

CURRICULUM VITAE

A. Biographical Information and Academic History

1. Personal

Samuel Ronfard
University of Toronto at Mississauga
Department of Psychology
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2. Degree

- 2016 Ed. D., Human Development and Education
Harvard University, Graduate School of Education, Cambridge, MA
Thesis: Young Children's Changing Reactions to Counterintuitive Claims
Advisor: Paul L. Harris
- 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

3. Employment

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

4. 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 by the Harvard University Department of Psychology 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

5. Professional Affiliations and Activities

Consulting Editor / Editorial Board Reviewer

Child Development (2021, 2022, 2023, 2024)
Developmental Psychology (2022, 2023, 2024)
Journal of Genetic Psychology (2021, 2022, 2023, 2024)

Ad-hoc Peer Review Service (2014-2024)

*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; Journal of Experimental Psychology: General Developmental Psychology

Professional Membership

Cognitive Development Society (CDS)
 Society for Research in Child Development (SRCD)
 Cognitive Science Society (CogSci)
 Society for Philosophy and Psychology (SPP)

6. Research Awards

External Support

- 2023-27 Principal Investigator (Co-Is: Andrei Cimpian, Judith Danovitch, Jamie Jirout, Candice Mills, Joshua Rottman, Azzurra Ruggeri), The John Templeton Foundation, *Laying the Groundwork for a Developmental Science of Intellectual Humility*
\$2,177,312 USD
- 2021-22 Principal Investigator (Co-I: Azzurra Ruggeri), The John Templeton Foundation, *Assessing Intellectual Humility Across Childhood*
\$30,000 USD
- 2021-26 Principal Investigator, Insight Grant, Social Science and Humanities Research Council of Canada. *But why? Development and individual differences in young children's ability to ask informative questions.*
\$236,340 CAD
- 2020-25 Principal Investigator, 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-PI: 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

2018-19 Marie Curie Individual Research Post-Doctoral Fellowship, European Union
171,460.80 EUR *Declined to take faculty position

Internal Support

2024-26 UTM Research and Scholarly Activity Fund, *Learning from disagreement:
Children's and adults' beliefs about the benefits of talking to someone with
a different belief.*
14,852 CAD

2022-24 Co-I (Bahar Koymen), Toronto Manchester Collaboration Grant. *A cross-
linguistic approach to children's social learning and reasoning.*
\$11,000 CAD + 7,000 GBP

2022-24 Co-I (Emily Burdett), University of Nottingham, Children's play fund.
Understanding and Encouraging Creative Play
35,000 GBP

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

Mentee Funding (Postdoctoral Fellow)

2021-22 University of Toronto Mississauga Postdoctoral Fellowship,
Dr. Brandon W. Goulding
50,000 CAD

Mentee Funding (Undergraduate Students)

2023 University of Toronto Excellence Award in Social Science and
Humanities, *Julia Hu*
\$7,500 CAD

2023 University of Toronto Excellence Award in Social Science and
Humanities, *Allison Gutierrez*

\$7,500 CAD

- 2022 Undergraduate Student Research Award National Science and Engineering Council of Canada, *Farishteh Khan*
\$7,500 CAD
- 2022 University of Toronto Excellence Award in Social Science and Humanities, *Anood Ali*
\$7,500 CAD
- 2021 University of Toronto Excellence Award in Natural Sciences & Engineering, *Farishteh Khan*
\$7,500 CAD

B. Scholarly and professional work

7. Refereed Publications

Edited Books

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

Book Chapters

1. **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.
2. 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.
3. 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.
4. **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.

