

# Seth Chin-Parker

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## *Education*

Ph.D. in Psychology: University of Illinois, Urbana-Champaign (June 2004)  
Thesis: The Effect of the Cross-Classification of Items on Category Knowledge  
M.A. in Psychology: University of Illinois, Urbana-Champaign (August 2001)  
Thesis: Category Learning and Sensitivity to Within-Category Correlations  
Secondary Teaching Certification: University of New Mexico (May 1995)  
B.A. in English: University of Vermont (May 1991)

## *Employment Experience*

Associate Professor of Psychology: Denison University, 2010 to present  
Assistant Professor of Psychology: Denison University, 2004 to 2010  
Instructor: Introduction to Experimental Psychology, University of Illinois, Fall 2003  
Teaching Assistant: University of Illinois, 2002 to 2004  
Research Assistant: Beckman Institute, University of Illinois, 1999 to 2004  
Secondary Language Arts Teacher: Oliver M. Hazen High School (Renton, WA), 1996 to 1999  
Secondary Language Arts Teacher: Rio Grande High School (Albuquerque, NM), 1995-1996

## *Courses Taught*

Introduction to Psychology, Research Methods, Cognitive Psychology, Research in Cognitive Psychology, Seminar on Creativity and Cognition, Seminar on (un)Consciousness, History and Systems of Psychology, Psychology of Thinking.

## *Research Interests*

Category learning, Explanatory processes, Problem solving, Knowledge representation.

## *Publications*

Chin-Parker, S. & Birdwhistell, J. (in press). Category Learning by Doing: How Goal Directed Tasks Constrain Conceptual Acquisition. *Journal of Cognitive Psychology*.  
Chin-Parker, S., & Cantelon, J. (2016). Contrastive constraints guide explanation-based category learning. *Cognitive Science*, doi:10.1111/cogs.12405  
Chin-Parker, S. & Bradner, A. (2010). Background shifts affect explanatory style: how a pragmatic theory of explanation accounts for background effects in the generation of explanations. *Cognitive Processing*, *11*, 227-249.  
Patalano, A. L., Chin-Parker, S. & Ross, B. H. (2006). The importance of being coherent: The role of category coherence in reasoning about cross-classified entities. *Journal of Memory and Language*, *54*, 407-424.  
Ross, B. H., Chin-Parker, S., & Diaz, M. (2005). Beyond classification learning: A broader view of category learning and category use. In W. Ahn, R. L. Goldstone, B. C. Love, A. B.

- Markman, & P. Wolff (Eds.), *Categorization inside and outside the lab: Festschrift in honor of Douglas L. Medin*. Washington, DC: APA.
- Erickson, J., Chin-Parker, S., & Ross, B. H. (2005). Inference and classification learning of abstract coherent categories. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *31*, 86-99.
- Chin-Parker, S., & Ross, B. H. (2004). Diagnosticity and prototypicality in category learning: A comparison of inference learning and classification learning. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *30*, 216-226.
- Chin-Parker, S., & Ross, B. H. (2002). The effect of category learning on sensitivity to within-category correlations. *Memory & Cognition*, *30*, 353-362.
- Anderson, A. L., Ross, B. H., & Chin-Parker, S. (2002). A further investigation of category learning by inference. *Memory & Cognition*, *30*, 119-128.

### *Refereed Proceedings*

- Chin-Parker, S. (2011). What varying the learning task and category structure reveals about inference learning. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Chin-Parker, S. (2010). (Category) Learning by Doing: How Goal Directed Tasks Constrain Conceptual Acquisition. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32<sup>nd</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Chin-Parker, S. & Bradner, A. (2008). The Pragmatics of Explanation. In V. Sloutsky, B. Love, & K. McRae (Eds.), *Proceedings of the 30<sup>th</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society
- Chin-Parker, S., Hernandez, O., & Matens, M. (2006). Explanation in Category Learning. In R. Sun & N. Miyake (Eds.), *Proceedings of the 28<sup>th</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society
- Chin-Parker, S., & Ross, B. H. (2003). When As and Bs are Cs and Ds: The effect of the cross-classification of items on learned concepts. In R. Alterman & D. Kirsh (Eds.), *Proceedings of the 25<sup>th</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society
- Patalano, A. L., Chin-Parker, S., & Ross, B. H. (2003). The role of coherence in category-based explanation. In R. Alterman & D. Kirsh (Eds.), *Proceedings of the 25<sup>th</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Chin-Parker, S., & Ross, B. H. (2002). Diagnosticity in category learning by classification and inference. In W. D. Gray & C. D. Schunn (Eds.), *Proceedings of the 24<sup>th</sup> Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society

### *Manuscripts In Preparation*

- Chin-Parker, S. (in preparation). Explanatory Processes Involved in Integrating Knowledge During Category Learning.
- Chin-Parker, S. & Bradner, A. (revise and resubmit, *Psychonomic Bulletin and Review* – special issue on explanatory processing). A Contrastive Account of Explanation Generation.

