

MIKA ASABA

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EMPLOYMENT

Postdoctoral Associate September 2021 - Present
Yale University, New Haven, CT
Advisors: Julia Leonard, Julian Jara-Ettinger

EDUCATION

Ph.D, Psychology Sept 2016 - August 2021
Stanford University, Stanford, CA
Advisor: Hyowon Gweon

B.A., Neuroscience Sept 2010 - May 2014
Wellesley College, Wellesley, MA

AWARDS & GRANTS

Norman H. Anderson Research Fund Award 2019
NSF Graduate Research Fellowship Program 2017-2020
MIT Simons Center for the Social Brain Funding 2014
Wellesley Science Center Travel Research Grant 2011
Wellesley Library Research Award 2011

PUBLICATIONS

In Prep

Asaba, M., Li, X., Yow, W. Q., & Gweon, H. (in prep). Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent.

Gweon, H., **Asaba, M.**, Bennett-Pierre, G., & Jara-Ettinger, J. (in prep). An intuitive understanding of task difficulty in US and Tsimane' children.

Bennett-Pierre, G., **Asaba, M.**, & Gweon, H. (in prep). Young children consider expected task difficulty to decide what to do and whom to help.

Submitted & Under Review

Asaba, M. Gweon, H. (submitted). Young children can strategically communicate about the self.

Chuey, A., **Asaba, M.**, Bridgers, S., Carrillo, B., Dietz, G., Garcia, T., Leonard, J., Liu, S., Merrick, M., Radwan, S., Stegall, J. Velez, N., Woo, B., Wu, Y., Zhao, X., Frank, M., Gweon, H. (under revision). Examining the validity of online methods for developmental research.

Peer-reviewed Journal Articles

Asaba, M., Chuey, A., Gweon, H. (in press). Beyond knowledge vs. belief: The contents of mental-state representations and their underlying computations (*Commentary on Philips et al. Knowledge before Belief). *Behavioral and Brain Sciences*.

Asaba, M.*, Ong, D.*, & Gweon, H. (2019). Children integrate physical and social information to reason about the emotional consequences of others' expectations. *Developmental Psychology*. 55(8), 1680-1693. (* Equal Contributors)

Gweon, H., **Asaba, M.** (2018). Order matters: Children's evaluation of under-informative teachers depends on context. *Child Development*, 89(3), e278-e292.

Koster-Hale, J., Richardson, H., Velez-Alicea, N., **Asaba, M.**, Young, L., Saxe, R. (2017). Mentalizing regions represent distributed, continuous, and abstract dimensions of others' beliefs. *Neuroimage*, 161, 9-18.

Peer-reviewed Conference Proceedings

Wu*, Y., Tessler*, M. H., **Asaba, M.**, Zhu, P., Gweon, H., Frank, M. C. (2021). Integrating emotional expressions with utterances in pragmatic inference. Proceedings of the 43rd Annual Conference of the Cognitive Science Society. (* Equal Contributors)

Ong, D., **Asaba, M.**, Lim, H. Y., Chen, P., Gweon, H. (2021). "If only Santa had one more present: Exploring the development of near-miss counterfactual reasoning. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*.

Asaba, M., Wu, Y., Carrillo, B., & Gweon, H. (2020). You're surprised at her success? Inferring competence from emotional responses to performance outcomes. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. (* Equal Contributors)

Asaba, M. & Gweon, H. (2019). A friend or a toy? Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.

Asaba, M. & Gweon, H. (2018). Look, I can do it! Young children forego opportunities to teach others to demonstrate their own competence. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Asaba, M., Hembacher, E., Qiu, H., Anderson, B., Frank, M., & Gweon, H. (2018). Young children use statistical evidence to infer the informativeness of praise. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Bennett-Pierre, G., **Asaba, M.**, & Gweon, H. (2018). Preschoolers consider expected task difficulty to decide what to do and whom to help. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Yoon, E., MacDonald, K., **Asaba, M.**, Gweon, H., & Frank, M. (2018). Balancing informational and social goals in active learning.

Gweon, H., **Asaba, M.**, & Bennett-Pierre, G. (2017). Reverse-engineering the process: Adults and preschoolers' ability to infer the difficulty of novel tasks. *Proceedings of the 39th Annual Conference of the Cognitive Science Society*.

