

# CURRICULUM VITAE

## **Deena Skolnick Weisberg, Ph.D.**

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## **POSITIONS**

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### **Villanova University**

Department of Psychological and Brain Sciences  
Assistant Professor, July 2018 – present  
Fellow of the the Center for Neuroscience & Society  
Distinguished Research Fellow at the Annenberg Public Policy Center

### **University of Pennsylvania**

Department of Psychology  
Senior Fellow, July 2013 – June 2018

### **Brown University**

Department of Cognitive, Linguistic, and Psychological Sciences  
Visiting Scholar, July 2011 – June 2012

### **Australian National University**

Research School of Social Sciences  
Visiting Fellow, summer 2006, 2009, 2010, & 2012

## **EDUCATION and TRAINING**

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### **Temple University**

Postdoctoral Research Associate, Sept. 2011 – June 2013  
Sponsor: Kathy Hirsh-Pasek

### **Rutgers University**

Postdoctoral Research Associate, May 2008 – Sept. 2011  
Sponsor: Alan M. Leslie

### **Yale University**

Ph.D. in Psychology, May 2008  
winner of the James B. Grossman Prize for an outstanding psychology dissertation  
M.Phil. in Psychology, Jun. 2006  
M.S. in Psychology, Dec. 2005  
Advisor: Paul Bloom

### **Stanford University**

B.S. in Symbolic Systems (with honors), Jun. 2003

## FUNDING

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July 2018 – December 2019, “LAVA: Laboratorio para apreciar la vida y el ambiente,” Penn Making a Difference in Diverse Communities Fund. Total costs \$86,000. Role: Co-PI.

June 2018 – December 2019, “Reducing reliance on plastic and improving domestic water supply: A citizen science project for San Cristóbal Island,” Galápagos Conservation Trust. Total costs \$10,000. Role: Co-PI.

September 2017 – August 2020, “Young children’s beliefs about causal systems: Learning about belief revision in the lab and in museums,” National Science Foundation (DRL-1660655). Total costs \$610,476. Role: PI.

March 2017 – June 2019, “Community-based ecology in the Galápagos Archipelago,” Penn Making a Difference in Diverse Communities Fund. Total costs \$100,000. Role: Co-PI.

May 2016 – December 2017, “Engaging the local community to study invasive species in the Galápagos Archipelago,” Penn Global Engagement Fund. Total costs \$33,000. Role: Co-PI.

January 2016 – August 2016, “Blickets and butterflies: Testing scientific thinking in early elementary school,” National Living Laboratory Stipend Award (NSF DRL-1113648). Total costs \$2,918. Role: Co-PI.

March 2015 – February 2017, “Probing public understanding and acceptance of evolution,” National Science Foundation (STS-1455425). Total costs \$310,112. Role: Co-PI.

July 2014 – June 2016, “Errors of scientific understanding: Revisiting the seductive allure effect,” Templeton Foundation (Varieties of Understanding Project). Total costs \$191,901. Role: PI.

### Under Review

“How young children learn biology concepts from fictional stories,” National Science Foundation. Total costs \$599,578. Role: PI.

## PUBLICATIONS

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### Peer-Reviewed Publications

Prabhakar, J., Weisberg, D. S., & Leslie, A. M. (2018). The interplay between moral actions and moral judgments in children and adults. *Consciousness and Cognition*, 63, 183-197.

Weisberg, D. S., Hopkins, E. J., & Taylor, J. C. V. (2018). People’s explanatory preferences for scientific phenomena. *Cognitive Research: Principles and Implications*, 3(44), 1-14.

Metz, S. E., Weisberg, D. S., & Weisberg, M. (2018). Non-scientific epistemic criteria sustain counter-scientific beliefs. *Cognitive Science*, 42(5), 1477-1503.

Kibbe, M. M., Kreisky, M., & Weisberg, D. S. (2018). Young children distinguish between different unrealistic fictional genres. *Psychology of Aesthetics, Creativity, and the Arts*, 12(2), 228-235.

Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A. & Dickinson, D. (2018). The language of play: Developing preschool vocabulary through play following shared book-reading. *Early Childhood Research Quarterly*, 45, 1-17.

Weisberg, D. S., Landrum, A. R., Metz, S. E., & Weisberg, M. (2018). No missing link: Knowledge predicts acceptance of evolution in the United States. *BioScience*, 63(3), 212-222. (project registration at <https://osf.io/mvg4n/>)

Weisberg, D. S. & Friend, S. (2017). Embracing non-fiction: How to extend the DISTANCING-EMBRACING model [Comment on Menninghaus et al. (2017)]. *Behavioral and Brain Sciences*, 40, e379.

