

**Mia Radovanovic**

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**EDUCATION**

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**Ph.D. Psychology** June 2024

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

Minor: Statistics

Adviser – Amanda Woodward

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

**GRANTS & FELLOWSHIPS**

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**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

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**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*. [\[Link\]](#)

**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 44<sup>th</sup> 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 43<sup>rd</sup> Annual Meeting of the Cognitive Science Society*, 1656-1662. [\[Link\]](#)

## FORTHCOMING PUBLICATIONS – MOST AVAILABLE UPON REQUEST

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

**Radovanovic, M.**, Solby, H.†, Rose, K., Hwang, J.†, Yucer, E.†, & Sommerville, J.A. (under review). Toddlers' helping behavior is affected by the effortful costs associated with helping others. *Developmental Science*.

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

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

**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

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**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.

\* Equal contribution

† Mentored student

**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 44<sup>th</sup> Annual Meeting of the Cognitive Science Society, Toronto, ON. [\[Link\]](#)

**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. (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. [\[Link\]](#)

## CONFERENCE PRESENTATIONS

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**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 44<sup>th</sup> 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.<sup>†</sup>, **Radovanovic, M.**, Bhatt, S. <sup>†</sup>, Liu, M. <sup>†</sup>, Su, Z. <sup>†</sup>, & 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. <sup>†</sup>, **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.<sup>†</sup>, Soldovieri, A.<sup>†</sup>, & Sommerville, J.A. (2021). *Try smarter, not harder: Exploration and strategy diversity predict infant persistence*. Poster presented at the 43<sup>rd</sup> Annual Meeting of the Cognitive Science Society, Online. [\[Link\]](#)
- Radovanovic, M.**, Yucer, E.<sup>†</sup>, Arefhaghi, D.<sup>†</sup>, Lai, C.<sup>†</sup>, & 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.<sup>†</sup>, **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.<sup>†</sup>, **Radovanovic, M.**, Buchanan, J.<sup>†</sup>, 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.<sup>†\*</sup>, Onyshko, E.<sup>†\*</sup>, **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.<sup>†</sup>, Arefhaghi, D.<sup>†</sup>, Lai, C.<sup>†</sup>, & 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.<sup>†</sup>, **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.<sup>†</sup>, **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.<sup>†</sup>, **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.<sup>†\*</sup>, Huynh, Q.T.<sup>†\*</sup>, **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 42<sup>nd</sup> Annual Meeting of the Cognitive Science Society, Online. [\[Link\]](#)

**Radovanovic, M.**, Solby, H.<sup>†</sup>, Soldovieri, A.<sup>†</sup>, 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.<sup>†</sup>, Boggs, K.<sup>†</sup>, Wixted, R.<sup>†</sup>, 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

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2022 – 2024	<b>Cognitive Development Society</b> Student Board Member
2023	<b>NYU Faculty First Look</b> STEM Cohort Member
2022	<b>International Congress on Infant Studies</b> Student Committee Member
2020 – 2021	<b>University of Toronto Psychology Graduate Students' Association</b> Secretary
2019	<b>University of Toronto Developmental Psychology Prospective PhD Event</b> Co-organizer
2019 – 2020	<b>University of Toronto Psychology Graduate Students' Association</b> International Student Representative

**POST HOC REVIEWER**

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

**OUTREACH**


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2023 – Present	<b>Research Opportunity Program (ROP) Writing Workshops</b> 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	<b>Graduate School Writing Workshops</b> 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	<b>University of Toronto Psychology Undergraduate Research Club</b> 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.
2020 – Present	<b>University of Toronto Psychology Equity, Diversity, and Inclusivity</b> 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	<b>PSY312 Children's Book Project</b> Student coordinator responsible for organizing undergraduates in writing and delivering custom children's books benefiting cognitive development to caregivers and community members.

**TEACHING****COURSE INSTRUCTOR**


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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), Inst: Dr. Christina Starmans
2022 Fall	Statistics I (PSY 201), Inst: Dr. Molly Metz
2022 Winter	Intro to Developmental Psychology (PSY210), Inst: Dr. Mireille Babineau
2021 Fall	Developmental Laboratory (PSY 319), Inst: Dr. Christina Starmans
2021 Fall	Intro to Developmental Psychology (PSY210), Inst: Dr. Christina Starmans

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

Renée Wang, <i>Research Opportunity Student</i>	2023 – Present
Emma Soler, <i>Research Opportunity Student</i>	2023 – Present
Charm Lee, <i>Research Opportunity Student</i>	2023 – Present
Miguel Dominico Alzona, <i>Research Opportunity Student</i>	2022 – Present
Jaemin Hwang, <i>Independent Study Student</i>	2022 – Present
Grace (Wujiamei) Sun, <i>Thesis Student</i>	2022 – Present
Sofia Westerhoff, <i>Research Opportunity Student</i>	2022 – Present
Irem Ciraci, <i>Independent Study Student</i>	2022 – Present
Nila Curtosi, <i>Research Opportunity Student</i>	2022 – Present
Jaime Sit, <i>Research Opportunity Student</i>	2022 – 2023
Anicole Tan, <i>Research Opportunity Student</i>	2022 – 2023
Tim (Wei-Ting) Chao, <i>Independent Study Student</i>	2021 – 2022
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
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

## AWARDS & RECOGNITION

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### AWARDS

2022 St. George Campus Psychology Department TA Excellence Award

### TRAVEL GRANTS

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

### SCHOLARSHIPS

2015 Questbridge National Match Scholarship

### DEPARTMENTAL TALKS

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**Radovanovic, M., Solby, H.†, & Sommerville, J.A. (2023).** *A new look at infant problem-solving: Using DeepLabCut to investigate exploratory problem-solving approaches.* Talk presented at the University of Toronto Psychology Graduate Student Association Symposium.

**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 Developmental Interest Group at the University of Toronto.

**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 University of Toronto Ebbinghaus Empire Data Blitz.

**Radovanovic, M., Yucer, E.†, & Sommerville, J.A. (2022).** *Are you sure? Girls are disadvantaged when given incorrect teaching.* Talk presented at the University of Toronto Psychology Graduate Student Association Symposium.

**Radovanovic, M., Soldovieri, A.†, Solby, H.† & Sommerville, J.A. (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.

**Radovanovic, M., Yucer, E.†, & Sommerville, J.A. (2021).** *Is that right? Active experience is applied to determine teaching quality.* Talk presented at Recruitment Weekend at the University of Toronto.

**Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (2019).** *Exploration promotes rule-learning: examining exploratory strategies and self-direction in young children.* Talk presented at the Developmental Interest Group at the University of Toronto.



## AFFILIATIONS

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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

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Jessica Sommerville, Ph.D.	Full Professor in Psychology University of Toronto Email: <a href="mailto:jessica.sommerville@utoronto.ca">jessica.sommerville@utoronto.ca</a> Phone: (416) 978-1815
Christina Starmans, Ph.D.	Assistant Professor in Psychology University of Toronto Email: <a href="mailto:christina.starmans@utoronto.ca">christina.starmans@utoronto.ca</a> Phone: (416) 978-4518
Samuel Ronfard, Ph.D.	Assistant Professor in Psychology University of Toronto Email: <a href="mailto:samuel.ronfard@utoronto.ca">samuel.ronfard@utoronto.ca</a> Phone: (905) 828-5415