

SAMUEL RONFARD

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PROFESSIONAL APPOINTMENTS

- 2019- Assistant Professor, University of Toronto
Department of Psychology
- 2016-18 Postdoctoral Associate, Boston University
Department of Psychological and Brain Sciences
- 2006-10 Middle School Teacher for Students with Disabilities
New York City

EDUCATION

- 2016 Ed. D., Human Development and Education
Harvard University, Graduate School of Education, Cambridge, MA
- 2015-16 Post-Graduate Research Visiting Student in Psychology
Hong Kong University of Science and Technology, Department of Social Sciences
- 2011 Ed.M., Mind, Brain, and Education
Harvard University, Graduate School of Education, Cambridge, MA
- 2008 M.S.T., Childhood Education for Students with Disabilities
Pace University, New York, NY
- 2006 B.A., Economics (with distinction) & Philosophy (with distinction)
Tufts University, Medford, MA

AWARDS & HONORS

Research

- 2017 Early Career Travel Award, Society for Research in Child Development
- 2015 Student Travel Award, Society for Research in Child Development
- 2012-15 Conference Travel Award, Harvard Graduate School of Education
- 2006 The Marion Ricker Houston Prize in Economics, Tufts University
- 2006 The Philosophy Prize, Tufts University

Teaching

- 2017 Nominated for the Wilbert J. McKeachie Teaching Excellence Award
Society for the Teaching of Psychology
- 2015-17 Distinction in Teaching, Harvard University
- 2014-17 George W. Goethals Teaching Prize for Sophomore Tutorial, Harvard University
- 2015 ABLConnect Teaching Innovator Prize, Harvard University

Leadership

- 2011 Commencement Marshal, Harvard Graduate School of Education
- 2011 Leadership in Education Award, Harvard Graduate School of Education

FELLOWSHIPS

- 2018-19 Marie Curie Individual Research Post-Doctoral Fellowship, European Union
171,460.80 EUR **Declined to take faculty position*
- 2015-16 Sinclair Kennedy Travelling Fellowship, Harvard University
25,000 USD
- 2015-16 International Doctoral Visitor Fellowship, Hong Kong University of Science and
Technology
55,000 HKD

RESEARCH GRANTS

External Support

- 2020-25 Principal Investigator (Jonathan Lane, collaborator), Discovery Grant, Natural
Sciences and Engineering Research Council of Canada. *Cognitive processes
underlying the development of possibility judgements about improbable events:
Studies with children and adults.*
\$140,000 CAD
- 2020-21 Principal Investigator (Co-PIs, Deborah Kelemen), RAPID: Collaborative
Research, National Science Foundation (US). *Designing an Educational
Intervention to Address Intuitive Misconceptions about COVID-19.*
\$99,155 USD
- 2019-21 Principal Investigator, Insight Development Grant, Social Science and Humanities
Research Council of Canada. *Do young children verify adult claims or do they
acquiesce to what they have been told?*
\$55,532 CAD
- 2016-19 Collaborator (Imac M. Zambrana, PI), Young Research Talent Grant Research
Council of Norway. *Children's Information-Seeking: Its Development and
Impacts on Learning.*
6,000,000 NOK

Internal Support

- 2015-16 Mind, Brain, and Behavior Graduate Student Award, Harvard University
3,160 USD
- 2014-15 Mind, Brain, and Behavior Graduate Student Award, Harvard University
* with Alexandra Was
3,400 USD
- 2014 Dean Summer Fellowship, Harvard Graduate School of Education
3,000 USD
- 2012 Dean Summer Fellowship, Harvard Graduate School of Education
3,000 USD

PUBLICATIONS

Edited Books

Butler, L. P., **Ronfard, S.**, & Corriveau, K. H. (Eds.) (2020). *The Questioning Child: Insights from Psychology and Education*. New York: Cambridge University Press.

