# ALISON GOPNIK

## ADDRESS

Dept. of Psychology
University of California at Berkeley
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510-642-2752

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## EDUCATION

1975 B.A., Majors in philosophy and psychology, with great
distinction, McGill University

1980 D.Phil., Experimental psychology, Oxford University

## FELLOWSHIPS, PRIZES AND HONORS

1981 Social Sciences and Humanities Research Council of Canada
Postdoctoral Fellowship

1984 Natural Sciences and Engineering Research Council of
Canada University Research Fellowship

1995 Elected President of the Society for Philosophy and Psychology

1998 Center for Advanced Studies in the Behavioral Sciences Fellowship

1999 Osher Fellowship

2006 Moore Distinguished Visiting Scholar Fellowship - California Institute of Technology

2009 J. James Woods Distinguished Lecturer in Science and Mathematics

2009 San Francisco Public Library Literary Laureate

2010 Cattell Fellowship

2010 American Psychological Society Fellow

2010 Little-Franklin Distinguished Lecturer in Public Science

2011 All Souls Distinguished Visiting Scholar Fellowship - University of Oxford

2011 Cognitive Development Society Book Award for "The Philosophical Baby"

2011 Elected Fellow of the Society of Experimental Psychologists

2011 TED Talk (5.4 million views)

2012 Robb Distinguished Lecturer

2012 Honorary Professor - University of Auckland

2013 Elected Member of the American Academy of Arts and Sciences

2013 Induction Ceremony Speaker American Academy of Arts and Sciences

2014 Elected Fellow of the Cognitive Science Society

2016 Graham Lecturer in Science – University of Toronto

2016 Invited Participant in the White House Summit on Women

2017 King's College Distinguished Visiting Fellowship – University of Cambridge

2017 PROSE (Professional Society of Scholarly Publishers) Award for "The Gardener and the Carpenter"

2017 Bradford Washburn Award for the Public Communication of Science, Boston Museum of Science

2017 APA Mentor Award, American Psychological Association, Division 7

2017 Cognitive Development Society Book Award for "The Gardener and the Carpenter"

2017 Elected Fellow of the American Association for the Advancement of Science

2017 Selected as Chair of the Psychological Sciences Panel of the American Academy of Arts and Sciences

2018 Elected Member Sigma Xi Research Society

2018 Honorary Degree Simon Fraser University

2018 University of California at Berkeley, Academic Senate, Martin Meyerson Faculty Research Lecturer (Highest honor accorded faculty by the senate)

2019 Listed as one of 50 Most Influential Living Psychologists by AcademicInfluence.com

2021 Teuber Lecturer --MIT

2021 Guggenheim Fellowship

2021 Association for Psychological Science Cattell Life-Time Achievement Award for Applied Psychological Research and Social Contribution

2021 Selected for Microsoft Legacy Women Changemakers Living History Exhibit

2021 Elected President of the Association for Psychological Science

2021 Carl Sagan Award for Science Communication

2022 Association for Psychological Science William James Life-Time Achievement Award for Basic Science

2022 Santa Fe Institute External Fellow

2023 SRCD Distinguished Scientific Contribution to Child Development Life-Time Award

2023 Canadian Institute for Advanced Research Fellow –Learning in Machines and Brains Program

2024 David E. Rumelhart Prize for Contributions to the Theoretical Foundations of Human Cognition

## EMPLOYMENT

1980-1981 Lecturer, Dept. of Applied Linguistics, Birkbeck College, University of London. Lecturer, Dept. of Design Research, Royal College of Art, London.

1981-1983 Postdoctoral Fellow, Dept. of Applied Psychology, Ontario Institute for Studies in Education.

1982-1983 Lecturer, Dept. of Linguistics, Scarborough College, University of Toronto.

1983-1985 Assistant Professor, Depts. of Psychology and Linguistics, Scarborough College, University of Toronto.

1985-1988 NSERC University Research Fellowship Assistant Professor, Depts. of Psychology and Linguistics, Scarborough College, University of Toronto.

1988-1991 Assistant Professor, Dept. of Psychology, University of California at Berkeley.

1991-1996 Associate Professor, Dept. of Psychology, University of California at Berkeley.

1996-present Distinguished Professor, Dept. of Psychology, University of California at Berkeley, Affiliate Professor, Dept. of Philosophy, University of California at Berkeley.

## GRANTS

1983 Natural Sciences and Engineering Research Council of Canada Research Grant $30,000 for three years (direct costs).

1984 Natural Sciences and Engineering Research Council of Canada Research Grant $42,000 for three years (direct costs).

1987 Natural Sciences and Engineering Research Council of Canada Research Grant $67,500 for three years (direct costs) (declined).

1990-1992 National Science Foundation  $52,000

1992-1997 National Science Foundation (DBS9213959) $224,988

2002-2005 National Science Foundation (DLS0132487) $357,397

2003-2004 McDonnell Foundation $27,700

2005-2011 McDonnell Foundation PI Causal learning collaborative initiative. $2,250,000

2010-2013 National Science Foundation (BCS-1023875) Causal learning as sampling $323,030

2012-2014 Templeton Foundation Children's understanding of free will $40,000

2012-2014 Li Ka Sheng Foundation Cross-cultural studies of social cognition $20,000

2013-2016 National Science Foundation PI (BCS-331620) Rational randomness: Search, sampling and exploration in children's causal learning. $446,815

2013-2016 National Science Foundation Co-PI (BCS- 1338541) Data on the mind: Center for Data-Intensive Psychological Science.

2015-2017 Bezos Foundation Practicing the possible: Imagination and creativity across culture and class $94.878

2015-2017 Templeton Foundation Self-Control and Conceptions of Free Will, Desire and Normative Constraint: A Cross-Cultural Developmental Investigation. PI $250,000

2017-2020 National Science Foundation BCS 1730660 Co-PI "The Development of Structural Thinking about Social Categories," $578.581.00

2017-2019 Bezos Foundation Practicing the Possible 2. $100,000.00

2017-2019 Innova Foundation $500,000.00

2019-2023 DARPA 047498-002 Co- PI Machine Common Sense $9,477,951.00

2019-2022 John Templeton Foundation 61475 The Development of Curiosity PI $499,943.00

2019-2021 Templeton World Charity Foundation PI TWCF0434 Play: A Computational Account. $447,999.72

2022-2024 Templeton World Charity Foundation PI #TWCF-2021-20639 Understanding Caregiving: Biology, Psychology, & Policy. $234,000.00

2022-2025 DOD ONR MURI Co-PI Self-Learning perception Through Real World Interaction $1,472,792.00

2023-2024 CIFAR Catalyst Award "Causally guided exploration in children and AI" $75000.00

2023-2025 Alfred P. Sloan Foundation PI The Social Science of Caregiving $708,617.00

2024-2027 Templeton World Charity Foundation PI #TWCF-2023-32599, Understanding Caregiving Across Contexts and Cultures," $998,274.00 USD.

## PUBLICATIONS

### Books

A. Gopnik & A.N. Meltzoff (1997). *Words, thoughts, and theories: Learning, development, and conceptual change.* Cambridge, MA: MIT Press.

A. Gopnik, A.N. Meltzoff, & P.K. Kuhl (1999). *The scientist in the crib: Minds, brains and how children learn*. New York: Harper Collins. Also published as *How babies think.* London: The Bodley Head. (Also translated into 15 other languages)

A. Gopnik & L. Schulz (Eds) (2007). *Causal learning: Psychology, philosophy, computation*. New York: Oxford University Press.

A. Gopnik (2009). *The philosophical baby: What children's minds tell us about truth, love and the meaning of life.* New York: Farrar, Strauss and Giroux, London: The Bodley Head. (Also translated into 18 other languages).

A. Gopnik (2016). *The gardener and the carpenter: What the new science of child development tells us about the relations between parents and children.* New York: Farrar, Strauss and Giroux, London: The Bodley Head (Also translated into 18 other languages).

A. Gopnik (in preparation). *Curious Children, Wise Elders: How Intelligence Evolves.* New York: Farrar, Strauss and Giroux.

### Papers in Refereed Journals and Conference Proceedings

A. Gopnik (1982). Words and plans: Early language and the development of intelligent action. *Journal of Child Language*, 9, 617-733. Reprinted in A. Lock (Ed.) (1984). *Language development*. London: Croom Helm.

A. Gopnik (1983). Gone and the concept of the object. In C. Johnson & C. Thew (Ed.), *Proceedings of the second international congress for the study of child language*. Lanham, Maryland: University Press of America.

A. Gopnik (1984). The acquisition of gone and the development of the object concept. *Journal of Child Language*, 11, 273-292.

A. Gopnik & A.N. Meltzoff (1984). Semantic and cognitive development in 15-21-month-old children. *Journal of Child Language*, 11, 495-513.

A. Gopnik (1984). Conceptual and semantic change in scientists and children: Why there are no semantic universals. *Linguistics*, 20, 163-179. Also in B. Butterworth & O. Dahl (Ed.) (1984). *Linguistic universals: Internal and external explanations*. The Hague: Mouton.

A. Gopnik & A.N. Meltzoff (1985). From people to plans to objects: Changes in the meaning of early words and their relation to cognitive development. *Journal of Pragmatics*, 9, 495-512. Reprinted in M. Franklin & S. Barten (Ed.) (1988). *Child language: A book of readings*. Oxford: Oxford University Press.

A. Gopnik & A.N. Meltzoff (1986). Relations between semantic and cognitive development in the one-word stage: The specificity hypothesis. *Child Development*, 57, 1040-1053.

A. Gopnik & A.N. Meltzoff (1987). The development of categorization in the second year and its relation to other cognitive and linguistic developments. *Child Development*, 58, 1523-1531.

A. Gopnik & J.W. Astington (1988). Children's understanding of representational change and its relation to the understanding of false belief and the appearance-reality distinction. *Child Development*, 59, 26-37.

A. Gopnik (1988). Three types of early word: Social words, cognitive-relational words and names and their relation to cognitive development. *First Language*, 8, 49-70.

A. Gopnik (1988). Conceptual and semantic development as theory change. *Mind and Language,* 3, 3, 197-217.

A. Gopnik & P. Graf (1988). Knowing how you know: Children's understanding of the sources of their knowledge. *Child Development*, 59, 1366-1371.

A. Gopnik (1990). Developing the idea of intentionality: Children's theories of mind. *The Canadian Journal of Philosophy*, 20, 1, 89-114.

A. Gopnik (1990). Knowing, doing and talking: The Oxford years. *Human Development*, 33, 6, 334-339.

A. Gopnik & S. Choi (1990). Do linguistic differences lead to cognitive differences? A cross-linguistic study of semantic and cognitive development. *First Language*, 10, 199-215.

A.N. Meltzoff & A. Gopnik (1990). Relations between thought and language in infancy. In H. Fujisaki (Ed.), *Proceedings of the international congress on spoken language processing*, 2, 737-740. Tokyo: The Acoustical Society of Japan.

A. Gopnik & V. Slaughter (1991). Young children's understanding of changes in their mental states. *Child Development*, 62, 98-110.

D. O'Neill & A. Gopnik (1991). Young children's ability to identify the sources of their beliefs. *Developmental Psychology*, 27, 390-397.

J.W. Astington & A. Gopnik (1991). Theoretical explanations of children's understanding of the mind. *British Journal of Developmental Psychology*, Special Issue on Children's Theories of Mind, 9, 7-31.

A. Gopnik & A.N. Meltzoff (1992). Categorization and naming: Basic-level sorting in 18-month-olds and its relation to language. *Child Development*, 63, 1091-1103.

A. Gopnik & H. Wellman (1992). Why the child's theory of mind really is a theory. *Mind and Language*, 7, 145-171. Reprinted in M. Davies & T. Stone (Ed.) (1995). *Folk psychology: The theory of mind debate*. Oxford: Basil Blackwell.

S. Choi & A. Gopnik (1993). Nouns are not always learned before verbs: An early verb spurt in Korean. *Proceedings of the 25th annual Child Language Research Forum*. CSLI Publications.

A. Gopnik (1993). How we know our minds: The illusion of first-person knowledge of intentionality. *Behavioral and Brain Sciences*, 16, 1-15, 90-101. Reprinted in A. Goldman (Ed.) (1993). *Readings in philosophy and cognitive science*. Cambridge Mass: MIT Press.

A. Gopnik (1993). Psychopsychology. *Consciousness and Cognition*, 2, 264-280.

I. Rock, A. Gopnik, & S. Hall (1994). Do young children reverse ambiguous figures? *Perception*, 23, 635-644.

S. Choi & A. Gopnik (1995). Early acquisition of verbs in Korean: A cross-linguistic study. *Journal of Child Language*, 22, 497-530.

A. Gopnik, S. Choi, & T. Baumberger (1996). Cross-linguistic differences in semantic and cognitive development. *Cognitive Development*, 11, 2, 197-227.

