

CURRICULUM VITAE

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POSITIONS

Villanova University

Department of Psychological and Brain Sciences

Principal Investigator, Scientific Thinking and Representation (STAR) Lab

Co-Founder and Senior Advisor, Galápagos Education and Research Alliance (GERA)

Associate Professor, August 2023 –

Assistant Professor, July 2018 – August 2023

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, & 2022

EDUCATION and TRAINING

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

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

External Grants

January 2024 – December 2025, “Getting to the Bottom of a Salty Situation: Engaging all Community Stakeholders to Reduce Road Salt Burden to Local Streams,” National Fish and Wildlife Foundation. Total costs \$186,414. Role: Subaward Co-PI.

April 2022. Grants to support a Special Topics Meeting of the Society for Research in Child Development, “Learning Through Play and Imagination: Expanding Perspectives.” Role: PI.
National Science Foundation (BCS-1940560), \$49,999
Heising-Simons Foundation, \$20,000
LEGO Foundation, \$16,683
Wallace Foundation, \$10,000

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

August 2020 – July 2023, “Standard Research Grant: Community Science and Environmental Conservation,” National Science Foundation (SMA-1947096). Total costs \$463,254. 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.

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.

Internal Grants

June 2024. Villanova University Summer Grant, “How do fantastical events in educational stories affect young children’s science learning?” \$11,294.

January 2023. Villanova Scholarship Open Access Reserve (SOAR) Fund Grant to support open-access publication, \$2,000.

October 2022. Villanova CLAS Faculty Research and Development Grant to support conference travel, \$2,470.

October 2021. Villanova University Subvention of Publication Program Grant to support indexing for *Constructing science*, \$1,536.

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

March 2017 – June 2019, “Community-Based Ecology in the Galápagos Archipelago,” Penn Making a Difference in Diverse Communities Fund, \$100,000.

May 2016 – December 2017, “Engaging the Local Community to Study Invasive Species in the Galápagos Archipelago,” Penn Global Engagement Fund, \$33,000.

July 2018 – December 2019, “LAVA: Laboratorio para Apreciar la Vida y el Ambiente,” Penn Making a Difference in Diverse Communities Fund, \$86,000.

AWARDS and HONORS

Fellow of the Learning Sciences Exchange, August 2022 – August 2024. An international fellowship program bringing together mid-career leaders in the fields of science, education policy, journalism, entertainment, and social entrepreneurship. Sponsored by the Jacobs Foundation and New America. \$5,000 stipend.

Finalist for the Junior Faculty Award for Excellence in Teaching, Villanova University, spring 2022.

Winner of the James B. Grossman Prize for an outstanding psychology dissertation, Yale University, May 2008.

Winner of the inaugural Society for Philosophy and Psychology Poster Prize for best poster presentation, June 2007.

PUBLICATIONS

Book

Weisberg, D. S. & Sobel, D. M. (2022). *Constructing science: Connecting causal reasoning to scientific thinking in young children.* MIT Press.

Peer-Reviewed Publications

Nguyentran, G. & **Weisberg, D. S. (2024).** Should the Cat in the Hat keep talking like that? Educational correlates of anthropomorphism in children’s science media. *Psychology of Popular Media*, 13(2), 274–280.

Weisberg, D. S., Dunlap, L. C. & Sobel, D. M. (2023). Dinos and GoPros: Children's exploratory behaviors in a museum and their reflections on their learning. *Frontiers in Psychology, 14*, 1110612.

Chlebuch, N., Bodas, A., & Weisberg, D. S. (2023). 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, 12*(1), 77-92.

Weisberg, D. S., Kovaka, K., Vaca, E., & Weisberg, M. (2023). LAVA-Lobos: Raising environmental awareness through community science in the Galápagos Islands. *Citizen Science: Theory and Practice, 8*(1), 1-13.

Weisberg, D. S. & Sobel, D. M. (2022). Imaginative processes in children are not particularly imaginative [Comment on Dubourg & Baumard (2022)]. *Behavioral and Brain Sciences, 45*, e303.

Sobel, D. M., Stricker, L., & Weisberg, D. S. (2022). Relations between children's exploration in a children's museum and their reflections about their exploration. *Child Development, 93*(6), 1804-1818.

Sobel, D. M., Benton, D., Finiasz, Z., Taylor, Y., & Weisberg, D. S. (2022). The influence of children's first action when learning causal structure from exploratory play. *Cognitive Development, 63*, 101194.

Weisberg, D. S. & Richert, R. A. (2022). How, when, and what do young children learn from fictional stories? *Journal of Experimental Child Psychology, 221*, 105445.

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. & Coutanche, M. (2024, Apr 18). Hollywood should give brain science a star turn. *Scientific American*,
<https://www.scientificamerican.com/article/hollywood-should-give-brain-science-a-star-turn/>

Weisberg, D. S. & Hirsh-Pasek, K. (2023, Oct 13). Fantasy is a valuable educational tool. Just look at 'Barbie'. *Education Weekly*, <https://www.edweek.org/teaching-learning/opinion-fantasy-is-a-valuable-educational-tool-just-look-at-barbie/2023/10>

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.
<https://www.scientificamerican.com/article/imagine-that-fantasy-may-help-kids-learn/>

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

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

Chlebuch, N., Bodas, A., Mason, R. C. & Weisberg, D. S. Still hidden figures: Gender and race representation in children's educational science media.

