

ELLEN M. MARKMAN
Lewis M. Terman Professor

Date of Birth: April 21, 1947

Educational History:

1969 B.A. University of Maryland, College Park, Maryland

1973 Ph.D. University of Pennsylvania, Philadelphia, Pennsylvania

Positions Held:

1973-1975 Assistant Professor: University of Illinois

1975-1980 Assistant Professor: Stanford University

1981-1988 Associate Professor: Stanford University

1988-present Professor: Stanford University

1994-1997 Chair, Department of Psychology: Stanford University

1998-2000 Cognizant Dean for the Social Sciences

2005-2010 Faculty Athletics Representative, Stanford University

2013-Senior Associate Dean for the Social Sciences

Honors and Awards:

1968 - Psi Chi Award

1969 - Graduated with Honors, University of Maryland

1973 - Sigma XI Research Award, University of Pennsylvania

1973-1974 - University of Illinois Research Grant

1975-1976 - Spencer Foundation Award

1976-1978 - National Institute of Mental Health Grant

1978-1981 - National Institute of Mental Health Grant

1978 - Mellon Grant for Junior Faculty leave

Nominated for the Boyd McCandless Award

Nominated for Distinguished Young Scientist Award, Division 7, APA.

1981-1982 - Spencer Foundation Award

1982-1983 - Fellow. The Center for Advanced Study in the Behavioral Sciences

1983-1985 - National Science Foundation Grant

1981-82, 1983-84 - University Fellow

1989 - Elected Fellow of the American Psychological Society

1985-1989 - NICHD Grant

1989-1994 - PHS Training Grant in Development Psychology

1989-1991 - NICHD Grant

1991-1995 - NSF Grant

1995-1999- PHS Training Grant in Developmental Psychology

2002- Appointed as Lewis M. Terman Professor

2003- Elected to the American Academy of Arts and Sciences

2004-Recipient of the American Psychological Association's Division 7

Outstanding Mentoring Award

2006- Elected Fellow of the Association for Psychological Science

2011-Elected to the National Academy of Sciences

2012- Fellow Cognitive Science Society

2013- American Psychological Society's William James Lifetime Achievement Award
for Basic Research

Editing and Other Professional Activities:

Editorial Board of *Cognitive Psychology* 1990-1996
 Editorial Board of *Cognitive Development* 1986-1994
 Consulting Editor for *Child Development* 1977-1996
 Consulting Editor for *Developmental Psychology* 1978-1983
 Advisory Editor for *Contemporary Psychology*, 1977-1979
 Member of the Advisory Board *Learning, Development, and Conceptual Change*, Bradford

Books

Member of Cognition Emotion and Personality Review section in NIMH, 1982-1985
 Occasional reviewer of proposals for National Science Foundation, The Canada Council,
 National Institute of Education Panel

Member of the Child Development Subcommittee of the Social Science Research
 Council,

1981-1984

Member of the Steering Committee of the Study of Stanford and the Schools, 1983-1984
 Member and Chair of the Executive Committee of the Sloan Cognitive Science Program

at

Stanford

Member of Governing Council of Society for Research in Child Development, 1987-1993
 Member of the Executive Committee of the Children and Society Curriculum, 1992-

present

Member of the National Research Council's Committee on National Needs for
 Biomedical

and Behavioral Scientists, 1997-2000

Member of the search committee for the Dean of Humanities and Sciences, 1998
 Participant in the National Research Council's Workshop on Developmental Issues and
 Delinquency, May 3, 1999.

Member of the selection committee for APA's Distinguished Scientific Award for Early
 Contribution to Developmental Psychology, 1999.

Member of Panel of Fact-Finders, Stanford University, 2002-present

Chairperson, Center for Scientific Review, Special Emphasis Panel, NIH, 8/26/2001

Member, Harvard Visiting Committee, 2003-2006.

Member, Appointments and Promotions Committee, H&S, 2002-03.

Elected to Faculty Senate, 2004

Member of External Review Committee, Temple University, 2004

Editorial Advisory Board, *Encyclopedia of Infant and Early Childhood Development*,
 2005.