Peer Reviewed Articles

* Graduate Student Mentee

Brown, S., **Ronfard, S.**, & Kelemen, D. (in press). Teaching natural selection in early elementary classrooms: Can a storybook intervention reduce teleological misunderstandings? *Evolution: Education and Outreach*.

Ronfard, S., Ünlütürk, B., Bazhydai, M., Nicolopoulou, A., & Harris, P. L. (2019). Preschoolers in Belarus and Turkey accept an adult's counterintuitive claim and do not spontaneously seek evidence to test that claim. *International Journal of Behavioral Development*. Advance online publication. doi: 10.1177/0165025420905344

Wagner, N.J., Waller, R., Flom, M., **Ronfard, S.**, Fenstermacher, S., & Saudino, K.J. (2020). Less imitation of arbitrary actions is a specific developmental precursor to callous-unemotional traits in early childhood. *Journal of Child Psychology and Psychiatry*. Advance online publication. doi: 10.1111/jcpp.13182

Ronfard, S., & Lane, J. D. (2019). Children's and adults' epistemic trust in and impressions of inaccurate informants. *Journal of Experimental Child Psychology*. Advance online publication. doi: 10.1016/j.jecp.2019.104662

Wei, R., **Ronfard, S.**, Leyva, D., & Rowe, M. L. (2019). Teaching a novel word: Parenting styles and toddlers' word learning. *Journal of Experimental Child Psychology*. Advance online publication. doi: 10.1016/j.jecp.2019.05.006.

Ronfard, S., Nelson, L., Dunham, Y., & Blake, P.R. (2019). How children use accuracy information to infer informant intentions and to make reward decisions. *Journal of Experimental Child Psychology*, 177, 100-118. doi: 10.1016/j.jecp.2018.07.017

- Ronfard, S.,** Zambrana, I. M., Hermansen, T.K., & Kelemen, D. (2018). Question-asking in childhood: A review of the literature and a framework for understanding its development. *Developmental Review, 49*, 101-120. doi: 10.1016/j.dr.2018.05.002
- Ronfard, S.,** Chen, E. E., & Harris, P. L. (2017). The emergence of the empirical stance: Children's testing of counter-intuitive claims. *Developmental Psychology, 54*, 482–493. doi: 10.1037/dev0000455
- Ronfard, S.,** Bartz, D., Cheng, L., Chen, X., & Harris, P.L. (2017). Children's developing ideas about knowledge and its acquisition. *Advances in Child Development and Behavior, 54*, 123-151. doi: 10.1016/bs.acdb.2017.10.005
- Ronfard, S.,** Lane, J.D., *Wang, M., & Harris, P.L. (2017). The impact of counter-perceptual testimony on children's categorization after a delay. *Journal of Experimental Child Psychology, 163*, 151-158. doi: 10.1016/j.jecp.2017.06.006
- Ronfard, S.,** & Harris, P.L. (2017). Children's decision to transmit information is guided by their evaluation of the nature of that information. *Review of Philosophy and Psychology, 9*, 849-861. doi:10.1007/s13164-017-0344-5
- Corriveau, K.H., **Ronfard, S.,** & Cui, Y.K. (2017). Cognitive mechanisms associated with children's selective teaching. *Review of Philosophy and Psychology, 9*, 831-848. doi:10.1007/s13164-017-0343-6
- Burdett, E., Dean, L.G., **Ronfard, S.** (2017). A diverse and flexible teaching toolkit facilitates the human capacity for cumulative culture. *Review of Philosophy and Psychology, 9*, 807-818. doi:10.1007/s13164-017-0345-4
- Kory Westlund, J. M., Jeong, S., Park, H.W., **Ronfard, S.,** Adhikari, A., Harris, P.L., DeSteno, D., & Breazeal, C. (2017). Flat versus expressive storytelling: young children's learning and retention of a social robot's narrative. *Frontiers in Human Neuroscience, 11*, 295. doi: 10.3389/fnhum.2017.00295
- Lane, J. D., **Ronfard, S.,** & El-Sherif, D. (2017). The influence of first-hand-testimony and hearsay on children's belief in the improbable. *Child Development*. Advance online publication. doi: 10.1111/cdev.12815
- Ronfard, S.,** & Lane, J. D. (2017). Preschoolers continually adjust their epistemic trust based on an informant's ongoing accuracy. *Child Development, 89*, 414-429. doi: 10.1111/cdev.12702
- Bempechat, J., Li, J., & **Ronfard, S.** (2016). Relations between cultural learning beliefs, self-regulated learning, and academic achievement for low-income Chinese American adolescents. *Child Development, 89*, 851-861. doi: 10.1111/cdev.12720