Sobel, D. M., Erb, C. D., Tassin, T., & Weisberg, D. S. (2017). The development of diagnostic inference under uncertainty. *Journal of Cognition and Development*, 18(5), 556-576.

Panero, M. E., Weisberg, D. S., Black, J., Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2017). No support for the claim that literary fiction uniquely and immediately improves theory of mind: A reply to Kidd and Castano's commentary on Panero, Weisberg, Black, Goldstein, Barnes, Brownell, & Winner (2016). *Journal of Personality and Social Psychology*, 112(3), e5-e8.

Hopkins, E. J. & Weisberg, D. S. (2017). The youngest readers' dilemma: A review of children's learning from fictional sources. *Developmental Review*, 43, 48-70.

Panero, M. E.\*, Weisberg, D. S.\*, Black, J.\*, Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2016). Does reading a single passage of literary fiction really improve theory of mind? An attempt at replication. (\* = joint first authors) *Journal of Personality and Social Psychology*, 111(5), e46-e54.

Weisberg, D. S. (2016). How fictional worlds are created. *Philosophy Compass*, 11(8), 462-470.

Hopkins, E. J., Weisberg, D. S., & Taylor, J. C. V. (2016). The seductive allure is a reductive allure: People prefer scientific explanations that contain logically irrelevant reductive information. *Cognition*, 155, 67-76.

Weisberg, D. S.\*, Hirsh-Pasek, K.\*, Golinkoff, R. M., Kittredge, A. K., & Klahr, D. (2016). Guided play: Principles and practices. (\* = joint first authors) *Current Directions in Psychological Science*, 25(3), 177-182.

Hopkins, E. J., Smith, E. D., Weisberg, D. S., & Lillard, A. S. (2016). The development of substitute object pretense: The differential importance of form and function. *Journal of Cognition and Development, 17*(2), 197-220.

Weisberg, D. S. & Gopnik, A. (2016). Which counterfactuals matter? A response to Beck. *Cognitive Science, 41*(1), 257-259.

Hopkins, E. J., Weisberg, D. S., & Taylor, J. C. V. (2016). Examining the specificity of the seductive allure effect. In A. Papafragou, D. Grodner, D. Mirman, & J. C. Trueswell (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 1829-1834). Philadelphia, PA: Cognitive Science Society.

Weisberg, D. S., Taylor, J. C. V., & Hopkins, E. J. (2015). Deconstructing the seductive allure of neuroscience explanations. *Judgment and Decision Making, 10*(5), 429-441.

Ridge, K. E., Weisberg, D. S., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. M. (2015). Supermarket speak: Increasing talk among low-SES families. *Mind, Brain, and Education, 9*(3), 127-135.

Weisberg, D. S. (2015). Advanced review: Pretend play. *WIREs Cognitive Science, 6*(3), 249-261.

Weisberg, D. S., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Dickinson, D. K. (2015). Shovels and swords: How realistic and fantastical themes affect children's word learning. *Cognitive Development, 35*, 1-14.

Weisberg, D. S. (2014). The development of imaginative cognition. *Royal Institute of Philosophy Supplements, 75*, 85-103.

Sobel, D. M. & Weisberg, D. S. (2014). Tell me a story: How children's developing domain knowledge affects their story construction. *Journal of Cognition and Development, 15*(3), 465-478.

Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R., & McCandliss, B. D. (2014). *Mise en place*: Setting the stage for thought and action. *Trends in Cognitive Sciences, 18*(6), 276-278.

Weisberg, D. S., Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Talking it up: Play, language development, and the role of adult support. *American Journal of Play, 6*(1), 39-54.

Weisberg, D. S. & Gopnik, A. (2013). Pretense, counterfactuals, and Bayesian causal models: Why what is not real really matters. *Cognitive Science, 37*(7), 1368-1381.

Weisberg, D. S., Sobel, D. M., Goodstein, J., & Bloom, P. (2013). Young children are reality-prone when thinking about stories. *Journal of Cognition and Culture, 13*(3-4), 383-407.

Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education*, 7(2), 104-112.

Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Embracing complexity: Rethinking the relation between play and learning: Comment on Lillard et al. (2013). *Psychological Bulletin*, 139(1), 35-39.

