Hyowon Gweon

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Serra Mall, Jordan Hall #280   Email: gweon@stanford.edu
Stanford, CA 94305   Lab Website: http://sll.stanford.edu

EMPLOYMENT

2014. 7 – present	Stanford University, Department of Psychology Assistant Professor
2012. 9 – 2014. 6	MIT, Brain and Cognitive Sciences Post-doctoral Associate Social Cognitive Neuroscience Lab (PI: Rebecca Saxe)

EDUCATION

2007. 9 – 2012. 9	MIT, Brain and Cognitive Sciences Ph.D. in Brain and Cognitive Sciences Early Childhood Cognition Lab (PI: Laura Schulz) Social Cognitive Neuroscience Lab (PI: Rebecca Saxe)
2001. 3 – 2005. 6	Ewha Womans University, Seoul, Korea B.A. in Psychology, August 2005 (summa cum laude)

RESEARCH INTERESTS

I am broadly interested in how learning occurs in social contexts, and what makes human social learning distinctively rich and powerful. My research brings together developmental, computational, and neural methods, aiming to provide a unified description of the cognitive mechanisms that underlie the representations and inferential processes that allow us to learn about the world and share what we know.

HONORS AND AWARDS

James S. McDonnell Foundation Scholars Award (2018)

Kavli Frontiers of Science Fellow (2014)

APA Dissertation Award, Division 7: Developmental Psychology (2014)

Marr Prize (best paper first-authored by a student), Cognitive Science Society (2010)

Travel Grant - Cognitive Science Society (2009, 2010)

Travel Award, Society for Research in Child Development (2009, 2011)

Singleton Fellowship for Graduate Studies, MIT (2007, 2011)

21st Century Fellowship, Ewha Womans University, South Korea (2001 – 2011)

- Full support for tuition and boarding for undergraduate studies at Ewha and graduate study abroad (Total amount over $ 250,000)

PUBLICATIONS   * papers first-authored by students /research assistants.

PAPERS IN PRESS / UNDER REVIEW

*Vélez, N., & Gweon, H. (in press). Integrating incomplete information with imperfect advice. *Topics in Cognitive Science.* Preprint: https://psyarxiv.com/urt4v.

*Bridgers, S., & Gweon, H. (in press). Means-Inference as a source of variability in early helping. Frontiers in Psychology. Preprint available at: https://sll.stanford.edu/publications/

*Hawkins, R., Gweon, H., & Goodman, N. (under review). Speakers account for asymmetries in visual perspective so listeners don't have to. Preprint: https://arxiv.org/abs/1807.09000

*Asaba, M., Ong, D., & Gweon, H. (under review). Unexpected happiness: Preschoolers integrate expectations and outcomes to reason about others' emotions. Preprint: https://psyarxiv.com/782uq

*Bridgers, S., Jara-Ettinger, J., & Gweon, H. (under review). Children understand what to teach and what to let learners discover. Preprint:

*Vélez, N., Bridgers, S., & Gweon, H. (under review). Statistical information about preferences influences social affiliation judgments.

Richardson, H., Gweon, H., Alves, L., & Saxe, R. (under review). Longitudinal Studies of Behavioral and Neural Theory of Mind Development.

PEER-REVIEWED JOURNALS

Gweon, H., & Schulz, L.E. (2018). From exploration to instruction: Children learn from exploration and tailor their demonstrations to observers' goals and competence. *Child Development*. doi:10.1111/cdev.13059.

Gweon, H., & *Asaba, M. (2017). Order matters: Children's evaluation of under-informative teachers depends on context. *Child Development*. doi: 10.1111/cdev.12825

Gershman, S. J., Pouncy, H. T., & Gweon, H. (2017). Learning the Structure of Social Influence. *Cognitive Science, 41*, 545–575.

Enright, E. A., Gweon, H., & Sommerville, J. (2017). "To the victor go the spoils": Infants expect resources to align with dominance structures. *Cognition, 164*, 8–21.