A. Gopnik (1996). The Post-Piaget era. *Psychological Science*, 7, 4, 216-221. (Special Piaget Centennial Issue).

A. Gopnik (1996). The scientist as child. *Philosophy of Science*, 63, 4, 485-514.

V. Slaughter & A. Gopnik (1996). Conceptual coherence in the child's theory of mind. *Child Development*, 67, 6, 2967-2989.

B. Repacholi & A. Gopnik (1997). Early understanding of desires: Evidence from 14 and 18-month-olds. *Developmental Psychology*, 33, 1, 12-21.

A. Gopnik (1998). Explanation as orgasm. *Minds and Machines*, 8, 101-118.

A. Gopnik & D. Sobel (2000). Detecting blickets: How young children use information about novel causal powers in categorization and induction. *Child Development*, 71, 5, 1205-1222.

T. Nazzi & A. Gopnik (2000). A shift in children's use of perceptual and causal cues to categorization. *Developmental Science*, 3, 4, 389-396.

A. Gopnik & A. Rosati (2001). Duck or Rabbit? Reversing ambiguous figures and understanding ambiguous reference. *Developmental Science*, 4, 2, 174-182.

T. Nazzi & A. Gopnik (2001). Linguistic and cognitive abilities in infancy: When does language become a tool for categorization? *Cognition*, 80, 303-312.

A. Gopnik, D. Sobel, L. Schulz, & C. Glymour (2001). Causal learning mechanisms in very young children: Two, three, and four-year-olds infer causal relations from patterns of variation and covariation. *Developmental Psychology*, 37, 5, 620-629.

J. Giles, A. Gopnik, & G. Heyman (2002). The effects of source monitoring on the suggestibility of preschool children. *Psychological Science*, 13, 3, 288-291.

T. Nazzi & A. Gopnik (2003). Sorting and acting with objects in early childhood: An exploration of the use of causal cues. *Cognitive Development*, 18, 219-237.

T. Kushnir, A. Gopnik, L. Schulz, & D. Danks (2003). Inferring hidden causes. In R. Alterman & D. Kirsch (Ed.), *Proceedings of the 24th annual meeting of the Cognitive Science Society*, Cognitive Science Society: Boston, MA.

A. Gopnik, C. Glymour, D. Sobel, L. Schulz, T. Kushnir, & D. Danks (2004). A theory of causal learning in children: Causal maps and Bayes nets. *Psychological Review*, 111, 1, 1-31.

A. Gopnik (Guest Editor) (2004). Learning. *Daedalus*, 133, 1.

A. Gopnik (2004). Finding our inner scientist. *Daedalus*, 133, 1, 21-28.

L. Schulz & A. Gopnik (2004). Causal learning across domains. *Developmental Psychology*, 40, 2, 162-176.

D. Sobel, J. Tenenbaum, & A. Gopnik (2004). Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers. *Cognitive Science*, 28, 3, 303-333.

A. Gopnik & L. Schulz (2004). Mechanisms of theory-formation in young children. *Trends in Cognitive Science*, 8, 8.

T. Nazzi, A. Gopnik, & A. Karmiloff-Smith (2005). Asynchrony in the cognitive and lexical development of young children with Williams syndrome. *Journal of Child Language*, 32, 427-438.

D.M. Sobel, L.M. Capps, & A. Gopnik (2005). Ambiguous figure perception and theory of mind understanding in children with autistic spectrum disorders. *British Journal of Developmental Psychology,* 23, 159-174 Part 2.

T. Kushnir & A. Gopnik (2005). Young children infer causal strength from probabilities and interventions. *Psychological Science,* 16, 9, 678-683.

A. Gopnik & C. Glymour (2006). A brand-new ball game: Bayes net and neural net learning mechanisms in children. Processes of change in brain and cognitive development: Attention and performance xxi. *Attention and Performance*, 349-372.

S. Mitroff, D. Sobel & A. Gopnik (2006). Reversing how to think about ambiguous figure reversals: Spontaneous alternating by uninformed observers. *Perception*, 35, 5, 709-715.

T. Kushnir & A. Gopnik (2007). Conditional probability versus spatial contiguity in causal learning: Preschoolers use new contingency evidence to overcome prior spatial assumptions. *Developmental Psychology,* 43, 1, 186-196.

A. Gopnik & J. Tenenbaum (2007). Bayesian networks, Bayesian learning and cognitive development. *Developmental Science (special section on Bayesian and Bayes-Net approaches to development),* 10, 3, 281-287.

L. Schulz, A. Gopnik, & C. Glymour (2007). Preschool children learn about causal structure from conditional interventions. *Developmental Science (special section on Bayesian and Bayes-Net approaches to development),* 10, 3, 322-332.

D. Sobel, C. Yoachim, A. Gopnik, A. Meltzoff, & E. Blumenthal (2007). The blicket within: Preschoolers' inferences about insides and causes. *Journal of Cognition and Development*, 8, 2, 159-182.

D. Buchsbaum, T. Griffiths, A. Gopnik, & D. Baldwin (2009). Learning from actions and their consequences: Inferring causal variables from continuous sequences of human action. In N.A. Taatgen & H. van Rijn (Ed.), *Proceedings of the 31th annual conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.

T. Kushnir, A. Gopnik, C. Lucas, & L. Schulz (2010). Inferring hidden causal structure. *Cognitive Science, 34,* 148-160.

L. Baraff-Bonawitz, D. Ferranti, R. Saxe, A. Gopnik, A.N. Meltzoff, J. Woodward, & L. Schulz (2010). Just do it? Investigating the gap between prediction and action in toddlers' causal inferences. *Cognition, 115,* 104-117.

A. Gopnik (2010). Could David Hume have known about Buddhism? Charles Francois Dolu, the Royal College of La Flèche, and the global Jesuit intellectual network. *Hume Studies.*

A. Gopnik (2010). How babies think. *Scientific American,* July 2010, 76-81.

E. Bonawitz, S. Denison, A. Chen, A. Gopnik, & T.L. Griffiths (2011). Win-Stay- Lose Shift: A simple sequential algorithm for approximating Bayesian inference. In L. Carlson, C. Hoelscher, & T. F. Shipley (Ed.), *Proceedings of the 33rd annual conference of the Cognitive Science Society* (pp. 2463-2468)*.* Austin, TX: Cognitive Science Society.

R. Wu, A. Gopnik, D.C. Richardson, & N.Z. Kirkham (2011). Infants learn about objects from statistics and people. *Developmental Psychology*, 47, 5, 1220-1229.

D. Buchsbaum, A. Gopnik, T.L. Griffiths, & P. Shafto (2011). Children's imitation of causal action sequences is influenced by statistical and pedagogical evidence. *Cognition*, 120, 3, 331-340.

T.L. Griffiths, D. Sobel, J.B. Tenenbaum, & A. Gopnik (2011). Bayes and blickets: Effects of knowledge on causal induction in children and adults. *Cognitive Science: A Multidisciplinary Journal*, 35, 8, Nov.-Dec. 2011, 1407-1455.

A.N. Meltzoff, A. Waismeyer, & A. Gopnik (2012). Learning about causes from people: Observational causal learning in 24-month-olds. *Developmental Psychology*, 48, 5, 1215-1228. doi: 10.1037/a0027440

A. Gopnik (2012). Scientific thinking in very young children: Theoretical advances, empirical discoveries and policy implications. *Science,* 337, 6102, 1623-1627*.* doi: 10.1126/science.1223416

A. Gopnik & H.M. Wellman (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory. *Psychological Bulletin,* 138, 6, 1085-1108*.* doi: 10.1037/a0028044 1085-1108

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

D. Buchsbaum, S. Bridgers, A. Whalen, E. Seiver, T. Griffiths, & A. Gopnik (2012). Do I know that you know what you know? Modeling testimony in causal inference. In N. Miyake, D. Peebles, & R.P. Cooper (Ed.), *Proceedings of the 34th annual conference of the Cognitive Science Society* (pp. 156-161). Austin, TX: Cognitive Science Society.

C.M. Walker, P.A. Ganea, & A. Gopnik (2012). Children's causal learning from fiction: Assessing the proximity between real and fictional worlds. In N. Miyake, D. Peebles, & R.P. Cooper (Ed.), *Proceedings of the 34th annual conference of the Cognitive Science Society* (pp. 1108-1113). Austin, TX: Cognitive Science Society.

C.M. Walker, J.J. Williams, T. Lombrozo, & A. Gopnik (2012). Explaining influences children's reliance on evidence and prior knowledge in causal induction. In N. Miyake, D. Peebles, & R.P. Cooper (Ed.), *Proceedings of the 34th annual conference of the Cognitive Science Society* (pp. 1114-1119). Austin, TX: Cognitive Science Society.

A. Gonzalez, P. Shafto, E.B. Bonawitz, & A. Gopnik (2012). Is that your final answer? The effects of neutral queries on children's choices. In N. Miyake, D. Peebles, & R.P. Cooper (Ed.), *Proceedings of the 34th annual conference of the Cognitive Science Society* (pp. 1614-1619). Austin, TX: Cognitive Science Society.

K. Pham, E. Bonawitz, & A. Gopnik (2012). Seeing who sees: Contrastive access helps children reason about other minds. In N. Miyake, D. Peebles, & R.P. Cooper (Ed.), *Proceedings of the 34th annual conference of the Cognitive Science Society* (pp. 2180-2185). Austin, TX: Cognitive Science Society.

S. Denison, E. Bonawitz, A. Gopnik, & T. Griffiths (2013). Rational variability in children's causal inferences: The Sampling Hypothesis. *Cognition,* 126, 2, 285-300.

Seiver, E., Gopnik, A. & Goodman, N. D. (2013). Did She Jump Because She Was the Big Sister or Because the Trampoline Was Safe? Causal Inference and the Development of Social Attribution. *Child Development.* 84, 2, pages 443–454, doi: 10.1111/j.1467-8624.2012.01865

S. Weisberg & A. Gopnik (2013). Pretense, counterfactuals, and Bayesian causal models: Why what isn't real really matters. *Cognitive Science (2013) 1–14* doi: 10.1111/cogs.1206

**Note: In the succeeding papers I have changed my authorship convention. In the earlier papers I am second or third author after lead author graduate students and post-docs in papers coming out of my laboratory. In the succeeding papers last author indicates that I am the senior author.**

T.D. Sweeny, N. Wurnitsch, A. Gopnik, & D. Whitney (2013). Sensitive perception of a person's direction of walking in 4-year-old children. *Developmental Psychology. 49(11), 2120-2124.* doi: 10.1037/a0031714

C. Walker & A. Gopnik (2013). Considering counterfactuals: The relationship between causal learning and pretend play. *American Journal of Play, Special Issue on Pretense.*

C. Walker & A. Gopnik (2014). 18-30-month-olds infer higher-order relational principles in causal learning. *Psychological Science. 25, 1,* 161-169. doi: 10.1177/0956797613502983

C. Lucas, S. Bridgers, T. Griffiths, & A. Gopnik (2014). When children are better (or at least more open-minded) learners than adults: Developmental differences in learning the forms of causal relationships. *Cognition.* 131, 2, 284–299.

C. Lucas, T. Griffiths, F. Xu, C. Fawcett, T. Kushnir, A. Gopnik, L. Markson, J. Hu (2014). The child as econometrician: A rational model of preference understanding in children. *PLOS ONE.* doi: 10.1371/journal.pone.0092160

A.H. Taylor, L.G. Cheke, A. Waismeyer, A. N. Meltzoff, R. Miller, A. Gopnik, N. S. Clayton, & R.D. Gray (2014). Of babies and birds: complex tool behaviours are not sufficient for the evolution of the ability to create a novel causal intervention. *Proceedings of the Royal Society B.* 22 July 2014 vol. 281 no. 1787 doi: **1**0.1098/rspb.2014.0837

E. Bonawitz, S. Denison, T. Griffiths, A. Gopnik (2014). Probabilistic Models, Learning Algorithms, Response Variability: Sampling in Cognitive Development. *Trends in Cognitive Sciences* doi: org/10.1016/j.tics.2014.06.006

C. Walker, A. Gopnik & P. Ganea (2014). Learning to learn from stories: Children's developing sensitivity to the causal structure of fictional worlds. *Child Development.* doi: 10.1111/cdev.12287

E. Bonawitz, S. Denison, A. Gopnik, T. Griffiths (2014). Win-Stay, Lose-Sample: A Simple Sequential Algorithm for Approximating Bayesian Inference. *Cognitive Psychology.* 35-65 doi: 10.1016/j.cogpsych.2014.06.003

C. Walker, T. Lombrozo, C. Le Gare & A. Gopnik (2014). Explanation prompts children to privilege inductively rich properties. *Cognition, 13,* 343–357.