Weisberg, D. S. & Leslie, A. M. (2012). The role of victims' emotions in preschoolers' moral judgments. *Review of Philosophy and Psychology*, 3(3), 439-455.

Buchsbaum, D., Bridgers, S., Weisberg, D. S., & Gopnik, A. (2012). The power of possibility: Causal learning, counterfactual reasoning, and pretend play. *Philosophical Transactions of the Royal Society B*, 367, 2202-2212.

Weisberg, D. S. & Sobel, D. M. (2012). Young children discriminate improbable from impossible events in fiction. *Cognitive Development*, 27(1), 90-98.

Weisberg, D. S. & Bloom, P. (2009). Young children separate multiple pretend worlds. *Developmental Science*, 12(5), 699-705.

Weisberg, D. S. & Goodstein, J. (2009). What belongs in a fictional world? *Journal of Cognition and Culture*, 9(1), 69-78.

Weisberg, D. S. (2008). Caveat lector: The presentation of neuroscience information in the popular media. *The Scientific Review of Mental Health Practice*, 6(1), 51-56.

Weisberg, D. S., Keil, F. C., Goodstein, J., Rawson, E., & Gray, J. R. (2008). The seductive allure of neuroscience explanations. *Journal of Cognitive Neuroscience*, 20(3), 470-477.

Weisberg, D. S. & Bloom, P. (2007). Why do some people resist science? *Science and Public Affairs*, 22.

Bloom, P. & Weisberg, D. S. (2007). Childhood origins of adult resistance to science. *Science*, 316(5827), 996-997.

Skolnick, D. & Bloom, P. (2006). What does Batman think about SpongeBob? Children's understanding of the fantasy/fantasy distinction. *Cognition*, 101(1), B9-B18.

### **Book Chapters and Invited Articles**

Weisberg, D. S. & Zosh, J. M. (2018). How guided play promotes early childhood learning. In R. E. Tremblay, M. Boivin & R. DeV. Peters (Eds). *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/play-based-learning/according-experts/how-guided-play-promotes-early-childhood-learning>.

Weisberg, D. S. (2016). Imagination and child development. In A. Kind (Ed.), *Routledge Handbook of Philosophy of Imagination* (pp. 300-313). New York: Routledge.

Weisberg, D. S. (2016). The fantasy advantage. *Scientific American Mind*, 27(2), 43-47.

Weisberg, D. S., Kittredge, A. K., Hirsh-Pasek, K., Golinkoff, R. M., & Klahr, D. (2015). Making play work for education. *Phi Delta Kappan*, 96(8), 8-13.

Weisberg, D. S. (2013). Distinguishing imagination from reality. In M. Taylor (Ed.), *The Oxford Handbook of the Development of Imagination* (pp. 75-93). New York: Oxford University Press.

Weisberg, D. S. (2009). The vital importance of imagination. In M. Brockman (Ed.), *What's Next? Dispatches on the Future of Science* (pp. 145-154). New York: Vintage Books.

Skolnick, D. & Bloom, P. (2006). The intuitive cosmology of fictional worlds. In S. Nichols (Ed.), *The Architecture of the Imagination: New Essays on Pretense, Possibility, and Fiction* (pp. 73-86). New York: Oxford University Press.

Skolnick, D. (2005-2006). [Review of the book *Play, Development, & Early Education*.] *Imagination, Cognition, and Personality*, 25(1), 90-93.

#### **Under Review**

Haber, A., Sobel, D. M., & Weisberg, D. S. Fostering children's reasoning about disagreements through an inquiry-based curriculum.

Weisberg, D. S. Is imagination constrained enough for science?

Hopkins, E. J., Weisberg, D. S., & Taylor, J. C. V. Expertise in science and philosophy moderates the seductive allure of reductive explanations.

Weisberg, D. S. & Hopkins, E. J. Preschoolers' extension and export of information from realistic and fantastical stories.

#### **In Preparation**

Sobel, D. M. & Weisberg, D. S. *Constructing science: Connecting causal reasoning to scientific thinking in young children*. Book under contract with MIT Press.

Metz, S. E., Weisberg, D. S., & Weisberg, M. A case of sustained internal contradiction: Unresolved ambivalence between evolution and creationism.

Weisberg, D. S., Meketon, M., & Morris, S. The name of the game: The impact of character type on young children's learning from name-matched storybooks.

Weisberg, D. S. & Friedman, L. W. The effect of socio-economic status and fantasy orientation on children's reality/fiction judgments.

