

# MIKA ASABA

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## EMPLOYMENT

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Postdoctoral Fellow June 2022 - Present  
Yale University, New Haven, CT  
Advisors: Dr. Julia Leonard, Dr. Julián Jara-Ettinger

Postdoctoral Associate September 2021 - June 2022  
Yale University, New Haven, CT  
Advisors: Dr. Julia Leonard, Dr. Julián Jara-Ettinger

## EDUCATION

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Ph.D, Psychology Sept 2016 - August 2021  
Stanford University, Stanford, CA  
Advisor: Dr. Hyowon Gweon

B.A., Neuroscience Sept 2010 - May 2014  
Wellesley College, Wellesley, MA

## AWARDS & GRANTS

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NSF SBE Postdoctoral Fellowship (\$138,000) 2022 - 2024  
Character Lab Research Network (\$40,000) 2021-2022  
Norman H. Anderson Research Fund Award (\$2,000) 2019  
NSF Graduate Research Fellowship Program (\$138,000) 2017-2020

## PUBLICATIONS

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### IN PREP

**Asaba, M.\***, Wu, Y.\*, Carrillo, B., & Gweon, H. (in prep). Inferring competence from emotional responses to performance outcomes. (\* Equal Contributors)

**Asaba, M.**, Hembacher, E., Stegall, J., Frank, M., & Gweon, H. (in prep). Young children use statistical evidence to infer the informativeness of praise.

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

### JOURNAL ARTICLES

**Asaba, M.** Gweon, H. (in press). Young children infer and manage what others think about them. *Proceedings of the National Academy of Sciences*.

**Asaba, M.\***, Li, X.\*, Yow, W. Q., & Gweon, H. (2022). Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent. *Cognitive Development*. (\* Equal Contributors)

**Asaba, M.**, Chuey, A., Gweon, H. (2021). 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*.

Chuey, A., **Asaba, M.**, Bridgers, S., Carrillo, B., Dietz, G., Garcia, T., Leonard, J., Liu, S., Merrick, M., Radwan, S., Stegall, J. Velez, N., Woo, B., Wu, Y., Zhao, X., Frank, M., Gweon, H. (2021). Moderated online data-collection for developmental research: methods and replications. *Frontiers in psychology*, 4968.

**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.

## **BOOK 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.

## **REFEREED CONFERENCE PROCEEDINGS**

**Asaba, M.**, Santos, M., Jara-Ettinger, J., & Leonard, J. (2022). Adolescents are most motivated by encouragement from someone who knows their abilities and the domain. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*.

Wu\*, Y., Tessler\*, M. H., **Asaba, M.**, Zhu, P., Gweon, H., Frank, M. C. (2021). Integrating emotional expressions with utterances in pragmatic inference. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*. (\* Equal Contributors)

Ong, D., **Asaba, M.**, Lim, H. Y., Chen, P., Gweon, H. (2021). "If only Santa had one more present": Exploring the development of near-miss counterfactual reasoning. *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*.

**Asaba, M.**, Wu, Y., Carrillo, B., & 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.**, Li, X., Yow, W. Q., & 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. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

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*.

## INVITED TALKS AND PRESENTATIONS

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Developmental Brown Bag, Brown University	2023 (Upcoming)
Social Cognition and Learning Lab, UC San Diego	2022
Early Childhood Cognition Lab, MIT	2021
Morality Lab, Boston College	2021
Computational Social Cognition Lab, Yale	2020
Social Origins Lab, UC Berkeley	2019
Comparative Cognition Lab, Yale	2019

## CONFERENCE TALKS

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**Asaba, M.**, Santos, M., Jara-Ettinger, J., & Leonard, J. (2022). Adolescents are most motivated by encouragement from someone who knows their abilities and the domain.. Talk at *44th Annual Conference of the Cognitive Science Society*.

**Asaba, M.**, Wu, Y., Carrillo, B., & Gweon, H. (2022). Children infer competence from others' emotional reactions to performance. Talk at *Society for Personality and Social Psychology*. \*Origins of the Social Mind Preconference

**Asaba, M.**, & Gweon, H. (2021). Young children revise and maintain others' beliefs about the self. Talk at *Society for Philosophy and Psychology conference*.

**Asaba, M.**, & Gweon, H. (2021). Young children revise and maintain what others think of them. Talk at *Society for Personality and Social Psychology*. \*Origins of the Social Mind Preconference

**Asaba, M.**, & Gweon, H. (2021). Young children's ability to rationally revise and maintain others' beliefs about the self. Talk at *Society for Research in Child Development conference*.

**Asaba, M.**, Wu, Y., Carrillo, B., & Gweon, H. (2021). Children infer competence from others' emotional reactions to performance. Talk at *Society for Research in Child Development conference*.

**Asaba, M.** & Gweon, H. (2020). Young children revise and maintain others' beliefs about the self. Talk at *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. Talk at *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 *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 *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 40th Annual Conference of the Cognitive Science Society.*

## **SUPERVISION**

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### **POST-BAC RESEARCH ASSISTANTS**

Brandon Carrillo (Stanford, 2019-2021); Jessa Stegall (Stanford, 2019-2021)

### **SENIOR THESIS STUDENTS**

Emily Li (Yale, 2021); Denise Lopez-Sosa (Stanford, 2020-2021); Auguste Seong (Stanford, 2019-2021); Molly Irvin (Stanford, 2018-2020);

### **UNDERGRADUATE STUDENTS**

Lauren Okine (Yale, 2022 - Present); Elaine Cheng (Yale, 2022 - Present); Matthew Merritt (Yale, 2021 - 2022); Mackenzie Fidelak (Stanford, 2021-2022); Kate Littlejohn (Stanford, 2019 - 2021); Stephanie Chang (Stanford, 2019-2021); Colin Norick (Stanford, 2018-2021); Sofia Schlozman (Stanford, 2019); Kevin Ji (Stanford, 2018-2019); Julia Gillette (Stanford, 2018); Grace Wang (Stanford, 2017-2018); Fernanda Kramer (Stanford, 2016-2017); Brett Anderson (Stanford, 2016-2017); Andrew McCabe (Stanford, 2015); Ronald Anderson (Stanford, 2015)

## **TEACHING**

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### **PRIMARY INSTRUCTOR**

Developmental Psychology (Stanford PSYCH113S)	Summer 2019
General Psychology (Stanford PSYCH105S)	Summer 2018

### **TEACHING ASSISTANT**

Social Cognition and Learning in Early Childhood (Stanford PSYCH175)	Winter 2020
Cognitive Development (Stanford PSYCH141)	Fall 2019
Developmental Psychology (Stanford PSYCH60)	Fall 2018
Introduction to Psychology (Stanford PSYCH1)	Fall 2017, Winter 2018

## **PROFESSIONAL ACTIVITIES AND SERVICE**

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### **AD-HOC REVIEWS**

Child Development, Cognition, Cognitive Development, Developmental Psychology, Emotion, Open Mind, Scientific Reports

### **CONFERENCE REVIEWS**

Cognitive Science Society, Society for Research in Child Development

### **DEI & OUTREACH**

CogSci Mentoring program (mentor)	2022
Application Statement Feedback program (editor)	2021
Stanford Psychology Diversity Committee	2018-2019
Stanford Psychology Paths to PhD program (co-organizer)	2017-2018