

Aimee E. Stahl

Department of Psychology
The College of New Jersey
2000 Pennington Road, Ewing, NJ 08628
stahla@tcnj.edu

Academic Appointments

2025 - Professor, Department of Psychology, The College of New Jersey
2020 - 2025 Associate Professor, Department of Psychology, The College of New Jersey
2015 - 2020 Assistant Professor, Department of Psychology, The College of New Jersey

Education

2010 - 2015 Johns Hopkins University
Ph.D., Psychological & Brain Sciences
Advisor: Lisa Feigenson
2010 - 2012 Johns Hopkins University
M.A., Psychological & Brain Sciences
Advisor: Lisa Feigenson
2005 - 2008 University of Delaware
Honors B.A., Psychology & Women's Studies

Publications

- Stahl, A. E.** & Feigenson, L. (2024). Young children distinguish the impossible from the merely improbable. *Proceedings of the National Academy of Sciences*, *121*, e2411297121.
- Kibbe, M. M. & **Stahl, A. E.** (2023). An object's categorizability impacts whether infants encode surface features into their object representations. *Infancy*, *28*, 958-972.
- Kibbe, M. M. & **Stahl, A. E.** (2023). Objects in a social world: Infants' representational capacity limits are shaped by objects' social relevance. *Advances in Child Development and Behavior*, *65*, 69-97.
- Stahl, A. E.**, Pareja, D., & Feigenson, L. (2023). Early understanding of ownership helps infants efficiently organize objects in memory. *Cognitive Development*, *65*, 101274.
- Stahl, A. E.** & Kibbe, M. M. (2022). Great expectations: The construct validity of the violation-of-expectation method for studying infant cognition. *Infant and Child Development*, *31*, e2359.
- Stahl, A. E.** & Woods, L. (2022). Infants preferentially learn from surprising teachers. *Infancy*, *27*, 887-899.

- Silver, A. M., **Stahl, A. E.**, Loiotile, R., Smith, A., & Feigenson, L. (2020). When not choosing leads to not liking: Choice induced preference in infancy. *Psychological Science*, *31*, 1422-1429.
- Stahl, A. E.** & Feigenson, L. (2019). Violations of core knowledge shape early learning. *Topics in Cognitive Science*, *11*, 136-153.
- Stahl, A. E.** & Feigenson, L. (2018). Infants use linguistic group distinctions to chunk items in memory. *Journal of Experimental Child Psychology*, *172*, 149-167.
- Stahl, A. E.** & Feigenson, L. (2017). Expectancy violations promote learning in young children. *Cognition*, *163*, 1-14.
- Konishi, H., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Individual differences in nonlinguistic event categorization predict later motion verb comprehension. *Journal of Experimental Child Psychology*, *151*, 18-32.
- Stahl, A. E.** & Feigenson, L. (2015). Observing the unexpected enhances infants' learning and exploration. *Science*, *348*, 91-94.
- Stahl, A. E.**, Romberg, A. R., Roseberry, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Infants segment continuous events using transitional probabilities. *Child Development*, *85*, 1821-1826.
- Stahl, A. E.** & Feigenson, L. (2014). Social knowledge facilitates chunking in infancy. *Child Development*, *85*, 1477-1490.
- Song, L., Nazzi, T., Moukawane, S., Golinkoff, R. M., **Stahl, A. E.**, Ma, W., Hirsh-Pasek, K., & Connell, M. (2010). Sleepy vs. sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French. *Proceedings of the Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Publications in Preparation

- Stahl, A. E.** & Kibbe, M. M. (in prep.). Infants remember "objectness" best: Examining 18-20-month-olds' representations of objects' featural and categorical identities.
- Stahl, A. E.** & Feigenson, L. (in prep.). Infants' selectivity in their surprise-induced exploration.

Peer-Reviewed Presentations

Note: Underlined names indicate TCNJ student co-authors

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- Stahl, A. E.** & Kibbe, M. M. (2024, March). Infants remember "objectness" best: Examining 18-20-month-olds' representations of objects' featural and categorical identities. Poster presented at the Cognitive Development Society Biennial Conference, Pasadena, California.
- Kibbe, M. M. & **Stahl, A. E.** (2023, March). Objects' categorizability impacts infants' encoding of object features. Poster presented at the Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.