A. Gopnik & E. Bonawitz (2014). Bayesian models of child development. *Wiley Interdisciplinary Reviews (WIRES) -- Cognitive Science.* doi: 10.1002/wcs.1330

C. M. Walker, Hubachek, S., & Gopnik, A. (2014). Language acquisition and the onset of relational reasoning in infants, 3444. Proceedings of the 36th Annual Conference of the Cognitive Science Society.

A. Wente, Bridgers, S., Gopnik, A., Xin, Z., Liqi, Z., & Seiver, E. (2014). Cultural variability in young children's folk intuitions of free will, 3452. Proceedings of the 36th Annual Conference of the Cognitive Science Society.

T. Sweeney, N. Wurnitsch, A. Gopnik. & D. Whitney (2015). Ensemble perception of size in 4-5 year-old children. *Developmental Science 18,* 4 556–568. doi: 10.1111/desc.12239

A. Waismeyer, A. N. Meltzoff, and A. Gopnik (2015). Causal learning from probabilistic events in 24-month-olds: an action measure. *Developmental Science, 18,* 1, 175-182. doi: 10.1111/desc.12208

D. Buchsbaum, T. L. Griffiths, D. Plunkett, A. Gopnik, & D. Baldwin (2015). Inferring action structure and causal relationships in continuous sequences of human action. *Cognitive Psychology* (2015), pp. 30-77. doi: 10.1016/j.cogpsych.2014.10.001

A. Gopnik, T. Griffiths, & C. Lucas (2015). When younger learners can be better (or at least more open-minded) than older ones. *Current Directions in Psychological Science*, *24* (2), 87-92.

T. Kushnir, A, Gopnik, N. Chernyak, E. Seiver; H. Wellman (2015). Developing intuitions about free will between ages four and six. Cognition. 138, 79-101

T. Doan, Denison, S., Lucas, C. G., & Gopnik, A. (2015.). Learning to reason about desires : An infant training study, 578–583. Proceedings of the 37th Annual Conference of the Cognitive Science Society. Marr Prize Winner

C. Walker, Bridgers, S., & Gopnik, A. (2015). The early emergence and puzzling decline of relational reasoning : Effects of prior knowledge and search on inferring "same" and "different," 2559–2564. Proceedings of the 37th Annual Conference of the Cognitive Science Society.

A. Wente, Bridgers, S., Zhao, X., Cui, Y., Seiver, E., Zhanxing, L., … Gopnik, A. (2015). Culture, causal attributions, and development: A comparison of Chinese and U.S. 4-and 6-year-olds, 3016. Proceedings of the 37th Annual Conference of the Cognitive Science Society.

S. Bridgers, D. Buchsbaum, E. Seiver, T. Griffiths, & A. Gopnik (2016). Children's causal inferences from conflicting testimony and observations. Developmental Psychology. Vol 52(1), 9-18.

C. Walker, S. Bridgers, & A. Gopnik (2016). The early emergence and puzzling decline of relational reasoning: Effects of knowledge and search on inferring abstract concepts. *Cognition,* 156, 30–40.

A. O. Wente, Bridgers, S., Zhao, X., Seiver, E., Zhu, L., & Gopnik, A. (2016). How Universal Are Free Will Beliefs? Cultural Differences in Chinese and US 4-and 6-Year-Olds. *Child Development*, *87*(3), 666-676.

C. M. Walker, Lombrozo, T., Williams, J. J., Rafferty, A. N. and Gopnik, A. (2016). Explaining Constrains Causal Learning in Childhood. *Child Development.* doi:10.1111/cdev.12590

A. O. Wente, Ting, T., Aboody, R., Kushnir, T., & Gopnik, A. (2016). The relationship between inhibitory control and free will beliefs in 4-to 6-Year-old children, 770–775. Proceedings of the 38th Annual Conference of the Cognitive Science Society.

C. M. Walker, & A. Gopnik (2017). Discriminating relational and perceptual judgments: Evidence from human toddlers. *Cognition*, *166*, 23-27.

A. Gopnik. (2017). Making A.I. more human. *Scientific American,* 60-65. June.

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A. Gopnik (2010). Mind reading. Review of S. Dehaene, *The Reading Brain. The New York Times,* Jan. 3.

A. Gopnik (2010). Sleeping alone. Review of R. Shweder (Ed.), *The child: An encyclopedic companion. The Times Literary Supplement,* April 30.

A. Gopnik (2010). Review of M. Konners, *The evolution of childhood: Relationships, emotion, mind* (Harvard University Press, 2010). *Science*, 15, Oct. 2010, 321-322.

A. Gopnik (2010). How weird is consciousness. Review of A. Damasio, *Self comes to mind. Slate,* Nov. 10.

A. Gopnik (2011). Diagnosing the digital revolution: Why it's so hard to know how it's changing us. *Slate,* Feb. 7.

A. Gopnik (2011). Consciousness: The great illusion. Review of N. Humphrey, *Soul dust. The New York Times,* May 11.

A. Gopnik & A. Gopnik (2011). What our siblings do to us. Review of Jeffrey Kluger, *The Sibling Effect. The New York Times,* Sept. 23.

A. Gopnik (2016.) How Animals Think: A new look at what humans can learn from nonhuman minds. Review of Frans de Waal. Are we smart enough to know how smart animals are? *The Atlantic*. May.

A. Gopnik (2018) When truth and reason are no longer enough. Review of S. Pinker *Enlightenment Now. The Atlantic.* April.

A. Gopnik (2019). The students of sex and culture. Review of Charles King *Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex, and Gender in the Twentieth Century. The Atlantic.* August.

A. Gopnik (2022). The new thinking about feelings. Review of L. Mlodinow. *Emotional. The Guardian* Jan 15.


**Commentaries**

A. Gopnik (1984). In search of a theory of learning. Commentary on B.F. Skinner, Behaviorism at Sixty, *Behavioral and Brain Sciences*, 7, 4. Reprinted in C. Catania (Ed.), *The canonical papers of B.F. Skinner*. Cambridge: Cambridge University Press.

A. Gopnik (1993). The psychopsychology of the fringe. Commentary in *Consciousness and Cognition*, 2, 109-113.

A. Gopnik & A.N. Meltzoff (1993). Imitation, cultural learning and the origins of "theory of mind". Commentary in *Behavioral and Brain Sciences*, 16, 3, 521-522.

A. Gopnik (1993). Theories and qualities. *Behavioral and Brain Sciences*, 16, 1, Mar. 1993, 44-45.

A. Gopnik (1995). How to understand belief. Response to continuing commentary. *Behavioral and Brain Science*, 18, 2, 398-400.

A. Gopnik (1998). What can externalism do for psychologists? Commentary in *Behavioral and Brain Sciences.*

A. Gopnik (2007). Why babies are more conscious than we are. *Behavioral and Brain Sciences,* 30, 5-6, 503-504.

A. Gopnik, H. M. Wellman, S. A. Gelman, & A. N. Meltzoff (2010). A computational foundation for cognitive development: Comment on Griffiths et al. and McLelland et al. *Trends in Cognitive Sciences,* 14, 342-343.

A. Gopnik (2011). A unified account of abstract structure and conceptual change: Probabilistic models and early learning mechanisms. Commentary on S. Carey, *The origin of concepts*. *Behavioral and Brain Sciences*, 34, 3, 129-126.

A. Gopnik (2011). The theory theory 2.0: Probabilistic models and cognitive development. Commentary on N. Newcombe, Neoconstructivism. *Child Development Perspectives, 5*, 3, 161-163.

A. Gopnik (2011). Probabilistic models as theories of children's minds. *Behavioral and Brain Sciences,* 34, 4, Aug. 2011, 200-201.

C. Walker & A. Gopnik (2013). Pretense and possibility—A theoretical proposal about the effects of pretend play on development: Comment on Lillard et al. (2013) Psychological Bulletin, Vol 139(1), Jan 2013.

**Newspaper and Magazine Articles**

A. Gopnik (1994). 'Freud's permanent revolution - An exchange (A response to Thomas Nagel). *The New York Review Of Books*, 41, 14, Aug. 1994, 55-55.

A. Gopnik (1999). Psychology for teachers: An exchange. *The New York Review of Books*, Vol. XLVI, 17.

A. Gopnik (2000). Women with children last. *The Times Higher Education Supplement*, Jan. 21.

A. Gopnik (2000). Tears, tantrums and other experiments. *The Guardian,* Jan. 26, Reprinted in Stewart, Bullock, & Allen (2003). *Essay writing for Canadian students with readings*, 5th Edition. Toronto: Pearson Education.

A. Gopnik (2000). Children need childhood, not vocational training. *The New York Times*, Dec. 24.

A. Gopnik (2003). Today's visions of the science of tomorrow. *The New York Times*, Jan. 4.

A. Gopnik (2005). Scientists take a leap. *The New York Times,* Jan. 4.

A. Gopnik (2005). Faith vs. fact. *The Guardian,* Jan. 7.

A. Gopnik (2005). How we learn. *The New York Times,* Jan. 16.

A. Gopnik (2005). Let them solve problems. *Slate,* Nov. 14.

A. Gopnik (2005). The real reason children love fantasy. *Slate,* Dec. 20.

A. Gopnik (2009). When we were butterflies. *New Scientist,* 203, 2719, 44-45.

A. Gopnik (2009). Your baby knows more than you think. *The New York Times,* Aug. 16.

A. Gopnik (2011). What John Tierney gets wrong about women scientists: Understanding a new study about discrimination. *Slate,* Feb. 29.

A. Gopnik (2011). Why preschool shouldn't be like school. *Slate,* March 16.

A. Gopnik (2012). What's wrong with the teen-age mind. *The Wall Street Journal,* Jan. 28

A. Gopnik (2012). Why your 4-year-old is as smart as Nate Silver. *Slate.* Oct. 11.

A. Gopnik (2013 – present). Mind and Matter – bi-weekly and monthly columns (82 columns). *The Wall Street Journal.*

A. Gopnik  (2015). Hume and the Buddha. *The Atlantic,* October. Nominated for a National Magazine Award and included among notable essays in Best American Essays 2016.

A. Gopnik (2016). A manifesto against parenting. *The Wall Street Journal.* July 8.

A. Gopnik (2016). What babies know about physics and foreign languages. July 30. *The New York Times.*

A. Gopnik (2016). In defense of play. *The Atlantic.* August.

A. Gopnik (2016). What is the point of raising a child? *The Guardian.* August 26.

A. Gopnik (2016). Is screen time dangerous for children? *The New Yorker.* Nov 28.

A. Gopnik (2017). 4-year-olds don't act like Trump. *The New York Times.* May 17.

A. Gopnik & T. Griffiths (2017). What happens to creativity as we age. *The New York Times.* August 19.

A. Gopnik (2021). What children lose when their brains develop too fast. *Wall Street Journal* essay.

A. Gopnik (2022). What AI still doesn't know how to do. W*all Street Journal* Essay.

A. Gopnik (2022). What good comes from pretending? *Wall Street Journa*l Column.

A. Gopnik (2022). Children, creativity and intelligence. APS Observer Presidential Column.


## PAPERS PRESENTED AT MEETINGS AND SYMPOSIA

### SUBMITTED PAPERS PRESENTED AT CONFERENCES

A. Gopnik (1977). "No", "there", "more" and "allgone". Presented at the Nottingham Child Language Seminar, Nottingham, England, April.

A. Gopnik (1977). The development of non-nominal expressions in one-to-two-year-olds. Presented at the Salzburg International Psycholinguistics Conference, Salzburg, Austria, August.

A. Gopnik (1978). The development of "that" and "there" in the one-word period. Presented at the York Child Language Seminar, York, England, April.

A. Gopnik (1978). The development of non-nominal expressions - why the first words aren't about things. Presented at the International Congress for the Study of Child Language, Tokyo, Japan, August.

A. Gopnik (1979). Words and plans: Early language and the regulation of intelligent action. Presented at the Reading Child Language Seminar, Reading, England, April.

A. Gopnik (1981). "Gone" and the concept of the object. Presented at the International Congress for the Study of Child Language, Vancouver, B.C., August.

A. Gopnik (1982). Semantic and cognitive development in one-two-year-olds. Presented at the Waterloo Child Development Conference, Waterloo, Ontario, March.

A. Gopnik (1983). Semantic and conceptual development in 15-21-month-olds. Presented at the Meeting of the Society for Research in Child Development, Detroit, Michigan, April.

A. Gopnik (1984). Some specific relationships between semantic and conceptual developments in the one-word-stage. Presented at the Waterloo Child Development Conference, Waterloo, Ontario, March.

A. Gopnik & A.N. Meltzoff (1984). Some specific relationships between semantic and cognitive developments. Presented at the International Congress for the Study of Child Language, Austin, Texas, July.

A. Gopnik & A.N. Meltzoff (1985). Changes in the meaning of early words and their relation to cognitive development. Presented at the Meeting of the Society for Research in Child Development, Toronto, Ontario, April.

