Elizabeth Lapidow

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ACADEMIC EMPLOYMENT

Postdoctoral Fellow • Department of Psychology, University of Waterloo   (2023 – Present)

  Advisor: Stephanie Denison

EDUCATION

Ph.D. in Experimental Psychology • University of California San Diego   (June, 2023)

  Advisor & Chair: Caren M. Walker
    Dissertation Title: *Explaining the Self-Directed Learner as an Intuitive (Causal) Scientist.*
    Committee members: David Danks, Craig McKenzie, Lauren Ross, Adena Schactner
  Topics: Cognitive development, causal reasoning, self-directed learning, decision-making

B.A. • Sarah Lawrence College •   (May, 2014)

  Concentration: Psychology, GPA: 3.9 / 4.0
    Undergraduate Advisors: Adam Brown, Carl Barenboim, Elizabeth Johnston
  Theses: *Neural Underpinnings of Attention Deficit and Bipolar Disorder; Disentangling the Cognitive Components of Mnemonics; Working Memory in Reading; Cognitive Psychology of Video Games as Learning*

FELLOWSHIPS, HONORS & AWARDS

(2024 – 2025)   Jacobs Foundation Young Scholar SEED Research Grant ……………… (120,000 CHf)
                                                  Achieving Adaptive Mathematics Knowledge through Embodied Causal Learning

(2023 – 2024)   Decision Education Research Collaborative Participant Funding ……….… (5,000 USD)

(2023)   Jacobs Foundation Annual Conference Young Scholar Program Attendee

(2023)   Norman Anderson Graduate Travel and Research Award

(2023)   Society for Research in Child Development, Graduate Student Travel Award…(300 USD)

(2019 – 2022)   National Defense Science and Engineering Graduate Fellowship ……… (123,800 USD)
                                                  Identifying Early Decision-Making Mechanisms of Learning in Novel Environments

(2019)   Norman Anderson Graduate Travel and Research Award

(2019)   Cognitive Science Society, Guided Playful Learning Workshop, Poster Award
                                                  Do Learning Goals Influence Exploration Decisions?

(2018)   Norman Anderson Graduate Travel and Research Award

(2017 – 2019)   San Diego and Coat Robles Incoming Graduate Student Fellowship ……… (20,000 USD)

PUBLICATIONS   ([a] indicates undergraduate mentee as co-author)

Peer-Reviewed Journal Articles

Lapidow, E., & Walker, C. M. (*in press*). Learners' Causal Intuitions Explain Behavior in Control of Variables Tasks. *Developmental Psychology.*

Lapidow, E., & Bonawitz, E. (2023). What's in the box? Preschoolers consider ambiguity, expected value, and information for future decisions in explore-exploit tasks. *Open Mind: Discoveries in Cognitive Science, 7,* 855-878. doi: 10.1162/opmi_a_00110

Lapidow, E., & Walker, C. M. (2022). Rethinking the "gap": Self-directed learning in cognitive development and scientific reasoning. *Wiley Interdisciplinary Reviews: Cognitive Science*, *13(2),* e1580. doi: 10.1002/wcs.1580

Lapidow, E., Killeen, I., & Walker, C. M. (2022). Learning to recognize uncertainty vs. recognizing uncertainty to learn: Confidence judgments and exploration decisions in preschoolers. *Developmental Science*, 25, e13178. doi: 10.1111/desc.13178

Lapidow, E., Tandon[a], T., Goddu, M., & Walker, C. M. (2021). A Tale of Three Platforms: Investigating preschoolers' second-order inferences using in-person, Zoom, and Lookit methodologies. *Frontiers in Psychology*, 12:731404. doi: 10.3389/fpsyg.2021.73404

Lapidow, E., & Walker, C. M. (2020). Informative experimentation in intuitive science: Children select and learn from their own causal interventions. *Cognition*, 201, 104315. doi: 10.1016/j.cognition.2020.104315

Book Chapters

Lapidow, E., & Walker, C. M. (2020). The Search for Invariance: Repeated Positive Testing Serves the Goals of Causal Learning. In: Childers, J. (Ed.), *Language And Concept Acquisition From Infancy Through Childhood* (pp. 197-219)*.* Springer, Cham. doi: 10.1007/978-3-030-35594-4_10

