**ANNE RIGGS**

Department of Psychology, Western Washington University

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**EMPLOYMENT**

2016- Associate Professor

Department of Psychology

Western Washington University, Bellingham

**EDUCATION**

Ph.D **University of Wisconsin-Madison**

 Psychology, May 2016

Ph.D. Minor: Quantitative Methods in the Education Sciences

Dissertation Title: “Children’s Inferences About the Scope of Social Information”

M.S. **University of Wisconsin-Madison**

Psychology, 2011

B.A. **University of California, Berkeley**

Psychology, High Honors, 2009

 Minors: Philosophy and Education

**PUBLICATIONS**

**Riggs, A.E.** & Gonzalez, A.M. (in principle acceptance). *Developmental Science*. Similarity or Stereotypes? An investigation of how exemplar gender guides children’s math learning.

McLean, K.C.& **Riggs, A.E. (2021).** No age differences? No problem. *Journal of Infant and Child Development.*

**Riggs, A.E.** (2020) Riggs, A. E. (2020). Is or ought? Reactions to violations help children to distinguish norms and regularities. *Journal of Experimental Child Psychology*, *194*, 104822.

**Riggs, A. E.,** & Long, M. (2020). The Domain Frequency Association: A mental shortcut to guide children’s generalization of norms and preferences. *Cognitive Development*, *54*, 100853.

**Riggs, A.E.** (2019) Social Statistics: Children use statistical reasoning to guide their inferences about the scope of social behavior. *Developmental Psychology.*

**Riggs, A.E**., Alibali, M.W., & Kalish, C.W. (2017). Does it Matter How Molly Does it? Person-Presentation of Strategies and Transfer in Mathematics. *Contemporary Educational Psychology*.

**Riggs, A.E.** & Kalish, C.W. (2016). Children’s Evaluations of Rule Violators. *Cognitive Development*.

**Riggs, A.E.** & Young, A.G. (2016). Developmental changes in children's normative reasoning across learning contexts and collaborative roles. *Developmental Psychology*.

doi: 10.1037/dev0000119

**Riggs, A.E.,** Alibali, M.W., & Kalish, C.W. (2015). Leave her out of it: Person-presentation of strategies is harmful for transfer. *Cognitive Science*. doi.org/10.1111/cogs.12224

**Riggs, A.E.,** Kalish, C.W., & Alibali, M.W. (2014). Property content guides children’s memory for social learning episodes. *Cognition, 131 (2), 243-253*. doi:10.1016/j.cognition.2014.01.004

**Riggs, A.E.,** Kalish, C.W., & Alibali, M.W. (2014). When you’ve seen one, have you seen them all? Children’s memory for general and specific learning episodes. *Developmental Psychology*, 50(6), 1653-1659. doi: 10.1037/a0036130

***Manuscripts Under Review***

**Riggs, A.E.,** Kinard, D., & Long, M. (under review). Children’s evaluations of gender non-conforming peers.

**FELLOWSHIPS AND AWARDS**

2016 Alexander von Humboldt fellowship for Postdoctoral Researchers (declined)

2010-2015 Interdisciplinary Training Program in the Education Sciences Predoctoral Fellowship, Institute for Education Sciences

2015 Menzies and Royalty Research Award, University of Wisconsin-Madison

2013 Menzies and Royalty Research Award, University of Wisconsin-Madison

2011 NSF Graduate Research Fellowship Program Honorable Mention

2009 High Honors in Psychology, University of California Berkeley

**CONFERENCE PRESENTATIONS**

2019 **Riggs**, A.E., Molello, E., Wellbrock, T., Lloyd-Mueller, R. & Belsky, A. Emotional reactions to violations help children distinguish norms and regularities. Poster presented at the biennial meeting of the Society for Research in Child Development. Baltimore, MD.

2017 **Riggs, A.E.,** Long, M., Ajeto, M., Haynes, S. Kinard, D. & White, M. Children’s inductive learning of norms and regularities. Poster presented at the biennial meeting of the Cognitive Development Society. Portland, OR.

2017 **Riggs, A.E.** Children identify social conventions through statistical reasoning. In S. Roberts (Chair). *Children’s reasoning about social norms*. Symposium presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

2017 **Riggs, A.E**., Alibali, M.W., Kalish, C.W. *This is Molly’s strategy. Using specific people to present general concepts.* Poster presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

2015 **Riggs, A.E.,** Kalish, C.W. & Alibali, M.W. *Children’s inferences about the scope of social behaviors*. Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, Ohio.

2015 Kalish, C.W. & **Riggs, A.E**. Children’s distinction of normative rules. In J. Phillips (Chair). *The* *Relevance* *of Alternative Possibilities Throughout Cognition*. Symposium presented at the annual meeting of the Cognitive Science Society, Pasadena, California.

2015 **Riggs, A.E**. & Young, A.G. Bending the rules: Children’s interpretation of rules depends on the context in which rules were learned. In **A.E. Riggs** (Chair). *Exploring the Role of Context in Children’s Normative Reasoning*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

 2015 Young, A.G. & **Riggs, A.E**. *Children’s Role Representation and Learning in Self-Directed Collaborative Games*. Poster presentedat the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

2015 **Riggs, A.E.,** Noll, N. & Kalish, C.W. Learning patterns from directed and

 neutral exposure. Poster presented at the biennial meeting of the Society for

 Research in Child Development, Philadelphia, Pennsylvania.