- Ronfard, S.**, & Corriveau, K.H. (2016). Teaching and preschooler's ability to infer knowledge from mistakes. *Journal of Experimental Child Psychology*, *150*, 87-98. doi: 10.1016/j.jecp.2016.05.006
- Harris, P.L., **Ronfard, S.**, & Bartz, D. (2016). Young children's developing conception of knowledge and ignorance: Work in progress. *European Journal of Developmental Psychology*, *14*, 221-232. doi: 10.1080/17405629.2016.1190267
- Lane, J. D., **Ronfard, S.**, *Francioli, S., & Harris, P.L. (2016). Children's imagination and belief: prone to flights of fancy or grounded in reality? *Cognition*, *152*, 127-140. doi: 10.1016/j.cognition.2016.03.022
- Ronfard, S.**, Was, A. M., & Harris, P. L. (2016). Children teach methods they could not discover for themselves. *Journal of Experimental Child Psychology*, *142*, 107-117. doi: 10.1016/j.jecp.2015.09.032 [First authorship shared with Was, A. M.]
- Ronfard, S.**, & Harris, P. L. (2014). When will Little Red Riding Hood become scared? Children's attribution of mental States to a story character. *Developmental Psychology*, *50*, 283-292. doi: 10.1037/a0032970
- Bempechat, J., **Ronfard, S.**, Mirny, A., Li, J., & Holloway, S.D. (2013). "She always gives grades lower than one deserves": A qualitative study of Russian adolescents' perceptions of fairness in the classroom. *Journal of Ethnographic and Qualitative Research*, *7*, 169-87.

Invited Commentaries

- Burdett, E., & **Ronfard, S.** (in press). A cognitive developmental approach is essential to understanding Cumulative Technological Culture. *Behavioral and Brain Sciences*.
- Ronfard, S.**, & Harris, P. L. (2015). The active role played by human learners is key to understanding the efficacy of teaching in humans. *Behavioral and Brain Sciences*, *38*, 43-44. doi:10.1017/S0140525X14000594, e61

Book Chapters

- Ronfard, S.**, Butler, L. P., & Corriveau, K.H. (2020). The Questioning Child: A Path Forward. In Butler, L. P., Ronfard, S., & Corriveau, K. H. (Eds.) (2020). *The Questioning Child: Insights from Psychology and Education*. New York: Cambridge University Press.
- Butler, L. P., **Ronfard, S.**, & Corriveau, K.H. (2020). Questions About Questions. In Butler, L. P., Ronfard, S., & Corriveau, K. H. (Eds.) (2020). *The Questioning Child: Insights from Psychology and Education*. New York: Cambridge University Press.
- Corriveau, K.H., Kipling, R., Biarnes, M., **Ronfard, S.**, & Harris, P.L. (2015). The Living Laboratory Model: Bridging child development research and informal

science education. In D. Sobel & J. Jipson (eds.) *Relating Research and Practice: Cognitive Development in Museum Settings*. Psychology Press: UK.

Ronfard, S., Elizabeth, T., & Bempechat, J. (2015). Managing classroom discussions. In Scarlett G.W. (Ed.). *The Sage Encyclopedia of Classroom Management*. Thousand Oaks, CA: SAGE Publications Inc.

