

Emily G. Liquin

Department of Psychology, New York University

emily.liquin@nyu.edu

<https://emilyliquin.com/>

<https://scholar.google.com/citations?user=IdymDGQAAAAJ>

ACADEMIC EMPLOYMENT

2021-Present **Postdoctoral Associate**
Department of Psychology, New York University

EDUCATION

2021 **Ph.D., Cognitive Psychology**
Princeton University
Dissertation: *Imperfect inquiry: How curiosity and satisfaction guide learning*
Advisors: Dr. Tania Lombrozo & Dr. Alison Gopnik
2018-2021 Princeton University
2016-2018 University of California, Berkeley

2016 **B.A., Cognitive Science and Psychology** (summa cum laude; departmental honors)
Northwestern University
Advisor: Dr. David Uttal
Thesis: *Touchscreen devices and young children: Symbolic understanding, the video deficit, and increasing symbolic competence*

GRANTS & FELLOWSHIPS

2022-2024 NSF SBE Postdoctoral Research Fellowship (\$138,000)
“Investigating the cognitive mechanisms underlying children's question asking”

2020 Graduate Student Research Grant, Princeton Program in Cognitive Science (\$5,000)

2019-2020 Graduate Fellow, Princeton Program in Cognitive Science (\$1,000)

2016-2021 NSF Graduate Research Fellowship (\$102,000)

2016-2018 Berkeley Fellowship for Graduate Study (\$56,000)

2015 Summer Undergraduate Research Grant, Northwestern University (\$3,000)

2015 Benton J. Underwood Summer Undergraduate Research Fellowship

2015 Fellowship for International Study, Northwestern University (\$1,000)

2014 Cognitive Science Undergraduate Research Fellowship, Northwestern University (\$3,000)

HONORS & AWARDS

2021	Finalist, William James Prize (best student paper), Society for Philosophy and Psychology
2019	Graduate Student Travel Award, Society for Philosophy and Psychology
2019	Graduate Student Travel Award, Society for Research in Child Development
2018	Glushko Student Travel Award, Cognitive Science Society
2018	Graduate Student Travel Award, Society for Philosophy and Psychology
2016	Franklin N. & Lee L. Corbin Prize (for outstanding senior attending graduate or professional school), Northwestern University
2015	Phi Beta Kappa, Northwestern University

REFEREED JOURNAL ARTICLES

1. Hart, Y., Kosoy, E., Liquin, E. G., Leonard, J. A., Mackey, A. P., & Gopnik, A. (2022). The development of creative search strategies. *Cognition*, 225, 105102. <https://doi.org/10.1016/j.cognition.2022.105102>. Preprint: <https://psyarxiv.com/dhwmn/>
2. Liquin, E. G. & Lombrozo, T. (2022). Motivated to learn: An account of explanatory satisfaction. *Cognitive Psychology*, 132, 101453. <https://doi.org/10.1016/j.cogpsych.2021.101453>.
3. Liquin, E. G. & Gopnik, A. (2022) Children are more exploratory and learn more than adults in an approach-avoid task. *Cognition*, 218, 104940. <https://doi.org/10.1016/j.cognition.2021.104940>. Preprint: <https://psyarxiv.com/6watc/>
4. Liquin, E. G., Metz, S. E., & Lombrozo, T. (2020) Science demands explanation, religion tolerates mystery. *Cognition*, 204, 104398. <https://doi.org/10.1016/j.cognition.2020.104398>.
5. Liquin, E. G. & Lombrozo, T. (2020) Explanation-seeking curiosity in childhood. *Current Opinion in Behavioral Sciences*, 35, 14-20. <https://doi.org/10.1016/j.cobeha.2020.05.012>.
6. Liquin, E. G. & Lombrozo, T. (2020) A functional approach to explanation-seeking curiosity. *Cognitive Psychology*, 119, 101276. <https://doi.org/10.1016/j.cogpsych.2020.101276>.
7. Liquin, E. G. & Lombrozo, T. (2018). Structure-function fit underlies the evaluation of teleological explanations. *Cognitive Psychology*, 107, 22-43. <https://doi.org/10.1016/j.cogpsych.2018.09.001>.