A. Gopnik & A.N. Meltzoff (1985). Semantic and conceptual development in the one-word stage: The specificity hypothesis. Presented at the Meeting of the Society for Research in Child Development, Toronto, Ontario, April.

A. Gopnik (1985). What the first words can tell us about language and cognition. Presented at the Meeting of the Society for Philosophy and Psychology, Toronto, Ontario, May.

A. Gopnik (1986). Children's understanding of representational change. Presented at the Meeting of the Canadian Psychological Association, Toronto, Ontario, June.

A. Gopnik & L. Forguson (1986). The roots of realism. Presented at the Meeting of the Society for Philosophy and Psychology, Baltimore, Maryland, June.

J.W. Astington, A. Gopnik, & D. Olson (1987). Metarepresentational ability: The fundamental metacognitive skill. Presented at the American Educational Research Association Meeting, Washington, D.C., April.

A. Gopnik, J.W. Astington, L. Forguson, & D. Olson (1987). Children's understanding of representational change. Presented at the Meeting of the Society for Research in Child Development, Baltimore, Maryland, April.

A. Gopnik & A.N. Meltzoff (1987). Categorization and the naming explosion. Presented at the Meeting of the Society for Research in Child Development, Baltimore, Maryland, April.

A. Gopnik & L. Forguson (co-authors) (1987). The ontogenesis of common sense. Presented at the Meeting of the Canadian Philosophical Association, Hamilton, Ontario, June.

A. Gopnik (1987). Language before stage 6. Presented at the International Congress for the Study of Child Language, Lund, Sweden, July.

A. Gopnik & S. Choi (1987). A cross-linguistic study of semantic and cognitive development. Presented at the Boston Child Language Conference, Boston, Massachusetts, October.

D. O'Neill & A. Gopnik (1989). Preschooler's understanding of the sources of their beliefs. Presented at the Meeting of the Society for Research in Child Development, Kansas City, Missouri, April.

A.N. Meltzoff & A. Gopnik (1989). What the infant's actions and words tell us about the infant's mind. American Association of Physical Anthropologists, San Diego, California, April.

A.N. Meltzoff & A. Gopnik (1990). Relations between thought and language in infancy - theory and new data. International Conference on Spoken Language Processing, Kobe, Japan, November.

A. Gopnik (1991). Is the child's theory of mind really a theory? Presented at the Meeting of the Society for Research in Child Development, Seattle, Washington, April.

A. Gopnik & S. Choi (1991). Relational words and nouns: A crosslinguistic study. Presented at the Meeting of the Society for Research in Child Development, Seattle, Washington, April.

A. Gopnik & H. Wellman (1993). The child's theory of mind. Presented at the Meeting of the Society for Research in Child Development, New Orleans, Louisiana, March.

A. Gopnik (1993). Precursors to the child's theory of mind. Presented at the Meeting of the Society for Research in Child Development, New Orleans, Louisiana, March.

S. Choi & A. Gopnik (1993). Nouns are not learned before verbs in Korean: An early verb explosion. Presented at the Stanford Child Language Research Forum, Stanford University, Palo Alto, California, April.

A. Gopnik (1995). Language and theory of mind. Presented at the Meeting of the Society for Research in Child Development, Indianapolis, Indiana, March.

A. Gopnik & D. Sobel (1995). Detecting Blickets: Children's understanding of causality. Presented at the Meeting of the Society for Research in Child Development, Indianapolis, Indiana, March.

A. Gopnik (1997). How the child's theory of mind changes. Presented at the Meeting of the Society for Research in Child Development, Washington, D.C., March.

A. Gopnik & A. Rosati (1997). Perception, cognition, and young children's reversal of ambiguous figures. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C., April.

A. Gopnik (1999). Why children are (and aren't) like scientists. Presented at the Meeting of the Society for Research in Child Development, Albuquerque, New Mexico, April.

A. Gopnik & D. Sobel (1999). Detecting blickets: How young children use information about causal powers in categorization and induction. Presented at the Meeting of the Society for Research in Child Development, Albuquerque, New Mexico, April.

T. Nazzi & A. Gopnik (2000). Perceptual and causal cues to categorization. Paper presented at the International Conference on Infant Studies, Brighton, England, July.

J. Esterly & A. Gopnik (2000). Toddlers understanding of visual perspective-taking. Paper presented at the International Conference on Infant Studies, Brighton, England July.

A. Gopnik (2000). Children's and adult's theories of other people. Presented at the Society for Experimental Social Psychology, Atlanta, Georgia, October.

A. Gopnik (2001). Children as scientists. Symposium on Exhibiting science: Scientists and museums. American Association for the Advancement of Science, San Francisco, California, February.

A. Gopnik & C. Glymour (2001). Babies and Bayes-Nets: A computational account of causal inference and theory-formation in young children. Presented at the Meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April.

A. Gopnik (2001). Causal inference in autism. Presented at the Meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April.

A. Gopnik (2001). Children's causal inference. Presented at the Meeting of the Jean Piaget Society, Berkeley, California, June.

A. Gopnik (2002). Children and causal inference. Symposium on Bayes nets and Causal Inference. Meeting of the Philosophy of Science Association, Milwaukee, Wisconsin, November.

A. Gopnik (2003). Inferring hidden objects. Poster presented at the Society for Research in Child Development, Tampa, Florida, April.

A. Gopnik (2003). Causal learning in children. Paper presented at the Society for Research in Child Development, Tampa, Florida, April.

A. Gopnik (2004). Actions and causes. Symposium on Understanding actions and causes. American Association for the Advancement of Science, Seattle, Washington, February.

A. Gopnik (2004). Babies and Bayes Nets. Symposium on Causal learning. International Congress of Psychology, Beijing, China, August.

A. Gopnik & T. Kushnir (2005). Causal learning at a distance. Poster presented at the Society for Research in Child Development, Atlanta, Georgia, April.

A. Gopnik (2005). Concepts and causes. Symposium on responses to Fodors learning problem. Cognitive Science Society Meeting, Stresa, Italy, August.

E. Seiver & A. Gopnik (2007). Children's early social and causal inference. Poster presented at the Meeting of the Society for Research in Child Development, Boston, Massachusetts, March.

A. Gopnik (2008). Did David Hume know about Buddhism? World History Association, London, England, June.

A. Gopnik (2009). Internal consciousness in very young children: Memory, planning, self and the babbling stream. Poster presented at the Association for the Scientific Study of Consciousness, Berlin, Germany, June.

A. Gopnik (2009). The statistical social learner: Using rational inference to learn from actions. Symposium on Causal learning and social cognition: The McDonnell Causal Learning Collaborative. The Cognitive Development Society Meeting, San Antonio, Texas, October.

R. Wu, A. Gopnik, & N. Kirkham (2010). Social cues facilitate visual statistical learning in infancy. Paper presented at the Cognitive Science Society Meeting, Portland, Oregon, August.

C. Lucas. A. Gopnik, & T. Griffiths (2010). Developmental differences in learning the forms of causal relationships. Paper presented at the Cognitive Science Society Meeting, Portland, Oregon, August.

D. Buchsbaum, A. Gopnik, & T. Griffiths (2010). Children's imitation of action sequences is influenced by statistical evidence and inferred causal structure. Paper presented at the Cognitive Science Society Meeting, Portland, Oregon, August.

A. Gopnik (2010). When children are better scientists than scientists are: Randomness and rationality. Paper presented at the Meeting of the Philosophy of Science Association, Montreal, P.Q., November.

C.G. Lucas, A. Gopnik, & T. Griffiths (2011). Developmental differences in learning the forms of causal relationships. Paper presented at the Meeting of the Society for Research in Child Development, Montreal, P.Q., April.

D. Buchsbaum, A. Gopnik, T. Griffiths, & P. Shafto (2011). Children's imitation of causal action sequences is influenced by statistical and pedagogical evidence. Paper presented at the Meeting of the Society for Research in Child Development, Montreal, P.Q., April.

D. Ramarajan, E. Bonawitz, H.M. Wellman, T. Griffiths, & A. Gopnik (2011). The ability to teach others is linked to theory of mind. Paper presented at the Meeting of the Society for Research in Child Development, Montreal, P.Q., April.

C. Walker & A. Gopnik (2011). Causal learning from fiction: Children's sensitivity to the proximity between real and fictional worlds. Society for Philosophy and Psychology, Boulder, Colorado, June.

E. Bonawitz, S. Denison, A. Chen, A. Gopnik, & T.L. Griffiths (2011). A simple sequential algorithm for approximating Bayesian inference. Paper presented at the Cognitive Science Society Meeting, Boston, Massachusetts, July.

A. Gopnik (2011). Explanation and causal inference. Symposium on the causes and explanations of explanation in early childhood. Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

L. Bonawitz, T. Griffiths, S. Denison, & A. Gopnik (2011). Rational randomness: Sampling in children's causal inference. Paper presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

A. Waisman, A. Gopnik, & L. Jacobs (2011). Causal inference in dogs and toddlers. Paper presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

D. Buchsbaum, D.S. Weisber, & A. Gopnik (2011). Children's pretend play is linked to causal knowledge and counterfactual reasoning. Poster presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

S. Bridgers, D. Buchsbaum, E. Seiver, A. Gopnik, & T.L. Griffiths (2011). Which block is better at making the machine go? How children balance their trust in an informant vs. the data. Poster presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

C. Walker, J. Williams, A. Gopnik, & T. Lombrozo (2011). The role of explanation in children's causal learning. Poster presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

C. Walker, P. Ganea, & A. Gopnik (2011). Crossing the boundary: Children's understanding of the causal impermeability between fictional and real worlds. Poster presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

E. Seiver & A. Gopnik (2011). Sometimes 'people just don't feel like it': Children's explanations of inconsistent behavior. Poster presented at the Cognitive Development Society Meeting, Philadelphia, Pennsylvania, October.

D. Buchsbaum, S. Bridgers, A. Whalen, E. Seiver, T. Griffiths, & A. Gopnik (2012). Do I know that you know what you know? Modeling testimony in causal inference. Paper presented at the Cognitive Science Society Meeting, Sapporo, Japan, August.

C.M. Walker, P.A. Ganea, & A. Gopnik (2012). Children's causal learning from fiction: Assessing the proximity between real and fictional worlds. Paper presented at the Cognitive Science Society Meeting, Sapporo, Japan, August.

C.M. Walker, J.J. Williams, T. Lombrozo, & A. Gopnik (2012). Explaining influences children's reliance on evidence and prior knowledge in causal induction. Paper presented at the Cognitive Science Society Meeting, Sapporo, Japan, August.

A. Gonzalez, P. Shafto, E.B. Bonawitz, & A. Gopnik (2012). Is that your final answer? The effects of neutral queries on children's choices. Poster presented at the Cognitive Science Society Meeting, Sapporo, Japan, August.

K. Pham, E. Bonawitz, & A. Gopnik (2012). Seeing who sees: Contrastive access helps children reason about other minds. Poster presented at the Cognitive Science Society Meeting, Sapporo, Japan, August.

C. Walker & A. Gopnik (2013). Infants understand higher-order relations. Paper presented at the Cognitive Science Society Meeting, Berlin, Germany, August.

C. Walker, T. Lombrozo, & A. Gopnik (2013). Explanation and inference of underlying causal properties. Paper presented at the Cognitive Science Society Meeting, Berlin, Germany, August.

D. Buchsbaum, C. Walker, & A. Gopnik (2013). Counterfactuals and pretend play in childhood. Paper presented at the Cognitive Science Society Meeting, Berlin, Germany, August.

A. Gopnik (2015). Cross-cultural studies of causal learning. Cognitive Development Society Preconference on Cross-Cultural Studies of Cognitive Development, Columbus, Ohio, October.

A. Gopnik (2016). Consciousness without control: How do phenomenology and function change when prefrontal control is reduced and what does this mean for the development of consciousness? Paper presented at the Towards a Science of Consciousness Conference, Tucson, Arizona, April.

A. Wente, A. Gopnik (2016). The relationship between inhibitory control and free will beliefs in 4-to-6-year old children. Paper presented at the The Society for Philosophy and Psychology. Austin, June.

A. Wente, K. Kimura, M. Fernandez, C. Lucas, A. Gopnik (2016). Cultural differences in learning the form of abstract causal relationships. Presented at the Cognitive Development Society biannual meeting. Columbus, October.

A. Gopnik (2016). Cognition without control in children. Paper presented at Control Processes Meeting San Diego, November.

M. Goddu, T. Lombrozo, A. Gopnik (2017). Causal framing improves children's early analogical reasoning. Paper presented at the Society for Philosophy and Psychology 43$^{rd}$ Annual Meeting. Baltimore, June.