Member of External Review Committee, University of Maryland, 2006

Member of External Review Committee, University of Chicago, Developmental Area,
 2006

Member of External Review Committee, University of California, Berkeley, 2007.

Member of the Selection Committee, Division 7, APA Book Award Committee, 2007,
 2008.

Member CUES 2011-2012

Publications:

Books:

Flavell, J. H., & Markman, E. M. (Eds.). (1983). *Cognitive Development Vol. III of P. H. Mussen (Gen.Ed.) Handbook of Child Psychology*. New York: Wiley.

Markman, E.M. (1989). *Categorization and naming in children: Problems of induction*. Cambridge, MA: MIT Press, Bradford Books.

Articles and Chapters:

Brown, B.S., Markman, E.M. & DuPont, R.L. (1970). Released offenders' perceptions of community and institution. *Corrective Psychiatry, 16*.

Markman, E.M. (1973). The facilitation of part-whole comparisons by use of the collective noun "family." *Child Development, 44*, 837-840.

Markman, E.M. (1973). Factors affecting the young child's ability to monitor his memory. Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia.

Osherson, D., & Markman, E.M. (1974). Language and the ability to evaluate contradictions and tautologies. *Cognition, 3*, 213-226.

Markman, E.M. (1976). Children's difficulty with word-referent differentiation. *Child Development, 47*, 742-749.

Markman, E.M., & Seibert, J. (1976). Classes and collections: Internal organization and resulting holistic properties. *Cognitive Psychology, 8*, 561-577 and reprinted in L. Smith (Ed.) *Jean Piaget: Critical assessment*. Routledge, Chapman and Hall Ltd.

Markman, E.M. (1977). Realizing that you don't understand: A preliminary investigation. *Child Development, 48*, 986-992.

Markman, E.M. (1978). Empirical versus logical solutions to part-whole comparison problems concerning classes and collections. *Child Development, 49*, 168-177.

Markman, E.M. (1978). Comments on Brainerd's "The stage question in Cognitive Development Theory;" Problems of logic and evidence. *The Behavioral and Brain Sciences*, 2, 194-195.

Markman, E.M. (1979). New explanations of cognitive development. Review of Robert Siegler's (Ed.), *Children's thinking: What develops?* *Contemporary Psychology*, 24, 963-964.

Markman, E.M. (1979). Realizing that you don't understand: Elementary school children's awareness of inconsistencies. *Child Development*, 50, 643-655.

Markman, E.M. (1979). Classes and collections: Conceptual organization and numerical abilities. *Cognitive Psychology*, 11, 395-411.

Markman, E.M. (1981). Comprehension Monitoring. In W.P. Dickson, (Ed.) *Children's oral communication skills* (pp. 61-84). New York: Academic Press.

Markman, E.M., Horton, M.S., & McLanahan, A. (1981). Classes and collections: Principles of organization in the learning of hierarchical relations. *Cognition*, 8, 227-241.

Horton, M.S., & Markman, E.M. (1980). Developmental differences in the acquisition of basic and superordinate categories. *Child Development*, 51, 708-719.

Markman, E.M., Cox, B., & Machida, S. (1981). The standard object sorting task as a measure of conceptual organization. *Developmental Psychology*, 17, 115-117.

Markman, E.M., & Gorin, L. (1981). Children's ability to adjust their standards for evaluating comprehension. *Journal of Educational Psychology*, 73, 320-325.

Markman, E.M. (1981). Two different principles of conceptual organization. In M. Lamb & A. Brown (Eds.) *Advances in developmental psychology (Vol. 1)*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Kossan, N.E., & Markman, E.M. (1981). Referential Communication: Effects of listener presence on the performance of young speakers. *Merrill Palmer Quarterly*, 27, 307-315.

Callanan, M., & Markman, E.M. (1982). Principles of organization in young children's natural language hierarchies. *Child Development*, 53, 1093-1101.

Capelli, C.A., & Markman, E.M. (1982, April). Suggestions for training comprehension monitoring. *Topical issues in learning and learning disabilities*, pp. 87-96.

