

Curriculum Vitae

MELISSA A. KOENIG

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CURRENT APPOINTMENT

Professor, Institute of Child Development, 2016 -
College of Education and Human Development, University of Minnesota.

EMPLOYMENT

Visiting Professor, Psychology Department, University of California – San Diego, 2015-2016

Associate Professor, ICD, 2011 – 2015; Assistant Professor, ICD, 2007-2011;

Research Fellow, University of Chicago, Department of Psychology, 2004-2007.

Postdoctoral Fellow, Harvard University, Graduate School of Education, 2002-2004.

EDUCATION

Ph. D., M. A. in Cognitive Psychology - The University of Texas at Austin, 2002.

B. S. in Linguistics with honors - The University of Wisconsin at Madison, 1992.

SELECT HONORS AND AWARDS

- Marty and Jack Rossmann Award (2022)
- Editor's Choice Award for the *Journal of Cognition and Development* (2021)
- Sara Evans Faculty Scholar and Leader Award (2017)
- Finalist, APA Award for Early Career Contribution to Psychology (2012)
- Fellow of the Association for Psychological Science (2012)
- New Career Excellence Award, University of Minnesota (2011)
- International Research Award, OVPR, University of Minnesota (2008, 2011, 2015)
- Ruth L. Kirschstein National Research Service Award, Harvard University (2004)

GRANTS

- National Institutes of Health (NIH), Science Education Partnership Award (SEPA) (**active** September 2024): “Expanding Positive STEM Experiences for Underrepresented K-12 Student Populations: Implementation of a Teach-the-Teacher Model of a University Neuroscience Curriculum to Reach Broader Communities.” PI: Dr. Anita Randolph, Co-Investigators: Drs. Damien Fair (MIDB), Melissa Koenig (ICD), Lynne Borden (EXT).
- William T. Grant Foundation (**active** June 1, 2023 – May 1, 2026): “CARPE DIEM: Courageous, Antiracist, and Reflective Parenting Efforts - Deepening Intentionality with Each Moment.” PI: Gail M. Ferguson, Co-PI: Melissa Koenig, Co-I: Charisse Pickron. Proposed project amount: \$599,472.00.
- ICWERX/CIA Labs Initiative (May 1, 2022 – April 31, 2023): “Integrity of Information and Trustworthiness of Sources.” \$150, 000. PI: Melissa Koenig.
- Faculty Interactive Research Program grant (August 1, 2021 – January 1, 2024): "Understanding and Measuring Students' Trust in their Teachers." \$50,000.00. PI: Melissa Koenig.
- OVPR, Research Infrastructure Investment Grant (July 1, 2021 – June 30, 2022): “Diversifying Science and Technology Education through Strategic Community Engagement,” \$136,396.00. PI: Anita Randolph, Co-PIs: Melissa Koenig, Cheryl Olman, Seth Thompson.
- John Templeton Foundation, grant 60502 (Sept 1, 2016-2021), “The Origins of Virtue: Identifying Moral and Epistemic Models in Development”; Project Leader: Melissa Koenig (ICD, University of Minnesota), Project Co-Leaders: Kiley Hamlin (Psychology, University of British Columbia), Valerie Tiberius (Philosophy, University of Minnesota). Duration: 3 years, plus one year extension. Amount: \$351,000.00
- National Institutes of Health, R01 (Aug 1, 2014-2020), National Institutes of Child Health and Development: “Child Maltreatment and Children’s Trust”. Proposed project period: 10/1/2014-10/1/2019. PIs: Melissa Koenig, Dante Cicchetti, Fred Rogosch. Duration: 5 years. Amount (direct costs): \$2,155,709.00
- OVPR Grant-in-Aid Award, grant 22890 (July 2014-January 2016). Interim funding from the Office of the Vice President of Research. University of Minnesota. “How Children Learn from Others: Identifying Core Dimensions.” PI: Melissa Koenig. Amount: \$28,368. (2 years)
- National Science Foundation Grant (complete, 2010-2014): “The Origins of Conventional Understanding in Language.” Proposal 1024298. Development and Learning Sciences, PI: Melissa Koenig. Amount: \$304,855. (4 years)
- R03 Grant (complete, 2005-2007): “Infants’ Understanding of Words as Conventions”. Small Project Grant 1R03HD047432-01A1 awarded by NICHD. Institution: University of Chicago. Co-PIs: Melissa Koenig, Amanda Woodward. Amount: \$150,000 (2 years).

- Institutional National Research Service Award (2004-2005): Post-doctoral award granted by the NICHD to the Developmental Area of the University of Chicago. Institution: University of Chicago. Primary Sponsor: Amanda Woodward. Amount: \$72, 000 (1 year).
- Ruth L. Kirschstein National Research Service Award (2002-2004): “The Development of Children’s Trust in Testimony.” Post-doctoral award F32 HD42860 granted by the National Institute on Child Health and Human Development. Institution: Harvard Graduate School of Education. Sponsor: Paul L. Harris. Amount: \$167,000 (2 years).
- NSF Grant (2005-2008): “Children’s Understanding of Referential Intent: Implications for Language Development”. Consultant on Linguistics Award 0447018 funded by the National Science Foundation. Institution: University of Texas at Austin. PI: Catharine Echols.
- Departmental Shared Equipment and Technology Grant for Tobii Eye Tracker, \$15,000.

Grants pending or in preparation

- Spencer Foundation (submitted February 2023): “Trust Matters: Measuring Students’ Interpersonal and Epistemic Trust in their Teachers.” PI: Melissa Koenig

Refereed Journal Publications

Yuen, F., Atkinson, K., Lasry, S., **Koenig, M.**, & Hamlin, K., (in press). Able and Willing: Infants Selectively Seek Help From Competent and Benevolent Others. Developmental Psychology.

Li, P.H., Afshordi, N., & **Koenig, M.A.**, (2024). Trusting information from friends: Adults expect it but preschoolers do not. Developmental Psychology. Online access: <https://psycnet.apa.org/doi/10.1037/dev0001761>

DeAngelis, E., Ridge, K., Reyes-Jaquez, B., Gelman, S., & **Koenig, M.** (2023). Understanding the Value of Telescopic Testimony: With Age, A Predominately White, Midwestern Sample of Children Credit Knowledge to Speakers whose Statements go Beyond the Evidence. Journal of Experimental Child Psychology. 231, 105652-105652.

Randolph, A. C., Henry, A., Hewitt, A., Mejia, A., Sethuraju, R., DeJoseph, M., **Koenig, M. A.**, Elison, J. T., & Fair, D. A., (2023). Creating A Sustainable Action-Oriented Engagement Infrastructure - A UMN-MIDB Perspective. Frontiers in Integrative Neuroscience.

Li, P. H., DeAngelis, E., Glaspie, N. A., & **Koenig, M. A.**, (2023). The Collaborative Nature of Testimonial Learning. Topics in Cognitive Science.

Awiszus, A., **Koenig, M. A.**, Vaisarova, J., (2023). Parenting Styles and Their Effect on Child Development and Outcome. Journal of Student Research - High School Edition, 11 (3).

Li, P. H., & **Koenig, M. A.**, (2023). Understanding the Role of Testimony in Children's Moral Development: Theories, Controversies, and Implications. Developmental Review, 67, 101053.

Brown, M. P., Ng, R., Lisle, J., **Koenig, M.A.**, Sannes D., Rogosch, F., & Cicchetti, D., (2023). Mind-Mindedness in a High-Risk Sample: Differential Benefits based on Child Maltreatment. Developmental Psychology, 59(6), 1126.

