Julián Jara-Ettinger

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Education and Appointments

2023–present	Associate Professor (on term) of Psychology, Yale University
2021–present	Affiliated faculty, Wu Tsai Institute, Yale University
2017–present	Affiliated faculty, Computer Science (by courtesy), Cognitive Science program, Education Studies program, Yale University
2017–2023	Assistant Professor of Psychology, Yale University
2016–2017	Postdoctoral fellow, Language Pragmatics targeted project, Simons Center for the Social Brain, MIT
2011–2016	PhD in Brain and Cognitive Sciences, MIT
2011	Research scientist, UCSD
2006–2011	BS in Physics and Mathematics, Universidad Michoacana de San Nicolás de Hidalgo

Awards and Honors

2023	Jacobs Foundation Early Career Research Fellow
2023	APS Spence Award for Transformative Early Career Contributions
2021	NSF CAREER award
2021	APS Rising Star
2017	Robert J. Glushko Prize for Outstanding Doctoral Dissertation
2017	SRCD Outstanding Doctoral Dissertation Award
2015	Glushko Student Travel Award, Cognitive Science Society
2013	Angus MacDonald Award for Excellence in Undergraduate Teaching
2012	Cosyne Travel Award
2011 & 2012	Singleton Graduate Fellowship
2007 & 2009	Honorable Mention at ACM international collegiate programming contest, Mexico and Central America

Publications

Journal publications and book chapters

* indicates joint first / joint senior authorship

[1] Jara-Ettinger, J. & Schachner, A., (*invited review*). Traces of our past: the social representation of the physical world. *Perspectives on Psychological Science.*

[2] Jara-Ettinger, J., Baker, C., Ullman, T,. & Tenenbaum, J. Theory of Mind and Inverse Decision Making. In Griffiths, T.L., Chater, N, & Tenenbaum, J.B. (*in press*). Bayesian models of cognition: Reverse-engineering the mind. MIT Press.

[3] Berke, M., & Jara-Ettinger, J. (*in press*). Core knowledge, visual illusions, and the discovery of the self. Commentary to Spelke's *What Babies Know. Behavioral and Brain Sciences.*

[4] Ongchoco, J., Knobe, J., & Jara-Ettinger, J. (2024). People's thinking plans adapt to the problem they are trying to solve. *Cognition*, 243, 105669.

[5] Davis, I., & Carlson, R., & Dunham, Y., & Jara-Ettinger, J. (2023). Identifying social partners through indirect prosociality: a computational account. *Cognition,* 240, 105580.

[6] O'Shaughnessy, D., & Cruz Cordero, T., & Mollica, F., & Boni, I., & Jara-Ettinger, J., & Gibson, E., & Piantadosi, S.T. (2023). Diverse mathematical knowledge among indigenous Amazonians. *PNAS.*

[7] Lopez-Brau, M., & Jara-Ettinger, J. (2023). People can use the placement of objects to infer communicative goals. *Cognition*, 239, 105524.

[8] Aboody, R., Velez-Ginorio, J., Santos, L., & Jara-Ettinger, J. (2023). When naïve pedagogy breaks down: Adults rationally decide how to teach, but misrepresent learners' beliefs. *Cognitive Science*, 47(3), e13257.

[9] Boni, I., Jara-Ettinger, J., Sackstein, S., & Piantadosi, S.T. (2022). Verbal counting and the timing of number acquisition in an indigenous Amazonian group. *PLOS One, 17(8)*, e0270739.

[10] Aboody, R., Huey, H., & Jara-Ettinger, J. (2022). Preschoolers decide who is knowledgeable, who to inform, and who to trust via a causal understanding of how knowledge relates to action. *Cognition*, 228, 105212.

[11] Lopez-Brau, M., Kwon, J., & Jara-Ettinger, J. (2022). Social inferences from physical evidence via Bayesian event reconstruction. *Journal of Experimental Psychology: General, 151(9),* 2029–2042. https://doi.org/10.1037/xge0001182

[12] Berke, M., Walter, R., Jara-Ettinger, J., & Scholl, B. (2022). Flexible Goals Require that Inflexible Perceptual Systems Produce Veridical Representations: Implications for Realism as Revealed by Evolutionary Simulations. *Cognitive Science. 46*(10), e13195.

[13] Royka, A., Chen, A., Aboody, R., Huanca, T., & Jara-Ettinger, J. (2022). People infer communicative action through an expectation for efficient communication. *Nature*

Communications, 13, 4160. https://doi.org/10.1038/s41467-022-31716-3.

