

## Eric D. Smith

University of Arizona  
Department of Educational Psychology  
1430 E. Second Street  
Tucson, AZ 85721

Phone: (717) 422-1501  
E-mail: ericdsmith@email.arizona.edu

### Education

- 8/2014      Ph.D. in Psychology, University of Virginia, Charlottesville, Virginia  
Concentration: Developmental  
Dissertation Title: *Is Eating Healthy Bearable? Examining Children's Transfer of Health-Related Concepts from a Storybook*  
Dissertation Advisor: Dr. Angeline Lillard
- 5/2010      M.A. in Psychology, University of Virginia, Charlottesville, Virginia  
Concentration: Developmental  
Thesis Title: *Play on: Retrospective Reports of the Persistence of Pretend Play into Middle Childhood*  
Thesis Advisor: Dr. Angeline Lillard
- 5/2006      B.S. in Psychology, *summa cum laude*, Ursinus College, Collegeville, Pennsylvania

### Professional Employment

- University of Arizona  
*Associate Professor of Practice* (8/2022 – Current)  
*Assistant Professor of Practice* (8/2016 – 5/2022)
- Murray State University  
*Assistant Professor* (8/2014 – 5/2016)
- Yale University  
*Lab Manager* (8/2006 – 8/2008)

### Selected Honors and Awards

- Division J Outstanding Poster Award*, American Educational Research Association (2019)
- Teaching Circle Grant*, College of Humanities and Fine Arts, Murray State University (2015)
- Graduate Teaching Assistant Award*, Department of Psychology, University of Virginia (2014)
- Fellow*, Lifespan Development Program, International Max Planck Research School (2011-2014)
- Distinguished Teaching Fellowship*, Department of Psychology, University of Virginia (2013)
- Graduate Research Fellowship*, National Science Foundation (2010-2013)
- First Place*, Robert J. Huskey Graduate Research Exhibition, University of Virginia (2012)
- Presidential Fellowship*, University of Virginia (2008-2010)

*Honorable Mention*, National Science Foundation Graduate Research Fellowship (2009)

*Phi Beta Kappa*, Tau of Pennsylvania Chapter (2006)

## Publications

### Refereed Journal Articles

- Cushen, P. J., Vazquez Brown, M. D., Hackathorn, J., Rife, S. C., Joyce, A. W., **Smith, E. D.**, Bordieri, M. J., Anderson, P. W., Karlsson, M., & Daniels, J. (2019). "What's on the test?": The impact of giving students a concept-list study guide. *Teaching of Psychology*, *46*(2), 109-114. <https://doi.org/10.1177/0098628319834171>
- Dore, R. A., **Smith, E. D.**, & Lillard, A. S. (2017). Children adopt the traits of fictional characters in a narrative. *Child Development Research*. <https://doi.org/10.1155/2017/6838079>
- Hopkins, E. J., **Smith, E. D.**, Weisberg, D. S., & Lillard, A. S. (2016). The development of substitute object pretense: The differential importance of form and function. *Journal of Cognition and Development*, *17*(2), 197-220. 10.1080/15248372.2015.1115404
- Lockhart, K. L., Goddhu, M. K., **Smith, E. D.**, & Keil, F. C. (2016). What could you really learn on your own? Understanding the epistemic limitations of knowledge acquisition. *Child Development*, *87*(2), 477-493. 10.1111/cdev.12469
- Dore, R. A., **Smith, E. D.**, & Lillard, A. S. (2015). How is theory of mind useful? Perhaps to enable social pretend play. *Frontiers in Psychology*, *6*:1559. 10.3389/fpsyg.2015.01559
- Lillard, A. S., Drell, M. B., Richey, E. M., Boguszewski, K., & **Smith, E. D.** (2015). Further examination of the immediate impact of television on children's executive function. *Developmental Psychology*, *51*(6), 792-805. 10.1037/a0039097
- Lillard, A. S., Hopkins, E. J., Dore, R. A., Palmquist, C. M., Lerner, M. D., & **Smith, E. D.** (2013). Concepts and theories, methods and reasons: Why do the children (pretend) play? Reply to Weisberg, Hirsh-Pasek, and Golinkoff (2013); Bergen (2013); and Walker and Gopnik (2013). *Psychological Bulletin*, *139*(1), 49-52. 10.1037/a0030521
- Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., **Smith, E. D.**, & Palmquist, C. M. (2013). The impact of pretend play on children's development: The state of the evidence. *Psychological Bulletin*, *139*(1), 1-34. 10.1037/a0029321
- Lillard, A. S., & **Smith, E. D.** (2013). Entwining teaching and research: Creating a collaborative review paper from a seminar. *APS Observer*, *26*(8), 31-32.
- Smith, E. D.**, Englander, Z. A., Lillard, A. S., & Morris, J. P. (2013). Cortical mechanisms of pretense observation. *Social Neuroscience*, *8*(4), 356-368. 10.1080/17470919.2013.807872
- Smith, E. D.**, & Lillard, A. S. (2012). Play on: Retrospective reports of the persistence of pretend play into middle childhood. *Journal of Cognition and Development*, *13*(4), 524-549. 10.1080/15248372.2011.608199