Shneidman, L., Gweon, H., Schulz, L. E., & Woodward, A. L. (2016). Learning From Others and Spontaneous Exploration: A Cross-Cultural Investigation. *Child Development, 87*(3), 723–735.

Jara-Ettinger, J., Gweon, H., Schulz, L. E., & Tenenbaum, J. B. (2016). The Naïve Utility Calculus: Computational Principles Underlying Commonsense Psychology. *Trends in Cognitive Sciences, 20*(8), 589–604.

Jara-Ettinger, J., Gweon, H., Tenenbaum, J. B., & Schulz, L. E. (2015). Children's understanding of the costs and rewards underlying rational action. *Cognition. 140*, 14-23.

Gweon, H., Pelton, H., Konopka, J.A., & Schulz, L.E. (2014). Sins of omission: Children selectively explore when teachers are under-informative. *Cognition, 132*, 335-341.

Koldewyn, K., Yendiki, A., Weigelt, S., Gweon, H., Julian, J., Richardson, H., Malloy, C., Saxe, R., Fischl, B., & Kanwisher, N. (2014). Differences in the right inferior longitudinal fasciculus but no general disruption of white matter tracts in children with autism spectrum disorder. *Proceedings of the National Academy of Sciences, 111*(5), 1981-1986.

Gweon, H., Dodell-Feder, D., Bedny, M., & Saxe, R. (2012). Theory of Mind performance in children correlates with functional specialization of a brain region for thinking about thoughts. *Child Development, 83*(6), 1853-1868.

Gweon, H. & Schulz, L.E. (2011). 16-month-olds rationally infer causes of failed actions. *Science, 332*(6037), 1524.

Bonawitz, E., Shafto, P., Gweon, H., Goodman, N. D., Spelke, E., & Schulz, L. (2011). The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery. *Cognition, 120*, 322-330.

Gweon, H., Tenenbaum, J.B., & Schulz, L.E. (2010). Infants consider both the sample and the sampling process in inductive generalization. *Proceedings of the National Academy of Sciences, 107*(20), 9066-9071.

Gweon, H., Kim, S.L., & Lee, H.-W. (2006) The Relationship between Word Frequency and Semantic Priming Effects in Hangul Word Recognition. *Korean Journal of Psychology: Experimental, 18*, 203-220.

PEER-REVIEWED CONFERENCE PROCEEDINGS (6-page papers)

*Asaba, M. & Gweon, H. (2018). Look, I can do it! Young children forego opportunities to teach others to demonstrate their own competence. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

*Asaba, M., Hembacher, E., Qiu, H., Anderson, B., Frank, M., & Gweon, H. (2018). Young children use statistical evidence to infer the informativeness of praise. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

*Bennett-Pierre, G., Asaba, M., & Gweon, H. (2018). Preschoolers consider expected task difficulty to decide what to do and whom to help. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

*Bridgers, S., Gweon, H., Bretzke, M., & Ruggeri, A. (2018). How you learned matters: The process by which others' learn informs young children's decisions about whom to ask for help. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

*Vélez, N., Yuerui, W., & Gweon, H. (2018). Consistent but not diagnostic: Preschooler's intuitions about shared preferences within social groups. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

*Yoon, E., MacDonald, K., Asaba, M., Gweon, H., & Frank, M. (2018). Balancing informational and social goals in active learning. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

Gweon, H., *Asaba, M., & Bennett-Pierre, G. (2017). Reverse-engineering the process: Adults and preschoolers' ability to infer the difficulty of novel tasks. *Proceedings of the 39th Annual Conference of the Cognitive Science Society.*

*Bridgers, S., *Altman, S., & Gweon, H. (2017). How can I help? 24- to 48-month-olds provide help specific to the cause of others' failed actions. *Proceedings of the 39th Annual Conference of the Cognitive Science Society.*

