

# MIKA ASABA

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## EDUCATION

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*PhD Student*, Psychology Sept 2016 - Present  
Stanford University, Stanford, CA  
Advisor: Hyowon Gweon

*Bachelor of Arts*, Neuroscience Sept 2010 - May 2014  
Wellesley College, Wellesley, MA

## AWARDS & GRANTS

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*Norman H. Anderson Research Fund Award* 2019  
*NSF Graduate Research Fellowship Program* 2017-2020  
*MIT Simons Center for the Social Brain Funding* 2014  
*Wellesley Science Center Travel Research Grant* 2011  
*Wellesley Library Research Award* 2011

## PUBLICATIONS

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### In Prep

**Asaba, M.**, Li, X., Yow, W. Q., & Gweon, H. (in prep). Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent.

Gweon, H., **Asaba, M.**, Bennett-Pierre, G., & Jara-Ettinger, J. (in prep). An intuitive understanding of task difficulty in US and Tsimane' children.

Bennett-Pierre, G., **Asaba, M.**, & Gweon, H. (in prep). Young children consider expected task difficulty to decide what to do and whom to help.

### Submitted & Under Review

**Asaba, M.**, Gweon, H. (under revision). Young children rationally revise and maintain what others think of them.

### Peer-reviewed Journal Articles

**Asaba, M.**, Chuey, A., Gweon, H. (in press). Beyond knowledge vs. belief: The contents of mental-state representations and their underlying computations (\*Commentary on Philips et al. Knowledge before Belief). *Behavioral and Brain Sciences*.

**Asaba, M.\***, Ong, D.\*, & Gweon, H. (2019). Children integrate physical and social information to reason about the emotional consequences of others' expectations. *Developmental Psychology*. 55(8), 1680-1693. (\* Equal Contributors)

Gweon, H., **Asaba, M.** (2018). Order matters: Children's evaluation of under-informative teachers depends on context. *Child Development*, 89(3), e278-e292.

Koster-Hale, J., Richardson, H., Velez-Alicea, N., **Asaba, M.**, Young, L., Saxe, R. (2017). Mentalizing regions represent distributed, continuous, and abstract dimensions of others' beliefs. *Neuroimage*, 161, 9-18.

## Peer-reviewed Conference Proceedings

**Asaba, M.**, Wu, Y., Gweon, H. (2020). You're surprised at her success? Inferring competence from emotional responses to performance outcomes. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. (\* Equal Contributors)

**Asaba, M.** & Gweon, H. (2019). A friend or a toy? Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.

**Asaba, M.** & Gweon, H. (2018). Look, I can do it! Young children forego opportunities to teach others to demonstrate their own competence. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

**Asaba, M.**, Hembacher, E., Qiu, H., Anderson, B., Frank, M., & Gweon, H. (2018). Young children use statistical evidence to infer the informativeness of praise. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Bennett-Pierre, G., **Asaba, M.**, & Gweon, H. (2018). Preschoolers consider expected task difficulty to decide what to do and whom to help. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Yoon, E., MacDonald, K., **Asaba, M.**, Gweon, H., & Frank, M. (2018). Balancing informational and social goals in active learning.

Gweon, H., **Asaba, M.**, & Bennett-Pierre, G. (2017). Reverse-engineering the process: Adults and preschoolers' ability to infer the difficulty of novel tasks. *Proceedings of the 39th Annual Conference of the Cognitive Science Society*.

**Asaba, M.** & Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Ong, D., **Asaba, M.** & Gweon, H. (2016). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Gweon, H. & **Asaba, M.** (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. *Proceedings of the 37th Annual Conference of the Cognitive Science Society*.

## Chapters

**Asaba, M.** & Gweon, H. (2020). Learning about others to learn about the self: Early reasoning about the informativeness of others' praise. In E. Brummelman (Ed.), *Current Issues in Social Psychology: Psychology of Praise*. Routledge.

