

JUDITH HARMONY DANOVITCH

Curriculum vitae

September 2025

CONTACT INFORMATION

Department of Psychological and Brain Sciences
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Faculty website: <https://profiles.louisville.edu/j.danovitch>

Lab website: <http://louisvillekidstudies.org>

ACADEMIC APPOINTMENTS

- 2022- Professor, Department of Psychological and Brain Sciences, University of Louisville
- 2017- Director of Undergraduate Studies, Department of Psychological and Brain Sciences, University of Louisville
- 2016-2022 Associate Professor, Department of Psychological and Brain Sciences, University of Louisville
- 2014-2016 Assistant Professor, Department of Psychological and Brain Sciences, University of Louisville
- 2008-2013 Assistant Professor, Department of Psychology, Michigan State University
- 2005-2008 Postdoctoral Fellow, Developmental Disabilities Clinic, Child Study Center, Yale School of Medicine

EDUCATION

- 2005 Ph.D. in Psychology (Developmental), Yale University
- 2004 M.Phil. in Psychology (Developmental), Yale University
- 2002 M.S. in Psychology (Developmental), Yale University
- 2000 A.B. in Psychology and Biology, *magna cum laude*, Harvard University

AWARDS AND HONORS

- 2024-2030 Elected board member, Cognitive Development Society
- 2023-2024 Student Champion, University of Louisville
- 2022 Outstanding Undergraduate Director, University of Louisville College of Arts & Sciences

2021	Invited member and subaward recipient, Intellectual Humility network, Templeton Foundation
2020-2022	Learning Sciences Exchange Fellow, Jacobs Foundation/New America/International Congress of Infant Studies
2019	Visiting Scholar, Department of Psychology, Central China Normal University, Wuhan, China
2018	Visiting Scholar, College of Human Environmental Sciences, University of Alabama
2017	Millennium Scholars Program Mentor, Society for Research in Child Development
2016	Visiting Fellow, Universidad de la Sabana, Chía, Colombia
2013-2024	Faculty Favorite, University of Louisville (honored as top 4 favorite in 2015-16)
2011-2012	Provost's Undergraduate Research Initiative Award, Michigan State University
2011	Early Career Travel Award, Society for Research in Child Development
2009-2010	Lilly Teaching Fellowship, Michigan State University
2009	Michigan Children's Trust Innovation Award, Children's Central Research, Education and Outreach Collaborative
2006-2008	National Research Service Award – Postdoctoral Training program in Child Neuropsychiatric Disorders
2008	Student Travel Award, International Meeting for Autism Research
2008	Student Travel Award, Society for Research in Child Development
2005	Conference Travel Award, Yale Graduate School of Arts and Sciences
2005	Jane Olejarczyk Award for contribution to graduate student life, Psychology Department, Yale University
2004-2005	University Dissertation Fellowship, Yale Graduate School of Arts and Sciences
2001-2004	Graduate Research Fellowship, National Science Foundation
2000-2004	University Fellowship, Yale Graduate School of Arts and Sciences

RESEARCH SUPPORT

Extramural Funding

2024-2027	<i>Templeton Foundation.</i> Laying the Groundwork for a Developmental Science of Intellectual Humility. Total Costs: \$2,185,977. Award to University of Louisville: \$180,723. Role: PI (with 6 other researchers).
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- 2021-2022 *Templeton Foundation Intellectual Humility Virtual Research Network*. “How much do I know?”: Children’s absolute and relative knowledge self-evaluations. Total costs: \$21,000. Role: PI.
- 2016-2021 *National Science Foundation*. (DRL 1551795) Collaborative research: How Recognizing Gaps in Explanations Influences Children's Interest in Learning. Total Costs: \$846,000. Award to University of Louisville: \$372,976. Role: PI (with Candice Mills).
- 2013-2015 *Templeton Foundation/Fuller Theological Seminary*. Neural, Cognitive, and Social Contributions to the Development of Intellectual Humility. Total costs: \$143,864. Role: PI (with Jason Moser).

Intramural Funding

- 2016-2017 *University of Louisville*. i2a Supporting Undergraduate Innovation Grant: Giving Psychology Away: Teaching Students to Communicate with the Public About Science. Total costs: \$3,597. Role: PI
- 2014-2015 *University of Louisville*. Research Initiation Grant: Children’s Learning from Human and Technological Sources. Total costs: \$3,703. Role: PI.

PUBLICATIONS (* denotes student authors under my supervision)

Empirical Articles

Danovitch, J. H., Mills, C. M., *Williams-Gant, A. J., *Patel, K. S., & Quintero, N. B. (in press). “How much do I know?”: Children’s absolute and relative knowledge judgements. *Journal of Experimental Child Psychology*.

*Girouard, L. N., & Danovitch, J. H. (in press). “I’ve seen Google before!”: Young children’s intuitions about Google’s capabilities. *Child Development*.

*Girouard-Hallam, L. N., & Danovitch, J. H. (2025). Children’s trust in Google’s ability to answer questions about the past, present, and future. *Computers in Human Behavior*, 165, 108496. <https://doi.org/10.1016/j.chb.2024.108496>

*Girouard-Hallam, L. N., *Williams-Gant, A. J., Danovitch, J. H., & Corriveau, K. H. (2025). Is it OK if Alexa doesn't know?: Children and adults' beliefs about smart speaker virtuous ignorance. In D. Barner, N.R. Bramley, A. Ruggeri and C.M. Walker (Eds.), *Proceedings of the 47th Annual Conference of the Cognitive Science Society*, 5257 - 5264. <https://escholarship.org/uc/item/4kj5f4ff>

Mills, C. M., Danovitch, J. H., & Quintero, N. B. (2025). Does intellectual humility transmit intergenerationally? Examining relations between parent and child measures. *Journal of Experimental Psychology: General*, 154(8), 2272–2284. <https://doi.org/10.1037/xge0001782>

*Patel, K.S., & Danovitch, J.H. (2025). Children prioritize age over gender when evaluating adults’ technological knowledge. In D. Barner, N.R. Bramley, A. Ruggeri and C.M. Walker

(Eds.), *Proceedings of the 47th Annual Conference of the Cognitive Science Society*, 5257 - 5264. <https://escholarship.org/uc/item/22d158h4>

*Patel, K. S., Danovitch, J. H., & Noles, N.S. (2025). Children's beliefs about Black and White men's and women's scientific knowledge: An intersectional approach. *Developmental Psychology*, 61(6), 1097–1111. <https://doi.org/10.1037/dev0001854>

Tong, Y., Danovitch, J. H., Wang, F., & Wang, W. (2025). Children weigh internet inaccuracy when trusting in online information. *Journal of Experimental Child Psychology*, 106105. <https://doi.org/10.1016/j.jecp.2024.106105>

Bego, C. R., Withorn, T., Danovitch, J., Thompson, A., Thomas, E., Gatsos, G. E., & Tran, A. (2024). Working Towards GenAI Literacy: Assessing First-Year Engineering Students' Attitudes towards, Trust in, and Ethical Opinions of ChatGPT. In *2024 ASEE Annual Conference & Exposition*. American Society for Engineering Education.

