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Education:

Ph.D. 1976, Harvard University, Cambridge, Massachusetts.
 Department of Psychology and Social Relations.
 B.A. 1972, Antioch College, Yellow Springs, Ohio.
 Psychology Major. Junior Honors Psychology at University of Aberdeen, Scotland.

Employment:

2003- James H. Glackin Distinguished Faculty Fellow, Temple University
 1987- Professor, Department of Psychology, Temple University.
 (Director of Undergraduate Studies, 1981-86; Associate Chair, 1986-89;
 Director of Cognitive Division, 1995-99).
 1981-87 Associate Professor, Department of Psychology, Temple University.
 1976-81 Assistant Professor, Department of Psychology, The Pennsylvania State University.

Visiting Appointments:

2003-04 Visiting Scholar, Spatial Cognition Group, Wissenschaftskolleg, Berlin
 1999-00 Visiting Scholar, Department of Psychology, Princeton University.
 1993-94 Visiting Scholar, Department of Psychology, University of Pennsylvania.
 1986-87 Visiting Scholar, Department of Psychology, University of Pennsylvania.

Honors:

2007 G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology, Division 7
 (Developmental Psychology), American Psychological Association
 2006 Elected to the American Academy of Arts and Sciences, Cambridge, MA
 2006 Award for Distinguished Service to Psychological Science, American Psychological Association
 2006 Women in Cognitive Science Mentorship Award
 2006 G. Stanley Hall Lecturer, Division 2 (Society for the Teaching of Psychology), American
 Psychological Association
 2004 Paul W. Eberman Faculty Research Award, Temple University
 2004 George A. Miller Award for an Outstanding Recent Article in General Psychology, Division 1
 (Society for General Psychology), American Psychological Association
 2003 James H. Glackin Distinguished Faculty Fellow in Psychology, Temple University
 1999 James McKeen Cattell Fellowship
 Fellow, American Association for the Advancement of Science
 Fellow, American Psychological Society
 Fellow, American Psychological Association, Divisions 1 (Society for General Psychology), 3
 (Experimental), 7 (Developmental) and 35 (Society for the Psychology of Women)

Professional Service

- Editorial Positions:** **Invited Co-Editor**, Special Issue on “Interactions among Scientists and Policy Makers; Challenges and Opportunities”, *American Psychologist*, March 2002.
- Editor**, *Journal of Experimental Psychology: General*, 1996-2001.
- Guest Editor**, Special Issues on Early Memory, *Journal of Experimental Child Psychology*, 1993-94.
- Associate Editor**, *Psychological Bulletin*, 1990-94.
- Consulting Editor**, *Developmental Psychology*, 1981-87, *Child Development*, 1982-1996, *Journal of Experimental Child Psychology*, 1983-2005, *Psychological Bulletin*, 2002-2004, *Journal of Cognition and Development*, 2002- , *Psychological Science*, 2004- , *Perspectives on Psychological Science*, 2005- , *Psychonomic Bulletin and Review*, 2005-
- Reviewer** for many other journals, e.g., *Behavioral and Brain Sciences*, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *Psychological Review*, *Science*.
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- Grant Reviewing:** Developmental and Learning Sciences Advisory Panel, NSF, 2003-06.
 Developmental and Learning Sciences Advisory Panel, NSF, November 2001.
 Learning and Intelligent Systems Initiative, NSF, 1998.
 Perception and Cognition Review Group, NIH, 1993.
 Human Cognition and Performance Advisory Panel, NSF, 1989-93.
 Mental Health Small Grant Review Panel, NIMH, 1987-89, Chair 1988-89.
 Adolescent Family Life Review Group, NIH, 1985
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- APA Activity:** Member-at-Large, Division 3 Executive Committee, 2007-10.
 Chair, APA Task Force on Math and Science Education, 2007.
 Candidate for APA President, 2006.
 APA Board of Scientific Affairs Representative to the Federation of Behavioral, Psychological, and Cognitive Sciences, 2006-
 Delegate, APA Membership Summit, 2006
 Editor Search Committee, *Journal of Experimental Psychology: General*, 2006
 Delegate, Science Leadership Conference, 2005, 2006, 2007
 APA Board of Scientific Affairs Representative to AAAS Section J, 2005-8.
 Committee on Scientific Awards, 2004-2006, Chair 2006
 Koppitz Fund Committee, American Psychological Foundation, 2003-7.
 APA Testimony to Congress on the NSF Budget, April 2002.
 President-Elect, Division 7, 2000-2001; President, 2001-2002; Past President, 2002-2003.
 Executive Committee, Division 1 (General), 1999-2000.
 Publications and Communications Board, 1998-2000
 Chair-Elect (1998-99), Chair (1999-2000), Council of Editors
 Division 7 Representative to Council, 1998-2000.
 Chair, Early Career Award Committee, 1995.
 Division 7 Credentials Committee, 1994-96.
 Chair, Division 7 Dissertation Award Committee, 1993.
 Member-at-Large, Division 7 Executive Committee, 1991-93.
 Track Chair, Science Weekend, 1989.
 Program Chair, Division 7 (Developmental), 1989.

- Other Societies:** President-Elect, President, Past President, Eastern Psychological Association, 2007-10
 Member, Lifelong Learning at Work and at Home Taskforce, APS, 2006-
 Psychonomic Society representative to AAAS Section J, 2005-8.
 Committee member, Women in Cognitive Science, 2004-
 Board of the Cognitive Development Society, 2003-9; Program Chair, 2005.
 Governing Board, Psychonomic Society, 2002-6; Member, *PB&R* Editor
 Search Committee 2005.
 Secretary, Section on Psychology (J), American Association for the Advancement
 of Science, 2002-2010.
 Host, Lunch with the Leaders, SRCD, Albuquerque, NM, April 1999.
 Program Committee, Society for Research in Child Development, 1993-99,
 Co-Chair, 1995-97.
- NSF-Related Activity:** Invited Participant, NSF Neuroscience Workshop, Arlington, VA, 2007
 Invited Participant, Transfer of Learning Workshop, March 2002.
 Invited Participant, Applying the Science of Learning, Claremont, CA,
 February 2001.
 Co-Organizer of Conference on Fostering Spatial Competence: Behavioral,
 Symbolic and Brain Aspects, Chicago, Oct 17-19, 1999. NSF Sponsored.
 Co-Chair, Blue Ribbon Panel on Transition of Children to the Workforce,
 1999-2000.
 Advisory Committee on Children and Learning, 1998.
 Workshop on Contributions of the Social Sciences to the NSF Review of
 Undergraduate Education, 1996.
 Co-Chair, Conference on Cognitive Science Bases of Math and Science
 Education, 1995.
- Other Service:** Congressional visits on behalf of the Coalition for National Science Funding,
 Hill Day, September 13, 2006.
 External Review Board, University of Minnesota Interdisciplinary Training
 Program in Cognitive Science, 2006-
 Presentation, Women in Science Congressional Briefing Lunch, May 24, 2005.
 Presentation to 10th Annual Coalition for National Science Funding,
 Science@Work, Capitol Hill, June 22, 2004.
 Presentations to the Mathematical Sciences Education Board, National Academy
 of Sciences, Nov. 5, 2003 and March 22, 2004.
 Advisory Board, Cornell Institute for Research on Children (CIRC), 2003-5.
 Co-Organizer, Working Conference on Using Scientific Knowledge of
 Development to Inform Preschool Assessment, Temple University Center
 City, Jan. 30-31, 2003.
 Co-Organizer, Conference on the Relations of Prefrontal Cortex Development to
 Children's Cognitive and Social Behavior, Chestnut Hill, PA, May 5-8,
 2000. Sponsored by Temple University and the American Psychological
 Association.
 Presenter and Discussion Leader on Cognitive Development, Research
 Opportunities in Child and Adolescent Development, Forum on Research
 Management, Dec 16-17, 1999.
 Presentation to 4th Annual Coalition for National Science Funding,
 Capitol Hill, June, 1998.
 External Examiner, Swarthmore College, 1992.
 External Examiner, Doctoral Dissertation, University of Toronto, 1987.
 External Evaluator, Psychology Dept., University of Massachusetts-Boston, 1986.

