

Curriculum Vitae

Kevin Francis Miller

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Positions Held

- 2005- Professor, Combined Program in Education and Psychology, Educational Studies & Psychology Departments, Center for Human Growth & Development, Center for Chinese Studies, University of Michigan
- 2005-2008 Co-Chair, Combined Program in Education and Psychology, University of Michigan
- 1990-2004 Assistant to Associate Professor, Department of Psychology and Beckman Institute, University of Illinois at Urbana-Champaign.
- 1984-1990 Assistant Professor, Department of Psychology, University of Texas at Austin.
- 1982-1984 Assistant Professor, Department of Counseling, Educational Psychology, and Special Education, Michigan State University.
- 1980-1981 Predoctoral Intern, Division of Pediatric Neurology, University of Minnesota Hospitals.

Education

- 1977-1982 Department of Child Psychology & Psychology in the Schools Training Program, University of Minnesota.
Ph.D. in child and school psychology, 1982.
Dissertation title: Measurement procedures and the development of quantitative concepts.
- 1979-1980 Department of Psychology, University of Pennsylvania.
Enrolled as visiting graduate student,
working toward Ph.D. from University of Minnesota.
- 1972-1974, Haverford College, Haverford, PA
1975-1977 BA in Psychology (honors), 1977.

Academic Awards

- 2008 Fellow, American Psychological Association (Division 15 – Educational Psychology)
- 2008 Fellow, American Educational Research Association
- 2001 Appointed Visiting Professor, Institute of Psychology, Chinese Academy of Sciences
- 1997 Appointed Visiting Professor, Beijing Normal University
- 1997 Fellow, American Psychological Association (Division 7 – Developmental Psychology)
- 1994-1999 Research Scientist Development Award, NIMH.
- 1992-1993 Fellow, Center for Advanced Studies, University of Illinois
- 1988-1989 Spencer Fellowship, National Academy of Education
- 1981-1982 Graduate School Dissertation Fellowship, University of Minnesota

- 1977-1982 Danforth Graduate Fellowship
 1977-1979 National Institute of Mental Health Predoctoral
 Traineeship, University of Minnesota

Professional Organizations

Society for Research in Child Development
 American Educational Research Association
 International Reading Association
 National Council of Teachers of Mathematics
 Society for Research in Educational Effectiveness
 Psychonomic Society
 American Psychological Society
 American Psychological Association Divisions 3, 7, 15 & 16 (Fellow Division 7)
 Cognitive Development Society

Professional Activities

National Research Council, Early Childhood Mathematics Instruction panel, 2007-
 Mathematics and Science Education Task Force, American Psychological Association 2006-2008
 Institute of Education Sciences, Mathematics Education Review panel, 2005-2008 (Chair 2006-
 2008)
 Mathematical Sciences Education Board, National Research Council, 2004-2009
 American Psychology Association, Division 7, Outstanding dissertation award committee, 2004-
 2007
 US National Committee for the International Union of Psychological Sciences, 2001-2006
 Society for Research in Child Development, International Affairs Committee (2002-)
 NIH BBBP-4 / HUD-1 Study Section, 1998-2002
 National Research Council, Mathematics Learning Study, 1999-2001 – produced report “Adding it
 up”
 James S. McDonnell Cognitive Studies in Educational Practices Advisory Board, 1999-2000

Editorial Board, *Journal of Cognition and Development* (2004-2008)
 Editorial Board, *Developmental Psychology* (1994-1999; 2004-2009)
 Editorial Board, *Child Development* (1986-1990) Editorial
 Editorial Board, *Journal of Experimental Psychology: General* (1989-1994)
 Program Committee, Midwestern Psychological Association (1992-1995)

Grant Support

IES, \$816,936 in total costs (36 months starting 9/1/2007) – “Modeling and developing situation awareness in teachers. P.I. for a project using mobile eye-tracking methods to study teacher situation awareness in the course of teaching, and to look at what viewers learn from watching teacher-perspective video as compared to traditional classroom video, which shows the students’ perspective.