Choi, E., Sobel, D. M. & Weisberg, D. S. Of blickets and butterflies: The effect of contextualization on children's diagnostic reasoning.

Chlebusch, N., Weisberg, D. S., & Goldstein, T. R. Fact or fiction? Clarifying the relation between reading and the improvement of social skills.

Weisberg, D. S., Landrum, A. R., & Weisberg, M. Understanding the nature of science moderates the effect of identity factors on public acceptance of evolution.

## PRESENTATIONS

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### Invited Talks and Colloquia

- Workshop on "Exploring the Mind's Eye: Philosophical and Scientific Perspectives on Imagination", Bilkent University, Ankara, Turkey. October 2019.
- Conference on Experimental Philosophy of Science, Aarhus University, Denmark. October 2019.
- FINO Ph.D. Consortium in Philosophy, University of Turin. June 2019.
- Department of Psychology, Duke University. February 2019.
- Department of Philosophy, East China Normal University. October 2018.
- Greater Philadelphia Philosophy Consortium Public Issues Forum. October 2018.
- Department of Psychological and Brain Sciences, Villanova University. November 2017.
- Department of Psychology, Kyoto University. October 2017.
- Department of Psychology, Franklin & Marshall College. October 2017.
- Science of Imagination conference, Orlando, FL. April 2016.
- Center for Children, Relationships, and Culture, University of Maryland. November 2015.
- Department of Psychology, Rutgers University – Newark. March 2015.
- Department of Psychology, Bryn Mawr College. November 2014.
- Department of Philosophy (Neurophilosophy Forum), Georgia State University. April 2012.
- Department of Psychology, Union College. February 2012.
- Department of Educational Psychology, University of Wisconsin – Madison. January 2012.
- Department of Psychology, Swarthmore College, October 2011.
- Department of Psychology, University of Maryland – College Park. February 2011.
- Department of Psychology, Kenyon College. October 2010.
- Center for Cognitive Science, Macquarie University, August 2010.
- Centre for Macroevolution and Macroecology, Australian National University, August 2010.
- Penn Neuroethics Program, University of Pennsylvania. April 2009.
- Department of Psychology, University of California – Berkeley. March 2009.
- Department of Psychology, Barnard College. February 2009.
- Department of Psychology, Stanford University. November 2008.
- Center for Cognitive Science, Rutgers University. September 2008.
- Department of Psychology and Social Behavior, University of California – Irvine. April 2008.

Department of Human Development, Cornell University. December 2007.  
Department of Psychology, University of Illinois – Chicago. November 2007.  
Department of Psychology, University of Miami. November 2007.  
Center for Philosophy of Science, University of Pittsburgh. February 2007.  
Research School of Social Sciences, Australian National University. July 2006.  
Literary Theory and Cognition Working Group, Yale University. February, 2006.

### **Conferences and Workshops**

Finiasz, Z., Weisberg, D. S., & Sobel, D. M. (2019). Children's resolution of their own and others' beliefs in light of counterevidence. Paper to be presented at the biennial meeting of the Society for Research in Child Development. Baltimore, MA: March 2019.

Haber, A., Sobel, D. M., & Weisberg, D. S. (2019). Fostering children's reasoning about disagreements through an inquiry-based curriculum. Poster to be presented at the biennial meeting of the Society for Research in Child Development. Baltimore, MA: March 2019.

Weisberg, M. & Weisberg, D. S. (2018). Save the sea lion: Community science in the Galápagos Archipelago. Paper presented at the annual meeting of the Philosophy of Science Association. Seattle, WA: November 2018.

Haber, A., Sobel, D. S., & Weisberg, D. S. (2018). How can we foster children's metacognitive development? Paper presented at the annual meeting of the Society for Philosophy and Psychology. Ann Arbor, MI: July 2018.

Weisberg, D. S., Walsh, J., Kovaka, K., & Weisberg, M. (2018). Improving conservation attitudes in the Galápagos with community science. Paper presented at the annual meeting of the Society for Philosophy and Psychology. Ann Arbor, MI: July 2018.

Weisberg, D. S. (2018). [Commentary on J. D. Trout, *Wondrous truths: The improbable triumph of modern science*.] Invited commentary presented at the annual meeting of the American Philosophical Association (Eastern Division). Savannah, GA: January 2018.

Weisberg, D. S. (2017). Does socio-economic status affect children's abilities to distinguish reality from fantasy? Poster presented at the biennial meeting of the Cognitive Development Society. Portland, OR: October 2017.