MANUSCRIPTS UNDER REVIEW / IN PREPARATION

1. Lombrozo, T. & Liquin, E. G. (in revision). Explanation is effective because it is selective.
2. Lewry, C., Gorucu, S., Liquin, E. G., & Lombrozo, T. (under review). Minimally counterintuitive stimuli trigger greater curiosity than merely improbable stimuli. Preprint: <https://psyarxiv.com/3b65z>
3. Metz, S. E., Liquin, E. G., & Lombrozo, T. (in prep). Distinct profiles for beliefs about religion versus science.

4. Liquin, E. G., Callaway, F. & Lombrozo, T. (in prep). Curiosity is an imperfect guide to learning.

REFEREED CONFERENCE PROCEEDINGS

1. Liquin, E. G. & Gureckis, T. M. (2022). Where questions come from: Reusing old questions in new situations. In J. Culbertson, A. Perfors, H. Rabagliati, & V. Ramenzoni (Eds.) *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Cognitive Science Society.
2. Liquin, E. G., Callaway, F., & Lombrozo, T. (2021). Developmental change in what elicits curiosity. In T. Fitch, C. Lamm, H. Leder, & K. Teßmar-Raible (Eds.), *Proceedings of the 43rd Annual Conference of the Cognitive Science Society* (pp. 1360- 1366). Cognitive Science Society.
3. Liquin, E. G., Callaway, F., & Lombrozo, T. (2020). Quantifying curiosity: A formal approach to dissociating causes of curiosity. In S. Denison., M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (pp. 309-315). Cognitive Science Society.
4. Liquin, E. G. & Lombrozo, T. (2019). Inquiry, theory-formation, and the phenomenology of explanation. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (pp. 664-670). Cognitive Science Society.
5. Liquin, E. G. & Lombrozo, T. (2018). Determinants and consequences of the need for explanation. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 696-701). Cognitive Science Society.
6. Liquin, E. G., Metz, S. E., & Lombrozo, T. (2018). Explanation and its limits: Mystery and the need for explanation in science and religion. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 2065-2070). Cognitive Science Society.
7. Liquin, E. G. & Lombrozo, T. (2017). Explain, explore, exploit: Effects of explanation on information search. In G. Gunzelmann, A. Howes, T. Tenbrink, & E. J. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society* (pp. 2598- 2603). Cognitive Science Society.

CONFERENCE PRESENTATIONS

Talks

1. Liquin, E. G., & Gureckis, T. (2022, July). *Where questions come from: Reusing old questions in new situations*. Talk presented at the annual meeting of the Cognitive Science Society, Toronto, ON.
2. Liquin, E. G., Callaway, F., & Lombrozo, T. (2021, June). *Drivers of curiosity: A computational account*. Talk presented at “Minds at Play” pre-conference workshop at the annual meeting of the Cognitive Science Society, virtual.

3. Liquin, E. G., & Lombrozo, T. (2021, June). *Explanatory satisfaction tracks epistemic success and motivates inquiry*. Talk presented at the annual meeting of the Society for Philosophy and Psychology, virtual. Finalist for William James Prize (best student paper).
4. Liquin, E. G., Callaway, F., & Lombrozo, T. (2021, April). *Developmental change in the triggers of curiosity*. Talk presented at the biennial meeting of the Society for Research in Child Development, virtual.
5. Liquin, E. G., Callaway, F., & Lombrozo, T. (2020, July). *Quantifying curiosity: A formal approach to dissociating causes of curiosity*. Talk presented at the annual meeting of the Cognitive Science Society, virtual.
6. Liquin, E. G. & Lombrozo, T. (2019, July). *Inquiry, theory-formation, and the phenomenology of explanation*. Talk presented at the annual meeting of the Cognitive Science Society, Montreal, QB.
7. Liquin, E.G. & Lombrozo, T. (2019, July). *Causal structure modulates the preference for simple explanations*. Talk presented at the annual meeting of the Society for Philosophy and Psychology, San Diego, CA.
8. Liquin, E. G. & Gopnik, A. (2019, March). *Learning from approach-avoid decisions: Children explore and learn more than adults*. Talk presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
9. Liquin, E. G. & Lombrozo, T. (2019, March). *Determinants of explanation-seeking curiosity across development*. Talk presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
10. Liquin, E. G. & Lombrozo, T. (2018, July). *Determinants and consequences of the need for explanation*. Talk presented at the annual meeting of the Cognitive Science Society, Madison, WI.
11. Liquin, E. G. & Lombrozo, T. (2018, July). *What demands an explanation? Expertise and utility drive explanation search*. Talk presented at the annual meeting of the Society for Philosophy and Psychology, Ann Arbor, MI.
12. Liquin, E. G. & Lombrozo, T. (2017, June). *Function over mechanism: Why teleological explanations are so compelling*. Talk presented at the annual meeting of the Society for Philosophy and Psychology, Baltimore, MD.