## CONFERENCE PRESENTATIONS

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### Talks

**Asaba, M.** & Gweon, H. (2020). Young children revise and maintain others' beliefs about the self. *Budapest CEU Conference in Cognitive Development*. \*Organized Symposium: Towards a more diverse science of Theory of Mind: Measurements, mechanisms, and functions

**Asaba, M.** & Gweon, H. (2019). Children can use statistical information to infer the informativeness of others praise. *Cognitive Development Society Conference*.

**Asaba, M.**, Li, X., Yow, Q., & Gweon, H. (2019). A friend, or a toy? Four year-olds strategically demonstrate their competence even to a puppet. *Talk at the 41st Annual Cognitive Science Conference*.

**Asaba, M.** & Gweon, H. (2019). Look, I can do it! Young children use others' prior observations to communicate about the self. *Talk at the Society for Research in Child Development conference*. \*Organized Symposium: Managing Others' Beliefs About the Self: Bridging Reputation Management and Theory of Mind

**Asaba, M.** & Gweon, H. (2018). Look, I can do it! Young children forego opportunities to teach others to demonstrate their own competence. *Talk at the 40th Annual Conference of the Cognitive Science Society*.

**Asaba, M.**, Hembacher, E., Qiu, H., Anderson, B., Frank, M., & Gweon, H. (2018). Young children use statistical evidence to infer the informativeness of praise. *Talk at the 40th Annual Conference of the Cognitive Science Society*.

**Asaba, M.**, Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Talk at Stanford-Berkeley-Santa Cruz Conference*.

### Posters

**Asaba, M.**, Gweon, H. (2017). "I can do it now!" Young children strategically select information to inform others about the self. *Poster at the 10th Biennial Conference of the Cognitive Development Society*.

**Asaba, M.**, Ong, D., Gweon, H. (2017). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. Poster at the Society for Research in Child Development Biennial Meeting.

Gweon, H., **Asaba, M.** (2016). Who was done first? Young children's developing understanding of time and difficulty. Poster at the 38th Annual Conference of the Cognitive Science Society.

**Asaba, M.**, Ong, D., Gweon, H. (2016). Young children and adults integrate others' past expectations and current outcomes to reason about other's emotions. Poster at the 38th Annual Conference of the Cognitive Science Society.

**Asaba, M.**, Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. Poster at the 38th Annual Conference of the Cognitive Science Society.

**Asaba, M.**, Gweon, H. (2016). Who Should I Tell? Young Children Correct and Maintain Others' Beliefs about the Self. Poster at the 43rd Annual Conference of the Society for Philosophy and Psychology.

**Asaba, M.**, Gweon, H. (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. Poster at the 9th Biennial Conference of the Cognitive Development Society.

**Asaba, M.**, Gweon, H. (2015). Knowing what he could have shown: The role of alternatives in children's evaluation of under-informative teachers. Poster at the 37th Annual Conference of the Cognitive Science Society.

**Asaba, M.**, Richardson, H., Schulz, L., Saxe, R. (2014). Negative outcome promotes sharing behavior in young children. Poster at the 41st Annual Conference of the Society for Philosophy and Psychology.

## TEACHING

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*Teaching Assistant*  
Stanford Psych175: Social Cognition and Learning in Early Childhood

Jan 2020 - March 2020

*Teaching Assistant*  
Stanford Psych141: Cognitive Development

September 2019 - December 2019

<i>Instructor</i> Stanford Psych113S: Developmental Psychology	June 2019 - August 2019
<i>Teaching Assistant</i> Stanford Psych60: Developmental Psychology	September 2018 - December 2018
<i>Instructor</i> Stanford Psych105S: General Psychology	June 2018 - August 2018
<i>Teaching Fellow</i> Stanford Psych1: Introduction to Psychology	September 2017 - March 2018
<i>Instructor</i> Stanford SPLASH: Learning to Mindread	April 2017
<i>Instructor</i> Stanford SPLASH: Learning to Mindread	Dec 2016
<i>Instructor</i> Stanford SPLASH: Why Babies are Little Scientists	Nov 2014
<i>Teaching Assistant</i> Wellesley CS 114: Socio-Technological Web	Sept - Dec 2013