- NSF, \$1,824,224 in total costs (72 months, starting 10/1/00) – “Representing and learning from classroom processes.” P.I. for a project on developing techniques to use classroom video to describe and improve mathematics instruction, including comparisons between elementary mathematics instruction in China and the United States.
- NSF, \$2,498,592 in total costs (60 months, starting 9/7/00) – “ITR: Multimodal human computer interaction: Toward a proactive computer. Co-P.I. for an Information Technology Research center project developing a computer tutoring system to teach children about gears while assessing the child’s cognitive and emotional state.
- NSF, \$331,790 in total costs (48 months, starting 8/1/00) – “Language, symbol structure, and cognitive development.” P.I. for a cross-cultural research project on the influences of language and symbol systems on the development of mathematical competence and literacy in China and the United States.
- Spencer Foundation, \$321,450 in total costs (36 months, starting 7/1/96). -" Learning to read Chinese: Effects of metalinguistic knowledge and volume of reading on the acquisition of literacy in a nonalphabetic writing system." Co-investigator for research on the development of morphological and phonological awareness in Chinese in the context of an ambitious instructional research project (co-investigator).
- University of Illinois Critical Research Initiative, \$124,000 in total costs (24 months, starting 8/1/95) - “Project LISP: Linguistic influences on symbolic processes.” P.I. for an interdisciplinary team of researchers from Educational Psychology, Linguistics, and East Asian Languages and Cultures. Supports setting up labs in Beijing and at UIUC to study how the structure of language and symbol systems affects linguistic processing, notably including eye-movement control processes in reading.
- NIMH, \$309,806 in direct costs (60 months, starting 8/1/94) - “Symbolic structure in cognitive development.” Research Scientist Development Award (NIMH career development award) for a program of research in cognitive modeling and cross-cultural research on symbolic influences on cognitive development.
- NIMH, \$385,657 in direct costs (48 months, starting 5/1/93) - “Cultural tools and cognitive development.” Research on effects of language and orthographic structure in cognitive development, focusing on the domains of mathematics, reading, and calendar processing.
- National Science Foundation, \$168,334 in direct costs (24 months, starting 8/15/90) - “Cognitive and linguistic bases for mathematical development.” Research describing linguistic and cognitive bases for development of basic mathematical skill in the US and China.
- Spencer Foundation, \$25,000 (1988). - “Skill and understanding in the development of mathematical competence.” Early career fellowship given through the National Academy of Education.
- National Science Foundation, \$110,241 in direct costs (36 months, starting 9/1/85) - “Cognitive foundations of mathematical skill.” Research applying cognitive models of representation and skill development to understanding the development of skill at counting and arithmetic.

Publications

- Feng, G., Miller, K. F., Shu, H., & Zhang, H. C. (in press). Orthography and the development of reading processes: An eye-movement study of Chinese and English. *Child Development*.
- Barbarin, O., & Miller, K. F. (in press). Developmental science and early education: An introduction. In O. Barbarin (Ed.), *Developmental science and early education*.

