

Curriculum Vita
David M. Sobel

Contact Information

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Education

1995 B.A. in Psychology and Computer Science (with distinction), Swarthmore College
1997 M.A. in Psychology, University of California, Berkeley
2001 Ph.D. in Psychology, University of California, Berkeley

Employment

2013- Professor, Department of Cognitive, Linguistic, and Psychological Sciences, Brown University
2010-2013 Associate Professor, Department of Cognitive, Linguistic, and Psychological Sciences, Brown University
2007-2010 Associate Professor, Department of Cognitive and Linguistic Sciences, Brown University
2005 Visiting Scholar, Department of Psychology, Harvard University
2004-2007 Stephen Robert Assistant Professor of Cognitive and Linguistic Sciences, Brown University
2001-2004 Assistant Professor, Department of Cognitive and Linguistic Sciences, Brown University

Funding

2019-2023 *The dynamics of inhibition in social cognitive development* (NSF DS 1917639). \$520,876 in total costs. Status: In Progress. Role: PI.
2020-2021 *RAPID: Relations between parent-child interaction about handwashing and children's engagement in and understanding of preventing disease transmission* (NSF EHR 2033368). \$103,595 in total costs. Status: Complete. Role: PI.
2019-2021 INTERN Supplement: *Collaborative Research: Young children's beliefs about causal systems: Learning about belief revision in the lab and in museums*, \$41,449 in total costs. Status: Completed. Role: PI.
2017-2021 *Collaborative Research: Young children's beliefs about causal systems: Learning about belief revision in the lab and in museums* (NSF EHR 1661068), \$1,276,657 in total costs. Status: Completed. Role: PI (with Deena Weisberg).
2017-2019 REU Supplement: *Collaborative Research: Explaining, exploring, and scientific reasoning in museum settings*, \$20,309 in total costs. Status: Completed. Role: PI.

- 2015-2019 *Collaborative Research: Explaining, exploring, and scientific reasoning in museum settings.* (NSF REAL 1420548), \$1,292,126 in total costs. Status: Completed. Role: PI (with Maureen Callanan and Cristine Legare).
- 2012-2016 *The emergence of diagnostic reasoning and scientific thinking* (NSF DLS 1223777), \$713,030 in total costs. Status: Completed. Role: PI.
- 2014-2016 *Measuring toddlers' understanding of pretense* (NIH NCRR 5P20RR016457). \$156,657 in direct costs. Status: Completed. Role: Sponsor (PI: J. Van Reet).
- 2012-2014 *The cognitive representation of pretense* (NIH NCRR 8P20GM103430), \$122,983 in direct costs. Status: Completed. Role: Sponsor (PI: J. Van Reet).
- 2011-2012 *Galton fellowship for graduate student research* (Brown University, Institute for Brain Science), \$15,439 in total costs. Status: Completed. Role: Sponsor (PI: D. Macris).
- 2010-2011 *The role of domain knowledge on causal reasoning of chemistry content* (University of Cambridge Research and Development Grant), £3993 in total costs. Status Completed. Role: Co-PI (PI: Michelle Ellefson).
- 2005-2010 *Children's causal learning and the development of mechanism knowledge* (NSF DLS 0518161), \$276,543 in total costs. Status: Completed. Role: PI.
- 2009-2010 *Galton fellowship for graduate student research* (Brown University, Brain Sciences Program), \$15,439 in total costs. Status: Completed. Role: Sponsor (PI: D. Buchanan).
- 2009 *Variability in pragmatic inferencing* (NSF BCS 0744898), \$80,593 in total costs. Status: Completed. Role: PI (Julie Sedivy was PI from 2007-2008).
- 2008-2009 *Graduate student research award* (Brown University, Brain Sciences Program), \$15,439 in total costs. Status: Completed. Role: Sponsor (PI: E. Tenenbaum).
- 2008-2008 *Curriculum development award* (Brown University, Dean of the College Initiative), \$4,000 in total costs. Status: Completed. Role: PI.
- 2007-2008 *New designs towards understanding toddlers' causal inferences* (Dana Foundation Pilot Research Program in Brain Sciences), \$10,000 in total costs. Status: Completed. Role: PI.
- 2001-2003 *Correlates of infants' understanding of action.* Post-doctoral National Research Service Award (F32 MH-64237). \$94,364 in total costs. Status: Did not accept. Role: PI.
- 1998-2001 *Causal explanation and categorization in development.* Pre-doctoral National Research Service Award (F31 MH-12407). \$61,671 in total costs. Status: Completed. Role: PI.

Books and Monographs

- Weisberg, D. S., & Sobel, D. M. (2022). *Constructing science: Connecting causal reasoning to scientific thinking in young children.* Cambridge, MA: MIT Press.
- Callanan, M.*, Legare, C. H.*, Sobel, D. M.* with 11 others (2020). Exploration, explanation, and parent-child interaction in museum settings. *Monographs of the Society for Research in Child Development*, 85, 1. *Equal Senior Authorship
- Sobel, D. M., & Jipson, J. (2016). *Cognitive development in museum settings: Relating research to practice.* New York: Routledge.

Peer-Reviewed Articles: Since 2011, I have used first/last authorship to indicate senior authorship.

- Sobel, D. M. (in press). Understanding pretense as causal inference. *Developmental Review*.

