

Mia Radovanovic

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EDUCATION

Ph.D. Psychology June 2025

University of Toronto

Adviser – Jessica Sommerville

Dissertation – Mixed messages: Understanding gender differences in people-pleasing socialization and reactions to ineffective teaching

M.A. Psychology November 2020

University of Toronto

Adviser – Jessica Sommerville

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

B.A. Psychology (Minor Statistics) June 2019

The University of Chicago

Adviser – Amanda Woodward

Thesis – Exploration and abstraction: effects of learning context and executive function on children's abstract rule-learning

GRANTS & FELLOWSHIPS

FUNDED

2023 Principal Investigator (\$2,000 USD)
Exploring the influence of people-pleasing socialization and problem-solving context on gender differences in children's adaptations to ineffective teaching • Society for Research in Child Development SECC Dissertation Research Funding

2023 Principal Investigator (\$6,250 USD)
Quantifying and understanding gender disadvantages in reactions to incorrect teaching • Graduate Women in Science National Fellowship

2023 Co-Investigator (\$3,820 CAD)
Quantifying and understanding gender disadvantages in reactions to incorrect teaching • Rotman Gender and the Economy Research Grant

2018 Fellow (\$3,000 USD)
Unstructured learning and executive function • Earl R. Franklin Research Fellowship

NOT FUNDED

2021 Finalist
Quantifying and understanding gender disadvantages in reactions to incorrect teaching • Humane Studies Fellowship

PUBLICATIONS

Radovanovic, M., Yucer, E.[†], & Sommerville, J.A. (2024). Girls use exploration to assess ineffective teaching but compensate less than boys. *Journal of Experimental Psychology: General*. [\[Link\]](#)

Radovanovic, M., Solby, H.[†], Rose, K., Hwang, J.[†], Yucer, E.[†], & Sommerville, J.A. (2024). Toddlers' helping behavior is affected by the effortful costs associated with helping others. *Developmental Science*, e13569. [\[Link\]](#)

Wang, E., Radovanovic, M., Sommerville, J.A., & Leonard, J.A. (2024). Practice what you preach: Consistent messages about the value of effort foster children's persistence. *Proceedings of the 46th Annual Meeting of the Cognitive Science Society*, 4091-4098. [\[Link\]](#)

Radovanovic, M.^{*}, Soldovieri, A.^{†*}, & Sommerville, J.A. (2023). It takes two: Process praise linking trying and success is associated with greater infant persistence. *Developmental Psychology*, 59(9), 1668–1675. [\[Link\]](#)

Radovanovic, M., Chao, T.W.T.[†], Onyshko, E.[†], Huynh, Q.D.T.[†], Liu, Y.L.[†], & Sommerville, J.A. (2023). Not just if, but how much: Children and adults use cost and need to make evaluations about generosity across contexts. *Cognition*, 238, 105533. [\[Link\]](#)

Radovanovic, M., Yucer, E.[†], & Sommerville, J.A. (2022). There must be another way! Girls are disadvantaged when divesting from inaccurate teaching is required. *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*, 882-889. [\[Link\]](#)

Solby, H.^{†*}, Radovanovic, M.^{*}, & Sommerville, J.A. (2021). A new look at infant problem-solving: Using DeepLabCut to investigate exploratory problem-solving approaches. *Frontiers in Psychology*, 12, 705108. [\[Link\]](#)

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. [\[Link\]](#)

FORTHCOMING PUBLICATIONS – AVAILABLE UPON REQUEST

Radovanovic, M.^{*}, Hwang, J.^{†*}, Sobel, D.M., & Sommerville, J.A. (in prep). The Taxman cometh: Origins of fair resource collection.

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (in prep). Unlocking learning: Exploration before instruction supports children's problem-solving.

* Equal contribution

† Mentored student

OTHER PUBLICATIONS

Radovanovic, M., Dakli, A.[†], & Starmans, C. (in prep). Money talks, but not nicely: Adults and children's associations between wealth and conformity.