### *Unpublished Manuscripts*

- Bradner, A., & Chin-Parker, S. (2010). An Experiment in the Philosophy of Explanation: Can Psychological Data Absolve the Pragmatic Theory?
- Chin-Parker, S. (2007). Cross-classification and category learning.
- Chin-Parker, S., Effland, K. J., Lancaster, K., Polovick, M. A., & Welker, K. G. (2008). Putting Prior Knowledge to Work in a Category Construction Task.

### *Presentations*

- Chin-Parker, S., Jaramillo, M., & Krumholtz, V. (May 2016). Preliminary Evidence for the Goal Structure Hypothesis. Paper presented at the 88<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Krumholtz, V., Jaramillo, M., & Chin-Parker, S. (May 2016). A Novel Paradigm for Studying Conceptual Acquisition Using Goal Directed Behavior. Paper presented at the 88<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Chin-Parker, S. (November 2013). Contrast Class Constraints on Explanation in Category Learning. Poster presented at the 54<sup>th</sup> Annual Meeting of the Psychonomics Society. Toronto, ON.
- Chin-Parker, S. (March 2013). Why contrast matters: To understand what something is, we have to understand what it is not. Denison Psychology Department Brown Bag Colloquium, Granville, OH.
- Chin-Parker, S. (September 2012). Understanding creativity by making it boring (And why that is exciting). Denison Tuesday Faculty Lunch Series. Granville, OH.
- Bradner, A., Weekes Schroer, J., & Chin-Parker, S. (December 2011). When the Violinist is Your Half-Sibling: An Experimental Study of Thomson's Classic Thought Experiment. Poster presented at the 2011 Eastern Conference of the American Philosophical Association, Boston, MA.
- Chin-Parker, S. (July 2011). What varying the learning task and category structure reveals about inference learning. Poster presented at the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society, Boston, MA.
- Chin-Parker, S. (August 2010). (Category) Learning by Doing: How Goal Directed Tasks Constrain Conceptual Acquisition. Poster presented at the 32<sup>nd</sup> Annual Conference of the Cognitive Science Society, Portland, OR.
- Chin-Parker, S. (May 2010). Use-Relevant Features Constrain Category Learning. Paper presented at the 80<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Chin-Parker, S. & Bradner, A. (September 2009). A Philosopher and a Psychologist Walk Into a Lab...: An Interdisciplinary Study of Explanation. Talk presented to the Denison Scientific Association. Granville, OH.
- Birdwhistell, J. & Chin-Parker, S. (November 2008). Beyond the Solution: Problem Solving as Category Learning. Poster presented at the 49<sup>th</sup> Annual Meeting of the Psychonomics Society. Chicago, IL.
- Chin-Parker, S. & Bradner, A. (August 2008). The Pragmatics of Explanation. Paper presented at the 30<sup>th</sup> Annual Conference of the Cognitive Science Society, Washington, D.C.
- Bradner, A. & Chin-Parker, S. (July 2008). An Empirical Constraint on the Pragmatic Theory of Explanation. Poster presented at the 34<sup>th</sup> Annual Meeting of the Society for Philosophy and Psychology, Philadelphia, PA.