Markman, E.M. (1983). Two different kinds of hierarchical organization. In E. K. Scholnick (Ed.), *New trends in conceptual representation: Challenges to Piagetian theory*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Markman, E.M., & Callanan, M.A. (1983). An analysis of hierarchical classification. In R. Sternberg (Ed.) *Advances in the psychology of human intelligence (Vol. 2)* (pp. 325-365). Hillsdale, NJ: Erlbaum.

Markman, E. M., & Hutchinson, J. (1984). Children's sensitivity to constraints on word meaning: Taxonomic vs thematic relations. *Cognitive Psychology*, 16, 1-27.

To be reprinted in D. Messer and J. Dockrell (Eds.) (in press). *Developmental psychology: A reader*. London: Arnold Press.

Markman, E. M. (1984). The acquisition and hierarchical organization of categories by children. In C. Sophian (Ed.). *Origins of Cognitive Skills* (pp. 371-406). Hillsdale, N.J.: Lawrence Erlbaum Associates.

Markman, E.M. (1985). Comprehension monitoring: Developmental and educational issues. In S.F. Chipman, J.W. Segal, & R. Glaser (Eds.), *Thinking and learning skills. Vol. 2: Research and open questions* (pp. 275-292). Hillsdale, NJ: Lawrence Erlbaum.

Gelman, S. A., & Markman, E. M. (1985). Implicit contrast in adjectives vs nouns: Implications for word-learning in preschoolers. *Journal of Child Language*, 12, 125-143.

Markman, E. M. (1985). Why superordinate category terms can be mass nouns. *Cognition*, 19, 31-53.

Gelman, S.A., & Markman, E.M. (1986). Understanding natural kind terms: A developmental comparison. *Papers and Reports on Child Language Development*, 25, 41-48.

Gelman, S. A., & Markman, E. M. (1986). Categories and induction in children. *Cognition*, 23, 183-210.

Markman, E.M. (1987). How children constrain the possible meanings of words. In U. Neisser (Ed.), *Concepts and conceptual development: Ecological and intellectual factors in categorization* (pp. 255-287). Cambridge: Cambridge University Press.

Heibeck, T.H., & Markman, E.M. (1987). Word learning in children: An examination of fast mapping. *Child Development*, 58, 1021-1034.

Au, K.A., & Markman, E.M. (1987). Acquiring word meaning via linguistic contrast. *Cognitive Development*, 2, 217-236.

Gelman, S.A., & Markman, E.M. (1987). Young children's inductions from natural kinds: The role of categories and appearances. *Child Development*, 58, 1532-1541.

Markman, E.M., & Wachtel, G.F. (1988). Children's use of mutual exclusivity to constrain the meanings of words. *Cognitive Psychology*, 20, 121-157.

Baldwin, D.A., & Markman, E.M. (1989). Mapping out word-object relations: A first step. *Child Development*, 60, 381-398.

Markman, E.M. (1990). Constraints children place on word meanings. *Cognitive Science*, 14, 57-77.

Reprinted in P. Bloom (Ed.) (1993). *Language acquisition: Core readings*. Herts, England: Harvester Wheatsheaf. pp. 154-173.

Reprinted in C. Yang (Ed.) (in press) *Language Acquisition: Critical concepts in linguistics*. Routledge, Press.

Markman, E. M. (1991). The whole object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings. In J. P. Byrnes & S. A. Gelman (Eds.),

Perspectives on language and cognition: Interrelations in development (pp. 72-106).
Cambridge: Cambridge University Press.

Woodward, A. & Markman, E.M. (1991). Constraints on learning as default assumptions: Comments on Merriman & Bowman's "The mutual exclusivity assumption in children's word learning". *Development Review*, 11, 137-163

Markman, E.M. (1992). Constraints on word learning: Speculations about their nature, origins and domain specificity. In M.R. Gunnar and M.P. Maratsos (Eds.), *Minnesota Symposium on Child Psychology*, 25 (pp. 59-101). Hillsdale, NJ: Erlbaum.

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

Baldwin, D. A., Markman, E. M. & Melartin, R. L. (1993). Infants' ability to draw inferences about nonobvious object properties: Evidence from exploratory play. *Child Development*, 64, 711-728.