Gao, C., Wang, F., & Danovitch, J. H. (2024). Can touchscreens replace teachers? Chinese children's character learning from a touchscreen-based app, video, or face-to-face instruction. *Journal of Experimental Child Psychology*, 244, 105961. <https://doi.org/10.1016/j.jecp.2024.105961>

*Girouard-Hallam, L. N., & Danovitch, J. H. (2024). How does Google get its information?: Children's judgments about Google search. *British Journal of Developmental Psychology*, 42(3), 334-347. <https://doi.org/10.1111/bjdp.12487>

*Girouard-Hallam, L. N., & Danovitch, J. H. (2024). Can we Google that? Children's beliefs about the capacities of three technological devices. In L. K. Samuelson, S. L. Frank, M. Toneva, A. Mackey, & E. Hazeltine (Eds.), *Proceedings of the 46th Annual Conference of the Cognitive Science Society*. Cognitive Science Society.

Monroe, A. J., Chandler-Campbell, I., Damico, K. N., Danovitch, J.H., & Mills, C. M. (2024). The role of truth and bias in parents' judgments of children's science interests. *Journal of Experimental Child Psychology*, 244, 105949. <https://doi.org/10.1016/j.jecp.2024.105949>

*Shenouda, C., *Patel, K. S., & Danovitch, J. H. (2024). Who can do STEM?: Children's gendered beliefs about STEM and non-STEM competence and learning. *Sex Roles: A Journal of Research*. <https://doi.org/10.1007/s11199-024-01493-y>

*Williams, A. J. & Danovitch, J. H. (2024). The role of accuracy in children's judgments of experts' knowledge. *Child Development*, 95, 128-143. <http://doi.org/10.1111/cdev.13965>

Wu, Y., Danovitch, J. & Wang, F. (2024). "Who said" versus "what was said": Selective trust in teachers and books. *Journal of Applied Developmental Psychology*, 95, 101709. <https://doi.org/10.1016/j.appdev.2024.101709>

Boyle, B., Duncan, R. G., *Williams, A. J., Danovitch, J. H., & Mills, C. M. (2023). Elementary Students' Reasoning About Explanation-Evidence Relationships. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences* (pp. 1146-1149). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2023.507190>

Danovitch, J. H., Scofield, J., *Williams, A., Davila, L., & Bui, C. (2023). Children's selective information transmission in STEM and non-STEM domains. *Cognitive Development*, 66, 101332. <https://doi.org/10.1016/j.cogdev.2023.101332>

*Girouard-Hallam, L. N., Tong, Y., Wang, F., & Danovitch, J. H. (2023). What can the internet do?: Chinese and American children's attitudes and beliefs about the internet. *Cognitive Development*, 66, 101338. <https://doi.org/10.1016/j.cogdev.2023.101338>

Tong, Y., Wang, F., Danovitch, J. H., & Wang, W. (2023). Children's trust in image-based online information obtained on their own or relayed by an adult. *Computers in Human Behavior*, 141, 107622. <https://doi.org/10.1016/j.chb.2022.107622>

*Girouard-Hallam, L. N., & Danovitch, J. H. (2022). Children's trust in and learning from voice-assistants. *Developmental Psychology*, 58, 646-661. <https://psycnet.apa.org/doi/10.1037/dev0001318>

*Girouard-Hallam, L. N., & Danovitch, J. H. (2022). Children's judgments about asking about past, present, and future information from Google and a person. In J. Culbertson, A. Perfors, H. Rabagliati & V. Ramenzoni (Eds.), *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Cognitive Science Society. <https://escholarship.org/uc/item/5nv331jn>

Mills, C. M., Danovitch, J. H., Mugambi, V., Sands, K., & Monroe, A. (2022). Cognitive reflection and authoritarianism relate to how parents respond to children's science questions. *Developmental Psychology*, 58, 417-424. <https://doi.org/10.1037/dev0001309>

Mills, C. M., Danovitch, J. H., Mugambi, V., Sands, K., & Pattisapu Fox, C. (2022). "Why do dogs pant?": Characteristics of parental explanations about science predict children's knowledge. *Child Development*, 93, 326-340. <https://doi.org/10.1111/cdev.13681>

Tong, Y., Wang, F., Danovitch, J. H., & Wang, W. (2022). When the internet is wrong: Children's trust in an inaccurate internet or human source. *British Journal of Developmental Psychology*, 40, 320-333. <https://doi.org/10.1111/bjdp.12405>

*Williams, A. J. & Danovitch, J. H. (2022). Is what Mickey Mouse says impossible? Informant reality status and children's beliefs in extraordinary events. *Journal of Cognition and Development*, 23, 323-33. <https://doi.org/10.1080/15248372.2021.2022680>

Danovitch, J. H., Mills, C. M., Duncan, R. G., *Williams, A. J., & *Girouard, L. N. (2021). Developmental changes in children's recognition of the relevance of evidence to causal explanations. *Cognitive Development*, 58, 101017. <https://doi.org/10.1016/j.cogdev.2021.101017>

Danovitch, J. H., Mills, C. M., Sands, K., & *Williams, A. J. (2021). Mind the gap: How incomplete explanations influence children's interest and learning behaviors. *Cognitive Psychology*, 130, 101421. <https://doi.org/10.1016/j.cogpsych.2021.101421>

*Girouard-Hallam, L. N., *Streble, H. & Danovitch, J. H. (2021). Children's mental, social, and moral attributions towards a familiar digital voice-assistant. *Human Behavior & Emerging Technologies*, 3, 1118-1131. <https://doi.org/10.1002/hbe2.321>

Tong, Y., Danovitch, J. H., Wang, F., *Williams, A.J., & Li, H. (2021). Unsafe to eat? How familiar cartoon characters affect children's learning about potentially harmful foods. *Appetite*, 167, 105649. <https://doi.org/10.1016/j.appet.2021.105649>

*Williams, A. J., Danovitch, J. H., & Mills, C. M. (2021). Exploring sources of individual differences in children's interest in science. *Mind, Brain, and Education*, 15, 67-76. <https://doi.org/10.1111/mbe.12263>

Danovitch, J. H. (2020). Children's selective information sharing based on the recipient's role. *Journal of Genetic Psychology*, 181, 68-77. <https://doi.org/10.1080/00221325.2020.1712319>

Danovitch, J. H. & Lane, J. (2020). Children's belief in purported events: When claims reference hearsay, books, or the internet. *Journal of Experimental Child Psychology*, 193, 104808. <https://doi.org/10.1016/j.jecp.2020.104808>

Danovitch, J. H., Mills, C. M., Duncan, R. G., *Williams, A., & *Girouard, L. (2020). "How Helpful is this Observation?": Children's Evaluations of Scientific Evidence. In S. Denison., M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (pp. 1873-1879). Cognitive Science Society.