- Sobel, D. M., Blankenship, J., Yockel, M. R. & Kamper, D. G. (in press). Rectifying inequities in resource collection in young children. *Developmental Science*, e13329.
- Sobel, D. M., & Stricker, L. (2022). Parent-child interaction during a home STEM activity and children's handwashing behavior. *Frontiers in Psychology*, 13.
- Sobel, D. M., Benton, D. T., Finiasz, Z., Taylor, Y., & Weisberg, D. S. (2022). The influence of children's first action when learning causal structure from exploratory play. *Cognitive Development*, 63, 101194.
- Sobel, D. M., Stricker, L., & Weisberg, D. S. (2022). Relations between children's exploration in a children's museum and their reflections about their exploration. *Child Development*, 93, 1804-1818.
- Sobel, D. M. & Stricker, L. (2022). Messaging matters: Order of experience with messaging at a STEM-based museum exhibit influences children's engagement with challenging tasks, *Visitor Studies*, 25, 104-125.
- Korman, J. Kim, B., Malle, B. F., & Sobel, D. M. (2022). Ambiguity under scrutiny: Moral judgment of microaggressions. *Social Cognition*, 6, 528-548.
- Moeller, A. M., Sodian, B., & Sobel, D. M. (2022). Developmental trajectories in diagnostic reasoning: Understanding data are confounded develops independently of choosing informative interventions to resolve confounded data. *Frontiers in Psychology*, 800226.
- Sobel, D. M. & Blankenship, J. (2021). Perspective taking as a mechanism for children's developing preferences for equity over equality. *Scientific Reports*, 11, 5689.
- Sobel, D. M., Letourneau, S. M., Legare, C. H., & Callanan, M. (2021). Relations between parent-child interaction and children's engagement and learning at a museum exhibit about electric circuits. *Developmental Science*, e13057.
- Benton, D. T., Rakison, D. H., & Sobel, D. M. (2021). When correlation equals causation: A behavioral and computational account of second-order correlation learning in children. *Journal of Experimental Child Psychology*, 202, 105008.
- Letourneau, S., Meisner, R., & Sobel, D. M. (2021). Effects of facilitation versus exhibit labels on caregiver-child interactions at a museum exhibit. *Frontiers in Psychology*, 12, 637036.
- McLoughlin, N., Finiasz, Z., Sobel, D. M., & Corriveau, K. H. (2021). Children's developing capacity to calibrate the verbal testimony of others with observed evidence when inferring causal relations. *Journal of Experimental Child Psychology*, 210, 105183.
- Sobel, D. M., & Finiasz, Z. (2020). How children learn from others: An analysis of selective word learning. *Child Development*, 91, e1134-e1161.
- Stricker, L. W., & Sobel, D. M. (2020). Children's developing reflections on and understanding of creativity. *Cognitive Development*, 55, 100916.
- Letourneau, S., & Sobel, D. M. (2020). Children descriptions about the relation between play and learning. *PLoS-One*, 15, e0230588.
- Luchkina, E., Corriveau, K. H., & Sobel, D. M. (2020). I don't believe what you said before: Preschoolers retrospectively discount information from inaccurate speakers. *Journal of Experimental Child Psychology*, 189, 104701.
- Luchkina, E., Morgan, J. L., Williams, D. J., & Sobel, D. M. (2020). Questions can answer questions about the mechanisms of preschoolers' selective word learning. *Child Development*, 91, e1119-e1133
- Medina, C., & Sobel, D. M. (2020). Caregiver-child interaction influences causal learning and engagement during structured play. *Journal of Experimental Child Psychology*, 189, 104678.

- Weisberg, D. S., Choi, E., & Sobel, D. M. (2020). Of blickets, butterflies, and dinosaurs: The effect of contextualization on children's diagnostic reasoning. *Frontiers in Psychology, 11*, 2210.
- Sobel, D. M., & Letourneau, S. M. (2019). Children's developing descriptions and judgments of pretending. *Child Development, 90*, 1817-1831.
- Haber, A. S., Sobel, D. M., & Weisberg, D. S. (2019). Fostering children's reasoning about disagreements through an inquiry-based curriculum. *Journal of Cognition and Development, 20*, 592-610.
- Willard, A., Busch, J. T. A., Cullum, K. A., Letourneau, S. M., Sobel, D. M., Callanan, M., & Legare, C. H. (2019). Explain this, explore that: A study of parent-child interaction in a children's museum. *Child Development. e598-e617*.
- Sobel, D. M., & Letourneau, S. M. (2018). Preschoolers understand how others learn through action and instruction. *Child Development, 89*, 961-970.
- Erb, C. D., Moher, J., Song, J., & Sobel, D. M. (2018). Reach tracking reveals dissociable processes underlying inhibitory control in 5- to 10-year-olds. *Developmental Science, 21*, e12523.
- Erb, C. D., Moher, J., Song, J., & Sobel, D. M. (2018). Numerical cognition in action: Reaching behavior reveals numerical distance effects in 5- to 6-year-olds. *Journal of Numerical Cognition, 4*, 286-296.
- Heck, I. A., Chernyak, N., & Sobel, D. M. (2018). Preschoolers' compliance with others' violations of fairness norms: The roles of intentionality and affective perspective taking. *Journal of Cognition and Development, 17*, 568-592.
- Luchkina, E., Sobel, D. M., & Morgan, J. (2018). Eighteen-month-olds selective generalize words from accurate speakers to novel contexts. *Developmental Science, 21*, e12663.
- Luchkina, E., Sommerville, J. A., & Sobel, D. M. (2018). More than just making it go: Toddlers effectively integrate causal efficacy and intentionality in selecting an appropriate causal intervention. *Cognitive Development, 45*, 48-56.
- Sobel, D. M., Erb, C. D., Tassin, T. & Weisberg, D. S. (2017). The development of diagnostic reasoning about uncertain causes. *Journal of Cognition and Development, 18*, 556-576.
- Erb, C. D., Moher, J., Song, J. H., & Sobel, D. M. (2017). Cognitive control in action: Tracking the dynamics of rule switching in 5-to 8-year-olds and adults. *Cognition, 164*, 163-173.
- Legare, C. H., Sobel, D. M., & Callanan, M. (2017). Causal learning is collaborative: Examining explanation and exploration in social context. *Psychonomic Bulletin & Review, 24*, 1548-1554.
- Letourneau, S., Meisner, R., Neuwirth, J. & Sobel, D. M. (2017). What do caregivers notice and value about how children learn through play in a children's museum? *Journal of Museum Education, 42*, 87-98.
- Macris, D. M., & Sobel, D. M. (2017). The role of evidence diversity and explanation in 4- and 5-year-olds' resolution of counterevidence. *Journal of Cognition and Development, 18*, 358-374. *Honorable Mention for Editor's Choice Award*
- Sobel, D. M. & Austerweil, J. (2016). Coding choices affect performance on a false belief measure. *Cognitive Development, 40*, 9-23.
- Sobel, D. M., & Letourneau, S. M. (2016). Children's developing knowledge of and reflection about teaching. *Journal of Experimental Child Psychology, 143*, 111-122.
- Chernyak, N., & Sobel, D. M. (2016). Equal but not always fair: Value-laden sharing in preschool-aged children. *Social Development, 25*, 340-351.
- Chernyak, N., & Sobel, D. M. (2016). "But he didn't mean to do it": Preschoolers' defiance of unjustified punishments. *Cognitive Development, 39*, 13-20.

