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CURRICULUM VITAE
Caren M. Walker

CONTACT INFORMATION

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ACADEMIC POSITIONS

University of California San Diego

Associate Professor, Department of Psychology	2023-
Assistant Professor, Department of Psychology	2015-2023
Co-Director, Graduate Specialization in Cognitive Science	2023-
Affiliated Faculty Member, Cognitive Science Interdisciplinary PhD Program	2021-2024
Affiliated Faculty Member, Mathematics and Science Education Program	2018-
Affiliated Faculty Member, Human Developmental Sciences	2015-

EDUCATION

Ph.D. in Psychology	2010-2015
University of California Berkeley, Department of Psychology	
Co-Chairs: Alison Gopnik, Tania Lombrozo	
Dissertation: <i>Learning by Thinking and the Development of Abstract Reasoning</i>	
M.A. in Psychology	2008-2010
Boston College, Department of Psychology	
Advisor: Ellen Winner	
M.A. in Social Sciences	2006-2007
University of Chicago, Department of History & Philosophy of Science	
Advisor: Robert Richards	
B.A. in Psychology & Philosophy (<i>magna cum laude</i> , with honors)	1999-2003
Boston University, Departments of Psychology & Philosophy	
Honors Thesis Advisors: David Somers (Psychology); Charles Griswold (Philosophy)	

GRANTS & FELLOWSHIPS

National Science Foundation – DRL # 2301180 – EHR Core Research	2023-2028
“Cognitive mechanisms of guided instruction in the early elementary years”	
Role: co-PI; \$1,500,00 (with Drs. Elizabeth Bonawitz & Patrick Shafto)	
National Science Foundation – SBE #2047581 – CAREER award	2021-2026
Science of Learning & Augmented Intelligence Program	
“Diversity in Learning Contexts & the Early Emergence of Abstract Reasoning”	
Role: PI; \$697,093	

Jacobs Foundation Research Fellowship “Diversity in Learning Contexts” Role: PI; \$180,629 (165,000 CHF)	2021-2024
CIFAR Azrieli-Jacobs Foundation Seed-Funding “Tolerance for uncertainty across individuals and learning contexts” Role: co-PI; 50,000 CDN (with Dr. Jamie Jirout)	2022-2024
CIFAR Azrieli-Jacobs Foundation Seed-Funding “Hippocampus streams for word learning” Role: co-PI; 50,000 CDN (with Dr. Zoe Ngo)	2022-2024
National Science Foundation – SBP #2203810 – Fellowship Award “Promoting Structural Understanding of STEM Gender Disparities in Early Childhood” Role: co-PI (with Drs. Jamie Amemiya, Lin Bian, & Gail Heyman); \$51,750	2022-2023
Caplan Foundation for Early Childhood “The Mind Lab: Thought Experiments as a Means to Teaching Science Effectively and Efficiently” Role: Co-PI (with Dr. Elizabeth Bonawitz); \$61,666	2021-2022
Chancellor’s Interdisciplinary Collaboratories Fellowship “Cognitive & Neural Mechanisms Underlying Psilocybin-Assisted Therapy for Phantom Limb Pain” Role: Co-PI (with Drs. Fadel Zaiden & Adam Halberdstat); \$30,000	2021-2022
Partnership Collaboration Award (University of Sydney – UCSD) “Health Beliefs & Health Decision-Making: Challenging Biases with Citizen Science” Role: Co-PI (with Dr. Micah Goldwater); \$23,630 (AUD 29,974)	2019-2020
Hellman Foundation Fellowship “The Role of Learning Contexts in Supporting Abstract Thought” Role: PI; \$45,000	2018-2019
Frontiers of Innovation Scholars Program “Effects of Pretend Play on Causal Reasoning in Children” Role: Co-PI (with Dr. Jonathan Cohen); \$25,000	2017-2018
Elizabeth Munsterberg Koppitz Child Psychology Dissertation Fellowship “Learning by Thinking & the Development of Abstract Reasoning” Role: PI; \$25,000	2014-2015

AWARDS & HONORS

Boyd McCandless Award (APA)	2024
Jacobs Foundation Early Career Fellow	2021
Hellman Research Fellow	2018
Faculty Career Development Award (UCSD)	2018
Outstanding Professor Award (UCSD Panhellenic Society)	2018
APS Rising Star Award	2017
Office for Equity, Diversity, & Inclusion Sponsorship (UCSD)	2016
National Living Laboratory Research Fellow	2014
Outstanding Undergraduate Mentoring Award (UC Berkeley)	2013

Society for Philosophy & Psychology Poster Prize	2013
Lisa M. Capps Graduate Fellow (UC Berkeley)	2012
Phi Beta Kappa	2003
National Dean's List Scholar	2003
Golden Key International Honor Society	2003
Writing Fellow (Boston University)	2002

PUBLICATIONS

(^aTrainees; I take "senior"/last position for student papers from my lab)

Journal Articles – Submitted

1. Lapidow^a, E., & **Walker, C.M.** (revise and resubmit at *Developmental Science*). The development of children's ability to make predictions from variability.
2. Engle^a, J., & **Walker, C.M.** (under revision). General effects of counterfactual thinking support anomaly detection and belief revision.
3. Bonawitz, E., **Walker, C.M.**, Abbott, J., Griffiths, T., Gopnik, A. (under revision). Preschoolers search semantic networks in a broader and more variable way than adults: Implications for hypothesis generation.
4. **Walker, C.M.**, Walker^a, J., Benson^a, J., Carstensen^a, A., & Gopnik, A. (under revision). Generalizing abstract representations of same and different in early cognition.

Journal Articles – Published

1. Rett^a, A., Amemiya^a, A., Hwang^a, B., Goldwater, M., & **Walker, C.M.** (in press). Children's recognition of causal system categories across superficially distinct events. To appear in *Developmental Psychology*.
2. Amemiya^a, A., Heyman, G., & **Walker, C.M.** (in press). How barriers become invisible: Children are less sensitive to constraints that are stable over time. To appear in *Developmental Science*.
3. Lapidow^a, E., & **Walker, C.M.** (in press). Learners' causal intuitions explain behavior in control of variables tasks. To appear in *Developmental Psychology*.
4. Amemiya^a, A., Heyman, G., & **Walker, C.M.** (2024). Calculated comparisons: Manufacturing societal causal judgments by implying different counterfactual outcomes. *Cognitive Science*, 48, e13408.
5. Amemiya^a, A., Heyman, G., & **Walker, C.M.** (2023). Emphasizing others' persistence can promote unwarranted social inferences in children and adults. *Journal of Experimental Psychology: General*, 152(10): 2977-88.
6. Huey^a, H, Lu, C., **Walker, C.M.**, Fan, J. (2023). How do the semantic properties of visual explanations guide causal inference? *Cognition*, 236, 105414.
7. Amemiya^a, J., Mortensen, E., Heyman, G., & **Walker, C.M.** (2022). Thinking structurally: A cognitive framework for understanding how people attribute inequality to structural causes. *Perspectives on Psychological Science*, 17456916221093593
8. Brockbank^a, E., & Lombrozo, T., Gopnik, A., & **Walker, C.M.** (2022). Ask me why don't tell me why: Asking children for explanations facilitates relational thinking. *Developmental Science*, 26 :e13274.