A. Ruggeri, Z. Sim, A. Gopnik (2017). Preschoolers adapt their explorative strategies to the information structure of the task. Paper presented at the Society for Philosophy and Psychology 43$^{rd}$ Annual Meeting. Baltimore, June.

C. Walker, A. Gopnik (2017). More than meets the eye: discriminating relational and perceptual judgments in human toddlers. Paper presented at Society for Philosophy and Psychology 43$^{rd}$ Annual Meeting. Baltimore, June.

N. Vasilyeva, A. Gopnik, T. Lombrozo, (2017). The development of structural thinking about social categories. Paper presented at Society for Philosophy and Psychology 43$^{rd}$ Annual Meeting. Baltimore, June.

X. Zhao, C. King, A. Wente, A. Gopnik, L. Zhu, T. Kushnir (2017). The relationship between inhibitory control and free will beliefs in 4-to 8-year-olds across three cultures. Paper presented at Society for Philosophy and Psychology 43$^{rd}$ Annual Meeting. Baltimore, June.

A. Wente, M. Goddu, E. Posner, T. Garcia, M. Fernandez Flecha, A. Gopnik (2017). Desires influence 4- to 6-year-old children's probabilistic judgments. Presented at Cognitive Science Society 39$^{th}$ Annual Meeting. London, July.

C. Walker, A. Gopnik (2017). More than meets the eye: early relational reasoning cannot be reduced to perceptual heuristics. Presented at Cognitive Science Society 39$^{th}$ Annual Meeting. London, July.

I. Bass, E. Bonawitz, P. Shafto, D. Ramarajan, A. Gopnik, H. Wellman (2017). I know what you need to know: children's developing theory of mind and pedagogical evidence selection. Presented at Cognitive Science Society 39$^{th}$ Annual Meeting. London, July.

N. Vasilyeva, A. Gopnik, T. Lombrozo (2017). The development of structural thinking about social categories. Presented at Cognitive Science Society 39$^{th}$ Annual Meeting. London, JuAy

A. Gopnik. Children and AI (2019). ICML Keynote, July.

A. Gopnik (2021). Risk Preferences and Exploration Strategies. SRCD Preconference, April.

A. Gopnik (2021) Large Language Models and Causal Reasoning. ICLR Workshop Talk. April

A. Gopnik (2021). Human in the loop learning. ICML Workshop Talk. July.

A. Gopnik (2021) Exploration and Play. Cognitive Science Society Preconference Workshop on Play. July

A. Gopnik (2021). What 4 years old can do that AI can't. Neurips Workshop on Agent Analysis Talk. December.

A. Gopnik (2022). Life History and Learning: Childhood as evolution's way of allowing exploration, and its implications for education and policy. American Association for the Advancement of Science Meeting. February.

A. Gopnik (2022). Children's causal understanding and inference. ICLR Workshop Talk. May.

M. Goddu, M. K.  Rule, J. S., Bonawitz, E., Gopnik, A., & Ullman, T. (2022). Fun isn't easy: Children optimize for difficulty when "playing for fun" vs. "playing to win" in a game design task. Poster presented at the 2022 Cognitive Development Society conference, Madison, WI.April.

M. Goddu, M. K.  Rule, J. S., Bonawitz, E., Gopnik, A., & Ullman, T. (2022 April). Fun isn't easy: Children optimize for difficulty when "playing for fun" vs. "playing to win" in a game design task. Poster presented at the 2022 Society for Research in Child Development's Learning through Play and Imagination: Expanding Perspectives conference, St. Louis, MO April,

A. Gopnik (2022). Causal Inference in Children and AI. UAI Preconference on Causal Representation, August.

A. Gopnik (2022). Imitation, Innovation and Caregiving in Children and AI. Neurips Humans in the Loop Workshop. December.

A. Gopnik (2022). Understanding other minds. Presentation at CVPR Workshop On Artificial Social Intelligence. June.

A. Gopnik (2023). Pretend Play and Counterfactuals. ICML Workshop on Counterfactuals. July.

**INVITED PAPERS PRESENTED AT CONFERENCES, MEETINGS AND SYMPOSIA**

A. Gopnik (1982). Why there are no semantic universals. Workshop on Explaining Linguistic Universals, Caiscais, Portugal, January.

A. Gopnik (1984). From people to plans to objects. Symposium on the Phylogeny and ontogeny of symbol systems, Toronto, Ontario, June.

A. Gopnik (1986). How to develop a representation. Discussion of Z. Pylyshyn, Representations, how do we know when we have one, Simon Fraser Conference on Mental Representation, Vancouver, B.C., February.

A. Gopnik (1986). Modules and quasi-modules. Discussion of A. Marras, Mental images and the frame problem in artificial intelligence, Ontario Philosophical Society Meeting, Toronto, Ontario, October.

A. Gopnik (1987). Classification and the vocabulary spurt. Presented at the Stanford Child Language Research Forum, Stanford University, Palo Alto, California, April.

A. Gopnik (1987). The first words as theoretical terms. Presented at an invited Symposium on Conceptual change in childhood and science, Meeting of the Society for Philosophy and Psychology, La Jolla, California, June.

A. Gopnik (1988). Language and thought in the transition from infancy to early childhood. Canadian Psychological Association, Montreal, P.Q., June.

A. Gopnik (1989). Language, thought and Bruner. Society for Research in Child Development, Kansas City, Missouri, April.

A. Gopnik (1989). Children's understanding of changes in their mental states. British Psychological Society, Developmental Section, Guildford, Surrey, September.

A. Gopnik (1990). Function and arbitrariness in development. Discussion of S. Pinker & P. Bloom, "Language as a biological adaptation," Meeting of the Society for Philosophy and Psychology, College Park, Maryland, June.

A. Gopnik (1991). Developmental theories in psychology and biology. Invited presentation, Conference on Biology and the Social Sciences, Edmonton, Alberta, June.

A. Gopnik (1991). Concepts and theories: Who's afraid of semantic holism? Invited presentation, Meeting of the Society for Philosophy and Psychology, San Francisco, California, June.

A. Gopnik (1991). Understanding the self and other: Evidence from theory of mind research. Invited presentation, Conference on Self-Awareness in Animals and Humans, Sonoma State University, Rohnert Park, California, August.

A. Gopnik (1992). Situations and explanations. Invited presentation, McDonnell Foundation Workshop on Methodological issues in Cognitive Science, Santa Fe, New Mexico, June.

A. Gopnik (1993). Children and consciousness: What developmental psychology can tell us about first-person access. Invited presentation, Conference on Consciousness and Cognition, Claremont College, Claremont, California, March.

A. Gopnik (1993). Cognition and consciousness: An essay in psychopsychology. Invited presentation, Workshop on Theories of Theories of Mind, Center for Cognitive Studies, University of Sheffield, Sheffield, England.

A. Gopnik (1993). Psychopsychology: Consciousness, cognition and development. Invited presentation, Conference on Reassessing the Cognitive Revolution, York University, Toronto, Ontario, October.

A. Gopnik (1994). The minds of infants. Invited presentation, Meeting of the American Philosophical Association, Los Angeles, California, April.

A. Gopnik (1994). The theory theory. Invited presentation, Conference on Theories of Mind, Center for Cognitive Studies, University of Sheffield, Sheffield, England, July.

A. Gopnik & A.N. Meltzoff (1994). Imitation and theory-formation in our understanding of emotion. Invited presentation, International Society for Research in Emotion, Cambridge, England, July.

A. Gopnik (1994). Children and scientists. Invited Distinguished APA Lecturer, Association of Science and Technology Centers, Portland, Oregon, October.

A. Gopnik (1995). Psychopsychology. Invited presentation, Conference on Theories of Mind, Eugene, Oregon, February.

A. Gopnik (1995). The first theory of mind. Invited presentation, Meeting of the Jean Piaget Society, Berkeley, California, June.

A. Gopnik (1995). The scientist as child. Presidential address, Meeting of the Society for Philosophy and Psychology, SUNY Stony Brook, Stony Brook, New York, June.

A. Gopnik (1995). Words, concepts and theories. Invited presentation, Conference on Child Development and Language Acquisition, Max-Planck Institute for Psycholinguistics, Niejmegen, Holland, November.

A. Gopnik (1995). Conceptual change as theory change. Invited presentation, Conference on Conceptual Change, University of Warsaw, Poland, November.

A. Gopnik (1995). Children's theory of mind. Invited presentation, American Philosophical Association, New York, New York, December.

A. Gopnik (1996). Intuition in philosophy and psychology: Whose concepts are they anyway?. Conference on Intuition in Philosophy, Dept. of Philosophy, Notre Dame University, South Bend, Indiana, April.

A. Gopnik (1996). Origins of moral perception. Discussion of P. des Autels, "Types of Moral Perceiver". Society for Philosophy and Psychology, San Francisco, California, June.

A. Gopnik (1996). Theory of mind and the problem of self-knowledge. Invited presentation, The growing mind: Multidisciplinary approaches: Conference in honor of the centennial of Piaget's birth, Geneva, Switzerland, September.

A. Gopnik (1997). The child's theories of mind from 1-3. Conference on Developing Intentionality in a Social World, Toronto, Ontario, April.

A. Gopnik (1998). Language and theory of mind. Invited presentation, Jean Piaget Society, Chicago, Illinois, June.

A. Gopnik (1998). Words, thoughts and theories. Invited presentation, American Psychological Association, San Francisco, California, August.

A. Gopnik (1998). Explanation and causality. Invited plenary presentation, European Society for Philosophy and Psychology, Lisbon, Portugal, September.

A. Gopnik (1998). Are theories uniquely human? Conference on the Evolution of Human Cognitive Specializations, Center for Comparative Cognitive Science, New Iberia Primate Center, New Iberia, Louisiana, October.

A. Gopnik (1998). Intention and desire. Conference on The Development of Intentions, Center for Cognitive Science, University of Oregon, Eugene, Oregon, October.

A. Gopnik (1999). Maps of perception. Conference on Joint Attention, University of Warwick, Warwick, England, June.

A. Gopnik (1999). Causal maps: Children and scientists. Invited presentation, International Congress for Logic, Methodology, and the Philosophy of Science, Cracow, Poland, September.

A. Gopnik (1999). Making causal maps. Conference on The Cognitive Basis of Science, Center for Cognitive Science, Rutgers University, New Brunswick, New Jersey, November.

A. Gopnik (2000). Theory of mind and the self. Invited presentation, Jean Piaget Society, Montreal, P.Q., June.

A. Gopnik (2000). Children as scientists. Invited presentation, Organization for Economic Cooperation and Development forum on Early learning and the Brain, New York, June.

A. Gopnik (2000). The scientist in the crib. Conference on Learning and the brain: Myths and realities. Chicago, Illinois, September.

A. Gopnik (2001). The scientist in the crib: How babies learn and what they tell us about the mind. Invited presentation, American Association for the Advancement of Science Meeting, San Francisco, California, February.

A. Gopnik (2001). Causal maps and Bayes nets. Invited plenary presentation, The European Society for Philosophy and Psychology, Freiburg, Switzerland, August.

A. Gopnik (2001). Causal learning in children. Invited plenary presentation, Neural Information-Processing Systems Meeting, Whistler, B.C., December.

A. Gopnik (2002). Learning in children. Symposium on Learning and the brain, Dept. of Psychiatry, University of California at San Francisco, San Francisco, California, January.

A. Gopnik (2002). Children's learning and the media. World Economic Forum Annual Meeting, New York, New York, February.

A. Gopnik (2002). The action script and theory formation. Conference on Culture and Cognition, University of California at San Diego, San Diego, California, May.

A. Gopnik (2002). Causal maps and Bayes-nets. The Society for Philosophy and Psychology, Edmonton, Alberta, June.

A. Gopnik (2003). Bayes-nets and children's learning. McDonell Foundation Conference on Bayes nets and Psychology, January.

A. Gopnik (2003). The scientist in the crib. Conference on Development and the Brain, Riken Institute, Riken, Japan, March.

A. Gopnik (2003). The scientist in the crib. Invited plenary speaker, Western Undergraduate Psychology Conference, Santa Clara University, Santa Clara, California, April.

A. Gopnik (2004). Children's causal learning. Conference on Causal Learning, Venice, Italy, June.

A. Gopnik (2005). Causal learning and intervention. Conference on Causation, Warwick, England, April.

A. Gopnik (2005). Babies and Bayes Nets. Invited keynote presentation, International Association for Artificial Intelligence, Edinburgh, Scotland, August.

A. Gopnik (2005). Intervention and causal learning. Conference on Causation and Causal Learning, California Institute of Technology, Pasadena, California, November.

A. Gopnik (2005). Imitation and learning. Conference on Imitation and Emulation, New York University, New York, New York, November.

A. Gopnik (2006). How children change the world. Invited symposium on Learning, plasticity and change, American Psychological Society, New York, May.

A. Gopnik (2006). Causal learning in infancy. Invited keynote address, International Society for Infancy Studies, Kyoto, Japan, June.

