

Hyowon Gweon

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APPOINTMENTS

Stanford University

Associate Professor, Department of Psychology	2020.9 –
Director of Graduate Studies, Department of Psychology	2021.9 –
Director of Graduate Studies, Symbolic Systems Program	2020.9 –
<i>Richard E. Guggenheimer Faculty Scholar</i>	2020.9 –
<i>David Huntington Dean's Faculty Scholar</i>	2019.9 –
Assistant Professor, Department of Psychology	2014.7 – 2020.8

Massachusetts Institute of Technology

Post-doctoral Associate, Department of Brain and Cognitive Sciences Social Cognitive Neuroscience Lab (PI: Rebecca Saxe)	2012.9 – 2014.6
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University of Göttingen & German Primate Center (DPZ), Germany

Mercator Visiting Fellow, RTG 2070 on Understanding Social Relations	2022.7 – 2022.12
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EDUCATION

Ph.D. in Cognitive Science (2012)

Massachusetts Institute of Technology, Department of Brain and Cognitive Sciences
Thesis advisor: Laura Schulz

B.A. in Psychology (2005, *summa cum laude*)

Ewha Womans University, Seoul, South Korea

RESEARCH INTERESTS

What makes human learning so powerful, distinctive, and smart? To address this question, I study how people (especially infants and young children) learn from others and help others learn. By combining behavioral, computational, and neuroimaging approaches, my research aims to provide a unified description of the cognitive capacities that support distinctively human social learning and communication.

HONORS AND AWARDS

Steve Reznick Early Career Award, Cognitive Development Society (2022)

APS Janet Taylor Spence Award for Transformative Early Career Contributions (2020)

Jacobs Foundation Early Career Research Fellowship (2020)

Richard E. Guggenheimer Faculty Scholar (2020)

David Huntington Dean's Faculty Scholar (2019)

James S. McDonnell Foundation Scholar 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 undergraduate studies and graduate study abroad (Total amount over \$250,000)

FUNDING

National Science Foundation NSF BCS- 2120095 (co-PI, 10/2021 – 9/2024): \$1,830,000
National Science Foundation NSF BCS-2042489 (sub-award, 9/2021-8/2024): \$134,870.
Stanford Human-centered AI Seed Grant (co-PI; 12/2021-12/2022): \$75,000.
National Science Foundation NSF BCS-2019567 (9/2020 – 8/2023): \$559,994.
Jacobs Foundation Early Career Research Fellowship (1/2020 – 12/2022): 165,000 CHF
James S. McDonnell Foundation Scholars Award (9/2018 – 8/2024): \$600,000.
Stanford Human-centered AI Seed Grant (co-PI; 2019-2020): \$75,000.
Hasso Plattner Design Thinking Grant (co-PI; 10/2018 – 9/2019): \$150,000
Stanford Cognitive Neuroscience Institute Seed Grant, PI (8/2017). \$4,725.
Stanford Cognitive Neuroscience Institute Seed Grant, PI (8/2015). \$6,300.
John Templeton Foundation, Varieties of Understanding Project (9/2014 – 8/2016): \$167,555.

PUBLICATIONS * papers first-authored by current & past post-docs/ students /research assistants.

PAPERS IN PRESS / UNDER REVIEW

- * Wu, Y., Merrick, M., & **Gweon, H.** (under revision). Infants use others' surprise as vicarious prediction error. *Current Biology*.
- * Bridgers, S., De Simone, C., **Gweon, H.**, & Ruggeri, A. (in press). Children consider how others learn to decide whom to ask for help. *Child Development*.
- * Bridgers, B., Altman, S., & **Gweon, H.** (under review). Toddlers infer the cause of others' failure and provide effective help.
- Richardson, H., **Gweon, H.**, Alves, L., & Saxe, R. (under review). Longitudinal Studies of Behavioral and Neural Theory of Mind Development.