Harris, P.L., de Rosnay, M., & **Ronfard, S.** (2014). The mysterious emotional life of Little Red Riding Hood. In K. H. Lagattuta (Ed.). *New Insights into Developmental Affective Science*. Basel, Switzerland: Karger. doi: 10.1159/000354364

PRESENTATIONS

Pre-Conference Organized/Chaired

Co-organizer: *Question Asking in Childhood: Development, Continuity, and Constraints*, Cognitive Development Society Pre-conference. Full day pre-conference session with 4 mini-symposia, 15 speakers preceding the Cognitive Development Society Annual Conference. Co-organized with Drs. Zambrana and Kelemen. October 2017. Funded by a \$1,500 grant from the Boston University Department of Psychological and Brain Science and a \$3,000 grant from the Research Council of Norway.

Conference Symposia Organized/Chaired

Pesch, A. & **Ronfard, S.** (2019, October). How parent authoritarianism and cultural upbringing shape children's learning and proto-political cognition. Symposium presented at the biannual meeting of the Cognitive Development Society, Louisville, KY.

Ronfard, S. & Kelemen, D. (2019, March). The essence of biological categories: Factors influencing children's sensitivity to variability and change. Symposium presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.

Ronfard, S. (2017, October). Imitation as a mechanism of cultural transmission: Exploring the role of biology, context, and culture. Symposium presented at the biannual meeting of the Cognitive Development Society, Portland, OR.

Ronfard, S., & Lane, J.D. (2017, April). Promoting children's beliefs in counter-intuitive and counter-perceptual aspects of the biological and physical world. Symposium presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

Corriveau, K.H., & **Ronfard, S.** (2015, April). Sensitivity to subtleties in children's early learning and teaching. Symposium presented at the annual meeting of the American Education Research Association, Chicago, IL.

Corriveau, K.H., & **Ronfard, S.** (2015, March). Children's sensitivity to, and evaluation of, taught information. Symposium presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, PA.

Conference Paper Presentations

Ronfard, S., Chen, E. E., & Harris, P.L. (2019, October). *American and Chinese children growing up in more authoritarian homes are less likely to empirically verify a counter-intuitive claim.* In Pesch, A. & Ronfard, S. (Chairs) How parent authoritarianism and cultural upbringing shape children's learning and proto-political cognition. Symposium presented at the biannual meeting of the Cognitive Development Society, Louisville, KY.

Ronfard, S. & Kelemen, D. (2019, March). *Understanding natural selection is associated with decreased essentialist thinking about biological variability and change.* In Ronfard, S. & Kelemen, D. (Chairs). The essence of biological categories: Factors influencing children's sensitivity to variability and change. Paper presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.

Ronfard, S., Doncaster, E., & Kelemen, D. (2019, March). *Explanatory capacities in early elementary school: Can children learn the counterintuitive concept of speciation?* In Kelemen, D. (Chair). Children's understanding of counterintuitive scientific concepts: The role of coherent explanation-based instruction. Paper presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.

Wei, R., **Ronfard, S.**, Leyva, D., & Rowe, M. (2019, March). *Parent input style and toddler's word learning.* In Braginsky, M. New perspectives on early language input, learning outcomes, and SES. Paper presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.

Cui, Y.K., Chen, M., **Ronfard, S.**, Corriveau, K.H. (2018, April). *The impact of learner-centered and teacher-led pedagogical practices on children's teaching styles.* Paper to be presented at the Annual Conference of American Education Research Association, New York, NY.

Ronfard, S., Fenstermacher, S., Kelemen, D., & Saudino, K. (2017, October). *The genetic bases of over-imitation in early childhood.* In Ronfard, S. (Chair). Imitation as a Mechanism of Cultural Transmission: Exploring the Role of Biology, Context, and Culture. Paper presented at the biannual meeting of the Cognitive Development Society, Portland, OR.

