

CURRICULUM VITAE

Rosie Aboody

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

EDUCATION

- PhD., Psychology** **2022**
Yale University *(Anticipated)*
PIs: Julian Jara-Ettinger, Frank Keil
- 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

- Franke Interdisciplinary Graduate Award (\$2,000) **2020**
Yale University
- 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

**Undergraduates I supervised*

- Aboody, R.**, Yousif, S. R., Sheskin, M., & Keil, F. C. (in prep) Says who? Children consider informants' sources when deciding whom to believe.
- Aboody, R.**, Velez-Ginorio, J., Santos, L. R., & Jara-Ettinger, J. (submitted). Good teachers with poor assumptions: Adults rationally decide what to teach, but misrepresent learners' beliefs.

- Aboody, R.,** *Zhou, C., & Jara-Ettinger, J. (under review). In pursuit of knowledge: Preschoolers expect agents to weigh information gain and information's cost when deciding whether to explore.
- 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.

TALKS & PRESENTATIONS

**Undergraduates I supervised*

Aboody, 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.

Aboody, 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.

Aboody, 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.

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. Poster presented at the 41st Annual Conference of the Cognitive Science Society.

Aboody, 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.

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

Aboody, 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.

Aboody, 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.

Aboody, 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

Introduction to Psychology Teaching Assistant	Spring 2019
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Graduate Multivariate Statistics Teaching Assistant	Fall 2018
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Psychology and the Good Life Head Teaching Assistant (in charge of coordinating 24 TAs for a 1200 student course)	Spring 2018
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Graduate Multivariate Statistics Teaching Assistant	Fall 2017
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SERVICE

Undergraduate Summer Internship Statistics Instructor <i>Department of Psychology, Yale University</i>	Summer 2018
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Psychology Graduate Student Peer Mentor <i>Department of Psychology, Yale University</i>	2017 – present
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Graduate Affiliate <i>Silliman College, Yale University</i>	2016 – present
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Mentor <i>Women in Science at Yale, Yale University</i>	2016 – 2017
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Speaker, Science in the News <i>Yale Science Diplomats, Yale University</i>	2016 – 2017
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Scientist volunteer <i>Community Resources for Science and Bay Area Scientists in Schools, University of California, Berkeley</i>	2015-2016
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Upperclassman Mentor <i>Association of Psychology Undergraduates,</i>	2012-2013
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University of California, Berkeley

RELATED WORK EXPERIENCE

Statistics consultant, Yale StatLab

Spring 2018 - present

Walk-in statistics consulting and support, open to all Yale affiliates