

# 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

### **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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### Awarded

January 2021 – September 2021, “Establishing a Global Network for Community science,” Rita Allen Foundation. Total costs \$75,000. Role: Co-PI.

August 2020 – July 2022, “Standard Research Grant: Community Science and Environmental Conservation,” National Science Foundation (SMA-1947096). Total costs \$463,254. Role: Co-PI.

June 2020 – August 2020, Course Initiative Summer Grant in Diversity and Sustainability, Villanova University College of Liberal Arts and Sciences. Total costs \$2,500. Role: PI

September 2019 – August 2022, “Conference Proposal: Learning through Play and Imagination,” National Science Foundation (BCS-1940560). Total costs \$49,999. Role: PI

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 2021, “Young Children’s Beliefs about Causal Systems: Learning about Belief Revision in the Lab and in Museums,” National Science Foundation (DRL-1929935). 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.

## Grants Under Review

“CAREER: Maximizing Young Children’s Science Learning from Media,” National Science Foundation. Total costs \$1,056,803. Role: PI.

“Hero Elementary: Growing Minds for K-2 STEM Perseverance,” National Science Foundation. Total costs \$2,995,082. Role: Co-PI.

## PUBLICATIONS

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### Peer-Reviewed Publications

Chlebuch, N., Bodas, A., & Weisberg, D. S. (in press). What does the Cat in the Hat know about that? An analysis of the educational and unrealistic content of children’s narrative science media. *Psychology of Popular Media*.

Weisberg, D. S. & Sobel, D. M. (in press). Imaginative processes in children are not particularly imaginative [Comment on Dubourg & Baumard (2021)]. *Behavioral and Brain Sciences*.

Zhang, M.-J., Weisberg, D. S., Zhu, J., & Weisberg, M. (2022). A comparative study of the acceptance and knowledge of evolution between China and the US. *Public Understanding of Science*, 31(1), 88-102.

Hopkins, E. & Weisberg, D. S. (2021). Investigating the role of fantasy stories for teaching scientific principles. *Journal of Experimental Child Psychology*, 203, 105047.

Weisberg, D. S., Landrum, A. R., Hamilton, J., & Weisberg, M. (2021). Knowledge about the nature of science increases public acceptance of science regardless of identity factors. *Public Understanding of Science*, 30(2), 120-138. (project registration at <https://osf.io/y6amz>)

Chlebuch, N., Goldstein, T. R., & Weisberg, D. S. (2020). Fact or fiction? Investigating the relationship between reading and theory of mind abilities. *Scientific Study of Literature*, 10(2), 167-192.

Walsh, J., Kovaka, K., Vaca, E., Weisberg, D. S., & Weisberg, M. (2020). Effects of human exposure on Galápagos sea lion behavior. *Wildlife Biology*, 4(2020).

Metz, S. E., Weisberg, D. S., & Weisberg, M. (2020). A case of sustained internal contradiction: Unresolved ambivalence between evolution and creationism. *Journal of Cognition and Culture*, 20(3-4), 338-354.

Weisberg, D. S., Choi, E., & Sobel, D. M. (2020). Of blickets, butterflies, and baby dinosaurs: Children’s diagnostic reasoning across domains. *Frontiers in Psychology*, 11, 2210.

Weisberg, D. S., & Hopkins, E. J. (2020). Preschoolers’ extension and export of information from realistic and fantastical stories. *Infant and Child Development*, 29(4), e2812.

Haber, A., Sobel, D. M., & Weisberg, D. S. (2019). Fostering children's reasoning about disagreements through an inquiry-based curriculum. *Journal of Cognition and Development*, 20(4), 592-610.

Hopkins, E. J., Weisberg, D. S., & Taylor, J. C. V. (2019). Does expertise moderate the seductive allure of reductive explanations? *Acta Psychologica*, 198, 102890.

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 about uncertain causes. *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.

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. (2020). Is imagination constrained enough for science? In A. Levy & P. Godfrey-Smith (Eds.), *The Scientific Imagination: Philosophical and Psychological Perspectives* (pp. 250-261). New York: Oxford University Press.

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.

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

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

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

Sobel, D. M., Benton, D., Finiasz, Z., Taylor, Y., & **Weisberg, D. S.** Children's play is influenced by the efficacy of their first action, but their learning is influenced by their play.

**Weisberg, D. S.**, Kovaca, K., Vaca, E., & Weisberg, M. LAVA-Lobos: Raising environmental awareness through community science in the Galápagos Islands.

Sobel, D. M., Stricker, L., & **Weisberg, D. S.** First-person belief revision relates to reflections about learning during free exploration of a children's museum.

Weisberg, M., Kovaka, K., Restrepo-Mieth, A., Tilyou, M., & **Weisberg, D. S.** Climate resilience and community engagement.

## In Preparation

Webster, R., **Weisberg, D. S.**, & Saucier, D. A. From hobbits to Harry Potter: A psychological perspective on fantasy.

Bodas, A., Chlebuch, N., & **Weisberg, D. S.** Investigating the influence of educational media on children's understanding of conservation.

Debnath, A., & **Weisberg, D. S.** The effect of parents' emotion beliefs and shared book reading on children's emotion regulation strategies.

## PRESENTATIONS

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### Invited Talks and Colloquia

Department of Psychology, Haverford College. September 2021.

American Society for Aesthetics – Eastern Division Meeting (keynote speaker). April 2021.

University of Utah Darwin Day Celebration (keynote speaker). February 2020.

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, Italy. 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 (since 2016)**

Bodas, A., Chlebuch, N., & Weisberg, D. S. (2022). An inconvenient truth: Educational media increases preschoolers' worry about the environment, but not their knowledge. Poster to be presented at the biennial meeting of the Cognitive Development Society, Madison, WI: April 2022.