Li, P.H., Stephens, E., & **Koenig, M.A.**, (2022). Children's Attributions of Moral and Epistemic Character: Effects on Learning and Memory. Developmental Psychology, 58 (6), 1114.

Pesch, A., Ridge, K., Suárez, S., McMyler, B., & **Koenig, M., A.**, (2022). Evaluations of epistemic and practical reasons for belief in a predominately White, Midwestern sample of preschoolers. Journal of Experimental Child Psychology, 223, 105499.

Jaquez-Reyes, B., & **Koenig, M.A.**, (2022). Early presence of a "power = males" association: Girls link power to their gender less often than boys but can be as motivated to gain it. Journal of Experimental Child Psychology, 220, 105419.

Li, P. H., & **Koenig, M. A.**, (2022). The Roles of Group Membership and Social Exclusion in Children's Testimonial Learning. Journal of Experimental Child Psychology, 216, 105342.

Reyes-Jaquez, B., & **Koenig, M. A.**, (2022). Greasing (small) palms: Early rejection of bribery. Child Development, 93 (5).

Pesch, A., & **Koenig, M. A.**, (2022). Trust Matters: Measuring and Identifying a Role for Epistemic and Interpersonal Trust in Preschoolers' Learning from Teachers. Early Education and Development, 1-26.

Souza, D. D. H., Suárez, S., & **Koenig, M. A.** (2021). Selective Trust and Theory of Mind in Brazilian Children: Effects of Socioeconomic Background. Journal of Cognition and Development, 22 (2), 169-184.

Reyes-Jaquez, B., & **Koenig, M. A.** (2021). The development of a morality against power abuse: The case of bribery. Journal of Experimental Psychology: General, 150 (11), 2362.

Koenig, M. A., Li, P. H., & McMyler, B., (2021). Interpersonal Trust in Communication: The Case of Child Learners. Mind and Language.
<https://doi.org/10.1111/mila.12361>

Suárez, S., & **Koenig, M. A.** (2021). Learning From "Thinkers": Parent Epistemological Understanding Predicts Individual Differences in Children's Judgments About Testimony. Child Development, 92(2), 715-730.

Li, P. H., & **Koenig, M. A.** (2020). Children's evaluations of informants and their surprising claims in direct and overheard contexts. Journal of Cognition and Development, 21 (3), 425-446.

Li, P. H., Harris, P. L. & **Koenig, M. A.**, (2019). The Role of Testimony in Children's Moral Decision Making: Evidence from China and United States. Developmental Psychology, 55 (12), 2603.

Varhol, A.R., Kushnir, T. & **Koenig, M. A.** (2019). Preschoolers' evaluations of ignorant agents are situation-specific . In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.) Proceedings of the 41st Annual Conference of the Cognitive Science Society. Montreal, QB: Cognitive Science Society.

Koenig, M. A., Tiberius, V., & Hamlin, J. K., (2019). Children's Judgments of Epistemic and Moral Agents: From Situations to Intentions. Perspectives in Psychological Science, 1-17.

Pesch, A., & **Koenig, M. A.** (2018). Varieties of trust in preschoolers' learning and practical decisions. PLOS One, 13(8), e0202506.

Schieler, A., **Koenig, M. A.**, & Buttelmann, D. (2018). Fourteen-month-olds selectively search for and use information depending on the familiarity of the informant but not the learning context. Journal of Experimental Child Psychology, 174, 112-129.

Pesch, A., Suárez, S., & **Koenig, M. A.**, (2018). The Development of Trust: Shared Reality in Children's Testimonial Learning. Current Opinion in Psychology, 23, 38-41.

Harris, P., **Koenig, M.**, Corriveau, K., & Jaswal, V. (2018). Cognitive Foundations of Learning from Testimony. Annual Review of Psychology, 69, 251-273.

Reifen Tagar, M., Hetherington, C., Shulman, P., & **Koenig, M.**, (2017). On the Path to Social Dominance? Individual Differences in Sensitivity to Intergroup Fairness Violations in Early Childhood. Personality and Individual Differences, 113, 246-250.

Kushnir, T. & **Koenig, M. A.**, (2017). What I don't know won't hurt you: The relation between professed ignorance and later knowledge claims. Developmental Psychology, 53 (5), 826-836.

Doebel, S., & **Koenig, M. A.**, (2016). The Emergence of Logical Inconsistency Understanding in Young Children and its Role in Epistemic Trust. Child Development, 87 (6), 1956-1970.

Koenig, M. A., Cole, C., Meyer, M., Ridge, K., Kushnir, T., & Gelman, S., (2015). Reasoning about knowledge: Children's evaluations of generality and verifiability. Cognitive Psychology, 83, 22-39.

Stephens, E., & **Koenig, M. A.**, (2015). Varieties of Testimony: Children's Selective Learning in Semantic and Episodic Domains. Cognition, 137, 182-188.

Stephens, E., Suarez, S., & **Koenig, M.A.**, (2015). Early Testimonial Learning: Monitoring Speech Acts and Speakers. Advances in Child Development and Behavior, 48, 151-183.

Sher, I., **Koenig, M. A.**, & Rustichini, A. (2014). Children's strategic theory of mind. Proceedings of the National Academy of Sciences, 111(37), 13307-13312.

Hetherington, C., Hendrickson, C., & **Koenig, M.**, (2014). Reducing an In-Group Bias in Preschool Children: The Impact of Moral Behavior. Developmental Science, 17(6), 1-8. doi:10.1111/desc.12192.

Reifen, M., Federico, C., M., Lyons, K., Ludeke, S., & **Koenig, M. A.** (2014). Herald the Authoritarian? Orientation towards Authority in Early Childhood. Psychological Science, 25(4), 883-892.

Sera, M., Cole, C., Oromendia, M., & **Koenig, M.**, (2014). Object familiarity facilitates foreign word learning in preschoolers. Language Learning and Development. 10 (2), 129-148.

Carlson, S., **Koenig, M.**, & Harms, M., (2013). Theory of Mind. WIREs Cognitive Science. *Wiley Interdisciplinary Reviews: Cognitive Science*. Doi: 10.1002/wcs.1232

Doebel, S., & **Koenig, M. A.**, (2013). Children's Use of an Informant's Negative Moral Behavior: Discrimination versus Learning. Developmental Psychology, 49 (3), 462-469.

Koenig, M. A., & Sabbagh, M., (2013). Selective social learning: New Perspectives on Learning from Others. Developmental Psychology, 49 (3), 399-403.

Koenig, M. A., (2012). Beyond Semantic Accuracy: Preschoolers Evaluate a Speaker's Reasons. Child Development, 83, 1051-1063.

Koenig, M. A., & Woodward, A. L., (2012). Toddlers learn words in a foreign language: The role of native vocabulary knowledge. Journal of Child Language, 39, 322-337.

Cole, C., Harris, P. L., & **Koenig, M. A.**, (2012). Entitled to Trust? Philosophical Frameworks and Evidence from Children. Analyse & Kritik, 34, 195-216.

Koenig, M. A., & Jaswal, V. K., (2011). Characterizing Children's Expectations about Expertise and Incompetence: Halo or Pitchfork Effects? Child Development, 82(5), 1634-1647.