*Bass, I., Bonawitz, L. B. & Gweon, H. (2017). Didn't know, or didn't show? Preschoolers consider epistemic state and degree of omission when evaluating teachers. *Proceedings of the 39th Annual Conference of the Cognitive Science Society.*

Jara-Ettinger, J. & Gweon, H. (2017). Minimal covariation data support future one-shot inferences about unobservable properties of novel agents. *Proceedings of the 39th Annual Conference of the Cognitive Science Society.*

*Vélez, N., Bridgers, S. & Gweon, H. (2016). Not all overlaps are equal: Social affiliation and rare overlaps of preferences. *Proceedings of the 38th Annual Conference of the Cognitive Science Society.*

*Bridgers, S., Jara-Ettinger, J. & Gweon, H. (2016). Children consider others' expected costs and rewards when deciding what to teach. *Proceedings of the 38th Annual Conference of the Cognitive Science Society.*

*Vélez, N., Leong, Y.C., Pan, C., Zaki, J., & Gweon, H. (2016). Learning and making novel predictions about others' preferences. *Proceedings of the 38th Annual Conference of the Cognitive Science Society.*

*Asaba, M. & Gweon, H. (2016). Who should I tell? Young children correct and maintain others' beliefs about the self. *Proceedings of the 38th Annual Conference of the Cognitive Science Society.*

*Zhao, X., Malle, B., & Gweon, H. (2016). Is it a nine, or a six? Prosocial and selective perspective taking in four-year-olds. *Proceedings of the 38th Annual Conference of the Cognitive Science Society.*

*Ong, D., Asaba, M., & Gweon, H. (2016). Young children and adults integrate past expectations and current outcomes to reason about others' emotions. *Proceedings of the 38th Annual Conference of the Cognitive Science Society.*

*Bass, I., Hawthorne, D., Goodman, N. D., & Gweon, H. (2015). Not by number alone: The effect of teacher's knowledge and its value in evaluating "sins of omission". *Proceedings of the 37th Annual Conference of the Cognitive Science Society.*

Gweon, H. & Asaba, M. (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. *Proceedings of the 37th Annual Conference of the Cognitive Science Society.*

Gweon, H., Chu, V., & Schulz, L. E. (2014). To give a fish or to teach how to fish? Children weigh costs and benefits in considering what information to transmit. *Proceedings of the 36th Annual Conference of the Cognitive Science Society.*

Gweon, H., Shafto, P., & Schulz, L.E (2014). Children consider prior knowledge and cost of information in learning from others and teaching others. *Proceedings of the 36th Annual Conference of the Cognitive Science Society.*

Jara-Ettinger, J., Gweon, H., Tenenbaum, J.B., Schulz, L.E. (2014). I'd do anything for a cookie (but I won't do that): Children's understanding of the costs and rewards underlying rational action. *Proceedings of the 36th Annual Conference of the Cognitive Science Society.*

Shafto, P., Gweon, H., Fargen, C., & Schulz, L. (2012). Enough is enough: Inductive sufficiency guides learners' ratings of informant helpfulness. *Proceedings of the 34th Annual Conference of the Cognitive Science Society.*

Gweon, H., Young, L., & Saxe, R. (2011). Theory of Mind for you, and for me: behavioral and neural similarities and differences in thinking about beliefs of the self and other. *Proceedings of the 33rd Annual conference of the Cognitive Science Society.*

Gweon, H., Pelton, H., & Schulz, L.E. (2011). Adults and school-aged children accurately evaluate sins of omission in pedagogical contexts. *Proceedings of the 33rd Annual conference of the Cognitive Science Society.*

Gweon, H. & Schulz, L. E. (2010). Is it me, or the world? 16-month-olds distinguish competing hypotheses about the cause of failed interventions. *Proceedings of the 32nd Annual Conference of the Cognitive Science Society.* **** Recipient of Marr Prize 2010 (best student paper).**