Bonawitz, E. B., Bass, I., & **Lapidow, E.** (2018). Choosing to Learn: Evidence evaluation for active learning and teaching in early childhood. In: M.M. Saylor & P. A. Ganea (Ed.), *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms* (pp. 213-231)*.* Cham, Springer International Publishing. doi: 10.1007/978-3-319-77182-3_12

Lapidow, E., & Brown, A.D. (2016). Autobiographical memories in PTSD. In: Martin, C., Patel, V., & Preedy, V. (Ed.). *Comprehensive Guide to Post-Traumatic Stress Disorders* (pp. 131-146)*.* Springer, Cham. doi: 10.1007/978-3-319-08359-9_117

Peer-Reviewed Proceedings

Lapidow, E., Stein[a], A., & Walker, C. M. (2023). Children use causality as a guide to question asking. *Proceedings of the 45th Annual Conference of the Cognitive Science Society.* Sydney, Australia: Cognitive Science Society.

Lapidow, E. & Walker, C. M. (2022). Clarifying the causal logic of a classic control of variables task. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.* Toronto, CA: Cognitive Science Society.

Lapidow, E., Goddu, M. K., & Walker, C. M. (2022). Reasoning from samples to populations: Children use variability information to predict novel outcomes. *Proceedings of the 44th Annual Conference of the Cognitive Science Society.* Toronto, CA: Cognitive Science Society.

Lapidow, E., Killeen, I., & Walker, C. M. (2020). Exploration Decisions Precede and Improve Explicit Uncertainty Judgments in Preschoolers. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society.* Virtual Meeting: Cognitive Science Society.

Lapidow, E. & Walker, C. M. (2019). Does the intuitive scientist conduct informative experiments?: Children's early ability to select and learn from their own interventions. *Proceedings of the 41st Annual Conference of the Cognitive Science Society.* Montreal, CA: Cognitive Science Society.

Choi, K., **Lapidow, E.**, Austin, J., Shafto, P. & Bonawitz, E. (2018) Preschoolers are more likely to direct questions to adults than to other children (or selves) during spontaneous conversational acts. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.* Madison, WI: Cognitive Science Society.

Journal Articles in Preparation & Revision

Lapidow, E., Goddu, M. K., & Walker, C. M. (*revise and resubmit*). Children's developing ability to predict novel outcomes from variability information.

Lapidow, E., Stein[a], A., & Walker, C. M. (*in prep*). Children use causality as a guide to question asking.

Lapidow, E. Goela[a], D., Nyhout, A., Ganea, P., & Walker, C. M. (*in prep*). Early markers of the control of variables strategy: Children recognize and select unconfounded evidence.

Lapidow, E., Walker, C. M., & Ruggeri, A. (*in prep*). Learning for now or later: Is children's exploration sensitive to their learning goals?

REFEREED CONFERENCE PRESENTATIONS

Symposia Organized

(March, 2019). Organized paper symposium: Information Gain as a Guide for Decision-Making in Early Exploratory Learning for 2019 *Society for Research in Child Development Conference* in Baltimore, MD. *Chair:* Caren M. Walker*, Speakers:* Elizabeth Lapidow, Joseph A. Colantonio, Nora Swaboda, & Emily G. Liquin

Oral Presentations

Lapidow, E., & Walker, C. M. (June, 2023). Clarifying the causal logic of a classic control of variables task. Oral presentation at *Society for Philosophy and Psychology*, Pittsburgh, PA.

Lapidow, E., Stein, A., & Walker, C. M. (March, 2023). Do Children use causal knowledge as a guide during information search? Oral presentation at *Society for Research in Child Development*, Salt Lake City, Utah.

Lapidow, E., & Walker, C. M. (January, 2023). Clarifying the causal logic of a classic control of variables task. Oral presentation at *Budapest CEU Conference on Cognitive Development*, Budapest, Hungary-Remote.

Lapidow, E., & Walker, C. M. (July, 2022). Clarifying the causal logic of a classic control of variables task. Oral presentation at *Cognitive Science Society*, Toronto, Canada.