Memberships: American Association for the Advancement of Science
American Psychological Association
Association for Psychological Science
Cognitive Development Society
Cognitive Neuroscience Society
Cognitive Science Society
Eastern Psychological Association
International Society for Infant Studies
Jean Piaget Society
Psychonomic Society
Sigma Xi
Society for Research in Child Development

Teaching

Undergraduate: introduction to psychology, developmental psychology, research methods, cognitive development, memory, infancy, adolescence, cognitive bases of education, psychology of gender.

Graduate: developmental core, cognitive core, cognitive development, developmental theory, development of memory, spatial representation, cognitive development and education, gender.

External Funding

2006-11	National Science Foundation: Spatial Intelligence and Learning Center (SILC)
2004-07	National Science Foundation, Research on Learning and Education (ROLE): Understanding and Teaching Spatial Competence
2004-07	National Science Foundation: Differing Interpretations of Young Children's Geometric Skills
2000-03	National Science Foundation, Research on Learning and Education (ROLE): Understanding and Teaching Spatial Competence
1999-2002	National Science Foundation: The Development of Spatial Coding
1999-2000	American Psychological Association: Scientific Workshop Grant
1999-2000	National Science Foundation: Blue Ribbon Panel Report on Transitions of Children to the Workforce
1999-2000	James McKeen Cattell Fellowship
1997-2000	National Science Foundation, Learning and Intelligent Systems Initiative (LIS): Understanding and Fostering Spatial Competence
1996-99	National Science Foundation: The Development of Spatial Coding
1994-99	National Science Foundation: Center for Excellence in Teacher Preparation (Advisory Committee)
1994-95	National Science Foundation: Conference on the Cognitive Science Bases of Mathematics and Science Education
1993-96	National Science Foundation: The Development of Spatial Coding
1988-92	National Institute of Child Health and Human Development: The Development of Spatial Coding.
1984-87	National Institute of Mental Health: Timing of Puberty and Spatial Ability.
1979-80	National Institute of Mental Health: Determinants of Sex Differences in Spatial Ability.
1973-76	Canada Council Doctoral Fellowship
1972-73	Harvard University Fellowship

Publications

Books

- Newcombe, N. S. & Huttenlocher, J. (2000). *Making space: The development of spatial representation and reasoning*. MIT Press.
- Newcombe, N. (1996). *Child development: Change over time*. New York: HarperCollins. (8th edition of *Child development and personality* by P. Mussen, J. Conger, J. Kagan & A. Huston.)
- Liben, L.S., Patterson, A.H., & Newcombe, N. (Eds.) (1981). *Spatial representation and behavior across the life span*. New York: Academic Press.

Chapters in Edited Books

- Newcombe, N.S., Ratliff, K.R., Shallcross, W. & Twyman, A. (in press). The role of cognitive modularity in evolution and development. In L. Tommasi, L. Nadel & M.A. Peterson (Eds.), *Assembling Brains: Cognition, Development and Evolution*, Vienna Series in Theoretical Biology. Cambridge, MA: The MIT Press.
- Lloyd, M.E. & Newcombe, N.S. (in press). Implicit memory in childhood: Reassessing developmental invariance. In M.L. Courage & N. Cowan (Eds.), *The Development of Memory in Childhood, 2nd edition*. London: Psychology Press
- Oakes, L.M., Newcombe, N.S. & Plumert, J.M. (in press). Are dynamic systems and connectionist approaches an alternative to “good old-fashioned cognitive development”? In J.P. Spencer, M. Thomas & J. McClelland (Eds.), *Toward a new grand theory of development? Connectionism and dynamic systems theory re-considered*. Oxford University Press.
- Learmonth, A.E. & Newcombe, N.S. (in press). The development of place learning in comparative perspective. In F. Dolins & R. Mitchell (Eds.), *Spatial cognition: Mapping the self and space*. Cambridge University Press.
- Newcombe, N.S., Lloyd, M.E. & Ratliff, K.R. (2007). Development of episodic and autobiographical memory: A cognitive neuroscience perspective. In R.V. Kail (Ed.), *Advances in child development and behavior (Vol. 35, pp. 37-85)*. San Diego, CA: Elsevier.
- Newcombe, N.S. & Ratliff, K.R. (2007) Explaining the development of spatial reorientation: Modularity-plus-language versus the emergence of adaptive combination. In J. Plumert & J. Spencer (Eds.), *The emerging spatial mind* (pp. 53-76). Oxford University Press.
- Newcombe, N.S. & Kovacs, S.L. (2007). To have and have not: What do we mean when we talk about long-term memory development? In L.M. Oakes & P.J. Bauer (Eds.), *Short- and long-term memory in infancy and early childhood: Taking the first steps toward remembering*. Oxford University Press.
- Newcombe, N.S. (2007). Taking science seriously: Straight thinking about sex differences. In S. Ceci & W. Williams (Eds.), *Why aren't more women in science? Top gender researchers debate the evidence* (pp. 69-77). Washington, DC: APA Books.
- Cheng, K. & Newcombe, N.S. (2006). Geometry, features, and orientation in vertebrate animals: A pictorial review. In M.F. Brown & R.G. Cook (Eds.), *Animal spatial cognition: Comparative, neural & computational approaches*. Comparative Cognition Press. <http://www.pigeon.psy.tufts.edu/asc/>
- Newcombe, N.S. & Huttenlocher, J. (2006). Development of spatial cognition. In D. Kuhn & R.S. Siegler (Eds.), *Handbook of child psychology* (6th edition, pp. 734-776). John Wiley and Sons.

- Dziembowski, Z. & Newcombe, N.S. (2005). Transfer of mathematical problem-solving procedures acquired through physical science instruction: When you don't see it, why not? In J. Mestre (Ed.), *Transfer of learning from a modern multidisciplinary perspective* (pp. 337-356). In a series, *Current Perspectives on Cognition, Learning and Instruction*, Greenwich, CT: Information Age Publishing
- Newcombe, N.S. (2005). Evidence for and against a geometric module: The roles of language and action. In J. Rieser, J. Lockman & C. Nelson (Eds.), *Action as an organizer of learning and development*. Minnesota Symposia on Child Psychology, Vol. 33 (pp. 221-241). Mahwah, NJ: Lawrence Erlbaum Associates.
- Newcombe, N.S. & Learmonth, A.E. (2005). The development of spatial competence. In P. Shah & A. Miyake (Eds.), *Handbook of visuospatial thinking* (pp. 213-256). Cambridge University Press.
- Newcombe, N.S. & Sluzenski, J. (2004). Starting points and change in early spatial development. In G. Allen (Ed.), *Remembering where* (pp. 25-40). Lawrence Erlbaum Associates.
- Newcombe, N.S. (2003). Development. In L. Nadel (Ed.), *The encyclopedia of cognitive science* (pp. 955-959). Nature Publishing Group, Macmillan Publishers Ltd. (UK).
- Newcombe, N.S. (2002). Biology is to medicine as psychology is to education: True or false? In D.F. Halpern & M.D. Hakel (Eds.), *Applying the science of learning to university teaching and beyond* (pp. 9-18). New Directions for Teaching and Learning series, Number 89. San Francisco: Jossey-Bass.
- Newcombe, N.S. (2002). Spatial cognition. In D. Medin (Ed.), *Cognition Volume, Stevens' Handbook of Experimental Psychology*, third edition (pp. 113-163). New York: John Wiley.
- Newcombe, N. S., Mathason, L. & Terlecki, M. (2002). Maximization of spatial competence: More important than finding the cause of sex differences. In A. McGillicuddy-De Lisi & R. De Lisi (Eds.), *Biology, society and behavior: The development of sex differences in cognition* (pp. 183-206). Westport, CT: Ablex Publishing.
- Newcombe, N.S. (2000). Early experience matters for spatial development (but different kinds at different times). In N. A. Fox, L. A. Leavitt & J. Warhol (Eds.), *The role of early experience in infant development* (pp. 165-186). Pediatric Round Table, Johnson and Johnson Pediatric Institute.
- Newcombe, N. (1997). New perspectives on spatial representation: What different tasks tell us about how people remember location. Chapter in N. Foreman & R. Gillett (Eds.), *Interacting with the environment: A handbook of spatial paradigms and methodologies* (pp. 85-102). Psychology Press.
- Newcombe, N. (1989). The development of spatial perspective taking. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 22), (pp. 203-247). Academic Press.
- Newcombe, N. & Baenninger, M. A. (1989). Biological change and cognitive ability in adolescence. In G. Adams, R. Montemayor, & T. Gullotta (Eds.), *Advances in adolescent development* (Vol. 1), (pp. 168-191). Newbury Park, CA: Sage.
- Branch, C. W. & Newcombe, N. (1988). The development of racial attitudes in black children. In R. Vasta (Ed.), *Annals of child development* (Vol. 5) (pp. 125-154). Greenwich, CT: JAI Press.