Gweon, H., Tenenbaum, J.B., & Schulz, L. E. (2009). What are you trying to tell me? A Bayesian model of how toddlers can simultaneously infer property extension and sampling processes. *Proceedings of the 31st Annual Conference of the Cognitive Science Society.*

Bonawitz, E.B., Shafto, P., Gweon, H., Chang, I., Katz, S., & Schulz, L. (2009) The Double-Edged Sword of Pedagogy: Modeling the Effect of Pedagogical Contexts on Preschoolers' Exploratory Play. *Proceedings of the 31st Annual Conference of the Cognitive Science Society.*

Gweon, H., & Schulz, L. E. (2008). Stretching to learn: Ambiguous evidence and variability in preschoolers' exploratory play. *Proceedings of the 30th Annual Conference of the Cognitive Science Society.*

BOOK CHAPTERS

Gweon, H. (to appear). Understanding others to learn and to inform: Foundations of distinctively human social learning. In S. Grimm (Ed.), *Varieties of Understanding: New Perspectives from Philosophy, Psychology, and Theology.* Oxford University Press.

Gweon, H. & Saxe, R. (2013). Developmental cognitive neuroscience of Theory of Mind: When everything we thought we knew is wrong. In P. Rakic and J. Rubenstein (Eds.), *Developmental neuroscience: Basic and clinical mechanisms.* Elsevier.

FUNDING

McDonnell Scholars Award: $600,000 (2018.9 – 2024.8)

Stanford Cognitive Neuroscience Institute Seed Grant. $4,725 (2017.2 – 2017.8)

Stanford Cognitive Neuroscience Institute Seed Grant. $6,300 (2015.4 – 2015.9)

John Templeton Foundation and Fordham University, Varieties of Understanding Project: PI (sub-award). $167,555 (2014. 7 – 2016. 6)

TALKS

INVITED TALKS

"*Cognition in Brain: Insights from social cognitive development*" (Sep 2018), CCN (Computational Cognitive Neuroscience), Philadelphia, PA.

"*Learning from others, Helping others learn*" (May 2018), UC Santa Cruz

"*Learning from others, Helping others learn*" (April 2018), California Cognitive Science Conference, UC Berkeley.

"Learning from others, Helping others learn" (April 2018), Social Lab Seminar Series, Stanford University

"*Social learning and communication about the world and about the self*" (April 2018), Harvard CBB Seminar Series. Harvard University

"*Social evaluation and communication in early childhood: Linking social learning and pragmatics*" (November 2017), Cognition & Language Workshop, Stanford

"*Learning to learn from others: Inference, evaluation, and communication in social learning*" (July 2017), Cognitive Science Society Preconference Workshop on Cooperative Social Intelligence, London, UK. (https://sites.google.com/site/socialintelligence2017)

"*Social Learning: Inference, Evaluation, and Communication*" (March 2017), Interdisciplinary Mind-Brain Seminar Series, University of Pennsylvania

"*Learning to Learn: Cost-Benefit Analysis in Teaching & Planning*" (August 2016), Cognitive Science Society Preconference Workshop on Active Learning, Philadelphia, PA

"*Social Learning: Inference, Evaluation, and Communication*" (June 2016), Society for Philosophy and Psychology (SPP) Invited Symposia, Austin, TX.

"*Learning in the Social Context: Cognitive and Neural Mechanisms*" (May 2016), UCLA Intentional Signs Workshop

"*Inference, evaluation, and communication in social contexts.*" (Dec 2015), UC Merced

"*Children's ability to decide when, what, and how to inform others.*" (October 2015), Columbus, OH Cognitive Development Society "More on Development" post-conference

"*To give a fish, or teach how to fish? Cost-and-benefit analysis in learning from others and teaching others*" (September 2015), UC Berkeley

"*To Give a Fish, or Teach How to Fish? Understanding Others to Help Others Understand*" (June 2015), Fordham University, Templeton Foundation Varieties of Understanding Midpoint Conference.