Lapidow, E. (July, 2022). Early Developing Inquiry Under Uncertainty: Characterizing the decision-making underlying exploration of novel causal systems. Oral presentation at the *National Defense Science and Engineering Graduate Fellowship 2019-2020 Fellows Conference*, Boston, MA.

Lapidow, E., & Walker, C. M. (June, 2021). Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing. Oral presentation at *Society for Philosophy and Psychology*, Virtual Meeting.

Lapidow, E., Goddu, M., & Walker, C. M. (April, 2021). Reasoning from Samples to Populations: Can children use variability information to predict future outcomes? Oral presentation at *Society for Research in Child Development*, Virtual Meeting.

Lapidow, E., Goddu, M., & Walker, C. M. (January, 2021). Reasoning from Samples to Populations: Can children use variability information to predict future outcomes? Oral presentation at *Budapest CEU Conference on Cognitive Development*, Virtual Meeting.

Lapidow, E., Killeen, I., & Walker, C. M. (July, 2020). Exploration Decisions Precede and Improve Explicit Uncertainty Judgments in Preschoolers. Oral presentation at *Cognitive Science Society*, Virtual Meeting.

Lapidow, E., & Walker, C. M. (July, 2019). Do Young Children Select Informative Actions during Exploratory Learning? Oral presentation at *Society for Philosophy and Psychology*, San Diego, CA.

Lapidow, E., & Walker, C. M. (March, 2019). Does the Intuitive Scientist do Informative Experiments?: Children's ability to select and learn from their own interventions during causal learning. Oral presentation at *Society for Research in Child Development*, Baltimore, MD.

Lapidow, E., & Walker, C. M. (July, 2018). Expectations of Causal Structure Influence Preschoolers' Choice of Interventions. Oral presentation at *Central European University, Summer University: Thinking About the Possible*, Budapest, Hungary.

Lapidow, E., & Bonawitz, E. B. (October, 2017). Preschooler's Causal Hypothesis Testing Reveals Developmental Shifts in the Use of Temporal and Pedagogical Information. Oral presentation at *Cognitive Development Society Conference,* Portland, OR.

Lapidow, E., & Bonawitz, E. B. (June, 2017). Rational Action: Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Exploration. Oral presentation at *Society for Philosophy and Psychology*, Baltimore, MD.

Bonawitz, E. B. & **Lapidow, E.** (April, 2017). Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Explore-Exploit Tasks. Oral presentation at *Society for Research in Child Development*, Austin, TX.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Rational Action: Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Exploration. Oral presentation as part of refereed *Cognitive Science Society* Preconference: *Active learning: Cognitive development, education, and computational models,* Philadelphia, PA.

Poster Presentations

Lapidow, E., Stein, A., & Walker, C. M. (March, 2024). Children use causal knowledge to identify better questions during information search. Poster presented at *Cognitive Development Society*, Pasadena, CA.

Lapidow, E., Stein, A., & Walker, C. M. (July, 2023). Children use causality as guide to question asking. Poster presented at *Cognitive Science Society*, Sydney, Australia.

Lapidow, E., Goddu, M., & Walker, C. M. (July, 2022). Reasoning from Samples to Populations: Children use variability information to predict novel outcomes. Poster presented at *Cognitive Science Society*, Toronto, CA.

Lapidow, E. (July, 2022). Early Developing Inquiry Under Uncertainty: Characterizing the decision-making underlying exploration of novel causal systems. Poster presented at the *National Defense Science and Engineering Graduate Fellowship 2019-2020 Fellows Conference*, Boston, MA.

Lapidow, E., & Walker, C. M. (April, 2022). Rethinking the Gap Between Exploratory Learning and Scientific Reasoning: Causal Logic within the Control of Variables Task. Poster presented at *Child Development Society*, Madison, WI.

Lapidow, E., & Walker, C. M. (April, 2022). The Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing. Poster presented at *Child Development Society* Preconference: *Theory-Theory Turns Thirty-Something*, Madison, WI.

Lapidow, E., Chu, J., & Walker, C. M. (July, 2021). Knowing the Shape of the Solution: Causal Structure Constrains Evaluation of Possible Causes. Poster presented at *Cognitive Science Society*, Virtual Meeting.