- Newcomb, N. S., Ambady, N., Eccles, J., Gomez, L., Klahr, D., Linn, M., Miller, K. F., & Mix, K. (in press). Psychology's role in mathematics and science education. *American Psychologist*.
- Miller, K. F. (in press). Learning from the experience of others: What education can learn from video-based research in other fields. In M. Sherin, V. Jacobs, & R. Phillip (Eds.), *Teacher noticing*.
- Yan, M., Miller, K. F., Li, H., & Shu, H. (2008). What is the place for pinyin in beginning Chinese reading? Evidence from eye-movement research. K. Rayner, D. Shen, X. Bai, and G. Yan (Eds.), *Cognitive and cultural influences on eye movements*. Tianjin: Tianjin People's Publishing House/Hove: Psychology Press
- Correa, C. A., Perry, M., Sims, L., Miller, K. F., & Fang, G. (2008). Connected and culturally embedded beliefs: Chinese and U.S. teachers talk about how their students best learn mathematics. *Teaching and Teacher Education*, 24, 140-153.
- Correa, C. A., & Miller, K. F. (2007). A culture of remembering: Contexts of mathematical development and their implications for assessment and standard-setting. In R. Lissitz (Ed.), *Assessing and modeling cognitive development in school: Intellectual growth and standard setting* (pp. 175-188). Maple Grove, MN: JAM Press.
- Miller, K. F., & Zhou, X. (2007). Learning from classroom video: What makes it compelling and what makes it hard. In R. Goldman, R. Pea, B. Barron, & S. Derry (Eds.). *Video research in the learning sciences* (pp. 321-334). Mahwah, NJ: Erlbaum.
- Schleppenbach, M., Perry, M., Miller, K. F., Sims, L., & Fang, G. (2007). The answer is only the beginning: Extended discourse in Chinese and U.S. mathematics classrooms. *Journal of Educational Psychology*, 99(2), 380-396.
- Paris, S. G., Morrison, F. J., & Miller, K.F. (2006). Academic pathways from preschool through elementary school. In P. Alexander & P. Winne (Eds.), *Handbook of research in educational psychology (Second edition)*, pp. 61-85. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kumar, S., & Miller, K. F. (2005). Let SMIL be your umbrella: Software tools for transcribing, coding, and presenting digital video in behavioral research. *Behavior Research Methods, Instruments, & Computers*, 37, 359-367.
- Miller, K. F., Kelly, M. K., & Zhou, X. (2005). Learning mathematics in China and the United States: Cross-cultural insights into the nature and course of mathematical development. In J. I. D. Campbell (Ed.), *Handbook of mathematical cognition*. (pp. 163-178). New York: Psychology Press.
- Miller, K. F. (2002). Children's early understanding of writing and language: The impact of characters and alphabetic orthographies. In W. Li, J. S. Gaffney & J. L. Packard (Eds.), *Children's reading acquisition: Theoretical and pedagogical issues* (pp. 17-29). Boston: Kluwer.
- Feng, G., Miller, K. F., Shu, H., & Zhang, H. C. (2001). Rowed to recovery: The use of phonological and orthographic information in reading Chinese and English. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 27(4), 1079-1100.

- Miller, K. F., Major, S. M., & Shu, H. (2000). Ordinal knowledge: Number names and number concepts in Chinese and English. *Canadian Journal of Experimental Psychology*, *54*(2), 129-139.
- Miller, K. (2000). Mapping symbolic development. *Developmental Science*, *3*(3), 274-276.
- Miller, K. F. (2000). Representational tools & conceptual change. *Journal of Applied Developmental Psychology*, *21*, 21-25.
- Kelly, M. K., Miller, K. F., Fang, G., & Feng, G. (1999). When days are numbered: Calendar structure and the development of calendar processing in Chinese and English. *Journal of Experimental Child Psychology*, *73*, 289-314.
- DeLoache, J. S., Miller, K.F., & Pierroutsakos, S. L. (1998). Reasoning and problem solving. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of Child Psychology: Vol. 2. Cognition, Perception, & Language. Handbook of Child Psychology* (5th ed., pp. 801-850). New York: Wiley.
- DeLoache, J., Miller, K., & Rosengren, K. S. (1997). The credible shrinking room: Young children's performance with symbolic and nonsymbolic tasks. *Psychological Science*, *8*, 308-312.
- Miller, K. F. (1996). Linguistic structure and cognitive development: Chinese/English comparisons. *Studies in Linguistic Sciences*, *26*, 237-254.
- Miller, K.F., & Paredes, D. R. (1996). On the shoulders of giants: Cultural tools and mathematical development. In R. Sternberg & T. Ben-Zeev (Eds.), *The nature of mathematical thinking* (pp. 83-117). Hillsdale, NJ: Erlbaum.
- Miller, K. F. (1996). Making sense out of classroom processes. In G. Hoachlander, J. E. Griffith, & J. H. Ralph (Eds.), *From data to information: New directions for the National Center for Education Statistics*. (pp. 7-30 - 7-32). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Miller, K. F. (1996). Origins of quantitative reasoning. In R. Gelman & T. Au (Eds.), *Handbook of perception and cognition* (Vol. 13: Perceptual and cognitive development, pp. 213-241). Orlando, FL: Academic Press.
- Miller, K. F., Smith, C. M., Zhu, J., & Zhang, H. (1995). Preschool origins of cross-national differences in mathematical competence: The role of number naming systems. *Psychological Science*, *6*, 56-60.
- Stigler, J. W., & Miller, K. F. (1993). A good match is hard to find: Comment on Mayer, Tajika & Stanley (1991). *Journal of Educational Psychology*, *85*, 554-559.
- Miller, K. F. (1992). What a number is: Mathematical foundations and developing number concepts. In J. I. D. Campbell (Ed.), *The nature and origins of mathematical skills*. (pp. 3 - 38). New York: Elsevier.
- Miller, K. F., & Zhu, J. (1991). The trouble with teens: Accessing the structure of number names. *Journal of Memory and Language*, *30*, 48 - 68.
- Miller, K. F. & Stigler, J. W. (1991). Meanings of skill: Effects of abacus expertise on number representation. *Cognition and Instruction*, *8*, 29 - 67.
- Miller, K. F. (1991). Timely issues in cognitive development. [Review of *Time and human cognition: A life-span perspective*. *Contemporary Psychology*, *36*, 956-958.
- Miller, K. F., & Paredes, D. R. (1990). Starting to add worse: Developmental changes in the relations between arithmetic operations. *Cognition*, *37*, 213-242.
- Miller, K. F., & Baillargeon, R. (1990). Length & Distance: Do preschoolers think that occlusion brings things together? *Developmental Psychology*, *26*, 103-114.