[14] Jacobs, C., Flowers, M., Aboody, R., Maier, M., & Jara-Ettinger, J. (2022). Not just what you did, but how: Children see distributors that count as more fair than distributors who don't. *Cognition*, 225, 105128.

[15] Jara-Ettinger, J., Levy, R., Sakel, J., Huanca, T., & Gibson, E. (2022). The origins of the shape bias: Evidence from the Tsimane'. *Journal of Experimental Psychology: General*. Advance online publication. https://doi.org/10.1037/xge0001195

[16] Chang, S., Jara-Ettinger, J.*, & Baskin-Sommers, A.* (2022). Resource scarcity compromises explore-exploit decision-making. *Journal of Experimental Social Psychology*, 98, 104254.

[17] Jara-Ettinger, J., & Rubio-Fernandez, P. (2021). The social basis of referential communication: Speakers construct reference based on listeners' expected visual search. *Psychological Review*. Advance online publication. https://doi.org/10.1037/rev0000345.

[18] Jara-Ettinger, J., & Rubio-Fernandez, P. (2021). Quantitative mental-state attributions from linguistic events. *Science Advances*, 7(47), eabj0970.

[19] Royka, A., & Jara-Ettinger, J., (2021). Ignorance matters. Commentary to Phillips et al. *Behavioral and Brain Sciences*, 44 doi:http://dx.doi.org/10.1017/S0140525X20001636.

[20] Jacobs, C., Flowers, M., & Jara-Ettinger, J. (2021). Children's understanding of the abstract logic of counting. *Cognition*, 214, 104790.

[21] Aboody, R., Zhou, C., & Jara-Ettinger, J (2021). In pursuit of knowledge: Preschoolers expect agents to weigh information gain and information's cost when deciding whether to explore. *Child Development*, 92(5):1919-1931.

[22] Rubio-Fernandez, P., Mollica, F., & Jara-Ettinger, J. (2020). Speakers and listeners exploit word order for communicative efficiency: A cross-linguistic investigation. *Journal of Experimental Psychology: General*, 150(3), 583–594.

[23] Sheskin, M., Scott, K., Mills, C., Bergelson, E., Bonawitz, E., Spelke, E., Li, F., Keil, F., Gweon, H., Tenenbaum, J. B., Jara-Ettinger, J., Adolph, K., Rhodes, M., Frank, M., Mehr, S., & Schulz, L. (2020). Online developmental science to foster innovation, access, and impact. *Trends in Cognitive Sciences*, 24(9) 675-678.

[24] Jara-Ettinger, J., Schulz, L.E., & Tenenbaum, J.B. (2020). The Naive Utility Calculus as a unified quantitative framework for action understanding. *Cognitive Psychology*, 123(2020) 101334.

[25] Rubio-Fernandez, P., & Jara-Ettinger, J. (2020). Incrementality and efficiency shape pragmatics across languages. *PNAS*, 117(24) 13399-13404.

[26] Conway, B., Ratnasingma, S., Jara-Ettinger, J., Futrell, R., & Gibson, E. (2019). Communication efficiency of color naming across languages provides a new framework for the evolution of color terms. *Cognition*, 195, 104086.

[27] Bear, A., Bensinger, S., Jara-Ettinger, J., Knobe, J. & Cushman, F. (2019). What comes to mind? A mix of what's likely and what's good. *Cognition*, 194, 104057.

[28] Bridgers, S., Jara-Ettinger, J., & Gweon, H. (2019). Young children consider the expected utility of others' learning to decide what to teach. *Nature Human Behaviour*, 4(2), 144-152.

[29] Jara-Ettinger, J., Floyd, S., Huey, H., & Tenenbaum, J.B. (2019). Social pragmatics: preschoolers rely on commonsense psychology to resolve referential underspecification. *Child Development*, 91(4), 1135-1149.

[30] Jara-Ettinger, J. (2019). Theory of Mind as Inverse Reinforcement Learning. *Current Opinion in Behavioral Sciences*, 29, 105-110.

[31] Jara-Ettinger, J.*, Sun. F.*, Schulz, L.E., & Tenenbaum, J.B. (2018). Sensitivity to the sampling process emerges from the principle of efficiency. *Cognitive Science*, 42, 270-286.

[32] Gibson, E., Jara-Ettinger, J., Levy, R., & Piantadosi, S.T. (2018). The Use of a Computer Display Exaggerates the Connection Between Education and Approximate Number Ability in Remote Populations. *Open Mind*, 2(1), 37-46.