5. 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

Peer Reviewed Articles

⁺ Postdoctoral Fellow * Graduate Student Mentee ** Undergraduate Student Mentee

1. ⁺ Ransom, A., ⁺ Blakey, K., & **Ronfard, S.** (In press) Children's developing understanding of the value of disagreement for learning. *Child Development*.
2. Ye, N., Cui, Y. K., **Ronfard, S.**, & Corriveau, K. H. (In press). The Development of Children's Teaching Varies by Cultural Input: Evidence from China and the U.S. *Frontiers in Developmental Psychology*.
3. * De la Viña, L., ⁺ Goulding, B. W., & **Ronfard, S.** (2024). Children's and adults' beliefs about the impact of emotional intensity on cognitive performance. *Developmental Psychology*. doi: 10.1037/dev0001880
4. * Özkan, E., **Ronfard, S.**, & Koymen, B. (2024). Turkish- and English-speaking 3-year-old children are sensitive to the evidential strength of claims when revising their beliefs. *Journal of Experimental Child Psychology*. doi: 10.1016/j.jecp.2024.106068
5. Hermansen, T. K., Viana, M. F. & **Ronfard, S.** (2024) When children can explain why they believe a claim, they suggest a better empirical test for that claim. *Royal Society Open Science*. doi: 10.1098/rsos.241875
6. ⁺ Ransom, A., Ruggeri, A., & **Ronfard, S.** (2024). When is it appropriate to ask a question? The role of age, social context, and personality. *Journal of Experimental Child Psychology*. Epub 2024 Jun 1. doi: 10.1016/j.jecp.2024.105976.
7. Hermansen, T. K., Viana, K. M. P., Harris, P.L., Engel, S., Zambrana, I. Z., & **Ronfard, S.** (2024). Checking out the unexplained: With age, children become increasingly skeptical of surprising claims. *Developmental Psychology*. 60, 1761–1774. doi: 10.1037/dev0001532
8. ** Bhatti, D, Lane, J.D., & **Ronfard, S.** (2024). Updating trust: How children combine trait information with prior accuracy as they interact with an informant. *Developmental Psychology*, 60, 1145-1160. doi: 10.1037/dev0001731

9. Yang, Q. T., Sleight, S., **Ronfard, S.**, & Harris, P. L. (2023). Young children's conceptualization of empirical disagreement. *Cognition*, *241*, 105627. doi: 10.1016/j.cognition.2023.105627
- 10.⁺ Goulding, B. W., **** Khan, F.**, Fukuda, K., Lane, J. D., & **Ronfard, S.** (2023). The development of modal intuitions: A test of two accounts. *Journal of Experimental Psychology: General*, *153*, 184–199. doi: 10.1037/xge0001494
11. Lane, J. D., & **Ronfard, S.** (2023). Children's Pursuit of Counterintuitive Information in Books. *Journal of Cognition and Development*, *24*, 1-15. doi: 10.1080/15248372.2023.2216283
12. **Ronfard, S.**, Brown, S. A., Pitt, E., & Kelemen, D. (2023). Is book reading always best? Children learn and transfer complex scientific explanations from books or animations. *Evolution: Education and Outreach*, *16*, 8. doi: 10.1186/s12052-023-00189-3
13. Pizza, L., **Ronfard, S.**, Coley, J. D., & Kelemen, D. (2023). Why we should care about moral foundations when preparing for the next pandemic: Insights from Canada, the UK and the US. *Plos One*, *18*, e0285549. doi: 10.1371/journal.pone.0285549
14. Burdett, E.R., & **Ronfard, S.** (2023). Tinkering to innovation: How children refine tools over multiple attempts. *Developmental Psychology*. *59*, 1006–1016. <https://doi.org/10.1037/dev0001512>
15. **** Cottrell, S.**, Torres, E., Harris, P.L., **Ronfard, S.** (2022). Older children verify adult claims because they are skeptical of those claims. *Child Development*, *94*, 172-186. doi: 10.1111/cdev.13847
16. Hermansen, T. K., **Ronfard, S.**, Harris, P. L., & Zambrana, I. M. (2021). Preschool children rarely seek empirical data that could help them complete a task when observation and testimony conflict. *Child Development*, *92*, 2546-2562. doi: 10.1111/cdev.13612
17. **Ronfard, S.**, Brown, S., Doncaster, E., & Kelemen, D. (2021). Inhibiting intuition: Scaffolding children's theory construction about species evolution in the face of competing explanations. *Cognition*, *211*, 104635, doi: 10.1016/j.cognition.2021.104635