- Creeger, C. P., Miller, K. F., & Paredes, D. R. (1990). Micro-managing time: Measuring and controlling sources of timing errors in computer-controlled experiments. *Behavior Research Methods, Instruments, & Computers*, 22, 34-79.
- Paredes, D. R., Miller, K. F., & Creeger, C. P. (1990). Graphic Precision: Controlling Stimulus Displays on IBM PC family computers. *Behavior Research Methods, Instruments, & Computers*, 22, 319-322.
- Miller, K. F. (1990). On the count of 2. [Review of *Children's counting and concepts of number and Construction of arithmetical meanings and strategies*]. *Contemporary Psychology*, 35, 942-944.
- Miller, K. F. (1989). Measurement as a tool for thought: The role of measuring procedures in children's understanding of quantitative invariance. *Developmental Psychology*, 25, 589-600.
- Miller, K. F., & Stigler, J. W. (1987). Counting in Chinese: Cultural variation in a basic cognitive skill. *Cognitive Development*, 2, 279-305.
- Miller, K. F. (1987). Geometric methods in developmental research. In J. Bisanz, C. J. Brainerd, & R. Kail (Eds.), *Formal methods in developmental psychology*. (pp. 216-262). New York: Springer-Verlag.
- Stigler, J.W., Chalip, L., & Miller, K. F. (1986). Consequences of skill: The case of abacus training in Taiwan. *American Journal of Education*, 94, 447-479.
- Wellman, H., & Miller, K. F. (1986). Thinking about nothing: Development of concepts of zero. *British Journal of Developmental Psychology*, 4, 31-42.
- Miller, K. F. (1986). Two gates to the city. [Review of *Cognitive Development*.] *Contemporary Psychology*, 31, 133-135.
- Miller, K. F. (1985). In a different voice: Mathematics learning from a mathematics education perspective. [Review of *Acquisition of mathematics concepts and processes*]. *Contemporary Psychology*, 30, 35-37.
- Miller, K. F., Perlmutter, M., & Keating, D. (1984). Cognitive arithmetic: comparison of operations. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 10, 46-60.
- Miller, K. F. (1984). Child as the measurer of all things: measurement procedures and the development of quantitative concepts. In C. Sophian (Ed.), *Origins of cognitive skills*. (pp. 193-228). Hillsdale, NJ: Erlbaum.
- Miller, K. F., & Gelman, R. (1983). The child's representation of number: a multidimensional scaling analysis. *Child Development*, 54, 1470-1479.
- Perlmutter, M., Metzger, R., Nezworski, T., & Miller, K. F. (1981). Spatial and temporal memory in twenty- and sixty-year-olds. *Journal of Gerontology*, 36, 59-65.
- Perlmutter, M., Metzger, R., Miller, K. F., & Nezworski, T. (1980). Memory of historical events. *Experimental Aging Research*, 6, 47-60.

Presentations

- Miller, K. F. (2008, July). *Lessons learned: Cross-cultural perspectives on education and development*. Invited symposium, XXIX International Congress of Psychology, Berlin.
- Miller, K. F. (2008, March). *Children's mathematics learning: Insights from cognitive research and cross-cultural comparisons*. Keynote address at meeting sponsored by the Portuguese Mathematical Society and the Gulbenkian Foundation, Lisbon, Portugal.

