

Brian Bramstedt

EDUCATION

- 2001- 2005 *PhD. Developmental Psychology, 2005*
The University of Toledo Program for Developmental Studies
Dissertation: The Effect of Part Function on Children's Learning
of Labels for Novel Whole Objects and Parts (Defended Aug.
2005)
- M.A. in Developmental Psychology, 2004*
Masters Thesis: The Changing Role of Word Learning Constraints and
Pragmatic Understanding in Children's Ability to Reference Novel
Whole Objects and Parts
- 1997-2000 Michigan State University, B.S. in Psychology

RESEARCH INTERESTS

- Language Development
- Cognitive Development
- Social Development
- Lifespan Development (Infancy, Childhood, Adolescence, Adulthood)

TEACHING INTERESTS

- Developmental Psychology (Social/Cognitive/Emotional)
- Lifespan Development
- Adolescent/Adult Development
- Developmental Research Methods
- Introductory Psychology
- Cognitive Psychology
- Social Psychology
- Health Psychology
- Child Psychology

TEACHING EMPLOYMENT

- Spring 2001, Adjunct Faculty, Hillsdale College, Hillsdale Michigan

- Fall 2002-Spring 2004, Graduate Student/Instructor, The University of Toledo, Toledo Ohio
- Fall 2005- Fall 2007- Lecturer, The University of Tennessee, Knoxville Tennessee

TEACHING EXPERIENCE

- Lifespan Development (Spring 2001, Hillsdale College)
- Introduction to Psychology (Fall 2002, The University of Toledo)
- Intro. To Psych Discussion Sections (1, The University of Toledo)
- Adolescent/Adulthood Development (3, Toledo/U of Tennessee)
- Developmental Research Methods (Spring 2004, The University of Toledo)
- Social Psychology (Fall 2005, U of Tenn)
- Health Psychology (9 sections, U of Tenn)
- Child Development (6, U of Tenn)
- Adolescent Development (1, U of Tenn)
- Additional course work mentoring six students earning honors credit in Adolescent/Adulthood and Child Psychology courses.

RESEARCH EXPERIENCE

- Perceptual development with four- and eight- month old infants.

- Sequential touching patterns with respect to word knowledge with fifteen- and twenty-two month old infants.
- Novel word learning research with two, three, and four year old children
- 2003-2004 Researcher team member on Project Headstart, a Kellogg- sponsored grant assessing the efficacy of an alternative Headstart curriculum emphasizing enriched exposure to art, music, and language activities implemented in the greater Toledo area.
- Supervised three graduating University of Tennessee psychology students as a faculty mentor in creating, conducting, and writing up their senior honors thesis projects. (Spring 2005, Fall 2006, Fall 2007)

DISTINGUISHING HONORS

- Nominated for the University of Tennessee UTNAA 2006 Distinguished Teacher Award, Spring, 2005

CONFERENCE PRESENTATIONS

- Robinson, C., Bramstedt, B., Shore, W.J., and Smith, P.H., (2003) *The Relationship Between Partially Known Words and Vocabulary Size at 22 Months of Age*.
Presented at the biennial meeting of the Society for Research in Child Development, Toronto, Canada.
- Bramstedt, B., Robinson, C., Smith, P.H., Shore, W.J., and Dixon, W.E. (2004) *The Influence of Vocabulary and Level of Word Knowledge on Infant's Sequential Touching Behavior*.
Presented at the biennial meeting of the International Conference on Infant Studies, Tampa, Florida.
- Bramstedt, B., Robinson, C., Smith, P.H., Shore, W.J., and Dixon, W.E. (2004) *The Influence of Vocabulary and Level of Word Knowledge on Infant's Sequential Touching Behavior*.
Presented at the annual Medical College of Ohio's Research Symposium, Toledo, Ohio
- Bramstedt, B., and Smith, P.H. (2005) *Practice Makes Perfect: the effects of familiarization on novel whole object and part label learning at 2 ½, 3 ½, and 4 ½ years of age*.

Presented at the biannual meeting of the Society for Research in Child Development, Atlanta, Georgia.

MANUSCRIPT IN REVIEW

- Bramstedt, B., Smith, P.H., The role of lexical constraints and pragmatic knowledge when children learn labels for whole objects and parts of whole objects.