Cui, Y., **Ronfard, S.**, & Corriveau, K.H. (2016, April). *Cultural differences in children's ability to use a learner's mistake to guide their teaching.* In Kurkul, K. (Chair). Learning from and teaching others: Individual differences in strategies

preschoolers use to learn and teach. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas, United States.

Ronfard, S., Chen, E. E., Poon, S.L., Kong, Y.T., & Harris, P.L. (2017). *Chinese children's search for empirical evidence following a counter-intuitive claim*. In Ronfard, S., & Lane, J.D. (Chairs). Promoting children's beliefs in counter-intuitive and counter-perceptual aspects of the biological and physical world. Paper presented at the biannual meeting of Society for Research in Child Development, Austin, TX.

Ronfard, S., Nelson, L., Dunham, Y., & Blake, P.R. (2016, August). *Children's fairness in social exchange and the value of information*. In N. Chernyak (Chair). Balancing the scales: Mechanisms producing and sustaining fairness. Paper presented at the International Conference of Thinking. Providence, RI.

Corriveau, K.H., *Cui, Y., **Ronfard, S.** (2016, March). *Cultural differences in children's ability to use a learner's mistake to guide their teaching*. Paper presented at the annual meeting of the Eastern Psychological Association, New York, NY

Bempechat, J., Li, J., & **Ronfard, S.** (2016, April). *From virtue-oriented beliefs to virtuous behavior: Self-regulated learning mediates the relationship between beliefs and achievement*. Paper presented at the 18th INET International Roundtable on School, Family, and Community Partnerships, Washington, DC.

Ronfard, S. & Corriveau, K. H. (2015, April). *Preschoolers' capacity to infer differences in understanding from learners' mistakes impacts the way they teach*. In Ronfard, S. & Corriveau, K. H. (Chairs). Sensitivities to subtleties in children's early learning and teaching. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.

*Brown, T., Was, A. M., & **Ronfard, S.** (2015, April). *Young children's evaluation of teachers' instructions*. In Ronfard, S. & Corriveau, K. (Chairs). Sensitivities to subtleties in children's early learning and teaching. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.

Ronfard, S. & Corriveau, K. H. (2015, March). *Preschoolers' who monitor the relative accuracy of learners are better teachers*. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

Was, A.M. & **Ronfard, S.** (2015, March). *Children's decision to transmit taught information depends on the efficiency or intuitiveness of that information*. In Ronfard, S. & Corriveau, K. H. (Chair). Children's sensitivity to, and evaluation of, taught information. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

Ronfard, S. & Lane, J.L. (2015, March). *The effect of apology on children's attribution of intent to, and trust in an inaccurate informant.* In Drell, M. (Chair). Young children's beliefs about and responses to apologies. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

Lane, J.L., **Ronfard, S.**, El-Sherif, D, & Harris, P.L. (2015, March). *The influence of first-hand and second-hand testimony on children's belief in the improbable.* In Haga, S. & Danovitch, J. (Chair). Changing your mind: when and why children revise their beliefs. Paper presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

Ronfard, S. (2014, April). *The development of preschoolers as teachers.* In Kurkul, K. E. (Chair). Early learning and teaching: How do preschoolers decide who to learn from and who to teach? Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.

Uccelli, P., Phillips Galloway, E., Dobbs, C., & **Ronfard, S.**, (April, 2013). *General academic language proficiency: A key predictor of adolescents' reading comprehension.* Paper presented at the biannual meeting of the Society for Research in Child Development, Seattle, Washington, United States.

Borges, J. & **Ronfard, S.** (April, 2013) *A 4th grade unit investigating academic talk impacts students' belief about knowledge and discussion.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, California, United States.

Bempechat, J., **Ronfard, S.**, Mirny, A., Li, J., & Holloway, S.D. (April, 2012). *"I want teachers to be unbiased!:" The discourse of unfairness among Russian adolescents.* Paper presented at the annual meeting of the American Education Research Association, Vancouver, British Columbia, Canada.