- Newcombe, N. & Dubas, J.S. (1986). Individual differences in cognitive ability: Are they related to timing of puberty? In R.M. Lerner & T.T. Foch (Eds.), *Biological-psychosocial interactions in early adolescence: A life-span perspective*, (pp. 249-302). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Newcombe, N. (1985). Methods for the study of spatial representation. In R. Cohen (Ed.), *The development of spatial cognition*, (pp. 277-300). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Huttenlocher, J. & Newcombe, N. (1984). The child's representation of information about location. In C. Sophian (Ed.), *Origins of cognitive skills*, (pp. 81-111). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Newcombe, N. (1982). Sex-related differences in spatial ability: Problems and gaps in current approaches. In M. Potegal (Ed.), *Spatial abilities: Development and physiological foundations*, (pp. 223-250). New York: Academic Press.
- Newcombe, N. (1982). Spatial cognition and cognitive development. In R. Cohen (Ed.), *Children's conceptions of spatial relationships*, (pp. 65-81). (New Directions for Child Development series). San Francisco: Jossey-Bass.
- Newcombe, N. (1981). Spatial representation and behavior: Retrospect and prospect. In Liben, L.S., Patterson, A.H., & Newcombe, N. (Eds.), *Spatial representation and behavior across the life span*, (pp. 373-388). New York: Academic Press.

Journal Articles

- Learmonth, A.E., Newcombe, N.S., Sheridan, N. & Jones, M. (in press). Why size counts: Children's spatial reorientation in large and small enclosures. *Developmental Science*.
- Ratliff, K.R. & Newcombe, N.S. (2007, in press). Is language necessary for human spatial reorientation? Reconsidering evidence from dual task paradigms. *Cognitive Psychology*.
- Newcombe, N.S. & Chiang, N. (2007, in press). Learning geographical information from hypothetical maps. *Memory and Cognition*, 35.
- Huttenlocher, J., Vasilyeva, M., Newcombe, N.S. & Duffy, S. (2007, in press). Developing symbolic capacity one step at a time. *Cognition*.
- Uttal, D.H., Sandstrom, L.B. & Newcombe, N.S. (2006). One hidden object, two spatial codes: Young children's use of relational and distance coding. *Journal of Cognition and Development*, 7, 503-525.
- Newcombe, N.S. (2006). An adaptive combination approach to spatial representation: Using geometric and featural spatial information. *Proceedings of the Annual Cognitive Science Society*, 28.
- Sluzenski, J., Newcombe, N.S. & Kovacs, S. (2006). Binding, relational memory and recall of naturalistic events: A developmental perspective. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 32, 89-100.
- Kovacs, S. & Newcombe, N.S. (2006). Developments in source monitoring: The role of thinking of others. *Journal of Experimental Child Psychology*, 93, 25-44.

- Levine, S.C., Vasilyeva, M., Lourenco, S.F., Newcombe, N.S. & Huttenlocher, J. (2005). Socioeconomic status modifies the sex difference in spatial skill. *Psychological Science*, 16, 841-845.
- Ratliff, K.R. & Newcombe, N.S. (2005). Human spatial reorientation using dual task paradigms. *Proceedings of the Annual Cognitive Science Society*, 27, 1809-1814.
- Terlecki, M.S. & Newcombe, N.S. (2005). How important is the digital divide? The relation of computer and videogame usage to gender differences in mental rotation ability. *Sex Roles*, 53, 433-441.
- Cheng, K. & Newcombe, N.S. (2005). Is there a geometric module for spatial orientation? Squaring theory and evidence. *Psychonomic Bulletin and Review*, 12, 1-23.
- Newcombe, N.S., Sluzenski, J. & Huttenlocher, J. (2005). Pre-existing knowledge versus on-line learning: What do young infants really know about spatial location? *Psychological Science*, 16, 222-227.
- Hirsh-Pasek, K., Kochanoff, A., Newcombe, N. & de Villiers, J. (2005). Using scientific knowledge to inform preschool assessment: Making the case for "empirical validity". *SRCD Social Policy Report*, 19, 3-19.
- Sluzenski, J., Newcombe, N.S. & Satlow, E. (2004). Knowing where things are in the second year of life: Implications for hippocampal development. *Journal of Cognitive Neuroscience*, 16, 1443-1451.
- Sluzenski, J., Newcombe, N.S. & Ottinger, W. (2004). Changes in reality monitoring and episodic memory in early childhood. *Developmental Science*, 7, 225-245.
- Newcombe, N.S. (2002). The nativist-empiricist controversy in the context of recent research on spatial and quantitative development. *Psychological Science*, 13, 395-401.
- Drummey, A.B. & Newcombe, N.S. (2002). Developmental changes in source memory. *Developmental Science*, 5, 502-513.
- Marshall, D.H., Drummey, A.B., Fox, N.A. & Newcombe, N.S. (2002). An event-related potential study of item recognition memory in 4-year-old children and adults. *Journal of Cognition and Development*, 3, 201-224.
- Learmonth, A.E., Nadel, L. & Newcombe, N.S. (2002). Children's use of landmarks: Implications for modularity theory. *Psychological Science*, 13, 337-341.
- Learmonth, A.E., Newcombe, N.S. & Huttenlocher, J. (2001). Toddlers' use of metric information and landmarks to reorient. *Journal of Experimental Child Psychology*, 80, 225-244.
- Newcombe, N., Drummey, A.B., Fox, N.A., Lie, E. & Ottinger-Alberts, W. (2000). Remembering early childhood: How much, how, and why (or why not). *Current Directions in Psychological Science*, 9, 55-58.
- Reprinted** in J. Lerner & A.E. Alberts (Eds.), *Developmental psychology reader*. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.
- Newcombe, N., Huttenlocher, J. & Learmonth, A. (1999). Infants' coding of location in continuous space. *Infant Behavior and Development*, 22, 483-510.
- Newcombe, N. & Learmonth, A. (1999). Change and continuity in early spatial development: Claiming the "radical middle". *Infant Behavior and Development*, 22, 457-474.

Reprinted in J. Vauclair (Ed.), *Les théories du développement cognitif du jeune enfant* (Theories of infant cognitive development).

- Huttenlocher, J., Newcombe, N. & Vasilyeva, M. (1999). Spatial scaling in young children. *Psychological Science, 10*, 393-398.
- Newcombe, N., Huttenlocher, J., Sandberg, E., Lie, E. & Johnson, S. (1999). What do mis-estimations and asymmetries in spatial judgment indicate about spatial representation? *Journal of Experimental Psychology: Learning, Memory and Cognition, 25*, 986-996
- Lie, E. & Newcombe, N. (1999). Elementary school children's explicit and implicit memory for faces of preschool classmates. *Developmental Psychology, 35*, 102-112.
- Satlow, E. & Newcombe, N. (1998). When is a triangle not a triangle? Young children's conceptions of geometric shapes. *Cognitive Development, 13*, 547-559.
- Newcombe, N., Huttenlocher, J., Drummey, A.B., & Wiley, J. (1998). The development of spatial location coding: Place learning and dead reckoning in the second and third years. *Cognitive Development, 13*, 185-201.
- Sandberg, E.H., Huttenlocher, J. & Newcombe, N. (1996). The development of hierarchical representation of two-dimensional space. *Child Development, 67*, 721-739.
- Baenninger, M.A. & Newcombe, N. (1995). Environmental input to the development of sex-related differences in spatial and mathematical ability. *Learning and Individual Differences, 7*, 363-379.
- Reprinted** in E. Paul (Ed.) (2001), *Taking sides: Clashing views on controversial issues in sex and gender*. McGraw-Hill/Dushkin.
- Newcombe, N. & Lie, E. (1995). Covert and overt recognition of faces by children and adults. *Psychological Science, 6*, 241-245.
- Drummey, A.B. & Newcombe, N. (1995). Remembering versus knowing the past: Children's explicit and implicit memory for pictures. *Journal of Experimental Child Psychology, 59*, 549-565.
- Huttenlocher, J., Newcombe, N., & Sandberg, E. (1994). The coding of spatial location in young children. *Cognitive Psychology, 27*, 115-147.
- Newcombe, N. & Fox, N. (1994). Infantile amnesia: Through a glass darkly. *Child Development, 65*, 31-40.
- Newcombe, N. & Huttenlocher, J. (1992). Children's early ability to solve perspective-taking problems. *Developmental Psychology, 28*, 635-643.
- Newcombe, N. & Dubas, J. S. (1992). A longitudinal study of predictors of spatial ability in adolescent females. *Child Development, 63*, 37-46.
- Weinmann, L.L. & Newcombe, N. (1990). Adolescent identity and perceptions of parental relationships. *Journal of Experimental Child Psychology, 50*, 357-369.
- Baenninger, M. A. & Newcombe, N. (1989). The role of experience in spatial test performance: A meta-analysis. *Sex Roles, 20*, 327-344.

