

## CURRICULUM VITAE

### **Rosie Aboody**

2 Hillhouse Avenue  
New Haven, CT 06511  
(510) 684-2298  
raboody2@gmail.com

## EDUCATION

---

**PhD., Psychology** **2021**  
*Yale University* (Anticipated)  
PI: Julian Jara-Ettinger

**B.A., Psychology** **2013**  
*University of California, Berkeley*  
Highest Honors in Psychology  
PI: Alison Gopnik  
Honors Thesis: Imagined Interventions: Causal learning through pretense

## HONORS & AWARDS

---

Warner E. Brown Memorial Prize (\$100) **2013**  
*Awarded for excellence in undergraduate psychology research*  
*Department of Psychology, University of California, Berkeley*

Summer Undergraduate Research Fellowship (\$3,500) **2012**  
*University of California, Berkeley*

Dean's List **2012**  
*University of California, Berkeley*

## PUBLICATIONS & TALKS

---

### *\*Undergraduates I supervised*

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>

**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.

**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 40th Annual Conference of the Cognitive Science Society.

**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 40th Annual Conference of the Cognitive Science Society.

Yousif, S. R., **Aboody, 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., **Aboody, 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., **Aboody, 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.

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.

Wente, A., Ting, T., **Aboody, 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.

**Aboody, R.** (2012 December). *The effect of imagining outcomes on children's causal reasoning*. Summer Undergraduate Research Fellowship Conference Proceedings, published in the Berkeley Undergraduate Journal.

## POSTER PRESENTATIONS

---

**Aboody, R.,** Jara-Ettinger, J. (2018 March). *The price of knowledge: Children infer epistemic desires and rewards from exploratory behavior*. Poster presentation, Society for Research on Child Development's Bi-Annual Meeting 2018, Baltimore, Maryland.

**Aboody, R.,** Huey, H., Jara-Ettinger, J. (2017 October). *Success does not imply knowledge: Preschoolers believe that accurate predictions reveal prior knowledge, but accurate observations do not*. Poster presentation, Cognitive Development Society's Bi-Annual Meeting 2017, Portland, Oregon.

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

**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.

## TEACHING

---

*\*Graduate level course*

\*Multivariate Statistics Teaching Assistant Yale University, Fall 2017

Psychology and the Good Life Head Teaching Assistant (24 TAs, 1200 student course) Yale University, Spring 2018

\*Multivariate Statistics Teaching Assistant Yale University, Fall 2018

Introduction to Psychology Teaching Assistant Yale University, Spring 2019

## SERVICE

---

Psychology Graduate Student Peer Mentor **2017 – present**  
*Yale Department of Psychology*

Graduate Affiliate **2016 – present**  
*Silliman College, Yale University*

Mentor, Women in Science at Yale **2016 – 2017**  
*Yale University*

Speaker, Science in the News **2016 – 2017**  
*Yale Science Diplomats, Yale University*

Scientist volunteer, Community Resources for Science and Bay Area Scientists in Schools. **2015-2016**  
*University of California, Berkeley*

Mentor, Association of Psychology Undergraduates **2012-2013**  
*University of California, Berkeley*