"*Learning from others and teaching others: Children's inferences and evaluations in social contexts*" (April 2015). Symbolic Systems Forum, Stanford University

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (November 2014), UC Santa Cruz

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (November 2014), University of Chicago

"*Learning in the Social Context: Inference, Exploration, and Evaluation in Early Childhood*" (August 2014), APA Convention, Washington DC (APA Division 7 Dissertation Award Address)

"Bridging Levels of Analysis: Learning in the Social Context" (June 2014), NeuroCog 2014, Coffs Harbour, Australia

"*Learning in the Social Context: Inferences and Evaluations in the Social Context*" (May 2014), Korea University

"*Neuroplasticity and Development*" (April 2014), 2014 German-American Kavli Frontiers of Science Symposium, UC Irvine

"*Learning from Others about Others*" (October 2013), CDS Pre-conference on Computational Models of Cognitive Development, Memphis, TN

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (September 2013), New England Biosciences Society, Harvard Medical School

"*Teaching Limits What Can Be Learned (but that's not the whole story)*" (May 2013), Center for Academic Studies, Israel

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (February 2013), Yale University

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (February 2013), Stanford University

"*Cognitive Developmental Neuroscience: What Can Neuroimaging Tell Us about How Children Learn?*" (Feb 2013), Stanford University

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (January 2013), UC Berkeley

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (January 2013), UC San Diego

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (Dec 2012), Boston College

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (Dec 2012), Columbia University

"*Roots of Learning: Inferences and Evaluations in the Social Context*" (Nov 2012), Duke University

"*Social Learning as Rational Inference*" (Feb 2012), Stanford University, Language and Cognition Lab

"*What, When, and How of Learning from Others*" (Oct 2011). Harvard University

SELECTED CONFERENCE PRESENTATIONS

"*Preschoolers' inferences about task difficulty and effective allocation of effort*" (Symposium: Effort and Persistence across Early Development). International Conference on Infant Studies, (July 2018, Philadlphia, PA).

"*Learning to help others learn: Young children make rational decisions to help and to teach*" (Symposium: Developmental Emergence of Motivated Learning and Effort). APS Convention (May 2018, San Francisco, CA).

"*Beyond avoiding people who are wrong: Young children's evaluation of others' informativeness*" (Symposium: From Social to Moral: Children's Evaluations of How People Uphold Their Prosocial Obligation). Budapest CEU Conference on Cognitive Development (January 2018, Budapest, Hungary).

"*Reverse-engineering the process: Adults' and preschoolers' ability to infer the difficulty of novel tasks*" Conference of the Cognitive Science Society (July 2017, London, UK).

"*Didn't know, or didn't show? Preschoolers consider epistemic state and degree of omission when evaluating teachers*". Society for Philosphy and Psychology (June 2017, Baltimore, MD) ** Presentation by Illona Bass, Honorable mention for SPP Best Poster Prize.

"*Order matters: Limitations in children's evaluation of under-informative teachers*" (Symposium: Pragmatic implicature as social inference: Evidence from language and action, Chair). Society for Research in Child Development (April 2017, Austin, TX).

"*Children consider others' expected costs and rewards when deciding what to teach*" (Symposium: Children's Reasoning about the Costs and Rewards of Prosocial Decisions, Co-Chair with Sophie Bridgers). Society for Research in Child Development (April 2017, Austin, TX). ** Presentation by Sophie Bridgers

"*Which one's easier? Who finished first? Children's estimation of difficulty and time*" International Conference on Infant Studies, (May 2016, New Orleans, LA).

"*Development of ToM regions: Typical and Atypical Development*". MISTI Mini-Symposium on Social Cognitive Neuroscience. (July 2014, Berlin, Germany).