9. Brockbank^a, E., & **Walker, C.M.** (2022). Explanation impacts hypothesis generation, but not evaluation, during learning. *Cognition*, 225: 105100.
10. Tillman^a, K., & **Walker, C.M.** (2022). Children's recognition of the causal asymmetry between past and future events. *Child Development*, 93(5): 1270-1283.
11. Lapidow^a, E., Killeen^a, I. & **Walker, C.M.** (2021). Learning to recognize uncertainty and recognizing uncertainty to learn. *Developmental Science*, 25(2): e13178.
12. Lapidow^a, E. & **Walker, C.M.** (2021). Rethinking the gap: Self-directed learning in cognitive development and scientific reasoning. *Wires: Cognitive Science*, e1580.
13. Goddu^a, M., Sullivan^a, N., & **Walker, C.M.** (2021). Toddlers learn and flexibly apply multiple possibilities. *Child Development*, 92(6): 2244-2251.
14. Amemiya^a, J., Mortenson, E., Ahn, S., **Walker, C.M.**, & Heyman G. (2021). Children acknowledge physical constraints less when actors behave stereotypically: Gender stereotypes as a case study. *Child Development*, 93(1): 72-83.
15. Lapidow^a, E, Tandon^a T., Goddu^a, M., & **Walker, C.M.** (2021). A tale of three platforms: Investigating preschoolers' second-order inferences using in-person, Zoom, and Lookit methodologies. *Frontiers in Psychology*, 12:731404.
16. Amemiya^a, J., **Walker, C.M.**, & Heyman, G. (2021). Children's developing ability to resolve disagreement by integrating perspectives. *Child Development*, 92 (6): e1228-e1241.
17. Engle^a, J. & **Walker, C.M.** (2021). Thinking counterfactually supports children's evidence evaluation in causal learning. *Child Development*, 92(4): 1636-1651.
18. **Walker, C.M.**, & Gopnik, A. (2021). Can a perceptual task be used to infer conceptual representations?: A reply to Glorioso, Kuznar, Pavlic, & Povinelli. *Cognition*, 214: 104414.
19. Shtulman, A. & **Walker, C.M.** (2021). Developing an understanding of science. *Annual Review of Developmental Psychology*, Vol. 2, 111-132.
20. Ruggeri, A., **Walker, C.M.**, Lombrozo, T., & Gopnik, A. (2021). How to help young children ask better questions. *Frontiers in Psychology*, 11, 586819.
21. Lapidow^a, E. & **Walker, C.M.** (2020). Informative experimentation in intuitive science: Children select and learn from their own causal interventions. *Cognition*, 201, 104315.
22. **Walker, C.M.**, Rett^a, A., & Bonawitz, E. (2020). Design drives discovery in causal learning. *Psychological Science*, 31(2): 129-138.
23. Carstensen^a, A.B., Zhang^a, J., Heyman, G., Fu, G., Lee, K., & **Walker, C.M.** (2019). Early diversity in abstract thought: Context shapes the developmental trajectory of relational reasoning. *PNAS*, 28, 13891-13896.
24. **Walker, C.M.**, Hubachek^a, S.Q., & Vendetti, M. (2018). Achieving abstraction: Generating far analogies promotes relational reasoning in children. *Developmental Psychology*, 54(10), 1833-1841.
25. Wente, A.O., Kimura, K., **Walker, C.M.**, Banerjee^a, N., Flecha F., MacDonald, B., Lucas, C., & Gopnik, A. (2017). Causal learning across culture and socioeconomic status. *Child Development*, 90(3), 859-875.
26. **Walker, C.M.** & Gopnik, A. (2017). Discriminating conceptual and perceptual judgements: Evidence from human toddlers. *Cognition*, 166, 23-27.

27. **Walker, C.M.**, Bonawitz, E., Lombrozo, T. (2017). Effects of explaining on children's preference for simpler hypotheses. *Psychonomic Bulletin & Review*, 24(5), 1538-1547.
28. **Walker, C.M.** & Lombrozo, T. (2017). Explaining the moral of the story. *Cognition*, 167, 266-281.
29. **Walker, C.M.**, Bridgers, S.B., & Gopnik, A. (2016). The early emergence and puzzling decline of relational reasoning: Effects of knowledge and search on inferring "same" and "different." *Cognition*, 156, 30-40.
30. **Walker, C.M.**, Lombrozo, T., Williams, J.J., Rafferty, A., & Gopnik, A. (2016). Explaining constrains causal learning in childhood. *Child Development*, 88(1): 229-246.
31. **Walker, C.M.** & Gopnik, A. (2014). Toddlers infer higher-order relational principles in causal learning. *Psychological Science*, 25(1): 161-169.
32. **Walker, C.M.**, Lombrozo, T., Legare, C.H., & Gopnik, A. (2014). Explaining prompts children to privilege inductively rich properties. *Cognition*, 133, 343-357.
33. **Walker, C.M.**, Gopnik, A., & Ganea, P.A. (2014). Learning to learn from stories: Children's developing sensitivity to the causal structure of fictional worlds. *Child Development*, 86(1), 310-318.
34. Gopnik, A.* & **Walker C.M.*** (2013). Considering counterfactuals: The relationship between causal learning and pretend play. *American Journal of Play*, 6(1): 15-28. (*Joint first author)
35. **Walker, C.M.** & Gopnik, A. (2013). Pretense and possibility: A theoretical proposal about the effects of pretend play on development: Comment on Lillard, Lerner, Hopkins, Dore, Smith & Palmquist (2013). *Psychological Bulletin*, 139(1): 40-44.
36. **Walker, C.M.**, Wartenberg, T.E., & Winner, E. (2013). Engagement in philosophical dialogue facilitates children's reasoning about subjectivity. *Developmental Psychology*, 49(7): 1338-1347.
37. **Walker, C.M.**, Walker, L., Ganea, P. (2013). The role of symbol-based experience in learning and transfer from pictures: Evidence from Tanzania. *Developmental Psychology*, 49(7): 1315-1324.
38. **Walker, C.M.**, Winner, E., Hetland, L., Simmons, S., & Goldman, L. (2011). Visual thinking: Art students have an advantage in geometric reasoning. *Creative Education*, 2(1): 22-26.
39. Zaitchik, D., **Walker, C.M.**, Miller, S., LaViolette, P., Feczko, E., & Dickerson B.C. (2010). Mental state attribution and the temporoparietal junction: An fMRI study comparing belief, emotion, and perception. *Neuropsychologia*, 48(9): 2528-2536.

Published Proceedings (peer-reviewed, ~5,000 words/6 page papers)

1. Lapidow^a, E., Stein^a, A., & **Walker, C.M.** (2023). Children use causality to guide question asking. In *Proceedings of the 45th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
2. Carstensen^a, A., Kim^a, M., Kim, G., Jin, M., Kang, M., Choi, Y., & **Walker C.M.** (2023). Relational abstraction in early childhood: Three cultures and three trajectories. In *Proceedings of the 45th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
3. Carstensen^a, A., Cao, A., Tan, A., Liu, D., Liu, Y., Bui, M., Wang-Zhao, J., Han, Q., **Walker, C.M.**, Frank, M.C. (2023). Cognitive diversity in context: US-China developmental trajectories on 4 tasks in 3-12-year-olds. In *Proceedings of the 45th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.

4. Amemiya^a, J., Heyman, G., & **Walker, C.M.** (2022). The role of alternatives in children's reasoning about constrained choices. In *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
5. Lapidow^a, E., Goddu, M.K., & **Walker, C.M.** (2022). Reasoning from samples to populations: Children use variability information to predict novel outcomes. In *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
6. Lapidow^a, E., & **Walker, C.M.** (2022). Clarifying the causal logic of a classic control of variables task In *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
7. Carstensen^a, A., Saponaro, C., Frank, M.C., & **Walker, C.M.** (2022). Bridging cultural and cognitive perspectives on similarity reasoning. In *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
8. Rett^a, A., Amemiya^a, J., Goldwater, M., & **Walker, C.M.** (2021). Children spontaneously use causal structure when making similarity judgements. In *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
9. Kim^a, M., & **Walker C.M.** (2021). Preschoolers' spontaneous gesture production predicts analogical transfer. In *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
10. Amemiya^a, J., Heyman, G.D., & **Walker, C.M.** (2021). How people make causal judgments about unprecedented societal events. In *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
11. Huey^a, H., **Walker, C.M.**, & Fan, J.E. (2021). How do the semantic properties of visual explanations guide causal inference? In *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
12. Brockbank^a, E., & **Walker, C.M.** (2020). Explanation supports hypothesis generation in learning. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
13. Goddu^a, M., Katz^a, T., & **Walker, C.M.** (2020). What else could happen? Two-, three-, and four-year-olds use variability information to infer novel causal outcomes. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
14. Goddu^a, M., & **Walker, C.M.** (2020). Certain to be surprised: A preference for novel causal outcomes develops in early childhood. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
15. Lapidow^a, E., Killeen^a, I., & **Walker, C. M.** (2020). Exploration decisions precede and improve explicit uncertainty judgments in preschoolers. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
16. Rett^a, A., & **Walker, C. M.** (2020). Knowing when to quit: Children consider access to solutions when deciding whether to persist. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
17. Fox^a, A., Hollan, J., & **Walker, C.M.** (2019). Graphical fixedness: When graph comprehension becomes an insight problem. In A. Goel, C. Seifert, & C. Freska (Eds.), *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. Montreal, CA: Cognitive Science Society.
18. Lapidow^a, E. & **Walker, C.M.** (2019). Does the intuitive scientist conduct informative experiments?: Children's early ability to select and learn from their own interventions. In A. Goel, C. Seifert, & C.

