

Education

Vanderbilt University , Nashville, TN	
PhD Developmental Psychology	2021
MS Developmental Psychology	2018
Advisors: Megan Saylor & Duane Watson	
Princeton University , Princeton, NJ	
AB Independent Concentration in Linguistics, <i>magna cum laude</i>	2016
Undergraduate Thesis Advisor: Casey Lew-Williams	

Academic Appointments

Grinnell College	
Assistant Professor of Psychology	2026-
Princeton University	
Lecturer in Psychology	Spring 2026

Teaching Experience

Grinnell College	
Instructor	
Introduction to Psychology with lab	Fall 2026
Princeton University	
Instructor	
Childhood (first-year undergraduate seminar)	Spring 2026
Vanderbilt University	
Instructor	
Vanderbilt Visions (extended orientation course)	Fall 2022
Psychology of Language	Fall 2020
Teaching assistant	
Experimental Methods in Child Development	Spring 2019, Spring 2021
Introduction to Developmental Psychology	Fall 2018, Spring 2020
Statistical Analysis	Fall 2019
Introduction to Statistical Analysis	Fall 2017

Publications

* indicates an undergraduate mentee

Tippenhauer, N. (2026). Is variety the spice of life? The role of variability in early word learning. *Cognitive Development*, 78, 101713.
doi.org/10.1016/j.cogdev.2026.101713

Tippenhauer, N., Janakiefski, L., & Saylor, M. M. (2026). Children's question asking: Some answers and more questions. *Child Development Perspectives*, 20(1), 41–46.
[Selected Editor's Choice]. doi.org/10.1093/cdpers/aadaf003

Tippenhauer, N., & Saylor, M. M. (2026). Early word learning in context: A review of the literature. *Infant and Child Development*, 35(1), e70082.
doi.org/10.1002/icd.70082

Tippenhauer, N., & Saylor, M. M. (2026). Effects of context on different kinds of fact learning. *British Journal of Developmental Psychology*, 44(1), 12–19.
doi.org/10.1111/bjdp.70007

Tippenhauer, N., & Saylor, M. M. (2023). Background context affects word-object mapping. *British Journal of Developmental Psychology*, 41(1), 31–36.
doi.org/10.1111/bjdp.12431

Janakiefski, L., **Tippenhauer, N.,** Liu, Q., *Green, M., *Loughmiller, S., & Saylor, M. M. (2022). Gaining access to the unknown: Preschoolers seek information following unfamiliar words and uninformative definitions. *Journal of Experimental Child Psychology*, 217, 105358. doi.org/10.1016/j.jecp.2021.105358

Tippenhauer, N., Fourakis, E. R., Watson, D. G., & Lew-Williams, C. (2020). The scope of audience design in child-directed speech: Parents' tailoring of word lengths for adult versus child listeners. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46(11), 2163–2178. doi.org/10.1037/xlm0000939

Tippenhauer, N., *Sun, Y., Jimenez, S. R., *Green, M., & Saylor, M. M. (2020). Developmental differences in preschoolers' definition assessment and production. *Journal of Experimental Child Psychology*, 199, 104925.
doi.org/10.1016/j.jecp.2020.104925

Tippenhauer, N., & Saylor, M. M. (2019). Effects of context variability on 2-year-olds' fact and word learning. *Journal of Experimental Child Psychology*, 179, 248–259.
doi.org/10.1016/j.jecp.2018.11.011

Manuscripts under Review

Tippenhauer, N. & Ruggeri, A. (under review). Children's question asking in an age of generative artificial intelligence. Invited submission: *Child Development Perspectives*.

Manuscripts in Preparation

Tippenhauer, N., Buxo-Lugó, A., Jacobs, C. L., & Watson, D. G. (in prep). Semantic and phonological similarity differentially affect production timing dynamics. Target: *Language, Cognition and Neuroscience*.