Posters

1. Liquin, E. G., Callaway, F., Lewry, C. & Lombrozo, T. (2022, April). *A formal approach to dissociating triggers of children's curiosity*. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI.
2. Liquin, E. G., Callaway, F., & Lombrozo, T. (2021, July). *Developmental change in what elicits curiosity*. Poster presented at the annual meeting of the Cognitive Science Society, virtual.
3. Kosoy, E., Hart, Y., Liquin, E. G., Leonard, J., Mackey, A., & Gopnik, A. (2021, June). *Creative foraging in children*. Poster presented at the annual meeting of the Society for Philosophy and Psychology, virtual.

4. Hart, Y., Kosoy, E., Liquin, E. G., Leonard, J., Mackey, A., & Gopnik, A. (2020, July). *The development of creative search strategies*. Poster presented at the annual meeting of the Cognitive Science Society, virtual.
5. Liquin, E. G., Gorucu, S., & Lombrozo, T. (2019, October). *Developmental changes in future-oriented explanation search*. Poster presented at the biennial meeting of the Cognitive Development Society, Louisville, KY.
6. Liquin, E. G. & Lombrozo, T. (2019, July). *Causal structure and probability information modulate the preference for simple explanations*. Poster presented at the annual meeting of the Cognitive Science Society, Montreal, QB.
7. Metz, S. E., Liquin, E. G., & Lombrozo, T. (2019, July). *The varieties of belief: Epistemic differences between scientific and religious beliefs*. Poster presented at the annual meeting of the Society for Philosophy and Psychology, San Diego, CA.
8. Liquin, E. G., Metz, S. E., & Lombrozo, T. (2018, July). *Explanation and its limits: Mystery and the need for explanation in science and religion*. Poster presented at the annual meeting of the Cognitive Science Society, Madison, WI.
9. Liquin, E. G. & Gopnik, A. (2018, July). *Learning from approach-avoid decisions in children and adults*. Poster presented at “Understanding Exploration-Exploitation Tradeoffs” pre-conference workshop at the annual meeting of the Cognitive Science Society, Madison, WI.
10. Liquin, E. G. & Gopnik, A. (2017, October). *4- to 8-year-olds balance exploration and exploitation*. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.
11. Liquin, E. G. & Lombrozo, T. (2017, July). *Explain, explore, exploit: Effects of explanation on information search*. Poster presented at the annual meeting of the Cognitive Science Society, London, England.
12. Liquin, E. G., Sheehan, K. J., & Uttal, D. H. (2017, April). *Symbols and screens: Young children are better at using a paper map than a touchscreen map*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
13. Sheehan, K. J., Liquin, E. G., Hamilton, L., & Uttal, D. H. (2016, May). *Taking a break promotes symbolic understanding in 3-year-old children*. Poster presented at the Association for Psychological Science 28th Annual Convention, Chicago, IL.
14. Sheehan, K. J., Liquin, E. G., & Uttal, D. H. (2015, March). *Delay improves 3-year-olds’ ability to use a novel symbol, with and without instructions*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
15. Liquin, E., DeHaas, M., Gustafson, C., Sheehan, K. J., & Uttal, D. H. (2014, May). *Overall similarity facilitates young children’s symbolic understanding*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