- Freska (Eds.), In *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
19. Ngoon^a, T., **Walker, C.M.**, Klemmer, S. (2019). The Dark Side of Satisficing: Setting the Temperature of Creative Thinking. *ACM DL: Creativity and Cognition*. San Diego, CA.
 20. Nyhout^a, A., Iannuzziello, A., **Walker, C.M.**, & Ganea, P. (2019). Thinking counterfactually supports children's ability to conduct a controlled test of a hypothesis. In A. Goel, C. Seifert, & C. Freska (Eds.), *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 21. Rett^a, A., Bonawitz, E., & **Walker, C.M.** (2019). The Design of the Learning Environment Shapes Preschoolers' Causal Inference. In A. Goel, C. Seifert, & C. Freska (Eds.), *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 22. Tillman^a, K., & **Walker, C.M.** (2019). Children's causal inferences about past vs. future events. In A. Goel, C. Seifert, & C. Freska (Eds.), *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. Austin TX: Cognitive Science Society.
 23. Engle, J.^a, & **Walker, C.M.** (2018). Considering alternatives facilitates anomaly detection in preschoolers. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 24. Fox^a, A., **Walker, C.M.**, & Hollan, J. (2018). Graphical insight: How to read an unconventional graph. *Earli, SIG 2 Conference*. Freiburg, Germany.
 25. Goddu^a, M., & **Walker, C.M.** (2018). Toddlers and Adults Simultaneously Track Multiple Hypotheses in a Causal Learning Task. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 26. Carstensen^a, A., & **Walker, C.M.** (2017). The paradox of relational development is not universal: Abstract reasoning develops differently across cultures. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 27. **Walker, C.M.**, & Gopnik, A. (2017). More than meets the eye: Early relational reasoning cannot be reduced to perceptual heuristics. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 28. **Walker, C.M.**, Bridgers, S.B., & Gopnik, A. (2015). The early emergence and puzzling decline of relational reasoning: Effects of knowledge and search on inferring "same" and "different." In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
 29. Williams, J.J., Kovacs, G., **Walker, C.M.**, Maldonado, S.G., & Lombrozo, T. (2014). Learning online via prompts to explain. In ACM CHI Conference on Human Factors in Computing Systems. New York, NY: Association for Computing Machinery.
 30. Buchsbaum, D., **Walker, C.M.**, & Gopnik, A. (2013). Complex causal reasoning in pretend play. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, pp. 69-70. Austin, TX: Cognitive Science Society.
 31. **Walker, C.M.** & Gopnik, A. (2013). 24-month-old infants engage in relational causal reasoning. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, pp. 1564-1568. Austin, TX: Cognitive Science Society.

32. **Walker, C.M.**, Lombrozo, T., Legare, C., & Gopnik, A. (2013). Explaining to others prompts children to favor inductively rich properties. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, pp. 1558-1563. Austin, TX: Cognitive Science Society.
33. Williams, J.J., **Walker, C.M.**, Maldonado, S.G., Lombrozo, T. (2013). Effects of explaining anomalies on the generation and evaluation of hypotheses. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, pp. 3777-3782. Austin, TX: Cognitive Science Society.
34. **Walker, C.M.**, Ganea, P.A., & Gopnik, A. (2012). Children's causal learning from fiction: Assessing the proximity between real and fictional worlds. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society*, pp. 1108-1113. Austin, TX: Cognitive Science Society.
35. **Walker, C.M.**, Williams, J.J., Lombrozo, T., & Gopnik, A. (2012). Explaining influences children's reliance on evidence and prior knowledge in causal induction. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society*, pp. 1114-1119. Austin, TX: Cognitive Science Society.
36. Williams, J.J., **Walker, C.M.**, & Lombrozo, T. (2012). Explaining increases belief revision in the face of (many) anomalies. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society*, pp. 1149-1154 Austin, TX: Cognitive Science Society.

Book Chapters, Theses, & Non-Academic Books

1. **Walker, C.M.** & Nyhout, A. (2020). Asking "why?" and "what if?": The influence of questions on children's inferences. Lucas Butler, Samuel Ronfard & Kathleen Coriveau (Eds.), *The Questioning Child: Insights from Psychology & Education*, (Chapter 13, pp. 252-280). Cambridge University Press.
2. Lapidow^a, E., & **Walker, C.M.** (2020). The Search for Invariance: Repeated positive testing serves the goals of causal learning in exploration and experimentation. In Childers, J. B., Graham, S. A. & Namy, L. (Editors). *Learning Language and Concepts from Multiple Examples in Infancy and Childhood*, (Chapter 10, pp. 197-219). Springer International, Switzerland.
3. Hadani, H. & **Walker, C.M.** (2016). Research and museum partnerships: Key components of successful collaboration. In Jennifer Jipson & Dave Sobel (Eds.), *Relating research and practice: Cognitive development in museum settings* (Chapter 10). Routledge Press.
4. **Walker, C.M.** (2015). *Learning by thinking and the development of abstract reasoning*. University of California, Berkeley PhD Dissertation in Psychology.
5. **Walker, C.M.** & Gopnik, A. (2013). Causality & Imagination. In Marjorie Taylor (Ed.), *The development of imagination* (pp. 342-358). Oxford University Press: New York.
6. **Walker, C.M.**, Wartenberg, T., & Winner, E. (2012). Examining the effects of philosophy classes on the early development of argumentation skills. In S. Goering, N. Shudak, & T. Wartenberg (Eds.), *Philosophy in schools: An introductory handbook for philosophers and teachers*, (pp. 277-287). Routledge Press: New York.
7. **Walker, C.M.** (2010). Biological vs. artificial life: Challenges to children's essentialist beliefs. Boston College MA Thesis in Psychology.
8. **Walker, C.M.** (2007). The human inventory of innate ideas: An evolutionary model of utopian narrative. University of Chicago MA Thesis in the Social Sciences.

9. **Walker, C.M.** (2005). *Boston University: Off the Record (College Prowler)*. College Prowler Series. Pittsburgh: CollegeProwler. (Reprinted in 2006 & 2007).

Journal articles - In Preparation

1. *Fox^a, A., Hollan, J., & **Walker, C.M.** Graph Comprehension by Insight: Testing the Impasse Hypothesis.
2. **Walker, C.M.**, Domberg, A., & Ruggeri, A. Children's information search is increasingly sensitive to their future learning goals.
3. Lapidow^a, E. Goel^a, D., Nyhout, A., Ganea, P., & **Walker, C.M.**, Early markers of the control of variables strategy: Children recognize and select unconfounded evidence.
4. Popat^a, A., Goddu^a, M., Katz^a, T., & **Walker, C.M.** What else could happen? Two-, three-, and four-year-olds use variability information to infer novel causal outcomes.
5. Wang^a, T., Carver, L., & **Walker, C.M.** Causal vs. perceptual categorization in children with Autism Spectrum Disorder.
6. Wang^a, T., Carver, L., & **Walker, C.M.** Examining characteristics of social causal reasoning in children with Autism Spectrum Disorder.
7. Lapidow^a, E., **Walker, C.M.**, & Ruggeri, A. Learning for now or later: Is children's exploration sensitive to their learning goals?
8. **Walker, C.M.**, Simons-Gafari, K., & Ganea, P. Weighing the evidence: Conceptual change through storybooks.
9. **Walker, C.M.**, Buchsbaum, D., Banerjee^a, E., & Gopnik, A. Imagining interventions: Complex causal reasoning in pretend play.
10. Lombrozo, T. & **Walker, C.M.** Learning by thinking.
11. **Walker, C.M.**, Hubachek^a, S., & Gopnik, A. Language acquisition and the onset of relational reasoning in infants.
12. Nyhout, A., Iannuzziello, A., **Walker, C.M.**, & Ganea, P. Thinking counterfactually supports children's ability to conduct a controlled test of a hypothesis.

TALKS & PRESENTATIONS

Invited Talks

1. **Walker, C.M.** (July, 2024). "TBD" Rumelhart Symposium at the 46th Annual Meeting of the Cognitive Science Society. Rotterdam, Netherlands.
2. **Walker, C.M.** (Nov, 2023). "Achieving abstraction: What shapes the possibilities that come to mind in early childhood?" *Causality in Cognition Lab*, Stanford University.
3. **Walker, C.M.** (Oct, 2023). "Achieving abstraction: What shapes the possibilities that come to mind in early childhood?" Leibniz Institute for Research and Information in Education.
4. **Walker, C.M.** (Oct, 2023). "What shapes the space of possibilities that children consider?", Department of Psychology, New York University
5. **Walker, C.M.** (July, 2023). "How does the mind discover useful abstractions?" Workshop at the 45th Annual Meeting of the Cognitive Science Society.