Ganea, P., **Koenig, M. A.**, & Millet, K., (2011). Changing your mind about things unseen: Toddlers' sensitivity to prior reliability. Journal of Experimental Child Psychology, 109, 445-453.

Koenig, M. A., & Woodward, A. L., (2010). Sensitivity of 24-month-olds to the Prior Inaccuracy of the Source: Possible Mechanisms. Developmental Psychology, 46 (4), 815–826.

Koenig, M. A. & Harris, P. L., (2008). The basis of epistemic trust: Reliable testimony or reliable sources? Episteme, (4), 264-284.

Pasquini, E. S., Corriveau, K. H., **Koenig, M. A.** & Harris, P. L., (2007). Preschoolers monitor the relative accuracy of informants. Developmental Psychology, 43(5), 1216-1226.

Harris, P. L., & **Koenig, M. A.** (2006). Trust in Testimony: How Children Learn about Science and Religion. Child Development, 77 (3), 505-524.

Koenig, M. A., & Harris, P. L., (2005). Preschoolers mistrust ignorant and inaccurate speakers. Child Development, 76, (6), 1261- 1277.

Koenig, M. A. & Harris, P. L. (2005). The role of social cognition in early trust. Trends in Cognitive Sciences, 9, (10), 457-459.

Koenig, M. A., Clement, F., & Harris, P. L., (2004). Trust in Testimony: Children's Use of True and False Statements. Psychological Science, 15, (10), 694-698.

Clement, F., **Koenig, M. A.,** & Harris, P. L., (2004). The Ontogenesis of Trust. Mind and Language, 19, (4), 360-379.

Koenig, M. A. & Echols, C. H. (2003). Infants' Understanding of False Labeling Events: The Referential Role of Words and the People who Use them. Cognition, 87, (3), 181-210.

Koenig, M. A. (2002). Children's Understanding of Belief as a Normative Concept. New Ideas in Psychology, 20, (2), 107-130.

Gelman, S. A., & **Koenig, M. A.** (2001). The role of animacy in children's understanding of 'move'. Journal of Child Language, 28, (3), 683-701.

Edited Volume

Sera, M., & **Koenig, M. A.,** (in press). Human Communication: Origins, Mechanisms and Functions. Minnesota Symposia on Child Psychology, Wiley: NY.

Chapters and Commentaries

Glaspie, N.A., Pickron, C., Suh, Y., & **Koenig, M.A.,** (in press). Understanding the Role of Social Category Membership on Children's Decisions to Believe Others. In N. Van Leuwen & T. Lombrozo (Eds)

DeAngelis, E., Glaspie N. A., Bisla I., Pesch A., & **Koenig, M.A.** (in press). Understanding the Vulnerability of Testimony: Epistemic and Interpersonal Risks. In K. Rotenberg (Ed.), The Handbook of Trust and Social Psychology.

Tiberius, V., & **Koenig, M.**, (2020). Humility's role in important relationships. To appear in R. Mordrak & J. Vander Broek (Eds.), Humility in the Age of Self-Promotion. Oxford University Press.

Li, P. H., Pesch, A., & **Koenig, M.A.**, (2020). The Sense of Obligation in Children's Testimonial Reasoning. Commentary on "The Moral Psychology of Obligation" by M. Tomasello, Behavioral and Brain Sciences.

Li, P. H., & **Koenig, M.**, (2019). Two Sources of Bias Affecting the Evaluation of Autistic Communication. Commentary on Jaswal and Akhtar's "Being vs. Appearing Socially Uninterested: Challenging Assumptions about Social Motivation in Autism". Behavioral and Brain Sciences.

Koenig, M. A., & McMyler, B., (2019). Testimonial Knowledge: Understanding the Evidential, Uncovering the Interpersonal. To appear in M. Fricker, P. Graham, D. Henderson, N. Pedersen, & J. Wyatt (Eds.), The Routledge Handbook of Social Epistemology. Taylor & Francis: New York, NY.

Clement, F., & **Koenig, M.**, (2019). Epistemology: Knowledge in Childhood. In A. Gheaus, G. Calder, J. De Wispelaere (Eds.) Routledge Handbook on the Philosophy of Childhood. Routledge/Taylor & Francis: New York, NY.

Ridge, K., Pesch, A., & **Koenig, M.** (2018). Learning from Others: Epistemic and Interpersonal Trust. In M. Saylor, & P. Ganea (Eds.). Language and Concept Development: Social Motivation, Cognition, and Linguistic Mechanisms of Learning. Springer: New York, NY.

Sabbagh, M., **Koenig, M.** & Kuhlmeier, V., (2017). Conceptual constraints and mechanisms in children's selective learning. Invited commentary on "Rattling the cage and opening the door" by Cecilia Heyes. Developmental Science.

Suarez, S., & **Koenig, M.**, (2016). The Selective Social Learner as an Agent of Cultural Group Selection. Commentary on P. Richerson, et al., "Cultural Group Selection Plays an Essential Role in Explaining Human Cooperation: A Sketch of the Evidence." Brain and Behavioral Sciences.

Koenig, M. A., (2015). Variations in Teaching Bring Variations in Learning. Commentary on M. Kline's, "How to learn about teaching: An evolutionary framework for the study of teaching behavior in humans and other animals," Brain and Behavioral Sciences.

Koenig, M. A., & Stephens, E., (2014). Characterizing Children's Responsiveness to Cues of Speaker Trustworthiness: Two Proposals. In E. Robinson and S. Einav (Eds.), Trust and Skepticism: Children's Selective Learning from Testimony. Psychology Press: Cambridge, UK.

Cowell, J., Casey, E., Heatherington, C., Stephens E., & **Koenig, M.**, (2014). Children's Selective Trust in Others: Developments, Practices and Problems. In O. Saracho (Ed.), Handbook of Research Methods in Early Childhood Education. Information Age Publishing Inc.: Charlotte, N. C.

Koenig, M. A., & Doebel, S. (2013). Children's Understanding of Unreliability: Evidence for a Negativity Bias. In S. Gelman & M. Banaji (Eds.), Navigating the Social World: What infants, children and other species can teach us. pp. 235-240. Oxford University Press: Oxford.

Koenig, M. A., & Cole, C., (2013). Early word learning. In D. Reisberg (Ed.), The Oxford Handbook of Cognitive Psychology. Oxford University Press: Oxford.

Lyons, K., & **Koenig, M.**, (2013). The Development of Social Cognition. In D. Roberts & D. Penn (Eds.), Social Cognition in Schizophrenia: From Evidence to Treatment. Oxford University Press: Oxford.

Koenig, M.A., (2010). Selective trust in testimony: Children's evaluation of the message, the speaker and the speech act. In T. Gendler & J. Hawthorne (Eds.), Oxford Studies in Epistemology, Vol. 3. Oxford University Press: Oxford.

Harris, P.L., Corriveau, K., Pasquini, E., **Koenig, M.A.**, Fusaro, M., & Clement, F. (2012). Credulity and the development of selective trust in early childhood. In M. J. Beran, J. L., Brandl, J. Perner & J. Proust, (Eds.) Foundations of Metacognition, pp. 193-210. Oxford University Press: Oxford.

Corrow, S., Cowell, J., Doebel, S., & **Koenig, M.**, (2012). How Children Understand and Use Other People as Sources of Knowledge: Children's Selective Use of Testimony. In A. M., Pinkham, T. Kaefer and S. Neuman (Eds.), Knowledge Development in Early Childhood: Sources of Learning and Classroom Implications, pp. 35-51. The Guilford Press: New York.