18. **Ronfard, S.**, Chen, E. E., & Harris, P. L. (2021). Testing what you're told: Young children's empirical investigation of a surprising claim. *Journal of Cognition and Development, 22*, 426-447, doi: 10.1080/15248372.2021.1891902
19. Hermansen, T., K., **Ronfard, S.**, Harris, P.L., Pons, F., & Zambrana, I., M. (2021). Young children update their trust in an informant's claim when experience tells them otherwise. *Journal of Experimental Child Psychology, 205*, 105063, doi: 10.1016/j.jecp.2020.105063
20. **Ronfard, S.**, Wei, R., & Rowe, M. (2021). Uncovering the linguistic, social, and cognitive skills underlying processing efficiency as measured by the looking-while-listening paradigm. *Journal of Child Language, 49*, 302-325. [First authorship shared with Wei, R.] doi: 10.1017/S0305000921000106
21. Brown, S., **Ronfard, S.**, & Kelemen, D. (2020). Teaching natural selection in early elementary classrooms: Can a storybook intervention reduce teleological misunderstandings? *Evolution: Education and Outreach, 13*, 12. doi: 10.1186/s12052-020-00127-7
22. 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, 61*, 818-825, doi: 10.1111/jcpp.13182
23. **Ronfard, S.**, Ünlütapak, B., Bazhydai, M., Nicolopoulou, A., & Harris, P. L. (2020). 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, 44*, 424-432, doi: 10.1177/0165025420905344
24. **Ronfard, S.**, & Lane, J. D. (2019). Children's and adults' epistemic trust in and impressions of inaccurate informants. *Journal of Experimental Child Psychology, 188*, 104662, doi: 10.1016/j.jecp.2019.104662
25. 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, 187*, 104639, doi: 10.1016/j.jecp.2019.05.006.
26. **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

27. **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
28. **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
29. **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
30. **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
31. **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
32. 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
33. 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
34. 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
35. 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*, 89, 1133–1140, doi: 10.1111/cdev.12815

36. **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
37. 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
38. **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
39. 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
40. 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
41. **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.]
42. **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
43. 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.

8. *Non-Refereed Publications (Commentaries)*

1. Burdett, E., & **Ronfard, S.** (2021). A cognitive developmental approach is essential to understanding Cumulative Technological Culture.

Behavioral and Brain Sciences, 43, e159. doi:
10.1017/S0140525X20000175

2. **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

9. *Symposia and Papers Presented at Meetings*

Pre-Conference Organized/Chaired

1. April 2022. Co-organizer: *Balancing trust and skepticism in the times of fake news: The development of epistemic reasoning and intellectual humility*. Cognitive Development Society Pre-conference. Full day pre-conference session with 3 mini-symposia and 19 posters, preceding the Cognitive Development Society Annual Conference. Co-organized with Drs. Cimpian, Mills, Rottman, & Ruggeri. Funded by a \$12,000 grant from the John Templeton Foundation.
2. October 2017. 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. 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.

Symposia Organized/Chaired

1. * De la Viña, L. & **Ronfard, S.** (2023, April) Emotion Understanding Across Development: Implications for Interpersonal and Educational Contexts. Symposium presented at the biannual meeting of the Society for Research in Child Development, Utah, United States.
2. Goulding, B. & **Ronfard, S.** (2021, April) Belief revision in a social world: How other people shape children's ability to revise their beliefs. Symposium presented at the biannual meeting of the Society for Research in Child Development, Online.

3. **Ronfard, S.** & Kelemen, D. (2021, April) Parent-child conversations as a mechanism for cognitive development. Symposium presented at the biannual meeting of the Society for Research in Child Development, Online.
4. 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.
5. **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.
6. **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.
7. **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.
8. 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.
9. 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.