6. **Walker, C.M.** (Apr, 2023). "What shapes the space of possibilities that children consider?" Cognitive Sciences Department, University of California, Irvine.
7. **Walker, C.M.** (Mar, 2023). "Preparing learners with the skills to thrive across contexts and time." *Jacobs Foundation Conference*, Cascais, Portugal.
8. **Walker, C.M.** (Mar, 2023). "What shapes the space of possibilities that children consider?" Department of Psychology, Columbia University.
9. **Walker, C.M.** (Feb, 2023). "What shapes the space of possibilities that children consider?" Department of Psychology, University of California, San Diego.
10. **Walker, C.M.** (Sept, 2022). "What shapes the space of possibilities that children consider?" *Current Works in Cognitive Development Talk Series*, Department of Psychology, Yale University.
11. **Walker, C.M.** (Mar, 2022). "Cross-cultural research in analogy" (discussant). *Analogical Minds Seminar Series*.
12. **Walker, C.M.** (Mar, 2022). "What shapes the space of possibilities that children consider?" Department of Psychology, Cornell University.
13. **Walker, C.M.** (Feb, 2022). "What shapes the space of possibilities that children consider?" Department of Psychology, Harvard University.
14. **Walker, C.M.** (Feb, 2022). "Achieving abstraction: What shapes the possibilities that come to mind in early childhood?" Department of Psychology, University of Toronto.
15. **Walker, C.M.** (Nov, 2021). "Achieving abstraction: The early appearance of relational reasoning." Department of Psychology, Binghamton University.
16. **Walker, C.M.** (Nov, 2021). "Thinking about the possible: Imagination and learning in early childhood." *Wonderfest*, San Francisco, CA.
17. **Walker, C.M.** (July, 2021). "Achieving abstraction: Early competence and the role of the learning context." *Analogy List Seminar Series*.
18. **Walker, C.M.** (April, 2021). "Early competence in abstract reasoning and the role of the learning context." Department of Human Development, Cornell University.
19. **Walker, C.M.** (November, 2020). "Achieving abstraction: The early appearance of relational reasoning." Department of Cognitive, Linguistic, & Psychological Sciences, Developmental Area Brownbag Series, Brown University, RI.
20. **Walker, C.M.** (March, 2020). "Thinking about the possible." La Jolla Country Day School, La Jolla, CA.
21. **Walker, C.M.** & Wang, T. (October, 2019). "Causal reasoning in children with Autism Spectrum Disorder." *Autism Tree Project Foundation Neuroscience Conference* at the Sanford Consortium for Regenerative Medicine, La Jolla, CA.
22. **Walker, C.M.** (July 2019). "Early markers of the control of variables strategy." *Society of Philosophy & Psychology Preconference on Scientific Reasoning*, La Jolla, CA.
23. **Walker, C.M.** (July, 2019). "Early relational competence and the role of learning context." *McDonnell Foundation Workshop (Consistency and Variability in Relational Reasoning)*, Stanford University.

24. **Walker, C.M.** (May 2019). "Early markers of the control of variables strategy: Preschoolers recognize and select informative interventions." Psychology Department, Developmental Area Brownbag Series, LMU Munich, Germany.
25. **Walker, C.M.** (April 2019). "Achieving abstraction: The early appearance of relational reasoning." iSearch Lab, Max Planck Institute of Human Development, Berlin.
26. **Walker, C.M.** (July, 2018). "Imagination & causal cognition." *Thinking about the possible*. Summer University at Central European University, Budapest.
27. **Walker, C.M.** (June, 2018). "Thinking about the possible: Imagination and learning in early childhood." *Imagination & Human Origins*. Center for Academic Research in Anthropogeny. Salk Institute, San Diego, CA.
28. **Walker, C.M.** (November, 2016). "Going beyond the observable: The early rise of abstract representations." Psychology Department Colloquium, University of Waterloo.
29. **Walker, C.M.** (October, 2016). "Going beyond the observable: The early rise of abstract representations." Psychology Department, Developmental Area Brownbag Series, Stanford University.
30. **Walker, C.M.** (October, 2016). "Going beyond the observable: The early rise of abstract representations." Psychology Department, Developmental Area Brownbag Series, University of California Los Angeles.
31. **Walker C.M.** (October, 2016). "Going beyond the observable: The early rise of abstract representations." Psychology Department, Developmental Area Brownbag Series, University of California, Riverside.
32. **Walker, C.M.** (February, 2015). "The study of cognitive development and early learning." Cognitive Science Undergraduate Student Group, University of California, Berkeley.
33. **Walker, C.M.** (January, 2015). "Learning by thinking and the early development of abstract reasoning." Psychology Department Colloquium, Johns Hopkins University.
34. **Walker, C.M.** (January, 2015). "Learning by thinking and the early development of abstract reasoning." Department of Psychology Colloquium, University of California San Diego.
35. **Walker, C.M.** (December, 2015). "Learning by thinking and the early development of abstract reasoning." Department of Psychology Colloquium, University of Miami.
36. **Walker, C.M.** (November, 2015). "Learning by thinking and the early development of abstract reasoning." Psychology Department Colloquium, DePaul University.
37. **Walker, C.M.** (October, 2014). "Does literature make you an empath?" *LitQuake*. Mechanics Institute Library, San Francisco, CA.
38. **Walker, C.M.** & Bridgers, S. (June, 2014). "Little learning machines: Child as scientist and supercomputer." Nerd Nite, East Bay. The New Parkway Theater, Oakland, CA.
39. **Walker, C.M.** (May, 2014). "Younger (but not older) children infer higher-order causal principles." Stanford-Berkeley-Santa Cruz Developmental Talks, Palo Alto, CA.
40. **Walker, C.M.** (March, 2014). "Children build abstract theories by explaining." Center for Childhood Creativity, Bay Area Discovery Museum, Sausalito, CA.
41. **Walker, C.M.** (February, 2014). "The role of explanation in children's abstract causal reasoning." Psychology Department Colloquium, University of California Merced.

42. **Walker, C.M.** (September, 2011). "The role of explanation in children's causal learning." *Cognition, Brain, & Behavior Colloquium*, University of California, Berkeley.

Conference Presentations (talks without published proceedings papers)

1. Andreuccioli^a, L., Mazor^a, S., Begus, K., Bonawitz, E., & **Walker, C.M.** (March, 2024). "Young children's ability to represent alternative possibilities." *Cognitive Development Society*. Pasadena, CA.
2. Carstensen, A., Cao, A., Tan, A.W.M., Liu, D., Liu, Y., Bui, M.K., Wang-Zhao, J., Diep, A.N., Han, Q., Frank, M.C., & **Walker, C.M.** (March, 2024). Cognitive diversity in context: U.S.-China developmental trajectories on four tasks over early and middle childhood. *Cognitive Development Society*. Pasadena, CA.
3. **Walker, C.M.**, Domberg, A., & Ruggeri, A. (June, 2023). "Children consider future learning goals during information search." *Society for Philosophy & Psychology*, Pittsburgh, PA.
4. Lapidow^a, E., & **Walker, C.M.** (June, 2023). "Clarifying the causal logic of the control variables task." *Society for Philosophy & Psychology*, Pittsburgh, PA.
5. Bascandziev, I., **Walker, C.M.**, Bonawitz, E. (March, 2023). "Thought experiments as a tool for teaching scientific concepts." *Biennial EARLI Conference*, Thessaloniki, Greece.
6. Lapidow^a, E., Stein^a, A., **Walker, C.M.** (March, 2023). "Children use causality as a guide to question asking." *Society for Research in Child Development*, Salt Lake City, UT
7. Huey^a, H., Lu, C., **Walker, C.M.**, Fan, J. (July, 2022). "Explanatory drawings prioritize functional properties at the expense of visual fidelity." *Society for Philosophy & Psychology/European Society for Philosophy & Psychology*, Milan, Italy.
8. **Walker, C.M.** (April, 2022). "Learning to recognize uncertainty and recognizing uncertainty to learn." *Cognitive Development Society*, Madison, WI.
9. Rett^a, A., Amemiya^a, J., Goldwater, M., & **Walker, C.M.** (April, 2022). "Children's Use of Causal Structure When Making Similarity Judgments." *Cognitive Development Society*, Madison, WI.
10. Huey^a, H., **Walker, C.M.**, Fan, J. (September, 2021). "How do the semantic properties of visual explanations guide causal inference?" *Diagrams*, Virtual Conference.
11. Amemiya^a, J., Heyman, G.D., **Walker, C.M.** (April, 2021). "The role of alternatives in children's reasoning about constrained choices." *Society for Research in Child Development*, Virtual Conference.
12. Engle^a, J., & **Walker, C.M.** (April, 2021). "Counterfactual reasoning facilitates belief revision in preschoolers." *Society for Research in Child Development*, Virtual Conference.
13. Carstensen^a, A., & **Walker, C.M.** (April, 2021). "Early diversity in abstract thought: Context shapes the developmental trajectory of relational reasoning." *Society for Research in Child Development*, Virtual Conference.
14. Domberg, A., **Walker, C.M.**, Ruggeri, A. (April, 2021). "Children's weighing of local and global effectiveness in information search." *Society for Research in Child Development*, Virtual Conference.
15. Lapidow^a, E., & **Walker, C.M.** (June, 2020). "The Search for Invariance Hypothesis: A causal learning account of positive testing." *Society of Philosophy & Psychology*, Princeton, NJ.