- Chin-Parker, S., Hernandez, O., & Matens, M. (November 2006). Explanation as Category Learning. Poster presented at the 47<sup>th</sup> Annual Meeting of the Psychonomics Society. Houston, TX.
- Chin-Parker, S., Hernandez, O., & Matens, M. (August 2006). Explanation in Category Learning. Poster presented at the 28<sup>th</sup> Annual Conference of the Cognitive Science Society, Vancouver, B.C., Canada.
- Chin-Parker, S. (October 2005). An Explanation (and Exploration) of Category Learning. Denison University Department of Psychology Colloquium. Granville, OH.
- Chin-Parker, S., & Ross, B. H. (May 2005). Category Learning (Not) Made Simple: The Effect of Learning Two Category Sets on Classification Performance. Paper presented at the 77<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Effland, K. J., Lancaster, K., Polovick, M. A., Welker, K. G., & Chin-Parker, S. (May 2005). The Effect of Abstract Knowledge on a Category Construction Task. Paper presented at the 77<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Chin-Parker, S. (December 2004). When category learning meets knowledge. Talk presented to the Denison Scientific Association. Granville, OH.
- Chin-Parker, S. (November 2004). The effect of the cross-classification of items on category knowledge. Poster presented at the 45<sup>th</sup> Annual Meeting of the Psychonomics Society. Minneapolis, MN.
- Ross, B. H., Patalano, A. L., & Chin-Parker, S. (November 2004). The influence of category coherence on generalization and explanation. Paper presented at the 45<sup>th</sup> Annual Meeting of the Psychonomics Society. Minneapolis, MN.
- Chin-Parker, S., & Ross, B. H. (November 2003). Cross-classification and category learning. Poster presented at the 44<sup>th</sup> Annual Meeting of the Psychonomics Society. Vancouver, B. C.
- Chin-Parker, S., & Ross, B. H. (August 2003). When As and Bs are Cs and Ds: The effect of the cross-classification of items on learned concepts. Paper presented at the 25<sup>th</sup> Annual Conference of the Cognitive Science Society, Boston, MA.
- Patalano, A. L., Chin-Parker, S., & Ross, B. H. (August 2003). The role of coherence in category based explanation. Paper presented at the 25<sup>th</sup> Annual Conference of the Cognitive Science Society, Boston, MA.
- Ross, B. H., Chin-Parker, S., & Diaz, M. (June 2003). Beyond classification: A broader view of category learning and category use. Invited talk at a Festschrift in honor of Douglas L. Medin, Chicago, IL.
- Chin-Parker, S., & Ross, B. H. (May 2003). Learning categories through problem solving. Paper presented at the 75<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Chin-Parker, S., & Ross, B. H. (August 2002). Diagnosticity in category learning by classification and inference. Paper presented at the 24<sup>th</sup> Annual Conference of the Cognitive Science Society, Fairfax, VA.
- Ross, B. H., & Chin-Parker, S. (August 2002). Category use: Learning and understanding categories. Paper presented at the 24<sup>th</sup> Annual Conference of the Cognitive Science Society, Fairfax, VA.
- Chin-Parker, S., & Ross, B. H. (June 2002). Inference learning leads to greater knowledge of within-category correlations than classification learning. Poster presented at the 14<sup>th</sup> Annual Meeting of the American Psychological Society, New Orleans, LA.

- Chin-Parker, S., & Ross, B. H. (May 2002). Classification, inference, and the cue validity connection. Paper presented at the 74<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Chin-Parker, S., & Ross, B. H. (May 2002). Beyond the solution: problem solving and categorization. Paper presented at the 74<sup>th</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.
- Chin-Parker, S. (March 2002). Fun with categories: The effect of use on category knowledge. Cognitive Brown Bag Colloquium, Champaign, IL.
- Chin-Parker, S., & Ross, B. H. (May 2001). Within-category correlations and the effects of learning. Paper presented at the 73<sup>rd</sup> Annual Meeting of the Midwest Psychological Association, Chicago, IL.