Harris, P.L. & **Koenig, M. A.**, (2008). Imagination and testimony in cognitive development: The cautious disciple? In I. Roth (Ed.), Imaginative Minds. *Proceedings of the British Academy*, 147, 101-120.

Koenig, M. A. & Woodward, A. L., (2007). Word learning. In G. Gaskell (Ed.), Oxford Handbook of Psycholinguistics. Oxford University Press: Oxford.

Gelman, S. A., & **Koenig, M. A.** (2003). Theory-based categorization in early childhood. In D. Rakison and L. Oakes (Eds.) Concept Acquisition and Early Categorization: Making sense of the booming, buzzing confusion. Oxford: Oxford University Press.

Under review

Li, P.H., & **Koenig, M. A.**, (under review). The Influence of Explanations on Children's Moral Judgments Across Two Cultures. Cognition.

Li, P.H., & **Koenig, M. A.**, (under review). Children's Evaluations on Sources of Moral and Empirical Knowledge Across Cultures. Journal of Experimental Psychology: General.

Glaspie, N., Bisla, I., Pesch, A., Li, P. H., Cicchetti, D., & **Koenig, M.A.**, (in prep). Learning Whom to Trust: Child Maltreatment and the Influence on Children's Trust Decisions.

Li, P.H., Pickron, C., & **Koenig, M. A.**, (in prep). In-group racial bias guides testimonial learning in a White, Midwestern sample of preschool children.

Suarez, S., **Koenig, M. A.** & Kushnir, T., (in prep). The Cause of Success: Children's Understanding of the Joint Influence of Agents' Practical Knowledge and Object Properties.

MEDIA

"Instilling the love of scientific inquiry," By Kevin Moe. Winter, 2021. CE+HD Connect: The Magazine of The College of Education and Human Development.
<https://connect.cehd.umn.edu/instilling-the-love-of-scientific-inquiry/>

"What child development research can teach us about trust." By Julie Kendrick, October 1, 2018. Opinion piece for Ignite blog. <https://carlsonschool.umn.edu/conferences/ignite-conference/videos>

"Can children save us from the fake news epidemic?" by Melissa Koenig and Valerie Tiberius. December 18, 2017, Opinion piece at NBC News: <https://www.nbcnews.com/think/opinion/can-children-save-us-fake-news-epidemic-ncna830316>

"How astrophysicist Neil Tyson got his kid to test the Tooth Fairy" by Laura Geggel, Senior Writer, September 16, 2016. *LiveScience*. <http://www.livescience.com/56126-neil-degrasse-tyson-talks-tooth-fairy.html>

Panel discussion for an advanced pre-screening of *Arrival* by Paramount Films. November 4, 2016, St. Louis Park Theatre. Sponsored by Northstar Science Film Festival.
<http://www.northstarscience.org/>

Two high-production videos on "Children's Trust" in collaboration with Kent Grayson, at The Trust Project, Kellogg School of Management at Northwestern University.
<http://www.kellogg.northwestern.edu/trust-project/videos/koenig-trust-through-the-eyes-of-children-a-psychologists-perspective.aspx>

"Even a four-year-old can tell when you're contradicting yourself (and now they won't trust you)." Christian Jarrett, July 4, 2016. *The British Psychological Society Research Digest*.
<https://digest.bps.org.uk/2016/07/04/even-a-four-year-old-can-tell-when-youre-contradictingyourself-and-now-they-wont-trust-you/>

“New research shows that preschoolers detect logical inconsistencies.” by Steve Baker, July 13, 2016. *CE+HD News*. <http://news.cehd.umn.edu/new-research-shows-that-preschoolers-can-detect-logical-inconsistencies>

“Even a four-year-old can tell when you’re contradicting yourself (and now they won’t trust you).” by Christian Jarrett, July 4, 2016. *Research Digest: Blogging on Brain and Behavior*. <http://digest.bps.org.uk/2016/07/even-four-year-old-can-tell-when-youre.html>

“What babies understand about adult sadness” by Maanvi Singh, June 12, 2015. *National Public Radio*. <http://www.npr.org/sections/health-shots/2015/06/12/413917929/what-babies-understand-about-adult-sadness>

“Winding back the clock on social cognition: Developmentalists invade SESP” by Yarrow Dunham, November 12, 2014. *SPSP Blog: Character & Context*.

“Lies and distrust a part of life at seven”, by B. Nogrady, Sept. 2, 2014. *ABC Science, Australia*. <http://www.biancanogrady.com/2014/09/02/lies-and-distrust-a-part-of-life-at-seven/>

“Now we know why it’s hard to deceive children,” by E. Blakey, Sept. 2, 2014. *The Conversation: London, UK*.

“The Whole Truth: Children can tell when a teacher commits sins of omission,” by Anne Trafton, June 10, 2014. *MIT News*. <https://www.sciencedaily.com/releases/2014/06/140610144700.htm>

“Little Authoritarians: The Closing of Young Minds.” By W. Herbert, February 5, 2014. *Huffington Post: Science*. http://www.huffingtonpost.com/wray-herbert/little-authoritarians-the_b_4731545.html

“A Mind for Learning Language.” By Suzy Frisch. In Gayla Marty (Ed.), *Connect Magazine*, Vol.8, No. 2, 2014.

“Young Kids Know Who to Learn From”. By Art Markman, Ph.D., June 14, 2012. *The Huffington Post: The Blog*. http://www.huffingtonpost.com/art-markman-phd/child-development-good-teachers_b_1601158.html

“Why Trust is so Important for Effective Teaching”. By Mary Nhotsavang. *Vision 2020 Blog: Ideas. Research. Impact*. Posted Oct. 12, 2012. College of Education and Human Development.

“Second Language Learning.” Interview with Marti and Erin Erikson for *Mom Enough*, a weekly talk show available online: <http://www.momenough.com/>

“Learning a second language.” 30-minute program planned for Twin Cities Public Television (tpt.org). MPR contact: Mary Maurice.

Plenary, Keynote and Invited Addresses

Koenig, M. A., (September, 2024). Two ways of understanding trust in testimony. *Invited talk* at the University of Maryland – College Park, Cognitive Science Colloquium.

Koenig, M. A., (January, 2023). The development of epistemic and interpersonal trust: the case of dominance. Discussant for an *Invited Symposium* at The Budapest CEU Conference on Cognitive Development. Chairs: Thomas Ganzetti (University of Neuchâtel) and Thomas Castelain (University of Girona).

Koenig, M. A., (May, 2022). Varieties of Trust. *Keynote Speaker* for the Spring Benefit at Reach Out and Read in Minneapolis, MN.

Koenig, M. A., (April, 2022). Acquiring knowledge from testimony: The case of young agents. *Invited talk* presented to the Cognitive Development Society, in Madison, WI.

Koenig, M. A., (February 8, 2021). A Framework for Testimonial Learning: Judgments of Epistemic and Moral Agency. *Invited virtual talk* given virtually to the Psychology Department at Brown University.

Koenig, M. A., (June, 2021). Early Judgments of Moral and Epistemic Agents. *Invited virtual talk* given at the 2020 Virtue Workshop at Boston College. Organized by Katie McAuliffe and Liane Young.

Koenig, M.A., (March 6, 2020). Believing on someone's authority. Talk given as part of an *Invited Symposium* at the Centennial Celebration of Harvard Graduate School of Education. History and Future of Human Development and Psychology, March 6-7, 2020.

