

MIKA ASABA

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EDUCATION

PhD Student, Psychology
Stanford University, Stanford, CA
Advisor: Hyowon Gweon

Sept 2016 - Present

Bachelor of Arts, Neuroscience
Wellesley College, Wellesley, MA

Sept 2010 - May 2014

AWARDS & GRANTS

| | |
|---|--------------|
| <i>Norman H. Anderson Research Fund Award</i> | 2019 |
| <i>NSF Graduate Research Fellowship Program</i> | 2017-Present |
| <i>MIT Simons Center for the Social Brain Funding</i> | 2014 |
| <i>Wellesley Science Center Travel Research Grant</i> | 2011 |
| <i>Wellesley Library Research Award</i> | 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. (under revision). Young children rationally revise and maintain what others think of them. *Nature Communications*.

Peer-reviewed Journal Articles

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

Asaba, M.*, Wu, Y.*, Gweon, H. (in press). 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. (in press). 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
Stanford Psych105S: General Psychology

June 2018 - August 2018

Teaching Fellow
Stanford Psych1: Introduction to Psychology

September 2017 - March 2018

Instructor
Stanford SPLASH: Learning to Mindread

April 2017

Instructor
Stanford SPLASH: Learning to Mindread

Dec 2016

Instructor
Stanford SPLASH: Why Babies are Little Scientists

Nov 2014

Teaching Assistant
Wellesley CS 114: Socio-Technological Web

Sept - Dec 2013