Weisberg, D. S., Choi, E., & Sobel, D. M. (2017). Of blickets and butterflies: The effect of contextualization on diagnostic reasoning. Poster presented at the biennial meeting of the Cognitive Development Society. Portland, OR: October 2017.

Hopkins, E. J. & Weisberg, D. S. (2017). Children learn better from (some) fantastical stories. Poster presented at the biennial meeting of the Cognitive Development Society. Portland, OR: October 2017.



Weisberg, D. S. & Goldstein, T. R. (2017). Fact or fiction? Clarifying the role of reading in the improvement of social skills. Poster presented at the annual meeting of the Society for Philosophy and Psychology. Baltimore, MD: June 2017.

Weisberg, M., Weisberg, D. S., & Vaca, E. (2016). Using documentaries to teach evolutionary theory. Poster presented at the annual meeting of the Philosophy of Science Association. Atlanta, GA: November 2016.

Weisberg, D. S., Metz, S. E., & Weisberg, M. (2016). Understanding and acceptance of evolutionary theory in the United States. Paper presented at the annual meeting of the Philosophy of Science Association. Atlanta, GA: November 2016.

Weisberg, D. S., Golinkoff, R. G., Hirsh-Pasek, K., & Shirilla, M. (2016). Why guided play is a form of active learning. Paper presented at the annual meeting of the Cognitive Science Society (Workshop: "Active learning, Cognitive development, education, and computational models"). Philadelphia, PA: August 2016.

Hopkins, E. J., Weisberg, D. S. & Taylor, J. C. V. (2016). Examining the specificity of the seductive allure effect. Paper presented at the annual meeting of the Cognitive Science Society. Philadelphia, PA: August 2016.

Weisberg, D. S., Hopkins, E. J., & Taylor, J. C. V. (2016). Science, explanation, and understanding. Paper presented at the capstone conference of the Varieties of Understanding project. New York, NY: June 2016.

Hopkins, E. J., Weisberg, D. S. & Taylor, J. C. V. (2016). Does expertise moderate the seductive allure of reductive explanations? Poster presented at the annual meeting of the Society for Philosophy and Psychology. Austin, TX: June 2016.

Weisberg, D. S., & Sobel, D. M. (2016). Children's developing knowledge of appropriate scientific methods and outcomes. Paper presented at the annual meeting of the Society for Philosophy and Psychology. Austin, TX: June 2016.

Hopkins, E. J. & Weisberg, D. S. (2015). Learning in stories and learning from stories. Poster presented at the biennial meeting of the Cognitive Development Society. Columbus, OH: October 2015.

Weisberg, D. S., Tassin, T., Hirsh-Pasek, K., & Sobel, D. M. (2015). Science matters: Children's explicit knowledge of science relates to their scientific inference capacities. Poster presented at the biennial meeting of the Cognitive Development Society. Columbus, OH: October 2015.

Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Golinkoff, R. M., Hirsh-Pasek, K., Dickinson, D. K., Nicolopoulou, A. (2015). Learning through play: Improving vocabulary knowledge for low-income preschoolers. Paper presented at the biennial meeting of the Cognitive Development Society. Columbus, OH: October 2015.

Weisberg, D. S., Taylor, J. C. V., & Hopkins, E. J. (2015). Revisiting the seductive allure effect. Paper presented at the Philosophy of Biology at Dolphin Beach conference. Moruya Heads, New South Wales, Australia: August 2015 .

Weisberg, M., Weisberg, D. S., & Reznik, J. (2015). Probing public understanding and acceptance of evolution. Paper presented at the biennial meeting of the International Society for the History, Philosophy, and Social Studies of Biology. Montreal, QC: July 2015.

Weisberg, D. S., Taylor, J. C. V., & Hopkins, E. J. (2015). Errors of scientific understanding: Revisiting the seductive allure effect. Paper presented at the midpoint conference of the Varieties of Understanding project. New York, NY: June 2015.

Hassinger-Das, B., Toub, T. S., Ilgaz, I., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D. K., & Nicolopoulou, A. (2015). Playing to learn: How book-reading + guided play can improve vocabulary for low-income preschoolers. Paper presented at the biennial meeting of the Society of Research in Child Development. Philadelphia, PA: March 2015.

Weisberg, D. S. (2015). Discussion of “Learning to play: Identifying and assessing key elements of playful learning.” Paper presented at the biennial meeting of the Society of Research in Child Development. Philadelphia, PA: March 2015.

