

## CURRICULUM VITAE

### **Rosie Aboody**

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## EDUCATION

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- PhD., Psychology** **2022**  
*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

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- Franke Interdisciplinary Graduate Award, Continuing Fellow (\$1,000) **2021**  
*Yale University*
- Franke Interdisciplinary Graduate Award (\$2,000) **2020**  
*Yale University*
- Women's Faculty Forum Seed Grant 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*

## PUBLICATIONS

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### *\*Undergraduates I supervised*

- Aboody, R.**, Huey, H., & Jara-Ettinger, J. (in prep) Success does not imply knowledge: Preschoolers believe that accurate predictions reveal prior knowledge, but accurate observations do not.
- Aboody, R.**, Yousif, S. R., Sheskin, M., & Keil, F. C. (under review) Says who? Children consider informants' sources when deciding whom to believe.

**Aboody, R.,** Velez-Ginorio, J., Santos, L. R., & Jara-Ettinger, J. (under review). Good teachers with poor assumptions: Adults rationally decide what to teach, but misrepresent learners' beliefs.

Jacobs, C., Flowers, M., **Aboody, R.,** & Jara-Ettinger, J. (under review) From principles to outcomes: Preschoolers consider intention and precision when judging what's fair.

Royka, A., Chen, A., **Aboody, R.,** & Jara-Ettinger, J. (under revision). Shaped to communicate: People expect communicative movements to reveal their lack of external goals.

**Aboody, R.,** Davis, I., Dunham, Y., & Jara-Ettinger, J. (2021). I can tell you know a lot, although I'm not sure what: Modeling broad epistemic inference from minimal action. Proceedings of the 43rd Annual Conference of the Cognitive Science Society.

**Aboody, R.,** Denison, S., & Jara-Ettinger, J. (2021). Children consider the probability of random success when evaluating knowledge. Proceedings of the 43rd Annual Conference of the Cognitive Science Society.

**Aboody, R.,** \*Zhou, C., & Jara-Ettinger, J. (2021). In pursuit of knowledge: Preschoolers expect agents to weigh information gain and information's cost when deciding whether to explore. *Child Development*.

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.

#### INVITED TALKS

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Minerva Psychology Group, Minerva University	2021
Mind and Development Lab, UCSD	2021
Social Learning Lab, Stanford University	2021
Gopnik Cognitive Development Lab, UC Berkeley	2021
Early Childhood Cognition Lab, MIT	2021
Computational Cognitive Development Group, Harvard University	2021

#### CONFERENCE TALKS & PRESENTATIONS

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##### *\*Undergraduates I supervised*

- Aboody, R.**, Davis, I., Dunham, Y., & Jara-Ettinger, J. (2021). *I can tell you know a lot, although I’m not sure what: Modeling broad epistemic inference from minimal action*. Talk presented at the 43rd Annual Conference of the Cognitive Science Society.
- Aboody, R.**, Denison, S., & Jara-Ettinger, J. (2021). *Children consider the probability of random success when evaluating knowledge*. Poster presented at the 43rd Annual Conference of the Cognitive Science Society.
- Aboody, R.**, \*Zhou, C., & Jara-Ettinger, J. (2021). *The price of knowledge: Children infer epistemic desires and states from exploratory behavior*. Talk presented at the Society for Research on Child Development’s Bi-Annual Meeting 2021.

**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. (*Symposium Chair*)

**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.

**Aboody, 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

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Developmental Psychology <i>Teaching Assistant</i>	<b>Fall 2021</b>
Introduction to Psychology <i>Teaching Assistant</i>	<b>Spring 2019</b>
Graduate Multivariate Statistics <i>Teaching Assistant</i>	<b>Fall 2018</b>
Undergraduate Summer Internship Statistics Instructor <i>Planned and taught an 8-week course for ~30 undergraduate interns</i>	<b>Summer 2018</b>
Statistics consultant, Yale StatLab <i>Workshops and walk-in statistics consulting, open to all Yale affiliates</i>	<b>Spring 2018 - present</b>
Psychology and the Good Life <i>Head Teaching Assistant, coordinated 24 other TAs for a 1200 student course</i>	<b>Spring 2018</b>
Graduate Multivariate Statistics <i>Teaching Assistant</i>	<b>Fall 2017</b>

## SERVICE

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Psychology Diversity Committee Pipeline Initiative, co-lead <i>Department of Psychology, Yale University</i>	<b>2020 – present</b>
Psychology Graduate Student Peer Mentor <i>Department of Psychology, Yale University</i>	<b>2017 – present</b>
Graduate Affiliate <i>Silliman College, Yale University</i>	<b>2016 – present</b>
Mentor <i>Women in Science at Yale, Yale University</i>	<b>2016 – 2017</b>
Speaker, Science in the News <i>Yale Science Diplomats, Yale University</i>	<b>2016 – 2017</b>

Scientist volunteer

**2015 – 2016**

*Community Resources for Science and Bay Area Scientists in Schools,  
University of California, Berkeley*

Upperclassman Mentor

**2012 – 2013**

*Association of Psychology Undergraduates,  
University of California, Berkeley*