

Mia Radovanovic

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EDUCATION

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

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.*, 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 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 – MOST AVAILABLE UPON REQUEST

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

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 44th 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

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

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

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| 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 |
| 2019 | 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

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| 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 | University of Toronto Psychology Undergraduate Research Club 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 | 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. |

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

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| 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 |

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| 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

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| 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

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| 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

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

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

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: jessica.sommerville@utoronto.ca Phone: (416) 978-1815 |
| Christina Starmans, Ph.D. | Assistant 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 |