A. Gopnik (2006). Causal learning and conceptual change. Invited presentation, Society for Philosophy and Psychology, St. Louis, Missouri, June.

A. Gopnik (2006). Causal learning in animals and humans. National Academy of Sciences Conference on the Comparative Study of Human Nature, Irvine, California, November.

A. Gopnik (2007). Theory and simulation. Invited symposium, American Philosophical Association (Pacific Division), San Francisco, California, April.

A. Gopnik (2007). Why babies are more conscious than we are. Invited plenary keynote address, Association for the Scientific Study of Consciousness Meeting, Las Vegas, Nevada, June.

A. Gopnik (2007). Causal inference in young children. Invited speaker, Workshop on Causality, Venice, Italy, November.

A. Gopnik (2008). Development of consciousness. Invited plenary address, Toward a Science of Consciousness Conference, Tucson, Arizona, April.

A. Gopnik (2008). Inferring traits from covariation. Invited talk, Conference on Social Cognitive Development and Causation, CASBS, Stanford University, Palo Alto, California, April.

A. Gopnik (2008). Why babies are more conscious than we are. Invited plenary symposium on The emergence of consciousness, Pediatric Academic Societies, Honolulu, Hawaii, May.

A. Gopnik (2008). Is there a single concept of concepts? Invited talk, Conference on Concepts in Philosophy and Psychology, Berkeley, June.

A. Gopnik (2008). Finding out about the world: The meeting of Cognitive Development, Machine Learning, and the Philosophy of Science. Invited symposium on Cognitive Development, James S. McDonnell Foundation Annual Program Meeting, Oxford, England, June.

A. Gopnik (2008). The developing concept of the self. Invited presentation, Mind & Life Institute Conference on The Plasticity of the Self, Yale University, New Haven, Connecticut, July.

A. Gopnik (2008). Causal inference about the mind. Invited presentation, International Conference on Development and Learning, Asilomar, Monterey, California, August.

A. Gopnik (2008). Rational Constructivism: How the meeting of Philosophy of Science, Machine Learning and Cognitive Development will transform Cognitive Science. Invited address, Marshall Weinberg Conference on the Future of Cognitive Science, Ann Arbor, Michigan, October.

A. Gopnik (2008). Theory of mind and causal learning. Invited talk, Office of Naval Research Conference on Social Cognition, Boston, Massachusetts, November.

A. Gopnik (2009). Inferring the causal structure of others' actions. Invited talk, Association for the Study of Artificial Intelligence, Stanford University, Palo Alto, California.

A. Gopnik (2009). The Philosophical Baby: What Young Children's Minds Tell Us About Imagination, Consciousness and Morality. Invited address, Association for Psychological Science Annual Convention, San Francisco, California, May.

A. Gopnik (2009). Causal and probabilistic learning and theory of mind. Invited talk, Workshop on Probabilistic models of Cognitive Development, Banff International Research Station, Banff, Alberta, May.

A. Gopnik (2009). Intentional action, correlation and causation: Why don't Pavlov's dogs ring the bell? Invited talk, Conference on Agency and Joint Attention, Columbia University, New York, New York, June.

A. Gopnik (2009). Could David Hume have known about Buddhism? Invited talk, Hume Society Group Meeting at the American Philosophical Association (Pacific Division), Vancouver, B.C., August.

A. Gopnik (2009). The philosophical baby. Invited keynote address, UC- Davis Child Abuse and Neglect Conference, Sacramento, California, September.

A. Gopnik (2009). The philosophical baby. Invited keynote address, Illinois Association for Infant Mental Health Annual Conference, Chicago, Illinois, October.

A. Gopnik (2009). Causality and self-knowledge. Invited talk, American Philosophical Association Eastern Division Meeting, New York, December.

A. Gopnik (2010). Workshops on Nature/Nurture, Imagination and design, and Girls in economic development, World Economic Forum Annual Meeting, Davos, Switzerland, January.

A. Gopnik (2010). Staying in the academic pipeline: Growing professionally in an economic drought. Invited panelist, Cognitive Science Society Meeting, Portland, Oregon, August.

A. Gopnik (2011). Babies, Bayes nets and evolution. Invited paper, Conference on New Thinking in The Evolution of Human Cognition, Oxford University, Oxford, England, June.

A. Gopnik (2011). Causal inference and social cognition. Invited paper, Cognitive Development Society preconference on What's Special about Social Cognition, Philadelphia, Pennsylvania, October.

A. Gopnik (2012). Causal inference, probabilistic models and theory of mind. Invited paper, Society for Personality and Social Psychology preconference on Mind Perception, San Diego, California, January.

A. Gopnik (2012). Babies and Bayes-Nets: Probabilistic models of cognitive development. Invited keynote lecture, Association for Uncertainty in Artificial Intelligence, Catalina Island, California, August.

A. Gopnik (2012). Probabilistic models of cognitive development. Invited Lecture, Society of Experimental Psychologists, Houston, Texas, September.

A. Gopnik (2013). Children's understanding of free will. Conference on Free Will, Dept. of Philosophy, Tallahasee, Florida, January.

A. Gopnik (2013). The self and others. Invited lecture, Conference on Narrative and the Self, Program in Philosophy and Literature, Stanford University, Palo Alto, California, February.

A. Gopnik (2013). When children are better scientists than adults are. Invited Plenary Address, British Association for the Philosophy of Science, Exeter, UK, July.

A. Gopnik (2013). Agency, free will and causality. Invited Symposium on Time and Causality, European Society for Philosophy and Psychology, Granada, Spain, July.

A. Gopnik (2013). Search, temperature and causal cognition. Invited talk as part of a Causality Workshop, Vals, Switzerland.

A. Gopnik (2014). Taking it to the streets: developmental science goes live. Invited plenary talk at Society for Research in Cognitive Development, Austin, March.

A. Gopnik (2014). Lanterns and spotlights childhood consciousness and ensemble coding. Invited talk at the Center for Consciousness Studies' 20th Anniversary Tucson conference Toward a Science of Consciousness, Tucson, April.

A. Gopnik (2014). Innateness and probabilistic models. Invited talk at the Society for Philosophy and Psychology. Vancouver, June.

A. Gopnik (2014). Innateness, constructivism and probabilistic models. Invited talk at a conference on New Approaches to Innateness. Rutgers, Newark, September.

A. Gopnik (2015). The second husband, the third child and the new country. Invited talk in symposium on Transformative Experience, American Philosophical Association, Vancouver, March.

A. Gopnik (2015). Exploration and affect in children. Invited keynote at the Society for Affective Science, San Francisco, April.

A. Gopnik (2015). The philosophical baby: what children's minds tell us about truth, love, and the meaning of life. Invited talk for Carnegie Institution for Science, Washington, D.C., April.

A. Gopnik (2015). Childhood is evolution's way of performing simulated annealing: life history, variability and learning. Invited talk at The Multi-Disciplinary Conference on Reinforcement Learning and Decision Making, Edmonton, June.

A. Gopnik (2015). Consciousness without control. Invited talk at The Association for the Scientific Study of Consciousness (ASSC). Paris, July.

A. Gopnik (2015). Scientists in the crib. Invited plenary presentation at The Chairmen's Summit on Early Childhood, Columbia, South Carolina, October.

A. Gopnik (2016). What the science of child development tells us about parents and children. Invited Plenary Address at the American Psychological Society, Chicago, May.

A. Gopnik (2016). Care for children as a philosophical model, and evolutionary origin of oneness. Invited talk at the International Conference on Oneness in Philosophy and Psychology, Hong Kong, May.

A. Gopnik (2016). Acid trips and adolescence: search and plasticity changes in transformative experiences. Paper presented at the Transformative Experience and the Self Preconference at The Society for Philosophy and Psychology. Austin, June.

A. Gopnik (2016). Explanation and understanding. Invited talk at Templeton Foundation conference on Understanding, New York, Fordham University, June.

A. Gopnik (2016). Hume, Buddhism, and moral development: what can history and psychology tell us about Hume's theory of the self? Invited keynote address at the 43rd International Hume Society Conference, Sydney, July.

A. Gopnik (2016). Against 'parenting:' what science tells us about caring for children. Invited talk at 2016 Annual American Psychological Association Convention, Denver, August.

A. Gopnik (2016). Children as learners. Invited keynote address at the European Early Childhood Research Association, Dublin, September.

A. Gopnik (2016). When (and why) children are more open-minded than adults: whildhood as simulated annealing. Invited talk for Neurocuriosity Workshop at The Centre for Educational Neuroscience, Bloomsbury, October.

A. Gopnik (2016). Childhood as simulated annealing: How wide hypothesis exploration in an extended childhood contributes to cultural learning. Invited talk at Sackler Colloquium for National Academy of Sciences, Washington D.C., November.

A. Gopnik (2017). When children are better (or, at least, more open-minded) theorists than adults: theory formation, causal models, and the evolution of learning. Invited talk at Budapest CEU Conference on Cognitive Development, Budapest, January.

A. Gopnik (2017). Thinking in young children. Invited keynote address at the European Early Childhood Research Association, Sunderland, April.

A. Gopnik (2017). When younger learners do better than older ones: theory formation, causal models, and the evolution of learning. Invited talk at the Annual Conference for GDR Neurosciences for Cognitive Development, Paris, June.

A. Gopnik (2017). Life history and learning: empirical, evolutionary, computational, and neuroscientific evidence for developmental explore-exploit trade-offs. Invited keynote address at Society for Philosophy and Psychology 43rd Annual Meeting. Baltimore, June.

A. Gopnik (2017). Invited participant, Sci-Foo, Google science conference. MountanView, August.

A. Gopnik (2017). When children are more open-minded learners than adults are: computation, evolution and phenomenology. Invited presentation, Flux Congress, Portland, September.

A Gopnik (2017). When children are better learners than adults are: Theory formation, causal models, and the evolution of learning. Invited presentation, The Minnesota Center for Philosophy of Science Conference, Minneapolis, September.

A. Gopnik (2017). Caring deeply about our children is part of what makes us human. Invited Presentation, 92 Y Talk, New York, October.

A. Gopnik (2017). The gardener and the carpenter: What the new science of child development tells us about the relationship between parents and children. Invited Presentation, Cognitive Development Society Biennial Conference, Portland, October.

A. Gopnik (2017). The gardener and the carpenter: What the new science of child development tells us about the relationship between parents and children. Invited Presentation, Kingsley Parent Speaker Series, Boston, October.

A. Gopnik (2017). The child as scientist. Invited Keynote Speech, Bradford Washburn Award, Boston, October.

A. Gopnik (2017). What 4 year olds can do that AI can't (yet): Learning and life history. Invited Presentation, Santa Fe Institute's Applied Complexity Network and Board of Trustees Symposium, Santa Fe, November.

A. Gopnik (2017). The gardener and the carpenter: What the science of child development tells us about parents and children. Keynote Speaker, Parents as Teachers Conference, Philadelphia, December.

A. Gopnik (2017). When AI's become as smart as 4-year-olds. Neural Information Processing Systems Symposium on Intelligence, Long Beach, December.

A. Gopnik (2020). Life history and learning. Keynote presentation at the British Psychological Society Meeting. June.

A. Gopnik (2021) Children and AI. Invited talk at Lorentz Center Workshop on Developing Models of the Mind. To appear in Proceedings. May.

A. Gopnik (2021). Children and AI. Invited talk at APA's Technology, Mind, and Society Conference. November.

A. Gopnik (2022). Theory Theory Turns 30 - Invited symposium, Cognitive Development Society Annual Gathering, Madison, Wisconsin. May.

A. Gopnik (2023). Lantern vs. Spotlight -Canadian Institute for Advanced Research Consciousness and AI conference. March.

A. Gopnik (2023). Society for Research in Child Development Distinguished Life-Time Award Address. April.

A. Gopnik (2023). AI and the Barrier of Meaning. Santa Fe Institute, Santa Fe. April.

A. Gopnik (2023). AI and Children. Invited Symposium on AI and Psychology. Association for Psychological Science. June.

A. Gopnik (2023). Innovation, Imitation and Play. Keynote Presentation. Society for the Neuroscience of Creativity, June.

A. Gopnik (2023). Large Language Models as Cultural Technologies. Keynote Presentation, Association for Computational Linguistics. July.

### INVITED LECTURES PRESENTED AT OTHER UNIVERSITIES

A. Gopnik (1978). Early language and sensorimotor intelligence. Center for Genetic Epistemology, University of Geneva, Geneva, Switzerland, April.

A. Gopnik (1980). Linguistic and cognitive development. Dept. of Psychology, University of Edinburgh, Edinburgh, Scotland, May.

A. Gopnik (1982). Semantic and conceptual development in young children. Cognitive Science Center, McGill University, Montreal, P.Q., May.