[33] Gibson, E., Futrell, R., Jara-Ettinger, J., Mahowald, K., Bergen, L., Sivalogeswaran, R., Gibson, M., Piantadosi, S.T., & Conway, B. (2017). Color naming across languages reflects color use. *PNAS*, 114(40), 10785-10790.

[34] Jara-Ettinger, J.*, Foyd, S.*, Tenenbaum, J.B., & Schulz, L.E. (2017). Children believe that agents maximize expected utilities. *Journal of Experimental Psychology: General*, 146(11), 1574.

[35] Rubio-Fernandez, P., Jara-Ettinger, J., & Gibson, E. (2017). Can processing demands explain toddlers' performance in false-belief tasks? Response to Setoh et al. *PNAS*, 114(19), E3750-E3750.

[36] Baker, C.L., Jara-Ettinger, J., Saxe, R., & Tenenbaum, J.B. (2017). Rational quantitative attribution of beliefs, desires, and percepts in human mentalizing. *Nature Human Behaviour*, 1(4), 1-10.

[37] Ferrigno, S., Jara-Ettinger, J., Piantadosi, S.T., & Cantlon, J. (2017). A universal number bias in monkeys, children, and innumerate adults. *Nature Communications*, 8(1), 1-10.

[38] Jara-Ettinger, J., Gweon, H., Schulz, L.E., & Tenenbaum, J.B. (2016). The naïve utility calculus: computational principles underlying social cognition. *Trends in Cognitive Sciences*, 20(8), 589-604.

[39] Jara-Ettinger, J., Piantadosi, S.T., Spelke, E., Levy, R., & Gibson, E. (2016). Mastery of the natural numbers is not the result of mastery of counting: Evidence from late counters. *Developmental Science*, 20(6), e12459.

[40] Jara-Ettinger, J., Gweon, H., Tenenbaum, J.B., & Schulz, L.E. (2015). Children's understanding of the costs and rewards underlying rational action. *Cognition*, 140, 14-23.

[41] Jara-Ettinger, J., Gibson, E., Kidd, C., & Piantadosi, S.T. (2015). Native Amazonian children forego egalitarianism in merit-based tasks when they learn to count. *Developmental Science*, 19(6), 1104-1110.

[42] Jara-Ettinger, J., Tenenbaum, J.B., & Schulz, L.E. (2015). Not so innocent: Toddlers' inferences about costs and culpability. *Psychological Science*, 26(5), 633-640.

[43] Piantadosi, S.T., Jara-Ettinger, J., & Gibson, E. (2014). Children's learning of number words in an indigenous farming-foraging group. *Developmental Science*, 17(4), 553-365.

[44] Rodrigues, E., Achcar, J., & Jara-Ettinger, J. (2011). Using a Gibbs Sampling Algorithm and a Non-homogeneous Poisson Model to Estimate the Occurrence of Ozone Exceedances in Mexico City. *Air Quality - Model and Applications.*

Refereed conference proceeding papers

[45] Berke M., & Tenenbaum, A., & Sterling, B., & Jara-Ettinger, J., (2023). Thinking about Thinking as Rational Computation. *Proceedings of the 45th Annual Conference of the Cognitive Science Society.*

[46] Royka, A., & Török, G., & Jara-Ettinger, J., (2023). Guiding Inference: Signaling intentions using efficient action. *Proceedings of the 45th Annual Conference of the Cognitive Science Society.*

[47] Asaba, M., & Davis, I., & Leonard, J., & Jara-Ettinger, J., (2023). Detecting social biases using mental state inference. *Proceedings of the 45th Annual Conference of the Cognitive Science Society.*

[48] Chuey, A., & Jara-Ettinger, J., & Gweon, H., (2023). Violation of epistemic expectations: Children monitor what others know and recognize unexpected sources of knowledge. *Proceedings of the 45th Annual Conference of the Cognitive Science Society.*

[49] Davis. I., & Jara-Ettinger, J., (2022). Hierarchical task knowledge constrains and simplifies action understanding. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.*

[50] Davis, I., Jara-Ettinger, J., & Dunham, Y., (2022). Inferring the internal structure of social collectives. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.*

[51] Goel, S., Jara-Ettinger, J., & Gendron, M., (2022). Modeling Cue-integration in Emotion Inferences. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.*

[52] Berke, M., & Jara-Ettinger, J., (2022). Integrating experience into Bayesian Theory of Mind. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.*

[53] Asaba, M., Santos, M., Jara-Ettinger, J., & Leonard, J., (2022). Adolescents are most motivated by encouragement from someone who knows their abilities and the domain. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.*

