

Ran WEI

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EDUCATION

Harvard University

Cambridge, MA, USA

Ph.D. in Education

2016-2021 (expected)

Concentration: Human Development, Learning and Teaching

Secondary Field: Mind, Brain, and Behavior - Language Acquisition; Advisor: Jesse Snedeker

Committee: Meredith L. Rowe (Primary Advisor), Paul L. Harris, and Catherine Snow

Dissertation: Understanding the Role of the Home Environment in Chinese Preschoolers' Language Development

Harvard University

Cambridge, MA, USA

Ed.M. in Language and Literacy

2014-2015

Marco Polo Fellow of Harvard University

Tsinghua University

Beijing, China

B.A. in English Language and Literature

2010-2014

Recipient of Outstanding Graduate Award (equivalent to *summa cum laude*)

RESEARCH AND TEACHING INTERESTS

Developmental psychology; child development; language development; cognitive development; cultural studies

SELECTED FELLOWSHIPS AND AWARDS

Harvard Graduate School of Education Doctoral Research Grant 2020

Harvard Graduate Student Council Conference Grant 2019

Harvard Graduate School of Education Doctoral Travel Grant

Jeanne Chall Reading Lab Doctoral Research Travel Grant

Harvard Graduate School of Education Diversity and Innovation Fund

Fairbank Center for Chinese Studies Essay Award, Harvard University

Fairbank Center for Chinese Studies Summer Research Grant, Harvard University 2018

Harvard Graduate Student Council Summer Research Award

Society for Research in Child Development Student Travel Award 2017

Harvard Graduate School of Arts and Sciences Doctoral Fellowship 2016

Marco Polo Fellowship, Harvard University 2014

SPARK Research and Innovation Fellowship, Tsinghua University 2013

SPARK International Research and Innovation Grant, Tsinghua University

University Merit Scholarship, Tsinghua University

PUBLICATIONS

Wei, R., Kirby, A., Naigles, L., & Rowe, M. (Submitted). Parents' use of generics with infants: Stability, variability, and implications for language development.

Choi, A., Wei, R., & Rowe, M. (Revise and resubmit). Show, give and point gestures across infancy differentially predict language development.

PUBLICATIONS (cont.)

- McCatharn, J., Herbert, K., **Wei, R.**, & Rowe, M. (Revise and resubmit). Avenues for Increasing Parenting Knowledge: Interviewing Parents about Preferred Information Sources.
- Ronfard, S.*, **Wei, R.***, & Rowe, M. (Accepted). Uncovering the linguistic, social, and cognitive skills underlying processing efficiency as measured by the looking-while-listening paradigm. *Journal of Child Language*. (*Joint first authorship)
- Rowe, M., **Wei, R.**, & Salo, V. (In press). Early gesture predicts later language development. In A. Morgenstern & S. Goldin-Meadow (Eds.), *Gesture in language*. Mouton.
- Wei, R.**, Leech, K., & Rowe, M. (2020). Decontextualized language use during American and Chinese caregiver-child interactions. *Journal of Applied Developmental Psychology*, 71, 101214.
- Wei, R.**, Ronfard, S., Leyva, D., & Rowe, M. (2019). Teaching a novel word: Parenting styles and toddlers' word learning. *Journal of Experimental Child Psychology*, 187, 104639.
- Leech, K., **Wei, R.**, Harring, J. R., & Rowe, M. L. (2018). A brief parent-focused intervention to improve preschoolers' conversational skills and school readiness. *Developmental Psychology*, 54(1), 15-28.

MANUSCRIPTS IN PREPARATION

- Wei, R.**, Liszkowski, U., Harris, P., & Rowe, M. What is the baby "saying"? Adults' interpretation of infants' gestures.
- Yang, Q., **Wei, R.**, & Rowe, M. The nature of parent and child number talk in Chinese families.

CONFERENCE PRESENTATIONS

- Wei, R.**, Kirby, A., Naigles, L., & Rowe, M. (July, 2021). Parents' use of generics with infants: Stability, variability, and implications for language development. Paper accepted at the 2021 International Association for the Study of Child Language Conference.
- Wei, R.**, Leech, K., & Rowe, M. (April, 2021). Decontextualized language in Chinese and American caregiver-child interactions: Similarities, differences, and implications for children's narratives. Paper accepted at the 2021 Society for Research in Child Development Biennial Meeting.
- Wei, R.**, Surrain, S., Rowe, M., & Luk, G. (April, 2021). Exploring relations between toddlers' motor skills and language development. Flash talk accepted at the 2021 Society for Research in Child Development Biennial Meeting.
- Wei, R.**, Kirby, A., Naigles, L., & Rowe, M. (October, 2020). Parents' use of generics with infants: Stability, variability, and implications for language development. Paper presented at the Many Paths to Language Workshop at the Max Planck Institute for Psycholinguistics.
- Wei, R.**, Liszkowski, U., Harris, P., & Rowe, M. (January, 2020). What is the baby "saying"? Adults' interpretation of infants' gestures. Poster presented at the 10th Budapest Central European University Conference on Cognitive Development.
- Wei, R.**, Ronfard, S., Leyva, D., & Rowe, M. (March, 2019). Teaching a novel word: Parenting styles and toddlers' word learning. Paper presented at the 2019 Society for Research in Child Development Biennial Meeting.
- Wei, R.**, Leech, K., & Rowe, M. (March, 2019). Decontextualized language use during American and Chinese caregiver-child interactions. Poster presented at the 2019 Society for Research in Child Development Biennial Meeting.
- Ronfard, S., **Wei, R.**, & Rowe, M. (November, 2017). Uncovering the social and cognitive skills underlying processing efficiency as measured by the looking-while-listening paradigm. Poster presented at the 42nd Annual Boston University Conference on Language Development.