PEER-REVIEWED JOURNAL PUBLICATIONS

- Asaba, M., & **Gweon, H.** (2022). Young children infer and manage what others think about them. *Proceedings of the National Academy of Sciences*, 119(32), e2105642119. doi.org/10.1073/pnas.2105642119.
- Asaba, M.*, Li, X.*, Yow, W. Q., & **Gweon, H.** (2022). Children selectively demonstrate their competence to a puppet when others depict it as an agent. *Cognitive Development*, 62, 101186. *Shared first authors. doi:10.1016/j.cogdev.2022.101186.
- *Bass, L., Bonawitz, E., Hawthorne-Madell, D., Vong, W. K., Goodman, N. D., & **Gweon, H.** (2022). The effects of information utility and teachers' knowledge on evaluations of under-informative pedagogy across development. *Cognition*, 222, 104999. doi.org/10.1016/j.cognition.2021.104999
- * Wu, Y., Schulz, L. E., Frank, M. C., & **Gweon, H.** (2021). Emotion as information in early social learning. *Current Directions in Psychological Science*, 30(6), 468-475. doi.org/10.1177/09637214211040779.

- * Asaba, M., Chuey, A., & Gweon, H. (2021). Beyond knowledge vs. belief: The contents of mental-state representations and their underlying computations. (*Commentary on Phillips et al. Knowledge before belief). *Behavioral and Brain Sciences*, 44, e141. doi:10.1017/S0140525X20001879.
- * Chuey, A., Asaba, M., Bridgers, S., Carrillo, B., Dietz, G., Garcia, T., Leonard, J. A., Liu, S., Merrick, M., Radwan, S., Stegall, J., Velez, N., Woo, B., Wu, Y., Zhou, X. J., Frank, M. C., **Gweon, H.** (2021). Moderated Online Data-Collection for Developmental Research: Methods and Replications. *Frontiers in Psychology*, 12. doi: 10.3389/fpsyg.2021.734398.
- Gweon, H.** (2021). Inferential social learning: Cognitive foundations of human social learning and teaching. *Trends in Cognitive Sciences*, 25(10), 896 - 910. doi:10.1016/j.tics.2021.07.008.
- * Wu, Y., & **Gweon, H.** (2021). Preschoolers jointly consider others' emotional expressions and knowledge to decide when to explore. *Child Development*, 92(3), 862-870. doi:10.1111/cdev.13585.
- * Vélez, N. & **Gweon, H.** (2021). Learning from other minds: An optimistic critique of reinforcement learning models of social learning. *Current Opinion in Behavioral Sciences*, 38, 110-115. doi:10.1016/j.cobeha.2021.01.006.
- Hawkins, R. D., **Gweon, H.**, & Goodman, N. D. (2021). The division of labor in communication: Speakers help listeners account for asymmetries in visual perspective. *Cognitive Science*, 45(3), e12926. doi: 10.1111/cogs.12926
- Zhao, A., Zhao, X., **Gweon, H.**, & Kushnir, T. (2021). Leaving a Choice for Others: Children's Evaluations of Considerate, Socially-Mindful Actions. *Child Development*, 92(4), 1238 - 1253. doi: 10.1111/cdev.13480.
- Gweon, H.** (2020). The role of communication in acquisition, curation, and transmission of cultural knowledge. (*Commentary on Veissière et al. Thinking through other minds: A variational approach to cognition and culture). *Behavioral and Brain Sciences*. doi:10.1017/S0140525X19002863, e104.
- Sheskin, M., Scott, K., Mills, C. M., Bergelson, E., Bonawitz, E., Spelke, E. S., Fei-Fei, L., Keil, F. C., **Gweon, H.**, Tenenbaum, J. B., Jara-Ettinger, J., Adolph, K. E., Rhodes, M., Frank, M. C., Mehr, S. A., & Schulz, L. (2020). Online Developmental Science to Foster Innovation, Access, and Impact. *Trends in Cognitive Sciences*, 24(9), 675–678. doi:10.1016/j.tics.2020.06.004
- *Asaba, M. & **Gweon, H.** (2020). Learning about others to learn about the self: Early reasoning about the informativeness of others' praise. In E. Brummelman (Ed.), *Psychological perspectives on praise*. Abingdon, UK: Routledge.
- Richardson, H., **Gweon, H.**, Dodell-Feder, D., Malloy, C., Pelton, H., Keil, B., Kanwisher, N., & Saxe, R. (2020). Response patterns in the developing social brain are organized by social and emotion features and disrupted in children diagnosed with autism spectrum disorder. *Cortex*. doi: 10.1016/j.cortex.2019.11.021
- *Bridgers, S., Jara-Ettinger, J., & **Gweon, H.** (2020). Young children consider the expected utility of others' learning to decide what to teach. *Nature Human Behaviour*, 4(2), 144-152. doi: 10.1038/s41562-019-0748-6
- *Vélez, N., Bridgers, S., & **Gweon, H.** (2019). Statistical information influences social affiliation judgments. *Cognition*, 192, 103994. doi:10.1016/j.cognition.2019.06.006
- *Asaba, M., Ong, D., & **Gweon, H.** (2019). Unexpected happiness: Preschoolers integrate expectations and outcomes to reason about others' emotions. *Developmental Psychology*, 55(8), 1680-1693. doi: 10.1037/dev0000749.
- Gweon, H.**, & Schulz, L.E. (2019). From exploration to instruction: Children learn from exploration and tailor their demonstrations to observers' goals and competence. *Child Development*, 90(1), e148-e164. doi:10.1111/cdev.13059.