Tong, Y., Wang, F., & Danovitch, J. H. (2020). The role of epistemic and social characteristics in children's selective trust: Three meta-analyses. *Developmental Science*, 23, e12895. <https://doi.org/10.1111/desc.12895>

Danovitch, J. H., *Fisher, M. E., Schroder, H.S., Hambrick, D. Z., & Moser, J. S. (2019). Intelligence and neurophysiological markers of error monitoring relate to children's intellectual humility. *Child Development*, 90, 924-939. <https://doi.org/10.1111/cdev.12960>

Wang, F., Tong, Y., & Danovitch, J. H. (2019). Who do I believe? Children's selective trust in internet, teacher, and peer informants. *Cognitive Development*, 50, 248-260. <https://doi.org/10.1016/j.cogdev.2019.05.006>

*Williams, A. J. & Danovitch, J. H. (2019). What does Mickey Mouse know about food?: Children's trust in favorite characters versus experts. *Journal of Experimental Child Psychology*, 187, 104647. <https://doi.org/10.1016/j.jecp.2019.05.014>

Danovitch, J. H., & *Shenouda, C. K. (2018). Adults' and children's understanding of how expertise influences learning. *Experimental Psychology*, 65, 1-12. <https://doi.org/10.1027/1618-3169/a000387>

Danovitch, J. H., & Mills, C. M. (2017). The influence of familiar characters and other appealing images on young children's preference for low-quality objects. *British Journal of Developmental Psychology*, 35, 476-481. <https://doi.org/10.1111/bjdp.12193>

Lo, S. L., Schroder, H. S., Fisher, M. E., Durbin, C. E., Fitzgerald, K. D., Danovitch, J. H., & Moser, J. S. (2017). Associations between disorder-specific symptoms of anxiety and error-

monitoring brain activity in young children. *Journal of Abnormal Child Psychology*, 45, 1439-1448. <https://doi.org/10.1007/s10802-016-0247-4>

Mills, C. M., Danovitch, J. H., Rowles, S. P., & Campbell, I. L. (2017). Children's success at detecting circular explanations and their interest in future learning. *Psychonomic Bulletin and Review*, 24, 1465-1477. <https://doi.org/10.3758/s13423-016-1195-2>

Schroder, H. S., Fisher, M. E., Lin, Y., Lo, S. L., Danovitch, J. H., & Moser, J. S. (2017). Neural evidence for enhanced attention to mistakes among school-aged children with a growth mindset. *Developmental Cognitive Neuroscience*, 24, 42-50. <https://doi.org/10.1016/j.dcn.2017.01.004>

Schleider, J. L., Schroder, H. S., Lo, S. L., Fisher, M. E., Danovitch, J. H., Wiesz, J. R., & Moser, J. S. (2016). Parents' intelligence mindsets relate to child internalizing problems: Moderation through child gender. *Journal of Child and Family Studies*, 25, 3627-3636. <https://doi.org/10.1007/s10826-016-0513-7>

Danovitch, J. H., Noles, N. S., & Shafto, P. (2015). How children seek out information from human and technological informants. In G. Airenti, B. G. Bara, & G. Sandini (Eds.) *Proceedings of the EuroAsianPacific Joint Conference on Cognitive Science* (pp. 407-412). Torino, Italy: Cognitive Science Society.

Noles, N. S., & Danovitch, J. H. (2015). Children's inductive inferences are influenced by some features more than others. In G. Airenti, B. G. Bara, & G. Sandini (Eds.) *Proceedings of the EuroAsianPacific Joint Conference on Cognitive Science* (pp. 419-424). Torino, Italy: Cognitive Science Society.

Noles, N. S., Danovitch, J. H., & Shafto, P. (2015). Children's trust in technological and human informants. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.) *Proceedings of the 37th Annual Conference of the Cognitive Science Society* (pp. 1721-1726). Austin, TX: Cognitive Science Society.

Danovitch, J. H., & Mills, C. M. (2014). How familiar characters influence children's judgments about information and products. *Journal of Experimental Child Psychology*, 128, 1-20. <https://doi.org/10.1016/j.jecp.2014.06.001>

Danovitch, J. H., & Noles, N. S. (2014). Categorization ability, but not theory of mind, contributes to children's developing understanding of expertise. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 2097-2012). Austin, TX: Cognitive Science Society. <https://escholarship.org/uc/item/3jk128sd>

*Shenouda, C. K., & Danovitch, J. H. (2014). Effects of gender stereotypes and stereotype threat on children's performance on a spatial task. *International Review of Social Psychology*, 27, 53-78.

Danovitch, J. H. & *Alzahabi, R. (2013). Children show selective trust in technological informants. *Journal of Cognition and Development*, 14, 499-513.
<https://doi.org/10.1080/15248372.2012.689391>

*Shenouda, C. K., & Danovitch, J. H. (2013). Do male nurses know about football?: American and Egyptian children's understanding of gender and expertise. *Journal of Cognition and Culture*, 13, 231-254. <https://doi.org/10.1163/15685373-12342093>

Mills, C. M., Danovitch, J. H., Grant, M. G., & Elashi, F. B. (2012). Little pitchers use their big ears: Preschoolers solve problems by listening to others ask questions. *Child Development*, 83, 568-580. <https://doi.org/10.1111/j.1467-8624.2011.01725.x>

Danovitch, J. H., & Bloom, P. (2009). Children's extension of disgust to physical and moral events. *Emotion*, 9, 107-112. <https://doi.org/10.1037/a0014113>

Danovitch, J. H., & Mills, C. M. (2009). Children's vulnerability to advertising messages from familiar characters. *Proceedings of the Consumer Culture and Ethical Treatment of Children Conference*, 72-82.