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

Bodas, A., Chlebuch, N., & Weisberg, D. S. Water Woes: The effects of children's science media on conservation knowledge, self-efficacy, and environmental worry.

In Preparation

Pesch, A., Weisberg, D. S., Bustamente, A., Ahn, J., Weisberg, M., & Hirsh-Pasek, K. Leveraging community science to encourage a more inclusive and culturally representative developmental science.

Weisberg, D. S., Van Dusen, K., & Bonus, J. A. The role of different types of anthropomorphism in children's biology learning from stories.

Sears, S., Gonzalez, B., & Weisberg, D. S. Bot or not: Can people tell the difference between stories written by a human or by an AI system?

PRESENTATIONS

Invited Talks and Colloquia (since 2019)

Department of Psychology, Lehigh University. April 2024.

Department of Psychology, Temple University. September 2023.

Gordon Research Conference (Visualization in Science and Education), Bates College. July 2023.

Department of Psychology, Carleton University, Ottawa. February 2023.

Program in Cognitive Science, Princeton University. September 2022.

Annenberg Public Policy Center, University of Pennsylvania. August 2022.

Research School of Social Sciences, Australian National University. August 2022.

Workshop on political cognition, University of Liverpool, UK (sponsored by Leverhulme Trust).
June 2022.

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.

Conferences and Workshops (since 2019)

Sears, S., Gonzalez, B., & Weisberg, D. S. (2024). Creative artificial intelligence?: Differences in perceived quality between AI-written and human-written work. Paper to be presented at the annual meeting of the Psychonomic Society. New York, NY: November 2024.

Weisberg, D. S. & Bonus, J. A. (2024). Can anthropomorphic animals bolster children’s science learning from media? Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA: April 2024.

Weisberg, D. S. & Bonus, J. A. (2024). The role of different types of anthropomorphism in children’s biology learning from stories. Poster presented at the biennial meeting of the Cognitive Development Society. Pasadena, CA: March 2024.

Dunlap, C., Sobel, D. M., & Weisberg, D. S. (2023). Caregiver-child dynamics during museum exploration and their impact on child engagement. Poster presented at the biennial meeting of the Society for Research in Child Development. Salt Lake City, UT: March 2023.

Chlebuch, N., Bodas, A., & Weisberg, D. S. (2023). Still hidden figures: Gender and race representation in children’s educational science media. Poster presented at the biennial meeting of the Society for Research in Child Development. Salt Lake City, UT: March 2023.

Nguyentran, G. & Weisberg, D. S. (2023). Should the Cat in the Hat keep talking like that? Educational correlates of anthropomorphism in children’s science media. Poster presented at the

biennial meeting of the Society for Research in Child Development. Salt Lake City, UT: March 2023.

Hardner, L. & Weisberg, D. S. (2022). Black characters matter: Can reading fictional stories reduce prejudice? Paper presented at the annual meeting of the Psychonomic Society, Boston, MA: November 2022.

Weisberg, D. S. & Sobel, D. M. (2022). Children's museum exploration provides a window into their belief revision and understanding of learning. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI: April 2022.

Nguyentran, G., & Weisberg, D. S. (2022). Should the Cat in the Hat keep talking like that? Evaluating levels of anthropomorphism in children's educational media. Poster presented at the biennial meeting of the Cognitive Development Society, Madison, WI: April 2022.

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

Weisberg, D. S. (2022). Fantasy and reality in children's educational media. Paper presented at the biennial meeting of the Cognitive Development Society (pre-conference workshop on "Developing judgments of possibility: What have we learnt and what have we yet to discover?"), Madison, WI. April 2022.

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

TEACHING

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 SERVICE (since 2018)

Member of the Community Learning Advisory Committee, the Academy of Natural Sciences of Drexel University (April 2024-present)

Program Director of the Villanova Social Science Apprenticeship summer program, Villanova University (September 2023-present)

Chair of the Diversity Committee for the Department of Psychological & Brain Sciences, Villanova University (November 2021-present)

Expert consultant for “Play and child development: The role of genetic and environmental influences on young children’s play,” an Early Career Fellowship grant from the Leverhulme Trust (2022-2024)

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 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: Expanding Perspectives” (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 (2018-2023)

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 de Turismo de San Cristóbal (ASOGUISANC); Galápagos Islands, Ecuador (2017-present).

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

Consulting editor for *Developmental Psychology* (2016-2022)

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

Review editor for *Frontiers in Theoretical and Philosophical Psychology* (2013-2020)

Professional Society Memberships: 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; Cambridge Elements in Child Development; Canadian Journal of Science, Mathematics, and Technology Education; 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; Perspectives on Psychological Science; PLOS One; Psychological Reports; Psychological Review; Psychological Science in the Public Interest; 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; Virtual Reality