[54] Woensdregt, M., Jara-Ettinger, J., & Rubio-Fernandez, P., (2022). Language universals rely on social cognition: Computational models of the use of *this* and *that* to redirect the receiver's attention. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.*

[55] Berke, M., & Jara-Ettinger, J., (2021). Thinking about thinking through inverse reasoning. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*

[56] Davis, I., Carlson, R., Dunham, Y., & Jara-Ettinger, J., (2021). Reasoning about social attitudes with uncertain beliefs. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*

[57] Aboody, A., Denison, S., & Jara-Ettinger, J., (2021). Children consider the probability of random success when evaluating knowledge. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*

[58] Aboody, R., Davis, I., Dunham, Y., & Jara-Ettinger, J., (2021). I can tell you know a lot, although I'm not sure what: Modeling broad epistemic inference from minimal action. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*

[59] Royka, A., Schouwstra, S., Kirby, S., & Jara-Ettinger, J., (2021). I Know You Know I'm Signaling: Novel gestures are design to guide observers' inferences about communicative goals. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*

[60] Jacobs, C., Lopez-Brau, M., & Jara-Ettinger, J., (2021). What happened here? Children integrate physical reasoning to infer actions from indirect evidence. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*

[61] Berke, M., Belledonne, M., & Jara-Ettinger, J., (2020). Learning a Metacognition for Object Perception. *NeurIPS SVRHM workshop.*

[62] Ongchoco, J., & Jara-Ettinger, J., (2020). Beyond rationality: We infer other people's goals by learning agent-variable expectations of efficient action. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*

[63] Lopez-Brau, M., Kwon, J., & Jara-Ettinger, J., (2020). Mental state inference from indirect evidence through Bayesian event reconstruction. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*

[64] Burger, L., & Jara-Ettinger, J., (2020). Mental inference: Mind perception as Bayesian model selection. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*

[65] Pelz, M., Schulz, L., & Jara-Ettinger, J., (2020). The Signature of All Things: Children Infer Knowledge States from Static Images. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*

[66] Aboody, R., Flowers, M., Zhou, C., & Jara-Ettinger, J (2019). Ignorance = doing what is reasonable: Children expect ignorant agents to act based on prior knowledge. *Proceedings of the* 41^{st} *Annual Conference of the Cognitive Science Society.*

[67] Aboody, R., Zhou, C., & Jara-Ettinger, J (2019). The price of knowledge: Children infer epistemic states and desires from exploration's cost. *Proceedings of the* 41^{st} *Annual Conference of the Cognitive Science Society.*

[68] Ongchoco, J., Jara-Ettinger, J., & Knobe, J. (2019). Imagining the good: An offline tendency to simulate good options even when no decision has to be made. *Proceedings of the* 41^{st} *Annual Conference of the Cognitive Science Society.*

[69] Flowers, M., Stoner, L., & Jara-Ettinger, J. (2019). Children master the cardinal significance of one-to-one correspondence after they learn to count. *Proceedings of the* 41^{st} *Annual Conference of the Cognitive Science Society.*

[70] Royka, A., Aboody, R., & Jara-Ettinger, J. (2018). Movement as a message: inferring communicative intent from action. *Proceedings of the* 40^{th} *Annual Conference of the Cognitive Science Society.*

[71] Flowers, M., Aboody, R., & Jara-Ettinger, J. (2018). Beyond principles: Children determine fairness based on attention and exactness. *Proceedings of the* 40^{th} *Annual Conference of the Cognitive Science Society.*

[72] Rubio-Fernandez, P., & Jara-Ettinger, J. (2018). Joint inferences of speakers' knowledge and referents based on how they speak. *Proceedings of the* 40^{th} *Annual Conference of the Cognitive Science Society.*

[73] Bear, A., Bensinger, S., Jara-Ettinger, J., & Knobe, J. (2018). What comes to mind? A mix of what's likely and what's good. *Proceedings of the* 40^{th} *Annual Conference of the Cognitive Science Society.*

[74] Aboody, R., Velez-Ginorio, J., Santos, L., & Jara-Ettinger, J. (2018). When teaching breaks down: Teachers rationally select what information to share, but misrepresent learners' hypothesis spaces. *Proceedings of the* 40^{th} *Annual Conference of the Cognitive Science Society.*

[75] Aboody, R., Huey, H., & Jara-Ettinger, J. (2018). Success does not imply knowledge: Preschoolers believe that accurate predictions reveal prior knowledge, but accurate observations do not. *Proceedings of the* 40^{th} *Annual Conference of the Cognitive Science Society.*

