

Mia Radovanovic

[Email](#)

[Website](#)

EDUCATION

Ph.D. Psychology May 2024

The University of Toronto

Department of Psychology

Supervised by Dr. Jessica Sommerville

M.A. Psychology November 2020

The University of Toronto

Department of Psychology

Thesis Title: *Try smarter, not harder: The role of exploration in infant persistence*

Supervised by Dr. Jessica Sommerville & Dr. Daphna Buchsbaum

B.A. Psychology June 2019

The University of Chicago

Major: Psychology

Minor: Statistics

Honors Thesis Title: *Exploration and abstraction: Effects of learning context and executive function on children's abstract rule-learning*

Supervised by Dr. Amanda Woodward

GRANTS, HONORS, AND SCHOLARSHIPS

2020	School of Graduate Studies Conference Grant: \$280
2018	International Congress on Infant Studies Undergraduate Travel Award: \$500
2018	Norman H. Anderson Travel Grant: \$800
2018	Earl R. Franklin Research Fellowship: \$3,000
2017	Norman H. Anderson Travel Grant: \$800
2017	Summer Undergraduate Research Grant: \$3,000
2015	Questbridge National Match Scholarship

RESEARCH INTERESTS

My work in developmental psychology seeks to understand the interplay of independent problem-solving and social learning across varying levels of social power. My work on incomplete teaching acknowledges that children are not always given correct information by teachers and investigates the social and cognitive conditions under which children feel able to explore solutions of their own. My work on persistence challenges the "Protestant work ethic," demonstrating that persistence is not rational under impossible conditions and investigating the adaptations children make in these impossible contexts. Together, these lines of research aim to paint a picture of how children understand their power to act independently on the world to learn.

FORTHCOMING PUBLICATIONS

Solby, H.[†], Radovanovic, M.^{*}, & Sommerville, J.A. (under review). A new look at early persistence: Using DeepLabCut to investigate how infants try. *Frontiers in Psychology*.

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (in preparation). Exploration and abstraction: Effects of learning context and executive function on children's abstract rule-learning.

Radovanovic, M.^{*}, Onyshko, E.[†], Huynh, Q., T.[†], & Sommerville, J. A. (in preparation). Children and adults use cost and need to make evaluations about generosity.

PUBLICATIONS

Brezack, N., Radovanovic, M., & Woodward, A. (2021). Everyday interactions support toddlers' learning of conventional actions on artifacts. *Journal of Experimental Child Psychology*, 210, 105201. [\[Link\]](#)

Radovanovic, M., Solby, H.[†], Soldovieri, A.[†], & Sommerville, J. A. (2021). Try smarter, not harder: Exploration and strategy diversity predict infant persistence. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*, 1656-1662. [\[Link\]](#)

PRESENTED TALKS

Radovanovic, M., Yucer, E., Arefhaghi, D., Lai, C., & Sommerville, J. A. (2021). Is that right? Active experience is applied to determine teaching quality. *Talk presented at the Society for Research in Child Development, Online*. (Symposium Chair) [\[Link\]](#)

Radovanovic, M., Soldovieri, A., Solby, H., Horton, R., Lucca, K., & Sommerville, J. A. (2021). Reconceptualizing persistence: Exploratory behavior as rational adaptation. *Talk presented at the Society for Research in Child Development, Online*. [\[Link\]](#)

Radovanovic, M. J. (2021). Try smarter, not harder: The role of exploration in infant persistence. *Talk presented at the Psychology Undergraduate Research Club at the University of Toronto, Toronto, ON*.

CONFERENCE POSTERS

Radovanovic, M., Solby, H., Soldovieri, A., & Sommerville, J. A. (2021). Try smarter, not harder: Exploration and strategy diversity predict infant persistence. *Poster presented at the 43rd Annual Meeting of the Cognitive Science Society, Online*. [\[Link\]](#)

Radovanovic, M., Yucer, E., Arefhaghi, D., Lai, C., & Sommerville, J. A. (2021). Adults explore more broadly than children when pedagogy is emphasized. *Poster presented at the Society for Research in Child Development, Online*.

*Denotes equal contribution

†Supervised undergraduate

Solby, H., **Radovanovic, M.**, Horton, R., Lucca, K., & Sommerville, J. A. (2021). Motion data transformed: Markerless motion capture brings new insights into old data. *Flash talk presented at the Society for Research in Child Development, Online.*

Soldovieri, A., **Radovanovic, M.**, Buchanan, J., Horton, R., Lucca, K., & Sommerville, J. A. (2021). The influence of timing in praise and persistence during challenging tasks. *Poster presented at the Society for Research in Child Development, Online.*

Huynh, Q. T.*, Onyshko, E.*, **Radovanovic, M.**, & Sommerville, J. A. (2021). Children and adults use cost and need to make evaluations about generosity. *Poster presented at the Society for Research in Child Development, Online.*

Radovanovic, M., Yucer, E., Arefhaghi, D., Lai, C., & Sommerville, J. A. (2021). Adults explore more broadly than children when pedagogy is emphasized. *Virtual presentation at the Budapest CEU Conference in Cognitive Development.* [\[Link\]](#)

Solby, H., **Radovanovic, M.**, Horton, R., Lucca, K., & Sommerville, J. A. (2021). How automated markerless motion capture is making a mark on developmental psychology. *Virtual presentation at the Budapest CEU Conference in Cognitive Development.*

Soldovieri, A., **Radovanovic, M.**, Horton, R., Lucca, K., & Sommerville, J. A. (2021). The influence of timing in praise and persistence during challenging tasks. *Virtual presentation at the Budapest CEU Conference in Cognitive Development.*

