENT*
  Markman, E. M.
  1978; 49 (1): 168-177
- **PROBLEMS OF LOGIC AND EVIDENCE** *BEHAVIORAL AND BRAIN SCIENCES*
  Markman, E. M.
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