Koenig, M. A., (June 27, 2019). Understanding children's epistemic judgments: from situations to intentions. *Keynote lecture* for Social Epistemology Network Event 2019. Yonsei International Campus, Songdo, South Korea, June 27-29, 2019.

Li, P. H., & Koenig, M. A., (May, 2019). Can children acquire moral knowledge from testimony? *Invited Lecture* presented to the Moral Psychology Research Group. Philosophy Department, Washington University in St. Louis. St. Louis, MO.

Koenig, M. A., (September, 2018). Understanding Children's Trust: Two Varieties. *Invited Lecture* for Ignite 2018, Protecting Truth in Today's Consumer Journey. Carlson School of Management, University of Minnesota.

Koenig, M. A., (April, 2018). Children's Judgments of Epistemic and Moral Agents. *Invited Lecture* for the Moral Psychology Research Group. Philosophy Department, University of Minnesota.

Koenig, M. A., (November, 2017). Invited panelist for workshop on Epistemology and Testimony in the Age of Fake news. University of Pennsylvania, Philadelphia, PA.

Koenig, M. A., (July 21, 2017). Varieties of Trust: Implications for research. *Invited Lecture*, UIC Conference on Children's Well-Being and Happiness. Kellogg School of Management. Northwestern University. Evanston, IL. July

Koenig, M. A., (June 29, 2017). Problems for Epistemic Trust: A developmental perspective. *Invited Lecture*, Testimony and Collective Memory. Society for Philosophy and Psychology. Johns Hopkins University, Baltimore, MD.

Koenig, M. A., (March, 2016). Children's Testimonial Learning. Psychological and Brain Sciences. University of Massachusetts at Amherst.

Koenig M. A., (December 2016). Children's Testimonial Learning: Understanding the Evidential, Uncovering the Interpersonal. Department of Human Development. Cornell University.

Koenig, M.A., (November 2016). Children's Testimonial Learning: Evidential and Interpersonal Influences on Knowledge Acquisition. Department of Human Development and Quantitative Methodology, University of Maryland. College Park, MD.

Koenig, M. A., (October, 2016). Children's Testimonial Learning. Department of Linguistics. University of Minnesota. Minneapolis, MN.

Koenig, M. A., (April, 2016). Children's Testimonial Learning: Evidential Reasoning and Interpersonal Trust. *Allen L. Edwards Lecture in Psychology*. Sponsored by the Psychology Department. University of Washington. Seattle, WA.

Koenig, M. A., (April, 2016). Children's Testimonial Learning. Department of Human Department. Cornell University. Ithaca, NY.

Koenig, M. A., (April, 2016). Testimonial Learning: Epistemic and Social Influences on Knowledge Acquisition. Developmental Psychology, University of Michigan. Ann Arbor, MI.

Koenig, M. A., (March, 2016). Children's Testimonial Learning: Sources of Vulnerability and Protection. *2016 Rosenblith Lecture in Developmental Psychology*. Sponsored by the Psychology Department, Occidental College, Los Angeles.

Koenig, M. A., (Feb, 2016). Testimonial Learning: Sources of Protection and Vulnerability. Psychology Department, UC-Riverside.

Koenig, M. A., (Feb, 2016), The nature of children's testimonial learning. *2016 Lecture in Cognition, Society and Development*. Chair: Fabrice Clement. University of Neuchâtel. Neuchâtel, Switzerland.

Koenig, M. A., (January, 2016). Two Routes to Testimonial Knowledge: Sources of Protection and Vulnerability. Center for Research in Language, Cognitive Science Building, University of California-San Diego.

Koenig, M. A., (January, 2016). Children's Testimonial Learning: Epistemic and Interpersonal Responsibility. Department of Psychology, University of California-Santa Cruz.

Koenig, M. A., (May, 2015). Children's Testimonial Learning: Two Brands of Reasoning. *Invited Stephen P. Sawyer Lecture. Seminar Series On the Nature of Trust*. Philosophy Department, Northwestern University, Evanston, IL.

Koenig, M. A., (November, 2015). Characterizing Two Routes to Testimonial Knowledge: Sources of Protection and Vulnerability. Institute of Cognitive and Brain Sciences. University of California, Berkeley.

Koenig, M. A., (October, 2015), Investigating Two Properties of Testimony. Invited paper at the Companion Pre-Conference on Cultural Diversity. Co-chairs: C. Legare & T. Kushnir. Cognitive Development Society, Columbus, OH.

Koenig, M. A., Kushnir, T., Meyer, M., Cole, C., Ridge, K., & Gelman, S., (June, 2015). Learning about pangolins: Children's evaluations of the generality and verifiability of statements. Chairs: H. Mangardic, & M. Sabbagh. Invited paper at the 45th Annual Meeting of the Jean Piaget Society. Toronto, Canada.

Kushnir, T., & Koenig, M., (June, 2015). Ignorance is not an Epistemic Sin. *Invited lecture* at the Society for Philosophy and Psychology, Chapel Hill, North Carolina.

Koenig, M. A., (May, 2015). Early Testimonial Learning: Protective Mechanisms. Invited paper given to the Developmental Area Meeting, University of Chicago.

Koenig, M. A., (Dec, 2014). "What is Cognition?" Chair, Dustin Meriweather, Panel Discussion with Jeanette Gundel, Matt Chaffee, and Wilma Koutstaal. Center for Cognitive Sciences, University of Minnesota, Minneapolis, MN.

Koenig, M. A., (Oct, 2014). Psychology of Testimonial Learning: Detecting Two Types of Conflict. *Invited Symposium*, Society for Experimental Social Psychology, Chair, Yarrow Dunham. Columbus, OH.

Koenig, M. A., (May, 2014). Understanding how Children Learn from Others: Mechanisms of Epistemic Vigilance. Center for Cognitive Sciences, University of Minnesota, Minneapolis, MN.

Koenig, M. A., (Oct, 2013). Teaching and Trust, cont'd: Commentary on the Computational Model of Patrick Shafto. Invited pre-conference on Computational Models of Cognitive Development. Chairs, Liz Bonawitz, Tomer Ullman, Josh Tenenbaum. Biennial Meeting of the Cognitive Development Society. Memphis, TN.

Koenig, M. A., (Nov, 2013). Second Language Learning: The Supporting Role of a Child's Native Language. Invited speaker at the Saturday Scholars Series: 'Working in the Achievement Gap.' College of Education and Human Development, University of Minnesota.

Koenig, M. A., (Feb, 2013). Second Language Learners and the Achievement Gap. Early Development and the Achievement Gap: New Findings on Why Early Brain Development Matters. University of Minnesota, Minneapolis, MN.

Koenig, M.A., (August, 2012). Theory of Mind research: Past, Current and future directions. **Keynote Address** at the International Symposium on Child Development of the Federal University of Sao Carlos, Sao Carlos, Brazil.

Koenig, M. A., (August, 2012). Developments in Children's Selective Trust: Evidence for a Positive-Negative Asymmetry. **Keynote Address** at the International Symposium on Child Development of the Federal University of Sao Carlos, Sao Carlos, Brazil.

Koenig, M. A., (October, 2011). Pedagogy & Selective Trust: The Trade-offs of Learning from Others. Invited Discussant for Paper Symposium, "The Trade-offs of Learning from Others". Chairs, Daphna Buchsbaum & Lucas Butler. Biennial Meeting of Cognitive Development Society. Philadelphia, PA.