- Newcombe, N., Dubas, J. S. & Baenninger, M. A. (1989). Associations of timing of puberty, spatial ability, and lateralization in adult women. *Child Development, 60*, 246-254.
- Newcombe, N. (1988). The paradox of proximity in early spatial representation. *British Journal of Developmental Psychology, 6*, 376-378.
- Berfield, K.A., Ray, W.J., & Newcombe, N. (1986). Sex role and spatial ability: An EEG study. *Neuropsychologia, 24*, 731-735.
- Branch, C.W. & Newcombe, N. (1986). Racial attitude development among young black children as a function of parental attitudes: A longitudinal and cross-sectional study. *Child Development, 57*, 712-721.
- Ward, S.L., Newcombe, N., & Overton, W.F. (1986). Turn left at the church, or three miles north: A study of direction giving and sex differences. *Environment and Behavior, 18*, 192-213.
- Newcombe, N., Bandura, M.M. & Taylor, D.G. (1983). Sex differences in spatial ability and spatial activities. *Sex Roles, 9*, 377-386.
- Cole, P.M. & Newcombe, N. (1983). Interference effects of verbal and imaginal strategies for resisting distraction on children's verbal and visual recognition memory. *Child Development, 54*, 42-50.
- Newcombe, N. & Bandura, M.M. (1983). Effects of age at puberty on spatial ability in girls: A question of mechanism. *Developmental Psychology, 19*, 215-224.
- Newcombe, N. & Liben, L.S. (1982). Barrier effects in the cognitive maps of children and adults. *Journal of Experimental Child Psychology, 34*, 46-58.
- Newcombe, N. & Lerner, J.C. (1982). Britain between the wars: The historical context of Bowlby's theory of attachment. *Psychiatry, 45*, 1-12.
- Ray, W.J., Newcombe, N., Semon, J., & Cole, P.M. (1981). Spatial abilities, sex differences and EEG functioning. *Neuropsychologia, 19*, 719-722.
- Newcombe, N. & Zaslow, M. (1981). Hints and question directives in the speech of 2 1/2-year-old children to adults. *Discourse Processes, 4*, 239-252.
- Branch, C. & Newcombe, N. (1980). Racial attitudes in preschoolers as related to levels of parental civil rights activism. *Merrill-Palmer Quarterly, 26*, 425-428.
- Rogoff, B., Newcombe, N., Fox, N., & Ellis, S. (1980). Transitions in children's roles and capabilities. *International Journal of Psychology, 15*, 181-200.
- Newcombe, N. & Arnkoff, D.B. (1979). Effect of speech styles and sex of speaker on person perception. *Journal of Personality and Social Psychology, 37*, 1293-1303.
- Newcombe, N., Rogoff, B., & Kagan, J. (1977). Developmental changes in recognition memory for pictures of objects and scenes. *Developmental Psychology, 13*, 337-341.
- Huttenlocher, J. & Newcombe, N. (1976). Semantic effects on ordered recall. *Journal of Verbal Learning and Verbal Behavior, 15*, 387-399.
- Rogoff, B., Newcombe, N., & Kagan, J. (1974). Planfulness and recognition memory. *Child Development, 45*, 972-977.

Book Reviews

- Namy, L.L. & Newcombe, N.S. (in press). More than just hand waving: Review of S. Goldin-Meadow, "Hearing gestures: How our hands help us think". *Journal of Cognition and Development*.
- Newcombe, N.S. (2007, in press). Developmental psychology meets the Mommy Wars. (Essay review of NICHD Early Child Care Research Network, *Child care and child development: Results from the NICHD study of early child care and youth development*). *Journal of Applied Developmental Psychology*.
- Newcombe, N.S. (2005). Language as destiny? Or not. (Essay review of S. C. Levinson, *Space in language and cognition: Explorations in cognitive diversity*). *Human Development*, 48, 309-314.
- Newcombe, N. (1998). Defining the radical middle. (Essay review of J. Elman et al., *Rethinking Innateness*). *Human Development*, 41, 210-214.
- Newcombe, N. (1991). New directions for research on cognitive style? (Review of T. Globerson & T. Zelniker (Eds.), *Cognitive style and cognitive development*.) *Contemporary Psychology*, 36, 502.
- Newcombe, N. (1989). The study of brain and behavior: Has the marriage been consummated? (Review of J. Stiles-Davis, M. Kritchevsky & U. Bellugi (Eds.), *Spatial cognition: Brain bases and development*.) *Contemporary Psychology*, 34, 752-753.
- Newcombe, N. (1986). The coming of age of adolescence. (Review of M.A. Lloyd, *Adolescence*, and D. Rogers, *Adolescents and youth*.) *Contemporary Psychology*, 31, 810-811.
- Newcombe, N. (1981). The causes of cognitive development. (Review of A.N. Perret-Clermont, *Social interaction and cognitive development in children*.) *Contemporary Psychology*, 26, 606-607.
- Newcombe, N. (1980). Beyond nature and nurture. (Review of J.E. Parsons, *The psychobiology of sex differences and sex roles*.) *Contemporary Psychology*, 25, 807-808.

Commentaries, Reports, Introductions, Editorials

- Newcombe, N.S. & Uttal, D.H. (2006). Whorf versus Socrates, round 10. *Trends in Cognitive Science*, 10, 394-396.
- Newcombe, N.S. (2006, March 3). A plea for spatial literacy. *Chronicle of Higher Education*, 52, B20. **Reprinted** on the Best Practices section of the Institute for Women in Trades, Technology & Science (IWITTS) website, www.iwitts.com.
- Newcombe, N.S. (2006). A new paradigm for teaching cognitive development: Beyond Piaget and his critics. *SRCD Newsletter*, 49, 4.
- Newcombe, N.S. (2005). Mars and Venus in the classroom. *Psychology Teacher Network*, 15, 7, 12, 17. **Reprinted** in special issue of *Enfance* (2006), 58, 216-222.
- Newcombe, N.S. (2005). Commentary on "The Science of Gender and Science—Pinker Vs. Spelke—A Debate". *Edge: The Reality Club*. <http://www.edge.org/discourse/science-gender.html#nn>.

- Newcombe, N.S. (2003). Some controls control too much. (Commentary on NICHD Early Child Care Research Network article). *Child Development*, 74, 1050-1052.
- Newcombe, N.S. (2002). Beyond the blank slate: Can sociobiology come of age as an empirical science? *Chronicle of Higher Education*, December 13, B10-B11.
- Newcombe, N.S. (2002). Five commandments for APA. *American Psychologist*, 57, 202-205.
- Newcombe, N. S. (2001). A spatial coding analysis of the A-not-B error: What IS "location at A"? (Commentary on Thelen et al.) *Behavioral and Brain Sciences*, 24, 57-58.
- Newcombe, N.S. (2000). So, at last we can begin. (Commentary on D. Uttal, Seeing the big picture: Map use and the development of spatial cognition.) *Developmental Science*, 3, 276-278.
- Newcombe, N. S. (2000). Beginning the decade of behavior (Editorial). *Journal of Experimental Psychology: General*, 129, 1.
- Baenninger, M.A. & Newcombe, N. (1996). Sauce for the goose, sauce for the gander. (Reply to commentaries on Baenninger & Newcombe, 1995). *Learning and Individual Differences*, 8, 65-68.
- Newcombe, N. & Baenninger, M.A. (1996). Sexual-selection accounts of human characteristics: Just-so stories or scientific hypotheses? (Commentary on paper by D. Geary). *Brain and Behavioral Sciences*.
- Newcombe, N., Drumme, A.B. & Lie, E. (1995). Children's memory for early experience. (Introduction to special issue on early memory.) *Journal of Experimental Child Psychology*, 59, 337-342.
- Hawkins, J. & Newcombe, N. (1994). Developing a new research agenda to facilitate innovation in the teaching and learning of science and mathematics. Report to the National Science Foundation
- Newcombe, N. & Baenninger, M. A. (1988). Nature/nurture in male/female mathematical giftedness. (Commentary on paper by C. P. Benbow). *Behavioral and Brain Sciences*, 11, 206.
- Ray, W.J. & Newcombe, N. (1980). Interpreting sex differences in lateralization. (Commentary on paper by J. McGlone). *Behavioral and Brain Sciences*, 3, 246.