Conference Poster Presentations

Hermansen, T., K., **Ronfard, S.**, Harris, P. L., Pons, F., & Zambrana, I., M. (2019, October). *Young children revise their trust in an informant's claim once they gather counter-evidence, and transfer their revised judgement across tasks.* Poster presented at the biannual meeting of the Cognitive Development Society, Louisville, KY.

Hermansen, T., K., **Ronfard, S.**, Harris, P. L., Pons, F., & Zambrana, I., M. (2019, March). *Children reassess an informant's misleading claim in light of later empirical evidence.* Poster presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.

- Ronfard, S.**, Unlutabak, B., Nicolopoulou A., Harris, P.L. (2017, October). *Preschoolers do not test counter-intuitive claims: Evidence from Turkey*. Poster presented at the biannual meeting of the Cognitive Development Society, Portland, OR.
- Ronfard, S.**, Wei, R., & Rowe, M.L. (2017, November). *Pragmatic development predicts children's performance on the Looking While Listening (LWL) paradigm over and above receptive vocabulary and executive functions*. Poster presented at the 42nd Annual Boston University Conference on Language Development: Boston, MA, United States.
- Leech, K. A., **Ronfard, S.**, & Rowe, M. L. (July, 2017). *Child-initiated and decontextualized topics promote connected parent-child conversation*. Poster presented at the triennial meeting of the International Association for the Study of Child Language: Lyons, France.
- Zambrana, I. M., **Ronfard, S.**, Rowe, M. L., & Harris, P.L. (July, 2017). *Preliminary associations between children's need for information and mothers' provision of information in task situations from 1 to 3 years of age*. Poster presented at the triennial meeting of the International Association for the Study of Child Language: Lyons, France.
- Wei, R., **Ronfard, S.**, & Rowe, M.L. (2017, April). *Predictors of novel word learning in toddlers*. Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX, United States.
- Nicolopoulo, A., Unlutabak, B., **Ronfard, S.**, & Lindley, C. (2017, April). *Comparing children's grasp of false belief in standard tasks and picture book stories*. Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX, United States.
- *Ebert, M., **Ronfard, S.**, Harris, P.L. (2017, January). *Do children test counter-intuitive claims?* Poster presented at the Budapest CEU Conference on Cognitive Development. Budapest, Hungary.
- Cui, Y., **Ronfard, S.**, Corriveau, K.H. (2016, April). *Preschoolers' teaching in two cultures: false belief and knowledge attribution predict more sophisticated teaching*. Poster presented the annual meeting of the American Education Research Association Division E Graduate Student Poster Session, Washington, DC, United States.
- Ronfard, S.**, *Poutré, A, *Minigan, A. P., *Atre, R., *Wang, M., Strauss, S., & Corriveau, K.H. (October, 2015). *Relations between theory of mind and patterns of spontaneous instruction*. Poster presented at the biannual meeting of the Cognitive Development Society, Columbus, Ohio, United States.
- *Wang, M., **Ronfard, S.**, *Poutré, A, *White, L.A., *Atre, R., Lane, J., & Harris, P.L. (October, 2015). *Children's experiences being taught at school and in the home influence their attributions of knowledge to teachers and mothers: cross-cultural evidence*. Poster presented at the biannual meeting of the Cognitive Development Society, Columbus, Ohio, United States.

- *Nelson, L., **Ronfard, S.**, Dunham, Y., & Blake, P.R. (2015, March). *Young children discriminate between accurate and inaccurate information when rewarding peer informants*. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
- Zambrama, I. M. & **Ronfard, S.** (2015, March). *Linking children's actions with objects to child-directed speech about objects*. Poster presented at the biannual meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
- Ronfard, S.** & Harris, P.L. (October, 2013). *5- to 9-Year old children take longer to correctly attribute belief based emotions than emotions not based on a false belief*. Poster presented at the biannual meeting of the Cognitive Development Society, Memphis, Tennessee, United States.
- Ronfard, S.** & Corriveau, K. H. (October, 2013). *Young children's ability to tailor their teaching to a learner's mistake*. Poster presented at the biannual meeting of the Cognitive Development Society, Memphis, Tennessee, United States.
- Ronfard, S.**, Corriveau, K. H., & Strauss, S. (April, 2013). *Children's spontaneous teaching varies based on their learner's knowledge*. Poster presented at the biannual meeting of the Society for Research in Child Development, Seattle, Washington, United States.