"*To give a fish, or to teach to fish? Children weigh costs and benefits to decide what information to transmit*", Cognitive Science Society (June 2014, Quebec City, Canada).

"*What Do They Know, and What Does It Take Them to Know? Prior Knowledge and the Cost of Information in Teaching and Learning from Others*". Cognitive Science Society (June 2014, Quebec City, Canada).

"*To give a fish, or to teach to fish? Children weigh costs and benefits to decide what and how much information to transmit*". Society for Philosophy and Psychology (June 2014, Vancouver, Canada).

"*Is it Me or the world? 16-month-olds use statistics to infer the cause of failed interventions*" (Symposium title: Learning in a world of uncertainty). International Society for Infant Studies conference (June 2012, Minneapolis, MN).

"*Inductive Inference, Social Evaluation, and Learning*". (Symposium title: Communicative inference and trade-offs of learning from others). Child Development Society (October 2011, Philadelphia, PA).

"*Who's Helpful: Children are sensitive to sins of omission in pedagogical contexts*" (Symposium title: Social influences on learning in infancy and early childhood). Society for Research in Child Development (April 2011, Montreal, QC, Canada).

"*16-month-olds use statistics to infer the cause of failed interventions*" (Symposium title: Cornerstones of causal reasoning). Society for Research in Child Development (April 2011, Montreal, QC, Canada).

"*Is it me or the world? 16-month-olds distinguish competing hypotheses about the cause of failed interventions*". 32nd Annual Conference of the Cognitive Science Society, (August 2010, Portland, Oregon).

"*Is it me or the world? 16-month-olds distinguish competing hypotheses about the cause of failed interventions*". Rovereto Workshop for Cognition & Evolution (June 2010, Rovereto, Italy).

"*Developmental change in the neural mechanisms of Theory of Mind*". Society for Neuroscience, (October 2009, Chicago, IL).

"*What are you trying to tell me? A Bayesian model of how toddlers can simultaneously infer property extension and sampling processes*". Cognitive Science Society (July 2009, Amsterdam, The Netherlands).

"*Infants' Sensitivity to Sampling as a Rational Constraint on Inductive Inferences*". Co-organizer & presenter for student symposium (Title: Preschoolers' exploration of ambiguous evidence) at the Society for Research in Child Development, (April 2009, Denver, CO).

"*Checks and balances in inductive inference: How children know what they should (and should not) infer from sparse data*" (Symposium title: What Are You Trying to Tell Me? Sensitivity to Sampling as a Constraint on Inductive Inference in Infancy and Early Childhood). Society for Research in Child Development (April 2009, Denver, CO).

"*Stretching to learn: Ambiguous evidence and variability in preschoolers' exploratory play*". Cognitive Science Society (July 2008, Washington D.C.)

"True or False: The rTPJ responds to task-relevant beliefs". Social & Affective Neuroscience Society (June 2008, Boston, MA).

TEACHING & MENTORSHIP

UNDERGRADUATE

PSYCH 141: Cognitive development

PSYCH 175: Social cognition and learning in early childhood

PSYCH 187: Research design, implementation, and communication in cognitive development

PSYCH 178: New methods for answering old questions: Linking social cognition and social cognitive neuroscience

SYMSYS 1 (PSYCH 35): Minds and machines, guest lecture (Nov 2015, Nov 2016, Nov 2017)

GRADUATE

PSYCH 285: Graduate seminar on Theory of Mind

PSYCH 278: Social cognitive development: New methods for answering old questions.