Presentations

Invited Talks

- Newcombe, N.S. Modularity vs. adaptive combination: Approaches to the development of mind in cultural and neural context. Presentation to *Workshop on Culture, Mind, Brain and Development*, Rensselaerville Conference Center, June 2007.
- Newcombe, N.S. Are men better spatial visualizers? In Invited Symposium on Learning Principles—What We Know About Learning. *Association for Psychological Science*, Washington DC, May 2007.
- Newcombe, N.S. Male/female responsiveness to spatial training. Talk given to the *Spatial Skills Curriculum Workshop*, Michigan Technical University, Houghton, Michigan, May 2007.
- Newcombe, N.S. Uses and abuses of evolutionary psychology. G. Stanley Hall Lecture, *American Psychological Association*, New Orleans, August 2006.
- Newcombe, N.S. Objects, locations, and the binding problem. Talk given at the 14th Altenberg Workshop in Theoretical Biology, *The New Cognitive Sciences: Bring Evolution and Development to Bear on Mind and Brain*. Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, June 15-18, 2006.
- Newcombe, N.S. The role of action in children's adaptive combination of spatial information. In Invited Symposium on How Symbols and Actions Influence Spatial Thinking. *Midwestern Psychological Association*, May 2006.
- Newcombe, N.S. What I did one summer vacation (and beyond). *The Art of Science: A Festschrift in Honor of Janellen Huttenlocher*. Chicago, September 2005.
- Newcombe, N.S. How education shortchanges spatial intelligence: A problem and its remedies. Division 3 Invited Talk, *American Psychological Association*, Washington, DC, August 2005.
- Newcombe, N.S. So, what's the question, Nora? A belated answer. Talk invited by Division 7 for the Mentor Award symposium for Dr. Jerome Kagan, *American Psychological Association*, Washington, DC, August 2005.
- Newcombe, N.S. Back to basics: What's actually wrong with good old-fashioned cognitive development? Conference on *Connectionism and Dynamic Systems Approaches to Development: On the Cusp of a New Grand Theory or Still Too Distributed?* June 21, 2005, Iowa City, IA.
- Newcombe, N.S. What do we mean when we say modularity? Master Lecture, *Society for Research in Child Development*, Atlanta, GA, April 2005.
- Newcombe, N.S. A new paradigm for teaching cognitive development: Beyond Piaget and his critics. First Biennial SRCD Developmental Science Teaching Institute, *Society for Research in Child Development*, Atlanta, GA, April 2005.
- Newcombe, N.S. Recent evidence regarding modularity in human spatial orientation. Paper in Presidential Integrative Symposium: Interdisciplinary perspectives on spatial learning and cognition. *Eastern Psychological Association*, Boston, March 2005.
- Newcombe, N.S. Developing reorientation: Modular or not? Paper presented in invited symposium, Putting perspective in things: The role of point of view in spatial reasoning. *Psychonomic Society*, Minneapolis, November 2004.

- Newcombe, N.S. Statistics, assumptions and day care: Why it can be hard to use evidence to make policy decisions. Part of Presidential Symposium, The Day Care Scare, *American Psychological Association*, Honolulu, August 2004.
- Newcombe, N.S. One round in the nativist-empiricist debate: Is there a geometric module? George Miller Award talk, *American Psychological Association*, Honolulu, August 2004.
- Newcombe, N.S. Invited symposium: Current status of the nativism-empiricism debate. Organized symposium and gave paper entitled: Claims of a geometric module: Squaring theory and evidence. *Conference on Human Development*, Washington, DC, April 2004.
- Newcombe, N.S. Cracking the code: The enigma of sex differences in sociobiology. Plenary address at the *American Psychological Association*, Toronto, August 9, 2003.
- Newcombe, N.S. Some unanswered questions about a sociobiological theory of sex differences in spatial ability. Invited address to the *Eastern Psychological Association*, March 2003.
- Newcombe, N.S. Evidence for and against a geometric module: The roles of language and action. Presented at Minnesota Symposium on Child Development organized by J. Rieser, J. Lockman & C. Nelson, *Action as an organizer of learning and development*, October 2002.
- Newcombe, N.S. Some unanswered questions about a sociobiological theory of sex differences in spatial ability. Division 7 Presidential Address, *American Psychological Association*, Chicago, IL, August 2002.
- Newcombe, N. Invited speaker for "Science in the public eye: Issues and controversies in the communication of scientific findings." *Journal Editors' Consortium Meeting*, March 26-28, 2000.
- Newcombe, N. S. Sex differences in cognition: Belief, theory and current knowledge. Invited talk for symposium series on *The Developing Child: Brain and Behavior*, sponsored by the Erikson Institute and the University of Chicago, March 3, 2000.
- Newcombe, N. Emergentism in cognitive development. Invited address, *Inaugural Meeting of the Cognitive Development Society*, Chapel Hill, NC, October 1999.
- Newcombe, N.S. Making space: Taking cognitive development one domain at a time. Invited address as part of the *Mind, Brain and Behavior* symposium series, APA, August, 1999, Boston, MA.
- Newcombe, N.S. Developments in research on memory for early childhood. Invited presentation to Research Experience for Undergraduates Program, Skidmore College, June 28-29, 1999.
- Newcombe, N.S. The future of cognitive development. Invited presentation at conference on "Stability and change in developmental psychology", held to celebrate the career of Professor Jerome Kagan, Cambridge, MA, May 21, 1999.
- Newcombe, N.S. Invited paper at Specialists' Meeting of the Varenus Project's *Conference on Cognitive Models of Geographic Space*, sponsored by the National Center for Geographic Information and Analysis, NSF. February 18-20, 1999, Santa Barbara, CA.
- Newcombe, N.S. Invited paper at the *Johnson and Johnson Pediatric Round Table 1999: The Role of Experience in Infant Development*. Jan. 6-10, 1999, Palm Beach, Florida.

- Newcombe, N. Remembering our early childhoods: When, how and why (or why not). Invited address to the *American Psychological Society*, May 1998.
- Newcombe, N.S. Starting points and change in the study of spatial development. Invited address to Division 7, *American Psychological Association*, Chicago, August 1997.
- Newcombe, N. Development of spatial representation. Part of invited symposium organized by N. Newcombe, "Origins of cognitive competence", *Psychonomics Society*, St. Louis, November 1994.
- Newcombe, N., Bullock, A. & Lie, E. Children's early memories: How similar is "infantile amnesia" to real amnesia? Invited paper at the *Midwestern Psychological Association*, Chicago, May 1994.
- Newcombe, N. The paradox of proximity in early spatial representation. Invited presentation to *Conference on Landmarks in the Development of Spatial Representations*, Arizona State University, February 1988.
- Newcombe, N. & Baenninger, M. A. Gender and spatial ability: Biological and experiential hypotheses. Paper presented as part of invited symposium, "Gender and cognitive skills: Cross-cultural and ecological perspectives." *American Association for the Advancement of Science*, Boston, February 1988.
- Newcombe, N. & Dubas, J.S. Biological-psychosocial interactions in the development of sex-related differences in spatial ability. Invited presentation to *Conference on Biological-Psychosocial Interactions in Early Adolescence: A Life-Span Perspective*, Pennsylvania State University, May 1984.
- Huttenlocher, J. & Newcombe, N. The child's representation of information about location. Invited presentation to the *Carnegie-Mellon Symposium*, May 1983.
- Newcombe, N. Developmental changes in cognitive maps: Facts, artifact or none of the above? Invited paper to *Midwestern Psychological Association*, Detroit, May 1981.