- Stahl, A. E. & Woods, L.** (2020, July). Infants learn rationally from surprising teachers. Poster accepted to the International Congress on Infant Studies, Glasgow, Scotland.
Note: Poster not presented due to COVID-19 pandemic.
- Stahl, A. E., Jariwala, N., & Feigenson, L.** (2020, July). Tokens or types: Do infants generalize their surprise-induced exploration to other exemplars? Poster accepted to the International Congress on Infant Studies, Glasgow, Scotland.
Note: Poster not presented due to COVID-19 pandemic.
- Stahl, A. E., Chaudhari, N., Peters, C., Smith, A., & Feigenson, L.** (2020, July). Impossible but not improbable events induce learning in toddlers. Poster accepted to the International Congress on Infant Studies, Glasgow, Scotland.
Note: Poster not presented due to COVID-19 pandemic.
- Stahl, A. E. & Staroselsky, E.** (2019, March). Can infants use gender-typed preferences to chunk items in working memory? Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Stahl, A. E., Woods, L., & Pranschke, E.** (2018, July). Do infants selectively imitate surprising individuals? Poster presented at the International Congress on Infant Studies, Philadelphia, PA.
- Loiotile, R. E., **Stahl, A. E.**, Silver, A. M., & Feigenson, L. (2018, July). Cognitive dissonance in one-year-olds. Poster presented at the International Congress on Infant Studies, Philadelphia, PA.
- Stahl, A. E., Mandaloju, S., & Feigenson, L.** (2017, October). Impossibly special: Impossible but not improbable events boost children's learning. Poster presented at the Cognitive Development Society, Portland, OR.
- Feigenson, L. & **Stahl, A. E.** (2017, April). Social knowledge influences infants' working memory computations. In E. Cheries (chair), The influence of social information on infants' object representations. Oral paper presented at the Society for Research in Child Development, Austin, TX.
- Mandaloju, S., **Stahl, A. E.**, & Feigenson, L. (2017, April). Surprise retroactively enhances learning in young children. Poster presented at the Society for Research in Child Development, Austin, TX.
- Golinkoff, R. M., Konishi, H., **Stahl, A. E.**, & Hirsh-Pasek, K. (2016, May). Individual differences in non-linguistic event categorization at 13-15 months predict motion verb comprehension at 27-33 months. Oral paper presented at the International Congress on Infant Studies, New Orleans, LA.
- Brezack, N. G., **Stahl, A. E.**, Golinkoff, R. M., Hirsh-Pasek, K. (2016, March). Eighteen-month-olds track statistically learned action patterns and extend to a new actor. Poster presented at the Eastern Psychological Association, Pittsburgh, PA.
- Stahl, A. E. & Feigenson, L.** (2015, October). Infants use social knowledge to chunk items in working memory. In M. Kibbe (chair), Objects in a social world: Interactions between object cognition and social cognition in infancy. Oral paper presented at the Cognitive Development Society, Columbus, OH.
- Feigenson, L. & **Stahl, A. E.** (2015, October). Surprise-induced exploratory play in infants: When does surprise generalize across exemplars? Poster presented at the Cognitive Development Society, Columbus, OH.
- Buckley, M. E., **Stahl, A. E.**, & Kibbe, M. M. (2015, October). Infants' working memory for object identities versus object categories. Poster presented at the Cognitive Development Society, Columbus, OH.
- Stahl, A. E. & Feigenson, L.** (2015, March). Infants' selective exploration following surprising events. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Stahl, A. E., Kibbe, M. M., & Feigenson, L.** (2015, March). Memory load and the precision of infants' working