2013 **Riggs, A.E**. & Young, A.G. Rule makers and rule followers: Children’s

creation, learning, and enforcement of rules in a collaborative game. Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, Tennessee.

2013 **Riggs. A.E**. & Kalish, C.W. The helpful cheater: How do children coordinate moral cues in their social judgments? In **A.E. Riggs** (Chair). *The Development of Children’s Social Preferences: Key Factors and Processes****.*** Symposium presented at the annual meeting of the Jean Piaget Society, Chicago, Illinois.

2013 **Riggs, A.E**., Kalish, C.W. & Alibali, M.W. Property type affects children’s memory for social categories and specific individuals. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

2013 Kalish, C.W. & **Riggs, A.E.** What’s wrong: Children’s normative and psychological evaluations. In T. Kushnir (Chair). *Functional Integration of Theory of Mind and Normative Reasoning in Early Development*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

2013 Cooper, J.L., Clinton, V., **Riggs, A.E**., Brey, E., Nathan, M.J., Alibali,

 M.W. Contextual visual information in middle-school

 problem-solving: A puzzling situation. Poster presented at the annual

 meeting of the American Education Research Association, San Francisco,

California.

2011 **Riggs, A.E.,** Kalish, C.W. & Alibali, M.W. Children’s memory for generalizable and non-generalizable learning episodes. In C. Kalish (Chair). *Specific Generalities: Learning at Different Levels*. Symposium presented at the biennial meeting of the Cognitive Development Society, Philadelphia. Pennsylvania.

2011 **Riggs, A.E**., Kalish, C.W. & Alibali, M.W. Memory and generalization: children’s memory for categories and individuals. Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, Pennsylvania.

**TEACHING EXPERIENCE**

*Instructor*

2016- present Development of Social Cognition, Western Washington University

 Lifespan Development, Western Washington University

Child Development, Western Washington University

Cognitive Development, Western Washington University

Experimental Approaches to Research, Western Washington University

Moral Development, University of Wisconsin-Madison

*Teaching Assistant*

2016 Research Methods, University of Wisconsin-Madison

2014 Cognitive Development, University of Wisconsin-Madison

2014 Child Development, University of Wisconsin-Madison

2013 Introductory Statistics, University of Wisconsin-Madison

*Supervisor of Teaching Fellows Program*

2014 Child Development, University of Wisconsin-Madison

*Writing Supervisor*

2012-2014 Psychology of Technology, University of Wisconsin-Madison

**MENTORING EXPERIENCE**

2016-present Principal Investigator, Social Cognitive Development Lab, Western Washington University

 Experimental Masters Students Supervised:

 **Drew Wright** (2019-2021)

 **Undergraduates Supervised:**

Michael Ajeto (2016-2018)

Sara Bahten (2019-2020)

Ayden Belsky (2018-2020)

Lauren Creed (2017-2018)

Andi Eberhardt (2017-2018)

Maria Gilmour (2019-2020)

Stephanie Haynes (2016-2017)

Dylan Kinard (2016-2017)

Roman Lloyd-Mueller (2018-2019)

Miranda Long (2016-2019)

Erin Molello (2018-2020)

Jenna Noeller (2019-2020)

Miandra Relph (2019-2020)

Talia Shulman (2017-2018)

Ana Uribe (2019-2020)

Taylor Wellbrock (2018-2019)

Marika White (2016-2017)

2012-2014 Research Supervisor, Undergraduate Research Scholars Program, Study of Children’s Thinking Lab, University of Wisconsin-Madison

* Mentored first and second year undergraduates from historically underrepresented groups by helping them to develop a research project and present their findings at a campus-wide undergraduate research symposium.

2012-2015 Research Supervisor, Cognitive Development and Communication Lab, University of Wisconsin- Madison

**Undergraduates Supervised:**

Alyssa Braun (2013- 2014)

Ann Chapman (2014-2015)

Carol Coutinho (2013- 2014)

Tara Dedolph (2013- 2014)

Tiffany Estep (2015)

Stephanie Doornek (2013- 2014)

Jessica Ferrero (2014- 2015)

Jessica Foley (2015- 2016)

Mary Galle (2011- 2012)

Jessica Rodriguez (2013-2015)

Craig Schmitt (2011-2013)

Kalina Seavecki (2012- 2013)

Jessica Waala (2012- 2013)

**RESEARCH EXPERIENCE**

2016- present Social Cognitive Development Lab, Principal Investigator, Western Washington University

2013- 2015 IES Grant: *Contexts of Patterns of Learning*, Consultant, University of

 Wisconsin-Madison

2010- 2015 Cognitive Development and Communication Lab, Graduate Student,

University of Wisconsin-Madison

2010- 2015 Study of Children’s Thinking Lab, Graduate Student, University of

 Wisconsin-Madison

2012- 2013 IES Grant: *National Center for Cognition and Math Instruction*, Research

 Assistant, University of Wisconsin-Madison

2008-2010 Concepts and Cognition Lab, Undergraduate Honor’s Thesis Student,

 University of California, Berkeley

2008 History and Philosophy of Science Department, Summer Research Internship, Indiana University

2008-2009 Robertson Lab, Undergraduate Research Assistant, University of

California, Berkeley

2006-2008 Berkeley Sleep Lab, Undergraduate Research Assistant, University of California, Berkeley