Submitted Papers and Posters

- Crawley, S.L., Newcombe, N.S., Lloyd, M., Sluzenski, J., Doydum, A., & Sywulak, L. Changes in preschoolers' memory for features and feature combinations. In S. Li (Chair), "Development of memory binding mechanisms across the lifespan." Symposium conducted at the meeting of the *American Psychological Society*, Washington, DC. May 2007.
- Holden, M.P., Shipley, T.F. & Newcombe, N.S. Context influence on memory for location in natural scenes. Poster presented at the 7th annual meeting of the Vision Sciences Society, Florida, May 2007.
- Newcombe, N.S., Jones, M.C. & Shallcross, W. How are geometric and featural information used to reorient in a complex space? Part of symposium, "Spatial representation in young children: How is geometric and non-geometric location information processed?" *Society for Research in Child Development*, Boston, March 2007.
- Newcombe, N.S. & Ratliff, K.R. Combining geometric and featural information in reorientation. *Psychonomic Society*, Houston, November 2006.
- Kovacs, S., Sluzenski, J., Lloyd, M. E. & Newcombe, N.S. Changes in feature and binding memory across

- childhood. *Psychonomic Society*, Houston, November 2006.
- Newcombe, N.S. Are men better visualizers? *Geological Society of America*, Philadelphia, October 2006.
- Newcombe, N.S. An adaptive combination approach to spatial representation: Using geometric and featural spatial information. *Cognitive Science Society*, Vancouver, Canada, July 2006.
- Terlecki, M.S. & Newcombe, N.S. The effects of long-term practice and training on mental rotation. *Psychonomic Society*, Toronto, ON, November 2005.
- Learmonth, A., Newcombe, N., Hansell, N. & Jones, M. Action and reorientation ability: The role of restricted movement at 3 and 5 years. Part of symposium, The diversity of children's spatial representations. *Cognitive Development Society*, San Diego, October 2005.
- Marulis, L., Warren, C., Uttal, D. & Newcombe, N. A meta analysis: The effects of training on spatial cognition in children. *Cognitive Development Society*, San Diego, October 2005.
- Ratliff, K.R. & Newcombe, N.S. Human spatial reorientation using dual task paradigms. *Cognitive Science Society*, Stresa, Italy, July 2005.
- Newcombe, N.S., Sluzenski, J. & Kovacs, S. The development of source-monitoring in children. Part of symposium, Approaches to understanding source monitoring. *Midwestern Psychological Association*, Chicago, IL, May 2005.
- Newcombe, N.S. & Sluzenski, J. Neural substrates of the development of episodic memory. Part of symposium, A neurobehavioral perspective on the development of autobiographical memory. *Society for Research in Child Development*, Atlanta, GA, April 2005.
- Kovacs, S.L., Hansell, N., & Newcombe, N.S. Preschoolers' feature memory and binding processes. *Society for Research in Child Development*, April, 2005.
- Newcombe, N.S. (Organizer and Chair). A cross-species perspective on integration of spatial information for navigation. *American Association for the Advancement of Science*, Washington, DC, Feb. 2005.
- Roblyer, K.R. & Newcombe, N.S. Human spatial reorientation: Evidence from dual-task paradigms. *Psychonomic Society*, Minneapolis, November 2004.
- Newcombe, N.S. & Learmonth, A.E. The development of place learning in comparative perspective. Part of symposium, Spatial perception, spatial cognition: Mapping the self and the environment. *American Psychological Association*, Honolulu, August 2004.
- Newcombe, N.S. Introduction and overview to symposium: Using science to inform preschool assessment. *National Institute for Early Childhood Professional Development, Learning from Assessment*, Baltimore, Maryland, June 20-23, 2004
- Sluzenski, J. & Newcombe, N.S. Do infants just follow their noses in coding spatial location? Discrimination of locations not directly in front of the body. *International Conference on Infant Studies*, Chicago, IL, May 2004.
- Chiang, N. C.-R. & Newcombe, N.S. Learning geographical information from hypothetical maps. *Psychonomic Society*, Vancouver, November 2003.
- Yantorno, R., Terlecki, M., Newcombe, N., Weisberg, R., & Liu, C. T. (2003). From school to work:

Impedance mismatch? Proceedings of the Fall 2003 *American Society for Engineering Education Middle Atlantic Section Conference*, ASEE, Baltimore, MD.

- Newcombe, N.S., Sluzenski, J. & Kovacs, S.L. A source-monitoring framework for studying the development of episodic memory. Part of symposium, "A window to the past: The nature and timing of long-term memory development". *Society for Research in Child Development*, Tampa, April 2003.
- Sluzenski, E.J. & Newcombe, N.S. Development of binding in children's memory. *Psychonomic Society*, Kansas City, November 2002.
- Newcombe, N.S. What do you say after you say interactionism? Spatial development in the first two years. *Jean Piaget Society*, Philadelphia, PA, June 2002.
- Kovacs, S.L., Maguire, M.J. & Newcombe, N.S. Young infants' ability to use "what" information when the salience of "where" information is reduced. *International Conference on Infant Studies*, Toronto, ON, April 2002.
- Kovacs, S.L., Newcombe, N.S. & Johnson, M.K. The effect of emotional focus on children's recognition and source memory. *Cognitive Development Society*, Virginia Beach, VA, October 2001.
- Sluzenski, J., Newcombe, N.S. & Huttenlocher, J. Infants' knowledge of normal and anomalous spatial events. *Cognitive Development Society*, Virginia Beach, VA, October 2001.
- Satlow, E., Sluzenski, J. & Newcombe, N.S. The origins of functional spatial memory in the second year. Part of symposium, "Spatial cognitive development: A map to the child's mind". *Cognitive Development Society*, Virginia Beach, VA, October 2001.
- Satlow, E. & Newcombe, N.S. The origins of functional spatial memory: A foundational characteristics approach. *International Conference on Memory-3*, Valencia, Spain, July 2001.
- Himmelfarb, D., Drummey, A.B., Fox, N.A. & Newcombe, N.S. A developmental study of event-related potentials during a recognition memory task. *Cognitive Neuroscience Society*, New York, March 2001.
- Newcombe, N. S. Building from starting points in spatial development. Part of symposium organized by N. S. Newcombe and K. Hirsh-Pasek, "Standing at the radical middle: Interactionism in infant development in the linguistic, spatial and quantitative domains", *International Conference on Infant Studies*, Brighton, England, July 2000.
- Newcombe, N. S. Questioning the egocentric-to-allothetic shift hypothesis of infant spatial development. Part of symposium, "Do they know where they're going: The development of spatial processing in infancy", *International Conference on Infant Studies*, Brighton, England, July 2000
- Newcombe, N. S. The relation of childhood amnesia to prefrontal cortex development. Presented at conference organized by N. Newcombe, M. Farah & N. Fox, *The relations of prefrontal cortex development to children's cognitive and social behavior*, May 5-8, 2000.
- Ottinger-Alberts, W. & Newcombe, N.S. Retrieval effort, source monitoring and childhood amnesia: A new look at an old problem. Part of symposium, "Converging perspectives on the nature of early memory development", *Society for Research in Child Development*, Albuquerque, April 1999.
- Drummey, A.B., Fox, N. & Newcombe, N.S. An event-related potential study of source memory using the