Asaba, M. & Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Ong, D., **Asaba, M.** & Gweon, H. (2016). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Gweon, H. & **Asaba, M.** (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. *Proceedings of the 37th Annual Conference of the Cognitive Science Society*.

Chapters

Asaba, M. & Gweon, H. (2020). Learning about others to learn about the self: Early reasoning about the informativeness of others' praise. In E. Brummelman (Ed.), *Current Issues in Social Psychology: Psychology of Praise*. Routledge.

CONFERENCE PRESENTATIONS

Talks

Asaba, M. & Gweon, H. (2020). Young children revise and maintain others' beliefs about the self. *Budapest CEU Conference in Cognitive Development*. *Organized Symposium: Towards a more diverse science of Theory of Mind: Measurements, mechanisms, and functions

Asaba, M. & Gweon, H. (2019). Children can use statistical information to infer the informativeness of others praise. *Cognitive Development Society Conference*.

Asaba, M., Li, X., Yow, Q., & Gweon, H. (2019). A friend, or a toy? Four year-olds strategically demonstrate their competence even to a puppet. *Talk at the 41st Annual Cognitive Science Conference*.

Asaba, M. & Gweon, H. (2019). Look, I can do it! Young children use others' prior observations to communicate about the self. *Talk at the Society for Research in Child Development conference*. *Organized Symposium: Managing Others' Beliefs About the Self: Bridging Reputation Management and Theory of Mind

Asaba, M. & Gweon, H. (2018). Look, I can do it! Young children forego opportunities to teach others to demonstrate their own competence. *Talk at the 40th Annual Conference of the Cognitive Science Society*.

Asaba, M., Hembacher, E., Qiu, H., Anderson, B., Frank, M., & Gweon, H. (2018). Young children use statistical evidence to infer the informativeness of praise. *Talk at the 40th Annual Conference of the Cognitive Science Society*.

Asaba, M., Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Talk at Stanford-Berkeley-Santa Cruz Conference*.

Posters

Asaba, M., Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Poster at the 10th Biennial Conference of the Cognitive Development Society*.

Asaba, M., Ong, D., Gweon, H. (2017). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. Poster at the Society for Research in Child Development Biennial Meeting.

Gweon, H., **Asaba, M.** (2016). Who was done first? Young children's developing understanding of time and difficulty. Poster at the 38th Annual Conference of the Cognitive Science Society.

Asaba, M., Ong, D., Gweon, H. (2016). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. Poster at the 38th Annual Conference of the Cognitive Science Society.

Asaba, M., Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. Poster at the 38th Annual Conference of the Cognitive Science Society.

Asaba, M., Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. Poster at the 43rd Annual Conference of the Society for Philosophy and Psychology.

Asaba, M., Gweon, H. (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. Poster at the 9th Biennial Conference of the Cognitive Development Society.

Asaba, M., Gweon, H. (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. Poster at the 37th Annual Conference of the

Cognitive Science Society.

Asaba, M., Richardson, H., Schulz, L., Saxe, R. (2014). Negative outcome promotes sharing behavior in young children. Poster at the 41st Annual Conference of the Society for Philosophy and Psychology.

TEACHING

Teaching Assistant Jan 2020 - March 2020
Stanford Psych175: Social Cognition and Learning in Early Childhood

Teaching Assistant September 2019 - December 2019
Stanford Psych141: Cognitive Development

Instructor June 2019 - August 2019
Stanford Psych113S: Developmental Psychology

Teaching Assistant September 2018 - December 2018
Stanford Psych60: Developmental Psychology

Instructor June 2018 - August 2018
Stanford Psych105S: General Psychology

Teaching Fellow September 2017 - March 2018
Stanford Psych1: Introduction to Psychology

Instructor April 2017
Stanford SPLASH: Learning to Mindread

Instructor Dec 2016
Stanford SPLASH: Learning to Mindread

Instructor Nov 2014
Stanford SPLASH: Why Babies are Little Scientists

Teaching Assistant Sept - Dec 2013
Wellesley CS 114: Socio-Technological Web