[76] Jara-Ettinger, J., & Gweon, H. (2017). Minimal covariation data support future one-shot inferences about unobservable properties of novel agents. *Proceedings of the* 39^{th} *Annual Conference of the Cognitive Science Society.*

[77] Velez-Ginorio, J., Siegel, M., Tenenbaum, J.B., & Jara-Ettinger, J. (2017). Interpreting actions by attributing compositional desires. *Proceedings of the* 39^{th} *Annual Conference of the Cognitive Science Society.*

[78] Jara-Ettinger*, J., Sun*, F., Schulz, L.E., & Tenenbaum, J.B. (2016). The naïve utility calculus unifies statistical and spatial routes to preference. *Proceedings of the* 38^{th} *Annual Conference of the Cognitive Science Society.*

[79] Bridgers, S., Jara-Ettinger, J., & Gweon, H. (2016). Children consider others' expected costs and rewards when deciding what to teach. *Proceedings of the* 38^{th} *Annual Conference of the Cognitive Science Society.*

[80] Jara-Ettinger, J., Lydic, E., Tenenbaum, J.B. & Schulz, L.E. (2015). Beliefs about desires: Children's understanding of how knowledge and preference influence choice. *Proceedings of the* 37^{th} *Annual Conference of the Cognitive Science Society.*

[81] Jara-Ettinger, J., Schulz, L.E., & Tenenbaum, J.B. (2015). The naïve utility calculus: Joint inferences about the costs and rewards of actions. *Proceedings of the* 37^{th} *Annual Conference of the Cognitive Science Society.*

[82] Allen, K., Jara-Ettinger, J., Gerstenberg, T., Kleiman-Weiner, M., & Tenenbaum, J.B. (2015). Go fishing! Responsibility judgments when cooperation breaks down. *Proceedings of the* 37^{th} *Annual Conference of the Cognitive Science Society.*

[83] Jara-Ettinger*, J., Kim*, N., Muentener, P., & Schulz, L.E. (2014). Running to do evil: Costs incurred by perpetrators affect moral judgment. *Proceedings of the* 36^{th} *Annual Conference of the Cognitive Science Society.*

[84] Jara-Ettinger, J., Gweon, H., Tenenbaum, J.B., & Schulz, L.E. (2014). I'd do anything for a cookie (but I won't do that): Children's understanding of the costs and rewards underlying rational action. *Proceedings of the* 36^{th} *Annual Conference of the Cognitive Science Society.*

[85] Jara-Ettinger, J., Tenenbaum, J.B., & Schulz, L.E. (2013). Not so innocent: Reasoning about costs, competence, and culpability in very early childhood. *Proceedings of the* 35^{th} *Annual Conference of the Cognitive Science Society.*

[86] Jara-Ettinger, J., Baker, C.L., & Tenenbaum, J.B., (2012). Learning what is where from social observations. *Proceedings of the* 34^{th} *Annual Conference of the Cognitive Science Society.*

Selected Posters and presentations

[87] Jara-Ettinger, J. & Rubio-Fernandez, P. (presenter). (2021). The social basis of referential communication: Speakers construct reference based on listeners' expected visual search. Talk presented at 33rd CUNY Conference on Human Sentence Processing.

[88] Rubio-Fernandez, P. (presenter), Aparicio, H., & Jara-Ettinger, J. (2019). Contrastive effects with color, material, and scalar adjectives in English, Hindi and Hungarian. Poster presented at 32nd CUNY Conference on Human Sentence Processing.

[89] Rubio-Fernandez, P. (presenter), & Jara-Ettinger, J. (2017). The Director Task: Why do they call it Theory of Mind when they mean selective attention? Poster presented at 30th CUNY Conference on Human Sentence Processing.

[90] Velez-Ginorio, J. (presenter), Siegel, M., Tenenbaum, J.B., & Jara-Ettinger, J. (2016). The language of mental states: compositionality and rationality in Theory of Mind. ABRCMS. Presentation award winner, Behavioral Science division.

[91] Velez-Ginorio, J. (presenter), Siegel, M., Tenenbaum, J.B., & Jara-Ettinger, J. (2016). The language of mental states: compositionality and rationality in Theory of Mind. SACNAS. Presentation award winner, Computer Science division.