- Deese procedure. *Cognitive Neuroscience Society*, Washington, April 1999.
- Learmonth, A.E., Newcombe, N.S. & Huttenlocher, J. Disoriented children use landmarks as well as geometry to reorient. *Psychonomic Society*, Dallas, TX, November 1998.
- Drumme, A.B. & Newcombe, N. Can prefrontal cortex development explain changes in episodic memory? *Cognitive Neuroscience Society*, San Francisco, April 1998.
- Newcombe, N.S., Huttenlocher, J. & Learmonth, A. Spatial memory in five-month-olds is more than categorical. *International Conference on Infant Studies*, Atlanta, April 1998.
- Newcombe, N.S. Defining a "radical middle" in the study of cognitive development. Part of symposium, "Domains of change or continuity: Why is infancy so important?" *International Conference on Infant Studies*, Atlanta, April 1998.
- Ottinger-Alberts, W. & Newcombe, N.S. Perceptual facilitation in children at chance levels of forced-choice recognition. *Psychonomics Society*, Philadelphia, November 1997.
- Newcombe, N., Learmonth, A. & Wiley, J.G. Infants' coding of location in continuous space. Part of symposium organized by N. Newcombe, Objects and Space in Infancy, *Society for Research in Child Development*, Washington, DC, April 1997.
- Huttenlocher, J., Newcombe, N. & Sandberg, E.H. Early map use. Part of symposium organized by N. Newcombe, Development of Spatial Symbolization, *Society for Research in Child Development*, Washington, DC, April 1997.
- Newcombe, N., Huttenlocher, J., Sandberg, E. & Lie, E. What do asymmetries in judgment indicate about representation? The case of spatial estimation. *Psychonomics Society*, Chicago, November 1996.
- Newcombe, N., Lie, E. & Drumme, A.B. Rethinking infantile amnesia. Part of symposium organized by N. Newcombe, Varieties of Children's Mnemonic Experience, *International Conference on Memory-2*, Padua, Italy, July 1996.
- Newcombe, N., Huttenlocher, J., Learmonth, A. & Wiley, J. Spatial memory in 5-month-old infants. *International Conference on Infant Studies*, Providence, April 1996.
- Newcombe, N., Huttenlocher, J., Drumme, A.B. & Wiley, J. Use of external frames of reference and dead reckoning in toddlers' coding of spatial location. *International Conference on Infant Studies*, Providence, April 1996.
- Lie, E. & Newcombe, N. Childhood amnesia: Memory for faces of preschool classmates. *Psychonomics Society*, Los Angeles, November 1995.
- Newcombe, N. & Bullock, A. Remembering versus knowing the past: Children's explicit and implicit memory for pictures. *Society for Research in Child Development*, Indianapolis, April 1995.
- Newcombe, N., Huttenlocher, J. & Sandberg, E. Development of hierarchical spatial coding. *Society for Research in Child Development*, Indianapolis, April 1995.
- Lie, E. & Newcombe, N. Double dissociation between implicit and explicit memory of faces observed in adults and children. *American Psychological Society*, Washington, D.C., July 1994.
- Bullock, A. & Newcombe, N. Memory at three years: Robust facilitation of perceptual identification, failure

- of recognition. *Psychonomics Society*, Washington, D.C., November 1993.
- Newcombe, N. & Sanderson, H. L. The relation between preschoolers' everyday activities and spatial ability. Part of symposium, "Sex differences in spatial ability: New data on biocultural interactions", organized and chaired by N. Newcombe, *Society for Research in Child Development*, New Orleans, March 1993.
- Lie, E. & Newcombe, N. Young children's ability to recognize familiar and unfamiliar faces. *American Psychological Association*, Washington, D.C., August 1992.
- Newcombe, N. Children's early ability to solve perspective-taking problems. Part of symposium, "The nature of spatial location coding: Developmental and cross-species studies", organized and chaired by N. Newcombe, *Society for Research in Child Development*, Seattle, April 1991.
- Newcombe, N. Two-year-olds' coding of spatial location. *Psychonomic Society*, New Orleans, November 1990.
- Dubas, J.S. & Newcombe, N. The role of gender-stereotyped spatial activities in predicting young adolescents' spatial ability. *Society for Research on Adolescence*, Atlanta, March 1990.
- Newcombe, N. & Huttenlocher, J. Children's early ability to solve perspective-taking problems. *Psychonomic Society*, Atlanta, November 1989.
- Fox, N., Newcombe, N., Prime, A. & Smith, J. 11-12-year-olds' memory for former preschool classmates. *American Psychological Society*, Alexandria, VA, June, 1989.
- Newcombe, N. Perspective taking and spatial representation: The role of environmental coding. Part of symposium, "Contextual influences on spatial understanding". *Jean Piaget Society*, Philadelphia, PA, June, 1989.
- Dubas, J. S. & Newcombe, N. Information processing analysis of two spatial visualization tasks: Are there common mental processes? *Society for Research in Child Development*, Kansas City, April 1989.
- Weinmann, L. & Newcombe, N. Identity status and perceived course of relationship with parents. *Society for Research on Adolescence*, Alexandria, VA, March 1988.
- Newcombe, N. & Baenninger, M. A. Timing of puberty and spatial ability: Current status of the hypothesis. Part of symposium, "Individual differences in cognitive abilities during adolescence: An integration of environmental and physiological variables." *Society for Research on Adolescence*, Alexandria, VA, March 1988.
- Newcombe, N. A longitudinal study of predictors of spatial ability in adolescent females. *Society for Research in Child Development*, Baltimore, April 1987.
- Baenninger, M. A., Dubas, J. S. & Newcombe, N. Biological and experiential factors in sex-related differences in spatial ability. Part of symposium organized by N. Newcombe, "Sex-related differences in spatial ability: Recent meta-analyses and future directions." *Society for Research in Child Development*, Baltimore, April 1987.
- Newcombe, N. What do spatial transformation tasks tell us about spatial coding? Part of symposium, "Different frames of reference in children's spatial representation." *American Psychological Association*, Washington, DC, August 1986.
- Wasik, B. & Newcombe, N. Explaining the value of mnemonic strategies: Effects on LD and NLD

- children. *Southeastern Conference on Human Development*, Nashville, TN, April 1986.
- Spies, C., Newcombe, N., & Huttenlocher, J. Developmental changes in children's ability to solve spatial transformation problems. *Southeastern Conference on Human Development*, Nashville, TN, April 1986.
- Newcombe, N. & Dubas, J.S. Cognitive consequences of timing of puberty: A meta-analysis. *International Society for the Study of Behavioral Development*, Tours, France, July 1985.
- Newcombe, N., Dubas, J.S., & Spies, C. Two-year-olds' coding of spatial location. *Society for Research on Child Development*, Toronto, April 1985.
- Newcombe, N., Dubas, J.S., & Moore, M.A. Associations of timing of puberty with spatial ability, lateralization and personality: Do they persist in adulthood? Part of symposium, "Pubertal change and spatial ability reconsidered." *Society for Research in Child Development*, Toronto, April 1985.
- Dubas, J.S. & Newcombe, N. The choice of non-traditional careers for women: Preference or ability? *Association of Women in Psychology*, New York, March 1985.
- Ward, S.L., Newcombe, N., & Overton, W.F. Turn left at the church, or three miles north: A study of direction giving and sex differences. *Eastern Psychological Association*, Boston, March 1985.
- Newcombe, N., Huttenlocher, J., & Dundon, W. Landmarks and memory for large-scale space: A closer look at developmental change. *Southeastern Conference on Human Development*, Athens, GA, April 1984
- Newcombe, N. Gender issues in the study of development. Part of symposium, "Gender, power, and values: The intellectual legacy of Carolyn Wood Sherif." *American Psychological Association*, Anaheim, California, August 1983.
- Newcombe, N. & Lerner, J.C. The varieties of historical experience: Methodology in assessing the life and work of John Bowlby. *Society for Research in Child Development*, Detroit, April 1983
- Newcombe, N. & Bandura, M.M. Pubertal timing and personality in adolescent girls. *Southeastern Conference on Human Development*, Baltimore, April 1982.
- Liben, L.S. & Newcombe, N. Barrier effects and processing demands. *Psychonomics Society*, Philadelphia, November 1981.
- Newcombe, N., Wallett, D., & Zaslow, M. Code-switching in the use of directives by three- and five-year-old children. *International Society for the Study of Behavioral Development*, Toronto, Aug. 1981.
- Newcombe, N. & Bandura, M.M. Effects of age at puberty on spatial ability in girls: A question of mechanism. *Society for Research in Child Development*, Boston, April 1981.
- Newcombe, N., Bandura, M.M., & Taylor, D.G. Spatial ability and spatial activities in adolescence. *American Psychological Association*, Montreal, September 1980.
- Newcombe, N., Wallett, D., & Zaslow, M. "Let's Play": Children's directives in play with mothers and strangers. *Association for the Anthropological Study of Play*, Ann Arbor, Michigan, April 1980.
- Liben, L.S. & Newcombe, N. Barrier effects on the cognitive maps of children and adults. *Southeastern*

Conference on Human Development, Alexandria, Virginia, April 1980.

Newcombe, N. & Zaslow, M. Hints and question directives in the speech of 2 1/2-year-old children to adults. Part of symposium, *Development of Directives: From Infancy to First Grade*, organized by N. Newcombe. *Southeastern Conference on Human Development*, Alexandria, Virginia, April 1980.

Branch, C. & Newcombe, N. Racial attitudes in preschoolers as related to level of parental civil rights activism. *Eastern Psychological Association*, Philadelphia, Pennsylvania, April 1979.