Baum, L. A., Danovitch, J. H., & Keil, F. C. (2008). Children's sensitivity to circular explanations. *Journal of Experimental Child Psychology*, 100, 146-155.
<https://doi.org/10.1016/j.jecp.2007.10.007>

Danovitch, J. H., & Keil, F. C. (2008). Young Humeans: The role of emotions in children's evaluation of moral reasoning abilities. *Developmental Science*, 11, 33-39.
<https://doi.org/10.1111/j.1467-7687.2007.00657.x>

Danovitch, J. H., & Keil, F. C. (2007). Choosing between hearts and minds: Children's understanding of moral advisors. *Cognitive Development*, 22, 110-123.
<https://doi.org/10.1016/j.cogdev.2006.07.001>

Klin, A., Danovitch, J. H., Merz, A. B., & Volkmar, F. R. (2007). Circumscribed interests in higher-functioning individuals with autism spectrum disorders: An exploratory study and a theory. *Research and Practice for Persons with Severe Disabilities*, 32, 89-100.
<https://doi.org/10.2511/rpsd.32.2.89>

Danovitch, J. H., & Keil, F. (2004). Should you ask a fisherman or a biologist?: Developmental shifts in ways of clustering knowledge. *Child Development*, 75, 918-931.
<https://doi.org/10.1111/j.1467-8624.2004.00714.x>

Kosslyn, S. M., Thompson, W. L., Shephard, J. M., Ganis, G., Bell, D., Danovitch, J. H., Wittenberg, L. A., & Alpert, N. M. (2004). Brain rCBF and performance in visual imagery tasks: Common and distinct processes. *European Journal of Cognitive Psychology*, 16, 696-716.
<https://doi.org/10.1080/09541440340000475>

Reviews & Commentaries

*Girouard-Hallam, L. & Danovitch, J. H. (2023). Children's interactions with virtual assistants: Moving beyond depictions of social agents. *Behavioral and Brain Sciences*, 46, E34.

Danovitch, J. H. & Severson, R. L. (2021). Children's understanding of emerging technologies: Introduction to the special issue. *Human Behavior and Emerging Technologies*, 4(3).

Danovitch, J. H. (2019). Growing up with Google: How children's understanding and use of internet-based devices relates to cognitive development. *Human Behavior and Emerging Technologies*, 2, 81-90.

Danovitch, J. H. (2019). Giving psychology away: Teaching students to communicate with the public. In W. Altman, L. Stein, & J. E. Westfall (Eds.), *Essays from E-xcellence in Teaching*.

Noles, N. S., & Danovitch, J. H. (2016). Ultrasociality and the division of cognitive labor. *Behavioral and Brain Sciences*, 39, e109.

Noles, N. S., & Danovitch, J. H. (2014). Owning up to the role of historical information. *Behavioral and Brain Sciences*, 37, 497-498.

Danovitch, J. H., Greif, M. L., & Mills, C. M. (2010). Working with undergraduate research assistants: Setting-up and maintaining a research lab. *Association for Psychological Science Observer*, 23, 29-32.

Mills, C. M., & Danovitch, J. H. (2009). Getting to know yourself...and others. *Behavioral and Brain Sciences*, 32, 154-155.

Chapters in Edited Volumes

Danovitch, J. H. (2025). Introduction to the section on emerging technologies. In D. A. Christakis & L. Hale (Eds.), *Handbook of Children and Screens: Digital Media, Development, and Well-Being from Birth Through Adolescence* (pp. 605-610). Cham, Switzerland: Springer Nature Publishing.

Danovitch, J. H., Dubé, A. K., Oranç, C., Szczuka, J., & Yarosh, S. (2025). Children's understanding and use of voice-assistants: Opportunities and challenges. In D. A. Christakis & L. Hale (Eds.), *Handbook of Children and Screens: Digital Media, Development, and Well-Being from Birth Through Adolescence* (pp. 619-625). Cham, Switzerland: Springer Nature Publishing.

Danovitch, J. H., & Mills, C. M. (2018). Understanding when and how explanation promotes exploration. In M. Saylor & P. Ganea (Eds.), *Active learning from infancy to childhood: Social motivation, cognition, and linguistic mechanisms* (pp.95-112). Cham, Switzerland: Springer International Publishing.

Danovitch, J. H. (2013). Understanding expertise: The contribution of social and cognitive processes to social judgments. In M. R. Banaji and S. A. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us* (pp.225-229). New York: Oxford University Press.

Educational Materials

Author of *JoVE Science Education Database: Essentials of Developmental Psychology* (2016), which includes videos and text illustrating 15 classic and contemporary experiments. See <http://www.jove.com/science-education-database/14/essentials-of-developmental-psychology>

Mass Media

Danovitch, J. (2021, August 19). Masks can in fact help kids learn. *The New York Times*, A19. <https://www.nytimes.com/2021/08/18/opinion/masks-schools-covid.html>

Danovitch, J. (2019, November 11). Your kid trusts humans more than the internet. *New York Times Parenting*. <https://www.nytimes.com/2020/04/17/parenting/children-smartphone-screen-time.html>

CONFERENCE PRESENTATIONS (* denotes student authors under my supervision)

*Girouard-Hallam, L.N., *Williams-Gant, A.J., Danovitch, J.H., & Corriveau, K. (2025, July). *When is it OK not to Know?: Children and Adults' Beliefs About Smart Speaker Ignorance*. Poster presented at the Cognitive Science Society Annual Meeting, San Francisco, California.

*Patel, K. S. & Danovitch, J.H. (2025, July). *Children prioritize age over gender when evaluating adults' technological knowledge*. Poster presented at the Cognitive Science Society Annual Meeting, San Francisco, California.

*Girouard-Hallam, L.N. & Danovitch, J.H. (2025, May). *Children's beliefs about search engines across developmental stages*. Talk presented at the Jean Piaget Society Conference, Belgrade, Serbia.

Danovitch, J. H., *Girouard-Hallam, L. N., & *Hicks, T. (2025, May). *Google Effects on Children's Motivation to Answer Questions: A Pilot Study*. Poster presented at the SRCD biennial meeting, Minneapolis, MN.

*Girouard-Hallam, L. N., & Danovitch, J. H. (2025, May). *Young Children's Trust in Novel and Familiar Search Engines*. Talk presented at the SRCD biennial meeting, Minneapolis, MN.

*Girouard-Hallam, L. N., Williams-Gant, A. J., Danovitch, J. H. & Corriveau, K. (2025, May). *Virtuous Ignorance in the Technological Era: Children's Intuitions about Smart Speaker Knowledge*. Talk presented at the SRCD biennial meeting, Minneapolis, MN.

*Patel, K.S., *Walker, B. E., & Danovitch, J. H. (2025, May). *Children's Prioritize Adults' Age over Gender when Evaluating their Technology-related Knowledge*. Poster presented at the SRCD biennial meeting, Minneapolis, MN.

*Patel, K.S., Danovitch, J.H., & Master, A. (2025, May). *American and Indian Adolescents' Gender-based Stereotypes about Science Learning*. Poster presented at the SRCD biennial meeting, Minneapolis, MN.