Radovanovic, M., Chao, T.W.T.[†], Curtosi, N.[†], Westerhoff, S.[†], Soler, E.[†], & Sommerville, J.A. (in prep). Gendered expectations for emotional and cognitive labor begin in childhood and persist into adulthood.

Radovanovic, M., & Sommerville, J.A. (in prep). Embodied cognition in child development. *Oxford Research Encyclopedia of Psychology*.

Radovanovic, M., & Sommerville, J.A. (in prep). Differences in adults' and children's sensitivity to utility information when evaluating others' persistence.

Radovanovic, M.^{*}, Yucer, E.^{†*}, & Sommerville, J.A. (in prep). Children consider the costs associated with actions and the need of recipients when engaging in generous behavior.

CONFERENCE TALKS

Radovanovic, M., Yucer, E., & Sommerville, J.A. (2024). *Gender differences in children's response to ineffective teaching across contexts*. Talk presented at the 9th Annual Roundtable on Gender and the Economy, Toronto, ON.

Radovanovic, M., Chao, T.W.T.[†], Tirunelveli Santhakumar, M.[†], Curtosi, N.[†], & Sommerville, J.A. (2023). *Gendered expectations for children's emotional, cognitive, and physical helping*. Talk presented at the Society for Research in Child Development, Salt Lake City, UT.

Radovanovic, M., Dakli, A.[†], & Starmans, C. (2023). *Money talks, but not nicely: Adults and children's associations between wealth and conformity*. Talk presented at the Society for Research in Child Development, Salt Lake City, UT.

Radovanovic, M., Yucer, E.[†], & Sommerville, J.A. (2022). *There must be another way! Girls are disadvantaged when divesting from inaccurate teaching is required*. Talk presented at the 44th Annual Meeting of the Cognitive Science Society, Toronto, ON.

Radovanovic, M., Soldovieri, A.[†], Solby, H.[†], Wang, Y.L.[†], Vorvis, J.[†], Shirvani, J.[†], & Sommerville, J.A. (2022). *Autonomy in problem-solving: Prioritizing exploration relates to increased persistence*. Talk presented at the International Congress on Infant Studies, Ottawa, ON.

Radovanovic, M., Yucer, E.[†], & Sommerville, J.A. (2022). *Girls are disadvantaged relative to boys when divestment from inaccurate teaching is required*. Lighting talk presented at Development 2022, Calgary, AB.

Radovanovic, M., Onyshko, E.[†], Huynh, Q.T.[†], Liu, Y.[†], & Chao, T.W.T.[†], & Sommerville, J.A. (2022). *Children and adults utilize cost and need in generosity evaluations*. Talk presented at the Cognitive Development Society, Madison, WI.

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.

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.

CONFERENCE PRESENTATIONS

Radovanovic, M., Solby, H.[†], Rose, K., Hwang, J.[†], Yucer, E.[†], & Sommerville, J.A. (2024). *Toddlers' helping behavior is affected by the effortful costs associated with helping others.* Poster to be presented at the International Congress on Infant Studies, Glasgow, UK.

Radovanovic, M., Sun, G.W.[†], Kim, D.H.[†], Altun, L.[†], Lee, C.M-Y.[†], & Sommerville, J.A. (2024). *Relations between the timing of caregiver process praise and toddlers' persistence and effort-related expectations.* Poster to be presented at the International Congress on Infant Studies, Glasgow, UK.

Faragó, F., Osborne, K., Radovanovic, M., Moffitt, U., & Trentacosta, C. (2024). *Anti-racist reviewing practices.* Participated in a roundtable discussion (with Smith-Bynum M., A. Brenick, M. Caughy, and M. Larusso) at the Society for Research in Child Development Anti-Racist Developmental Science Summit, Panama City, Panama.