Lerner, J.C. & Newcombe, N. Britain between the wars: The historical context of Bowlby's theory of attachment. *Society for Research in Child Development*, San Francisco, California, March 1979

Newcombe, N. & MacKenzie, D.L. Development of encoding and decision processes in visual recognition. *American Psychological Association*, Toronto, Ontario, August 1978

Newcombe, N. & Arnkoff, D.B. Speech styles and sex stereotypes. *Association of Women in Psychology*, Pittsburgh, Pennsylvania, March 1978.

Newcombe, N. & Huttenlocher, J. Semantic effects on immediate ordered recall by young children. *Society for Research in Child Development*, Denver, Colorado, April 1975.

Professional Service Talks

Newcombe, N.S. How to get published: Advice from journal editors. *Association for Psychological Science*, Washington DC, May 2007.

Newcombe, N.S. Presenter at APA Career Workshop, *Society for Research in Child Development*, Boston, March 2007.

Newcombe, N.S. Moderator for Establishing Professional Connections and Collaborations: A Panel Discussion. *Women in Cognitive Science*, *Psychonomic Society*, Houston, November 2006.

Newcombe, N.S. Introduction for Dr. Ann Masten's Division 7 Presidential Address, *American Psychological Association*, New Orleans, August 2006.

Newcombe, N.S. Introduction for Dr. Douglas Medin's address in connection with the Distinguished Scientific Contribution Award, *American Psychological Association*, Washington, DC, August 2005.

Newcombe, N.S. Introduction for Dr. Nathan Fox's Division 7 Presidential Address, *American Psychological Association*, Honolulu, August 2004.

Newcombe, N.S. Co- Chair for Roundtable Breakfast Discussion, Reconsidering Domain Specificity and Domain Generality in Infant Cognition. *International Conference on Infant Studies*, Chicago, IL, May 2004.

Newcombe, N.S. Introduction for Dr. Richard J. Davidson, *Cognitive Development Society*, Park City, Utah, October 2003.

Newcombe, N.S. How to negotiate. Paper in Academic Career Workshop for new Ph.D.s. *Society for Research in Child Development*, Tampa, FLA, April 2003.

- Newcombe, N.S. Participant in Town Meeting on the United Nations Convention on the Rights of the Child. *American Psychological Association*, Chicago, August 2002.
- Newcombe, N.S. Participant in Conversation Hour on IRBs and research with children—Protecting children and promoting research. *American Psychological Association*, Chicago, August 2002.
- Newcombe, N.S. Introduction for Dr. Janellen Huttenlocher's G. Stanley Hall Award Lecture, *American Psychological Association*, Chicago, August 2002.
- Newcombe, N.S. Introduction for Dr. Amanda Woodward's McCandless Award Lecture, *American Psychological Association*, San Francisco, August 2001.
- Newcombe, N.S. How to publish: The editor's perspective. *American Psychological Association*, San Francisco, August 2001
- Newcombe, N.S. How to negotiate. Paper in Academic Career Workshop for new Ph.D.s. *Society for Research in Child Development*, Minneapolis, MN, April 2001.
- Newcombe, N.S. Introduction for Dr. Judy DeLoache's Division 7 Presidential Address, *American Psychological Association*, Washington, DC, August 2000.
- Newcombe, N.S. Introduction for Dr. Judy DeLoache's Master Lecture on Cognitive Development, *Society for Research in Child Development*, Albuquerque, April 1999
- Newcombe, N.S. How to publish: The editor's perspective. *American Psychological Association*, Chicago, August 1997.
- Newcombe, N.S. An editor's perspective on electronic publishing. Part of symposium, Where is Electronic Publishing Taking APA? *American Psychological Association*, Chicago, August 1997.
- Newcombe, N. How to get your articles published. *Southeastern Psychological Association*, Norfolk, March 1996.

Discussant Comments

- Newcombe, N.S. Discussant for symposium, "What goes in must come out': Developmental differences in encoding and the effects on source monitoring." *Society for Research in Child Development*, Boston, March 2007.
- Newcombe, N.S. Discussant for the symposium "Perspectives on space: Development, representation and spatial dysfunction in William's syndrome." *Eastern Psychological Association*, Baltimore, MD, March 2006.
- Newcombe, N.S. Discussant for symposium, "Early gender differences in spatial skills: How to intervene to improve spatially-based mathematical thinking." *Society for Research in Child Development*, Atlanta, GA, April 2005.
- Newcombe, N.S. Discussant for symposium, "Early development of relational coding: Abilities and limitations." *Society for Research in Child Development*, Atlanta, GA, April 2005.
- Newcombe, N.S. Discussant for Presidential symposium, New perspectives on language acquisition, *Cognitive Development Society*, Park City, Utah, October 2003.

- Newcombe, N.S. Discussant for symposium, "Spatial cognition and the rest of cognition: Relations between spatial and nonspatial thinking." *Society for Research in Child Development*, Tampa, April 2003.
- Newcombe, N.S. Discussant for symposium, "Infant working memory: Development, measurement, and functionality." *Society for Research in Child Development*, Minneapolis, MN, April 2001.
- Newcombe, N. S. Discussant for symposium, "Expectancy, perseveration, and permanence: What information do we get from looking and reaching tasks?" *International Conference on Infant Studies*, Brighton, England, July 2000.
- Newcombe, N. Discussant for John Bruer's talk, *The myth of the first three years: Implications for child development and public policy*, Temple University, March 13, 2000.
- Newcombe, N. Discussant for Spatial Coding session, Symposium Co-Organized by N. Newcombe, J. Huttenlocher and B. Landau, *Fostering Spatial Competence: Behavioral, Symbolic and Brain Aspects*, Chicago, Oct 17-19, 1999.
- Newcombe, N.S. Discussant for symposium, "The representation of continuous quantity in infants and children", *Society for Research in Child Development*, Albuquerque, April 1999.
- Newcombe, N. Discussant for invited symposium on early memory, organized by P. Bauer, *American Psychological Society*, New York, July 1995.
- Newcombe, N. Discussant for paper session: Young children's thinking. *Jean Piaget Society*, Philadelphia, PA, June 1990
- Newcombe, N. Discussant for symposium: Do gender differences in horizontality result primarily from cognitive or perceptual factors? *Eastern Psychological Association*, Philadelphia, PA, April 1990.
- Newcombe, N. Discussant for paper session: Spatial relations. *Jean Piaget Society*, Philadelphia, PA, June, 1989.
- Newcombe, N. Discussant for paper session: Young children's cognition. *Jean Piaget Society*, June 1988.
- Newcombe, N. Discussant for paper session: Spatial representation. *Jean Piaget Society*, Philadelphia, May 1987.
- Newcombe, N. Discussant for paper session: Spatial representational processes. *Jean Piaget Society*, Philadelphia, May 1986.
- Newcombe, N. Discussant for M.C. Linn & A.C. Petersen, Emergence and characterization for gender differences in spatial ability: A meta-analysis. *American Educational Research Association*, Montreal, April 1983.
- Newcombe, N. Discussant for symposium: Cognitive mapping. *American Psychological Association*, Washington, DC, August 1982.
- Newcombe, N. Discussant for symposium: Current perspectives in large-scale spatial cognition. *Society for Research in Child Development*, Boston, April 1981.
- Newcombe, N. Discussant for symposium: Sex differences in cognition: Exploring alternative explanations. *American Psychological Association*, Montreal, September 1980.

Colloquia:

2007—Georgetown University, Ohio State University, Suffolk University
2006—Cornell, Washington University, University of Arizona, University of Maryland
2005-- Carnegie-Mellon, Harvard, Johns Hopkins, Rutgers-Camden
2004-- Ursinus
2003-- Brooklyn College, Hunter College, Rutgers, Yale
2002—NYU, University of Pennsylvania, University of Texas at Dallas, University of Toronto
2001—University of Maryland
2000—Lehigh, McMaster, Princeton, University of Chicago, University of Iowa
1999—NYU, Princeton, University of Delaware
1998—Emory, Harvard, Robert Wood Johnson Medical School
1997—Northwestern, Pennsylvania State University, Villanova
1996—Bryn Mawr, Community College of Philadelphia, LaSalle, University of Minnesota
1995-- University of Delaware
1994—NYU, University of Illinois
1993-- University of Pennsylvania
1992-- Arizona State University, University of Arizona
1988—Concordia, University of Maine
1986—Dartmouth, Rutgers, Tulane
1985-- University of Pennsylvania
1983—University of Maryland
1982-- Bryn Mawr
1980—Bucknell
1979—Lycoming College