- Miller, K. F. (2008, March). *What do we see when we watch a classroom: Implications of research on viewing for teacher education*. Invited colloquium, Michigan State University, East Lansing, MI.
- Miller, K. F. (2008, January). *Perspectives on classroom processes*. Invited presentation at conference on teacher noticing, Northwestern University, Evanston, IL.
- Miller, K. F. (2007, October). *Culture, language, and educational processes: What can be learned from international comparisons*. Presentation to the LIFE Academy, Ypsilanti, MI.
- Miller, K. F., Zhou, X., Sims, L., Perry, M., & Fang, G. (2007, August). *Learning from the experiences of others: Effects of culture and task on what viewers might learn from watching classroom video*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Miller, K. F., Correa, C. A., Sims, L. M., Zhou, X., Fang, G., Lan, X., & Rodriguez, F. (2007, April). *"I don't do math": Beliefs about mathematics learning as expressed in classroom practices in China and the United States*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Miller, K. (2006, December). *Math Problems: Cross-cultural contributions to understanding sources of and solutions to problems in mathematical development*. Presentation given to conference on the Neural basis of mathematical development, Vanderbilt University, Nashville, TN.
- Miller, K. F. (2006, June). *Reading development in Chinese and English: Eye-movement perspectives*. Second China International Conference on Eye Movements, Tianjin, China.
- Miller, K. F., Correa, C. A., Sims, L., Noronha, N.C., & Fang, G. (2005, April). *Deconstructing classroom dialog: U.S. and Chinese comparisons*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Miller, K. F. (2004, November). *Learning from culture*. Invited colloquium, Max Planck Institute for Human Development, Berlin.
- Miller, K. F. (2004, October). *Language, culture, & symbolic processes*. Invited colloquium, Michigan-Tianjin joint conference on education.
- Miller, K. F. (2004, August). *Language, culture, & symbolic processes*. Invited colloquium, International Congress of Psychology, Beijing, China.
- Miller, K. F., Zhou, X., & Sims, L. (2004, April). *To watch, perchance to learn: Pitfalls in learning from classroom videos and some solutions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Miller, K.F. (2003, November). *Symbolic Development in Chinese and English*. Invited colloquium, Beijing Normal University, Beijing, China.
- Miller, K.F. (2003, October). *Cross-cultural issues in cognitive development*. Invited colloquium, Beijing Normal University at Zhuhai, Zhuhai, China.
- Miller, K. F. (2002, April). *Digital video records of classroom mathematics: How to make them and what we can learn from them*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Miller, K. F. (2002, January). *The role of language and orthography in literacy acquisition and cognitive development*. Invited presentation, workshop on "Language and Literacy: Developmental, Cultural, and Brain Mechanisms." Center for Human Growth and Development, University of Michigan, Ann Arbor.
- Miller, K. F. (2001, December). *Language and symbolic development: Learning to read and do mathematics in Chinese and English*. Invited colloquium, University of Hawaii, Honolulu, HI.
- Miller, K. F., & Feng, G. (2001, December). *Cultural influences on symbolic development: In search of a new foundation for thinking about culture and cognition*. Invited presentation, Conference on culture and cognition, Russell Sage Foundation, New York, NY.
- Feng, G., & Miller, K. F. (2001, November). *Getting a Fix on Fixations Decomposing Distributions of Reading Fixation Durations*. Paper presented at the annual meeting of the Psychonomics Society, Orlando, FL.
- Miller, K. F., Perry, M., Sims, L., Stigler, J. W., & Brady, D. (2001, October). *Viewing classroom video: Expertise and Country effects*. Invited presentation, IERI Directors conference, Washington, D. C.
- Miller, K. F. (2001, September). *Culture, Language, and Mathematical Development: US/China comparisons*. Invited colloquium, Developmental Psychology Program, Purdue University, West Lafayette, IN.
- Miller, K. F. (2001, August). *Building characters: Writing systems and their consequences for education and development*. Invited presentation, annual meeting of the American Psychology Association, San Francisco, CA.
- Miller, K. F., & Feng, G. (2001, July). *Learning to read Chinese : Effects of spoken language structure and orthography*. Invited presentation, Conference on Chinese reading, Linguistics summer institute, Santa Barbara, CA.
- Miller, K. F., & Lake, J. M. (2001, April). *Language and number: A simulation and a microgenetic study of the influences of language on learning to count*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Miller, K. F. (2001, April). *What is mathematics proficiency?* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Miller, K. F. (2001, March). *Language and cognitive development: U.S. / China comparisons*. Invited colloquium, Culture and Cognition Program, University of Michigan, Ann Arbor.
- Miller, K. F. (2000, October). *Language and symbolic development*. Invited colloquium, Psychology Department, University of Western Ontario, London, Ontario.
- Miller, K. F. (2000, May). *Language and early mathematical development*. Conference on Standards for Preschool and Kindergarten Mathematics, National Science Foundation, Arlington, VA.
- Miller, K. F., Feng, G., Chen, S. Y., Miller, K. F., Shu, H., & Zhang, H.C. (1999, November). *Away with words: Language structure and the development of reading in Chinese and English*. Paper presented at the annual meeting of the Psychonomic Society, Los Angeles, CA