- memory for object identities. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Stahl, A. E. & Feigenson, L.** (2014, July). Increases in infants' exploration and learning following surprising events. In Z. Sim (chair), *Infants are active learners*. Oral paper presented at the International Conference on Infant Studies, Berlin, Germany.
- Stahl, A. E., Romberg, A. R., Ridge, K., Roseberry, R., Hirsh-Pasek, K., & Golinkoff, R. M.** (2014, July). Where the action is: Infants segment dynamic events using transitional probabilities. In A. Pace (chair), *Finding breaks in the action: Exploring multiple mechanisms for infant event segmentation*. Oral paper presented at the International Conference on Infant Studies, Berlin, Germany.
- Stahl, A. E. & Feigenson, L.** (2013, October). Infants chunk objects using ownership cues. Poster presented at the Cognitive Development Society, Memphis, TN.
- Stahl, A. E. & Feigenson, L.** (2013, April). Surprise! Infants learn more effectively following violation-of-expectation events. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Stahl A. E., Taggart, J., & Feigenson, L.** (2013, April). Surprising events boost preschoolers' word learning. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Johanson, M., Konishi, H., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). Under, over, and in between: General vocabulary comprehension is linked to preposition comprehension. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Stahl, A. E. & Feigenson, L.** (2012, June). Can infants use social cues to chunk objects in working memory? Poster presented at the International Conference on Infant Studies, Minneapolis, MI.
- Ranganathan, S., **Stahl, A. E.**, Shi, R., Golinkoff, R. M., & Hirsh-Pasek K. (2012, June). Stem learning: Infants segment the morpheme /ing/ to identify a novel word. Poster presented at the International Conference on Infant Studies, Minneapolis, MI.
- Konishi, H., **Stahl, A. E.**, Kosko, C., Itel, N., Shaoul, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2012, June). Individual differences on a nonlinguistic categorization task predict later language. Poster presented at the International Conference on Infant Studies, Minneapolis, MI.
- Stahl, A. E., Roseberry, S., Golinkoff, R. M., & Hirsh-Pasek, K.** (2011, March). Infants divide and conquer: Using transitional probabilities to segment events. In **A. E. Stahl & S. Roseberry** (chairs), *Carving events for word learning: Discovering the mechanisms behind infant event segmentation*. Oral paper presented at the Society for Research in Child Development, Montreal, Canada.
- Song, L., **Stahl, A. E.**, Golinkoff, R. M., Ranganathan, S., & Hirsh-Pasek, K. (2011, March). Labeling facilitates 19- to 21-month-olds' categorization of intransitive human actions. In J. de Villiers (chair), *The role of language in action and event concepts*. Oral paper presented at the Society for Research in Child Development, Montreal, Canada.
- Stuehling, A., Song, L., Moynihan, N., **Stahl, A. E.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2011, March). What can children learn in children's museums? Different views from parents and experts. Poster presented at the Society for Research in Child Development, Montreal, Canada.
- Stahl, A. E., Roseberry, S., Tynan, E., Song, L., Golinkoff, R. M., & Hirsh-Pasek, K.** (2010, March). Breaking up is not hard to do: Transitional probabilities facilitate infants' dynamic event segmentation. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Stahl, A. E., Song, L., Tynan, E., Rocek, L., Ma, W., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K.** (2010, March). Getting around: Infants categorize paths in realistic events. Poster presented at the International

Conference on Infant Studies, Baltimore, MD.

- Stahl, A. E.**, Tynan, E., Song, L., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2010, March). Manner, interrupted: Infants detect manner changes in occlusion events. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Song, L., Golinkoff, R. M., **Stahl, A. E.**, & Hirsh-Pasek, K. (2010, March). All action and no talk: 10- to 12-month-olds can form nonlinguistic categories of hopping and marching. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Göksun, T., Tynan, E., Roseberry, S., George, N., Ferrara, K., **Stahl, A. E.**, Hirsh-Pasek, K., & Golinkoff, R. M. (2010, March). A new angle to infant causality. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Wong, W., McManaman, M., **Stahl, A. E.**, Golinkoff, R. M., Newcombe, N., & Hirsh-Pasek, K. (2010, March). Triangles as pizza slices, circles in clocks: Representational complexity in children's recognition of shapes. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Wong, W., Dewson, G., Monahan, M., Shi, T., **Stahl, A. E.**, Golinkoff, R. M., Newcombe, N., & Hirsh-Pasek, K. (2010, March). The square goes here! Language and action scaffolding during shape play with traditional and electronic shape sorting toys. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Tynan, E., **Stahl, A. E.**, Rocek, L., Ma, W., Marshall, J., Marshall, S., Golinkoff, R. M., Hirsh-Pasek, K. (2009, November). The path to language: Infants categorize path in real-world events. Oral paper presented at the 34th Annual Boston University Conference on Language Development, Boston, MA.
- Song, L., Nazzi, T., Moukawane, S., Golinkoff, R. M., **Stahl, A. E.**, & Ma, W. (2009, November). Sleepy vs. sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French. Oral paper presented at the 34th Annual Boston University Conference on Language Development, Boston, MA.
- Wong, W., Ma, W., **Stahl, A. E.**, Song, L., Strober, D., Rocek, L., Bosse, S., Golinkoff, R. M., Hirsh-Pasek, K. (2009, April). Extraction of path and manner from naturalistic events: Going where how? Poster presented at the Society for Research in Child Development, Denver, CO.
- Ma, W., Golinkoff, R. M., Hirsh-Pasek, K., Wong, W., Song, L., **Stahl, A. E.**, Strober, D., & Bither, K. (2009, April). Meaning specificity: How does it affect children's verb learning and extension? Poster presented at the Society for Research in Child Development, Denver, CO.