Tong, Y., Danovitch, J. H. Cao, & Wang. F. (2025, May). Poster presented at the SRCD biennial meeting, Minneapolis, MN.

Mills, C. M., Danovitch, J. H., & Quintero, N. S. (2025, April). *Does intellectual humility transmit intergenerationally? Examining relations between parent and child measures?* Talk presented at the Development of Intellectual Humility SRCD preconference workshop, Minneapolis, MN.

*Hicks, T., Bego, C., Thompson, A., Danovitch, J. H. (2025, April.) *Developing a Scale for Assessing Attitudes Toward ChatGPT*. Paper presented at the Midwestern Psychological Association meeting, Chicago, IL.

*Girouard-Hallam, L. N., & Danovitch, J. H. (2024, July). *Can we Google that? Children's beliefs about the capacities of three technological devices*. Poster presented at the Cognitive Science Society meeting, Rotterdam, The Netherlands.

*Patel, K.S., Danovitch, J.H, & Master, A. M. (2024, April). *A situated expectancy-value approach to understanding Indian and American adolescents' science attitudes and beliefs*. Poster presented at the AERA Annual Meeting, Philadelphia, PA.

*Girouard-Hallam, L. N, & Danovitch, J. H. (2024, March). *“What's the score right now?”: Children's evaluations of Google's ability to answer current event questions*. Poster presented at the Cognitive Development Society Meeting, Pasadena, CA.

*Patel, K.S., Danovitch, J.H, Master, A. M., & Sharma, R. (2024, March). *Indian and American adolescents' beliefs about science learning: A cross-cultural perspective*. Talk presented at the Cognitive Development Society Meeting, Pasadena, CA.

*Patel, K.S., Danovitch, J.H., & Noles, N.S. (2024, March). *“Who knows more about how stars shine?”: Children's perception of Black and White men's and women's scientific knowledge*. Poster presented at the Cognitive Development Society Meeting, Pasadena, CA.

*Girouard-Hallam, L. N, & Danovitch, J. H. (2023, September). *Let's Google It: Young children's judgments about Google as an information source*. Poster presented at Digital Media & Developing Minds international scientific congress, Washington, DC.

Monroe, A., Khan, A., Yoo, A., Danovitch, J. H., & Mills, C. M. (2023, March). *Can children distinguish between irrelevant and contradictory evidence for claims?* Flash talk presented at the SRCD biennial meeting, Salt Lake City, Utah.

*Patel, K.S., *Williams, A.J., *Cassidy, C., Quintero-Flores, N., Mills, C.M, & Danovitch, J.H. (2023, March). *“I know a lot, but he knows more”: Children's absolute and relative knowledge self-evaluations*. Poster presented at the SRCD biennial meeting, Salt Lake City, Utah.

Quintero-Flores, N., *Patel, K.S., Kumar, J., Marks, E., Mills, C.M, & Danovitch, J.H. (2023, March). *“Let's Look it Up”: Parent's demonstrations of uncertainty in relation to children's knowledge estimates*. Poster presented at the SRCD biennial meeting, Salt Lake City, Utah.

*Williams, A.J., & Danovitch, J. H. (2023, March). *When experts are wrong: The role of accuracy in children's judgments of experts' knowledge*. Flash talk presented at the SRCD biennial meeting, Salt Lake City, Utah.

*Patel, K.S., Danovitch, J.H., & Noles, N.S. (2023, February). *Intersectionality and knowledge: How adults' identities influence children's inferences about what they know*. Society of Personality and Social Psychology Annual Convention, Atlanta, Georgia.

*Girouard-Hallam, L. N., & Danovitch, J. H. (2022, July). *Children's judgments about asking about past, present, and future information from Google and a person*. Talk presented at the Cognitive Science Society meeting, Toronto, Canada.

Danovitch, J.H. (2022, April). *What does Google know? Children's thinking about the internet as an information source*. Talk presented at the Digital Media and Child Development pre-conference, Madison, WI.

*Girouard-Hallam, L. N., Tong, Y., Wang, F., & Danovitch, J.H. (2022, April). *A new measure of children's attitudes and beliefs about the internet*. Talk presented at the Cognitive Development Society Meeting, Madison, WI.

Monroe, A., Damico, K., Danovitch, J.H., & Mills, C.M. (2022, April). *Parental authoritarianism negatively predicts accuracy in identifying children's interests*. Poster presented at the Cognitive Development Society Meeting, Madison, WI.

*Patel, K. S., Danovitch, J.H., & Noles, N.S. (2022, April). *Children's attributions of scientific knowledge to potential informants who vary by race and gender*. Poster presented at the Cognitive Development Society Meeting, Madison, WI.

*Williams, A.J., & Danovitch, J.H. (2022, April). *The doctor doesn't know anything, but he should answer this question: How inaccuracy affects children's judgments of expert knowledge*. Poster presented at the Cognitive Development Society Meeting, Madison, WI.

*Girouard, L.N., & Danovitch, J.H. (2021, May). *Is the device always right?: Children's trust in and learning from a novel digital voice-assistant*. Flash talk presented at the Annual Conference for the Association for Psychological Science (virtual).

*Williams, A.J., & Danovitch, J.H. (2021, May). *"He doesn't know anything": Children's judgments of experts who provide inaccurate information*. Flash talk presented at the Annual Conference for the Association for Psychological Science (virtual).

*Girouard, L.N., & Danovitch, J.H. (2021, April). *Hey Alexa, can you answer that? Children's evaluations of familiar and novel voice-assistants*. Paper presented at the Annual Conference for the Midwestern Psychological Association (virtual.)

*Girouard, L., & Danovitch, J. H. (2021, April). *"Do you like using the Internet?": A new measure of children's internet attitudes and beliefs*. Poster presented at the SRCD biennial meeting (virtual).

Mills, C. M., Danovitch, J. H., Espinel, A., Monroe, A. J., & Stagni, A. (2021, April). *Supporting, contradictory, or irrelevant? Children's evaluation of evidence for scientific claims*. Poster presented at the SRCD biennial meeting (virtual).

Mills, C. M., Danovitch, J. H., Mugambi, V., & Sands, K. R., (2021, April). *Reasoning abilities and parenting values influence how parents answer children's questions about biology*. Paper presented at the SRCD biennial meeting (virtual).

*Streble, H. M., *Girouard, L., & Danovitch, J. H. (2021, April). *Alexa is my smart friend: Children's cognitive, social, and moral attributions towards voice-assistants*. Poster presented at the SRCD biennial meeting (virtual).

*Williams, A. J., & Danovitch, J. H. (2021, April). *How informant reality status influences children's belief in extraordinary events*. Poster presented at the SRCD biennial meeting (virtual).