- Miller, K. F., Zhang, H., & Zhang, D. (1999, April). *How phonological awareness changes as children learn alphabetic scripts: A longitudinal study in China and the United States*. Paper presented to the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Miller, K. F. (1998, May). *Xiangzhengde fazhan: Kua wenhua yanjiu* (Cross-cultural research in symbolic development). Invited colloquium, Institute of Child Psychology, Beijing Normal University, Beijing, China (in Chinese).
- Miller, K. F. (1997, November). *On the road to recovery: Error recovery in reading Chinese and English*. Paper presented at the annual meeting of the Psychonomic Society, Philadelphia, PA
- Miller, K. F. (1997, June). *The palimpsest model of mathematical development*. Presentation in invited symposium "Culture and the development of mathematical thinking," to the annual meeting of the Jean Piaget Society, Los Angeles, CA.
- Miller, K. F. (1997, May). *Xiangzhengde fazhan: Kua wenhua yanjiu*. (Cross-cultural research in symbolic development). Invited colloquium, Institute of Psychology, Academia Sinica, China (in Chinese).
- Miller, K. F. (1997, April). *Languages of number: Chinese/English number names and the mapping from words to symbols*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.
- Miller, K. F., Kelly, M. K., Fang, G., & Wang, Z.M. (1997, April). *Getting ready for school: An interview study of U.S. and Chinese parents' understanding of the transition to school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, D. C.
- Miller, K. F. (1996, September). *Symbolic tools and mathematical development*. Invited address, National Research Council workshop on the Sciences of Science Learning, Washington, D.C.
- Miller, K. F. (1996, June). *Symbolic structure effects in cognitive development: U.S./Chinese comparisons*. Invited address, Annual meeting of the Chinese Experimental Psychology Society, Dalian, China.
- Miller, K. F. (1996, June). *Symbolic structure effects in cognitive development: U.S./Chinese comparisons*. Invited colloquium, Tokyo Women's Christian University, Tokyo, Japan.
- Miller, K. F. (1996, March). *Symbolic structure effects in cognitive development: U.S./Chinese comparisons*. Invited colloquium, Institute of Child Development, Beijing Normal University, Beijing, China.
- Miller, K. F. (1996, February). *Symbolic structure effects in cognitive development: U.S./Chinese comparisons*. Invited colloquium, Psychology Department, Carnegie-Mellon University, Pittsburgh, P.A.
- Miller, K. F. & Chen, S-Y. (1995, November), *Where the words are: Orthography and "word" judgments in Chinese and English*. Paper presented at the annual meeting of the Psychonomics Society, Los Angeles, CA.
- Miller, K. F. (1995, March). *Universal symbols and particular languages: Acquisition of numerals and alphabets in China and the U.S.* Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