16. Goddu^a, M., Sullivan^a, N.J., **Walker, C.M.** (January, 2020). "Toddlers hold multiple possibilities in mind simultaneously." *Budapest CEU Conference on Cognitive Development*, Budapest, Hungary.
17. Goddu^a, M., Sullivan^a, N.J., **Walker, C.M.** (July, 2019). "What counts as a cause? Toddlers and adults simultaneously track multiple possible hypotheses." *Society of Philosophy & Psychology*, San Diego, CA.
18. Lapidow^a, E., **Walker, C.M.** (July, 2019). "Do young children select informative actions during exploratory learning?" *Society of Philosophy & Psychology*, San Diego, CA.
19. Tillman^a, K., & **Walker, C.M.** (July, 2019). "The development of causal reasoning and children's understanding of time's arrow." *Society of Philosophy & Psychology*, San Diego, CA.
20. **Walker, C.M.** (March, 2019). "Early recognition of inconclusive data in children's evaluation of evidence." *Society for Research in Child Development*, Baltimore, MD.
21. **Walker, C.M.**, Carstensen^a, A., Heyman, G., Zhang, J., Fu, G., Lee, K. (March, 2019). "Diversity in learning contexts shapes the development of relational reasoning." *Society for Research in Child Development*, Baltimore, MD.
22. Goddu^a, M. & **Walker, C.M.** (March, 2019). "Young children form overhypotheses about uncertain outcomes that guide prediction in a causal learning task." *Society for Research in Child Development*, Baltimore, MD.
23. Lapidow^a, E. & **Walker, C.M.** (March, 2019). "Does the intuitive scientist do informative experiments? Children's ability to select and learn from their own interventions during causal learning." *Society for Research in Child Development*, Baltimore, MD.
24. Engle^a, J., Baker-Harvey^a, H., & **Walker, C.M.** (March, 2019). "Considering alternatives facilitates anomaly detection in preschoolers." *Society for Research in Child Development*, Baltimore, MD.
25. **Walker, C.M.** (August, 2018). "Early markers of the control of variables strategy: Preschoolers recognize informative actions." *American Psychological Association*, San Francisco, CA.
26. Lapidow^a, E. & **Walker, C.M.** (July, 2018). "Expectations of causal structure influence preschoolers' choice of interventions." *Thinking about the Possible*. Summer University at Central European University, Budapest, Hungary.
27. **Walker, C.M.** (April, 2017). "Weighing the evidence and promoting belief revision through storybooks." *Society for Research in Child Development*. Austin, TX.
28. Hubachek^a, S., Vendetti, M., & **Walker, C.M.** (April, 2017). "Generating far analogies promotes relational reasoning in early childhood." *Society for Research in Child Development*. Austin, TX.
29. **Walker, C.M.**, & Lombrozo, T. (August, 2016). "Explaining the moral of the story." *International Conference on Thinking*. Providence, RI.
30. **Walker, C.M.**, & Gopnik, A. (August, 2016). "More than meets the eye: Early relational reasoning cannot be reduced to perceptual heuristics." *International Conference on Thinking*. Providence, RI.
31. **Walker, C.M.** (June, 2016). "Explaining promotes a preference for simplicity." *Society for Philosophy & Psychology*, Austin, TX.
32. Hubachek^a, S., Vendetti, M., & **Walker, C.M.** (June, 2016). "Near vs. far analogies in early reasoning." *Society for Philosophy & Psychology*, Austin, TX.
33. **Walker, C.M.** & Gopnik, A. (March, 2015). "Language acquisition and the onset of relational reasoning." *Society for Research in Child Development*. Philadelphia, PA.

34. **Walker, C.M.**, Lombrozo, T., & Gopnik, A. (March, 2015). "Achieving abstraction through explanation." *Society for Research in Child Development*. Philadelphia, PA.
35. Gopnik, A. & **Walker, C.M.**, (March, 2015). "Why younger learners are better (or at least more open minded) than older ones: The case of relational causal learning." *Society for Research in Child Development*. Philadelphia, PA.
36. **Walker, C.M.** & Gopnik, A. (October, 2013). "Infants infer higher-order relational principles in causal learning." *Cognitive Development Society*, Memphis, TN.
37. Buchsbaum, D., **Walker, C.M.** & Gopnik, A. (August, 2013). "Children's complex causal reasoning in pretend play." *Cognitive Science Society*, Berlin, Germany.
38. **Walker, C.M.**, Buchsbaum, D., & Gopnik, A. (April, 2013). "Imagining interventions: Complex causal reasoning in pretend play." Paper Symposium: What can children learn from pretense? *Society for Research in Child Development*, Seattle, WA.
39. **Walker, C.M.** (March, 2013). "Imagining possibilities: Pretend play and causal inference." *Science Fiction and Fiction in Science*, Rutgers University, New Brunswick, NJ.
40. **Walker, C.M.**, Ganea, P.A., Gopnik, A. (March, 2013). "Children's causal reasoning about fictional representations." *Society for Research in Child Development*, Seattle, WA.
41. **Walker, C.M.**, Buchsbaum, D., Gopnik, A. (March, 2013). "Imagining interventions: Complex causal reasoning in pretend play." *Society for Research in Child Development*, Seattle, WA.
42. **Walker, C.M.** (June, 2012). "Causal learning from fictional stories: Children's sensitivity to the proximity between real and fictional worlds." *Society for Philosophy and Psychology*, Boulder, CO.
43. **Walker, C.M.** (April, 2011). "The Role of Dialogic Interaction on Children's Beliefs about Knowledge." *Pacific Division of the American Philosophical Association (Philosophy for Children Mini-Conference)*, San Diego, CA.
44. **Walker, C.M.**, Wartenberg, T.E., & Winner, E. (June, 2011). "Effects of Philosophy Training on Children's Argumentation and Epistemological Understanding." *Society for Research in Child Development*, Montreal, Canada.
45. **Walker, C.M.** (June, 2010). "Teaching Children Philosophy: Effects on Epistemological Understanding." *Society for Philosophy and Psychology*, Lewis and Clark College, Portland, OR.
46. **Walker, C.M.** (April, 2009). "Investigating Children's Essentialist Beliefs in the Context of the Digital Age: The Case of Artificial Life." *Interdisciplinary Graduate Conference on Consciousness*, Boston University, Boston, MA.
47. **Walker, C.M.** (November, 2007). "The Human Inventory of Innate Ideas: An Evolutionary Model of Utopian Narrative." *Biocultures Conference*, University of Illinois at Chicago, Chicago, IL.

Conference Symposia Organized

1. **Walker, C.M.** & Goddu^a, M. (April, 2017). Setting the stage for abstraction: Developing analogical reasoning in context. *Society for Research in Child Development*, Austin, TX.
2. **Walker, C.M.** (August, 2016). The ontogeny and phylogeny of relational reasoning. *International Conference on Thinking*, Providence, RI.
3. **Walker, C.M.** (March, 2015). Knowledge from nowhere: How thinking leads to learning in childhood. *Society for Research in Child Development*, Philadelphia, PA.

4. **Walker, C.M.** & Gopnik, A. (March, 2015). When and why younger learners do better than older ones: From wider possibilities to narrower focus. *Society for Research in Child Development*, Philadelphia, PA.
5. **Walker, C.M.** (October, 2013). Development of abstract reasoning about relational concepts. *Cognitive Development Society*, Memphis, TN.

Refereed Conference Abstracts – Posters (*poster award)

1. Rett^a, A., & **Walker, C.M.** (March 2024). How access to solutions influences children’s persistence. *Cognitive Development Society*, Pasadena, CA.
2. Popat^a, A., Amemiya^a, J., Heyman, G., & **Walker, C.M.** (March 2024). The hair club for boys: How children and adults judge disparate impact rules. *Cognitive Development Society*, Pasadena, CA.
3. Kim^a, M., & **Walker, C.M.** (March 2024). Children’s gesture production predicts analogical transfer success. *Cognitive Development Society*, Pasadena, CA.
4. Stein^a, A., Lapidow^a, E., & **Walker, C.M.** (March 2024). Children use causal knowledge to identify better questions during information search. *Cognitive Development Society*, Pasadena, CA.
5. *Popat^a, A., Amemiya, J., Heyman, G., & **Walker, C.M.** (June, 2023). “The Hair Club for Boys: How people reason about disparate impact rules. *Society for Philosophy & Psychology*, Pittsburgh, PA.
SPP Poster Prize
6. Carstensen^a, A., Kim^a, M., Gayoung, K., Jin, M., Kang, M., **Walker, C.M.**, Choi, Y. (March, 2023). Relational abstraction in early childhood: Three contexts and three trajectories. *Society for Research in Child Development*, Salt Lake City, UT.
7. Fox^a, A., Hollan, J., **Walker, C.M.**, (November, 2022). “Graphical insight: Transitions in understanding a novel coordinate system.” *Psychonomic Society 63rd Annual Meeting*, Boston, MA.
8. Carstensen^a, A., Kim^a, M., Kim, G., Kang, M., **Walker, C.M.**, & Choi, Y. (2022, Nov). “Relational abstraction in early childhood: Three contexts and three trajectories.” *47th Annual Boston University Conference on Language Development*, Boston, MA.
9. Ngoon^a, T., Lueng^a, V., Goldwater, M., & **Walker, C.M.** (August, 2022). “Exploration as a learning strategy to support children’s pattern learning.” *Cognitive Science Society*, Toronto, Canada.
10. Rett^a, A. Goldwater, M., & **Walker, C.M.** (August, 2022). “Children’s recognition of shared causal structure in mechanical systems.” *Cognitive Science Society*, Toronto, Canada.
11. Ngoon^a, T., Lueng^a, V., Goldwater, M., & **Walker, C.M.** (April, 2022). “How Exploration Supports Children’s Pattern Learning.” *Cognitive Development Society*, Madison, WI.
12. Lapidow^a, E., & **Walker, C.M.** (April, 2022). “The Search for Invariance Hypothesis: A causal learning account of positive testing.” *Cognitive Development Society*, Madison, WI.
13. Lapidow^a, E., & **Walker, C.M.** (April, 2022). “Rethinking the gap between exploratory learning and scientific reasoning: causal logic within the control of variables task.” *Cognitive Development Society*, Madison, WI.
14. Brockbank^a, E., & **Walker, C.M.** (June, 2021). “Explanation impacts hypothesis generation, but not evaluation, during learning.” *Society of Psychology & Philosophy*, Virtual Conference.

