

CURRICULUM VITAE

Rosie Aboody

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EDUCATION & PROFESSIONAL EXPERIENCE

Harvard & Yale University

2024 - present

Research Affiliate

PIs: Elizabeth Bonawitz, Julian Jara-Ettinger

Harvard University & MIT

2022 – 2024

Postdoctoral Scholar in Psychology & Learning Sciences

Advisors: Elizabeth Bonawitz, Laura Schulz

Yale University

2016 – 2022

PhD, Developmental Psychology

Advisor: Julian Jara-Ettinger

Dissertation: How do I know what you know? A novel theoretical account of epistemic inference

University of California, Berkeley

2010 – 2013

B.A., Psychology (Highest Honors)

Advisors: Alison Gopnik, Caren Walker

Warner E. Brown Memorial Prize for excellence in undergraduate psychological research

Honors Thesis: The effect of imagining outcomes on children's causal reasoning, Berkeley

Undergraduate Journal (2012)

AWARDS

NSF SBE Postdoctoral Research Fellowship (\$138,000)

2022

Yale Franke Interdisciplinary Graduate Award (\$3,000)

2020 – 2021

Yale Women Faculty Forum Seed Grant Award (\$2,000)

2020

UC Berkeley Summer Undergraduate Research Fellowship (\$3,500)

2012

JOURNAL PUBLICATIONS

**Students I supervised*

†Authors with an equal contribution

Aboody, R., Jara-Ettinger, J., Gweon, H., & Bonawitz, E., (*in prep*). Taking Theory of Mind online: A large-scale investigation into the development of children's mental-state reasoning.

Aboody, R., Yousif, S., Joo, S., & Keil, F., (*in prep*). Why would you think that? When an agent's testimony is questioned, preschoolers and adults infer they lack knowledge.

Aboody, R., *Zhou, C., & Jara-Ettinger, J., (*under revision*). Children's understanding of how past experience shapes future expectations.

†**Aboody, R.,** †Davis, I., Dunham, Y., & Jara-Ettinger, J. (2025). People can infer the magnitude of other people's knowledge, even when they cannot infer its contents. *Cognition*.

Aboody, R., *Lu, J., Denison, S., & Jara-Ettinger, J. (2025). Six-year-olds, but not younger children, consider the probability of being right by chance when inferring others' knowledge. *Child Development*.

Aboody, R., Velez-Ginorio, J., Santos, L. R., & Jara-Ettinger, J. (2023). When naïve pedagogy breaks down: Adults rationally decide how to teach, but misrepresent learners' beliefs. *Cognitive Science*. 47(3), e13257.

Aboody, R., Huey, H., & Jara-Ettinger, J. (2022) Preschoolers decide who is knowledgeable, who to inform, and who to trust via a causal understanding of how knowledge relates to action. *Cognition*, 228, 105212.

Royka, A., Chen, A., **Aboody, R.,** Huanca, T., & Jara-Ettinger, J. (2022). People infer communicative action through an expectation for efficient communication. *Nature Communications*, 13, 4160. <https://doi.org/10.1038/s41467-022-31716-3>

Jacobs, C., Flowers, M., **Aboody, R.,** & Jara-Ettinger, J. (2022) Not just what you did, but how: Children see distributors that count as more fair than distributors who don't. *Cognition*, 225, 105128

Aboody, R., Yousif, S. R., Sheskin, M., & Keil, F. C. (2022) Says who? Children consider informants' sources when deciding whom to believe. *Journal of Experimental Psychology: General*

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*. <https://doi.org/10.1111/cdev.13557>.

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>

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.

REFEREED CONFERENCE PUBLICATIONS

**Students 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. 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., 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.

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.

EXTERNAL TALKS

| | |
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| Colloquium, Comparative Cultural Psychology Group, Max Planck Institute, Leipzig | 2023 |
| Minerva Psychology Group, Minerva University | 2021 |
| Mind and Development Lab, UCSD | 2021 |
| Social Learning Lab, Stanford University | 2021 |

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| Gopnik Cognitive Development Lab, UC Berkeley | 2021 |
| Early Childhood Cognition Lab, MIT | 2021 |
| Computational Cognitive Development Group, Harvard University | 2021 |

TEACHING

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| TA, Undergraduate Statistics (taught 2 sections/week) | Spring 2022 |
| TA, Developmental Psychology | Fall 2021 |
| TA, Introduction to Psychology | Spring 2019 |
| TA, Graduate Multivariate Statistics | Fall 2018 & Fall 2017 |
| Head TA, Psychology and the Good Life (coordinated 24 other TAs for a 1200 student course) | Spring 2018 |
| Undergraduate Summer Internship Statistics Instructor Planned and taught an 8-week course for ~30 undergraduate interns | Summer 2018 |
| Statistics consultant, Yale StatLab Workshops and walk-in statistics consulting, open to all Yale affiliates | 2018 – 2021 |

SERVICE

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| The Open NSF SPRF Project | 2022 – present |
| Harvard PPREP mentor (providing SOP feedback to minoritized students) | 2022 – 2023 |
| Diversity Committee Pipeline Initiative, co-lead, Yale Psychology | 2020 – 2022 |
| Graduate Student Peer Mentor, Yale Psychology | 2017 – 2022 |
| Graduate Affiliate, Silliman College, Yale | 2016 – 2022 |
| Mentor, Women in Science at Yale | 2016 – 2017 |
| Speaker, Science in the News, Yale Science Diplomats | 2016 – 2017 |
| Upperclassman Mentor, Assoc. of Psychology Undergraduates, UC Berkeley | 2012 – 2013 |

CONFERENCE TALKS & PRESENTATIONS

**Students I supervised*

Aboody, R., Yousif, S. R., Joo, S., Sheskin, M., & Keil, F. C. (2023). *To evaluate testimony, children track where it originated, and what others believe about its source.* Talk presented at the Society for Philosophy and Psychology's 29th Annual Meeting 2023.

Aboody, R., Yousif, S. R., Joo, S., Sheskin, M., & Keil, F. C. (2023). *To evaluate testimony, children track where it originated, and what others believe about its source.* Talk presented at the Society for Research on Child Development's Bi-Annual Meeting 2023. (Symposium Chair)

Aboody., R., *Lu, J., *Zhou, C., Flowers, M., Denison, S., & Jara-Ettinger, J. (2023). *Would you do that if you knew? Children understand how ignorance and partial knowledge give rise to behavior.* Talk presented at the 13th annual BCCCD meeting.

Aboody, R., Yousif, S. R., Joo, S., Sheskin, M., & Keil, F. C. (2023). Learning from and about others: when reasoning about testimony, children consider both where it came from, and what others believe about its source. Poster presented at the 13th annual BCCCD meeting.

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.

Aboody, R. (2012 August). *Imagined Interventions: A Pathway to New Knowledge?* Conference talk, Summer Undergraduate Research Fellowship Conference at the University of California, Berkeley.