

CURRICULUM VITAE

Rosie Aboody
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Cambridge, MA 02139
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EDUCATION & PROFESSIONAL EXPERIENCE

- Harvard University & MIT** 2022 – present
Postdoctoral Scholar
Advisors: Elizabeth Bonawitz, Tomer Ullman, Laura Schulz
- Yale University** 2016 – 2022
PhD., Psychology
Advisor: Julian Jara-Ettinger
Dissertation: How do I know what you know? A novel theoretical account of epistemic inference
- University of California, Berkeley** 2010 – 2013
B.A., Psychology (Highest Honors)
Advisors: Alison Gopnik, Caren Walker
Warner E. Brown Memorial Prize for excellence in undergraduate psychological research
Honors Thesis: The effect of imagining outcomes on children’s causal reasoning, Berkeley Undergraduate Journal (2012)

AWARDS

- | | |
|---|------|
| NSF SBE Postdoctoral Research Fellowship (\$138,000) | 2022 |
| Yale Franke Interdisciplinary Graduate Award, Continuing Fellow (\$1,000) | 2021 |
| Yale Franke Interdisciplinary Graduate Award (\$2,000) | 2020 |
| Yale Women’s Faculty Forum Seed Grant Award (\$2,000) | 2020 |
| UC Berkeley Summer Undergraduate Research Fellowship (\$3,500) | 2012 |

JOURNAL PUBLICATIONS

**Students I supervised*

Aboody, R., Flowers, M., *Zhou, C., & Jara-Ettinger, J., (*in prep*). Children predict how others will act and infer how much they know via an expectation that others act upon prior knowledge.

Aboody, R., *Lu, J., Denison, S., & Jara-Ettinger, J. (*in prep*). If she didn’t know, would she succeed? Children consider the probability of random success when evaluating knowledge.

Aboody, R., Yousif, S., Joo., S., & Keil., F., (*in prep*). Why would you think that? When an agent’s testimony is questioned, preschoolers and adults infer they lack knowledge.

Aboody, R., Velez-Ginorio, J., Santos, L. R., & Jara-Ettinger, J. (*in press*). Good teachers with poor assumptions: Adults rationally decide what to teach, but misrepresent learners' beliefs. *Cognitive Science*.

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.

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>

Jacobs, C., Flowers, M., **Aboody, R.,** & 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

Aboody, R., Yousif, S. R., Sheskin, M., & Keil, F. C. (2022) Says who? Children consider informants' sources when deciding whom to believe. *Journal of Experimental Psychology: General*

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*. <https://doi.org/10.1111/cdev.13557>.

Yousif, S. R., **Aboody, R.,** & Keil, F. C. (2019). The Illusion of Consensus: A Failure to Distinguish Between True and False Consensus. *Psychological Science*. <https://doi.org/10.1177/0956797619856844>

Gopnik, A., O'Grady, S., Lucas, C. G., Griffiths, T. L., Wente, A., Bridgers, S., **Aboody, R.,** Fung, H., Dahl, R. E. (2017). Changes in cognitive flexibility and hypothesis search across human life history from childhood to adolescence to adulthood. *Proceedings of the National Academy of Sciences*, 114(30), 7892-7899.

REFEREED CONFERENCE PUBLICATIONS

**Students I supervised*

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.

Aboody, R., 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.

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 41st Annual Conference of the Cognitive Science Society.

Aboddy, 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 40th Annual Conference of the Cognitive Science Society.

Aboddy, 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 40th Annual Conference of the Cognitive Science Society.

Yousif, S. R., **Aboddy, R., & Keil, F. C. (2018).** Any consensus will do: The failure to distinguish between 'true' and 'false' consensus. Proceedings of the 40th Annual Conference of the Cognitive Science Society.

Royka, A., **Aboddy, R., & Jara-Ettinger, J. (2018).** Movement as a message: inferring communicative intent from actions. Proceedings of the 40th Annual Conference of the Cognitive Science Society.

Flowers, M., **Aboddy, R., & Jara-Ettinger, J. (2018).** Beyond Principles and Outcomes: Children Determine Fairness Based on Attention and Exactness. Proceedings of the 40th Annual Conference of the Cognitive Science Society.

Wente, A., Ting, T., **Aboddy, R., Kushnir, T., & Gopnik A. (2016 August).** The Relationship Between Inhibitory Control and Free Will Beliefs in 4-to 6-Year-Old-Children. Proceedings of the 38th Annual Conference of the Cognitive Science Society.