*Williams, A. J., & Danovitch, J. H. (2021, April). *The influence of familiar characters on children's exploration of a novel object*. Poster presented at the SRCD biennial meeting (virtual).

Danovitch, J. H., & Mills, C. M. (2020, December). *How does recognizing gaps in explanations influence children's interest in science learning?* Poster presented at the NSF ECR convening, Alexandria, VA.

Danovitch, J. H., Mills, C. M., Duncan, R. G., *Williams, A., & *Girouard, L. (2020, July). *"How Helpful is this Observation?": Children's Evaluations of Scientific Evidence*. Poster presented at the 42nd Annual Conference of the Cognitive Science Society.

Mills, C. M., Danovitch, J. H., Sands, K., & *Williams, A. (2019, October). *What do you want to learn? Children selectively choose books to fill gaps in biological explanations*. Poster presented at the Cognitive Development Society meeting, Louisville, KY.

Pattisapu Fox, C., Mills, C. M., & Danovitch, J. H. (2019, October). *Mindset and approach to science: Preference for mastery goals relates to how parents talk to children about science*. Poster presented at the Cognitive Development Society meeting, Louisville, KY.

*Williams, A. & Danovitch, J. H. (2019, October). *Just Because Mickey Mouse Said It Doesn't Make It Impossible: How Informant Reality Status and Familiarity Influence Children's Belief in Extraordinary Events*. Poster presented at the Cognitive Development Society meeting, Louisville, KY.

*Williams, A., Davila, A., Robinson, M., Scofield, J., & Danovitch, J. H. (2019, October). *Children's information sharing with a naïve listener in an open-ended task*. Poster presented at the Cognitive Development Society meeting, Louisville, KY.

Danovitch, J. H. (2019, June). *What does Mickey Mouse know? How familiar characters influence children's decisions and learning*. Invited address at Intelligent Mobile Devices in Children's Study and Development conference, Chongqing, China.

Davila, L., *Williams, A. J., & Danovitch, J. H., & Scofield, J. (2019, March). *Children's Selective Information Sharing*. Poster presented at the SRCD biennial meeting, Baltimore, MD.

Mills, C. M., Danovitch, J. H., Mugambi, V., Sands, K. R., & *Williams, A. J. (2019, March). *Examining Individual Differences in How Parents Respond to Children's Questions about Biology*. Poster presented at the SRCD biennial meeting, Baltimore, MD.

Mills, C. M., Danovitch, J. H., Sands, K. R., & *Williams, A. J. (2019, March). Children's Engagement in Additional Learning Following Complete and Incomplete Explanations. In J. Danovitch (Chair), *Explanation and exploration in children's intuitive and scientific theories*. Symposium presented at the SRCD biennial meeting, Baltimore, MD.

Mills, C. M., Danovitch, J. H., Sands, K. R., & *Williams, A. J. (2019, March). Examining the link between parental explanations about science and child outcomes. In D. Sobel (Chair), *Parent-child interaction and learning about scientific thinking in informal settings*. Symposium presented at the SRCD biennial meeting, Baltimore, MD.

Wang, F., Tong, Y., & Danovitch, J. H. (2019, March). *Who Do I Believe? Children's Selective Trust in Internet, Teacher, and Peer Informants*. Poster presented at the SRCD biennial meeting, Baltimore, MD.

*Williams, A. J., & Danovitch, J. H. (2019, March). *What does Mickey Mouse know? Children's trust in a familiar character's statements about food*. Poster presented at the SRCD biennial meeting, Baltimore, MD.

*Williams, A. J. Sands, K. R., Mills, C. M., & Danovitch, J. H. (2019, March). *Exploring sources of individual differences in children's interest in science*. Poster presented at the SRCD biennial meeting, Baltimore, MD.

Danovitch, J. H., *Jackson, M. R., & Lane, J. D. (2017, October). *Children's Belief in Testimony Based on Hearsay, Book, or Internet Sources*. Poster presented at the Cognitive Development Society meeting, Portland, OR.

*Jackson, M. R. & Danovitch, J. H., (2017, October). *Is Everything on the Internet Real?: Children Judge Information from Books and the Internet Similarly*. Poster presented at the Cognitive Development Society meeting, Portland, OR.

Danovitch, J. H., & Mills, C. M. (2017, September). *How does recognizing gaps in explanations influence children's interest in science learning?* Poster presented at the NSF ECR convening, Alexandria, VA.

Danovitch, J. H., & Moser, J. (2017, April). *Children's Evaluation of their Knowledge and Abilities over Time and across Domains*. Poster presented at the SRCD biennial meeting, Austin, TX.

*Jackson, M., & Danovitch, J. H. (2017, April). *Does the Internet Cloud Reality?: Children's Reasoning about the Reality Status of Information from the Internet*. Poster presented at the SRCD biennial meeting, Austin, TX.

Danovitch, J. H. (2017, January). *Giving Psychology Away: Teaching the Public about Psychology through a Capstone Course*. Poster presented at the National Institute on the Teaching of Psychology, St. Petersburg, FL.

Danovitch, J. H., Noles, N. S., & Shafto, P. (2016, October). *The Development of Trust in Internet Search Engines*. Poster presented at Technology and Media in Children's Development (SRCD Special Topics meeting), Irvine, CA.

*Messmer, J., Noles, N. S., Danovitch, J. H., & Shafto, P. (2015, October). *What can the Internet tell you about Pangolins?: Children's Questions for Internet and Human Sources*. Poster presented at the Cognitive Development Society meeting, Columbus, OH.

*Williams, A., Danovitch, J. H., & Mills, C. M. (2015, October,). *How Assessing One's Own Explanatory Knowledge Influences Children's Interest in Learning*. Poster presented at the Cognitive Development Society meeting, Columbus, OH.

Schroder, H.S., Fisher, M. E., Lo, S. L., Danovitch, J., & Moser, J. S. (2015, September). *Empathy and Error Monitoring in School-Age Children: An Electrophysiological Study*. Poster presented at the Society for Psychophysiological Research meeting, Seattle, WA.

Danovitch, J. H., & Fenn, K. M. (2015, May). *Superior Memory for Information Acquired from the Internet*. Paper presented at the Association for Psychological Science meeting, New York, NY.

Moser, J., & Danovitch, J. H. (2015, May). *Sex Moderates Associations between Performance Monitoring and Intellectual Humility in Children*. Paper presented at the Association for Psychological Science meeting, New York, NY.

Noles, N. S., Danovitch, J. H., & Shafto, P. (2015, May). *Developmental Changes in Learning from the Internet*. Paper presented at the Association for Psychological Science meeting, New York, NY.