Radovanovic, M., Somani, A.[†], Alzona, M.[†], Persaud, A.[†], & Sommerville, J.A. (2024). *Gender differences in children's response to ineffective teaching across contexts.* Poster presented at the Cognitive Development Society, Pasadena, CA.

Wang, E.[†], Radovanovic, M., Sommerville, J.A., & Leonard, J. (2024). *Practice what you preach: consistent messages about the value of effort boost children's persistence.* Talk presented at the Cognitive Development Society, Pasadena, CA.

Chao, T.W.T.[†], Radovanovic, M., Soldovieri, A.[†], Bhatt, S.[†], Ciraci, I.[†], & Sommerville, J.A. (2023). *Too much of a good thing: Temporal alignment is critical to the efficacy of caregiver process praise.* Talk presented at the Society for Research in Child Development, Salt Lake City, UT.

Wang, Y.L.E.[†], Radovanovic, M., & Sommerville, J.A. (2023). *Practice what you preach: Children persist less when values and reward structures are inconsistent.* Flash talk presented at the Society for Research in Child Development, Salt Lake City, UT.

Radovanovic, M., Onyshko, E.[†], Huynh, Q.T.[†], Liu, Y.[†], & Chao, T.W.T.[†], & Sommerville, J.A. (2022). *Not just if, but how much: Children and adults use cost and need to make evaluations about generosity across contexts.* Poster presented at the 44th Annual Meeting of the Cognitive Science Society, Toronto, ON.

- Sharma, N.[†], **Radovanovic, M.**, & Sommerville, J.A. (2022). *Emotionally conveyed information and infants' interactions with novel toys over videoconferencing*. Poster presented at the International Congress on Infant Studies, Ottawa, ON.
- Brezack, N., **Radovanovic, M.**, Shneidman, L., & Woodward, A. (2022). *Adapting a problem-solving experiment from in-person to online testing during covid-19*. Talk presented at the 2022 American Educational Research Association Annual Meeting, San Diego, CA.
- Soldovieri, A.[†], **Radovanovic, M.**, Bhatt, S.[†], Liu, M.[†], Su, Z.[†], & Sommerville, J.A. (2022). *It takes two: Process praise during trying and success is associated with greater infant persistence*. Poster presented at the Cognitive Development Society, Madison, WI.
- Yucer, E.[†], **Radovanovic, M.**, & Sommerville, J.A. (2022). *How self-directed executive functioning influences children's exploration & task performance*. Poster presented at the Cognitive Development Society, Madison, WI.
- 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.
- 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.
- 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.
- 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.

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.

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.

PROFESSIONAL ACTIVITIES

2022 – 2024	Cognitive Development Society Student Board Member
2023	NYU Faculty First Look STEM Cohort Member
2022	International Congress on Infant Studies Student Committee Member

2020 – 2021	University of Toronto Psychology Graduate Students' Association Secretary
2020	University of Toronto Developmental Psychology Prospective PhD Event Co-organizer
2019 – 2020	University of Toronto Psychology Graduate Students' Association International Student Representative

POST HOC REVIEWER

Cognition, Cognitive Science Society, Budapest CEU Conference in Cognitive Development (BCCCD)

OUTREACH

2022 – Present	SRCD Anti-Racist Ally Working Group Collaborator responsible for providing feedback and revisions for an anti-racist scholarly reviewing practices fact sheet, working under Kimberly Osborne and Flóra Faragó.
2020 – Present	University of Toronto Psychology Equity, Diversity, and Inclusivity Co-organizer of the Undergraduate Research Assistants Sub-Committee collaborating to assess departmental hiring and compensation practices, assess student representation across levels of research, and create resources to help undergraduates find research opportunities.
2021 – 2022	PSY312 Children's Book Project Student coordinator responsible for organizing undergraduates in writing and delivering custom children's books benefiting cognitive development to caregivers and community members.

