CURRICULUM VITAE

Deena Skolnick Weisberg, Ph.D.

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POSITIONS

University of Pennsylvania
Department of Psychology
Senior Fellow, July 2013 – present
    Affiliated Faculty of the Institute for Research in Cognitive Science
    Affiliated faculty at the Center for Neuroscience & Society
    Distinguished Research Fellow at the Annenberg Public Policy Center

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

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

EDUCATION and TRAINING

Temple University
Postdoctoral Research Associate, Sept. 2011 – June 2013
Sponsor: Kathy Hirsh-Pasek
Funding: Institute of Education Sciences, R305A110128

Rutgers University
Postdoctoral Research Associate, May 2008 – Sept. 2011
Sponsor: Alan M. Leslie
Funding: National Science Foundation, BCS-0922184

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

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

FUNDING

PUBLICATIONS

Published and In Press

Weisberg, D. S. (in press). Pretend play. *WIREs Cognitive Science*.

Weisberg, D. S., Kittredge, A. K., Hirsh-Pasek, K., Golinkoff, R. M., & Klahr, D. (in press). Making play work for education. *Phi Beta Kappan*.

Weisberg, D. S. & Gopnik, A. (in press). Which counterfactuals matter? A response to Beck. *Cognitive Science*.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Under Review

Ridge, K., Weisberg, D. S., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. M. Supermarket speak: Increasing talk among low-SES families.

Weisberg, D. S. Imagination and child development.

Weisberg, D. S., Wang, L. & Leslie, A. M. How do young children conceptualize socially constructed pretend scenarios?

Hopkins, E. J., Smith, E. D., Weisberg, D. S., & Lillard, A. S. The development of substitute object pretense: The differential importance of form and function.

In Preparation

Sobel, D. M., Weisberg, D. S., Tassin, T., & Hirsh-Pasek, K. Children's developing explicit knowledge of science predicts their diagnostic reasoning.

Weisberg, D. S., Taylor, J. C. V., & Hopkins, E. J. Deconstructing the seductive allure of neuroscience explanations.

Goldstein*, T. R. & Weisberg*, D. S. Fact or fiction? Clarifying the relationship between reading and improvement of social skills. (*joint first authorship)

Prabhakar, J., Weisberg, D. S., & Leslie, A. M. The development of a moral calculus: Children's choices and judgments of hypothetical moral scenarios.

Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., & Nicolopoulou, A. Not all play is created equal: When and how playful learning sparks vocabulary acquisition in low-income children.

Weisberg, D. S. How do children make inferences about events in fictional worlds?

Weisberg, M., Weisberg, D. S., & Reznik, J. Y. The understanding and acceptance of evolutionary theory in the United States.

Hopkins, E. J. & Weisberg, D. S. Children's learning from fictional sources.

Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D. S., Collins, M. F., Nesbitt, K. T., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. The role of adult-supported play in promoting vocabulary growth.

PRESENTATIONS

Invited Talks and Colloquia
Department of Psychology, Bryn Mawr College. November 2014.
Department of Philosophy (Neurophilosophy Forum), Georgia State University. April 2012.
Department of Psychology, Union College. February 2012.
Department of Educational Psychology, University of Wisconsin – Madison. January 2012.
Department of Psychology, Swarthmore College, October 2011.
Department of Psychology, University of Maryland – College Park. February 2011.
Department of Psychology, Kenyon College. October 2010.
Center for Cognitive Science, Macquarie University, August 2010.
Centre for Macroevolution and Macroecology, Australian National University, August 2010.
Penn Neuroethics Program, University of Pennsylvania. April 2009.
Department of Psychology, University of California – Berkeley. March 2009.
Department of Psychology, Barnard College. February 2009.
Department of Psychology, Stanford University. November 2008.
Center for Cognitive Science, Rutgers University. September 2008.
Department of Psychology and Social Behavior, University of California – Irvine. April 2008.
Department of Human Development, Cornell University. December 2007.
Department of Psychology, University of Illinois – Chicago. November 2007.
Department of Psychology, University of Miami. November 2007.
Center for Philosophy of Science, University of Pittsburgh. February 2007.
Research School of Social Sciences, Australian National University. July 2006.
Literary Theory and Cognition Working Group, Yale University. February, 2006.

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

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

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

Hassinger-Das, B., Toub, T. S., Ilgaz, I., Weisberg, D. S., Nesbitt, K., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D. K., & Nicolopoulou,

A. (2014). Learning through play: Improving low-income preschoolers' vocabulary knowledge. Poster presented at the Shaping the Developing Brain Forum, New York City: November 2014.

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

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

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

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

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

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

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

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

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

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

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

Weisberg, D. S. & Leslie, A. M. (2011). How victims' emotions affect moral judgment in preschoolers. Paper presented at the biennial meeting of the Society for Research in Child Development. Montreal, Quebec: April 2011.

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

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

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

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

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

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

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

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

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

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

Weisberg, D. S. (2009). [Commentary on P. Harris, "Imagining a larger circle: Young children who choose not to eat meat."] Invited commentary presented at the Workshop on Imagination, Mind, and Morality, Yale University. New Haven, CT: March 2009.

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

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

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

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

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

Weisberg, D. S. (2007). The origin of imaginary companions. Poster presented at the annual conference of the Society for Philosophy and Psychology. Toronto, Canada: June 2007.
    Winner of the SPP Poster Prize for best poster presentation

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

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

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

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

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

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

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

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

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

TEACHING

University of Pennsylvania
Cognitive Development
Developmental Psychology
Development of Children's Scientific Thinking
Psychology of Imagination

Yale University (Teaching Fellow)
Developmental Psychology, taught by Prof. Frank Keil
Personality Psychology, taught by Dr. Marc Brackett
Introduction to Cognitive Science, taught by Prof. Brian Scholl

Stanford University (Sophomore College Teaching Assistant)
Language and Mind, taught by Prof. Anne Fernald

PROFESSIONAL ACTIVITIES

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

Review Editor for *Frontiers in Theoretical and Philosophical Psychology*

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

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

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

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

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

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

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

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

Reviewer: American Journal of Play; Autism; Biology and Philosophy; British Journal of Developmental Psychology; British Journal of Psychology; Child Development; Cognition; Cognitive Development; Cognitive Processing; Cognitive Science; Current Directions in Psychological Science; Developmental Psychology; Developmental Psychology; Developmental Science; European Journal of Psychology of Education; European Review of Philosophy and Psychology; Frontiers in Human Neuroscience; Journal of Cognition and Development; Journal of Cognitive Science; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Judgment and Decision Making; Infant and Child Development; Mind, Brain, and Education; the Monist; PLOS ONE; Psychology of Aesthetics, Creativity, and the Arts; Psychonomic Bulletin & Review; the National Science Foundation (Developmental and Learning Sciences panel); Society for Philosophy and Psychology annual conference (2006, 2008, 2009, 2010, 2012); Society for Research in Child Development biennial conference (2011, 2013); Theory and Psychology; Trends in Cognitive Sciences

Professional Society Memberships: Association for Psychological Science, Cognitive Development Society, Society for Philosophy and Psychology, Society for Research in Child Development