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

Markman, E.M. (1994). Constraints on word meaning in early language acquisition. *Lingua*, 92, 199-227.

Reprinted in L. Gleitman & B. Landau (Eds.) (1994). *The acquisition of the lexicon*. MIT Press, pp. 199-228.

Woodward, A., Markman E.M., & Fitzsimmons, C.M. (1994). Rapid word learning in 13-18 month olds. *Developmental Psychology*, 30, 553-566.

Liittschwager, J.C., & Markman, E.M. (1994). Sixteen- and twenty-four-month-old's use of mutual exclusivity as a default assumption in second label learning. *Developmental Psychology*, 30, 955-968.

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

Shwe, H., & Markman, E.M. (1997). Young children's appreciation of the mental impact of their communication signals. *Developmental Psychology*, 33, 630-636.

To be reprinted in Slater (Ed.), (in press). *The Blackwell Reader in Developmental Psychology*. Oxford: Blackwell Publishers.

Woodward, A. & Markman, E. M. (1998). Early word learning. In D. Kuhn and R. Siegler (Eds.) *Handbook of child psychology* (Vol. 2, pp. 371-420). New York: Wiley.

Markman, E. M. (1998) Early Word Learning Constraints. *Annual Report of Educational Psychology in Japan*, 73, 21-26.

Carey, S. & Markman, E. M. (1999). Cognitive development. In Bly, B. M. and Rumelhart, D. (Eds, *Cognitive Science volume of the Handbook of cognition and perception*..

Jaswal, V. K., & Markman, E. M. (2001). Learning proper and common names in inferential versus ostensive contexts. *Child Development*, 72, 768-786.

Jaswal, V. K., & Markman, E. M. (2002). Children's acceptance and use of unexpected category labels to draw non-obvious inferences. In W. Gray & C. Schunn (Eds.), *Proceedings of the twenty-fourth annual conference of the Cognitive Science Society* (pp. 500-505). Hillsdale, NJ: Erlbaum.

Markman, E. M. & Jaswal, V. K. (2003). Abilities and assumptions underlying conceptual development. In D. H. Rakison & L. M. Oakes (Eds.) *Early category and concept development: Making sense of the blooming, buzzing confusion*. New York: Oxford University Press, pp. 384-402.

Jaswal, V. K, & Markman, E. M. (2003). The relative strength of indirect and direct word learning. *Developmental Psychology*, 39, 745-760.

Markman, E. M., Wasow, J. L., & Hansen, M. B. (2003). Use of the mutual exclusivity assumption by young word learners. *Cognitive Psychology*, *47*, 241-275.

Markman, E. M., & Abelev, M. (2004). Word learning in dogs? *Trends and Issues in Cognitive Science*, *8*, 479-481.

Markman, E. M., & Jaswal, V. K. (2004). Acquiring and using a grammatical form class: Lessons from the proper-count distinction. In S. Waxman & D. G. Hall (Eds.), *Weaving a lexicon*. Cambridge, MA: MIT Press, pp. 371-410.

Hansen, M. B. & Markman, E. M. (2005). Appearance questions can be misleading: a discourse-based account of the appearance-reality problem. *Cognitive Psychology*, *50*, 233-263.

Cimpian, A. & Markman, E. M. (2005). The absence of a shape bias in children's early word learning. *Developmental Psychology*, *41*, 1003-1019.

Williamson, R. A. & Markman, E. M. (2006). Precision of imitation as a function of preschoolers' understanding of the goal of the demonstration. *Developmental Psychology*, *42*, 723-731,

Abelev, M. & Markman, E. M. (2006). Young children's understanding of multiple object identity: Appearance, pretense, and function. *Developmental Science*, *9*, 591-597.

Jaswal, V. K. & Markman, E. M. (2007). Looks aren't everything: 24-month olds willingness to accept unexpected labels. *Journal of Cognition and Development*, *8*, 93-111.

Cimpian, A., Arce, H., Markman, E.M., & Dweck, C.S. (2007). Subtle linguistic cues impact children's motivation. *Psychological Science*, *18*, 314-317.