Paper Presentations

1. * Özkan, E. F. & **Ronfard, S.** (July, 2024) *Children's developing ability to use a speaker's past comments to make speaker-specific inferences*. Paper presented at the annual meeting of the Jean Piaget Society, Toronto, Canada.
2. ⁺ Goulding, B.W., ^{**} Khan, F., Fukuda, K., Lane, J. D., & **Ronfard, S.** (March, 2023). The Development of Modal intuitions: A Test of Two Accounts. In Friedman, O. & Shtulman, A. E. (Chairs) *How Children Judge the Possibility of Improbable and Impossible Events*. Symposium presented at the biannual meeting

of the Society for Research in Child Development, Salt Lake City, Utah, United States.

3. * De la Viña, L., + Goulding, B.W., & **Ronfard, S** (March, 2023). *Children's and Adults' Beliefs About the Influence of Emotional States on Attention*. In De la Viña, L. & Ronfard, S (Chairs) Emotion Understanding Across Development: Implications for Interpersonal and Educational Contexts. Symposium presented at the biannual meeting of the Society for Research in Child Development, Salt Lake City, Utah, United States.
4. Yang, Q. T., Selesteel, S. & **Ronfard, S**, & Harris, P. L. (March, 2023). *Young Children's Conceptualization of Conflicting Empirical Claims*. In Yang, Q. T. (Chair) When Children Navigate Misinformation and Disagreement, how far Does Evidence Matter? Symposium presented at the biannual meeting of the Society for Research in Child Development, Salt Lake City, Utah, United States.
5. * De la Viña, L., + Goulding, B.W., & **Ronfard, S**. (2023, March 30 – April 1). *When positive emotions are not so positive: Children's and adults' understanding of how emotional valence and intensity impact attention* [preconference presentation]. Society for Affective Science Convention, Long Beach, CA, United States.
6. **Ronfard S.**, ** Tasabehji, F., Kelemen, D. (2022). *Explanations shape children's exploration of surprising claims*. In Hilton, B. (Chair) Evidence and Exploration: Children's Evaluation of Information when Making Inferences and Revising Beliefs. Paper presented at the Development 2022 Conference, Calgary, Canada.
7. **Ronfard, S**. (2022, April 18th). *Intellectual Humility: What do we know? What's missing?* Talk given as part of the "Balancing trust and skepticism in the times of fake news: The development of epistemic reasoning and intellectual humility" preconference at the biannual meeting of the Cognitive Development Society.
8. **Ronfard, S** (2022, April 18th). *What happens over time: Reaction time data of children and adult's possibility judgments*. Talk given as part of the "Developing Judgments of Possibility: What have we learnt and what have we yet to discover?" preconference at the biannual meeting of the Cognitive Development Society
9. **Ronfard, S.**, St. Pierre, T., White, K., E., Johnson, E.K. (2021, April). *Accent Matters: Children are less likely to investigate surprising claims provided by non-native speakers*. In Goulding, B. & Ronfard, S. (Chairs) Belief revision in a social world: How other people shape children's ability to revise their beliefs. Paper presented at the biannual meeting of the Society for Research in Child Development, Online.