Lapidow, E., Goddu, M., & Walker, C. M. (April, 2021). Reasoning from Samples to Populations: Can children use variability information to predict future outcomes? Poster presented at *Society for Research in Child Development*, Virtual Meeting.

Lapidow, E., Killeen, I., & Walker, C. M. (October, 2019). Information-seeking as implicit uncertainty monitoring in childhood. Poster presented at *Child Development Society*, Louisville, KY.

Lapidow, E., & Walker, C. M. (July, 2019). Does the Intuitive Scientist do Informative Experiments: Children's ability to select and learn from their own interventions during causal learning. Poster presented at *Cognitive Science Society*, Montreal, Canada.

Lapidow, E., Ruggeri, A., & Walker, C. M. (July, 2019). Goal-Guided Exploration: Does learning goal influence exploration behavior in childhood? Poster presented at referred *Cognitive Science Society* Pre-Conference Workshop: *Guided Playful Learning: Developmental, Computational, and Educational Perspectives*, Montreal, Canada.

Lapidow, E., Bonawitz, E. B., Shafto, P., Austin, J., Choi, K., Tariq, S., & Bell, C. (October, 2017). Preschoolers are more likely to direct questions to adults than to other children (or selves) during spontaneous conversational acts. Poster presented at *Cognitive Development Society* Pre-Conference Workshop: *Question Asking on Childhood*, Portland, OR.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Distributional Information Guides Adult Learners' Decision Making. Poster presented at *Cognitive Science Society*, Philadelphia, PA.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Exploration-Exploitation Tasks. Poster presented at *Cognitive Science Society*, Philadelphia, PA.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Distributional Information Guides Adult Learners' Decision Making. Poster presented at *Society for Mathematical Psychology*, New Brunswick, NJ.

Lapidow, E., & Bonawitz, E. B. (October, 2015). Preschoolers Use Probability Information to Guide Exploration-Exploitation. Poster presented at *Child Development Society*, Columbus, OH.

INVITED TALKS

DIG Talk Series, Department of Psychology, University of Toronto, Ontario, Canada – *Understanding Children's Self-Directed Learning* (November, 2023)

Jacobs Foundation 2023 Conference, Young Scholar Lightning Talk – *Understanding Self-Directed Learners as Intuitive Causal Scientists* (May, 2023)

Department of Psychology, SUNY Purchase – *Understanding Children's Self-Directed Learning* (May, 2023)

Computational Cognitive Science Group Meeting, University of Edinburgh, Scotland – *Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing* (November, 2022)

Causality in Cognition Lab Meeting, Stanford University, California – *Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing* (October, 2021)

iSearch Research Group Meeting at the Max Plank Institute for Human Development, Berlin – *Does the Intuitive Scientist Do Informative Experiments?* (April, 2019)

Memory and Emotion Lab Meeting, Sarah Lawrence College – *Choosing to Learn: Action, Inference, and Decision-Making in Learning and Exploration* (June, 2017)

TEACHING EXPERIENCE

Instructor of Record – University of Waterloo: Department of Psychology

• "Cognitive Development" (Fall, 2022)

Designing and delivering a small-scale lecture course of 70-100 upper-level undergraduates.

Responsibilities: Course design and material creation for new course, writing and delivering interactive lectures and classroom activities, designing reading and response assignments to accompany and assess understanding of topics, evaluating student progress, supervision of two graduate teaching assistants.

Instructor of Record – University of California, San Diego: Department of Psychology

• "Topics in Psychology: Active Learning in Childhood" (Fall, 2022)

Designing and delivering a seminar-style course for 20 upper-level undergraduates.

Responsibilities: Creation and content design for an entirely new course, facilitating in-class discussion, writing and delivering short-form lectures to scaffold student understanding, designing long- and short-term assignments on reading, analyzing, and designing scientific research, evaluating student progress.

Teaching Assistant – University of California, San Diego: Department of Psychology

Responsibilities: Attending and assisting in classroom sessions, exam preparation, office hours, grading written assignments, preparing and delivering guest lectures, supervising and instructing during laboratory sections.