UNIVERSITY OF TORONTO PSYCHOLOGY UNDERGRADUATE RESEARCH COMMUNITY [\[Link\]](#)

2023 – Present	Undergraduate Research Symposium Coordinator Co-coordinator responsible for designing an end-of-year conference for undergraduate researchers at the University of Toronto. The first meeting was held on April 8, 2024, and included more than 45 undergraduate presentations, 2 poster sessions, and 3 talk sessions. Responsible for overseeing grant funds, coordinating keynote, and managing judging.
2023 – Present	Research Opportunity Program (ROP) Writing Workshops Instructor and co-organizer responsible for designing/presenting curriculum for 3-week intensive writing workshops for applying to ROP and for collaborating to pair undergraduates with mentors and peers for feedback on materials. Priority given to applicants with marginalized identities.
2022 – Present	Graduate School Writing Workshops Instructor and co-organizer responsible for designing/presenting curriculum for 5-week intensive writing workshops for applying to research focused

graduate programs and for collaborating to pair undergraduates with mentors and peers for feedback on materials. Priority given to applications with marginalized identities.

2020 – Present

Biweekly Meetings

Founder and co-organizer responsible for creating a horizontal, accessible community outside of the laboratory for undergraduates to gain mentorship from graduate students and research skills. Meetings include panels with graduate students, faculty lectures, advice for building your CV, advice for publishing, talks for undergraduates.

AWARDS & RECOGNITION

AWARDS

2024	Ann Lang Award (\$1,000 CAD)
2024	University of Toronto Doctoral Completion Award (\$9,200 CAD)
2022	St. George Campus Psychology Department TA Excellence Award (\$50 CAD)

TRAVEL GRANTS

2023	School of Graduate Studies Conference Grant (\$280 CAD)
2020	School of Graduate Studies Conference Grant (\$280 CAD)
2019	University of Toronto PsyLinCS Travel Grant (\$300 CAD)
2019	Norman H. Anderson Travel Grant (\$800 USD)
2018	Norman H. Anderson Travel Grant (\$800 USD)
2018	International Congress on Infant Studies Undergraduate Travel Award (\$500 USD)
2017	Norman H. Anderson Travel Grant (\$800 USD)

SCHOLARSHIPS

2015	Questbridge National Match Scholarship
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TEACHING

COURSE INSTRUCTOR

2025 Winter	Introduction to Developmental Psychology (PSY 210)
2024 Fall	Developmental Laboratory (PSY 319)
2024 Summer	Introduction to Developmental Psychology (PSY 210)
2024 Summer	Developmental Laboratory (PSY 319)
2024 Winter	Developmental Laboratory (PSY 319)
2023 Fall	Introduction to Developmental Psychology (PSY 210)
2023 Summer	Cognitive Development (PSY 312)
2023 Summer	Developmental Laboratory (PSY 319)
2022 Fall	Developmental Laboratory (PSY 319)
2022 Summer	Developmental Laboratory (PSY 319)

TEACHING ASSISTANT

2023 Winter	Developmental Laboratory (PSY 319), CI: Dr. Christina Starmans
2022 Fall	Statistics I (PSY 201), CI: Dr. Molly Metz

2022 Winter	Intro to Developmental Psychology (PSY210), CI: Dr. Mireille Babineau
2021 Fall	Developmental Laboratory (PSY 319), CI: Dr. Christina Starmans
2021 Fall	Intro to Developmental Psychology (PSY210), CI: Dr. Christina Starmans
2021 Winter	Cognitive Development (PSY 312), CI: Dr. Jessica Sommerville
2020 Fall	Developmental Laboratory (PSY 319), CI: Dr. Christina Starmans
2020 Fall	Intro to Developmental Psychology (PSY210), CI: Dr. Christina Starmans
2020 Winter	Intro to Developmental Psychology (PSY210), CI: Dr. Christina Starmans
2019 Fall	Intro to Developmental Psychology (PSY210), CI: Dr. Christina Starmans