10. **Ronfard, S., & Kelemen, D.** (2021, April). *Knowledge is not enough: Factors that influence parental success when teaching their children counterintuitive concepts*. In Ronfard, S. & Kelemen, D. (Chairs) Parent-child conversations as a mechanism for cognitive development. Paper presented at the biannual meeting of the Society for Research in Child Development, Online.
11. **Ronfard, S., Brown, S.A., Doncaster, E., Pitt, E. & Kelemen, D.** (2021, April). *Inhibitory control supports young children's learning of counterintuitive scientific ideas*. In Young, A. (Chair) Domain-general mechanisms of science learning and reasoning. Paper presented at the biannual meeting of the Society for Research in Child Development, Online.
12. Lane, J.D., & **Ronfard, S.** (2021, April). *Children's curiosity about the biological world*. In Lane, J.D. (Chair) The development of curiosity: How children approach information and ask questions to gain knowledge. Paper presented at the biannual meeting of the Society for Research in Child Development, Online.
13. Brown, S.A., **Ronfard, S.,** Doncaster, E., Pitt, E., Li, A., & Kelemen, D. (2021, April). *Is Book Reading Always Best? Children can Learn Complex Scientific Explanations from Books or Animations*. In Haber, A. & Kumar, S. (Chairs) Learning by reading: Fostering Children's Science Learning Through Storybooks. Paper presented at the biannual meeting of the Society for Research in Child Development, Online.
14. Brown, S.A., **Ronfard, S.,** Doncaster, E., & Kelemen, D. (2021, April). *Ready to learn: Features of children's intuitive theories about evolution predict subsequent learning*. In Menendez, D. (Chair) The role of experience in children's biological reasoning. Paper presented at the biannual meeting of the Society for Research in Child Development, Online.
15. **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 protopolitical cognition. Paper presented at the biannual meeting of the Cognitive Development Society, Louisville, KY.
16. **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.

17. **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.
18. 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.
19. 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.
20. **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.
21. 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.
22. **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.
23. **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.
24. 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

25. 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.
26. **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.
27. * 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.
28. **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.
29. 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.
30. **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.
31. 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.
32. **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.

33. 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.
34. 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.
35. 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

1. + Ransom, A & Ronfard, S. (June, 2024). *Learning from Disagreement: Children's and adults' beliefs about talking to someone with an opposing view*. Poster presented at the annual meeting of the Society for Philosophy and Psychology, Purdue University, West Lafayette, Indiana.
2. * De la Viña, L., + Goulding, B.W., & **Ronfard, S** (March. 2024). *Children's reasoning about the impact of incidental and integral emotions on attention*. Poster presented at the biannual meeting of the Cognitive Development Society, Pasadena, California, United States.
3. * Sacchi, A. & **Ronfard, S** (March. 2024). *Actually, I am one to judge: children struggle with uncertainty in the moral domain*. Poster presented at the biannual meeting of the Cognitive Development Society, Pasadena, California, United States.
4. * Özkan, F. E. & **Ronfard, S** (March. 2024). *When you say it's okay, does it really mean it is okay? How do children and adults reason about evaluative testimony?* Poster presented at the biannual meeting of the Cognitive Development Society, Pasadena, California, United States.
5. * De la Viña, L., ** Hu, J., Harris, P.L., & **Ronfard, S** (March. 2024). *Children's developing ability to provide clarification in everyday conversation*. Poster presented at the biannual meeting of the Cognitive Development Society, Pasadena, California, United States.

6. ** Gutierrez, A., Chankhunthod, A., Ting, Fransisca, **Ronfard, S.**, & Kelemen, D. (Feb. 2024). *Children's understanding and attitudes toward vaccines: Prosocial vs. self-serving motivational frames*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, California, United States.
7. * Özkan, F. E., **Ronfard, S.**, & Köymen, B. (Oct. 2023). *Turkish- and English-speaking children's belief revision based on the reliability of the counter-evidence*. Poster presented at the Crossing the Borders Conference, University of Potsdam, Germany.
8. * Özkan, F., **Ronfard, S.**, & Köymen, B. (July, 2023). *Turkish- and English-speaking children's belief revision based on the reliability of counter-evidence*. Poster presented at the Annual Meeting of the Cognitive Science Society, 45, Sidney, Australia.
9. * Ozkan, F. E., **Ronfard, S.**, & Koymen, B. (March, 2023). *Turkish- and English-speaking Children's Belief Revision Based on the Reliability of the Counterargument*. Poster presented at the biannual meeting of the Society for Research in Child Development, Salt Lake City, Utah, United States.
10. Hermansen, T. K., Viana, K. M. P., Harris, P. L., Engel, S., Zambrana, I. M., & **Ronfard, S.** (February, 2023). *Checking out the unexplained – an age change in the search for evidence*. Poster presented at the Budapest CEU Conference on Cognitive Development. Budapest, Hungary
11. Hermansen, T. K., Mathisen, K. F., & **Ronfard, S.** (February, 2023). *Knowing why: Children's reflection on their own uncertainty about an adult's surprising claim increases their tendency to test that claim*. Poster presented at the Budapest CEU Conference on Cognitive Development. Budapest, Hungary
12. Serko, D., **Ronfard, S.**, Ruggeri, A. (February, 2023). *Assessing intellectual humility across childhood*. Poster presented at the Budapest CEU Conference on Cognitive Development. Budapest, Hungary
13. ** Cottrell, S., Harris, P.L., & **Ronfard, S.** (2021, April). *Children's reasoning about whether other people should test what they are told*.