Yoon, J.M.D., Winnawer, J. Witthoft, N. & Markman, E. M. (2007) Striking deficiency in top-down perceptual reorganization of two-tone images in preschool children. *Proceedings of the 6th IEEE International Conference on Development and Learning*, pp 181-186.

Cimpian, A., & Markman, E. M. (2008). Preschool children's use of cues to generic meaning. *Cognition*, *107*, 19-53.

Williamson, R. A., & Markman, E. M., & Meltzoff, A. N. (2008). Efficacy of prior experience influences 3-year-olds' imitation. *Developmental Psychology, 44*, 275-285.

Hansen, M. & Markman, E.M. (2009). Children's use of mutual exclusivity to learn labels for parts of objects. *Developmental Psychology, 45*, 592-596.

Yow, W. Q., & Markman, E. M. (2009). Understanding a speaker's communicative intent: Bilingual children's heightened sensitivity to referential gestures. In J. Chandlee, M. Franchini, S. Lord, & G. Reheiner (Eds.) *Proceedings of the 33rd Annual Boston University Conference on Language Development, 2*, 647-657.

Cimpian, A. & Markman, E. M. (2009). Information conveyed in generic sentences becomes central to children's biological concepts: Evidence from their open-ended explanations. *Cognition, 113*, 14-25.

Butler, L. P., & Markman, E. M. (2010). Pedagogical cues influence children's inductive inference and exploratory play. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.

Yoon, J.M.D, Witthoft, N, Winawer, J., Frank, M.kC., Gibson, E., & Markman, E. M. (2011). 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*.

Yow, Wei Quin & Markman, E.M. (2011). Young bilingual children's heightened sensitivity to referential cues. *Journal of Cognition and Development, 6*, 12-31.

Cimpian, A., Meltzer, T. J. & Markman, E. M. (2011). Preschooler's use of morphosyntactic cues to identify generic sentences: Indefinite singular noun phrases, tense, and aspect. *Child Development, 82*, 1561-1578.

Cimpian, A. & Markman, E. M. (2011). The generic-nongeneric distinction influences how children interpret new information about social others. *Child Development, 82*, 471-492.

Yow, Wei Quin & Markman, E. M. (2011). Bilingual children's use of paralinguistic cues to determine emotion in speech. *Bilingualism: Language and Cognition, 14*, 562-569.

Butler, L. P. & Markman E. M. (2011). Teaching and Learning. In T. Luhrman (Ed.) *Toward an anthropological theory of mind. Suomen Atropologi: Journal of the Finnish Anthropological Society, 36*, 38-39.

Butler, L. P. & Markman, E. M. (2012). Finding the cause: Verbal framing helps children extract causal evidence embedded in a complex scene. *Journal of Cognition and Development, 13*, 38-66.

Master, A., Markman, E. M. & Dweck, C. (2012). Children's thinking in categories or along a continuum: Consequences for social judgments. *Child Development, 4*, 1145-1163..

Butler, L.P. & Markman, E. M. (2012). Preschoolers use intentional and pedagogical cues to guide inductive inferences and exploration. *Child Development, 4*, 1416-1428.

Gripshover, S. J. & Markman, E. M. (2013). Teaching young children a theory of nutrition: Conceptual change and potential for increased vegetable consumption, *Psychological Science, 24*, 1541-1553.

Butler, L. P. & Markman, E. M. (2013) Preschoolers' ability to navigate communicative interactions in guiding their inductive inferences. *Proceedings of the 35th Annual Meeting of the Cognitive Science Society*.

Markman, E. M. & Holubar, T. (in press). Word learning constraints. In P. Brooks and V. Kempe (Eds.), *Encyclopedia of Language Development*.

Butler, L. P. & Markman, E. M. (accepted) Preschoolers use communicative cues to guide radical reorganization of category knowledge. *Cognition*.

Yow, Wei Quin & Markman, E. M. (accepted). A bilingual advantage in how children integrate multiple cues to understand a speaker's referential intent. *Bilingualism: Language and Cognition*.