- *Bridgers, S., & **Gweon, H.** (2018). Means-Inference as a source of variability in early helping. *Frontiers in Psychology*, 9, 1735 (p.1-7). doi: 10.3389/fpsyg.2018.01735
- *Vélez, N., & **Gweon, H.** (2018). Integrating incomplete information with imperfect advice. *Topics in Cognitive Science*, 1 – 17. doi: 10.1111/tops.12388.
- Gweon, H.**, & Asaba, M. (2018). Order matters: Children’s evaluation of under-informative teachers depends on context. *Child Development*, 89(3), e278-e292. doi: 10.1111/cdev.12825
- Gweon, H., Shafto, P. & Schulz, L.E. (2018). Development of children's sensitivity to over-informativeness in learning and teaching. *Developmental Psychology*, 54(11), 2113-2125. doi: 10.1037/dev00005802113
- 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)

- * Wu*, Y., Tessler*, M. H., Asaba, M., Zhu, P., **Gweon, H.**, & Frank, M. C. (2021). Integrating emotional expressions with utterances in pragmatic inference. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*.

- Ong, D., Asaba, M., Lim, H. Y., Chen, P., & **Gweon, H.** (2021). "If only Santa had one more present": Exploring the development of near-miss counterfactual reasoning. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society.*
- Li, C., Xia, F., Martín-Martín, R., Lingelbach, M., Srivastava, S., Shen, B., Vainio, K., Gokmen, C., Dharan, G., Jain, T., Kurenkov, A., Liu, K., **Gweon, H.**, Wu, J., Fei-Fei, L., & Savarese, S. (2021). iGibson 2.0: Object-Centric Simulation for Robot Learning of Everyday Household Tasks. *The Conference on Robot Learning (CoRL)*
- Srivastava, S., Li, C., Lingelbach, M., Martín-Martín, R., Xia, F., Vainio, K., Lian, Z., Gokmen, C., Buch, S., Liu, C. K., Savarese, S., **Gweon, H.**, Wu, J., & Fei-Fei, L. (2021). BEHAVIOR: Benchmark for Everyday Household Activities in Virtual, Interactive, and Ecological Environments. *The Conference on Robot Learning (CoRL).*
- * Dietz, G., Le, J. K., Tamer, N., Han, J., **Gweon, H.**, Murnane, E. L., & Landay, J. A. (2021). StoryCoder: Teaching Computational Thinking Concepts Through Storytelling in a Voice-Guided App for Children. *In Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems*, (pp. 1-15).
- *Asaba, M., Wu, Y., Carrillo, B., & **Gweon, H.** (2020). You're surprised at her success? Inferring competence from emotional responses to performance outcomes. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*
- *Bridgers, S., Yang, C., Gerstenberg, T., & **Gweon, H.** (2020). Whom will Granny thank? Thinking about what could have been informs children's inferences about relative helpfulness. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*
- *Vélez, N. & **Gweon, H.** (2020). Preschoolers use minimal statistical information about social groups to infer the preferences and group membership of individuals. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.*
- *Vélez, N., & **Gweon, H.** (2019). Neural mechanisms underlying the computation of socially inferred rewards. *Computational Cognitive Neuroscience (CCN) Proceedings 2019.*
- *Asaba, M., Li, X., Yow, W. Q., & **Gweon, H.** (2019). A friend, or a toy? Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent. *Proceedings of the 41st Annual Conference of the Cognitive Science Society.*
- *Dietz, G., Landay, J., & **Gweon, H.** (2019). Building blocks of computational thinking: Young children's developing capacities for problem decomposition. *Proceedings of the 41st Annual Conference of the Cognitive Science Society.*
- *Leonard, J., Bennett-Pierre, G., & **Gweon, H.** (2019). Who is better? Preschoolers infer relative competence based on efficiency of process and quality of outcome. *Proceedings of the 41st Annual Conference of the Cognitive Science Society.*
- *Wu, Y., & **Gweon, H.** (2019). Preschoolers jointly consider others' expressions of surprise and common ground to decide when to explore. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*; Preprint: <https://psyarxiv.com/ckh6j>
- *Wu, Y., & **Gweon, H.** (2019). Surprisingly unsurprising! Infants' looks to probable vs. improbable events are modulated by others' expressions of surprise. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*; Preprint: <https://psyarxiv.com/8whuv>
- Yildirim, I., Saeed, B., Bennett-Pierre, G., Gerstenberg, T., Tenenbaum, J., & **Gweon, H.** (2019). Explaining intuitive difficulty judgments by modeling physical effort and risk. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*; Preprint: <https://arxiv.org/abs/1905.04445>