Poster presented at the biannual meeting of the Cognitive Development Society, Online Meeting.

14. ** Cottrell, S., Torres, E., Harris, P.L., & **Ronfard, S.** (2021, April). *Preschool children selectively explore following a surprising claim.* Poster presented at the biannual meeting of the Cognitive Development Society, Online Meeting.
15. 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.
16. 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.
17. **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.
18. **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.
19. 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.
20. 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.

21. 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.
22. 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.
23. 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.
24. 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.
25. **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.
26. 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.
27. 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.

28. 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.
29. **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.
30. **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.
31. **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.

10. Invited Lectures and Colloquia

- 2022 Computational Cognitive Development Lab, Harvard University.
Intuition and Reflection: Investigating the Development of Possibility Judgments.
- 2022 Early Language and Experience Lab, Institute for Child Development at the University of Minnesota. *Blame and Responsibility in Testimonial Exchanges.*
- 2021 Applied Cognitive Neuroscience Research Group, Ryerson University.
Acquiring counterintuitive concepts in early childhood: Fostering natural selection understanding at home and at school
- 2020 iSearch Research Group, Max Plank Institute for Human Development.
Not so gullible: children's response to surprising claims.

- 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 Group, 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.*

C. List of Courses

12a. Undergraduate courses taught

PSY312: Children's thinking: Cognitive development in a social world

University of Toronto Mississauga, Winter 2019, 2020, 2022-24 & Fall 2024

Responsible for all elements of course design, including course outline, lab & writing assignments, lecture preparation, and test development.

PSY319: Developmental Psychology Laboratory

University of Toronto Mississauga, Winter 2020, 2022-2025

Responsible for all elements of course design, including course outline, lab & writing assignments, lecture preparation, and test development.

PSY410H5: The development of epistemic trust and skepticism in early childhood

University of Toronto Mississauga, Fall 2021-22, 2024

Responsible for all elements of course design, including course outline, writing assignment, presentation, research proposal, and lecture preparation.

12b. Graduate courses taught**PSY5311H: Children's understanding of, and engagement in, discussion and debate**

University of Toronto, Tri-campus, Winter 2023

Responsible for all elements of course design, including course outline, writing assignment, presentation, research proposal, and lecture preparation.

12c. Theses supervisionDoctoral Students (n = 2):

Luis De la Viña (2020.09 to present)

Counterintuitive aspects of the impact of emotions on learning

Ece F. Özkan (2021.09 to present)

Getting it right vs. being right: Myside bias in information seeking across the lifespan

Postdoctoral Fellows (n = 3):

Brandon W. Goulding (2021.09 to 2022.06)

Cognitive processes underlying the development of possibility judgements about improbable events

Ashley Ransom (2022.09 to 2024.05)

Learning from disagreement: Children's and adults' beliefs about the benefits of talking to someone with a different belief.