15. Amemiya^a, J., Heyman, G., & **Walker, C.M.** (June, 2021). "People rely on close alternatives when making causal judgments about unprecedented societal events." *Society of Psychology & Philosophy*, Virtual Conference.
16. Rett^a, A., Amemiya^a, J., Goldwater, M., & **Walker, C.M.** (June, 2021). "Children spontaneously use causal structure when making similarity judgments." *Society of Psychology & Philosophy*, Virtual Conference.
17. Kim^a, M., & **Walker, C.M.** (April, 2021). "Spontaneous gesture production promotes analogical transfer in preschoolers." *Society for Research in Child Development*, Virtual Conference.
18. Lapidow^a, E., Chu, J., & **Walker, C.M.** (August, 2021). "Knowing the shape of the solution: Causal structure constrains evaluation of possible causes." *Cognitive Science Society*. (Virtual Meeting) Vienna, Austria: Cognitive Science Society.
19. Lapidow^a, E., Goddu^a, M., & **Walker, C.M.** (August, 2021). "Reasoning from samples to populations: Children use variability information to predict future outcomes." *Proceedings of the Cognitive Science Society*. (Virtual Meeting) Vienna, Austria: Cognitive Science Society.
20. Lapidow^a, E., Ruggeri, A., & **Walker, C.M.** (August, 2020) "Goal-guided exploration: Do learning goals influence exploration?" *Cognitive Science Society, Guided Play Workshop*. Montreal, Canada.
21. Lapidow^a, E. & **Walker, C.M.** (October, 2019). "Information-seeking as implicit uncertainty monitoring in childhood." *Cognitive Development Society*, Louisville, KY.
22. Amemiya^a, J., **Walker, C.M.**, & Heyman, G. (October, 2019). "When constraints become insignificant: Children discount the influence of physical constraints when actors behave stereotypically." *Cognitive Development Society*, Louisville, KY.
23. Rett^a, A., Geller, E., & **Walker, C.M.** (October, 2019). "Is getting it wrong right?: Comparing prompts to explain and predict in children's causal reasoning." *Cognitive Development Society*, Louisville, KY.
24. Rett^a, A., Bonawitz, E., Choi, K., & **Walker, C.M.** (August, 2019). "I never even considered that!': Investigating explanations for adults' failures to learn conjunctive causal rules." *Cognitive Science Society*, Montreal, Canada.
25. Killeen^a, I., & **Walker, C.M.** (August, 2019). "Learning to recognize uncertainty: Effects of disconfirming evidence on confidence scale use in preschoolers." *Cognitive Science Society*, Montreal, Canada.
26. Rett^a, A., Bonawitz, E., Choi, K., **Walker, C.M.** (July, 2019). "When evidence alone is not enough: Facilitating the generation of unusual causal hypotheses." *Society of Philosophy & Psychology*, La Jolla, CA.
27. Lee^a, D., Garrison^a, A., Wu, R., & **Walker, C.M.** (July, 2019). "Abstract representations of same vs. different concepts. Society of Philosophy & Psychology," La Jolla, CA.
28. Carstensen^a, A., Zhang, J., Heyman, G., Fu, G., Lee, K., & **Walker, C.M.** (July, 2019). "Early diversity in abstract thought: Context shapes the emergence of relational reasoning." *Society of Philosophy & Psychology*, La Jolla, CA.
29. Engle^a, J., & **Walker, C.M.** (July, 2019). "Overcoming the pull of prior knowledge: Counterfactual prompts support early causal learning and belief revision." *Society of Philosophy & Psychology*, La Jolla, CA.

30. *Fox^a, A., **Walker, C.M.**, Hollan, J. (November, 2018). "Graph Comprehension by Insight: Testing the Impasse Hypothesis." *Psychonomic Society*, New Orleans, LA. ***Junior Research Award: Best Paper***
31. Killeen^a, I., & **Walker, C.M.** (October, 2017). "Confidence scale use in preschool-aged children: Effects of disconfirming evidence." *Cognitive Development Society*, Portland, OR.
32. Tillman^a, K., & **Walker, C.M.** (October, 2017). "Children's reasoning about causality and past-future relationships." *Cognitive Development Society*, Portland, OR.
33. **Walker, C.M.**, & Gopnik, A. (October, 2017). "More than meets the eye: Discriminating relational and perceptual judgments in toddlers." *Cognitive Development Society*, Portland, OR.
34. Carstensen^a, A., & **Walker, C.M.** (July, 2017). "The paradox of relational development is not universal: Abstract reasoning develops differently across cultures." *Cognitive Science Society*, London, UK.
35. **Walker, C.M.**, & Gopnik, A. (June, 2017). "More than meets the eye: Discriminating relational and perceptual judgments in human toddlers." *Society for Philosophy & Psychology*, Baltimore, MD.
36. **Walker, C.M.**, Simons-Ghafari, K., Ganea, P. (March, 2015). "Weighing the evidence: Prompting conceptual change through storybooks." *Society of Research in Child Development*, Philadelphia, PA.
37. **Walker, C.M.**, Hubachek^a, S., & Gopnik, A. (August, 2014). "Language acquisition & the onset of relational reasoning in infants." *Cognitive Science Society*, Quebec City, CA.
38. **Walker, C.M.** & Gopnik, A. (June, 2014). "Bayesian inference, causal learning, & the early development of relational reasoning." *Society for Philosophy and Psychology*, Vancouver, CA.
39. **Walker, C.M.** & Gopnik, A. (April, 2014). "The early development of abstract reasoning in causal inference." *National Living Laboratory West Coast Symposium*, Oregon Museum of Science & History, Portland, OR.
40. **Walker, C.M.**, Lombrozo, T., Legare, C., & Gopnik, A. (October, 2013). "Constructing explanations leads children to privilege inductively rich properties." *Cognitive Development Society*, Memphis, TN.
41. Edwards, B.J., **Walker C.M.**, Bonawitz, E.B., Lombrozo, T., & Gopnik, A. (October, 2013). "Do 6- and 7-year-olds update beliefs about balance?: The role of explanation in children's theory change." *Cognitive Development Society*, Memphis, TN.
42. ***Walker, C.M.**, Lombrozo, T., Legare, C., & Gopnik, A. (June, 2013). "Explanation, projectibility, and causal learning." *Society for Philosophy and Psychology*, Providence, RI. ***SPP Poster Award***
43. **Walker, C.M.**, Ganea, P., & Gopnik, A. (October, 2011). "Crossing the Boundary: Children's Understanding of the Causal Impermeability Between Fictional and Real Worlds." *Cognitive Development Society*, Philadelphia, PA.
44. **Walker, C.M.**, Williams, J., Gopnik, A., & Lombrozo, T. (October, 2011). "The Role of Explanation in Children's Causal Learning." *Cognitive Development Society*, Philadelphia, PA.
45. **Walker, C.M.**, Walker, L., & Ganea, P. (July, 2011). "Experience Facilitates Early Learning from Symbols: Evidence from Tanzania." *Cognitive Science Society*, Boston, MA.
46. **Walker, C.M.** (October, 2009). "Investigating Children's Essentialist Beliefs in the Context of the Digital Age." *Cognitive Development Society*, San Antonio, TX.

47. **Walker, C.M.** (June, 2009). "Biological vs. Artificial Life: Challenges to Children's Essentialist Beliefs." *Society for Philosophy & Psychology*, University of Indiana, Bloomington, IN.
48. **Walker, C.M.** & Zaitchik, D. (May, 2005). "An Investigation of Category Specific Deficits in Alzheimer's Disease." *Alzheimer's Disease Research Center Annual Conference*, Massachusetts General Hospital & Boston University, Boston, MA.