Invited Talks

- 2020 History and Future of Human Development and Psychology, Harvard Graduate School of Education
Testing what you're told: Are children empiricist?
- 2019 Ebbinghaus Empire Series, University of Toronto
Testing what you're told: The development of the empirical stance.
- 2019 The Norwegian Center for Child Behavioral Development, Oslo, Norway
Teaching complex counterintuitive ideas in the classroom and at home.
- 2019 University of Oslo, Oslo, Norway
Testing what you're told: The development of the empirical stance.
- 2019 Developmental Science Colloquium, University of Waterloo
Children's testing of counterintuitive claims: Age-related and individual differences
- 2019 Perception, Language, & Cognition, University of Toronto Mississauga
Confronting, representing, and learning about counterintuitive ideas
- 2017 Developmental Science Colloquium, Boston University
Young children's reaction to counterintuitive claims
- 2016 The Norwegian Center for Child Behavioral Development, Oslo, Norway
Testing surprising claims during the preschool and elementary years

- 2013 Center for Scholarship and Research Speaker Series, Wheelock College
Deciding whom to teach and how to teach: The development of young children as teachers

TEACHING

Instructor:

- 2020 Cognitive Development (PSY312), University of Toronto Mississauga
2020 Development Psychology Lab (PSY312), University of Toronto Mississauga
2019 Cognitive Development (PSY312), University of Toronto Mississauga
2017 Sophomore Tutorial in Psychology (PSY-971), Harvard College
2016 Sophomore Tutorial in Psychology (PSY-971), Harvard College
2015 Sophomore Tutorial in Psychology (PSY-971), Harvard College
2014 Sophomore Tutorial in Psychology (PSY-971), Harvard College
2014 Applied Data Analysis (S052), Harvard Graduate School of Education

PROFESSIONAL SERVICE & MEMBERSHIPS

Ad-hoc Peer Review Service (2014-2020)

Child Development; Cognitive Development Society Conference; Cognitive Development; Cognitive Science Society Conference; Cognition; Cognitive Science; Developmental Science; European Journal of Psychology of Education; Infant and Child Development; Journal of Applied Developmental Psychology; Journal of Behavioral Decision Making; Journal of Cognition and Development; Learning & Instruction; Mind, Brain, & Education; Teaching and Teacher Education; Journal of Experimental Child Psychology; Developmental Psychology

Discussant

Larsen, N. & Venkadasalam, V. (2019, October). *Young children's scientific theory building and knowledge acquisition*. Symposium presented at the biannual meeting of the Cognitive Development Society, Louisville, KY.

Professional Membership

Cognitive Development Society (CDS)
Society for Research in Child Development (SRCD)
American Psychological Association (APA)
Cognitive Science Society (CogSci)

Service to the University of Toronto

Grant Reviewer, University of Toronto COVID-19 Action Initiative, 2020
Organizer of UTM recruitment event for doctoral student, 2020
Search Committee UTM, Human and Technology Interaction, 2019-2020
Undergraduate Statistics Workshop (with Doug VanderLaan), 2019-2020

SELECTED PRESS

- 2020 University of Toronto Magazine [[LINK](#)]
How Kids Learn to Think Critically: It turns out “talking back” has benefits
- 2020 View to the U: An Eye on UTM Research [[LINK](#)]
Talking to Kids About COVID-19
- 2017 National Public Radio [[LINK](#)]
Kids Start To Test Surprising Claims By Early Elementary School