

CURRICULUM VITAE

Rosie Aboody

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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

- 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*

- 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. (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.

Aboody, R. (2013 May). *Imagined interventions: The effects of pretense on counterfactual reasoning in children*. Poster presentation, Berkeley Interdisciplinary Research Conference.

Aboody, 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

Graduate Multivariate Statistics
Teaching Assistant

Fall 2018

Psychology and the Good Life
Head Teaching Assistant
(in charge of coordinating 24 TAs for a 1200 student course)

Spring 2018

Graduate Multivariate Statistics
Teaching Assistant

Fall 2017

SERVICE

Psychology Graduate Student Peer Mentor
Department of Psychology, Yale University

2017 – present

Graduate Affiliate
Silliman College, Yale University

2016 – present

Mentor
Women in Science at Yale, Yale University

2016 – 2017

Speaker, Science in the News
Yale Science Diplomats, Yale University

2016 – 2017

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

2015-2016

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

2012-2013