Invited talks

▷ indicates colloquium and keynote talks

2023	Department of Psychology, Salzburg
	Neurospin, Paris

ISC Marc Jeannerod, Lyon

Concepts and Categories talk series, NYU

▷ Max Planck Institute for Evolutionary Anthropology, Leipzig

Department of Psychology, University of Potsdam

▷ Crossing the borders: interplay of language, cognition, and the brain in early human development, Potsdam

COSMOS summer school, University of Konstanz

▷ Center for Cognitive Science, TU Darmstadt

▷ Cognitive Science Program, Princeton

2022 Social curiosity workshop, University of Göttingen

▷ "Social Intelligence in Humans and Robots", RSS workshop

▷ "Theory-Theory turns 30-something", CDS pre-conference

▷ Center for Cognitive Neuroscience, Duke

The Communicative Mind Workshop, University of Warwick

Department of Psychology & Neuroscience (developmental brownbag), Duke

2021 ▷ Department of Brain and Cognitive Sciences, MIT

▷ Computation and Society Initiative, Yale

Department of Psychology, Columbia

Mind, Technology, and Society talk series, UC Merced

Department of Psychology, Boston College

2020 Centre for Language Evolution, University of Edinburgh

▷ Cognitive Science Program, Northwestern University

Computational Approaches to Social Cognition Talk Series, Harvard

Department of Psychological and Brain Sciences, Dartmouth

2019 Department of Psychology, UMass Amherst

Developmental Brown Bag, Brown University

CBMM summer school, Woods Hole

Brain Computation and Learning Workshop, IISc Bangalore

▷ DUCOG, Dubrovnik

AI, Ethics, and Society Workshop, Yale

2018 Number cognition workshop, UC Berkeley

Psychology department, NYU

	CBMM education workshop, Wellesley College
	Simons Center for the Social Brain, MIT
	Social Psychology speaker series, Harvard
2017	Department of philosophical investigations, UNAM
	▷ Department of Cognitive Science, Central European University
	Glushko dissertation awards symposium, Cognitive Science Society meeting
	Searching for cognitive universals, CUNY workshop
	Evolutionary psychology group meeting, Harvard
	Psychology and Economics group, Harvard
	Linguistics department, Yale
	Department of Anthropology, Yale
2016	CBMM symposium, ABRCMS
	Department of Psychology, Columbia
	Department of Psychology, University of Michigan
2015	Department of psychological & brain sciences, Johns Hopkins University
	Psychology department, Yale
	Department of Psychology, University of Chicago
	Language and cognition seminar, Harvard
2014	Child Cognition group meeting, Boston University
	Department of Brain & Cognitive Sciences, University of Rochester
2013	Conexiones: charlas intercampus, Tufts
	Boston Area Morality group meeting, Boston University

Supervision

Graduate student supervision

2022-present	Aaron Baker (co-advised with Yarrow Dunham)
2022-present	John Muchovej
2020-present	Amanda Royka (co-advised with Laurie Santos)
2019-present	Marlene Berke
2017-2023	Michael Lopez-Brau
2016-2022	Rosie Aboody

Post-doctoral fellow supervision

2021-present	Mika Asaba (co-mentored with Julia Leonard)
	• NSF postdoctoral fellowship (2022)
2020-present	Isaac Davis (co-mentored with Yarrow Dunham)
2021-2023	Daniel Horschler (co-mentored with Laurie Santos)
	• NSF postdoctoral fellowship (2021)
2021-2022	Marieke Woensdregt (Based in University of Oslo; co-mentored with Paula Rubio-Fernandez)

Past graduate dissertation committees: Madeline ReinecJake Brawer (2023; CS), Emory Richardson (2023), Ryan Carlson (2023), Madeline Reinecke (2023), Emily Gerdin (2023), Michelle Worthington (2023), Joan Ongchoco (2022), Sami Yousif (2022), Lena Skalaban (2022), Viola Mocz (2022), Nicole Salomons (2022; CS), Alyssa Arre (2021), Alexander Noyes (2021), Colin Stanton (2021), Julia Marshall (2020), Gordon Kraft-Todd (2019), Stefan Uddenberg (2018).

Active graduate student committees: Pinar Aldan, Mario Belledone, Brandon Carrillo, Jordan Foster, Srishti Goel, Rebecca Ramnauth (CS area exam committee), Emory Richardson, Reut Shachnai, Sifana Sohail, Skylar Sutherland, Yuting Zhang.

Undergraduate faculty advisor: Sofia Turner, Edwin Ruiz Fuentes, Ana Greenberg, Pablo Garza, Allie Olson, Tetsu Kurumisawa, Ricardo Ahumada de la Torre, Tioba Akinjaiyeju, Chidimma Nzekwe.