Principe, G. F., & **Smith, E.** (2008). The tooth, the whole tooth, and nothing but the tooth: How belief in the Tooth Fairy can engender false memories. *Applied Cognitive Psychology*, 22(5), 625-642. 10.1002/acp.1402

Principe, G. F., & **Smith, E.** (2008). Seeing things unseen: Fantasy beliefs and false reports. *Journal of Cognition and Development*, 9(1), 89-111. 10.1080/15248370701836618

## Chapters

Lillard, A. S., Dore, R. A., Hopkins, E. J., & **Smith, E. D.** (2015). Challenges to research on play: Mending the methodological mistakes. In J. E. Johnson, S. G. Eberle, T. S. Henricks, & D. Kuschner (Eds.), *Handbook of the study of play* (pp. 445-452). Lanham, MD: Rowman & Littlefield.

Lillard, A., Pinkham, A., & **Smith, E.** (2010). Pretend play and cognitive development. In U. Goswami (2<sup>nd</sup> Ed.), *Handbook of cognitive development*. London: Blackwell.

## Conference Presentations

Bermudez, A., & **Smith, E. D.** (2021, October). *Finding Love? Dating Application Use in College and the Relationship with of Sexual Health and Education Practices*. Poster presented at the biennial meeting of the Scholarly Consortium for Innovative Psychology in Education, Virtually hosted by Arizona State University.

**Smith, E. D.**, Erbacher, M. K., Cushen, P. J., Vazquez Brow, M. D., Hackathorn, J., Rife, S. C., Joyce, A. W., Bordieri, M. J., Anderson, P. W., Karlsson, M., & Daniels, J. (2020, February). *Effectively Intervening on Academic Entitlement by Using Student-Created Study Guides*. Paper presented at the Conference on Academic Research in Education, Las Vegas, NV.

**Smith, E. D.**, Gallo, J. C., & Erbacher, M. K. (2018, May). *Efficient identification and elimination of unmotivated participants reduces false positive and negatives*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Erbacher, M. K, Li, Z., & **Smith, E. D.** (2018, May). *Academically entitled student profiles: Fear of failure, perseverance, self-esteem, and pressure*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Erbacher, M. K., & **Smith, E. D.** (2018, April). *Extreme pressure and no control: Profiles of characteristics breeding academic entitlement*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

Heise, M. J., Richey, E., **Smith, E.**, & Lillard, A. (2016, October). *Today's preschoolers' imitation from models: Checking on Bobo*. Poster presented at the Technology and Media in Children's Development Special Topic Meeting of the Society for Research in Child Development, Irvine, California.

**Smith, E. D.**, Cushen, P. J., Erbacher, M. K., Bordieri, M., Daniels, J., Hackathorn, J., Watson Joyce, A., & Rife, S. C. (2016, January). *The longitudinal impact of student-created study guides on academic entitlement*. Presentation given at the Society of Teaching Psychology Preconference at the meeting of the Society for Personality and Social Psychology, San Diego, California.

