

Michelle L. Luna

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EDUCATION

2022-2024 Postdoctoral Research Associate in Psychology, University of Notre Dame
2022 Ph.D. in Developmental Psychology, University of California, Los Angeles
2017 M.A. in Developmental Psychology, University of California, Los Angeles
2015 M.A. in Romance Languages, University of Notre Dame
2014 B.A. in Psychology and French, University of Notre Dame

PROFESSIONAL POSITIONS

2024- Assistant Research Professor, Department of Psychology, University of Notre Dame
2024- Faculty Fellow, Institute for Educational Initiatives, University of Notre Dame
2024- Managing Director, Tutor-ND
2023- Instructional Coach and Tutor, SBCSC Lincoln Elementary
2022- Instructional Coach and Tutor, Elkhart and St. Joseph Counties Head Start
2023 Instructor, Department of Psychology, University of Notre Dame
2021 Instructor, Department of Psychology, University of California, Los Angeles
2019-2022 Graduate Writing Consultant, University of California, Los Angeles
2017-2022 Teaching Assistant, University of California, Los Angeles
2016-2022 Graduate Student Researcher, Language and Cognitive Development Lab
2015-2016 Instructor, University of Rennes 2 in Rennes, France
2014-2015 Instructor, Department of Romance Languages, University of Notre Dame
2012-2014 Undergraduate Research Assistant, Ready for Kindergarten Lab

GRANTS

Pending NIH R21 (role: co-Investigator with PI Jill Pentimonti, and Co-Investigators Toby Li and Tricia Zucker) "Developing an AI-Powered Observational Assessment of Caregiver-Child Shared Reading for Children at Risk for Language and Literacy Difficulties" [anticipated amount: \$467,385]

Pending IES (role: co-PI with PI Jill Pentimonti and co-PIs Johannes Bos and Lauren Artzi) "Efficacy of TeacherRead + Home: A Comprehensive Shared Book Reading Intervention With Aligned School and Home Components to Support Foundational Language and Literacy Skills" [anticipated amount: \$4,000,000]

- Pending IES (role: co-Invesigator with PI Emily Solari and co-PIs Jill Pentimonti, Toby Li, and Rick Johnson) “Using AI to Bridge the Research to Practice Gap: Personalized Literacy Instruction in Early Childhood Settings” [anticipated amount: \$500,000]
- 2024-2026 NSF DRL-2437113 (role: co-Investigator with PI Jill Pentimonti and co-PIs Tricia Zucker, Toby Li, and Rick Johnson) “EAGER: AI-powered, Targeted Instructional Support for Early Childhood Teachers” [\$299,997]
- 2023-? AmeriCorps 23VG257630 (role: co-PI, with PI Nicole McNeil and co-PIs Kati Macaluso, Gerald Haeffel, Jill Pentimonti, Matthew Kloser, and Patrick Kirkland) “Connecting volunteer tutors to cognitive science” [\$1,010,746/year with 63.3% financed with federal sources and 36.7% financed with non-governmental sources in 2023-2024, opportunity to renew each year for three years, 2nd year awarded 10/1/24]
- 2022-2026 IES R305A220086 (role: co-Investigator, with PI Johannes Bos and co-PIs Jill Pentimonti and Lauren Artzi) “Efficacy of TeacherRead-MaestrosLeer for Enhancing the Foundational Language and Literacy Skills of Dual Language Learners” [\$3,798,194]

PEER-REVIEWED PUBLICATIONS

- Ryan, E., Botter, P., **Luna, M. L.**, Bailey, A., & Darriet, C. (2024). Bilingual Oral Language Development Among Dual Language Immersion Students: Use of a Bayesian Approach with Language Learning Progressions. *Applied Psycholinguistics*, 1-32. <https://doi.org/10.1017/S0142716424000067>
- Shaw, S. T., **Luna, M. L.**, Rodriguez, B., Yeh, J., Villalta, N., & Ramirez, G. (2022) Mathematical Creativity in Elementary School Children: General Patterns and Effects of an Incubation Break. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.835911>
- Luna, M. L.**, & Sandhofer, C. M. (2021). Arbitrary but Predictive Cues Support Shifting Attention to Overlooked Features. *Journal of Memory and Language*, 120. <https://doi.org/10.1016/j.jml.2021.104251>
- Schonberg, C. C., Russell, E. E., & **Luna, M. L.** (2019). Effects of Past Language Experience and Present Language Context on the Shape Bias in Spanish-English Bilingual Children. *Developmental Science*, 23(2). <https://doi.org/10.1111/desc.12879>

REGISTERED REPORTS

- The ManyNumbers Network. (in-principle acceptance). ManyNumbers 1: A Multi-Lab International Study of Early Number Knowledge. *Developmental Science*.

Yousif, S., Arrighi, R., Brannon, E., Clarke, S., Togoli, I., Artemenko, C., Baer, C., Cheng, C., Lau, S., **Luna, M. L.**, McNeil, N. M., Nuerk, H.-C., Ngieng, S. Y., Moscoco, P. M., Odic, D., Park, J., Soltanlou, M., West, E., Vig, Z. A., Yeo, D. J., & He, Y. (provisional acceptance). Registered report: A multi-site replication of audiovisual cross-modal number adaptation. *Psychological Science*.