Undergraduate senior thesis advisor: Sarah Chiang (cognitive science, 2022), Joseph Kwon (computer science & psychology, 2021), Lukas Burger (cognitive science, 2020), Jack Auen (psychology, 2019), Madeleine Conlin (psychology, 2019), Victor Hunt (cognitive science, 2018), Maria Maier (psychology, 2018), Jimmy Shih (psychology and computer science, 2019).

Undergraduate student researchers: Jessica Yu (2022-ongoing), Abi Tenenbaum (Yale; 2022-ongoing), Ben Sterling (Yale; 2022-ongoing), Mrinmoyee Guha (2022), Tan Zhi Yi (Yale NUS; 2022), Alice Ao (Yale; 2022), Nathalia Reis (Yale; 2021-2022), Janice Dean (Yale; 2021-2022), Gamze Kazakoglu (Yale; 2021-2022), Hudson Patterson (Yale; 2020-2022), Zhangir Azerbayev (Yale, 2021-2022), Lauren Barragan (Wellesley; Summer 2021), Jenna Landy (Cornell; Summer 2021), Mikaela Boone (Spring 2021), Sophia Lee (Spring 2021), Anna Fleming (Yale; 2020-2021), Tanushree Burman (Yale; 2021), Bernardo Eilert Trevisian (Yale; 2021), Eden Senay (Yale; 2019-2021), Sofia Rubio (Wellesley; Summer 2020), Caroline Telesz (Georgetown, Summer 2020), Eleanor Iksander (Yale; 2019-2020), Lukas Burger (Yale Cogsci; 2019-2020), Kaylee Lee (Wellesley; Summer 2019), Scarlet Cho (USC; Summer 2019), Joseph Kwon (CS, 2018-2019), Jimmy Shish (Yale CS+Psych; 2018-2019), Maeve Bustell (Bennington college; 2019), Sam Fereidooni (Yale; 2018), Rudd Fawcett (Yale; 2018), Katherine Hoffman (Yale; 2018), Stephanie Bang (Yale; 2018), Gwyneth Heuser (University of Rochester; summer 2018), Amanda O'Donnell (University of Rochester; summer 2018), Lindsay Stoner (Kenyon College; summer 2018), Sarah Wong (Wellesley College; summer 2018), Caiqin Zhou (Wellesley College; Fall 2018), Victor Hunt (Spring 2018), Ethan Weinberger (Yale mathematics; Summer 2018), Breanna McBean (CSU Fullerton; 2018 CBMM summer research program), Liam Elkind (Yale; Spring 2018), Ece Bozkurt (Yale; spring 2018), Ivana Bozic (Yale; 2018), Annie Chen (Yale CS; 2018), Gemma Nicholson (Quinnipiac University; 2017-2018), Camila Rivera-Soto (Yale cognitive science; 2017-2018), Amanda Royka (Yale cognitive science; 2017-2018), Joey Velez-Ginorio (UCF; 2016 CBMM summer research program), Abigail Clark (Smith college; 2016), Allison Kaslow (BCS, MIT; 2015), Lena Yang (BCS, MIT; 2015), Christina Ma (Wellesley college; 2015), Madeline Klein (Smith college; 2015), Mary DePascale (Wesleyan; 2015), Felix Sun (CSAIL; 2014-2015 Super UROP program), Eileen Rivera (Wellesley college; 2014), Anna Fountain (BCS, MIT; 2014), Sophie Cao (BCS, MIT; 2014), Diego Guerrero (CSAIL, MIT; 2014), Mika Maeda (Wellesley college; 2013-2014), Aviana Polsky (BCS, MIT; 2013), Jessica Wass (BCS, MIT; 2013), Kristina Presing (BCS, MIT; 2013), Vivian Tran (BCS, MIT; 2013), Salvador Esparza (BCS, MIT; 2012-2013), Jenny Yang (Wellesley College; 2012), Eric Garr (Adelphi University; 2012).

Undergraduate senior thesis reader: Olivia Clark (2023), Lily Siegel (2023), Aram Russell (2023), Noah Noman (2023), Sophia Y. Lee (2022), Lena Chan (2021), Owen Marks (2021), Kacie Saxer-Taulbee (2018), Cole Rianda (2018), Andi Peng (2018), Elizabeth Coquillete (2017).