Koenig, M. A., (August, 2011). The Development of Selective Trust in Epistemic Sources. Invited Symposium at the 15th European Conference on Developmental Psychology. Bergen, Norway.

Koenig, M. A., (May, 2010). Learning from what others tell us: Possible mechanisms. Paper presented to the Department of Developmental and Comparative Psychology, at the Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.

Koenig, M. A., (May, 2010). Learning from what others tell us: Possible mechanisms. **Invited colloquium** presented to the Department of Developmental and Comparative Psychology, at the University of Erfurt. Erfurt, Germany.

Koenig, M. A., (May, 2010). When you don't learn what you're told. **Invited Lecture** presented at Collective Knowledge and Epistemic Trust: Interdisciplinary Perspectives on Social Epistemology, chaired by M. Baumann, A. Goldman, & P. Kitcher. Greifswald, Germany.

Koenig, M.A., (March, 2010). When you don't learn what you're told. **Invited Lecture**, Cognitive Science Department at Hebrew University, Jerusalem, Israel.

Koenig, M. A., (October, 2009). Learning from others: The scope of epistemic trust. Invited discussant for Paper Symposium called, Learning from others: The scope of epistemic trust. Chairs, Tamar Kushnir & Cagla Aydin. Biannual Meeting of the Cognitive Development Society. San Antonio, Texas.

Koenig, M. A., (February, 2009). Mechanisms of Social Learning. Institute of Child Development, University of Minnesota.

Koenig, M. A., (September, 2008). Learning from Others: Children's evaluation of the message, the speaker and the speech act. Paper presented at the University of Minnesota, Center of Cognitive Sciences Summer Institute, Understanding Others: Attributing Mental States.

Koenig, M. A., (July, 2008). False beliefs or false statements? Social cognition in children's evaluation of a speaker's reliability. Invited symposium: False belief attribution: Cultural and methodological issues, presented at the XXIX International Congress of Psychology, Berlin, Germany.

Koenig, M. A., (July, 2008). Two-year-olds' assessment of false labels. *Invited Paper* presented at the Selective Trust Workshop, Queen's University, Kingston, Ontario.

Koenig, M. A. (Winter, 2008). Children's trust in testimony: The roles of induction and social cognition. Paper presented at the Center for Cognitive Sciences, Spring Colloquium Series 2008 at the University of Minnesota.

Koenig, M.A. (Winter, 2007). Children's Trust in Testimony: Disciples or Skeptics? Paper presented at the Psychology Department Colloquium at the University of Illinois, Urbana-Champaign.

Koenig, M.A. (Fall, 2007). How children learn from testimony. Paper presented at the Psychology Department Colloquium at the University of California, San Diego.

Koenig, M. A. (June, 2007). The Development of Epistemic Trust. Chair: Alvin Goldman. *Invited Paper* presented at Annual Conference of Episteme: A Journal of Social Epistemology. Rutgers, New Jersey.

Koenig, M.A. (Winter, 2006). Truth and Trust: Social cognition in children's evaluation of speaker reliability. Paper presented at the Psychology Department Colloquium at the University of Chicago.

CONFERENCE PAPERS and SYMPOSIA

Li, P.H., Koenig, M., & Harris, P.L. (2021, April). The Role of Adult Testimony in Children's Moral Decision Making. Symposium paper submitted under title *How Children Learn about the Social World from Others' Messages* to the Society for Research in Child Development's 2021 Biennial meeting, Twin Cities, MN.

Suárez, S., Pesch, A., McMyler, B., Ridge, K.E., & Koenig, M.A. (2019). What individual differences in children's social learning can tell us about the nature and development of authoritarian values. *Society for Philosophy and Psychology*, Ann Arbor, MI.

Li, P., Pesch, A., & Koenig, M. A., (2019), Children's Selective Trust: Understanding Evidential Reasons, Discovering Interpersonal Reasons. In J. Brehm (Chair), Cognitive Mechanisms of Selective Learning. Paper to be presented at the 2019 Meeting of the Society for Research in Child Development, Baltimore, MD.

Koenig, M. A., (Discussant, October, 2019). The Specificity of Face-Trait Inferences in Infants and Children. In C. Palmquist (Chair). Discussion to be presented at the 2019 Meeting of the Society for Research in Child Development, Baltimore, MD.

Suárez, S., & Koenig, M. A., (2019). Epistemological Understanding in Action: Children's Evaluations of Reasoners and Reasons. In E. Luchkina (Chair), Social mechanisms of selective trust and selective learning in childhood: New evidence and implications. Paper to be presented at the 2019 Meeting of the Society for Research in Child Development, Baltimore, MD.

Suárez, S., & Koenig, M. A., (2019). Little Epistemologists: Development and Individual Differences in Children's Epistemological Understanding. In H. Gibbs (Chair), When is Knowledge Justified? Investigating Children's Epistemic Understanding. Paper to be presented at the 2019 Meeting of the Society for Research in Child Development, Baltimore, MD.

Ridge, K., Rogosch, F., Cicchetti, D., & Koenig, M., (2019). Inferring What Others Know: The Role of a Speaker's Epistemic Credentials. In A. Papafragou (Chair), Linguistic and Cognitive Representations of Information Access. Paper to be presented at the 2019 Meeting of the Society for Research in Child Development, Baltimore, MD.

Suárez, S., Pesch, A., McMyler, B., Ridge, K., and Koenig, M., (2018). What individual differences in children's social learning can tell us about the nature and development of authoritarian values. In N. Herzog (Chair), Moral Values. Paper presented at the 2018 Meeting of the Society of Philosophy and Psychology, in Ann Arbor, MI.

Grenell, A., & Koenig, M. (June, 2018). Effectiveness of pretense and non-pretense contexts for young children's learning of novel information. In L. Howard (Chair), Pretense, Imitation and Play. Paper presented at the 2018 Jean Piaget Society 48th Annual Meeting in Amsterdam.

Brown, M., Ng, R., Sannes, D., Koenig, M., Lisle, J., Rogosch, F., & Cicchetti, D., (April, 2017). Relation of Mind-Mindedness to Attachment Security and Child Maltreatment in Low-Income Mothers of 12-month-old Infants. In M. Brown & E. Meins (Chairs), Mind-Mindedness in High-Risk Populations. Paper presented at the 2017 SRCD Biennial Meeting in Austin, TX.

Koenig, M., Hamlin, K., & Stephens, E., (April, 2017). Attributions of Moral and Epistemic Virtue: Effects on Children's Learning and Memory. In M. Koenig & B. Repacholi (Chairs), 'Attributions of Character in Young Children'. Paper Symposium presented at the 2017 SRCD Biennial Meeting in Austin, TX.

Suárez, S. & Koenig, M. (April, 2017). Children's Use of Speaker Calibration: Developmental Trends and Individual Differences. In E. Luchkina (Chair), 'Developmental changes in selective trust: evidence from 3-to-8-year-olds.' Paper presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Suárez, S. & Koenig, M. (June, 2016). Learning from "Thinkers": Children's Use of Speaker Reasoning as a Cue for Social Learning is Related to Parent Epistemological Perspectives. In S. Suárez (Organizer), The Development of Individual Differences in Children's Social Learning: New Insights into the Potential Role of Parents' Epistemological Perspectives. Paper Symposium conducted at the Jean Piaget Society's 46th Annual Meeting, Chicago, IL.