- *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 & OTHERS

- *Asaba, M. & **Gweon, H.** (2020). Learning about others to learn about the self: Early reasoning about the informativeness of others' praise. In E. Brummelman (Ed.), *Psychological perspectives on praise*. Abingdon, UK: Routledge.
- Social Learning Lab** (2020). Online testing: Startup guide and materials. Zenodo. doi: 10.5281/zenodo.3762737
- Gweon, H.** (2019). 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.

MANUSCRIPTS IN PREPARATION

- Gweon, H.**, Asaba, M., Bennett-Pierre, G., & Jara-Ettinger, J. (in prep). An intuitive understanding of task difficulty in US and Tsimane' children.
- * Vélez, N. & Gweon, H. (in prep). Neural mechanisms underlying the computation of socially inferred rewards.
- * Bennett-Pierre, G., Asaba, M., & **Gweon, H.** (in prep). Young children consider expected task difficulty to decide what to do and whom to help.
- Jara-Ettinger, J., & **Gweon, H.** (in prep). Minimal covariation data support one-shot inferences about novel objects and agents.
- * Asaba, M., Wu, Y., Carrillo, B., Gweon, H. (in prep). Children infer others' competence from emotional responses to performance outcomes.
- * Bridgers, S., Vélez, N., Garcia, T., & Gweon, H. (in prep). Young children consider others' physical constraints to infer their unobserved actions.

TALKS

SELECTED INVITED TALKS

- "Building socially intelligent machines: Thinking, learning, & communicating about the self" (Jul 2022), The Royal Society, Hooke Meeting on Cognitive AI, London (<https://cognitive-artificial-intelligence.royalsociety.org>)
- "The Emperor's Invisible Robe: How we think about what others think of us" (Jul 2022), Rumelhart Symposium in Honor of Michael Tomasello, Cognitive Science Society Annual Meeting, Toronto.
- University of Göttingen, RTG 2070 Understanding Social Relationships Colloquium (Jul 2022)
- TU Darmstadt, Computational Cognitive Science Colloquium, Center for Cognitive Science (Jun 2022)
- "Curious, cooperative, and communicative: How we learn from others and help others learn" (May 2022) Bing Nursery School Distinguished Lecture
- "Curious, cooperative, and communicative: How we learn from others and help others learn" (May 2022) NYU IES-PIRT seminar series
- "How humans think, act, and interact in virtual, simulated worlds: Insights from cognitive development" (Apr 2022). Metaverse Workshop, Institute for Human-Centered AI, Stanford University
- "Curious, cooperative, and communicative: How we learn from others and help others learn" (Dec 2021) University of Wisconsin-Madison, Dept of Psychology Colloquium.
- "Towards "Smarter" Embodied AI: Insights from Developmental Cognitive Science" (Oct 2021). International Conference on Computer Vision (ICCV) 2021, BEHAVIOR challenge Workshop (<https://behavior.stanford.edu>)
- "Towards socially intelligent, embodied AI: Insights from how humans learn and help others learn" (June 2021) CVPR 2021 Workshop on Embodied AI (<https://embodied-ai.org>)
- "Social intelligence in early childhood" (June 2021), [Social Intelligence in Humans and Robots Workshop](#). International Conference on Robotics and Automation (ICRA) 2021.
- "Curious, cooperative, and communicative: Young children as never-ending learners" (May 2021), [Never-Ending Reinforcement Learning Workshop](#), International Conference on Learning Representations (ICLR) 2021. <https://iclr.cc/virtual/2021/workshop/2143>
- "Curious, cooperative, and communicative: How we learn from others and help others learn" (Apr 2021), Behavioral Science Workshops, Chicago Booth School of Business
- "Learning from others, helping others learn: Cognitive foundations of distinctively human social learning" (Apr 2021), CCBBI Imaging Center, Ohio State University
- "Learning from others, helping others learn" (Oct 2020), Artificial Intelligence Seminar Series, Carnegie Mellon U