Invited Talks

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| April 2024 | Gitenstein-Hart Sabbatical Prize Lecture, The College of New Jersey |
| February 2018 | Adelphi University Psi Chi Research Talk Series |
| January 2017 | Princeton University BabyLab meeting |
| October 2016 | Rutgers University "What is Cognitive Science?" talk series |
| March 2016 | University of Pennsylvania Psychology Department Brownbag series |
| November 2015 | Boston University Developmental Science Colloquium |
| October 2015 | Cognitive Development Society "More on Development" Post-Conference, Columbus, OH |
| October 2015 | The College of New Jersey Psychology Department Colloquium |
| March 2015 | National Science Foundation National Living Laboratory Academic Meeting, Philadelphia, PA |
| October 2014 | National Science Foundation National Living Laboratory Introduction and |

October 2014	Implementation Meeting, Baltimore, MD
November 2012	Rutgers University-Newark Developmental Psychology Brownbag series National Science Foundation Living Lab Initiative National Meeting, Boston, MA

Grants, Awards, and Honors

2024 - 2026	Support of Scholarly Activities (SOSA) course release award, The College of New Jersey
2023	Mentored Undergraduate Summer Experience (MUSE) research grant, The College of New Jersey
2022 - 2024	SOSA course release award, The College of New Jersey
2021 - 2022	Gitenstein-Hart Sabbatical Prize, The College of New Jersey
2020 - 2022	SOSA course release award, The College of New Jersey
2020	MUSE research grant, The College of New Jersey
2019	MUSE research grant, The College of New Jersey
2018 - 2020	SOSA course release award, The College of New Jersey
2017 - 2018	School of Humanities & Social Sciences Mini-Grant, The College of New Jersey
2017	MUSE research grant, The College of New Jersey
2016 - 2018	SOSA course release award, The College of New Jersey
2015	G. Stanley Hall Scholar's Award for dissertation research, Johns Hopkins University
	Graduate Representative Organization Travel Grant, Johns Hopkins University
2014	Robert S. Waldrop Junior Investigator's Award for excellence in pre-dissertation research, Johns Hopkins University
2012	Mary Ainsworth Award for outstanding female graduate student, Johns Hopkins University
2011 - 2014	National Science Foundation (NSF) Graduate Research Fellowship
2011	Society for Research in Child Development Student Travel Award
2008	Award for most outstanding senior Psychology major, University of Delaware
2008	Phi Beta Kappa, University of Delaware
2008	Women's Studies Award of Special Merit, University of Delaware
2007	Global Scholar Award, University of Delaware

Teaching

Courses Taught

PSY121: Methods & Tools of Psychology
 PSY220: Development Across the Lifespan
 PSY299: Research Seminar - Cognitive Development
 PSY320: Origins of Social Cognition
 PSY370: Infant Learning in a Modern World
 PSY390/492: Collaborative Research - Cognitive Development Lab
 PSY470: What Babies Know

Professional Service

Consulting Editor

Frontiers in Psychology, Journal of Experimental Psychology: General

Ad hoc journal reviewing

Child Development, Cognition, Cognitive Development, Developmental Psychology, Developmental Science, Infancy, Infant & Child Development, Infant Behavior & Development, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Nature – Scientific Reports, Nature Communications, Nature Human Behaviour, Proceedings of the Royal Society B, Psychological Review

Conference submission reviewing

Cognitive Development Society, Cognitive Science Society, International Congress on Infant Studies, Society for Research in Child Development

Select Institutional Service

Collegewide

Co-Chair: College Promotions and Tenure Committee (2023-2024; Member 2022-2023)

Vice Chair: Committee on Academic Programs (2022-2023; Member 2019-2021)

Member: Faculty Senate Ad Hoc Antiracism Committee (2020)

School of Humanities and Social Sciences

Chair: Curriculum Committee (2017-2019; Member 2016-2017)

Psychology Department

Chair: Student Awards/Ceremonies and Recognition Committee (2022-present, 2017-2022)

Member: Academic Programs Committee (2023-present; 2016-2021)

Member: Advisory Committee (2024-present, 2022-2023)

Member: Diversity, Equity, Inclusion, and Antiracism Committee (2024-present)

Member: Independent Study and Internship Committee (2024-present; 2015-2017)

Member: Core Sequence Working Group (2023-2024)

Member: Ethics Committee (2022-2023)