Hassinger-Das, B., Toub, T. S., Ilgaz, I., Weisberg, D. S., Collins, M. F., Nesbitt, K. T., Eye, J., Hadley, E., Newman, K., Rivera, B., Wilson, S., Unlutabak, B., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D. K., & Nicolopoulou, A. (2015). The Read-Play-Learn project: Adding playful learning activities to shared book reading to develop vocabulary. Paper presented at the annual meeting of the Eastern Psychological Association. Philadelphia, PA: March 2015.

Hassinger-Das, B., Toub, T. S., Ilgaz, I., Weisberg, D. S., Nesbitt, K., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D. K., & Nicolopoulou, A. (2014). Learning through play: Improving low-income preschoolers’ vocabulary knowledge. Poster presented at the Shaping the Developing Brain Forum. New York, NY: November 2014.

Weisberg, D. S. & Taylor, J. C. V. (2014). Revisiting the seductive allure effect. Paper presented at the annual meeting of the Society for Philosophy and Psychology. Vancouver, BC: June 2014.

Weisberg, D. S. (2014). How fantasy contexts drive children's learning. Paper presented at the Workshop on Science of Story and Imagination: Perspectives from Cognitive Science, Neuroscience, and the Humanities, Stanford Humanities Center: March 2014.

Weisberg, D. S., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. (2013). Talons and tractors: Realistic and fantastical themes affect children's word learning through play. Paper presented at the biennial meeting of the Society of Research in Child Development. Seattle, WA: April 2013.

Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. & Nicolopoulou, A. (2013). Not all play is created equal: When playful learning sparks vocabulary acquisition in low income children. Paper presented at the biennial meeting of the Society of Research in Child Development. Seattle, WA: April 2013.

Prabhakar, J., Weisberg, D. S., & Leslie, A. M. (2013). How preschoolers make prospective moral decisions. Poster presented at the biennial meeting of the Society of Research in Child Development. Seattle, WA: April 2013.

Ridge, K., Weisberg, D. S., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. (2013). Buying language in the supermarket: Increasing talk among low-SES families. Poster presented at the biennial meeting of the Society of Research in Child Development. Seattle, WA: April 2013.

Sobel, D. M. & Weisberg, D. S. (2013). Tell me a story: Children's novel story construction resembles the reality they know. Paper presented at the biennial meeting of the Society of Research in Child Development. Seattle, WA: April 2013.

Weisberg, D. S. (2012). What can developmental psychology bring to the study of aesthetics? Paper presented at the Conference on Philosophical Aesthetics and the Sciences of Art, Royal Institute of Philosophy. Leeds, UK: June 2012.

Weisberg, D. S. & Leslie, A. M. (2012). Metaphysics for toddlers: Young children distinguish pretend situations from reality and from each other. Paper presented at the annual meeting of the Society for Philosophy and Psychology. Boulder, CO: June 2012.

Prabhakar, J., Weisberg, D. S. & Leslie, A. M. (2012). Children's choices and judgments of hypothetical moral scenarios. Poster presented at the annual meeting of the Society for Philosophy and Psychology. Boulder, CO: June 2012.

Buchsbaum, D., Weisberg, D. S., & Gopnik, A. (2011). Children's pretend play is linked to causal knowledge and counterfactual reasoning. Poster presented at the biennial meeting of the Cognitive Development Society. Philadelphia, PA: October 2011.

Weisberg, D. S. & Leslie, A. M. (2011). How victims' emotions affect moral judgment in

preschoolers. Paper presented at the biennial meeting of the Society for Research in Child Development. Montreal, QC: April 2011.

Weisberg, D. S. & Leslie, A. M. (2011). Social and cognitive influences on children's comprehension of pretense. Paper presented at the biennial meeting of the Society for Research in Child Development. Montreal, QC: April 2011.

Prabhakar, J., Weisberg, D. S., & Leslie, A. M. (2011). How do preschoolers make moral decisions? Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, QC: April 2011.

Saunders, K., Weisberg, D. S., & Leslie, A. M. (2010). Moral judgments in preschoolers: The role of the doctrine of double effect and numerical cognition. Paper presented at the annual meeting of the Society for Philosophy and Psychology. Portland, OR: June 2010.

Weisberg, D. S. (2010). Cognitive science and the origins of fictional thinking. Paper presented at the Conference on Counterfactual, Fictional, Hypothetical, Possible Worlds, Center for Cultural Analysis, Rutgers University. New Brunswick, NJ: April 2010.