PROFESSIONAL DEVELOPMENT ATTENDED

2022 June	In-Class Observation
2021 June	Microteaching I
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 Apr	Integrating Universal Design for Learning Principles in Online Teaching
2020 Apr	Facilitating Effective Webinars: Strategies for Bb Collaborate Ultra
2020 Feb	Preparing Your Teaching Dossier

UNDERGRADUATE COURSE SUPERVISION

Sophia Joulaei, <i>Research Opportunity Student</i>	2024 – Present
Youness Robert-Tahiri, <i>Research Opportunity Student</i>	2023 – Present
Shenglan Shi, <i>Independent Study Student</i>	2023 – Present
Emma Soler, <i>Research Opportunity Student</i>	2023 – Present
El Smith, <i>ICIS Founding Generation Summer Fellow</i>	2024
Renée Wang, <i>Research Opportunity Student</i>	2023 – 2024
Charm Lee, <i>Research Opportunity Student</i>	2023 – 2024
Miguel Dominico Alzona, <i>Research Opportunity Student</i>	2022 – 2024
Jaemin Hwang, <i>Independent Study Student</i>	2022 – 2024
Grace (Wujiamei) Sun, <i>Thesis Student</i>	2022 – 2024
Sofia Westerhoff, <i>Research Opportunity Student</i>	2022 – 2024
Lydia Altun, <i>Independent Study Student</i>	2022 – 2024
Nila Curtosi, <i>Research Opportunity Student</i>	2022 – 2024
Jaime Sit, <i>Research Opportunity Student</i>	2022 – 2023
Anicole Tan, <i>Research Opportunity Student</i>	2022 – 2023
Arla Dakli, <i>Independent Study Student</i>	2021 – 2023
Jasmine Shirvani, <i>Independent Study Student</i>	2021 – 2023
Aafiya Somani, <i>Independent Study Student</i>	2021 – 2023
Tim (Wei-Ting) Chao, <i>Independent Study Student</i>	2021 – 2022
Tiffany Tse, <i>Research Opportunity Student</i>	2021 – 2022

Neeti Sharma, <i>Independent Study Student</i>	2020 – 2022
Yi Lin (Elaine) Wang, <i>Independent Study Student</i>	2020 – 2023
Quang Tri Huynh, <i>Mini-Thesis Student</i>	2020 – 2021
Christie Lai, <i>Research Opportunity Student</i>	2020 – 2021
Emily Onyshko, <i>Mini-Thesis Student</i>	2020 – 2021
Justine Vorvis, <i>Mini-Thesis Student</i>	2020 – 2021
Josanne Buchanan, <i>Research Opportunity Student</i>	2020 – 2021
Hannah Solby, <i>Independent Study Student</i>	2019 – 2021
Antonia Soldovieri, <i>Independent Study Student</i>	2019 – 2021
Ece Yucer, <i>Independent Study Student</i>	2019 – 2021

INVITED TALKS

2024	Social Cognition and Learning (SoCal) Lab, University of California - San Diego
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AFFILIATIONS

American Psychological Association, Cognitive Development Society, Cognitive Science Society, Graduate Women in Science, International Congress on Infant Studies, Society for Research in Child Development

REFERENCES

Jessica Sommerville, Ph.D.	Full Professor in Psychology University of Toronto Email: jessica.sommerville@utoronto.ca Phone: (416) 978-1815
Christina Starmans, Ph.D.	Associate Professor in Psychology University of Toronto Email: christina.starmans@utoronto.ca Phone: (416) 978-4518
Samuel Ronfard, Ph.D.	Assistant Professor in Psychology University of Toronto Email: samuel.ronfard@utoronto.ca Phone: (905) 828-5415
Amanda Woodward, Ph.D.	William S. Gray Distinguished Service Professor of Psychology; Dean, Division of the Social Sciences University of Chicago Email: woodward@uchicago.edu Phone: (773) 834-1375
William Ryan, Ph.D.	Assistant Professor, Teaching Stream University of Toronto Email: ws.ryan@utoronto.ca Phone: (647) 551-0496