- "Inferential social learning & teaching in early childhood"* (July 2020), Cognitive Science Society Preconference Workshop on Cognition, Collectives, and Culture (<https://cognitioncollectivesandculture.github.io>)
- "Social Curiosity and Social Learning"* (April 2020). Stanford Vision & Learning Laboratory (SVL)
- "Social Cognition and Motivation: A Developmental Perspective"* (February 2020), Workshop on Social Cognition, Society for Personality and Social Psychology (SPSP), New Orleans.
- "Distinctively Human Social Learning"* (June 2019), Neuroscience School of Advanced Studies Summer School on Cognitive Neuroscience of Thought. Venice, Italy.
- "Social Curiosity and Social Learning"* (April 2019), UC Berkeley
- "Social Curiosity and Social Learning"* (February 2019), Harvard University
- "Social Curiosity and Social Learning"* (February 2019), Johns Hopkins University
- "Challenges and Controversies: Cognition in the Brain"* (Sep 2018), Computational Cognitive Neuroscience (CCN), 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), 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

- Symposium: Early Representations of Caregiver Relationships and Consequences for Social Cognition (Discussant, SRCD, April 2021, Virtual Conference).
- "*Pragmatics as a hallmark of human social intelligence*" (Symposium: Epistemic reasoning in pragmatic interpretation, Discussant). SRCD (March 2019, Baltimore, MD).
- "*Preschoolers' inferences about task difficulty and effective allocation of effort*" (Symposium: Effort & Persistence across Early Development). International Conference on Infant Studies, (July 2018, Philadelphia, 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 Philosophy 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 60: Introduction to Developmental Psychology

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

Kat Adams (September 2021 – present)

Yang Wu (September 2018 – July 2022)

Graduate Students

Peter Zhu (2021 - present)

Aaron Chuey (2019 - present)

Griffin Dietz (2017-present; Computer Science, co-advised by James Landay); NSF GRFP 2018 – 2021

Mika Asaba (2016-2021); NSF GRFP 2017-2020, Currently: post-doc (Yale University)

Sophie Bridgers (2014-2020); NSF GRFP 2015-2018, Currently: post-doc (Harvard University & MIT)

Natalia Vélez (2014-2020); NSF GRFP 2015-2018, F99/K00 recipient 2019 – present,

Currently: post-doc (Harvard University), Assistant Professor, Princeton University (2023-)

PhD Committee/Reader

Ben Prystawski (Stanford, Psychology), Rondeline Williams (Stanford, Psychology)

Michael John Lingelbach (Stanford, Neuroscience), Tiffany Doan (University of Waterloo; External Examiner)

Lucy King (Stanford, Psychology), Hannah Kramer (UC Davis, Psychology),

Minyoung Kim (Stanford, Psychology), Robert Hawkins (Stanford, Psychology; May 2019),

Kara Waisman (Stanford, Psychology; Apr 2019), Yuan Chang Leong (Stanford, Psychology, May 2019),

Erica Yoon (Stanford, Psychology; May 2019), Kyle MacDonald (Stanford, Psychology, Nov 2018),

Kevin Mickey (Stanford, Psychology, July 2018), 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