MENTORSHIP

Post-doctoral Advisees

Yang Wu (September 2018 - present)

Graduate Students

Natalia Vélez (Psychology; September 2014 – present; NSF GRFP recipient since 2015)

Sophie Bridgers (Psychology; September 2014 – present; NSF GRFP recipient since 2015)

Mika Asaba (Psychology; September 2016 – present; NSF GRFP recipient since 2017)

Griffin Dietz (Computer Science; March 2018 – present, co-advised by James Landay)

PhD Committee/Reader

Robert Hawkins (Stanford, Psychology)

Kara Waisman (Stanford, Psychology)

Yuan Chang Leong (Stanford, Psychology)

Erica Yoon (Stanford, Psychology)

Kyle MacDonald (Stanford, Psychology)

Lucy King (Stanford, Psychology)

Kevin Mickey (Stanford, Psychology)

Juan Arias (Stanford, School of Education)

Hannah Kramer (UC Davis, Psychology)

Sunwoo Jeong (Stanford, Linguistics, June 2018)

Rachael Magid (MIT, Brain and Cognitive Sciences; April 2018)

Xuan Zhao (Brown, Cognitive, Linguistic & Psychological Sciences; August, 2017)

Desmond Ong (Stanford, Psychology; June 2017)

Craig Williams (Stanford, Psychology; June 2017)

Natalie Colich (Stanford, Psychology; June 2017)

Molly Lewis (Stanford, Psychology; November 2016)

Taylor Holubar (Stanford, Psychology; July 2015)

Rodolfo Cortes-Barragan (Stanford, Psychology; June 2015)

Alexandra Horowitz (Stanford, Psychology; May 2015)

Honors Thesis / Co-term Thesis

Isabelle Morris (Stanford, BA in Psychology): Spring 2018 – present.

Sara Altman (Stanford, BS & MS in Symbolic Systems): Winter 2016 – Spring 2018 (Thesis: Prosocial Decision-Making in Early Childhood).

Chelsey Pan (Stanford, BA in Psychology): Spring 2017 – Spring 2018.

David Altman (Stanford, BA in Psychology): Spring 2017 – Spring 2018.

Jimmy Daly (Stanford, BA in Psychology): Fall 2016 – Spring 2017. (Thesis: Generics and Exploration)

Griffin Dietz (Stanford, Computer Science; co-advised by James Landay): Fall 2016 – Spring 2017. (Thesis: Children's Use of Decomposition in Problem Solving as an Early Introduction to Computer Science). ** Winner of the David M. Kennedy Honors Thesis Prize, June 2017.

Undergraduate Students

Isabelle Morris (Stanford, Psychology): Spring 2017 – present

Sophie Hearn (Stanford, undeclared): Fall 2017 - present

Grace Wang (Stanford, undeclared): Fall 2017 - present

Jenny Han (Stanford, Symbolic Systems): Winter 2018 - present

Julia Gillette (Stanford, undeclared): Winter 2018 - present

Kevin Ji (Stanford, undeclared): Winter 2018 - present

Ayushi Chandaria (Stanford, undeclared): Winter 2018 – present

Avani Singh (Stanford, Psychology): Fall 2015 - Summer 2016; Fall 2017 – present

Xi Jia Zhou (Minerva School): Winter 2018 - present

Robert Henderson (Yale): Stanford Summer Research Early Identification Program (SR-EIP) 2017

Maya A. Jones (Spelman College): CSLI Summer Internship Program 2017

Valentina Ruiz Jiménez (Stanford, Symbolic Systems): Winter 2017 – Fall 2017

Chelsea Pan (Stanford, Psychology): Winter 2015 – present (UAR grant recipient)

David Altman (Stanford, Psychology): Summer 2016 – present (UAR grant recipient)

Brett Anderson (Stanford, Psychology): Winter 2017 – present

Fernanda Kramer (Stanford, Psychology): Summer 2016 – present

Jimmy Daly (Stanford, Psychology): Winter 2016 – Spring 2017

Michelle Wang (Wellesley): CSLI Summer Internship Program 2016

Oishi Banerjee (Stanford, Psychology): Spring 2016

Patrick Gibson (Stanford, Psychology): Winter 2016 – Summer 2016

Sumer Vaid (University of Chicago): Summer 2016 Volunteer

Grace Bennett Pierre (Wellesley): CSLI Summer Internship Program 2015

Emily Tang (Stanford, Computer Science): Spring 2015.