TEACHING APPOINTMENTS

Instructor of Record

University of California, San Diego, Department of Psychology

PSYC 242: Developmental Brownbag, Graduate seminar (2023-2025)

PSYC 247: Learning by Thinking, Graduate seminar (2016-2024)

PSYC 101: Developmental Psychology, Undergraduate lecture course (2017-2018, 2022-2024)

PSYC 167: Science of Imagination, Undergraduate seminar (2019-2020, 2022-2024)

PSYC 199: Independent Study, Undergraduate research experience (2016-2022)

PSYC 193: Topics in Psychology: Science of Imagination, Undergraduate seminar (2017)

Central European University, Summer University

Thinking About the Possible – Graduate workshop (2018)

Teaching Assistant

University of California, Berkeley, Department of Psychology

Developmental Psychology (2011-2014)

Cultural Psychology (2011)

Boston College, Department of Psychology

Introduction to Psychology as a Natural Science (2010)

Fundamentals of Humanistic Psychology (2009)

University of Chicago, Department of History & Philosophy of Science

Evolutionary Theory & its Role in the Human Sciences (2008)

Science & Culture in Western Civilization (2007, 2008)

Boston University, College of Arts & Sciences Writing Center

Undergraduate Writing Clinic (2002, 2003)

TRAINEES MENTORED

Post-doctoral fellows (3):

Alexandra Carstensen (2021-2023, sole mentor) – Tenure-track faculty at Arizona State University

Jamie Amemiya (2019-2023, co-mentor with Gail Heyman) – Tenure-track faculty at Occidental College

Awarded UCSD Chancellor's Award for Outstanding Postdoctoral Scholarship; NSF Postdoctoral Research Fellowship (co-PI); NIH NRSA F32 Postdoctoral Fellowship (co-sponsor)

Katharine Tillman (2017-2018, co-mentored with David Barner) – Tenure-track faculty at UT Austin

Graduate students (9):

Salih Özdemir (2023-) *Awarded Jacobs Graduate Fellowship*

Luisa Andreuccioli (2021-)

Holly Huey, co-chair with Judy Fan (2019-)

Alexandra Rett (2018-) *Awarded Natural Sciences and Engineering Research Council (NSERC)*

Ethan Hurwitz, co-chair with Adena Schachner (2018-)

Elizabeth Lapidow (2017-2023) – Postdoctoral scholar at University of Waterloo; *Awarded San Diego Fellowship; National Defense Science and Engineering Graduate Fellowship (NDSEG)*

Tiffany Wang, co-chair with Leslie Carver (2017-)
Jae Engle, co-chair with Leslie Carver (2016-2021)
Isabella Killeen, co-chair with John Wixted (2016-2018)

Quals/Dissertation committee (17):

Henry Argetsinger (Philosophy, UCSD, Defended 2023)
Zoe Tauxe (Psychology, UCSD, did not complete)
Erik Brockbank (Psychology, UCSD, Defended 2023)
Elisabeth Marchand (Psychology, UCSD, Defended 2022)
Tricia Noon (Cognitive Science, UCSD, Defended 2021)
Amy Fox (Cognitive Science, UCSD, Defended 2022)
Hans Peterson (Psychology, UCSD, did not complete)
William Albuquerque (Philosophy, UCSD)
Rose Schneider (Psychology, UCSD, Defended 2021)
Minju Kim (Psychology, UCSD, Defended 2022)
Richard Vagnino (Philosophy, UCSD)
Haoliang Wang (Psychology, UCSD)
Junyi Chu (Brain & Cognitive Sciences, MIT, Defended 2023)
Rian Dexler (Psychology, UCSD)
Ebru Evcen (Linguistics, UCSD)
Dania Ibrahim (Psychology, UCSD)
Urvi Maheshwari (Psychology, UCSD)

Visiting graduate students (3):

Valentina Mancuso, University of Milan-Bicocca (2018-2019)
Ivonne Palma, Palo Alto College (2017-2019)
Lisa Musculus, Deutsche Sporthochschule Koln (2017)

Lab coordinators (5):

Alexis Burke (2023-)
Aarthi Popat (2021-2023) – PhD student at Yale University
Trisha Katz (2019-2021) – PhD student at Duke University
Nicky Sullivan (2017-2019) – PhD student at Stanford University
Andrea Nishimi (2015-2017) – Clinical MA at Saint Mary's College of California

Undergraduate Research Assistants (*Honors thesis students)

University of California, San Diego, Department of Psychology
2015 – Present (128); Honors thesis students (12); McNair Scholars (2)

Noemi Estrada (2024)	Sharon Lee (2024)
Starla Thomas (2024)	Emily Nguyen (2024)
Manasha Sahana Vengat (2024)	Haya Belbese (2024)
Kathleen Nguyen (2024)	Mariah Munoz (2024)
Ai Nghi Diep (2023-2024)	Giovanni Thomas (2023-2024)
Christine Kwon (2023-2024)	*Shanthi Kuppa (2023-2024)
Julia Hoffman (2023-2024)	Makayla Thornburg (2023-2024)
Alexia Harris (2023) – <i>STARS Mentee</i>	Constanza Perez Romero (2023) – <i>STARS Mentee</i>
Emily Songvilay (2022-2024)	*Jessica Benson (2022-2024) – <i>McNair Scholar</i>
Rebecca Gin (2022)	Yuting Shen (2022)
Lea Nepomuceno (2022)	*Sophie Mazor (2022-2025)
Noah Berlandier (2022)	Meryem El-Ansari (2022)
Katerine Quevedo-Herrera (2022)	Devon Dye (2022)
Olimpia Carrioli (2022)	Libni Magana (2022)
Emanuel Gutierrez (2022)	Andrea Ortiz (2022-2024)
Nil Besserler (2022)	Kristy Kim (2022)

Isabella Newell (2022)
Bryan Hernandez (2022)
Tiffany Kim (2022)
Jolie Nguyen (2021-2022)
Ash Galinato (2021-2022)
Lynnea Mayorga (2021-2022)
Lacey Oneal (2021-2022)
Ben Snyder (2021)
Haley Litt (2021-2022)
Shaina Casey (2021)
Naz Behdinin (2021-2022)
Monica Van (2021)
Mylon Kemp (2021)
Marcus Franco (2021)
Tushita Tandon (2020-2021) - *Excellence Award*
Fritzi Landeros (2020)
Anna Gruszka (2020)
Tiffany Geng (2020)
Maddie Weerts (2019-2020)
Sally Tang (2019-2020)
Alania Salazar (2019-2020)
Carmen Oendain-Soto (2018-2019, 2023-2024)
*Vivian Leung (2019-2021)
Cesia Haro-Rojas (2019-2020)
*Xioyang Chu (2019-2020)
Amy Bennett (2019-2020)
Liliana Robertson (2019)
Jessica Wallach (2018-2019)
Brenna Yob (2018)
Noor Alomar (2018)
Jessica Ray (2018) – *STARS Mentee*
Kamilah Cunanan (2018)
Juliet Ealy (2018)
Ashley Garrison (2018)
Shantel Leyva (2018)
*Alexandra Leever (2018)
Ruth Bagcus (2018)
Carolyn Collora (2018)
Nirav Patel (2018)
Jess Wallach (2018)
Amanda Stroiman (2017)
Jordan Viernes (2017)
Daylin Anderson (2017-2018)
Lorna Liu (2017-2018)
Nadia Keddo (2017-2018)
Caitlyn Lanigan (2016)
*David Lee (2016-2018)
*Disha Goel (2016-2018)

Junior Researcher Programme
2018-2020 International Scholars (5)
Clair Davidson (UK)
Chiara Saponaro (Italy)
Bushra Zafar (Pakistan)

Reyna Bottone (2022)
Ellie Ferd (2022)
Lauren Wong (2022)
Danae Krikorian (2022)
Kiana Aguayo (2021-2022)
* Amberly Stein (2021-2024) - *Excellence Award*
Crystal Coffey (2021-2024)
Ashna Singh (2021-2022)
Banso Nguyen (2021-2022)
Maryam Izadshenas (2021)
Ayumi Bindley (2021-2022)
*Jake Truong (2021-2022) - *TRELS Research Award*
Alison Morgan (2021)
Joshua Hussong (2021)
Jenny Zhu (2020-2021)
Yvanna Ramirez-Chamorro (2020-2021)
Annika Jallorina (2020-2021)
Antonia Grunert (2020)
Paola Cancino (2021)
Montana Taylor (2019-2020)
Paul Simental (2019-2020)
Natalie Palmberg (2019)
Silvana Mendoz (2019-2020)
Brendan Hwang (2019-2021)
Bea Florentino (2019)
Celeste Brown (2019)
Christyn Jackson (2019)
Kyle Hausheer (2018-2019)
Cristy Tran (2019) – *STARS Mentee*
Esther Chau (2018-2020)
Vineeth Alluri (2018)
*Emily Wildes (2018)
Helen Fu (2018)
May Jaber (2018)
Lalin Ozyazgan (2018)
*Jared Baumgartner (2018)
Hazel Baker-Harvey (2018)
Natalie Godfrey (2018)
Joelle Robinett (2018)
Angela Wu (2018)
Abigail Sumi (2017)
Sarah Gan (2017-2018)
Emily To (2017-2018)
Sierra Ampudia (2017-2018)
Phuoc Tran (2017-2018)
Taylor Ossman (2016)
Alicia Lunardhi (2016-2018)
Yashna Bowen (2016-2018)

Felice Tavera (Germany)
Amata Vig (Hungary)

University of California, Berkeley, Department of Psychology & Cognitive Science

2010-2015 (22); Honors Thesis students, co-supervised with Alison Gopnik (8)

