

MIKA ASABA

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Education	<i>PhD Student</i> , Psychology Stanford University, Stanford, CA Advisor: Hyowon Gweon	Sept 2016 - Present
	<i>Bachelor of Arts</i> , Neuroscience Wellesley College, Wellesley, MA	Sept 2010 - May 2014
Awards	<i>NSF Graduate Research Fellowship Program</i> <i>Simons Center for the Social Brain Funding</i> <i>Wellesley Science Center Travel Research Grant</i> <i>Wellesley Library Research Award</i>	2017 2014 2011 2011
Journal Publications	Gweon, H., Asaba, M. (2018). Order matters: Children's evaluation of under-informative teachers depends on context. <i>Child Development</i> , 89(3), e278-e292. Richardson, H., Koster-Hale, J., Asaba, M. , Velez-Alicea, N., Malloy, C., Saxe, R. (2017). Conceptual development in Theory of Mind is reflected in emerging neural distinctions. <i>Neuroimage</i> , 161, 9-18. <i>In Prep</i> Asaba, M. , Ong, D., & Gweon, H. (in prep). Children integrate physical and social information to reason about the emotional consequences of others' expectations.	
Peer-Reviewed Conference Proceedings	Asaba, M. & Gweon, H. (in press). Look, I can do it! Young children forego opportunities to teach others to demonstrate their own competence. <i>Proceedings of the 40th Annual Conference of the Cognitive Science Society</i> . Asaba, M. , Hembacher, E., Qiu, H., Anderson, B., Frank, M., & Gweon, H. (in press). Young children use statistical evidence to infer the informativeness of praise. <i>Proceedings of the 40th Annual Conference of the Cognitive Science Society</i> . Bennett-Pierre, G., Asaba, M. , & Gweon, H. (in press). Preschoolers consider expected task difficulty to decide what to do and whom to help. <i>Proceedings of the 40th Annual Conference of the Cognitive Science Society</i> . Yoon, E., MacDonald, K., Asaba, M. , Gweon, H., & Frank, M. (in press). Balancing informational and social goals in active learning. CogSci 2018. [repository] [PDF] Gweon, H., Asaba, M. , & Bennett-Pierre, G. (2017). Reverse-engineering the process: Adults and preschoolers' ability to infer the difficulty of novel tasks. <i>Proceedings of the 39th Annual Conference of the Cognitive Science Society</i> . Asaba, M. & Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. <i>Proceedings of the 38th Annual Conference</i>	

of the Cognitive Science Society.

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

**Conference
Presentations**

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

Asaba, M., Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Poster at the 10th Biennial Conference of the Cognitive Development Society.*

Asaba, M., Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Talk at Developmental Brownbag Series, Stanford University.*

Asaba, M., Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Talk at Stanford-Berkeley-Santa Cruz Conference.*

Asaba, M., Ong, D., Gweon, H. (2017). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. Poster at the Society for Research in Child Development Biennial Meeting.

Gweon, H., **Asaba, M.** (2016). Who was done first? Young children's developing understanding of time and difficulty. Poster at the 38th Annual Conference of the Cognitive Science Society.

Asaba, M., Ong, D., Gweon, H. (2016). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. Poster at 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. Poster at 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. Poster at the 43rd Annual Conference of the Society for Philosophy and Psychology.

Asaba, M., Gweon, H. (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. Poster at the 9th Biennial Conference of the Cognitive Development Society.

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

Asaba, M., Richardson, H., Schulz, L., Saxe, R. (2014). Negative outcome promotes sharing behavior in young children. Poster at the 41st Annual Conference of the Society for Philosophy and Psychology.

Teaching

Teaching Fellow September 2017 - March 2018
Stanford Psych One (Introduction to Psychology)

Teacher April 2017
Stanford SPLASH: Learning to Mindread

Teacher Dec 2016
Stanford SPLASH: Learning to Mindread

Teacher Nov 2014
Stanford SPLASH: Why Babies are Little Scientists

Teacher Assistant Sept - Dec 2013
Wellesley CS 114: Socio-Technological Web