- Dore, R. A., **Smith, E. D.**, & Lillard, A. S. (2015, October). *Children adopt the traits of fictional characters in a narrative*. Poster presented at the meeting of the Cognitive Development Society, Columbus, Ohio.
- Hackathorn, J., Rife, S., Watson, A., **Smith, E. D.**, Cushen, P. J., & Bordieri, M. (2015, October). *"Your notes are the study guide." An examination of study guide efficacy*. Poster presented at the 2015 Society for Teaching of Psychology's Annual Conference on the Teaching of Psychology (ACT), Atlanta, Georgia.
- Smith, E. D.**, Dobolyi, D. G., & Lillard, A. S. (2015, May). *Can Reading a Story Make You a Better Golfer? Examining the mechanism behind perceptual transfer from narratives*. Poster presented at the meeting of the Association for Psychological Science, New York, New York.
- Smith, E. D.**, & Lillard, A. S. (2015, March). *Is eating healthy bearable? Examining children's transfer of health-related concepts from a storybook*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Smith, E. D.** (2013, May). *Examining medium-specific effects on children's propensity to imitate*. Presentation delivered at the research academy of the International Max Planck Research School's LIFE program, Ann Arbor, Michigan.
- Smith, E. D.**, & Lillard, A. S. (2013, April). *Bobo revisited (and extended): Examining medium-specific effects on children's propensity to imitate*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, Washington.
- Smith, E. D.**, Palmquist, C. M., & Erbacher, M. K. (2013, April). *Fair-weather learners: Individual differences predict changes in students' academic entitlement*. Poster presented at the meeting of the Society for Research in Child Development's Teaching Institute, Seattle, Washington.
- Dore, R. A., **Smith, E. D.**, & Lillard, A. S. (2013, April). *You are what you read (or whom you take the perspective of): Children adopt the traits of characters in fictional narratives*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, Washington.
- Hopkins, E. J., **Smith, E. D.**, & Lillard, A. S. (2013, April). *Comprehension of substitute object pretense: The role of executive function and theory of mind*. Presentation given at the meeting of the Society for Research in Child Development, Seattle, Washington.
- Smith, E. D.**, & Lillard, A. S. (2012, May). *Not just child's play: Exploring the trajectory of pretense engagement through early adulthood*. Poster presented at the research academy of the International Max Planck Research School's LIFE program, Berlin, Germany.
- Smith, E. D.**, & Palmquist, C. M. (2012, May). *"I Deserve an A!": Validating and extending a measure of academic entitlement*. Poster presented at the meeting of the Association for Psychological Science, Chicago, Illinois.
- Palmquist, C. M., & **Smith, E. D.** (2012, May). Validating and extending Kopp et al.'s measure of academic entitlement. In T. Zinn (Chair), *Academic Entitlement: Measures, determinants, and correlates*. Presentation given at the meeting of the Association for Psychological Science, Chicago, Illinois.

- Brower, L., **Smith, E. D.**, & Lillard, A. S. (2012, April). *The effects of pacing and fantastical content in cartoon shows on preschooler's executive function abilities*. Poster presented at the L. Starling Reid Undergraduate Conference at the University of Virginia, Charlottesville, Virginia.
- Smith, E. D.**, & Palmquist, C. M. (2012, March). *Students as consumers: Validating and extending a measure of academic entitlement*. Poster presented at the Huskey Graduate Research Exhibition at the University of Virginia, Charlottesville, Virginia.
- Hopkins, E. J., **Smith, E. D.**, & Lillard, A. S. (2011, October). *Production-comprehension discrepancy in substitute object pretense: The role of inhibitory control and theory of mind*. Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, Pennsylvania.
- Palmquist, C. M., Gross, B., **Smith, E. D.**, Schad, M., & Kondrad, R. L. (2011, June). *The Graduate Teacher Training Program: A preliminary data analysis*. Poster presented at the Eastern Conference on the Teaching of Psychology, Staunton, Virginia.
- Smith, E. D.**, & Lillard, A. S. (2011, April). *Retrospective evidence for the persistence of pretend play into middle childhood*. Poster presented at the meeting of the Society for Research in Child Development, Montréal, Québec.
- Palmquist, C. P., **Smith, E. D.**, & Gross, E. B. (2011, April). *The Graduate Teacher Training Program: Analyzing and improving graduate student teaching of psychology*. Presentation at the University of Virginia's Academic Symposium commemorating the inauguration of President Teresa A. Sullivan.
- Smith, E. D.**, Englander, Z. A., Lillard, A. S., & Morris, J. P. (2010, November). *This is your brain on pretense: Neural correlates of pretense observation*. Poster presented at the meeting of the Society for Neuroscience, San Diego, California.
- Schad, M., Palmquist, C. M., Hopkins, B., **Smith, E. D.**, & Kondrad, R. L. (2010, June). *Improving graduate students' teaching effectiveness: A quantitative analysis*. Poster presented at the Eastern Conference on the Teaching of Psychology, Staunton, Virginia.
- Smith, E.**, & Lillard, A. (2009, October). *The pretend-reality boundary: Thinking outside the box*. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.
- Principe, G. F., & **Smith, E.** (2007, March). *How children's ability to identify the sources of their fantasy beliefs can affect their event reports*. Poster presented at the meeting of the Society for Research on Child Development, Boston, Massachusetts.
- Principe, G. F., Rossomando, V., **Smith, E.**, Armstrong, A., & LoPiccolo, V. (2006, May). *Young children's fantasy beliefs can engender false memories*. Poster presented at the meeting of the Association for Psychological Science, New York, New York.
- Kelly, H., Dixon, T., **Smith, E.**, & Principe, G. F. (2005, April). *How much of memory is purely vision: Effects of working memory and eye fixations on verbatim versus gist of memories*. Poster presented at 20<sup>th</sup> Annual Lehigh Valley Undergraduate Psychology Conference, Allentown, Pennsylvania