Danovitch, J. H., *Fisher, M., & Moser, J. (2015, March). *Factors Correlated with Children's Willingness to Revise their Beliefs*. Paper presented at the SRCD biennial meeting, Philadelphia, PA.

Danovitch, J. H. (2015, March). *Children's Trust in Human and Non-human Information Sources*. Paper presented at the SRCD biennial meeting, Philadelphia, PA.

*Fisher, M., Schroder, H., Danovitch, J. H., & Moser, J. (2015, March). *Neurophysiological Correlates of Mindsets in School-Aged Children: Evidence from Error Monitoring Studies*. Poster presented at the SRCD biennial meeting, Philadelphia, PA.

Mills, C. M., Danovitch, J. H., & Rowles, S. (2015, March). *"That Doesn't Make Any Sense": Detecting Circular Explanations in Childhood*. Poster presented at the SRCD biennial meeting, Philadelphia, PA.

Noles, N. S., Danovitch, J. H., & Shafto, P. (2015, March). *Is it Better to Ask a Friend or Google?: Children's Trust in People and the Internet*. Poster presented at the SRCD biennial meeting, Philadelphia, PA.

*Shenouda, C. K., & Danovitch, J. H. (2015, March). *Are LEGOs only for Boys? Stereotype Threat Among Children on a Block-Construction Task*. Paper presented at the SRCD biennial meeting, Philadelphia, PA.

*Shenouda, C. K., & Danovitch, J. H. (2015, March). *Is a Male Engineer More Competent than a Female Engineer? Children's Beliefs about Males and Females in STEM Fields*. Poster presented at the SRCD biennial meeting, Philadelphia, PA.

Moser, J., & Danovitch, J. H. (2014, May). *Error-related brain Activity Reveals Markers of Children's Intellectual Humility*. Paper presented at the Association for Psychological Science meeting, San Francisco, CA.

Danovitch, J. H. (2013, April). *Children's Reasoning About Reflection and Impulsivity*. Poster presented at the SRCD biennial meeting, Seattle, WA.

*Kanya, M., & Danovitch, J. H. (2013, April). *Children's Understanding of How Emotions Influence Behavior*. Poster presented at the SRCD biennial meeting, Seattle, WA

*Kanya, M., & Danovitch, J. H. (2013, April). *Preschoolers' Understanding of How Emotions Influence Others' Behavior*. Poster presented at the SRCD biennial meeting, Seattle, WA.

*Shenouda, C. K., & Danovitch, J. H. (2013, April). *Preschoolers' Trust in the Testimony of Males and Females: Accuracy Trumps Gender Stereotypes*. Paper presented at the SRCD biennial meeting, Seattle, WA.

*Shenouda, C. K., & Danovitch, J. H. (2013, April). *Who Can Learn New Things? Children's Reasoning About Experts and Non-Experts' Learning Abilities*. Poster presented at the SRCD biennial meeting, Seattle, WA.

Danovitch, J. H. (2012, August). *Children's Reasoning about Technological Informants*. Paper presented at the Vanderbilt University Agency Conference, Nashville, TN.

*Kanya, M., & Danovitch, J. H. (2011, October). *Children's Understanding of Emotional Influences on Other's Behavior*. Poster presented at the Cognitive Development Society meeting, Philadelphia, PA.

*Shenouda, C. K., & Danovitch, J. H. (2011, October). *Preschoolers' Trust in the Testimony of Males and Females*. Poster presented at the Cognitive Development Society meeting, Philadelphia, PA.

Danovitch, J. H. (2011, April). *Do Children Consider Goals and Expertise When Sharing Information With Others?* Paper presented at the SRCD biennial meeting, Montreal, Canada.

Danovitch, J. H. (2011, April). *Changing Misconceptions Among Developmental Psychology Students*. Poster presented at the SRCD biennial meeting teaching institute, Montreal, Canada.

Danovitch, J. H., Mills, C. M., & Harfmann, E. (2011, April). *Preschoolers Trust Familiar Characters Despite Inaccuracy and Prefer Low-quality Products with Character Images*. Poster presented at the SRCD biennial meeting, Montreal, Canada.

*Shenouda, C. K., & Danovitch, J. H. (2011, April). *Can a Female Mechanic Fix a Flat Tire? American and Egyptian Preschoolers' Understanding of Gender and Expertise*. Poster presented at the SRCD biennial meeting, Montreal, Canada.

Danovitch, J.H., & Noles, N. S. (2010, January). *Religiosity and Beliefs about Scientific Questions*. Poster presented at the Society for Personality and Social Psychology Meeting, Las Vegas, NV.

Danovitch, J.H., & Mills, C. M. (2009, November). *Children's Vulnerability to Advertising Messages from Familiar Characters*. Children's Central Research, Education, & Outreach Collaborative meeting, East Lansing, MI.

Danovitch, J. H. (2009, October). *Theory of Mind, Categorization, and Understanding the Division of Cognitive Labor*. Poster presented at the Cognitive Development Society meeting, San Antonio, Texas.

Mills, C. M., Danovitch, J. H., Grant, M. G., & Elashi, F. B. (2009, October). *Problem solving in preschoolers: Learning from listening to others ask and answer questions*. Poster presented at the Cognitive Development Society meeting, San Antonio, Texas.

Danovitch, J. H. (2009, April). *Sharing Information: How Children Decide What Others Want to Know*. Poster presented at the SRCD biennial meeting, Denver, Co.

Danovitch, J. H., Paul, R., Volkmar, F. R., & Klin, A. (2009, April). *Behaviors, Attitudes, and Social Relationships Associated with Special Interests in Children With ASD*. Poster presented at the SRCD biennial meeting, Denver, Co.

Danovitch, J. H., Paul, R., Volkmar, F. R., & Klin, A. (2009, April). *The Developmental Trajectory of Special Interests in Children with ASD*. Poster presented at the SRCD biennial meeting, Denver, Co.

Danovitch, J. H., Paul, R., Volkmar, F. R., & Klin, A. (2008, May). *The Yale Special Interests Survey: A web based method for assessing special interests in ASD*. Poster presented at the 7th International Meeting for Autism Research, London, UK.

Danovitch, J.H. (2008, April). *Special interests in autism (and what they can teach us about social cognitive development)*. Paper presented at the 4th Annual Harvard-Yale workshop on social cognitive development, Harvard University, Cambridge, Mass.

Klin, A., Danovitch, J., & Jones, W. (2007, May). *Listening preferences in toddlers with autism: The Playtest as an early screening device*. Poster presented at 6th International Meeting for Autism Research, Seattle, Wash.

Danovitch, J. H. & Bloom, P. (2007, March). *Children's understanding of moral and physical disgust*. Paper presented at the SRCD biennial meeting, Boston, Mass.