Yu, Y. et al. (under review). ManyNumbers 3: A multi-lab study of demographic correlates of early number knowledge.

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

Luna, M. L., Ogren, M., & Sandhofer, C. M. (under review). Switch It Up!: Variability in Emotion Aids Preschoolers' Word Learning.

Pentimonti, J. M., Bos, J. M., Shaw Attaway, D., **Luna, M. L.**, Holod, A., & Melton, M. (under review). Impacts of a Targeted Shared Book Reading Intervention on Children's Language and Literacy Development

McNeil, N. M., O'Rear, C. D., Otuonye, C. J., Cobb T., Azar, J., Miranda, M., Guang, C., Maron, M., Celeste, S., Seip, I., Gesuelli, K.-A., **Luna, M. L.**, Kumar, S., Mogan, A. D., Bahadursingh, A., & Kirkland, P. K. (in prep). Tactility Affects Children's Learning from Counting Books.

SELECTED CONFERENCE PRESENTATIONS

Luna, M. L., Guang, C., Otuonye, C. J., Boada, A., McNeil, N. M. (2025, July). *Preschoolers' Use of Quantitative Math Language in Picture Descriptions Predicts Early Numeracy Skills*. Poster presented at the 47th Annual Meeting of the Cognitive Science Society in San Francisco, California.

Luna, M. L., Boada, A. R., Stankiewicz, B., Argueta, A., Pentimonti, J. M., & McNeil, N. M. (2024, June). *Leveraging Shared Book Reading in the Community to Examine the Connection Between Literacy and Numeracy*. Talk presented at the 7th Annual Conference of the Mathematical Cognition and Learning Society in Washington, D.C.

Alvarez, S., Bishop, C., Pentimonti, J. M., **Luna, M. L.**, & McNeil, N. M. (2024, April). *Differences in Small Group Versus Whole Group Implementation of a Shared Book Reading Intervention*. Poster presented at the 96th Annual Meeting of the Midwestern Psychological Association (MPA) in Chicago, Illinois.

Luna, M. L., Guang, C., Otuonye, C. J., Boada, A., O'Rear, C. D., Miranda, M., Kirkland, P., & McNeil, N. M. (2024, March). *Predicting Preschoolers' Numeracy Skills from Measures of Language*. Poster presented at the 13th Biennial Meeting of the Cognitive Development Society in Pasadena, California.

Luna, M. L. (2024, January). Supporting Preschoolers' Early Academic Skills. Talk presented at the DEI Lightning Talks of Research That Matters: Scholarship Advancing Justice, Equity, Diversity, and Inclusion in South Bend, IN.

- Luna, M. L.,** Argueta, A., Pentimonti, J. M., & McNeil, N. M. (2023, October). *Design-Based Implementation of Evidence-Based Literacy and Numeracy Supports in Shared Book Reading with Preschoolers*. Poster presented at the Purdue Center for Early Learning: Emerging Perspectives in Early STEM Learning, Development, and Education Workshop in West Lafayette, IN.
- Luna, M. L.,** O'Rear, C. D., Argueta, A., Cobb, W., Pentimonti, J. M., & McNeil, N. M. (2023, June). *Iterative Development of Numeracy and Literacy Supports for Preschoolers*. Talk presented at the 6th Annual Conference of the Mathematical Cognition and Learning Society in Loughborough, UK.
- Luna, M. L.** (2023, March). *Examining the Impact of Memory Supports on Children's Word Learning During Shared Book Reading*. Paper presented at the 2023 Biennial Meeting of the Society for Research in Child Development in Salt Lake City, UT.
- Pentimonti, J.M., Bos, J., Shaw-Attaway, D., & **Luna, M. L.** (2023, March). *Shared book reading: Book qualities, interventions, and teacher behaviors that shape effectiveness*. Paper presented at the 2023 Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Park, J., **Luna, M. L.**, Ogren, M., & Sandhofer, C. M. (2022, July). *How Emotional Variability Affects Children's Word Learning in Storybooks*. Poster presented at the 2022 Conference of the International Society for Research on Emotion in Los Angeles, CA
- Luna, M. L.,** Ogren, M., & Sandhofer, C. M. (2022, April). *Supporting Children's Word Learning from Storybooks with Emotional Variability*. Poster presented at the 12th Biennial Meeting of the Cognitive Development Society in Madison, Wisconsin.
- Ryan, E., Bailey, A., **Luna, M. L.**, & Darriet, C. (2022, April). *Progression of French Oral Language in a US Dual Immersion Program: Descriptive and Bayesian Approaches*. Poster presented at the 2022 AERA Annual Meeting in San Diego, California.
- Luna, M. L.,** Ogren, M., & Sandhofer, C. M. (2021, July). *Preschoolers' Learning of Words with Emotional Variability in Shared Book Reading*. Poster presented at the Virtual 43rd Annual Meeting of the Cognitive Science Society.
- Luna, M. L.,** & Sandhofer, C. M. (2021, April). *Preschoolers' Learning of Prepositions from Storybooks with Predictive Cues*. Poster presentation presented at the 2021 Virtual Biennial Meeting of the Society for Research in Child Development.
- Luna, M. L.,** & Sandhofer, C. M. (2021, April). *The Role of Variability in the Questions Asked During Shared Book Reading with Preschoolers*. Poster presentation presented at the 2021 Virtual Biennial Meeting of the Society for Research in Child Development.
- Luna, M. L.,** & Sandhofer, C. M. (2018, July). *Using Correlated Contextual Cues to Shift Attentional Biases in Word Learning*. Poster presented at the Learning Language in Humans and Machines 2018 Conference in Paris, France.
- Luna, M. L.,** & Sandhofer, C. M. (2018, June). *Shifting Attention from Dominant Biases in Word Learning Using Contextual Cues*. Paper presented at the Swiss Graduate School for Cognition, Learning, & Memory in Weggis, Switzerland.