EXTERNAL TALKS

Minerva Psychology Group, Minerva University	2021
Mind and Development Lab, UCSD	2021
Social Learning Lab, Stanford University	2021
Gopnik Cognitive Development Lab, UC Berkeley	2021
Early Childhood Cognition Lab, MIT	2021
Computational Cognitive Development Group, Harvard University	2021

TEACHING

TA, Undergraduate Statistics (taught 2 sections/week)	Spring 2022
TA, Developmental Psychology	Fall 2021
TA, Introduction to Psychology	Spring 2019
TA, Graduate Multivariate Statistics	Fall 2018 & Fall 2017
Head TA, Psychology and the Good Life (coordinated 24 other TAs for a 1200 student course)	Spring 2018

Undergraduate Summer Internship Statistics Instructor Summer 2018
Planned and taught an 8-week course for ~30 undergraduate interns

Statistics consultant, Yale StatLab
Workshops and walk-in statistics consulting, open to all Yale affiliates

2018 – 2021

SERVICE

The Open NSF SPRF Project, founder & lead	2022 – present
Harvard PPREP mentor (<i>providing SOP feedback to minoritized students</i>)	2022 – present
Diversity Committee Pipeline Initiative, co-lead, Yale Psychology	2020 – 2022
Graduate Student Peer Mentor, Yale Psychology	2017 – 2022
Graduate Affiliate, Silliman College, Yale	2016 – 2022
Mentor, Women in Science at Yale	2016 – 2017
Speaker, Science in the News, Yale Science Diplomats	2016 – 2017
Upperclassman Mentor, Assoc. of Psychology Undergraduates, UC Berkeley	2012 – 2013

CONFERENCE TALKS & PRESENTATIONS

**Students I supervised*

Aboddy, R., Yousif, S. R., Joo, S., Sheskin, M., & Keil, F. C. (2023, accepted). *To evaluate testimony, children track where it originated, and what others believe about its source.* Talk to be presented at the Society for Research on Child Development's Bi-Annual Meeting 2023. (*Symposium Chair*)

Aboddy., R., *Lu, J., *Zhou, C., Flowers, M., Denison, S., & Jara-Ettinger, J. (2023). *Would you do that if you knew? Children understand how ignorance and partial knowledge give rise to behavior.* Talk presented at the 13th annual BCCCD meeting.

Aboddy, R., Yousif, S. R., Joo, S., Sheskin, M., & Keil, F. C. (2023). *Learning from and about others: when reasoning about testimony, children consider both where it came from, and what others believe about its source.* Poster presented at the 13th annual BCCCD meeting.

Aboddy, 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.* Talk presented at the 43rd Annual Conference of the Cognitive Science Society.

Aboddy, R., Denison, S., & Jara-Ettinger, J. (2021). *Children consider the probability of random success when evaluating knowledge.* Poster presented at the 43rd Annual Conference of the Cognitive Science Society.

Aboddy, R., *Zhou, C., & Jara-Ettinger, J. (2021). *The price of knowledge: Children infer epistemic desires and states from exploratory behavior.* Talk presented at the Society for Research on Child Development's Bi-Annual Meeting 2021.

Aboddy, R. & Jara-Ettinger, J. (2020). *From goal-directed actions and their costs, adults jointly infer what agents know, and what they think they can discover.* Poster presented at the 42nd Annual Conference of the Cognitive Science Society.

Aboddy, R. & Jara-Ettinger, J. (2019). *How do I know what you know? A theoretical framework for epistemic inferences*. Talk presented at the Cognitive Development Society's Bi-Annual Meeting 2019. (*Symposium Chair*)

Aboddy, R., Yousif, S. R., Sheskin, M., & Keil, F. C. (2019). Says who? Children consider informants' sources when deciding whom to believe. Poster presented at the Cognitive Development Society's Bi-Annual Meeting 2019.

Aboddy, R., Flowers, M., *Zhou, C., & Jara-Ettinger, J. (2019). Ignorance = doing what is reasonable: Children expect ignorant agents to act based on prior knowledge. Poster presented at the 41st Annual Conference of the Cognitive Science Society.

Aboddy, R. & Jara-Ettinger, J. (2019). The price of knowledge: Children infer epistemic desires and rewards from exploratory behavior. Poster presented at the Society for Research on Child Development's Bi-Annual Meeting 2019.

Aboddy, 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. Talk given at the 40th Annual Conference of the Cognitive Science Society.

Aboddy, 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. Talk given at the 40th Annual Conference of the Cognitive Science Society.

Aboddy, R., Huey, H., Jara-Ettinger, J. (2017). Success does not imply knowledge: Preschoolers believe that accurate predictions reveal prior knowledge, but accurate observations do not. Poster presented at the Cognitive Development Society's Bi-Annual Meeting 2017.

Aboddy, R., Velez-Ginorio, J., Santos, L., Jara-Ettinger, J. (2017). Good teachers with poor assumptions: teachers rationally select what information to share, but misrepresent learners' hypothesis spaces. Poster presented at the Society for Philosophy and Psychology's Annual Meeting 2017.

Aboddy, R. (2013 May). *Imagined interventions: The effects of pretense on counterfactual reasoning in children*. Poster presentation, California Cognitive Science Conference 2013: The Enlightened Mind.

Aboddy, R. (2013 May). *Imagined interventions: The effects of pretense on counterfactual reasoning in children*. Poster presentation, Berkeley Interdisciplinary Research Conference.

Aboddy, R. (2012 August). *Imagined Interventions: A Pathway to New Knowledge?* Conference talk, Summer Undergraduate Research Fellowship Conference at the University of California, Berkeley.