Danovitch, J. H. & Keil, F. (2007, March). *Young Humeans: The role of emotions in children's evaluation of moral reasoning abilities*. Poster presented at the SRCD biennial meeting, Boston, Mass.

Danovitch, J. H., Merz, A. B., Dohrmann, E. H., Volkmar, F. R., & Klin, A. (2006, June). *Special interests in autism spectrum disorders*. Poster presented at 5th International Meeting for Autism Research, Montreal, Canada.

Danovitch, J. H. & Keil, F. (2006, May). *The role of emotions in children's evaluation of moral reasoning abilities*. Poster presented at the annual convention of the Association for Psychological Science, New York, NY.

Danovitch, J. H. (2005, May). *Children's application of disgust to immoral actions*. Paper presented at the Harvard-Yale developmental social psychology workshop, Yale University, New Haven, Conn.

Danovitch, J. H. & Bloom, P. (2005, April). *Are immoral acts disgusting?: Children's application of disgust to moral transgressions*. Poster presented at the SRCD biennial meeting, Atlanta, Ga.

Danovitch, J. H. & Keil, F. (2005, April). *Scientists or saints: The emergence of an understanding of the mental characteristics needed to solve moral or scientific problems*. Poster presented at the SRCD biennial meeting, Atlanta, Ga.

Danovitch, J.H. (2004, July). *Beyond the sciences: Understanding morality as a domain of knowledge*. Poster presented at the joint meeting of the Society for Philosophy and Psychology and the European Society for Philosophy and Psychology, Barcelona, Spain.

Danovitch, J.H. & Keil, F. (2004, June). *Children's understanding of morality as a domain of knowledge*. Paper presented at the Jean Piaget Society annual meeting, Toronto, Canada.

Danovitch, J. H., Hyde, D., & Keil, F. (2003, October). *Children's understanding of morality as a domain of knowledge*. Poster presented at the Cognitive Development Society meeting, Park City, Utah.

Danovitch, J. H. (2003, April). *Should you ask a fisherman or a biologist?: Developmental shifts in ways of clustering knowledge*. Poster presented at the SRCD biennial meeting, Tampa, FL.

Danovitch, J. H., McGrath, M., & Keil, F. (2001, October). *Developmental shifts in clustering knowledge*. Poster presented at the Cognitive Development Society meeting, Virginia Beach, Va.

SELECT MEDIA COVERAGE

MIT Technology Review (12/6/2019 article & 06/09/2021 podcast), *National Public Radio* (12/10/2019), *CBC News* (12/17/2019)

INVITED TALKS AND COLLOQUIA

2022 College of Media & Communication, Texas Tech University
2022 Plenary symposium speaker, Cognitive Development Society Meeting, Madison, WI
2019 Department of Psychology, Central China Normal University
2017 Department of Psychology, University of North Carolina-Greensboro
2017 Department of Human Development & Family Studies, University of Alabama
2016 Department of Psychology, Washington University in St. Louis
2016 Facultad de Psicología, Universidad de la Sabana, Colombia
2012 Department of Psychological and Brain Sciences, University of Louisville
2011 Department of Psychology & Education, Mount Holyoke College
2011 Midwestern Psychological Association Meeting
2010 Human Development Initiative, Michigan State University
2009 Department of Psychology, University of Michigan
2008 Department of Psychology, Michigan State University
2008 Department of Psychology, Auburn University
2008 Department of Psychology, Georgia State University
2008 Department of Psychology, University of South Florida
2007 Department of Psychology, University of Miami
2007 School of Psychology, University of New South Wales, Australia
2007 Department of Psychology, The College of Charleston
2006 Child Study Center, Yale School of Medicine

PROFESSIONAL SERVICE

Grant reviewer

Huo Foundation, John Templeton Foundation, Israel Science Foundation, National Science Foundation, Romanian National Research Council, Spencer Foundation

Associate editor

Developmental Psychology (2022-), Human Behavior and Emerging Technologies (2021-2023)

Editorial board member

Cognitive Development, Developmental Psychology, Human Behavior and Emerging Technologies, Journal of Genetic Psychology

Ad hoc journal reviewer

Behavioral and Brain Sciences, British Journal of Developmental Psychology, Child Development, Cognition, Cognitive Development, Cognitive Science, Computers in Human Behavior, Current Directions in Psychological Science, Developmental Psychology, Early Childhood Research Quarterly, Early Education and Development, Frontiers in Psychology, Infant and Child Development, Informal Logic, International Journal of Behavioral Development, Journal of Autism and Developmental Disorders, Journal of Cognition and Development, Journal of Cognitive Psychology, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Genetic Psychology, Journal of Literacy Research, Journal of Positive Psychology, Learning & Individual Differences, Oxford Studies in Experimental Philosophy, PLOS One, Psychological Science, Public Understanding of Science, Social Development, Trends in Cognitive Sciences, Translational Issues in Psychological Sciences

Conference panel chair

2021 Society for Research in Child Development Biennial Meeting (Social Cognition Panel)

Conference committee member

Cognitive Science Society

Conference submission reviewer

Cognitive Development Society, Society for Research in Child Development Biennial Meetings, Society for Research in Child Development Special Topics meeting: Technology and Media in Children's Development

Textbook reviewer

Sage Publications, W.W. Norton & Company

TEACHING EXPERIENCE

Cognitive Development (undergraduate and graduate)
Developmental Psychology (undergraduate and graduate)
Developmental Psychology Honors
Giving Psychology Away: Critical Thinking & Public Communication (capstone course)
Introduction to Psychology

SERVICE AND COMMUNITY OUTREACH

2025-2027 Scholarly Publishing/Peer Review Mentor, [LEARN \(Leverage, Empower, Advance, Research, Network\) Program](#), Society for Research in Child Development

2023- University of Louisville READY mentor for first-generation students

- 2020- Skype-a-scientist presenter
- 2018- Founder and co-director of *Mobilizing MSD Alumni*, a 501c3 organization dedicated to supporting the Marjory Stoneman Douglas High School community in the wake of the mass shooting in February 2018
- 2014-2017 Psychology undergraduate committee, University of Louisville
- 2013 Michigan State University Science Festival presenter
- 2012-2013 Psychology Colloquium committee, Michigan State University
- 2009-2013 Undergraduate Research and Arts Forum judge, Michigan State University
- 2009-2013 Grandparent's University instructor, Michigan State University
- 2009-2012 Girls Math and Science Day presenter, Ingham Intermediate School District
- 2010 Developmental Brownbag Talk Series Organizer, Michigan State University
- 2003-2005 Elected representative, Yale Graduate Student Assembly
- 2001-2002 Co-chair, Developmental Lecture Series, Department of Psychology, Yale University