Kirsten H Blakey (2024.08 to present)

Developing intellectual humility

Subsidiary Advisor (outside my lab, n = 2):

Anne Calbido (outside research project)

Children's understanding that music can help emotional regulation

Alexa Sacchi (outside research project)

Moral judgements under conditions of uncertainty

Graduate Committee (outside my lab, n = 9)

- 2024-present Alexa Sacchi (Ph.D. Committee Member, Psychology)
- 2023-present Stella Zhang (Ph.D. Committee Member, Psychology)
- 2021-present Ashley Dhillon (Ph.D. Committee Member, Psychology)
- 2021-present Uman Khan (Ph.D. Committee Member, Psychology)
- 2020-23 Laura McMullin (Ph.D. Committee Member, Psychology)
- 2021-22 Julia H. Espinosa (Ph.D. Examiner, Psychology)
- 2021-22 Purneshwarie Vaunam Venkadasalam (Ph.D. Examiner, OISE)
- 2020-21 Joanna Peplak (Ph.D. Examiner, Psychology)
- 2020-21 Tanya Danyliuk (Ph.D. Examiner, Psychology)

12d. Other teaching

Undergraduate Individual Research Project Students (n = 12)

- 2024-2025 Afeefa Muskan, *Children's beliefs about the effect of emotions on performance*
- 2023-2024 Julia Hu, *Finding common ground: A longitudinal analysis of disagreements between young children and their parents*
- 2022-2023 Rachel Lipson, *Data analysis of children's testing of claims across cultures*
- 2022-2023 Julia Hu, *Finding common ground: A longitudinal analysis of disagreements between young children and their parents*
- 2020-2021 Sarah Todd, *Can knowledge predict behavior? Analyzing adult's understanding of Covid-19 infection and preventative measures*
- 2020-2021 Dhanesha Bhatti, *How younger and older children update their trust in what they are told*
- 2020-2021 Samantha Cottrell, *Children's reasoning about whether other people should test what they are told*

- 2020-2021 Neha Boparai, *Parent child conversations about natural selection*
- 2020-2021 Saakshi Khosla, *Are children equally likely to explore surprising phenomena when they are told about, as oppose to witness, such phenomena?*
- 2019-2020 Melanie Asselin, *Children's conceptual change in the domain of biology and the role of parents.*
- 2019-2020 Chelsea Buckley, *Do children explore more following observation or testimony?*
- 2019-2020 Erum Syed, *Children's Pursuit of Counterintuitive Information in Books.*

Undergraduate Research Opportunity Students (n = 7)

- 2022-2023 Rami Younis, *But why? Cognitive and sociocultural influences on question-asking in childhood*
- 2022-2023 Allison Gutierrez, *But why? Cognitive and sociocultural influences on question-asking in childhood*
- Sum. 2022 Alex Garnette (Canada SROP), *Children's thinking about what is possible and impossible*
- 2020-2021 Farishteh Khan, *How do adults reason about possibility?*
- 2020-2021 Farishteh Khan, *How do adults reason about possibility?*
- 2019-2020 Nabila Dinarsakti, *But why? Cognitive and sociocultural influences on question-asking in childhood*
- 2019-2020 Fatima Tasabehji, *But why? Cognitive and sociocultural influences on question-asking in childhood*

Undergraduate Individual Research Students – Literature Review (n = 6)

- 2024-2025 Alejandra Chamul Ramos, *Children's learning from testimony*
- 2023-2024 Adiva Alvi, *Prosocial emotions and social learning*
- 2022-2023 Andreaa Mota, *Moral development of children*

- 2022-2023 Yiannie Lin, *The impact of technoference on novel word learning*
- 2020-2021 Hafsa Binte Yoounus, *The development of prosocial behaviors, helping, and sharing, in children's ages 0-48 months.*
- 2020-2021 Salma Abdalla, *The role of realism in children's episodic memory: a cultural analysis*

Knowledge translation students (n = 3)

- 2024-2025 Tamara Shihab, *Children's development and learning*
- 2024-2025 Cassandra Yanga, *From Curiosity to Comprehension: Exploring Child Cognition*
- 2023-2024 Faith Toreno, *Beliefs about emotions and learning*

Undergraduate Lab Members (n = 61)