### *Student Research Collaborations*

- Victoria Krumholtz, Summer 2015, Anderson Summer Research Assistantship  
Title: Conceptual acquisition through meaningful interactions: A study of learning behaviors.
- Manuella Jaramillo, Summer 2015, Anderson Summer Research Assistantship  
Title: Conceptual acquisition through meaningful interactions: Evidence for the goal-structure hypothesis through a category-goodness task.
- Sarah Sheldon, Summer 2013, Hodgson Summer Research Assistantship  
Title: A Further Exploration of Classification and Inference Learning Using Manipulations to Cue and Category Validity.
- Julie Cantelon, Summer 2012, Bowen Summer Research Assistantship  
Title: The effect of goal-directed interactions on the recognition of features in a novel domain.
- Harshida Pancholi, Summer 2012, Anderson Summer Research Assistantship  
Title: The effect of structure on causal reasoning
- Avraham Baranes, Summer 2010, Anderson Summer Research Assistantship  
Title: Working memory and decision making: A look at the somatic marker hypothesis
- Amy Milewski, Summer 2010, Denison University Research Funded Assistantship  
Title: The effects of use-relevant information and diagnosticity on conceptual organization
- Elizabeth Cummings, Summer 2008, Anderson Summer Research Assistantship  
Title: Coherence effects in naturally occurring knowledge
- Julie Tucker, Summer 2008, Anderson Summer Research Assistantship  
Title: Coherence in real world categories in natural groups
- Jessie Birdwhistell, Summer 2007 and Spring 2008, Anderson Summer Research Assistantship  
Title: Beyond the solution: Learning about categories during problem solving
- Amber Hill, Summer 2006, Hughes Summer Research Assistantship  
Title: The interaction of knowledge and learning with cross-classified items
- Robert Horn, Summer 2006, Denison University Research Funded Assistantship  
Title: Constraints on explanations: Empirically testing philosophical theories of explanation
- Catherine Mehta, Summer 2006, Anderson Summer Research Assistantship  
Title: Structural alignment across category learning paradigms
- Olivia Hernandez, Summer 2005, Hughes Summer Research Assistantship  
Title: A process model of explanation-based learning
- Murray Matens, Summer 2005, Anderson Summer Research Assistantship  
Title: A comparative study of category learning through classification and explanation

### *Community and Departmental Service*

WDUB, Faculty advisor, 2011 to present  
Academic Affairs Council, 2014 to present  
Academic Affairs Council, Chair, 2015-2016  
Psychology Department Assessment Committee: 2007 to 2009, 2013 to present  
Student Research Grant Committee (SRGC), 2012 to 2015  
Psi Chi Chapter advisor, 2006 to 2010  
Library Advisory Committee, 2008 to 2010  
WDUB, Faculty Representative to the SFAR Board, 2006 to 2010  
QUEST: Programming Committee and Faculty Mentor, 2007 to 2008  
Granville Studio of Visual Art: Board of Directors, 2011 to 2014  
Granville Studio of Visual Art: Assessment Coordinator, 2008 to 2013

### *Grants, Awards, and Scholarships*

Denison University Research Foundation Grant, 2015  
Title: Replacement Computer Workstations for Cognition Laboratory, \$3758  
National Science Foundation Workshop at Oberlin College, OH, June 2014  
Title: Workshop on Computational Modeling in Teaching and Research Using NOVA  
Denison University Research Foundation Grant, 2010  
Title: Goal Directed Concept Acquisition, \$5910  
Denison University Research Foundation Grant (co-PI with Alexandra Bradner), 2006  
Title: How Background Information Constrains Explanation, \$5640  
Graduate College Travel Grant, University of Illinois, 2003, \$200  
Psychology Department Travel Award, University of Illinois, 2003, \$480  
Beckman Institute Cognitive Science / AI Summer Fellowship, University of Illinois, 2003  
Title: Learning About Cross-Classified Items, \$2000  
Psychology Department Nominee for University Fellowship, University of Illinois, 2003

### *Professional Activities and Memberships*

Ad-hoc reviewer:

*Acta Psychologica; Applied Cognitive Psychology; Brain Research; Cognition; Cognitive Science; Cognitive Science Society Conference; European Cognitive Science Society Conference; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Learning, Memory, and Cognition; Memory & Cognition; National Science Foundation – Perception, Action, and Cognition; Psychological Research; Psychological Science; Psychonomic Bulletin & Review; Scandinavian Journal of Psychology; Science & Education*

Doctoral Committee Member for Benjamin Jee, University of Chicago, 2007  
The Psychonomic Society (associate member), 2004 to present  
The Cognitive Science Society, 2004 to present  
The Association of Psychological Science, 2004 to present  
The American Psychological Society (student member), 2001-2003  
Midwest Psychological Association, 2004 to present  
Midwest Psychological Association (graduate member), 1999-2003  
National Council of Teachers of English (NCTE), 1996-1999

## *References*

Dr. Brian H. Ross: Professor, Department of Psychology, University of Illinois, 603 East Daniel St., Champaign, Illinois 61820 (217) 333-8745, *bross@s.psych.uiuc.edu*

Dr. Gregory L. Murphy: Professor, Department of Psychology, New York University, 6 Washington Place, New York, NY 10003 (212) 998-7900, *gregory.murphy@nyu.edu*

Dr. Aaron S. Benjamin: Associate Professor, Department of Psychology, University of Illinois, 603 East Daniel St., Champaign, Illinois 61820 (217) 333-6822, *asbenjam@s.psych.uiuc.edu*