Administrative and Professional Experience

Grinnell College

Faculty Director, Grinnell College Preschool 2026-

Princeton University

Assistant Dean for Studies, Rockefeller College 2023-2026
Associate Director, Graduate Student Career Development 2023

Vanderbilt University

Senior Career Coach, Career Center 2022-2023
Program Coordinator, Residential Colleges 2021-2022
Graduate Writing Consultant, Writing Studio 2018-2021

Professional Service

Residential College Society

Executive Board 2024-2026

Vanderbilt University Department of Psychology and Human Development

Graduate Student-Faculty Liaison 2019-2020
Equity, Diversity, and Inclusion Committee 2018-2020
Graduate Student Council Representative 2018-2019

Ad Hoc Reviewer

Journal of Experimental Psychology: General
Journal of Experimental Child Psychology
Cognitive Development
Journal of Applied Developmental Psychology
British Journal of Developmental Psychology
Acta Psychologica
npj Science of Learning

Honors and Awards

Julius Seeman Graduate Student Award, Vanderbilt University 2020
Senior Thesis Prize in Linguistics, Princeton University 2016

Spirit of Whitman Award, Whitman College, Princeton University	2016
LGBT Leadership Award, Princeton University	2014

Conference Presentations

* indicates an undergraduate mentee

Janakiefski, L., **Tippenhauer, N.**, & Saylor, M. M. (2021). Inquiring about the unknown: Preschoolers' questions about word meanings. Poster presented at the 2021 Virtual Biennial Meeting of the Society for Research in Child Development. Online session.

Janakiefski, L., **Tippenhauer, N.**, & Saylor, M. M. (2020). Preschoolers' responses to unknown words: Questions and evaluation of definition quality. Poster presented at the 42nd Annual Cognitive Society Meeting. Online session.

Osina, M., **Tippenhauer, N.**, & Saylor, M. M. (2019). 12-month-old infants rely on other people's knowledge when responding to speech about absent things. Poster presented at the 2019 Biennial Cognitive Development Society Meeting. Louisville, KY.

Tippenhauer, N., *Green, M., *Loughmiller, S., & Saylor M. M. (2019). Pondering preschoolers: Developmental differences in information seeking about new words. Poster presented at the 2019 Biennial Cognitive Development Society Meeting. Louisville, KY.

Tippenhauer, N., & Saylor, M. M. (2019). Context effects on 2-year-olds' category-relevant and category-irrelevant fact learning. Poster presented at the 2019 Biennial Cognitive Development Society meeting. Louisville, KY.

Tippenhauer, N., Fourakis, E. R., Lew-Williams, C., & Watson, D. G. (2019). The scope of audience design in child-directed speech: Parents tailor word length for adults versus children. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development. Baltimore, MD.

Tippenhauer, N., & Saylor, M. M. (2019). Effects of background context salience on word learning. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development. Baltimore, MD.

*Sun, Y., Jimenez, S. R., **Tippenhauer N.**, & Saylor, M. M. (2018). Preschoolers evaluate information about word meaning. Poster presented at the 40th Cognitive Science Society Meeting. Madison, WI.

Tippenhauer, N., & Saylor, M. M. (2018). Context variability in learning. Poster presented at the 40th Annual Cognitive Science Society Meeting. Madison, WI.

Tippenhauer, N., Jacobs, C. L., & Watson, D. G. (2018). Production predictions: Word duration under two theories. Poster presented at the 31st CUNY Conference on Human Sentence Processing. Davis, CA.

*Sun, Y., Jimenez, S. R., **Tippenhauer, N.**, & Saylor, M. M. (2017). Preschoolers' evaluations of definitions. Poster presented at the Biennial Cognitive Development Society Meeting. Portland, OR.

Tippenhauer, N., & Saylor, M. M. (2017). Different context, same learning: 2-year-olds' robust word learning across contexts. Poster presented at the Biennial Cognitive Development Society Meeting. Portland, OR.

Invited Talks

Tippenhauer, N. (2019). Word learning in context. Randolph College Summer Research Program Seminar Series. Lynchburg, VA.

Department Presentations

Tippenhauer, N. (2021). Context in word learning: Word learning in context. Vanderbilt University Department of Psychology and Human Development CSLD Research Forum. Online.

Tippenhauer, N. (2019). What does that mean? Developmental differences in information seeking about words. Vanderbilt University Department of Psychology and Human Development CSLD Research Forum Flash Talk. Nashville, TN.

Tippenhauer, N. (2018, October). Limits of audience design: Word duration in child-directed speech. Vanderbilt University Department of Psychology and Human Development CSLD Research Forum. Nashville, TN.

Tippenhauer, N. (2018, January). Context-independent word learning. Vanderbilt University Department of Psychology and Human Development CSLD Research Forum. Nashville, TN.

Community Presentations

Tippenhauer, N. (2019). Baby talk: How to help your child learn language. Martha O'Bryan Center parent workshop. Nashville, TN.

Tippenhauer, N. (2018). The power of talking: How to shape your child's learning. Martha O'Bryan Center parent workshop. Nashville, TN.