## Research Projects

RAPID: Student and Instructor Perceptions, Attitudes, and Emotions Surrounding Online Spaces and Institutional Supports during a Pandemic (COVID-19), PI – Monica K. Erbacher, Co-PIs – Elizabeth Pope, Marla A. Franco. Award Amount: \$200,000 (E. Smith, senior personnel), Dates: 6/1/2020 – 5/31/2021. NSF HSI-Hispanic Serving Institutions.

### Select Invited Research Presentations

- Smith, E. D.** (2017, April). *Glancing through the looking glass: Perpetual pretending and bearable behavior*. Presentation at the University of Arizona's Cognitive Science Colloquium.
- Smith, E. D.** (2016, February). *Glancing through the looking glass: Perpetual pretending and bearable behavior*. Presentation at the University of Kentucky's Developmental Brown Bag Series.
- Smith, E. D.** (2015, October). *Glancing through the looking glass: Perpetual pretending and bearable behavior*. Presentation at the Murray State University Colloquium Series.
- Smith, E. D.** (2014, February). *Bobo revisited (and extended): Examining medium-specific effects on children's propensity to imitate*. Presentation at the University of Virginia Colloquium Series.
- Smith, E. D.** (2013, October). *The fiction-reality boundary: Is it permeable?* Presentation at the University of Virginia Cognitive Psychology Lunch Series.
- Smith, E. D.** (2012, February). *Not just child's play: Exploring the trajectory of pretense engagement through early adulthood*. Presentation at the University of Virginia Cognitive Psychology Lunch Series.
- Smith, E. D.** (2011, April). *Play on: Retrospective reports of the persistence of pretend play into middle childhood*. Presentation at the University of Virginia Developmental Psychology Lunch Series.
- Smith, E. D.** (2009, May). *Exploring the pretend-reality boundary: Thinking outside the box*. Presentation at the University of Virginia Developmental Psychology Lunch Series.

### Teaching Experience and Training

(Note: Fa = Fall, Sp = Spring, Su = Summer)

#### Instructor

##### University of Arizona

<i>Current Issues in the Psychology of Gender</i> (EDP 150B)	(Fa2016 – Fa2022)
<i>Evolution and Human Development</i> (EDP/PSY/FSHD 200)	(Fa2016 – Fa2022)
<i>Research Methods in Education</i> (EDP 340)	(Sp2017, Sp2018, Sp2019, Sp2020)
<i>Independent Study</i> (EDP 399/499)	(Fa2017, Fa2018, Sp2019)
<i>Advanced Child Development</i> (EDP 501)	(Fa2016, Fa2017, Fa2018, Fa2019, Sp2021 Sp2022)
<i>Conversations in Educational Psychology</i> (EDP 695)	(Sp2018, Fa2018, Fa2019, Fa2022)
<i>Independent Study</i> (EDP 599/699)	(Fa2017 – Sp2019)
<i>Research</i> (EDP 900)	(Fa2017 – Fa2021)
<i>Master's Report</i> (EDP 909)	(Fa2019, Fa2022)
<i>Thesis</i> (EDP 910)	(Fa2017 – Fa2022)

##### Murray State University

<i>Introductory Psychology</i>	(Fa2014, Sp2015, Fa2015, Sp2016)
<i>Writing in the Psychological Sciences</i>	(Sp2016)

*Child Development*  
*Lifespan Development*

(Sp2015, Fa2015, Sp2016)  
 (Fa2014, Sp2015, Fa2015)

### **University of Virginia**

*From Second Life to Real Life: Does Engaging with Fictional Mediums Affect Us?* (Fa2013)

### **Teacher Training**

*Effective Online Discussions*, University of Arizona (6/2020)

A four-day intensive workshop on fostering effective online discussions. I received training on best practices in online discussion topics, strategies for addressing challenges associated with online discussions (e.g., assessment, participation, and instructor presence).

*Teaching the Large Online Course*, University of Arizona (6/2020)

A four-day intensive workshop focused specifically on teaching large course online. Specifically, I received training on encouraging engagement and motivation, specific online teaching strategies, and reducing administrative overhead.

*Intentional Learning Relationships*, University of Arizona (6/2020)

A four-day intensive workshop including training and reflection related to inclusion and equity in teaching and learning, cultural humility, and culturally responsive instructor-student relationships.