Ridge, K., Koenig, M., Cole, C., Meyer, M., Kushnir, T., & Gelman, S., (June, 2016), "Generality and verifiability: Children's use of epistemic properties of testimony," Paper presentation given at the Jean Piaget Society's 46th Annual Meeting, Chicago, IL.

Reifen Tagar, M., Hetherington, C., Halperin, E., Shulman, D., & Koenig, M. (July, 2016). On the path to social dominance? Individual differences in sensitivity to intergroup fairness violations in early childhood. Paper presented at the Annual Meeting of the International Society of Political Psychology, Warsaw, Poland.

Kushnir, T., & Koenig, M. A., (June, 2015). Children's testimonial learning: Is ignorance an epistemic sin? Paper presented at the Biennial Meeting for the Society for Philosophy and Psychology. Duke University, Durham, NC.

Suárez, S. & Koenig, M. (2015, October). Children's Understanding of How Others Reason: Developmental Trends and Individual Differences. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.

Suárez, S. & Koenig, M. (2015, March). Learning From "Thinkers": Children's Use of Speaker Reasoning as a Cue for Social Learning is Related to Parent Epistemology. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Koenig, M. A., Kushnir, T., Meyer, M., Cole, C., Ridge, K., & Gelman, S., (June, 2015). Learning about pangolins: Children's evaluations of the generality and verifiability of statements. Chairs: H. Mangardic, M. Sabbagh, & M. Koenig. 45th Annual Meeting of the Jean Piaget Society. Toronto, Canada.

Doebel, S., Rowell, S., Koenig, M., & Zelazo, P., (March, 2015). The Relation between Children's Inconsistency Detection and Executive Function in Early Childhood. Presented as part of a paper symposium at the Society for Research in Child Development, Philadelphia, PA.

Doebel., S., (March, 2015). New Insights Into Relations Between Conceptual Development and Executive Function. Chair: Melissa Koenig. Discussant: Susan Carey. Paper symposium at the biennial meetings of the Society for Research in Child Development. Philadelphia, PA.

Cole, C.A. & Koenig, M.A. (October, 2013). Children's evaluations of messages and speakers: Roles of accuracy and benevolence. Presented as part of a paper symposium at the biennial meetings of the Cognitive Development Society, Memphis, TN.

Cole, C.A., Koenig, M.A., & Sera, M.D. (April, 2013). Transfer between L1 words and L2 word learning in 2- and 3-year-olds. Presented as part of a paper symposium at the biennial meetings of the Society for Research in Child Development, Seattle, WA.

Sera, M.D., Cole, C.A., & Koenig, M.A. (April, 2013). Object familiarity facilitates foreign word learning in preschoolers. Presented as part of a paper symposium at the biennial meetings of the Society for Research in Child Development, Seattle, WA.

Koenig, M. A., (Discussant, October, 2011). Pedagogy & Selective Trust: The Trade-offs of Learning from Others. In L. Butler (Chair), M. Koenig (Discussant). Discussion presented at the Cognitive Development Society VII Biennial Meeting, Philadelphia, PA.

Koenig, M. A., & Doebel, S. (2011). Evidence for a Positive-Negative Asymmetry in Children's Selective Trust. In M. Koenig & V. Jaswal (Chairs), A. Woodward (Discussant). The Nature of the Negativity Bias in Development: Emotional Expressions, Face Memory and Selective Trust. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Koenig, M. A., (Discussant, 2011). Selective trust: Possible mechanisms. In P. Brosseau-Laird & D. Buttelman (Chairs), M. Koenig (Discussant). Beyond Semantic Accuracy: New Directions in the Study of Children's Selective Learning. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Koenig, M. A., (Discussant, 2009). Sizing up the evidence: The scope of epistemic trust. In C. Aydin & T. Kushnir, (Chairs), M. Koenig (Discussant). Learning from others: The scope of epistemic trust. Paper presented at the Cognitive Development Society VI Biennial Meeting. San Antonio, Texas.

Koenig, M. A., (2009, April). The Roles of Vocabulary Size, Label Type and Speaker Demeanor in Toddlers' Evaluation of Speaker Reliability. In M. Koenig (Chair), Consuming Information From Others: Infants' Sensitivity to the Reliability of the Source. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Koenig, M. A., & Woodward, A. L., (2009, April). English-Speaking Toddlers Generalize Words Differently From English and Dutch Speakers. In E. Hoicka (Chair) and V. Jaswal (Discussant), Children's Willingness to Accept Object Labels From Native and Foreign

Speakers. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Koenig, M. A. (2007, March). Evaluating the Truth and Source in Communication. In S. Fitneva, S. Birch (Chairs), Roundtable Discussion Symposium: Children's Sensitivity to Other's Knowledge. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Koenig, M. A. (2007, March). Judging the potential truth of an utterance: The role of prior knowledge. In T. Lyon, N. Carrick (Chairs), Does Right make Right? Children's Early Understanding of Truth and Cultural Divergences in their Moral Evaluations. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Koenig, M. A. (2005, April). Communication as an Information Source: Cognitive and Cross-Linguistic Perspectives. M. Koenig (Chair), P. Bloom (Discussant). Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Koenig, M. A., Clement, F., & Harris, P. L., (2005, April). Communication in Focus: Children's Trust in Reliable Speakers. In D. Behrend, M. Saylor (Chairs), What Makes Good Labeling: Children's Use of Epistemic and Non-Epistemic Mental State Information during Word Learning. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Koenig, M. A., & Harris, P. L., (2005, April). Children's Epistemic Trust when Learning Object Names and Functions. In M. Koenig (Chair), Communication as an Information Source: Cognitive and Cross-Linguistic Perspectives. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.

Koenig, M. A., & Harris, P.L., (2004, May). Children's Trust in Testimony: Disciples or Sceptics? Paper presented at the American Psychological Society, Chicago, IL.

Gelman, S.A., & Koenig, M.A. (1999, April). Conceptual Biases Affect Language Use: The Role of Animacy in Children's Generic Nouns and Movement Verbs. In J. Childers, S. Graham (Chairs), Animacy and Language. Paper presented at the Society for Research in Child Development Biennial Conference, Albuquerque, NM.

Gelman, S. A., Rodriguez, T., Nguyen, S., & Koenig, M. A. (1997, April) Children's Spontaneous Talk about Kinds: Domain Specificity in Use of Generics. In A. Hickling, S. Gelman (Chairs), What Everyday Conversations Reveal about Conceptual Development: New Evidence for Developmental and Sociocultural Differences. Paper presented at the Society for Research in Child Development Biennial Conference, Washington, DC.

TEACHING EXPERIENCE

I regularly teach courses in Child Development, Psychology and Philosophy at the University of Minnesota. I give invited developmental lectures each year in Introduction to Psychology, and variably teach the following undergraduate and graduate courses: Language Development; Cognitive Development; Social Cognition/Theory of Mind; Language and Thought; Moral Development: Judgment and Behavior; Being Human: Moral and Epistemic Agency.

PROFESSIONAL ACTIVITIES, MENTORING AND SERVICE

Current Doctoral Students

- Yeonju Suh (1st year, ICD)
- Diqi Zheng (1st year, ICD)
- Norwood Glaspie (2nd year, ICD)
- Isaac Bisla (2nd year, ICD)
- Erika DeAngelis (4th year, ICD)

Post-doctoral Fellows

Dr. Alayo Tripp, President's Postdoctoral Fellow, 2019-2022, current Assistant Professor at University of Florida.