Sobel, D. M., Finiasz, Z., Benton, D., & Weisberg, D. S. (2022). Four- to 7-year-olds design unconfounded experiments in guided play to learn causal relations. Paper to be presented at the SRCD special topics meeting "Learning Through Play and Imagination," St. Louis, MO: April 2022.

Weisberg, D. S., Chlebuch, N., & Bodas, A. (2022). Impossible elements in children's educational media. Paper to be presented at the annual meeting of the International Society for Fiction and Fictionality Studies. Chicago, IL: March 2022.

Sandhu, R. & Weisberg, D. S. (2021). Lost in a good story: The role of genre and modality on narrative transportation. Poster presented at the annual meeting of the Society for Philosophy and Psychology. Virtual conference: June 2021.

Sobel, D. M., Benton D., Finiasz, Z., Taylor, Y., & Weisberg, D. S.. (2021). Children's exploration during play indicates both rational and irrational strategies for learning. Paper presented at the biennial meeting of the Society for Research in Child Development. Virtual conference: April

2021.

Sobel, D. M., Stricker, L. & **Weisberg, D. S.** (2021). Children's belief revision during natural exploration in a children's museum. Paper presented at the biennial meeting of the Society for Research in Child Development. Virtual conference: April 2021.

Debnath, A. & **Weisberg, D. S.** (2021). The relationship between parent emotion beliefs, shared book reading, and children's emotion regulation strategies. Poster presented at the biennial meeting of the Society for Research in Child Development. Virtual conference: April 2021.

Chlebuch, N., Bodas, A., & **Weisberg, D. S.** (2021). Wile E. Coyote, physical science genius: A content analysis of children's science media. Poster presented at the biennial meeting of the Society for Research in Child Development. Virtual conference: April 2021.

Sobel, D. M. & **Weisberg, D. S.** (2020). Little scientists just want to have fun: Causal learning from exploratory play. Poster presented at the National Science Foundation EHR Core Research PI forum. Virtual conference: December 2020.

**Weisberg, D. S.** (2020). From fiction to reality: What can we learn from stories? Paper presented at the annual meeting of the American Society for Aesthetics. Virtual conference: November 2020.

Finiasz, Z., **Weisberg, D. S.**, & Sobel, D. M. (2019). Four- to 7-year-olds can design unconfounded experiments to learn causal relations about simple causal structures. Poster presented at the biennial meeting of the Cognitive Development Society. Louisville, KY: October 2019.

Hopkins, E. J. & **Weisberg, D. S.** (2019). When do fantastical stories benefit young children's learning? Paper presented at the biennial meeting of the Cognitive Development Society. Louisville, KY: October 2019.

**Weisberg, D. S.**, Hamilton, J., Landrum, A. R., & Weisberg, M. (2019). Science denial and the epistemology of science. Paper presented at the annual meeting of the Society for Philosophy and Psychology. San Diego, CA: July 2019.

**Weisberg, D. S.** & Weisberg, M. (2019). Students, sea lions, and community science in the Galápagos Archipelago. Paper presented at the Society for Philosophy and Psychology pre-conference workshop on Philosophy and Psychology of Science. San Diego, CA: July 2019.

Finiasz, Z., **Weisberg, D. S.**, & Sobel, D. M. (2019). Children's resolution of their own and others' beliefs in light of counterevidence. Paper 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 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.

## TEACHING

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### **Villanova University**

Human Development

Development of Imaginative Cognition

Development of Scientific Thinking: Galápagos and Beyond

### **University of Pennsylvania**

Cognitive Development

Developmental Psychology

Development of Children’s Scientific Thinking

Research Experience in Cognitive Psychology

Psychology of Imagination

## PROFESSIONAL ACTIVITIES

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**Co-developer** of philosophical method used in the book *Choreography as Embodied Critical Inquiry*, authored by Shay Welch (June 2021)

**Co-organizer** of a workshop on “Establishing a global network for community science,” bringing together attendees and workshop participants from 26 countries (May 2021)

**Editorial Board member** for *Cognitive Development* (2020-2022)

**Grant consultant** for “Modernizing and enhancing *Understanding Evolution* and *Understanding Science* to serve the next generation of teachers and learners”, from the Institute of Library and Museum Services (2019-2020)

**Co-chair** of the Organizing Committee for a Special Topics Meeting of the Society for Research in Child Development, “Learning Through Play and Imagination” (2019-2022)

**Co-editor** of a special issue of the Journal of Experimental Child Psychology on “Fantasy and Reality in Children’s Learning from Fictional Stories” (2019-2022)

**Member** of the Executive Board for the International Society for Fiction and Fictionality Studies (2018-present)

**Chair** of “The emergence of scientific reasoning skills in early childhood,” a symposium 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)

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

**Guest editor** of a special issue of *Cognitive Research: Principles and Implications* (2017-2019)

**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 - 2020)

**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)

**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

**Reviewer:** American Journal of Play; Autism; Biology and Philosophy; British Journal of Developmental Psychology; British Journal of Psychology; Child Development; Child Development Perspectives; 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; Health Psychology; Humanities & Social Sciences Communications; 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; EHR Core Research panel); New Ideas in Psychology; PLOS ONE; Psychological Reports; Psychological Review; Psychology of Aesthetics, Creativity, and the Arts; Psychology of Popular Media Culture; Psychonomic Bulletin & Review; Social Psychological and Personality Science; Society for Philosophy and Psychology annual conference; Society for Research in Child Development biennial conference; Synthese; Theory and Psychology; Trends in Cognitive Sciences; Vaccine