Weisberg, D. S. (2010). The psychology of the scientific imagination. Paper presented at the Workshop on Thought Experiments and Computer Simulation, Institut d'Histoire et de Philosophie des Sciences et des Techniques, Sorbonne. Paris, France: March 2010.

Weisberg, D. S. (2009). What influences children's moral judgments? Paper presented at the annual meeting of the American Philosophical Association. New York, NY: December 2009.

Weisberg, D. S. & Leslie, A. M. (2009). Preschoolers focus on harm, not just emotions, in their moral judgments. Poster presented at the biennial meeting of the Cognitive Development Society. San Antonio, TX: October 2009.

Weisberg, D. S. & Leslie, A. M. (2009). Do emotions underlie children's moral judgments? Paper presented at the annual meeting of the Society for Philosophy and Psychology. Bloomington, ID: June 2009.

Weisberg, D. S. (2009). Are children really fantasy-prone? Paper presented at the biennial meeting of the Society for Research in Child Development. Denver, CO: April 2009.

Sobel, D. M. & Weisberg, D. S. (2009). Strange but true: Children and adults consider causal domains when discriminating impossible from possible but weird events. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver, CO: April 2009.

Weisberg, D. S. (2009). [Commentary on P. Harris, "Imagining a larger circle: Young children who

choose not to eat meat.”] Invited commentary presented at the Workshop on Imagination, Mind, and Morality, Yale University. New Haven, CT: March 2009.

Weisberg, D. S. (2009). A psychologically realistic account of models as fictions. Paper presented at the Workshop on Models and Fiction, School of Advanced Study, University of London. London, England: March 2009.

Weisberg, D. S. (2008). Empathy and the novel and cognitive psychology. [Commentary on S. Keen, *Empathy and the Novel*.] Invited commentary presented at the Center for the Study of the Novel, Stanford University. Stanford, CA: November 2008.

Weisberg, D. S. (2008). Seductive details and other errors of explanatory reasoning. Paper presented at the annual meeting of the Cognitive Science Society. Washington, DC: July 2008.

Weisberg, D. S. & Weisberg, M. (2008). The death of similarity? Paper presented at the annual meeting of the Society for Philosophy and Psychology. Philadelphia, PA: June 2008.

Weisberg, D. S. (2007). Future directions for pretend play research. Paper presented at the biennial meeting of the Cognitive Development Society. Santa Fe, NM: October 2007.

Weisberg, D. S. (2007). The origin of imaginary companions. Poster presented at the annual conference of the Society for Philosophy and Psychology. Toronto, ON: June 2007.

Winner of the inaugural SPP Poster Prize for best poster presentation

Weisberg, D. S. (2007). Causation, categorization, explanation. [Commentary on T. Lombrozo, “Mechanisms and functions: Empirical evidence for distinct modes of understanding.”] Invited commentary presented at the annual conference of the Society for Philosophy and Psychology. Toronto, ON: June 2007.

Weisberg, D. S. & Bloom, P. (2007). Children understand the multiplicity of fictional worlds. Paper presented at the biennial meeting of the Society for Research in Child Development. Boston, MA: March 2007.

Weisberg, D. S., Goodstein, J., & Bloom, P. (2007). The creation of fictional worlds. Paper presented at the biennial meeting of the Society for Research in Child Development. Boston, MA: March 2007.

Skolnick, D. (2006). You light up my brain. Paper presented at the Philosophy of Biology at Dolphin Beach workshop. Moruya Heads, New South Wales, Australia: August 2006.

Skolnick, D., Goodstein, J., & Bloom, P. (2006). The creation of fictional worlds. Paper presented at the annual conference of the Society for Philosophy and Psychology. St. Louis, MO: June 2006.

Skolnick, D. (2005). Aesthetics and psychology: Two cross-disciplinary collaborations. Paper presented at the Aesthetics Anarchy Conference. Bloomington, ID: May 2005.

Skolnick, D. & Bloom, P. (2005). Do five-year-olds understand fictional worlds? Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA: April 2005.

Zangl, R. & Skolnick, D. (2005). Incidental word learning: Two-year-olds can infer the referent of a novel word “on the fly” using linguistic and contextual cues. Paper presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA: April 2005.

Skolnick, D. & Fernald, A. (2003). Incidental word learning by two-year-olds. Poster presented at the biennial meeting of the Society for Research in Child Development. Tampa, FL: April 2003.