- Erb, C. D., Moher, J., Sobel, D. M., & Song, J. (2016). Reach tracking reveals dissociable processes of cognitive control. *Cognition*, *152*, 114-126.
- Sobel, D. M. (2015). Can you do it?: How preschoolers judge that others have learned. *Journal of Cognition and Development*, *16*, 492-508.
- Sobel, D. M. & Letourneau, S. M. (2015). Children's developing understanding of what and how they've learned. *Journal of Experimental Child Psychology*, *132*, 221-229.
- Van Reet, J., Green, K. F., & Sobel, D. M. (2015). Preschoolers' existing theory of mind knowledge influences whom they trust about others' theory of mind. *Journal of Cognition and Development*, *16*, 471-491.
- Tenenbaum, E. J., Sobel, D. M., Sheinkopf, S. J., Shah, R. J., Malle, B. F., & Morgan, J. L. (2015). Attention to the mouth and gaze following in infancy predicts language development. *Journal of Child Language*, *42*, 1173-1190.
- Sobel, D. M., & Legare, C. (2014). Causal learning in children. *WIRE-Cognitive Science*, *5*, 413-427.
- Sobel, D. M., & Weisberg, D. S. (2014). Tell me a story: How children's developing domain knowledge affects their story construction. *Journal of Cognition and Development*, *15*, 465-478.
- Erb, C. D., & Sobel, D. M. (2014). The development of diagnostic reasoning about uncertain events between ages 4-7. *PLOS-One*, *9*, 1-6.
- Tummeltshammer, K. S., Wu, R., Sobel, D. M., & Kirkham, N. Z. (2014). Infants monitor the reliability of potential informants. *Psychological Science*, *25*, 1730-1738.
- Sobel, D. M., & Kushnir, T. (2013). Knowledge matters: How children evaluate the reliability of testimony as a process of rational inference. *Psychological Review*, *120*, 779-797.
- Sobel, D. M., & Macris, D. M. (2013). Children's understanding of speaker reliability across linguistic domains. *Developmental Psychology*, *49*, 523-532.
- Erb, C. D., Buchanan, D. W., & Sobel, D. M. (2013). Variability indicates complexity in children's inference about causal mechanisms. *Cognition*, *129*, 494-500.
- Tenenbaum, E. J., Shah, R. J., Sobel, D. M., Malle, B. F., & Morgan, J. L. (2013). Increased focus on the mouth among infants in the first year of life: A longitudinal eye-tracking study. *Infancy*, *18*, 534-553.
- Weisberg, D. S., Sobel, D. M., Goodstein, J., & Bloom, P. (2013). Young children are reality-prone when thinking about stories. *Journal of Cognition and Culture*, *13*, 383-407.
- Yang, D. J., Bushnell, E. W., Buchanan, D. W., & Sobel, D. M. (2013). Infants' use of contextual cues in imitation and generalization of effective causal actions. *Journal of Experimental Child Psychology*, *116*, 510-531.
- Sobel, D. M., Sedivy, J., Buchanan, D. W., & Hennessey, R. (2012). The role of speaker reliability in children's inferences about the meaning of novel words. *Journal of Child Language*, *39*, 90-104.
- Fernbach, P. M., Macris, D. M. & Sobel, D. M. (2012). Which one made it go?: The emergence of diagnostic reasoning in preschoolers. *Cognitive Development*, *27*, 39-53.
- Weisberg, D. S., & Sobel, D. M. (2012). Young children discriminate improbable from impossible events in fiction. *Cognitive Development*, *27*, 90-98.
- Buchanan, D. W., & Sobel, D. M. (2011). Mechanism-based causal reasoning in young children. *Child Development*, *82*, 2053-2066.
- Cook, C. & Sobel, D. M. (2011). Children's understanding of the fantasy/reality status of hypothetical machines. *Developmental Science*, *14*, 1-8.

- Griffiths, T. L., Sobel, D. M., Tenenbaum, J. B., & Gopnik, A. (2011). Bayes and blickets: Effects of knowledge on causal induction in children and adults. *Cognitive Science*, 35, 1407-1455.
- Sobel, D. M., Buchanan, D. W., Butterfield, J., & Jenkins, O. C. (2010). Interactions between causal models, theories, and social cognitive development. *Neural Networks*, 8-9, 1060-1071.
- Sobel, D. M., & Corriveau, K. H. (2010). Children monitor individuals' expertise for word learning. *Child Development*, 81, 669-679.
- Sobel, D. M., & Sommerville, J. A. (2010). The importance of discovery in children's causal learning from interventions. *Frontiers in Psychology*, 1, 176-183.
- Sobel, D. M. (2009). Enabling conditions and children's understanding of pretense. *Cognition*, 113, 177-188.
- Sobel, D. M., & Buchanan, D. W. (2009). Bridging the gap: Causality at a distance in children's categorization and inferences about internal properties. *Cognitive Development*, 24, 274-283.
- Sobel, D. M., & Munro, S. A. (2009). Domain generality and specificity in children's causal inferences about ambiguous data. *Developmental Psychology*, 45, 511-524.
- Sobel, D. M., & Sommerville, J. A. (2009) Rationales in children's causal learning from others' actions. *Cognitive Development*, 24, 70-79.
- Sobel, D. M., Sommerville, J. A., Travers, L. V., Blumenthal, E. J., & Stoddard, E. (2009). Preschoolers' use of others' beliefs to make causal inferences from probabilistic data. *Journal of Cognition and Development*, 10, 262-284.
- Butterfield, J., Jenkins, O. C., Sobel, D. M., & Schwertfeger, J. (2009). Modeling aspects of theory of mind with Markov Random Fields. *International Journal of Social Robotics*, 1, 41-51.
- Vander Wyk, B., Hudac, C., Carter, L., Sobel, D. M., & Pelphrey, K. (2009). Action understanding in the Superior Temporal Sulcus region. *Psychological Science*, 20, 771-777.
- Sobel, D. M. (2007). Children's knowledge of the relation between intentional action and pretending. *Cognitive Development*, 22, 130-141.
- Sobel, D. M., & Kirkham, N. Z. (2007). Bayes nets and blickets: Infants' developing representations of causal knowledge. *Developmental Science*, 10, 298-306.
- Sobel, D. M., Li, J., & Corriveau, K. H. (2007). "They danced around in my head and then I learned them": Children's developing conceptions of learning events. *Journal of Cognition and Development*, 8, 345-369.
- Sobel, D. M., Yoachim, C. M., Gopnik, A., Meltzoff, A. N., & Blumenthal, E. J. (2007). The blicket within: Preschoolers' inferences about insides and causes. *Journal of Cognition and Development*, 8, 159-182.
- Sobel, D. M. (2006). How fantasy benefits young children's understanding of pretense. *Developmental Science*, 9, 63-75.
- Sobel, D. M., & Kirkham, N. Z. (2006). Blickets and babies: The development of causal reasoning in toddlers and infants. *Developmental Psychology*, 42, 1103-1115.
- Sobel, D. M., & Kushnir, T. (2006). The importance of decision demands in causal learning from interventions. *Memory & Cognition*, 34, 411-419.
- Mitroff, S. R., Sobel, D. M., & Gopnik, A. (2006). Reversing how to think about ambiguous figure reversals: Spontaneous alternating by uninformed observers. *Perception*, 35, 709-718.
- Sobel, D. M., Capps, L. M., & Gopnik, A. (2005). Ambiguous figure perception and theory of mind understanding in children with autistic spectrum disorders. *British Journal of Developmental Psychology*, 23, 159-174.