Afeefa Muskan	Allison Gutierrez	Tahira Naqvi
Salma Abdalla	Jessica Hira	Paolina Onorato
Anood Ali	Julia Hu	Aimee Padillo
Hannah Ang	Deanna Huestis	Linh Pham
Kanupreet Arora	Mozna Ibrahim	Esther Portillo-Cisneros
Melanie Asselin	Aqsa Imran	Rebeca Reyes
Simren Basra	Farah Ismail	Maryan Salad
Shefali Bhalla	May Khaled	Maira Salman
Dhanesha Bhatti	Faris Khan	Shreya Shah
Dhruvi Bhatti	Saakshi Khosla	Saphia Shariff
Neha Boparai	Kyli Kindree	Erum Syed
Taha Bosch	Yiannie Lin	Fatima Tasabehji
Chelsea Buckley	Rachel Lipson	Zahira Tasabehji
Samantha Cottrell	Sophia MacKeigan	Sarah Todd
Ayesha Dayala	Lélia Makeen-Brazé	Nicole Tran
Ana Beatriz de Faria Porto	Tanya Manchanda	Grace Adele Wang
Gabriella Di Maio	Christi Markos	Yufei Yang
Nabila Dinarsakti	Marta Mhanna	Rami Younis
Natalia Escobar-Mesa	Jawahir Mohamed	Hafsa Binte Younus
Andrew Gnanapragasam	Andreea Mota	Zoha Yousuf
	Abeer Mumtaz	

D. Administrative Positions

13a. Positions held and service on committees and organizations within the University

Grant Review

2024-25	Tri-Campus Psychology Scholarship Ranking Committee
2023-24	Grant Reviewer, Summer Research Opportunity Program
2023-24	Grant Reviewer, U of T – UCL Joint Call
2023-24	Grant Reviewer, CGS M Competition – SSHRC
2022-23	Grant Reviewer, UTM postdoctoral fellowship competition
2022-23	Grant Reviewer, CGS M Competition – SSHRC
2021-22	Grant Reviewer, CGS M Competition – SSHRC
2020-21	Grant Reviewer, University of Toronto COVID-19 Action Initiative

Committee Chair

2024-25	UTM PSY Inclusion Diversity Equity Access Committee
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Committee Member

2021-25	UTM PSY Undergraduate Curriculum Committee
2023-24	UTM 3 AP Working Group (Advancing academic advising)
2020-23	UTM PSY Inclusion Diversity Equity Access Committee
2022-23	UTM PSY Social Committee
2022-23	UTM PTR Committee
2021-23	UTM PSY Statistics Working Group
2021-22	UTM Research Council
2019-20	UTM PTR Committee
2019-20	Search Committee UTM, Human and Technology Interaction
2019-20	Undergraduate Statistics Workshop (with Doug VanderLaan)

Other

2023-25	UTM Developmental Science Database Maintenance/Management
2022-25	Organized Perception, Language and Cognition Group Meeting
2020-22	UTM PSY Doctoral Recruitment Event

13b. Positions held and service on committees and organizations outside the University

Review Panel Member

2022	“Psychology” adjudication committee for the Insight Grants 2022 competition, Social Science and Humanities Research Council of Canada
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- 2021 “Psychology, translation and linguistics (10B)” adjudication committee for the Insight Development Grants 2021 competition, Social Science and Humanities Research Council of Canada

Grant Review

- 2023 National Science Foundation (United States, 1 grant)
2023 Social Science and Humanities Research Council (Canada, 1 grant)
2021 National Science Foundation (United States, 2 grants)
2021 Social Science and Humanities Research Council (Canada, 1 grant)

E. Science outreach

I have been working with my lab to develop outreach videos about our lab’s research, about the research conducted in the psychology department at UTM, and about how researchers arrive at their current positions.

We have also been working to create videos about what it is like to work in a cognitive developmental lab.

These videos are posted on our lab YouTube, TikTok, Instagram channels.

We have also created a lab LinkedIn to help past and future lab members connect with each other.