Teaching

Courses: Minds, Brains, and Machines, Yale (CGSC 437 / PSYC[4-6]37, 2023); Multivariate Statistics, Yale (PSYC 518, 2022); Minds, Brains, and Machines, Yale (CGSC 437 / PSYC[4-6]37, 2022); Multivariate Statistics, Yale (PSYC 518, 2021); Minds, Brains, and Machines, Yale (CGSC 437 / PSYC[4,6]37, 2021); Multivariate Statistics, Yale (PSYC 518, 2020); Minds, Brains, and Machines, Yale (CGSC 437 / PSYC [4-6]37, 2019); Multivariate Statistics, Yale (PSYC 518, 2018);; Minds, Brains, and Machines, Yale (CGSC 437 / PSYC [4-6]37, 2018); Multivariate Statistics, Yale (PSYC 518, 2017).

Guest lectures: Junior Colloquium in Cognitive Science, Yale University (2022); Effective Altruists Fellowship group, Yale University (2021); Junior Colloquium in Cognitive Science,

Yale University (2020); Effective Altruists Fellowship group, Yale University (2018); Junior Colloquium in Cognitive Science, Yale University (2018); Junior Colloquium in Cognitive Science, Yale University (2017); Guest lecture on computational modeling, Infant and childhood cognition course, MIT (2013); Guest lecture on computational modeling, Infant and childhood cognition course, MIT (2012).

Service to the field

Parent Researcher Collaborative founding member (2020-present): http://www.childrenhelpingscience.com.

Associate Editor: Open Mind: Discoveries in Cognitive Science (2020-present).

Consulting Editor: Child Development (2019-2020).

Conference Program Committees: Cognitive Computational Neuroscience (2022), Cognitive Development Society (2022), Cognitive Science Society (2020-2023).

Journal reviewer (Ad-hoc): Artificial Intelligence, Child Development, Cognition, Cognitive Development, Cognitive Psychology, Cognitive Science, Developmental Psychology, eLife, Emotion, Inventio, Journal of Experimental Child Psychology (JECP), Journal of Experimental Psychology: General (JEP:G), Journal of Pragmatics, Nature Communications, Nature Human Behaviour, Open Mind: Discoveries in Cognitive Science, PLOS Computational Biology, PLOS One, Philosophies, Philosophical Transactions A, Proceedings of the National Academy of Sciences (PNAS), Proceedings of the Royal Society B, Psychological Bulletin, Psychological Review, Scientific Reports, Social Cognition, Synthese, and Trends in Cognitive Sciences (TiCS).

Conference and workshop reviewer (Ad-hoc): Annual meeting of the cognitive science society, Society for Philosophy and Psychology (SPP), Society for Research in Child Development (SRCD), NeurIPS MIC workshop, NeurIPS SVRHM workshop.

Grant reviewer (Ad-hoc): NSF Developmental Sciences (reviewer); NSF Decision, Risk, and Management (reviewer); NSF Perception, Action, and Cognition (reviewer); NSF EHR Core Research (panelist); John Templeton Foundation; NSF Research on Emerging Technologies for Teaching and Learning (panelist).

Book proposal reviewer (Ad-hoc): MIT Press, Routledge.

Other: Pop-up mentor (2023, SPP); Student & Early Career Mentoring Program (2022, CDS pre-conference); Graduate Student Mentor (2020, annual meeting of the cognitive science society); Graduate Student and Postdoc Speed Mentor (2019, annual meeting of the cognitive science society).

Service to the University

Note: On full-year leave 2019-2020, and 2023-2024.

2023-2024	On junior faculty leave
2022-2023	Cognitive Science Program Executive Committee
2022-2023	Developmental Faculty Search Committee
2022-2023	WTI Hiring Committee
2022-2023	Computation and Data Services Advisory Committee
2022-2023	Current Works in Cognitive Development series organizer
2021-2023	Yale Education Studies Advisory Committee
2022	Dean of Silliman College Search Committee
2022	Yale CogSci Glushko thesis prize committee
2021-2022	WTI Hiring Committee
2021-2022	WTI Neurocomputation & Machine Intelligence Working Group
2021-2022	Cognitive Science Faculty Search Committee
2021	Panelist for Yale's Research Psychology Bootcamp
2021	Angier Prize Committee
2020-2021	Graduate Program Advisory Committee
2020-2021	Yale Psychology Colloquium Series Organizer
2019-2020	On junior faculty leave
2018-2019	Yale Education Studies Advisory Committee
2018-2019	Wrexham Prize Committee for the Social Sciences
2018-2019	Graduate Program Advisory Committee
2018-2019	Current Works in Cognitive Development Series Organizer
2018-2019	Cognitive Faculty Search Committee
2018	Angier Prize Committee
2018	Yale Fulbright Committee
2017-2018	Graduate Program Advisory Committee
2017-2018	Current Works in Cognitive Development Series Organizer