A. Gopnik (1985). Interactions between language and thought. Dept. of Psychology, Teachers College, Columbia University, New York, New York, October.

A. Gopnik (1986). Linguistic and cognitive development - the specificity hypothesis. Dept. of Speech and Hearing Sciences, University of Washington, Seattle, Washington, February.

A. Gopnik (1986). Linguistic and cognitive development - the specificity hypothesis. Dept. of Linguistics, University of Southern California, Los Angeles, California, February.

A. Gopnik (1986). Classification and naming. Cognitive Science Program, SUNY Buffalo, Buffalo, New York, November.

A. Gopnik (1988). Children's theories of mind. Dept. of Psychology, University of California at Santa Cruz, Santa Cruz, California, October.

A. Gopnik (1989). Children's conception of mind. Dept. of Psychology, University of Nevada at Reno, Reno, Nevada, April.

A. Gopnik (1989). Children's understanding of changes in their mental states. Medical Research Council Cognitive Development Unit, London, England, September.

A. Gopnik (1990). Interactions between language and cognition in toddlers. Dept. of Psychology, Stanford University, Palo Alto, California, March.

A. Gopnik (1993). What developmental psychology can tell us about first-person access. Dept. of Philosophy, College of Charleston, Charleston, South Carolina, March.

A. Gopnik (1993). Psychopsychology. Depts. of Philosophy and Psychology, University of Maryland, College Park, Maryland.

A. Gopnik (1993). The theory theory. Dept. of Psychology, Stanford University, Palo Alto, California.

A. Gopnik (1993). Psychopsychology. Centre pour Recherche en Epistemologie Applique, Ecole Polytechnique, Paris, France.

A. Gopnik (1994). Developmental psychology and first-person knowledge. Cognitive Science and History and Philosophy of Science Programs, University of Colorado at Boulder, Boulder, Colorado.

A. Gopnik (1994). Psychopsychology: First-Person Knowledge and Methodology in Cognitive Science. Symbolic Systems Forum, Stanford University, Palo Alto, California.

A. Gopnik (1994). Theories and modules. Dept. of Integrative Biology, University of California at San Francisco, San Francisco, California.

A. Gopnik (1996). The theory theory. Dept. of Psychology, University of California at San Diego, San Diego, California.

A. Gopnik (1996). The explanatory drive. Depts. of Psychology and Philosophy, Oxford University, Oxford, England, September.

A. Gopnik (1996). Why babies are smarter than we are. Carolyn C. Wilson Lecture, Wellesley College, Wellesley, Massachusetts.

A. Gopnik (1997). What babies can tell us about science, what science can tell us about babies. Invited lecture in the series "Science and the Mind", Scripps College, Claremont, California.

A. Gopnik (1997). Causality and categorization. Inaugural Lecture of the Center for Comparative Cognitive Science, New Iberia Primate Center, New Iberia, Louisiana.

A. Gopnik (1997). Causal understanding and the theory theory. Center for the Study of Language and Information, Stanford University, Palo Alto, California.

A. Gopnik (1998). Theory theory to the max: and beyond. Center for Cognitive Science, Rutgers University, New Brunswick, New Jersey.

A. Gopnik (1998). The theory theory and explanation. Invited lecture in the 20 Years of Cognitive Science Series, Occidental College, Claremont, California.

A. Gopnik (1998). The scientist as child. Cognitive Science Program, Ohio State University, Columbus, Ohio.

A. Gopnik (1998). Causal inference in children. Dept. of Psychology, University of California at Santa Cruz, Santa Cruz, California.

A. Gopnik (1999). Making causal maps. Dept. of Psychology, University of Chicago, Chicago, Illinois.

A. Gopnik (1999). Causal inference in children and scientists. Dept. of Philosophy, California Institute of Technology, Pasadena, California.

A. Gopnik (2000). Causal inference and theory-formation. Dept. of Psychology, Stanford University, Palo Alto, California.

A. Gopnik (2000). Children as scientists. Distinguished Professors Committee Lecture, New School for Social Research, New York, New York.

A. Gopnik (2000). Children and scientists. Lawrence National Labs at Livermore, Livermore, California.

A. Gopnik (2000). Causal maps of the mind. Kendon-Smith Lectures, University of North Carolina, Greenville, North Carolina.

A. Gopnik (2001). Making causal maps. Miller-Comm Lecture, University of Illinois at Champaign-Urbana, Urbana, Illinois.

A. Gopnik (2001). Causal maps and Bayes nets. Dept. of Human Development, University of California at Davis, Davis, California.

A. Gopnik (2001). The scientist in the crib. Fermilab, Chicago, Illinois, September.

A, Gopnik (2001). Causal maps and Bayes nets. Dept. of Psychology, Stanford University, Palo Alto, California.

A. Gopnik (2001). Causal maps and Bayes nets. Dept. of Cognitive Science, University of California at Santa Cruz, Santa Cruz, California.

A. Gopnik (2002). The scientist in the crib. The Santa Fe Public Lecture Series, The Santa Fe Institute, Santa Fe, New Mexico, July.

A. Gopnik (2002). Causal maps and Bayes nets. Smith-Kettlewell Institute, San Francisco, California.

A. Gopnik (2002). Causal maps and Bayes nets. Dept. of Cognitive and Brain Science, Dartmouth College, Hanover, New Hampshire, October.

A. Gopnik (2002). Causal maps and Bayes nets. Dept. of Cognitive and Brain Science, MIT, Cambridge, Massachusetts, October.

A. Gopnik (2003). Causal maps and Bayes nets. Dept. of Psychology, Carnegie-Mellon University, Pittsburgh, Pennsylvania, April.

A. Gopnik (2005). Causal maps and Bayes Nets. Dept. of Psychology, Northeastern University, Boston, Massachusetts, October.

A. Gopnik (2005). Causal maps and Bayes nets. Dept. of Cognitive Science, University of Pennsylvania, Philadelphia, Pennsylvania, November.

A. Gopnik (2006). Statistical and causal learning. Dept. of Psychology, University of Arizona, Tucson, Arizona, April.

A. Gopnik (2006). Babies and Bayes Nets. Macnamara Lecture, McGill University, Montreal, P.Q., November.

A. Gopnik (2007). Causal inference in scientists and children. History and Philosophy of Science Series, California Institute of Technology, Pasadena, California, March.

A. Gopnik (2007). Causal inference in scientists and children. Depts. of Philosophy and Psychology, University of California at Riverside, Riverside, California, April.

A. Gopnik (2007). Theory learning and causal inference. Dept. of Psychology, University of British Columbia, Vancouver, B.C., October.

A. Gopnik (2007). Rational constructivism: A new approach to nature and nurture in Cognitive Science. Cognitive Science Distinguished Lecture, University of Ottawa and Carleton University, Ottawa, Ontario, November.

A. Gopnik (2008). Causal inferences about other people. Cognitive Science Program, University of Maryland, Baltimore, Maryland, April.

A. Gopnik (2008). Causal inferences about other people. Dept. of Psychology, University of Washington, Seattle, Washington, May.

A. Gopnik (2009). Children's causal inference. Invited talk, Cognitive Science Program, Washington University at St. Louis, St. Louis, Missouri, May.

A. Gopnik (2009). The philosophical baby. J. James Woods Distinguished Lecture in Science and Mathematics, Butler University, Indianapolis, Indiana, October.

A. Gopnik (2010). Why children are better scientists than we are. Endowed Inaugural Lecture, Dept. of Brain and Cognitive Sciences, Brown University, Providence, Rhode Island, September.

A. Gopnik (2010). Why children are better scientists than scientists are. Mind, Brain, and Behavior Distinguished Lecture, Duke University, Durham, North Carolina, October.

A. Gopnik (2011). Why children are better scientists than we are. Depts. of Philosophy and Psychology, University of Sydney, Sydney, Australia, January.

A. Gopnik (2011). Causal inference in children. Dept. of Psychology, Macquarie University, Sydney Australia, February.

A. Gopnik (2011). Why children are better scientists than scientists are. Dept. of Philosophy, Australia National University, Sydney, Australia, February.

A. Gopnik (2011). Introspection and self-knowledge. Dept. of Philosophy, Monash University, Melbourne, Australia.

A. Gopnik (2011). Teaching people the way they learn. Distinguished 50 Year Anniversary Lecture, Victoria College, University of Toronto, Toronto, Ontario, April.

A. Gopnik (2011). How children learn, McCarthy Lecture, Ontario Institute of Studies in Education, University of Toronto, Toronto, Ontario, April.

A. Gopnik (2011). Probabilistic models of cognitive development. Central European University, Budapest, Hungary, April.

A. Gopnik (2011). Causal inference in children. Centre for Brain & Cognitive Development, School of Psychology, University of London, London, England, June.

A. Gopnik (2011). The philosophical baby. Littleton-Franklin Lecture, Auburn University, Auburn, Alabama, September.

A. Gopnik (2012). Rationality and randomness. Dept. of Philosophy, New York University, New York, New York, November.

A. Gopnik (2012). Rationality and randomness: When children are better scientists than scientists are. Annual lecture, Center for Philosophy of Science, University of Pittsburgh, Pittsburgh, Pennsylvania, November.

A. Gopnik (2012). Children as the R. & D. department: The evolution of causal cognition. Behavior, Evolution and Culture Dept., University of California at Los Angeles, Los Angeles, California, November.

A. Gopnik (2012). Causal inference and theory of mind. Dept. of Psychology, University of California at Merced, Merced, California.

A. Gopnik (2013). When children are better learners than adults are. Stanford Symbolic Systems Distinguished Speaker.

A. Gopnik (2013). When children are better scientists than adults are. Dept. of Psychology, Harvard University.

A. Gopnik (2014). When children are better scientists than adults. Dept. of the History and Philosophy of Science, University of Pittsburgh, May.

A. Gopnik (2014). When children are better scientists than adults: Theory formation, causal inference and probabilistic models. Dept. Of Cognitive Science, University of San Diego, September.

A. Gopnik (2015). When children are better scientists than adults, Donald Taylor Memorial Lecture, Dept. of Psychology, Yale University, March.

A. Gopnik (2015). Children as exploratory learners. Bank Street College of Education, New York, March.

A. Gopnik (2015). Theory formation and causal learning. Dept. of Psychology and Cognitive Science, University of Oregon, Eugene, Oregon, October.

A. Gopnik (2016). Children and scientists. National Science Foundation Distinguished Lecture, National Science Foundation, Washington, D.C.

A. Gopnik (2016). Thinking like a child: how children learn and what they can teach adults. N. Graham Lecture in Science, University of Toronto, March.

A. Gopnik (2016). Intentional action, correlation and causation: why don't pavlov's dogs ring the bell? Psychology Dept. of Columbia University and Barnard College, New York, April.

A. Gopnik (2016). When, and why, younger learners do better than older ones: the evolutionary and computational function of childhood. Developmental Colloquium, New York University, September.

A. Gopnik (2016). Childhood as simulated annealing. University of Wisconsin at Madison, Madison, Wisconsin, December.

A. Gopnik (2017). Childhood as simulated annealing. Colloquium Series, Dept. of Psychology, University of Wisconsin-Madison, February.

A. Gopnik (2017). The gardener and the carpenter: what science tells us about caring for children. Child Development Institute, Sarah Lawrence College, March.

A. Gopnik (2017). When children are better (or, at least, more open-minded) theorists than adults: theory formation, causal models, and the evolution of learning. Max Planck Institute for Human Development, Berlin, April.

A. Gopnik (2017). Why children learn better: the evolution of learning. London School of Economics, May.

A. Gopnik (2017). Children as scientists. Dept. of History and Philosophy of Science, University of Cambridge, May.

A. Gopnik (2017). Learning in children and computers. Center for the Study of Intelligence, Cambridge, May.

A. Gopnik (2017). Childhood as simulated annealing. Google Deep Mind, London, May.

A. Gopnik (2017). Childhood as simulated annealing. Dept. of Psychiatry, Imperial College, London, May.

A. Gopnik (2017). Causal learning in children. Dept. of Psychology, University of Cambridge, June.

A. Gopnik (2017). Theory formation, causal models, and the evolution of learning. Invited Presentation, Perimeter Institute for Theoretical Physics, Ontario, September.

A. Gopnik (2017). The gardener and the carpenter: What developmental science tells us about relations between parents and children. Invited Presentation, Western University, Ontario, September.

A. Gopnik (2017). When children are better learners than adults are: Theory formation, causal models, and the evolution of learning. Invited Presentation, Western University, Ontario, September.

A. Gopnik (2017). The uses of immaturity revisited: Life history and learning. Invited Presentation, Duke University, Durham, October.

A. Gopnik (2017). Life History and Learning. Invited Presentation, MIT, Boston, October.

A. Gopnik (2018). Life History and Learning: Childhood as a solution to explore-exploit trade-offs. Invited presentation, Affective Brain Lab Seminar, Department of Experimental Psychology, University College London, January.