Andrew C. McCabe (Stanford, Psychology): Spring 2015 – Summer 2015.

Alyssa Lombardo (Stanford, Psychology): Winter 2015 – Spring 2015.

Ronald Anderson (Stanford, Psychology): Winter 2015 – Spring 2015.

Ilona Bass (Oberlin University, OH): Summer 2013 – 2014.6. Undergraduate Honors Thesis

Students advised pre-2014 (MIT):

Veronica Chu (MIT), Hannah Pelton (MIT), Meiji Yue (MIT), Jaclyn Konopka (MIT)

Shivani Kaushal (MIT), Nathaniel Kim (MIT), Julia Ellermeier (MIT), Luke Chellis (MIT),

Leah Lassard (University of San Diego, CA), Carmyn Polk (Wellesley), Alexandra Kaye (Wellesley),

Eric Garr (Adelphi University), Amanda Young (Wellesley), Jacqueline Pigeon (MIT)

Michelle Garber (MIT), Kimberly Brink (MIT), Stephanie Tong (MIT), Dorothy Curran (MIT), Camille Doykan (Wellesley), Sydney Katz (BU), Phoebe Neel (Classical High School)

SELECTED PROFESSIONAL ACTIVITIES

Seminars & Workshops: Cognition & Language Workshop (A Geballe Research Workshop sponsored by the Stanford Humanities Center) with Dan Lassiter (Dept. of Linguistics), 2015-2016. Invited 9 distinguished speakers whose work focuses on language, cognition, and social reasoning.

Program Committee: Cognitive Science Society (CogSci).

Conference Reviews: Computational Cognitive Neuroscience (CCN), Society for Philosophy and Psychology (SPP), Cognitive Development Society (CDS), Society for Research on Child Development (SRCD), Cognitive Science Society (CogSci).

Conference Chair/Co-Chair: Cognitive Development Society (CDS), Society for Research on Child Development (SRCD), International Congress of Infant Studies (ICIS)

Ad-hoc Reviews: Cerebral Cortex, Child Development, Cognition, Cognitive Development, Cognitive Psychology, Cognitive Science, Current Directions in Psychological Science, Developmental Neurobiology, Developmental Psychology, Developmental Science, Emotion, Evolutionary Psychology, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Neuroimage, Neuropsychologia, PLOS One, PNAS, Psychological Review, Psychological Science, Review of Philosophy and Psychology, Social Cognition.

OTHER SERVICES

Advisory Council for Education Outreach, Palo Alto Junior Museum and Zoo (Director: John Aikin).

Advisory Board on NSF EHR grant: Belief revision in early childhood: Learning about learning in the lab and museum (Co-PIs: David Sobel & Deena Weisberg; September 2017 – present)

Swarthmore Honors Examiner (May 2017)

SELECTED MEDIA COVERAGE

2017: Stanford Report (May 23, 2017), Top of the Mind with Julie Rose (BYU Radio interview aired July 11, 2017); Mother Magazine (featuring Gweon & Asaba, in press)

2014: Time Magazine (featuring Gweon et al., 2014); Parents Magazine (featuring Gweon et al., 2014). MIT News (featuring Gweon et al., 2014)

2012: MIT News (featuring Gweon et al., 2012)

2011: NSF Press Release (June 23, featuring Gweon & Schulz, 2011), MIT News (June 30, featuring Bonawitz et al., 2011), Boston Globe (June 23, featuring Gweon & Schulz, 2011), MIT News (June 24, featuring Gweon & Schulz, 2011)

2010: Boston Globe (front page, featuring Gweon & Schulz, 2010)

Slate Magazine (featuring Bonawitz et al., 2011)

The Oregonian (front page, featuring Gweon & Schulz, 2010 Cog Sci Proceedings)