Yucer, E., **Radovanovic, M.**, & Sommerville, J. A. (2021). Self-structured activities' impact on children's task performance and learning. *Virtual presentation at the Budapest CEU Conference in Cognitive Development.*

Onyshko, E.*, Huynh, Q. T.*, **Radovanovic, M.**, & Sommerville, J. A. (2021). Children and adults use cost and need to make evaluations about generosity. *Virtual presentation at the Budapest CEU Conference in Cognitive Development.*

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (2020). Better together: Exploration prior to instruction modifies attention to demonstration and facilitates rule-learning. *Poster presented at the 42nd Annual Meeting of the Cognitive Science Society, Online.* [\[Link\]](#)

Radovanovic, M., Solby, H., Soldovieri, A., Horton, R., Lucca, K., & Sommerville, J. A. (2020). Factors influencing persistence through the integration of active and social learning. *Poster presented at the International Congress on Infant Studies, Online.*

*Denotes equal contribution

Radovanovic, M., Rosencrance, A., Boggs, K., Wixted, R., Brezack, N., Shneidman, L., & Woodward, A. (2019). Exploration promotes rule-learning: examining exploratory strategies and self-direction in young children. *Poster presented at the Cognitive Development Society, Louisville, KY.*

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (2019). Instructional styles promote rule-learning in school-aged children. *Poster presented at the Society for Research in Child Development, Baltimore, MD.*

Brezack, N., **Radovanovic, M.,** Keigher, T., Basargekar, A., & Woodward, A. (2018). Structure of natural parent teaching related to toddlers' learning. *Poster presented at the International Congress on Infant Studies, Philadelphia, PA.*

Brezack, N., **Radovanovic, M.,** Xu, E., Keigher, T., & Woodward, A. (2017). Features of natural parent teaching that benefit toddlers' learning. *Poster presented at the Cognitive Development Society, Portland, OR.*

UNDERGRADUATE SUPERVISION

Denise Arefhaghi, *Research Assistant*

Josanne Buchanan, *Research Opportunity Student*

Quang Tri Huynh, *Mini-Thesis Student*

Christie Lai, *Research Opportunity Student*

Leona Lui, *Research Assistant*

Emily Onyshko, *Mini-Thesis Student*

Neeti Sharma, *Independent Study*

Hannah Solby, *Independent Study*

Antonia Soldovieri, *Independent Study*

Justine Vorvis, *Research Opportunity & Mini-Thesis Student*

Elaine Wang, *Research Assistant*

Ece Yucer, *Independent Study*

Grace Zheng, *Research Opportunity Student*

PROFESSIONAL ACTIVITIES

Secretary (2020-2021) of the Psychology Graduate Student Association at the University of Toronto.

Founder and Organizer of the Psychology Undergraduate Research Club: A weekly meeting in the Department of Psychology at the University of Toronto bringing together undergraduates from various subfields and skill levels for presentation opportunities, professional development, and invited presentations from researchers. First meeting held: October 2nd, 2020.

Member of the Psychology Equity, Diversity, and Inclusivity Committee: A series of initiatives seek to increase access and equity in the psychology department for students with minoritized identities. I contribute to the initiative for Undergraduate Research Assistants. First meeting held: July 25th, 2020.

Developmental Student Coordinator for the Prospective Student Organizing Committee: An annual department tour hosted by the University of Toronto. Among other activities, the developmental area coordinates a poster session, lab tour, and dinner for perspective students. First students hosted: January 30th, 2020.

International Student Representative (2019-2020) of the Psychology Graduate Student Association at the University of Toronto.

Member: Cognitive Development Society, Cognitive Science Society, International Congress on Infant Studies, Society in Research for Child Development

TEACHING

Teaching Experience:

2021	Teaching Assistant • Cognitive Development (PSY 312; Instructor: Dr. Jessica Sommerville)
2020	Teaching Assistant • Developmental Laboratory (PSY 319; Instructor: Dr. Christina Starmans)
2020 - 2021	Instructor • Professional Development in Psychology Workshop Series Co-designed and co-taught a 10-week long summer workshop series detailing professional materials, applying to graduate school, developmental methods, and statistics for research assistants in the Toronto Early Cognition Lab.
2020 - 2021	Instructor • Cognition, Innovation, and Social Power Discussion Series Co-designed and led hour-long discussions for 7 weeks detailing power dynamics, the “banking concept” of education, and learning from independent exploration for research assistants in the Toronto Early Cognition Lab.
2019 – 2020	Teaching Assistant • Introduction to Developmental Psychology (PSY 210; Instructor: Dr. Christina Starmans)

Guest Lectures:

2021	“Social Cognition” • Cognitive Development (PSY 312)
2020	“Conducting Developmental Research” • Developmental Laboratory (PSY 319)

Advanced University Teaching Preparation Workshops:

2021, Mar	Critical Pedagogy Roundtable
2021, Mar	Avoiding Crickets: Discussion Strategies and Activities
2021, Mar	Identifying and Addressing Microaggressions in the University Classroom
2021, Mar	Statement of Teaching Philosophy Clinic
2020, Dec	Roundtable with Teaching-Stream Faculty
2020, Nov	Introduction to Experiential and Community Engaged Learning
2020, Nov	Identify, Assist, Refer Plus Training (IAR+)
2020, Nov	Mock Academic Interview
2020, April	Integrating Universal Design for Learning Principles In Online Teaching
2020, April	Facilitating Effective Webinars: Strategies for Bb Collaborate Ultra
2020, Feb	Preparing Your Teaching Dossier

SKILLS

Software: RStudio, GeoDa, Datavyu, iMovie, Mangold Interact (behavioral coding software), Microsoft Office Suite, Unity

Language: Bosnian/Croatian/Serbian (Native), French (Reading/Listening)