- • "General Psychology, Cognitive Foundations" (Spring, 2023)
- • "Impulse Control Disorders" (Winter, 2023)
- • "Laboratory in Psychology Research Methods" (Winter, 2022; Winter 2021)
- • "Adolescent Psychology" (Winter, 2020)
- • "Introduction to Developmental Psychology" (Winter, 2018)

MENTORSHIP

Undergraduate Mentorship – University of Waterloo: Developmental Learning Lab
Responsibilities: Instruction and training in behavioral research for undergraduate research assistants, as well as serving as advisor for students designing their own research studies (Honors Thesis students), writing academic research papers (Honors and B.S. students), and applying to graduate and post-baccalaureate degree programs.

Senior Thesis, co-advised w S. Denision:
- Marissa Lepp Burroughs (2023 - Present)

Research Assistants:
- Amanda Lim (2023 - Present)
- Iman Yousefi (2023 - Present)

Undergraduate Mentorship – University of California, San Diego: Early Learning & Cognition Lab
Responsibilities: Instruction and training in behavioral research for undergraduate research assistants, as well as serving as advisor for students designing their own research studies (Honors Thesis students), writing academic research papers (Honors and B.S. students), and applying to graduate and post-baccalaureate degree programs.

Senior Honors Thesis, co-advised with C. Walker:
- Xiao Yang Chu (2019 - 2020)
- Amberley Stein (2021 - 2022)
- Ashna Singh (2021 – 2023)
- Sophie Mazor (2022 – 2023)

B.S. Program, co-advised with C. Walker:
- Ruth Bagcus (2018-2019)
- Cesia Haro-Rojas (2018-2019)
- Lynnea Mayorga (2021-2022)
- Tushita Tandon (2019-2021)
- Sally Tang (2019-2020)

Research Assistants:

- Phoebe Betts (2021)
- Carolyn Collora (2018-19)
- Devon Dye (2022)
- Helen Fu (2018-19)
- Mylon Kemp (2020)
- Paul Simental (2019-2020)
- Tushita Tandon (2019-21)
- Monica Van (2020-2021)
- Madeline Weerts (2019-2020)

Laboratory Manager – Rutgers University, Newark: Computational Cognitive Development Lab
Responsibilities: Instruction, supervision, and mentorship of undergraduate research assistants. Training in laboratoy practices and responsibilities, coordination and supervision of data collection and participant management, organized and lead a bi-weekly science reading group. (All Students: 2015 – 2017)

- Hira Abbacy
- Iqra Azam
- Reham Bader
- Courtney Bell
- Leeza Camilo
- Tahani Chaudhri
- Raquel Damaghi
- Jack Fredricks
- Victoria Golinski
- Milagros Grados
- Anishka Jean
- Ethan Motschmann
- Kristina Roose
- Janet Sayilik
- Sara Tariq

Graduate Mentor – Grad Application Mentorship Program (GradAMP); Next-Gen Psychology Scholars Program (NPSP); Students for Higher-Ed Opportunities and Representation in Training
Responsibilities: One-on-one mentorship of psychology and cognitive science undergraduates from traditionally under represented populations through the graduate school application process. Also providing regular advice and feedback to all students in the program by serving in information panels, feedback groups, and discussion boards.
- Anukruti Singh (2023) ; Nimra Naeem (2023) – Applying in current cycle.
- Brody Silva (2022-23) – Researcher at Yale University, Psychology & Neuroscience.
- Kara Stevens (2021-22) – EEG/MEG Technician Scientist at Minneapolis Veterans Affairs.
- Nayeli Rincon (2020-21) – PhD student in Critical Social Personality Psychology at CUNY.

Outreach Research Project Lead – Rutgers University, Newark: North Star Academy Program
Responsibilities: Close mentorship and training for high-school seniors to conduct, analyze, and formally present a grant-funded research project on spontaneous speech in preschoolers over the course of an academic year.