Dr. Narges Afshordi, CLA Postdoctoral Fellow, 2018-2020, User Researcher at Spotify.

Dr. Bolivar Jaquez-Reyes, President's Postdoctoral Fellow, 2018-2020, Assistant Professor at the University of New Hampshire.

Dr. Charisse Pickron, President's Postdoctoral Fellow, 2018-2020, Assistant Professor at the University of Minnesota – Twin Cities.

Visiting Scholars

- **Professor Dèbora H. Souza**, University Federal of São Carlos (2013-2014)
- **Ana Carolina Messias**, University Federal of São Carlos (2021-2022)
- **Professor Qiong Dong**, Beijing Normal University, China Scholarship Council (2018)

Alumni

- **Dr. Pearl Han Li (Ph.D., 2022; Dissertation Fellow, UMN)**. "Trust and Skepticism: Children's Use and Evaluations of Moral Testimony Across Two Cultures." Postdoctoral Fellow at Duke University.
- **Dr. Annelise Pesch (Ph.D., 2020; NSF Honorable Mention)**. "Trust Matters: Measuring and identifying a role for epistemic and interpersonal trust in preschoolers' learning from teachers." Postdoctoral Fellow at Temple University.
- **Dr. Sarah Suarez (Ph. D., 2018; NSF Honorable Mention)**, "Children's Epistemological Understanding: Developmental Mechanisms and Individual Differences," Postdoctoral Fellow at Boston University.
- **Dr. Elizabeth Stephens (Ph.D., 2017; NSF Honorable Mention)**, "Young Children's Source Monitoring and Selective Learning From Moral and Epistemic Agents," Institutional Research Analyst, University of Texas.

- **Dr. Chelsea Hetherington (Ph.D, 2016; NSF GRFP Fellow)**, “Intergroup Cognition, Aggression, and Social Information Processing in Early Childhood”, Extension Specialist, Michigan State University
- **Dr. Caitlin Cole (Ph.D, 2015; NSF Honorable Mention)**, “Effects of first-language training on second-language word learning: Roles of conceptual and lexical knowledge”, Adjunct faculty at Portland State University.
- **Dr. Sabine Doebel (Ph.D, 2014)**, “Language and Conflict Detection in the Development of Executive Function”, Assistant Professor at George Mason University.
- **Dr. Michal Reifen (Ph. D, 2014; Fulbright Scholar)**, “Why Disagreement Obstructs Constructive Dialogue: The Role of Biased Attribution of Moral Motives,” Associate Professor of Psychology at Interdisciplinary Center (IDC Herzliya), Israel.
- **Sherryse Corrow (Ph. D, 2013)**, “Individual Differences in Childhood Face Processing”, Associate Professor of Psychology at Bethel University.
- **Jason Cowell (Ph. D, 2012)**: “A developmental perspective of self-regulatory failure in preschool and middle childhood,” Associate Professor of Psychology at UW-Green Bay.
- **Katie Gordon-Millett (Ph. D, 2010)**: “The Cognitive Effects of Bilingualism: Knowing Two Languages Impacts Children’s Ability to Reason about Mental States.” Research Director, Language Learning and Memory Laboratory, Boys Town National Research Hospital, Omaha, NE.

NSF sponsored program: REU students

2008: Kristen Girard
 2009: Nicole Depowski
 2010: Shaina Rowell
 2011: Katherine Ridge
 2012: Caroline Hendrickson
 2013: Niharika Pereira
 2014: Jenna Harder

Student Defense Committees/External Examiner

External examiner, for undergraduates at Swarthmore College, as well as doctoral students at Harvard University, University of Sydney, University of Erfurt.

Doctoral Defense Committee for graduate students at the University of Minnesota Institute of Child Development, Psychology Department, Philosophy Department, Department of Educational Psychology.

SERVICE ACTIVITIES

Professional Governance

- **Cognitive Development Society**
- *President, 2019-2022*

- *President-elect, 2017-2019*
- *Officer, 2013-2017*
- *Program Chair, 2017*

Social Epistemology Network

- *Steering Committee 2015-*

Society for Philosophy and Psychology

- *Program Chair, 2018*
- *Executive Committee, 2018-2021*

Moral Psychology Research Group

- *Member, 2018-*

Editorial work

- *Associate Editor, Developmental Science. 2010-2022*
- Special Section Editor, Developmental Psychology, Special Issue on Social Learning, Co-editor: Mark Sabbagh. (2011-2013)
- Grant Reviewing, National Science Foundation, National Institutes of Health, Social Sciences and Humanities Research Council of Canada, German Research Foundation, Israeli Science Foundation.
- Guest reviewer, *Brain and Behavioral Sciences, British Journal of Developmental Psychology, Child Development, Cognition, Cognitive Development, Cognitive Psychology, Cognition and Emotion, Developmental Psychology, Developmental Science, European Review of Philosophy, Infancy, Infant and Child Development, Journal of Child Language, Journal of Experimental Child Psychology, Journal of Cognition and Development, Journal of Mind and Behavior, Journal of Risk Research, Language Learning and Development, PLOS One, Psychological Science, Science, Nature.*
- Invited book reviewer, Oxford University Press, MIT Press, Harvard University Press, Wadsworth Publishing
- Conference Programs: APA Division 7 Program Review Committee (Toronto, 2009). SRCD Biennial Meeting (Denver, 2009; Montreal, 2011, Seattle, 2013); Cognitive Science Society Meeting (2011, 2012, 2013, 2014).

Conference Programs and Professional Awards Committees

- Program Chair, Biennial Meeting of Cognitive Development Society, 2017, Portland.
- Program Chair, Society for Philosophy & Psychology, 2018, Ann Arbor.
- Program Chair, Minnesota Symposium on Child Development, 2017
- Distinguished Alumni Awards, ICD, University of Minnesota

- 2014 Graduate Research Fellowship Program Panelist, NSF.
- Chair, 2015 Early Career Award, APA, Cognition and Human Learning

Departmental and University Service

Graduate Admissions	2017-2022
Young Scientists Program	2019-
Engagement and Outreach	2017-2021
Dean's DEI committee	2022-
Preliminary Exam Committee	2017-2019
Grant-in-Aid Program of Research, Artistry and Scholarship	2016-2019
Minnesota Symposium on Language and Communication	2017-2018
Undergraduate Curriculum Committee	2017-2018
Chair of Search committee for Lab Director	2014-2015
Research Senate Committee (University)	2014-2015
Graduate Admissions	2008-2009
Special Events	2007-2008
Graduate Curriculum	2010-2012
Departmental Colloquium	2010-2015
Visiting Scholar Series	2008-2015
Executive Committee to the Chair	2011-2012

Memberships in Professional and Scientific Societies:

Society for Research in Child Development

International Society for Infant Studies

Cognitive Development Society, Past President

American Psychological Society

American Psychological Association

Letters available upon request from:

Dr. Gail Ferguson, Associate Professor of Developmental Psychology, Institute of Child Development: gmfergus@umn.edu

Dr. Paul Harris, Victor S. Thomas Professor of Education, Harvard Graduate School of Education: paul_harris@gse.harvard.edu

Dr. Pearl Han Li, Postdoctoral Associate, Department of Psychology and Neuroscience, Duke University: pearl.li@duke.edu

Dr. Valerie Tiberius, Professor of Philosophy, University of Minnesota: tiberius@umn.edu