## TEACHING

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### **Villanova University**

Human Development

Development of Imaginative Cognition

### **University of Pennsylvania**

Cognitive Development

Developmental Psychology

Development of Children’s Scientific Thinking

Research Experience in Cognitive Psychology

Psychology of Imagination

### **Yale University (Teaching Fellow)**

Developmental Psychology, taught by Prof. Frank Keil

Personality Psychology, taught by Dr. Marc Brackett

Introduction to Cognitive Science, taught by Prof. Brian Scholl

### **Stanford University (Sophomore College Teaching Assistant)**

Language and Mind, taught by Prof. Anne Fernald

## PROFESSIONAL ACTIVITIES

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**Chair** of “The emergence of scientific reasoning skills in early childhood,” a symposium to be presented at the biennial meeting of the Society for Research in Child Development (Mar. 2019)

**Grant Consultant** for “Learning from fiction: A philosophical and psychological study”, an interdisciplinary grant from the Leverhulme Trust (2018-2021)

**Academic Advisor** for Grupo Eco Cultural Organizado (GECO); Galápagos Islands, Ecuador.

**Scientific Advisor** for the Asociación de Guías Turísticos de San Cristóbal (ASOGUISANC); Galápagos Islands, Ecuador.

**Guest Editor** for a special issue of *Cognitive Research: Principles and Implications*

**Co-organizer** of “Public attitudes about polarized science: Evolution, climate change, Zika, and GMOs”, a symposium presented at the annual meeting of the American Association for the Advancement of Science (Feb. 2017).

**Consulting Editor** for *Developmental Psychology* (2016-2018)

**Member** of the Executive Committee for the Society for Philosophy and Psychology (2011-2014, 2015-2018)

**Co-chair** of the Program Committee for the 2015 meeting of the Society for Philosophy and Psychology

**Review Editor** for *Frontiers in Theoretical and Philosophical Psychology* (2013 -present)

**Fellow** of the Center for Neuroscience and Society at the University of Pennsylvania (2012-2013)

**Grant consultant** for “Method in philosophical aesthetics: The challenge from the sciences,” an interdisciplinary grant from the United Kingdom Arts and Humanities Research Council (2009-2012)

**Chair** of “The role of testimony and domain knowledge in children’s navigation of the reality/fiction distinction,” a symposium presented at the biennial meeting of the Society for Research in Child Development (Apr. 2009)

**Chair** of “New directions in pretend play research,” a symposium presented at the biennial meeting of the Cognitive Development Society (Oct. 2007)

**Co-chair** of “Fictional worlds and fictional characters,” a symposium presented at the biennial meeting of the Society for Research in Child Development (Mar. 2007)

**Co-coordinator** for the Current Works in Developmental Psychology talk series (Sep. 2004 – May 2005)

**Research assistant** at the Yale Family Television Research and Consultation Center, under the direction of Dr. Dorothy Singer and Dr. Jerome Singer (Nov. 2003 – Sep. 2005)

**Member** of the organizing committee for the annual conference of the Child Language Research Forum (Jan. – Apr. 2002)

**Reviewer:** American Journal of Play; Autism; Biology and Philosophy; British Journal of Developmental Psychology; British Journal of Psychology; Child Development; Children and Society; Cognition; Cognitive Development; Cognitive Processing; Cognitive Psychology; Cognitive Science; Current Directions in Psychological Science; Developmental Psychology; Developmental Review; Developmental Science; European Journal of Psychology of Education;

European Review of Philosophy and Psychology; Evolution and Human Behavior; Frontiers in Human Neuroscience; Infant and Child Development; Journal of Applied Developmental Psychology; Journal of Cognition and Development; Journal of Cognitive Science; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Judgment and Decision Making; Learning and Individual Differences; Mind, Brain, and Education; the Monist; the National Science Foundation (Developmental and Learning Sciences panel); New Ideas in Psychology; PLOS ONE; Psychology of Aesthetics, Creativity, and the Arts; Psychological Reports; Psychology of Popular Media Culture; Psychonomic Bulletin & Review; Social Psychological and Personality Science; Society for Philosophy and Psychology annual conference (2006, 2008, 2009, 2010, 2012, 2015, 2016, 2018); Society for Research in Child Development biennial conference (2011, 2013); Theory and Psychology; Trends in Cognitive Sciences

**Professional Society Memberships:** Association for Psychological Science, Cognitive Development Society, International Society for Fiction and Fictionality Studies (founding member), Society for Philosophy and Psychology, Society for Research in Child Development