INVITED TALKS

1. How curiosity guides us towards good explanations (2022).
Cognitive Development Center Seminar, Central European University
2. A formal approach to dissociating triggers of curiosity across development (2021).
Language and Cognition Lab, Stanford University
3. The role of curiosity and satisfaction in learning from inquiry (2020).
Affective Brain Lab Seminar, University College London
4. Developmental changes in curiosity, exploration, and learning (2020).
Developmental Psychology Brownbag, Stanford University
5. Explanation seeking and satisfaction within the process of inquiry (2019).
Early Childhood Cognition Lab Meeting, Massachusetts Institute of Technology
6. Explanation seeking and satisfaction within the process of information search (2019).
ConCats (Concepts and Categories) Seminar, New York University
7. A functional approach to explanation-seeking curiosity (2019).
Cognitive Science Graduate Seminar, Rutgers University
8. How do children balance information and reward in exploratory decision making? (2017).
Language and Cognitive Development Lab Meeting, UC Berkeley

ADDITIONAL TRAINING

Selected Courses/Workshops

Bayesian Data Analysis, Computational Models of Cognition, Mentoring Best Practices, Grant Writing, Science Communication

Graduate Researcher

Concepts and Cognition Lab, UC Berkeley/Princeton University (Dr. Tania Lombrozo; 2016-2021);
Cognitive Development and Learning Lab, UC Berkeley (Dr. Alison Gopnik; 2016-2021)

Undergraduate Researcher

Uttal Lab, Northwestern University (Dr. David Uttal; 2012-2016); Creative Cognition Lab, Northwestern University (Dr. Mark Beeman; 2014-2015)

MENTORING / TEACHING EXPERIENCE

Mentoring

- Nicole Luzuriaga, undergraduate at NYU (2022-Present)
- Sera Gorucu, undergraduate at Princeton (2019-2020)
- Prsni Patel, undergraduate at Franklin & Marshall (2019) → PhD student at Johns Hopkins
- Isha Shah, undergraduate at UC Berkeley (2019)
- Kaitlan Tseng, undergraduate at UC Berkeley (2018)

- Rachel Marcus, undergraduate at UC Berkeley (2018-2019) → PhD student at Penn State
- Sarah Yang, undergraduate at Duke (2018)
- Cortland Jell, undergraduate at UC Berkeley (2017-2018)
- Lena Gavenas, undergraduate at UC Berkeley (2017-2018)
- Alicia Lunardhi, undergraduate at UC San Diego (2017)
- Ian Bicket, undergraduate at UC Santa Cruz (2017)
- Katie Reed, undergraduate at UC Santa Cruz (2017)
- Heather Robinson, undergraduate at Haverford (2017)
- Nicole Breer, undergraduate at UC Berkeley (2016-2018) → MA at University of Virginia
- Daniel Petrie, undergraduate at UC Berkeley (2016-2017) → PhD student at Penn State

Teaching

Fall 2019	Assistant in Instruction, <i>Developmental Psychology</i> Princeton University Instructor: Dr. Casey Lew-Williams
Spring 2018, Spring 2017	Graduate Student Instructor, <i>Sense and Sensibility and Science</i> (interdisciplinary course on problem solving and group decision making) University of California, Berkeley Instructors: Drs. Tania Lombrozo, John Campbell, and Saul Perlmutter
Fall 2017	Guest Lecturer, <i>Quantitative Analysis and Coding Knowledge Workshops</i> University of California, Berkeley Lecture topics: Basic Statistics in R, Plotting in R with ggplot2, Intro to Online Experiments

SERVICE

Professional Service

Fall 2022	Coordinator, <i>Concepts and Categories (ConCats) talk series</i> New York University
Fall 2021	Editor, <i>Application Statement Feedback Program</i> (https://www.asfp.io/) Provided feedback on personal statements of underrepresented PhD applicants
Spring-Fall 2019	Co-Coordinator, <i>Neuroscience and Social Decision Making (NSDM) talk series</i> Princeton University
Fall 2017	Co-Coordinator, <i>Quantitative Analysis and Coding Knowledge (QuACK) workshops</i> (Statistics and coding workshop series for first-year graduate students in psychology) University of California, Berkeley

Ad Hoc Reviewing

Cognition; Child Development; Journal of Experimental Psychology: Learning, Memory, and Cognition; PLOS ONE; Information and Learning Sciences; The Annual Meeting of the Cognitive Science Society; The Annual Meeting of the Society for Philosophy and Psychology

Updated 8/11/22

PROFESSIONAL MEMBERSHIPS

Cognitive Science Society

Cognitive Development Society

Society for Research in Child Development

Society for Philosophy and Psychology