- Sobel, D. M. (2004). Children's developing knowledge of the relation between mental awareness and pretense. *Child Development*, 75, 704-729.
- Sobel, D. M. (2004). Exploring the coherence of young children's explanatory abilities: Evidence from generating counterfactuals. *British Journal of Developmental Psychology*, 22, 37-58.
- Sobel, D. M., Tenenbaum, J. B., & Gopnik, A. (2004). Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers. *Cognitive Science*, 28, 303-333.
- Gopnik, A., Glymour, C., Sobel, D. M., Schulz, L. E., Kushnir, T., & Danks, D. (2004). A theory of causal learning in children: Causal maps and Bayes nets. *Psychological Review*, 111, 3-32.
- Sobel, D. M. & Lillard, A. S. (2002). Young children's understanding of pretense: Do words bend the truth? *Developmental Science*, 5, 87-97.
- Sobel, D. M., & Lillard, A. S. (2001). The impact of fantasy and action on young children's understanding of pretense. *British Journal of Developmental Psychology*, 19, 85-98.
- Gopnik, A., Sobel, D. M., Schulz, L. E., Glymour, C. (2001). Causal learning mechanisms in very young children: Two, three, and four-year-olds infer causal relations from patterns of variation and covariation. *Developmental Psychology*, 37, 620-629.
- Gopnik A., & Sobel, D. M. (2000). Detectingblickets: How young children use information about causal powers in categorization and induction. *Child Development*, 71, 1205-1222.
- Lillard, A. S., & Sobel, D. M. (1999). Lion Kings or puppies: The influence of fantasy on children's understanding of pretense. *Developmental Science*, 2, 75-80.

Chapters and Commentaries

- Benton, D., & Sobel, D. M. (2022). Do children think *Alea Iacta Est?*: Developing concepts of uncertainty in causal reasoning. In R. A. Beghetto & G. Jaeger (Eds). *Uncertainty: A catalyst for creativity, learning, and development* (pp. 213-230). New York: Springer.
- Weisberg, D. S., & Sobel, D. M. (2022). Why imaginary worlds? The psychological foundations and cultural evolution of fictions with imaginary worlds: Commentary on Dubourg and Baumard. *Behavioral and Brain Sciences*, 45, e303.
- Kushnir, T., Sobel, D. M. & Sabbagh, M. A. (2022). Trust comes when you admit what you don't know: Lessons from child development research. *The Conversation*, 175596.
- Sobel, D. M. (2021). There's more to consider than knowledge and belief: Commentary on Phillips, Buckwater, Cushman et al. *Behavioral and Brain Sciences*, 44, 58-59.
- Sobel, D. M., Luchkina, E., & Tummeltshammer, K. S. (2020) Mechanisms for evaluating others' reliability when learning novel words. In J. Childers (Ed.), *Learning Language and Concept Acquisition from Infancy through Childhood* (pp. 179-198). Cham, Switzerland: Springer Nature Publishing.
- Sobel, D. M. (2018). Causality. In Bornstein, M. (Ed.), *Sage Encyclopedia of Lifespan Human Development* (pp. 322-323). Thousand Oaks, CA: Sage Publication Inc.
- Sobel, D. M., & Letourneau, S. M. (2018). Curiosity, exploration, and children's understanding of learning. In M. Saylor, & P. Ganea (Eds.), *Active learning from infancy to childhood: Social motivation, cognition, and linguistic mechanisms* (pp. 57-74). New York: Springer.
- Sobel, D. M., Letourneau, S. M., & Meisner, R. (2016). Developing Mind Lab: A University-Museum partnership to explore the process of learning. In D. M. Sobel & J. Jipson (Eds). *Cognitive development in museum settings: Relating research to practice* (pp. 120-137). New York: Routledge

- Jipson, J., & Sobel, D. M. (2016). The interaction between research and practice in museum settings: An introduction and synthesis. In D. M. Sobel & J. Jipson (Eds). *Cognitive development in museum settings: Relating research to practice* (pp. 1-12). New York: Routledge.
- Buchanan, D. W., & Sobel, D. M. (2014) Edge replacement and minimality as models of causal inference in children. In J. Benson (Ed.), *Advances in Child Development and Behavior, Volume 46* (pp. 183-213). Waltham MA: Academic Press.
- Knutsen, J., Frye, D., & Sobel, D. M. (2014). Theory of learning, theory of teaching, theory of mind: How socio-cognitive development influences children's understanding of learning and teaching. In O. Saracho (Ed.), *Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education* (pp 269-290). College Park, MD: Information Age Publishing.
- Sobel, D. M., & Kirkham, N. Z. (2012). The influence of social information of children's statistical and causal learning. In J. Benson (Ed.), *Advances in Child Development and Behavior, Volume 43* (pp. 321-350). Waltham MA: Academic Press.
- Sobel, D. M. (2011) Domain specific causal knowledge and children's reasoning about possibility. In C. Hoerl, T. McCormick & S. Beck (Eds.). *Understanding Counterfactuals/ Understanding Causation: Issues in Philosophy and Psychology* (pp. 123-146). New York: Oxford.
- Sobel, D. M. (2009). Integrating top-down and bottom-up approaches to causal learning. In S. Johnson (Ed.), *Neoconstructivism: The new science of cognitive development* (pp. 159-179). New York: Oxford.
- Sobel, D. M., & Kirkham, N. Z. (2007). Interactions between causal and statistical learning. In A. Gopnik & L. E. Schulz (Eds.), *Causal Learning: Psychology, Philosophy, and Computation* (pp. 139-153). New York: Oxford University Press.