Natalie Hampton (Stanford, current)
 Auguste Song (Stanford, SymSys co-term, current)
 Denise Lopez Sosa (Stanford, BA in Psychology, class of 2021)
 Molly Irvin (Stanford, BA in Psychology, class of 2020)
 Isabelle Morris (Stanford, BA in Psychology, class of 2019)
 Sara Altman (Stanford, BS & MS in Symbolic Systems, 2018)
 Chelsey Pan (Stanford, BA in Psychology, 2018)
 David Altman (Stanford, BA in Psychology, 2018)
 Jimmy Daly (Stanford, BA in Psychology, 2017)
 Griffin Dietz (Stanford, Computer Science; co-advised by James Landay; 2017)** Winner of the David M. Kennedy Honors Thesis Prize (Best undergraduate honors thesis). Thesis Title: Children's Use of Decomposition in Problem Solving as an Early Introduction to Computer Science).

Undergraduate Students (listing students who stayed in lab for at least 2 quarters or full-time summer interns)

Tiffany Liu (Stanford), Fall 2021 – present
 Natalia Valesco (Minerva School): CSLI Summer Internship Program 2021
 Mackenzie Fidelak (Stanford): Summer 2021 – present
 Peter Zhu (Johns Hopkins University): CSLI Summer Internship Program 2020
 Bobby Sparks (Stanford): Winter 2020 - present
 Natalie Hampton (Stanford): Summer 2019 – present
 Denise Lopez Sosa (Stanford): Winter 2019 – 2021
 Kate Littlejohn (Stanford): Spring 2019 - 2021
 Stephanie Chang (Stanford): Winter 2019 - 2021
 Colin Norick (Stanford): Winter 2018 – 2021
 Chuyi Alexander Yang (Stanford): Winter 2019 – 2020
 Nirali Chandaria (Stanford): Winter 2019 – Spring 2019
 Sofia Schlozman (Stanford): Winter 2019 – Spring 2019
 Kayler Detmer (Stanford): Fall 2018 – Winter 2019
 Isabel Won (Johns Hopkins University): CSLI Summer Internship Program 2019
 Sophie Hearn (Stanford, undeclared): Fall 2017 – Summer 2018
 Grace Wang (Stanford, undeclared): Fall 2017 – Winter 2018
 DivineAsia Miller (Amherst College): CSLI Summer Internship Program 2018
 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
 Patrick Gibson (Stanford, Psychology): Winter 2016 – Summer 2016
 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

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 & SERVICES

Seminars & Workshops

Social Curiosity (October 2022); Workshop jointly organized by the Psychology of Language Department at the University of Göttingen and the Social Learning Lab at Stanford University. Invited 8 speakers to discuss developmental, computational, neural, and comparative perspectives on the social influence on curiosity and curiosity about the social world. <https://www.psych.uni-goettingen.de/en/workshop/social-curiosity>

Interdisciplinary Advances in Affective Cognition (July 2021); Workshop at the 43rd Annual Meeting of the Cognitive Science Society (Virtual). <https://affcog.github.io>

Video-chat Studies for Developmental Research: Options and Best practices (June 2020); Webinar co-hosted by Mark Sheskin, Aaron Chuey, and Megan Merrick. (full recording and materials available at https://github.com/sociallearninglab/online_testing_materials)

Interdisciplinary Advances on the Development of Emotion Understanding (Oct 2019); Preconference workshop at Cognitive Development Society (co-organized with Yang Wu and Laura Schulz). (<https://sites.google.com/stanford.edu/cdsemotion/home>). Invited 12 speakers, both early career and senior researchers, who study emotion understanding from various methodological and theoretical perspectives.

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 Symposia 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. // National Science Foundation (ad-hoc review & panel)

Other Services

Director of Graduate Studies (September 2021 – present), Department of Psychology
Director of Graduate Studies (September 2020 – present), Symbolic Systems Program
Stanford Early Childhood Initiative Task Force (July 2019 – present); 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

2021: Stanford Report / Stanford News (Jan 13, featuring online research methods)

2019: Stanford Report / Stanford News (Oct 14, featuring Bridgers, Jara-Ettinger, & Gweon, 2019)

2017: Stanford Report / Stanford News (May 23, 2017), Top of the Mind with Julie Rose (BYU Radio interview aired July 11, 2017); Mother Magazine (featuring Gweon & Asaba, 2018)

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)