- Miller, K. F. (1995, February). *Symbolic tools for cognitive development: U.S./China comparisons*. Invited colloquium, Language and Cognition program, Northwestern University, Evanston, IL.
- Miller, K. F. (1994, April). *U.S. – China differences in mathematical development: Preschool origins*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Miller, K. F. (1995, March). *Conceptual change in mathematical understanding*. Discussion presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Paredes, D. R., & Miller, K. F. (1993, November). *Notational disparity and numerical competence: U.S./Chinese comparisons*. Paper presented at the annual meeting of the Psychonomics Society, Washington, D.C.
- Miller, K. F., Smith, C. M., Zhu, J., Li, W. (1993, March). *Preschool origins of Chinese/US mathematical differences: Language and counting*. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Miller, K. F., Heyman, G., & Zen, H. (1993, March). *Social mediation and cognitive development: A cross-cultural study of preschoolers' math problem-solving with parental assistance*. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Miller, K. F. (1992, November). *Language and the origin of mathematical abilities: U.S. / China comparisons*. Paper presented at the annual meeting of the Psychonomics Society, St. Louis, MO.
- Miller, K. F. (1992, April). *Languages of Number: Symbolic tools and early mathematical competence*. Invited address presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Miller, K. F. (1991, November). *Languages of Number: Language, Orthography, and Developmental Changes in Number Similarity Judgments*. Paper presented at the annual meeting of the Psychonomics Society, San Francisco, CA.
- Miller, K. F. (1991, May). *Language, Orthography, and Number: When Surface Structure Matters*. Colloquium presented to the Cognitive Science / Artificial Intelligence Seminar Series, University of Illinois at Urbana - Champaign.
- Miller, K. F. (1991, April). *Alternatives to Geometry? Spatial models and development*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Miller, K. F. (1990, November). *Language, Orthography, and Number: When Surface Structure Matters*. Paper presented at the annual meeting of the Psychonomics Society, New Orleans, LA.
- Miller, K. F. (1990, April). *Spatial metaphors and cognitive development*. Colloquium presented to the Department of Geography, University of Texas, Austin, TX.
- Miller, K. F. (1990, March). *Acquiring cognitive structures: The case of mathematics*. Colloquium presented to the Department of Psychology, University of Illinois at Urbana - Champaign.
- Miller, K. F. (1990, March). *Acquiring cognitive structures: The case of mathematics*. Colloquium presented to the Department of Educational Psychology, University of Georgia.
- Miller, K. F. (1990, February). *Acquiring cognitive structures: The case of mathematics*. Colloquium presented to the Department of Psychology, University of California at Santa Barbara.
- Miller, K. F. (1990, January). *Acquiring mathematical competence: Developmental and linguistic effects*. Colloquium presented to the Department of Psychology, Beijing Normal University, Beijing, China.
- Miller, K. F. (1990, January). *Language and number: Psychological effects of number-naming systems*. Colloquium presented to the Department of Psychology, University of Hawaii, Honolulu, Hawaii.

- Miller, K. F., & Zhu, Jianjun (1989, November). *The constituent structure of numbers: Evidence for a teens class in English*. Paper presented at the annual meeting of the Psychonomics Society, Atlanta, GA.
- Miller, K. F. (1989, October). *Explorations in Cognitive Psychology: A Windows-based package for teaching basic concepts in cognitive psychology*. Invited address, IBM Conference on *The Road to Learning*, New York, NY.
- Miller, K. F. (1989, April). *Accessing mathematical knowledge: Insights from individual and developmental differences in arithmetic skill*. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Miller, K. F., & Meyer, D. (1989, April). *Never on a Sunday: Developmental changes in children's processing of familiar ordered lists*. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Miller, K. F. (1988, October). *Conceptual transparency and the abacus: A paradox of expertise*. Paper presented at the annual meeting of the Psychonomics Society, Chicago, IL.
- Miller, K. F. (1988, May). *Accessing mathematical knowledge: Developmental, linguistic, and individual differences*. Paper presented at the annual meeting of the National Academy of Education, Cambridge, MA.
- Miller, K. F. (1988, April). *The development of mathematical knowledge*. Colloquium presented at the Committee on Human Development, The University of Chicago.
- Miller, K. F. (1988, April). *Accessing mathematical knowledge: Developmental, linguistic, and individual differences*. Colloquium presented at the Center for Cognitive Science, The University of Texas at Austin.
- Madole, K. L., & Miller, K. F. (1987, September). *Automatic processes of number perception*. Paper presented at the annual meeting of the American Psychological Association, New York.
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