Manuscripts under consideration (Peer review journals unless indicated)

- Sobel, D. M. (invited to revise). *Growing out of your mind: An analysis of the development of self-other difference in the unexpected contents task*. Brown University
- McHugh, S. R., Callanan, M., Jaeger, G., Legare, C. H. & Sobel, D. M. (invited to revise). *Exploring and explaining: Parent-child interaction at a children's museum*. University of California, Santa Cruz.
- Sobel, D. M. (submitted for review). *STEM engagement from parent-child interaction in informal learning environments*. Invited paper for *Current Directions in Psychological Science*. Brown University.
- Weisberg, D. S., Dunlap, L. C., & Sobel, D. M. (submitted for review) *Dinos and GoPros: Children's exploratory behaviors in a museum and their reflections on their learning*. Villanova University.

Manuscripts in preparation (available upon request) / progress (data being collected)

- Sobel, D. M., Kamper, D. G., & Song, J-H. (in preparation). *The role of inhibitory control development in children's inferences about inequity*. Brown University.
- Kamper, D. G., Taylor, Y., Makwana, M. Song, J-H. & Sobel, D. M. (in progress). *Distinct inhibitory control systems underlie dynamic responses to an ultimatum game*. Brown University.
- Sobel, D. M., Kamper, D. G., Taylor, Y., & Song, J-H. (in progress). *Differential control processes in selective learning from human and non-human informants*. Brown University.

Sobel, D. M., Kamper, D. G., & Song, J-H. (in progress). *The role of inhibitory control in children's developing theory of mind*. Brown University.

Yin, H., Yakamoto, Y., Li, J., & Sobel, D. M. (in progress). *Parent child interaction supports mathematics engagement across two cultures*.

Workshops and Invited Lectures (outside of Home Department)

Graduate School of Education, Harvard University (2021, Virtual Talk)

Institute of Child Development, University of Minnesota (2020, Virtual Talk)

Department of Human Development and Human Ecology, Cornell University (2020, Virtual Talk)

Department of Psychology, Columbia University (2020, Virtual Talk)

Workshop: Rutgers Newark Play Conference – Rutgers University Newark (2019)

Department of Psychology, University of Waterloo (2019)

Department of Psychology, Ludwig Maximilian University (2018) – Lecture Series

Department of Human Development and Quantitative Methodology, University of Maryland (2017)

Department of Psychology, University of California, Riverside (2017)

Department of Psychology, University of Wisconsin (2016)

Department of Psychology, Queen's University, Ontario (2015)

Department of Psychology, University of California, San Diego (2014)

Department of Psychology, University of California, Santa Cruz (2014)

Workshop: Fostering Cognitive Development Research in Children's Museum, Brown University – Organizer and Participant (2014)

Department of Psychology, University of Texas at Austin (2013)

Workshop: National Living Lab Meeting (2013)

Workshop: Cultural Constitution of Causal Cognition, University of Bielefeld, Germany (Keynote Speaker) (2013)

Department of Human Development, Cornell University (2012)

Department of Psychology, University of Erfurt (2012)

Institute for Research in Cognitive Science, University of Pennsylvania (2012)

Department of Psychology, Yale University (2011)

Department of Psychology, Norwegian University of Science and Technology (2011)

Providence Children's Museum Speaker Series (2011)

Workshop: Computational Models of Cognitive Development, Banff Research Station (2009)

Department of Psychology, Rhode Island College (2008)

Department of Psychology, Brooklyn College (2008)

Department of Psychology, Wheaton College (2008)

Workshop: Causal and Counterfactual Reasoning, University of Warwick (2007)

Department of Psychology, Developmental Division, Birkbeck College (2007)

Department of Psychology, Applied Developmental Division, Virginia Commonwealth (2007)

Department of Psychology, Developmental Division, University of Virginia (2007)

Department of Education and Human Development, University of Maryland (2007)

Department of Psychology, Developmental Division, University of Michigan (2006)

Judge Baker Children's Center, Harvard Medical School (2006)

Department of Psychology, New York University (2006)

Department of Psychology, University of California at San Diego (2006)

Department of Psychology, University of Chicago (2005)

Department of Psychology, University of California at Davis (2005)

Institute of Child Development, University of Minnesota (2005)

Department of Psychology, Cognition, Brain, and Behavior Series, Harvard University (2005)
 Department of Psychology, Developmental Division, Stanford University (2005)
 Department of Psychology, Hofstra University (2005)
 Department of Psychology, Wheaton College (2005)
 Institute for Learning and Brain Sciences, University of Washington (2005)
 Department of Psychology, Vanderbilt University (2004)
 Department of Psychology, Boston University (2003)
 Department of Psychology, University of Connecticut (2003)
 Department of Brain and Cognitive Science, MIT (2002)
 Department of Psychology, Yale University (2002)
 Center for the Study of Human Development, Brown University (2002)
 Department of Psychology, University of California, Berkeley (2001)

Conference Presentations (Last 3 years):

- Sobel, D. M., & Stricker, L. (2022, April). Parent-child interaction during a home-based STEM activity relates to children's behaviors: The case of handwashing. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.
- Callanan, M., Jaeger, G., Legare, C., & Sobel, D. M. (2022, April). Explaining and exploring the dynamics of parent-child interaction and children's causal reasoning at a children's museum. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.
- Weisberg, D. S., & Sobel, D. M. (2022, April). Children's museum exploration provides a window into their belief revision and understanding of learning. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.
- Yin, H. & Sobel, D. M. (2022, April), Social-emotional touch as a window into children's STEM engagement during parent-child interaction. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.
- Yockel, M. R., & Sobel, D. M. (2022, April). Age-related changes in equitable resource collection and relations to resource distribution. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.
- McHugh, S., Callanan, M., Jaeger, J. Legare, C. H., & Sobel, D. M. (2021, June). *Explaining and Exploring: Parent-child interaction in a children's museum*. Paper presented at the 2021 Meeting of the Jean Piaget Society. Virtual Conference.
- Sobel, D. M., Benton, D., Finiasz, Z., Taylor, Y., & Weisberg, D. S. (2021, April). *Children's exploration during play indicates both rational and irrational strategies for learning*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.
- Sobel, D. M., Stricker, L. & Weisberg, D. S. (2021, April). *Children's belief revision during natural exploration in a children's museum*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.
- Benton, D., Rakison, D., & Sobel, D. M. (2021, April). *Inferring causation from correlation: children's use of second-order correlations to make causal inferences*. Poster presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.
- Stricker, L. & Sobel, D. M. (2021, April). *Order of experience with growth mindset messages influences children's engagement with STEM in a museum*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