*Leader in Classroom Diversity & Inclusion*, University of Arizona (10/2019 – 11/2019)

A workshop series organized by the Division of Equity, Inclusion, and Title IX. I received training on the following four themes: (1) serving international students; (2) universal design; (3) Safe Zone; and (4) reducing unconscious bias and microaggressions.

*Tomorrow's Professor Today*, University of Virginia (9/2010 – 6/2014)

A selective university-wide program for graduate students who wish to improve their teaching through self- and peer-assessment, workshop attendance, and the creation of a teaching portfolio.

*Course Design Institute*, University of Virginia (5/2011)

One of three graduate students selected across the university to attend a weeklong intensive course design institute intended for university faculty. Received training on backwards course design, active learning strategies, and assessment design. Developed a complete course syllabus, which was selected by faculty workshop attendees as the most effective syllabus.

### **Graduate Student Advisees**

Muhammad AlKhudair, Sp2023 - Present

Amanda Bermudez, Fa2018 – Present

Morgan Demaree, Fa2021 – Present

Sabryna Jaimez, Fa2020 – Present

Melinda Struyk, Sp2020 – Present

Yao Liu, Fa2021 – Fa2022

Shuxin Di, Fa2017 – Su2018; Fa2021 – Su2022

Joshua Floyd, Fa2017 – Sp2019

Jazmynn Garcia, Sp2018 – Su2019

Chenfang Wang, Fa2018 – Fa2019

## Graduate Student Committees

Amanda Bermudez, Comprehensives (Su2022) & Dissertation Committee (in progress), Chair  
 Di Zhang, Thesis (Sp2019), Comprehensives (Sp2021) & Dissertation Committee (in progress),  
 Member  
 Morgan Demaree, Thesis (in progress), Chair  
 Ang Li, Comprehensives (in progress), Member  
 Nitika Mehta, Thesis (in progress), Member  
 Sizhan Liang, Comprehensives (Sp 2021) & Dissertation Committee (in progress), Member  
 Yao Liu, Master's Report (Fa2022), Chair  
 Shuxin Di, Thesis (Su2018), Chair, Comprehensives (Su2021), Member, & Dissertation Committee  
 (Su2022), Chair  
 Melinda Struyk, Thesis (Su2022), Chair  
 Jiyu Li, Thesis (Sp2022), Member  
 Margaret Medina, Dissertation Committee (Su 2021), Member  
 Priscila Ledezma, Thesis (Sp 2021), Member  
 Jacqueline Scherr, Comprehensives (Fa2019) & Dissertation Committee (Fa2020), Member  
 Jazmynn Garcia, Thesis (Su2019), Chair  
 Zhongyuan Li, Comprehensives (Fa2018) & Dissertation Committee (Fa2019), Member  
 Yaoping Pang, Comprehensives (Fa2018) & Dissertation Committee (Su2019), Member  
 Joshua Floyd, Thesis (Sp2019), Chair  
 Jiahui Qui, Thesis (Fa2019), Member  
 Chenfang Wang, Master's Report (Fa2019), Chair  
 Changting Dai, Thesis (Sp2018), Member  
 Jacclyn Clark, Thesis (Sp2017), Member

## Service

### National/International

#### Ad Hoc Manuscript Reviewer

*Applied Developmental Psychology; Child Development; Cognitive Development, Communication Research; European Journal of Developmental Psychology; Journal of Experimental Child Psychology; Mind, Brain, and Education; Perceptual and Motor Skills; Social Development*

#### Ad Hoc Conference Submission Reviewer

American Education Research Association:

Teaching Educational Psychology SIG (8/2020; 8/2021)  
 Technology, Instruction, Cognition & Learning SIG (8/2021)

#### Ad Hoc Book Chapter Reviewer

*Handbook of Educational Psychology* (4<sup>th</sup> ed) (11/2020)

### University Committees

Member, Student Response System RFP (10/2022 – Current)  
 Ad Hoc Member, University-Wide General Education Committee (UWGEC) (10/2021- 5/2022)

### College Committees

Member, Faculty and Staff Awards Committee (5/2022 – Present)  
 Member, Recruitment Strategy Action Planning Committee (3/2020 – Present)

*Member*, Academic Programs Committee

(8/2018 – 5/2022)

**Departmental Committees**

*Co-Chair*, Educational Psychology Participant Pool Ad Hoc Committee

(8/2016 – Present)

*Member*, Educational Psychology Department Vision Development

(8/2018 – Present)

*Co-Chair*, Educational Psychology Ad Hoc Fellowship Ranking Committee

(3/2021)

*Member*, Learning Sciences Faculty Search Committee

(8/2019 – 2/2020)