- Viannis Almonte (2015-2016) &   Mariyam Kayjay (2015-2016)

Notable Achievements by Undergraduate Mentees:

- C. Collora – Accepted into Masters in Education program at University of California, San Diego, Fall 2018.
- A. Jean – PhD student in Clinical Child Psychology program at West Virginia University, Fall 2020.
- L. Mayorga – Lab manager for Dr. Adam Grabell's Lab at University of Massachusetts, Amherst, Fall 2022.
- S. Mazor – Accepted for 2023 Summer Internship Program at the Gopnik Lab at UC Berkeley; Abstract accepted for 2024 National Conference on Undergraduate Research;
- A. Singh – Accepted for Masters in Quantitative Methods in the Social Science program at Columbia University, Fall 2023; Selected as 2022-2023 UC San Diego Award for Excellence in Undergraduate Research recipient; Accepted for 2022 Summer Internship Program at the Gopnik Lab at UC Berkeley.
- A. Stein – Co-author on peer-reviewed conference proceedings: Lapidow, Stein, & Walker (2023); Presenting author on posters at Cognitive Science Society Meeting 2023 and Cognitive Development Society 2024; Spotlight student presenter in 2022 Undergraduate Research Conference at UC San Diego; Selected as 2021-2022 UC San Diego Award for Excellence in Undergraduate Research recipient.
- T. Tandon – Co-author on peer-reviewed publication: Lapidow, Tandon, Goddu, & Walker (2021); Selected as 2020-2021 UC San Diego Award for Excellence in Undergraduate Research recipient.
- M. Van – Research scientist for the Toyota Research Institute's Machine Assisted Cognition Group, Fall 2021.

ADDITIONAL RESEARCH EXPERIENCE

Rutgers University, Newark, Dept. of Psychology • Computational Cognitive Development Lab
Researcher and Lab Manager under the direction of Dr. Elizabeth Bonwatiz (Feb. 2015 – July 2017)

Rutgers University, Newark, Center for Molecular and Behavioral Neuroscience • The Gluck Lab
Research Assistant to Dr. Mohammod Herzallah on Parkinson's Program (Oct. 2014 – Sept. 2015)

Langone School of Medicine, NYU • Post Traumatic Stress Disorder Research Program
Volunteer Research Assistant under the direction of Dr. Adam Brown (Jan. 2014 – May. 2014)

UNIVERSITY SERVICE

- Co-Designer and Teacher, Undergraduate Workshop on Scientific Writing (2020—2023)
- Psychology Department Graduate Peer Mentor Program, UC San Diego (2019—2023)
- Speaker for Psychology Graduate Student Open House, UC San Diego (2018; 2019; 2020; 2021; 2022)
- Graduate Co-Coordinator, Psychology Colloquium Talk Series, UC San Diego (2018—2019)

COMMUNITY INVOLVEMENT & OUTREACH

- Instructor, Sally Ride Science and LibraryNExT Program Series (2019—2022)
- Volunteer for Medical Records Services, Planned Parenthood of Pacific Southwest (2017—2021)
- Volunteer, Taste of Science Talk Series, San Diego Chapter (2020)

- Instructor, Education Outreach with Girls-Who-Code, Newark, NJ (2016—2017)
- Mentor & Project Lead, North Star Academy STEM Research Partnership (2015—2016)

PROFESSIONAL ACTIVITIES & AFFILIATIONS

- Jacobs Foundation Young Scholars Program, Cascais, Portugal (May, 2023)
- Visiting Scholar, Harvard University, Cambridge, Massachusetts (June—August, 2022)
- Member of Researcher Working and Development Group for MIT's Lookit Project (2020—Present)
- Graduate Organizer, Society for Philosophy and Psychology Conference, San Diego California (June, 2019)
- Visiting Scholar, Max Planck Institute for Human Development, Berlin, Germany (April—June, 2019)

PROFESSIONAL AFFILIATIONS

Reviewer: Budapest CEU Conference on Cognitive Development Cognition; Cognitive Science; Cognitive Development; Developmental Psychology; Journal of Experimental Child Psychology; Journal of Cognition and Development; Cognitive Science Society; Child Development; European Journal of Developmental Psychology; PCI Registered Reports; Society for Philosophy and Psychology.

Member: Cognitive Development Society; Cognitive Science Society; Society for Philosophy and Psychology; Society for Research in Child Development.