- Stricker, L. & Sobel, D. M. (2021, April). *Learning settings affect how children believe learning happens*. Poster presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.
- Taylor, Y., Song, J-H. & Sobel, D. M. (2021, April). *Using reach tracking to document the role of inhibition in selective learning*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.
- McLouglin, N., Finiasz, Z., Sobel, D. M. & Corriveau, K. H. (2020, January). *Children developing capacity to calibrate observed evidence about causal relations with verbal testimony*. Poster presented at the 2020 meeting of the Budapest CEU Conference on Child Cognitive Development, Virtual Conference.
- Blankenship, J. & Sobel, D. M. (2019, October). *Children's preferences between equal and equitable tax divisions*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.
- Blankenship, J. & Sobel, D. M. (2019, October). *Preschoolers' evaluations of minimal givers*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.
- Finiasz, Z. Weisberg, D. S., & Sobel, D. M. (2019, October). *Four- to 7-year-olds can design unconfounded experiments to learn causal relations about simple causal structures*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.
- McHugh, S., Callanan, M., Jaeger, J. Legare, C. H., & Sobel, D. M. (2019, October). *Up in the Airways: Linking explaining and exploring to children's causal thinking*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.
- Stricker, L., & Sobel, D. M. (2019, October). *Timing matters: How mindset messages can promote STEM engagement in a museum setting*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.
- Sobel, D. M., Letourneau, S. M., Willard, A. K., Jaeger, G., Legare, C. H., & Callanan, M. (2019, May). *The interaction between exploration and explanation at a children's museum exhibit*. Paper presented at the 2019 Meeting of the Association Education Research Association, Toronto, CA.
- Sobel, D. M., Letourneau, S. M., Legare, C. H., & Callanan, M. (2019, March). *The impact of parent-child interactions at a museum exhibit on children's persistence and problem-solving*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Sobel, D. M., Letourneau, S. M., Willard, A. K., Jaeger, G., Legare, C. H., & Callanan, M. (2019, March). *The dynamics between exploration and explanation at a children's museum exhibit*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Callanan, M., McHugh, S. R., Burke, E., Jaeger, G., Legare, C. H., & Sobel, D. M. (2019, March). *Diversity in parents' directive and scaffolding conversations with children in museums*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Finiasz, Z., & Sobel, D. M. (2019, March). *How children learn from others: An analysis of selective word learning*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

- Finaisz, Z., Weisberg, D. S., & Sobel, D. M. (2019, March). *Children's resolution of their own and others' beliefs in light of counterevidence*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Haber, A., Sobel, D. M., & Weisberg, D. S. (2019, March). *Fostering children's reasoning about disagreements through an inquiry-based curriculum*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Heilbrun, J. & Sobel, D. M. (2019, March). *Not all inequity is selfish: Preschoolers' selective inferences about givers and distributors*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Heilbrun, J., Sobel, D. M. (2019, March). *Children's developing preferences for fair outcomes over fair distributions*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Jaeger, G., Callanan, M., Sobel, D. M., & Legare, C. H. (2019, March). *Leading, learning, and divergent exploration during children's toy play*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Letourneau, S. M. & Sobel, D. M. (2019, March). *Children's descriptions of playing and learning as related processes*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Luchkina, E., Corriveau, K. H., & Sobel, D. M. (2019, March). *Preschoolers retrospectively re-evaluate word meanings upon learning that their source was unreliable*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Medina, C., & Sobel, D. M. (2019, March). *Caregiver-child interaction influences causal learning in a structured play setting*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- McHugh, S. R., Callanan, M., Legare, C. H., & Sobel, D. M. (2019, March). *Gearing up for causal learning: Exploring the role of parent-child conversation in a museum*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Scofield, J., Cagle, S., Linetsky, K, Davila, L, Chernyak, N. & Sobel, D. M. (2019, March). *Children's beliefs about the controllability of thoughts, actions, and feelings*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Sobel, D. M. (2019, March). *Contrasting parent-child interaction via facilitation and exhibit modification during a STEM learning activity in a children's museum*. Paper presented at the 2019 Meeting of the Eastern Psychological Association, New York, NY.

Profession Affiliations

American Psychological Association 1995-present (Elected Fellow, 2020)
 Association for Psychological Science, 1997-present
 Cognitive Development Society, 1999-present. (Elected Treasurer 2013-2017)
 Eastern Psychological Association 2005-present (Elected Fellow, 2011)
 Society for Research in Child Development, 1996-present.

Service (Field):

Associate Editor, *Developmental Psychology* (2011-2022)

Associate Editor, *Frontiers in Developmental Psychology* (2010-2016)

Consulting Editor, *American Psychologist* (2015-2017)

Consulting Editor, *Developmental Psychology* (2004-2011)

Consulting Editor, *Child Development* (2006-2008)

Member, College of Reviewers, NSF Developmental Science / Development and Learning Sciences Panel (Dates Withheld)

Member, NSF EHR Core Panel (Dates Withheld)

Member, NSF Advances in Informal Science Learning Panel (Dates Withheld)

Member, NSF Development and Learning Sciences Panel (Dates Withheld)

Member, NSF GRFP Panel (Dates Withheld)

Member, NSF Research Experience for Undergraduates Site Panel (Dates Withheld)

Ad hoc Reviewer for the following NSF Panels: EHR Core, Developmental Science, Developmental and Learning Sciences, Advances in Informal Science Learning, Perception, Action, and Cognition, Graduate Research Fellowship Program, International Research Fellowship Program, Research on Learning in Formal and Informal Settings

Ad hoc Reviewer for NSERC Discovery Grant Panel, Netherlands NIBC Brain and Cognition Grant Panel, Romania Research Council, Excellence in Research Program, Hong Kong Institute of Education Grant Panel