CONFERENCE PRESENTATIONS (cont.)

- Wei, R.**, Ronfard, S., & Rowe, M. (March, 2017). Predictors of novel word learning in toddlers. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting.
- Leech, K., **Wei, R.**, Haring, J., & Rowe, M. (March, 2017). Ready for kindergarten: A training program designed to encourage parent-child conversation during the preschool years. Paper presented at the 2017 Society for Research in Child Development Biennial Meeting.

INVITED TALKS

- Wei, R.** (October, 2019). Decontextualized language in caregiver-child interactions: Cultural patterns and developmental implications. Department of Comparative Linguistics, University of Zurich, Switzerland.
- Wei, R.**, Harris, P., & Rowe, M. (July, 2019). What is the baby “saying”? Adults’ interpretation of infants’ gestures. The Little World Explorers Lab, Psychological Institute, University of Zurich, Switzerland.
- Wei, R.**, Ronfard, S., Leyva, D., & Rowe, M. (June, 2019). Teaching A Novel Word: Parenting Styles and Toddlers’ Word Learning. Department of Foreign Languages and Literatures Colloquium, Tsinghua University, China.
- Wei, R.**, Ronfard, S., Leyva, D., & Rowe, M. (May, 2019). Teaching A Novel Word: Parenting Styles and Toddlers’ Word Learning. Language Acquisition Seminar, University of Oslo, Norway.
- Wei, R.**, Leech, K., & Rowe, M. (May, 2019). Decontextualized Language Use During American and Chinese Caregiver-Child Interactions. In Open Seminar: Parent-Child Interaction across Early Development and Cultures, Department of Special Needs Education and Department of Education, University of Oslo, Norway.

PROFESSIONAL EXPERIENCE

- Harvard University, Graduate School of Education** Cambridge, MA, USA
Co-Founder, PsychEd Seminars August, 2018-present
 Co-founded the PsychEd Seminars and organize weekly presentation/discussion series focusing on interdisciplinary, cross-cultural research.
- Graduate Researcher** Jan. 2018-present
 Project: Relations among music experience, bilingual exposure, attention, and motor skills in early childhood
 Co-PIs: Meredith L. Rowe and Gigi Luk
- University of Zurich, Psychological Institute** Zurich, Switzerland
Visiting Student May-Aug., 2019
 The Little World Explorers Lab (Kleine Weltentdecker),
 PI: Moritz Daum
- Tsinghua University, Center for the Study of Language and Psychology** Beijing, China
Research Assistant Nov. 2013-Feb. 2014
 Project: Early identification of Chinese children at risk for dyslexia: Implicit knowledge about written language and print-sound link learning ability
 Co-PIs: Li Yin and Catherine McBride
- Brown University, Education Department** Providence, RI, USA
Research Assistant Jun.-Aug., 2013
 Project: European American and Chinese immigrant children’s learning beliefs and related socialization at home
 PI: Jin Li

TEACHING EXPERIENCE**Harvard University, Graduate School of Education**

Cambridge, MA, USA

Teaching Fellow

Early Childhood Development in Global Contexts (Instructors: Dana McCoy and Aisha Yousafzai)	Jan. 2020-present
Exploring Quality in Early Childhood Education: Predicting Academic and Social Outcomes (Instructor: Catherine Snow)	Aug. 2018-present
From Language to Literacy (Instructor: Meredith L. Rowe)	Aug.-Dec. 2019
How People Learn (Instructor: Catherine Snow and Matthew Miller)	May-Aug. 2019
Child Rearing, Language, and Culture (Instructor: Meredith L. Rowe)	2018 - 2019
Developmental Psychology (Instructor: Paul L. Harris)	Aug.-Dec. 2018
Developmental Theories of Change (Instructor: Dana McCoy)	Aug.-Dec. 2017
Learning to Talk by Talking: A Developmental Approach to Maximizing Language and Literacy Skills (Instructor: Catherine Snow)	Jun. 2015-Dec. 2015

MENTORING

Harvard University, graduate research assistants: Pearl Han Li, Julia Muanjing Wang, Tiffany Qianru Yang, Tracy Ziyang Tan, Jia Yang, Dorothy Sun, Julie Cusano, Zoe Mao, Zhongyu Wei

PROFICIENCIES

Languages: English (Bilingual); Mandarin (Bilingual); Spanish: Intermediate (B1.2)

Skills: R, STATA, CLAN, PRAAT, Tobii (Studio & Lab), Qualtrics, Adobe Suite

REFERENCES

Meredith L. Rowe	Paul L. Harris	Catherine Snow
Saul Zaentz Professor of Early Learning and Development	Victor S. Thomas Professor of Education	Patricia Albjerg Graham Professor of Education
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