A. Gopnik (2020). Children and robots. Fireside Chat at Google Everyday U.

A Gopnik (2020). Invited speaker, MindCORE Seminar. University of Pennsylvania, Philadelphia,  Pennsylvania.

A. Gopnik (2021). Invited speaker, Oxford Karl Popper Society, University of Oxford. January.

A. Gopnik (2021) Life History and Learning. Georgia State University Neurophilosophy Seminar, February

A. Gopnik (2021) Albert Wolters Distinguished Professorship Talk. University of Reading. June.

A. Gopnik (2021). Children and AI. Dept. of Philosophy Colloquium, CUNY Graduate Center, October.

A. Gopnik (2022). Women and children in psychology. Harvard Women in Psychology, May.

A. Gopnik (2022). What 4 -year-olds can do and AI can't. MIT Tauber Lecture, March.

A. Gopnik (2022). What 4 -year-olds can do and AI can't. Seminar at the Santa Fe Institute, September.

A. Gopnik (2023). Children and AI.  New York University, January.

A. Gopnik (2023). Children and AI. Minds and Machines Seminar, University of Bristol, May.


## PROFESSIONAL RESPONSIBILITIES

### Associate Editor

British Journal of Developmental Psychology (1993-1995)
Child Development (1997-2000)

### Board of Advisors

Scientific American

### Editorial Board

Child Development
Cognitive Development
Philosophical Psychology
Monographs of the Society for Research in Child Development (1993-94)
Vancouver Studies in Cognitive Science
Philosophy, Psychology and Psychiatry
Philosophical Explorations

### Reviewer

Science
Nature
Proceedings of the National Academy of Sciences
Psychological Science
Psychological Review
Developmental Psychology
Child Development
Cognition
Merrill-Palmer Quarterly
Journal of Experimental Child Psychology
Infant Behavior and Development
Journal of Child Language
First Language
Behavioral and Brain Sciences
Canadian Journal of Psychology
Cognitive Psychology

Comparative Psychology
Journal of Memory and Language
Canadian Philosophical Review
Mind and Language
Human Development
British Journal of Philosophy of Science

## Grant Reviewer

National Science Foundation (U.S.)

Reviewer
Member of Development and Learning Panel 2001-2006

Advisory panel of Reviewers 2013-16

Ad-hoc Reviewer

National Institute of Health (U.S.)
Special Reviewer for an Individual Grant (1993)
Ad-Hoc Panel Member (1995)

Natural Sciences and Engineering Research Council of Canada
Social Sciences and Humanities Research Council of Canada
Connaught Foundation (Canada)
Economic and Social Sciences Research Council (U.K.)

## Associations

Treasurer (1984-1987)
International Association for the Study of Child Language

President (1994-5), Executive Committee Member (1987-1989), Program Chair (1991-1992)
Society for Philosophy and Psychology

Member, Local Arrangements Committee, 1986, Program Committee, 1995, 1997, 1999, 2001, 2003
Society for Research in Child Development

Executive Board Member
Association for the Scientific Study of Consciousness

Dissertation Award Committee Section 7
American Psychological Association

Chair, Psychological Sciences Panel - American Academy of Arts and Sciences

President, Association for Psychological Science, 2022-2023

**Public Service**

**Public Lectures and Consultancies**

### International

1999 The Organization for Economic Cooperation and Development
Early Learning Forum, New York, NY
2001 Hao Ran Foundation Meeting, Santa Cruz, CA
2002, 2010 World Economic Forum, Davos, Switzerland/New York, NY
2010 IdeaCity Toronto, Ontario
2011 Sydney Ideas, Sydney, Australia
2011 TED Global, Edinburgh, Scotland
2012 Sir Douglas Robb Lectures, Auckland, New Zealand
2013 NightScience, Paris, France
2014, 2015 , 2020 World Economic Forum, Davos, Switzerland
2016 Edinburgh International Book Festival, Scotland
2022, Royal Society of Edinburgh, Scotland (PM of Scotland in attendance)

### National

1999 The Federal Bureau of Child Care Western Regional Meeting (Keynote Speaker)
2000 The Federal Bureau of Child Care National Meeting, Washington, D.C.
2000 Newsweek Child Development Conference, Washington, D. C.
2004 Association of Children' s Museums and Libraries 21st Century learning Conference, Washington, D.C. (Keynote Speaker)
2005 Learning and the Brain Conference, Cambridge, MA (Keynote Speaker)
2006 Early Learning and Child Care, Santa Fe, NM (Keynote Speaker)
2007, 2009 Adventures of the Mind, Morehouse College, Atlanta, GA/Princeton, NJ
2008 Zero to Three Annual Conference, Los Angeles, CA (Plenary Keynote Presentation)
2008 Evergreen School Conference on Gifted Education, Seattle, WA
2008 Teacher Education Center, University Child Development School, Seattle, WA
2009 Ounce of Prevention Fund, Chicago, IL (Keynote Presentation)
2010 Early Childhood Conference, Laverne, CA (Keynote Presentation)
2010, 2011, 2017 Science Foo Camp, Google Campus, Mountain View, CA
2010 Early Head Start Birth to Three Institute, Washington, D.C.
2010 Hayground School Forum, Bridgehampton, NY
2010 Rubin Museum, New York, NY
2011 Infant Development Association, Sacramento, CA
2012 Resources for Infant Educarers, Los Angeles, CA
2012 NBC National Education Nation Conference, New York, NY

2012 Seattle Brain Salon: Molecules to Mind, Seattle, WA
2012 Kaboom! Conference on Play and Education, Washington, D.C.
2016 Seattle Town Hall, Seattle
2016 Cambridge Forum, Boston
2016 First 5 California Child Health, Education, and Care Summit, Sacramento, CA
2016 Google, Kirkland
2016 Tedx Talks, Sausalito, CA
2016 United State of Women, Washington, D.C.
2017 Commonwealth Club of California, San Jose, February

**State**

1999 The Governor's Advisory Committee on Child-Care Policy Conference, Sacramento, CA
2002 Northwest Regional Parenting Conference, Vancouver, WA (Keynote Speaker)
2006 California State Libraries Association (Keynote Speaker)
2007 Early Childhood Education Center, University of California at Los Angeles, Los Angeles, CA
2007 Early Learning With Families Initiative, California Library Collaborative, Pasadena, CA
2009 Friends of the San Francisco Public Library, San Francisco, CA (Invited Talk)
2009 Annual California Child Care Resource and Referral Network, Asilomar, Monterey, CA (Keynote and Workshop Presentation)
2010 Friends of the San Francisco Public Library, San Francisco, CA
2010 Program for Infant Toddler Care at WestEd, Berkeley, CA (Keynote Speech)
2012 Read for Life,Visalia, CA (Keynote Speech)
2012 Bay Area Science Festival Science Superheroes, San Jose, CA
2013 Emerging Technology Conference, Mountain View, CA

**County**

1999 Contra Costa County Board of Education Conference (Keynote Speaker)
1999 Peninsula Partnership for Families and Children Conference (Keynote Speaker)
2000 San Bernadino County Superintendent of Schools "Rainbows" Conference (Keynote Speaker)
2001 San Mateo Jewish Family Services Council (Keynote Speaker)
2003 Hayward Children's Services Meeting (Keynote Speaker)
2007 San Francisco Kaiser Hospital Pediatric Grand Rounds
2009 First Five Santa Clara Training
2010 Herrick Hospital Grand Rounds, Oakland
2010 North Bay Leadership Council (Keynote Speaker)

2017 Alta Bates Continuing Medical Education, Herrick Campus Grand Rounds

**Museums**

The Exploratorium
The Bay Area Discovery Museum
The San Jose Science Museum
The Chicago Children's Museum
The San Diego Science Museum
The Rubin Museum
The London Children's Museum (planning)

**Public Conferences**

1999 Asilomar Conference on Educational Research, Asilomar, Monterey, CA (Keynote Speaker)
1999 The Brain Connection to Education Conference, San Francisco, CA
1999, 2000 Wonderfest: Bay Area Festival of Science
1999 Infant-Toddler Consortium Conference, San Francisco, CA (Keynote Speaker)
1999 Parents as Teachers Foundation Conference, St. Louis, MO (Keynote Speaker)
1999 Learning-Brain Expo, San Diego, CA (Keynote Speaker)
2001 Children Our Commonwealth Children Inc. Conference, Cincinnati, OH (Keynote Speaker)
2003 Kid's Brain's Conference, Denver, CO (Keynote Speaker)
2003 The 21st Century Learner, American Library Association (Keynote Speaker)
2006 LANL Foundation Conference on Education, Santa Fe, NM (Keynote Speaker)
2009 Seattle Public Science Lectures, Seattle Town Hall, Seattle, WA (Invited Talk)
2009 Ottawa Literary Festival, Ottawa, ON (Invited Speaker)
2009 Colorado Bright Beginnings, Denver, CO (Keynote Address)

**Other Public Lectures**

Northern California Science Writers Association
San Francisco Psychotherapists Reading Group
Bay Area Psychiatric Association
San Francisco General Hospital Pediatric Grand Rounds
UCSF Hospital Pediatric Grand Rounds
Alameda Free Library Foundation
Pi Lamda Theta Annual Meeting
Stanford Mothers Group

Berkeley Neighborhood Moms
Wright Institute
The Skeptic's Society (Pasadena, SF and New York)
San Jose Bay Area Council (2015)
League of Women Voters (2016)
Mill Valley Library (2016)
Berkeley Library Authors Dinner (2017).

## MEDIA APPEARANCES, INTERVIEWS AND FEATURES

### Television

The Charlie Rose Show (PBS), 2000, 2009
The Colbert Report
ABC Nightline
NBC Education Nation
Frontline (PBS)
Good Morning America
Psychology Telecourse (PBS)
Newsnight (BBC UK)
Equinox (Channel 4 UK)
Spanish National TV
KTVU News Fox Affiliate San Francisco
KGO News ABC Affiliate San Francisco
Morning News KRON
Big Think
BBC News Newsnight
BBC Women's Hour
AI IRL April 2021
Nova
Your Brain 2023
Bloomberg

### Radio

National Radio
Talk of The Nation
To the Best of Our Knowledge
This American Life
On Point
Philosophy Talk (regular appearances)

West Coast Live
Sound Medicine
West Coast Live
Parents Journal
The Todd Mundt Show
Science Today
Radio Health Journal
Parent Talk
Radio Lab (regular appearances)
Freakonomics

XM Radio

The Bob Edwards Show
The Judith Regan Show

Local Radio

KUOW –FM (Washington Public Radio)
KQED Forum
KVON Late Mornings
KCSN Full Circle
Wisconsin Public Radio
Air America Radio
KISS FM
WILL (Illinois Public Radio)
KPCC (Southern California Public Radio)
New Hampshire Public Radio
KUSP Santa Cruz
Morning Show (KPFA- San Francisco)
WBZ Boston
WBAI New York

International Radio

Quirks and Quarks (Canadian Broadcasting Corporation)
Life Matters (Australian Broadcasting Corporation)
The Mind (Australian Broadcasting Corporation)
Science in Action (British Broadcasting Corporation)

Life as an Infant Series (British Broadcasting Corporation)
Think About It (British Broadcasting Corporation)
Canadian Broadcasting Corporation The Current
TV Ontario The Agenda
Newstalk Radio Ireland
BBC

**Podcasts**

The Ezra Klein Show 2021, Repeated as "Best Of" 2023
On Being
Alan Alda Clear and Vivid
AI and You
The Robot Brains

**Magazines**

Science
Scientific American
US News and World Report
Time
Newsweek
Popular Science
New Scientist
The Chronicle of Higher Education
Slate
Salon
Bookpage
Babble
Redbook
The Observer
Seed
Parenting
Parents
Offspring
American Baby
Dads
House and Garden
American Psychological Association Monitor
Having a Baby (UK)

Commonwealth Magazine (Taiwan)
Geo Magazine (Germany)
Equinox (Canada)
Canadian Living (Canada)
Profil (Austria)
Facts (Switzerland)

## Newspapers

New York Times
Washington Post
The San Francisco Chronicle
The Boston Globe
San Jose Mercury News
Los Angeles Times
San Diego Union-Tribune
Chicago Herald
Seattle Times
East Bay Express
Marin Sun
Contra Costa Times
Sacramento Bee
Calcalist (Israel)
The Toronto Star
The National Post
The Toronto Globe and Mail
Il Corriere (Italy)
Suduetsche Zeitung (Germany)
The Times (UK)
The Independent (UK)
Financial Times (UK)
Daily Express (UK)
Evening Standard (UK)
Daily Mail (UK)
Liverpool Echo (UK)
Glasgow Post (UK)
Evening Gazette (UK)
NRC Handelsblad (The Netherlands)
The Shankei Shimbun (Japan)