Ad hoc Reviewer for the following journals: *American Journal of Play, Applied Developmental Science, Autism, Behavioral and Brain Science, Behavioral Processes, British Journal of Developmental Psychology, British Journal of Educational Psychology; Child Development, Child Development Perspectives, Cognition, Cognitive Development, Cognitive Science, Current Directions in Psychological Science, Developmental Psychobiology, Developmental Psychology, Developmental Science, Frontiers in Developmental Psychology, Frontiers in Educational Psychology, Frontiers in Human Neuroscience, Human Development, Infancy, International Journal of English and Literature, Journal of Applied Cognitive Psychology, Journal of Applied Developmental Psychology, Journal of Applied Social Psychology, Journal of Child Language, Journal of Cognition and Development, Journal of Cognitive Psychology, Journal of Experimental Child Psychology, JEP: Animal Behavior Processes, JEP: General, JEP: Learning, Memory & Cognition, Journal of the Royal Society Interface, Language Learning and Development, Memory & Cognition, Merrill Palmer Quarterly, Motivation & Emotion, Nature, Nature Communications, Nature Human Behavior, Neuroscience, Perspective on Psychological Science, PLOS-One, Proceedings of the National Academy of Science, Proceedings of the Royal Society-B, Psychological Bulletin, Psychological Review, Psychological Science, Science, Review of Philosophy and Psychology, Social Development, Synthese, WIRE-Cognitive Science*

Ad hoc Reviewer for Allyn & Bacon Publishing, MIT Press, Oxford University Press, Prentice Hall Publishing, Psychology Press, Routledge, Sage, and Wadsworth Publishing Program Chair, 2019 CDS Biennial Meeting

Local Program Chair, 2015 IEEE International Conference on Development and Learning and Epigenetic Robotics, Providence, RI.

Reviewer for 2003-2023 SRCD Biennial Meetings

Reviewer for 2017-2021 CDS Biennial Meeting

Reviewer for 2016-2020 ICIS Biennial Meeting

Reviewer for 2005-2009, 2011-2013, 2018, Cognitive Science Society Annual Meetings

SRCD representative for Congressional Visits for NSF Funding Initiative (2007)

External Honors Examiner in Psychology, Swarthmore College (2005)

Service (Brown University):

Brown University Initiative to Maximize Student Diversity, Trainer 2020-present
 Brown University Joint Task Force on Child Care, Chair (2022)
 Brown University Resources Committee, 2016-2019
 Brown University Childcare Committee, 2013-2015
 Brown University College Curriculum Committee, 2008-2011
 Director of Undergraduate Studies, CLPS Department (2022-present)
 CLPS Department Cognitive Science Concentration Advisor, 2009-2014
 Freshman Advisor (6-8 students/year), 2003; 2006-2009, 2017-2018, 2021-present
 Sophomore Advisor (2-6 students/year), 2003-2009, 2011-2012, 2018-2019, 2022-present
 Website Coordinator, CLS Department, Brown University, 2003-2010
 Cognitive Neuroscience Job Search Committee (CLS Department, 2004-2005)
 Human Development Job Search Committee (Education Department, 2006-2007)
 Social Psychology Job Search Committee (CLPS Department, 2009-2010)
 Memory and Cognition Job Search Committee (CLPS Department, 2010-2011, 2012-2013)
 Phonetics Job Search Committee (CLPS Department, 2015-2016, 2016-1017)
 Psycholinguistics Job Search Committee (CLPS Department, 2017-2018)
 Human Cognition Job Search Committee (CLPS Department, Chair, 2018-2019)
 Developmental and Behavioral Neuroscience Job Search Committee (CLPS Department,
 Chair, 2022-2023)

Teaching

CLPS0020: Introduction to Cognitive Science
 CLPS0050D: First-Year Student Seminar: Intentionality and Theory of Mind
 CLPS0200: Human Cognition: Introduction to Cognitive Psychology
 CLPS0610: Children's Thinking: Introduction to Cognitive Development
 CLPS0620: Introduction to Social and Moral Development
 CLPS1090A: Intentionality
 CLPS1230: Concepts and Categories
 CLPS1241: Causal Reasoning
 CLPS1610: Cognitive Development
 CLPS1630: Developmental Cognitive Neuroscience
 CLPS1680A: Topics in Development: Social Learning
 CLPS1680C: Topics in Development: Theory of Mind
 CLPS1680E: Topics in Development: Exploration, Explanation, and Causal Learning
 CLPS1680G: Topics in Development: Play and Imagination
 CLPS1690: Laboratory in Developmental Methods
 CLPS1900: Senior Seminar in Cognitive Science
 CLPS2002: Core Concepts in Cognitive and Psychological Sciences II

Mentoring

Brown University Faculty Mentor for Andrey Gromov, Assistant Professor of Physics
 (2018-2019)
 RI INBRE Research Mentor for Jennifer Van Reet, Associate Professor, Providence College
 (2012-2016)

SRCD Teaching Mentor for Christina Weiland, Assistant Professor of Education, University of Michigan (2013-2014)

Postdoctoral Mentoring: Hugh Rabigliati (2010-2011, Chancellor's Fellow, University of Edinburgh), Deena Weisberg (2011-2012, Assistant Professor, Villanova University), Susan Letourneau (2012-2017, Researcher, NY Hall of Science), Nadia Chernyak (2016-2017, Assistant Professor, UC-Irvine), Deon Benton (2019-2020, Assistant Professor, Vanderbilt University)

Ph.D. Theses Directed: David Buchanan (2011, Research Scientist, Grammarly), Elena Tenenbaum (2011, Research Faculty, Duke University), Christopher Erb (2015, Assistant Professor, University of Auckland), Elena Luchkina (2018, Postdoctoral Researcher, Northwestern University)

Other Ph.D. Thesis Committees: Aparna Nagid (2004, Associate Professor, McGill University). Jessica Yang (2008). Jonathan Cohen (2010). Philip Fernbach (2010, Associate Professor, University of Colorado). Ju-Hwa Park (2012). Joanna Korman (2016, Assistant Professor, Bentley College). Eva Lai (2017). April Moehler Bachhuber (2020). Jae Engle (2021).