Luna, M. L., & Sandhofer, C. M. (2017, October). *Using Context-Dependency through Redundant Correlated Contextual Cues in Word Learning*. Poster presented at the 10th Biennial Meeting of the Cognitive Development Society in Portland, Oregon.

Luna, M. L., & Day, J. D. (2015, March). *Executive Function in Young Bilinguals: The Effect of Socioeconomic Status on the Bilingual Advantage*. Talk presented at the 42nd Annual National Head Start Conference and Expo in Washington, D.C.

INVITED LECTURES AND PRESENTATIONS

2024	Print Awareness Presentation, Elkhart & St. Joseph Counties Head Start Consortium
2023	Screening of <i>The Right to Read</i> , DeBartolo Performing Arts Center
2023	TutorND Science of Learning Series, University of Notre Dame
2022	Guest Lecture, Cognitive Development, University of California, Los Angeles
2021	Guest Lecture, Cognitive Development, University of California, Los Angeles
2018	Guest Lecture, Cognitive Development, University of California, Los Angeles
2018	Guest Lecture, Psychology & Education, University of California, Los Angeles

MENTORSHIP

I have mentored 50+ undergraduate students to date and have served on two master's thesis committees. Below are some of their noteworthy achievements.

Student Research Accomplishments

Sophia Alvarez, **University of Notre Dame Psychology Senior Thesis** (2024)
Research Project: *Differences in Small Group vs Large Group Implementation of a Shared Book Reading Intervention*

Jennifer Park, **UCLA Psychology Research Opportunity Program** (2022)
Research Project: The Impact of Emotional Variability in Children's Word Learning

Emanuel Perez, **UCLA Psychology Research Opportunity Program** (2020)
Research Project: *The Effects of Language Experience on Spatial Relations*

Morgan Zapasnik, **UCLA Honors Thesis in Psychology** (2020)
Research Project: *Using Contextual Cues for Attention Shifting Between Object Features*

Mentored Students who Continued to Graduate School

Alina Boada, currently working toward her **M.S. in Speech-Language Pathology** at Syracuse University

Sophia Alvarez, currently working toward her **M.Ed.** at the University of Notre Dame's Alliance for Catholic Education (ACE) program

Madeline Netto, currently working toward her **Ph.D. in Psychology** at Virginia Tech

Emanuel Perez, currently working toward his **Ph.D. in Counseling, Clinical, and School Psychology** at UCSB

Morgan Zapasnik, **M.Ed, Multiple Subject Credential Program**, UCSD (2021)

Samantha Scoppettone, **M.S., I/O Psychology**, San Jose State University (2021)

Michelle Leccese, **M.A., Psychology**, Pepperdine University (2021)
Mackenzie Murphy, **M.S., Speech-Language Pathology**, Chapman University, (2021)

Thesis Committee Member

Chineme Jane Otuonye, M.A. in Psychology, University of Notre Dame (in progress)
Master Thesis: Parent Book Reading Behavior During Shared Number Book
Reading: A Reflection of Didactic Beliefs and Reported Activities

Jose Rivera, M.A. in Human Development, Pacific Oaks College (2021)
Master Thesis: Public vs. Charter School Special Education Programs: Preparing
College Bound Students

HONORS, AWARDS, AND FELLOWSHIPS

2023	SRCD Early Career Travel Award (\$500)
2019	Cognitive Development Society Diversity Travel Award (\$500)
2019	UCLA Graduate Research Mentorship (\$36,800)
2018	UCLA Graduate Division Graduate Summer Research Mentorship (\$6000)
2017	UCLA Graduate Division Graduate Summer Research Mentorship (\$6000)
2016	UCLA Graduate Division Eugene V. Cota-Robles Fellowship (\$92,000)
2014	Notre Dame Graduate School's Deans' Fellowship (\$15,000)

PROFESSIONAL AFFILIATIONS

Cognitive Science Society
Cognitive Development Society
Society for Research in Child Development
Pi Delta Phi: National Honor Society in French
Psi Chi: National Honor Society in Psychology
Mathematical Cognition and Learning Society