*Johanna Walker (2015-2016)

Michael Revelo (2015)

Gillian Rush (2015)

*Christine Rickansrud (SURF award) (2014-2015)

Shin Er Teh (2014)

Supriya Pandit (2014)

Vivien Lee (2013-2014)

*Bridget MacDonald (Haas Scholar) (2013-2015)

Jacob Schatz (2013)

Rhea Wagle (2013-2014)

Avnee Nulkar (2012-2014)

Rebecca Herd (2013)

Dustin Bainto (2012-2013)

*Samantha Hubachek (2012-2014)

*Niranja Banerjee (2011-2014)

Gabriel Poon (2012)

Donna Ni (2011-2013)

*Sierra Eisen (2011-2013)

*Anna Akullien (2011-2013)

Brynna Ledford (2011-2012)

Ngoc Ngygen (2010-2011)

*Rosie Aboody (SURF award, 2010-2013)

Boston College, Department of Psychology

Honors Thesis students, co-supervised with Ellen Winner (4)

*Brett Bromann (2010)

*Hannah Feeney (2009-2010)

*Erin O'Connor (2008-2010)

*Kerrie Pieloch (2008-2010)

PROFESSIONAL RESEARCH EXPERIENCE

University of Chicago Hospitals, Department of Psychiatry - Substance Abuse Clinic
Clinical Diagnostic Interviewer (PI: Andrea King) 2007-2008

University of Chicago, Department of Psychology - Nancy Stein Lab
Research Assistant (PI: Nancy Stein) 2006-2007

MGH / Harvard University Medical School, Department of Psychiatry-Neurosciences
Research Coordinator (PIs: Deborah Blacker, Deborah Zaitchik, Bradford Dickerson) 2004-2006

MGH / Harvard Medical School - Genitourinary Oncology
Research Assistant (PI: Matthew Smith) 2005-2006

Boston University, Department of Psychology - Perceptual Neuroimaging Laboratory
Research Assistant (PI: David Somers) 2004-2006

UCLA, Anthropology Department - Brain, Evolution, and Culture Program
Research Assistant (PI: Daniel Fessler) 2004-2005

OTHER RELATED EXPERIENCE

College Prowler • Freelance Author, Pittsburgh, PA 2003-2007

SELECTED SERVICE & PROFESSIONAL ACTIVITIES

University Service

Co-Director of Graduate Specialization in Cognitive Science 2024-

Senate Representative (alternate) 2023-2025

OARS Faculty Panel 2022-2023

Women's Center STEMentorship Program 2023

McNair Scholars Program Mentor 2023

Triton Research and Experiential Learning Scholars 2021-

Regents Scholars Research Initiative Faculty Mentor 2021-

Psi Chi Faculty Volunteer 2018-

STARS/ENLACE Mentorship Program 2017-

Executive Committee Member, Human Developmental Science Program 2015-

Faculty Mentor, Revelle College 2015-

Sponsor/Co-Sponsor for Trainee Grants/Fellowships

NSF SPRF Postdoctoral Research Fellowship, #2203810 (co-sponsor, Jamie Amemiya)	2022-2024
NIH NRSA F32 Postdoctoral Scholarship (NICHD) (co-sponsor, Jamie Amemiya)	2019-2022
National Defense Science & Engineering Fellowship (NDSEG) (sponsor, Liz Lapidow)	2019-2022
Natural Sciences and Engineering Research Council (NSERC) (sponsor, Alex Rett)	2019-2022

Research Collaborative

Decision Education Research Collaborative	2023-2024
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Consulting

World Bank Short Term Consultant – Early Childhood Development Measurement	2021-
Sophos Consulting (education and development)	2021-

Advisory Boards

Birch Aquarium at Scripps Institute of Oceanography	2018-
Oregon Museum of Science & Industry (Play Labs)	2015-2017
Institute of Museum and Library Sciences (IMLS) Grant to Annie Douglas	2015-2017
Bay Area Discovery Museum (Childhood Creativity Center)	2015-2017

Ad-hoc Review

Journals

Psychological Science; Developmental Psychology; Developmental Science; Cognitive Science; Child Development; Journal of Experimental Child Psychology; Psychonomic Bulletin & Review; Cognition; British Journal of Child Development; Psychology of Aesthetics, Creativity, & the Arts; Cognitive Development; Nature - Science of Learning; Journal of Experimental Psychology: General; Journal of Cognition & Development; Cognitive Development; European Journal of Developmental Psychology; Personality & Social Psychology Bulletin

Professional Societies

Society of Philosophy and Psychology Meeting; Cognitive Science Society Meeting (meta-reviewer); Society for Research in Child Development; Cognitive Development Society

Funding Agencies

National Science Foundation (Developmental Science)
Deutsche Forschungsgemeinschaft - German Research Foundation (Social & Behavioral Sciences)

Scientific and Professional Societies

Leadership

Board of Directors, Cognitive Development Society	2024-2030
Executive Committee Member, Society for Philosophy & Psychology	2019-2022
Corresponding member, Center for Academic Research & Training in Anthropogeny	2018-
Mentorship Program, Cognitive Development Society	2017-2018
Graduate Student Board Member, Cognitive Development Society	2011-2013
President, Change, Plasticity, & Development Student Group, UC Berkeley	2010-2012
Vice President, Cognition, Brain, & Behavior Student Group, UC Berkeley	2012-2015
Founder, Boston Area Conceptual Development Group	2009-2010
Treasurer, Psi Chi Student Board, Boston University	2002-2003

Memberships

National Center for Faculty Development & Diversity Program	2015-
Society for Research in Child Development	2008-
Cognitive Science Society	2010-
Society for Philosophy & Psychology	2003-
American Psychological Association	2008-

Conference Chair	
Cognitive Science Society Annual Meeting	2025
Society for Philosophy & Psychology, UCSD	2019
Science of Storytelling & Imagination Workshop, Stanford University	2014

Community Outreach & Collaboration

Visiting Scholar, Max Planck Institute for Human Development - Berlin	2019
Program Advisor, Birch Aquarium at Scripps	2019-
Faculty Sponsor, Junior Researchers Programme	2018-2019
Research Fellow, Center for Childhood Creativity, Bay Area Discovery Museum	2013-2015
Science Envoy, Bay Area "Wonderfest" Public Science Training Program	2013-2014
Graduate Mentor, Mentorship Program, University of California, Berkeley	2011-2015
Media & Education Outreach, Museum of Science Boston	2008-2010
Education Outreach, Ellis Memorial & Eldredge House in South Boston	2008-2010
Education Outreach, Newton-Tanzania Collaborative (literacy program)	2008-2010

CLINICAL CERTIFICATIONS

Structured Clinical Interview for DSM Disorders (SCID), University of Chicago Hospital	2007
MRI / fMRI Neuroimaging Technician (3T Siemens MRI Scanner), MGH/Harvard	2005
Phlebotomy & Venipuncture Certification, MGH/Harvard	2004
Electrocardiogram (EKG) Certification, MGH/Harvard	2004
Extrapyramidal & Neurological Symptom Evaluation, MGH/Harvard	2004

SELECTED MEDIA COVERAGE

American Scientist – Inquiring minds (Aug. 2022)
New York Times – How play energizes your kid's brain (July, 2020)
Wall Street Journal – How early do cultural differences start? (July, 2019)
Discover Magazine – Want to Raise Relational Kids? Try Teaching Them Verbs. (June, 2019)
Child Trends – How "Why?" improves learning (May, 2018)
Wall Street Journal – The potential of young intellect, rich or poor (Sept. 2017)
Education Week – One key question may help children get deeper meaning from stories (Aug. 2017)
NPR – In children's storybooks, realism has advantages (Aug. 2017)
KQED – Does literature make you empathetic? (Oct. 2014)
NPR – Thinking like a scientist can help overcome the allure of appearances (Aug. 2014)
Washington Post – How do we know what/when young kids are ready to learn? (Jan. 2014)
Harvard Education Newsletter – Engaging Young Minds with Philosophy (Jan. 2014)
Wall Street Journal – Adventures in Experimenting on Toddlers (Dec. 2013)
Wonderfest.org – Science Envoys (Dec. 2013)
Baby Zone – Your Toddler is Smarter Than You Think (Dec. 2013)
What to Expect – Toddlers Demonstrate Amazing High-Level Reasoning Skills (Dec. 2013)
NPR – Yes, Your Toddler Really Is Smarter than a 5-year-old (Nov. 2013)
The Psych Files Podcast – I'd Like to Have an Argument Please (Critical Thinking, Part 3) (Jan. 2013)
NPR – Learning Facts Through Fiction: An Imagined Encounter (Dec. 2012)
UC Berkeley News – Scientists Tap the Genius of Babies to Make Computers Smarter (March 2012)
Psychology Today – Can We Raise a New Generation of New Critical Thinkers? (Nov. 2012)
New York Times – The Examined Life, Age 8 (April, 2010)