Preliminary Exam Committees (indicates chair):* Aparna Nagid (2003), Guilia Righi (2007), Philip Fernbach (2008), Ju-Hwa Park (2008), Elena Tenenbaum (2008), David Buchanan* (2009), Joanna Korman (2012), Deanna Macris* (2012), Chris Erb* (2013), Elena Luchkina* (2016), Mark Ho (2016)

Master's Thesis Supervised: Deanna Marcis (2012), Tiffany Tassin (2014)

First Year Project Committees (indicates chair):* Joanna Tai (2002); Anita Zamora (2002); Philip Fernbach (2006); Ju-Hwa Park (2006); David Buchanan* (2007); Adam Darlow (2007); Hillary Yang (Psychology, Brown University, 2008), Deanna Simeone (now Macris)* (2010), Jeff Cockburn (2010), Joanna Korman (2010), Chris Erb* (2011), Elena Luchkina* (2014), Tiffany Tassin* (2014), Denise Werchan (2014), Jayd Blakenship* (2018), Abdul Deeb (2018), Misha Ali (2021), Heyang Yin* (2022), Yifei (Jerry) Hu (2022)

Current Undergraduate Students: Paloma Garcia (Cognitive Neuroscience, 2023), Hannah Inck (Psychology, 2023), Angela Li (Psychology, 2022), Grace Li (Psychology, 2022) Harper Robins (Psychology, 2024), Jessica Tuchin (Psychology, 2022), Jingbo Yang (Psychology, 2022)

Undergraduate Honors Theses Supervised

Angela Li (Expected Graduation 2023), Psychology.

Mary Rose Yockel (2022), Psychology. Sher Premium for Outstanding Contribution in Psychology Research.

Bree Zhang (2022), Psychology. Undergraduate Teaching and Research Award.

May Stern (2020), Psychology. Books Prize for Outstanding Potential as a Clinical Researcher in Psychology.

Emily Yang (2020), Psychology. Undergraduate Teaching and Research Award.

Maya Lennon (2018), Cognitive Science. Currently Graduate Student at Northwestern University.

Carol Medina (2017), Psychology. Sher Premium for Outstanding Contribution in Psychology Research. Currently Graduate Student at University of Chicago

Antonija Kolobaric (2017), Psychology. Currently Graduate Student at University of Pittsburgh.

Isobel Heck (2016), Cognitive Science, Premium for Outstanding Contribution to the Concentration of Cognitive Science, Undergraduate Teaching and Research Award, Brown University. Currently Graduate Student, University of Chicago.

Jenna Eldridge (2015), Cognitive Neuroscience. (MA, Occupational Therapy, Tufts University).

Andrea Wister (Kagge, 2014), Psychology. Schlossberg Prize for Outstanding Contribution in Psychology, Undergraduate Teaching and Research Award, (Ph.D. Psychology, University of Palo Alto, 2020).

Rachel Zolno (2013), Cognitive Neuroscience, Undergraduate Teaching and Research Award. (MD, Albert Einstein College of Medicine, 2018).

Brianna Doherty (2012), Cognitive Neuroscience, Undergraduate Teaching and Research Award. Rhodes Scholar. (Ph.D., Oxford University, 2017, M.D. UCSF, 2020).

Kathryn Green (2012), Psychology, Books Prize for Outstanding Potential as a Clinical Researcher, Undergraduate Teaching and Research Award. Currently Graduate Student, University of California, Berkeley

Naomi Heilweil (now Rotenberg, 2012), Cognitive Science, Premium for Outstanding Contribution to the Concentration of Cognitive Science, Undergraduate Teaching and Research Award. Currently CEO, Praiseworthy Pets LLC.

Katherine Williams (2011), Neuroscience (MD, University of Maryland, 2015)

Caroline Kleeman (2010), Cognitive Science, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Science. Undergraduate Teaching and Research Award (Ph.D. School Psychology, Rutgers University)

Rachel Shelley-Abrahamson (2010), Cognitive Science, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Science. Undergraduate Teaching and Research Award. (MD, Boston University).

Lea Ventura (now Travers, 2008), Cognitive Neuroscience, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Neuroscience, Solsbery Fellowship for Undergraduate Research. (Ph.D. Psychology, Loyola University Chicago, 2014)

Emily Hopkins (2007), Cognitive Neuroscience, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Neuroscience; Solsbery Fellowship for Undergraduate Research. (Ph.D. Psychology, University of Virginia, 2013).

Emily Blumenthal (2005), Cognitive Science, Class of 1873 Prize for Excellence in Honors Research in Cognitive Science, Solsbery Fellowship for Undergraduate Research. (Ph.D., University of Washington, 2011).

Sara Yerry (2004), Psychology, Edmund Burke Delabarre Memorial Award for Outstanding Research in Psychology. MA, Education, Fordham University.

Other Past Undergraduate Student (I have mentored 101 students since 2001; 95 of them identified as Female; 21 identified as students from underrepresented groups in the sciences)

Megan Blossom, (Ph.D. University of Kansas), Assistant Professor, Castleton College

Abby Bookman (Sussman, Ph.D., Princeton), Associate Professor, University of Chicago

Alisa Breetz, (Ph.D. American University), Clinical Psychologist

Karis Casagrande, Graduate Student, Department of Psychology, Michigan State University

Michal Clayton, Graduate Student, Teachers College, Columbia University

Claire Cook, (M.S., MIT), Learning Scientist, McGraw Hill Publishing

Kathleen Corriveau (Ed.D., Harvard University), Professor, Boston University

Estee Feldman, Graduate Student, Rosalin Franklin, University of Chicago

Veronica Fletcher, (MS. Speech and Hearing Sciences, Columbia University)

Sarah Fiske (Kampman), VP of Products, Square Root, Austin, TX.

Meghan Gonsalves, Graduate Student, Department of Neuroscience, Brown University

Stephen Mitroff, (Ph.D., Harvard University), Professor, George Washington University

Anne Moody, Graduate Student, Department of Psychology, Pepperdine University

Sarah Munro, (M.S., University of California), Data Scientist

Philip Parker, (Ph.D., University of California, San Francisco), Royce Fellow, Postdoctoral Researcher, University of Oregon

Kathryn Noe, (Kozey, Ph.D., University of Maryland). Associate Professor, Western New England University

Kelly Powell, (Ph.D. American University), Assistant Professor, Child Study Center, Yale University.

Cesalie Stepney (Ph.D. Rutgers University), Postdoctoral Fellow, University of Washington

Ana Van Gulick, (Ph.D., Vanderbilt University), Research Faculty, Carnegie Mellon University

Beverly Young (M.D., Brown University)