

Elizabeth Lapidow

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EDUCATION

Ph.D. in Psychology • University of California, San Diego (Expected June, 2023)

Advisor: Caren M. Walker

Committee members: Craig McKenzie, Adena Schactner, David Danks, Lauren Ross

Topics: Cognitive development, causal reasoning, self-directed learning, decision-making

B.A. • Sarah Lawrence College • (Awarded May, 2014)

Concentration: Psychology, GPA: 3.9 / 4.0

Undergraduate Advisors: Adam Brown, Carl Barenboim, Elizabeth Johnston

Theses: *Neural Underpinnings of Attention Deficit and Bipolar Disorder*; *Disentangling the Cognitive Components of Mnemonics*; *Working Memory in Reading*; *Cognitive Psychology of Video Games as Learning*

FELLOWSHIPS, HONORS & AWARDS

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| (2019 – 2022) | National Defense Science and Engineering Graduate Fellowship |
| (2019) | Cognitive Science Society, Guided Playful Learning Workshop, Poster Award |
| (2018 ; 2019) | Norman Anderson Graduate Travel and Research Award |
| (2017 – 2019) | San Diego Fellowship for Incoming Graduate Students |

PUBLICATIONS

Peer-Reviewed Journal Articles

Lapidow, E., & Walker, C. M. (2022). Rethinking the “gap”: Self-directed learning in cognitive development and scientific reasoning. *Wiley Interdisciplinary Reviews: Cognitive Science*, 13(2), e1580. doi: 10.1002/wcs.1580

Lapidow, E., Killeen, I., & Walker, C. M. (2022). Learning to recognize uncertainty vs. recognizing uncertainty to learn: Confidence judgments and exploration decisions in preschoolers. *Developmental Science*, 25, e13178. doi: 10.1111/desc.13178

Lapidow, E., Tandon, T., Goddu, 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. doi: 10.3389/fpsyg.2021.731404

Lapidow, E., & Walker, C. M. (2020). Informative experimentation in intuitive science: Children select and learn from their own causal interventions. *Cognition*, 201, 104315. doi: 10.1016/j.cognition.2020.104315

Book Chapters

Lapidow, E., & Walker, C. M. (2019). The Search for Invariance: Repeated Positive Testing Serves the Goals of Causal Learning. In: Childers, J. (Ed.), *Language And Concept Acquisition From Infancy Through Childhood* (pp. 197-219). Springer, Cham. doi: 10.1007/978-3-030-35594-4_10

Bonawitz, E. B., Bass, I., & **Lapidow, E.** (2018). Choosing to Learn: Evidence evaluation for active learning and teaching in early childhood. In: M.M. Saylor & P. A. Ganea (Ed.), *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms* (pp. 213-231). Cham, Springer International Publishing. doi: 10.1007/978-3-319-77182-3_12

Lapidow, E., & Brown, A.D. (2016). Autobiographical memories in PTSD. In: Martin, C., Patel, V., & Preedy, V. (Ed.). *Comprehensive Guide to Post-Traumatic Stress Disorders* (pp. 131-146). Springer, Cham. doi: 10.1007/978-3-319-08359-9_117

Peer-Reviewed Proceedings

Lapidow, E. & Walker, C. M. (2022). Clarifying the causal logic of a classic control of variables task. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Toronto, CA: Cognitive Science Society.

Lapidow, E., Goddu, M. K., & Walker, C. M. (2022). Reasoning from samples to populations: Children use variability information to predict novel outcomes. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. Toronto, CA: Cognitive Science Society.

Lapidow, E., Killeen, I., & Walker, C. M. (2020). Exploration Decisions Precede and Improve Explicit Uncertainty Judgments in Preschoolers. *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*. Virtual Meeting: Cognitive Science Society.

Lapidow, E. & Walker, C. M. (2019). Does the intuitive scientist conduct informative experiments?: Children's early ability to select and learn from their own interventions. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*. Montreal, CA: Cognitive Science Society.

Choi, K., **Lapidow, E.**, Austin, J., Shafto, P. & Bonawitz, E. (2018) Preschoolers are more likely to direct questions to adults than to other children (or selves) during spontaneous conversational acts. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. Madison, WI: Cognitive Science Society.

REFEREED CONFERENCE PRESENTATIONS

Symposia Organized

(March, 2019). Organized paper symposium: Information Gain as a Guide for Decision-Making in Early Exploratory Learning for 2019 *Society for Research in Child Development Conference* in Baltimore, MD. *Chair*: Caren M. Walker, *Speakers*: Elizabeth Lapidow, Joseph A. Colantonio, Nora Swaboda, & Emily G. Liquin

Oral Presentations

Lapidow, E., & Walker, C. M. (January, 2023). Clarifying the causal logic of a classic control of variables task. Oral presentation at *Budapest CEU Conference on Cognitive Development*, Budapest, Hungary-Remote.

Lapidow, E., & Walker, C. M. (July, 2022). Clarifying the causal logic of a classic control of variables task. Oral presentation at *Cognitive Science Society*, Toronto, Canada.

Lapidow, E. (July, 2022). Early Developing Inquiry Under Uncertainty: Characterizing the decision-making underlying exploration of novel causal systems. Oral presentation at the *National Defense Science and Engineering Graduate Fellowship 2019-2020 Fellows Conference*, Boston, MA.

Lapidow, E., & Walker, C. M. (June, 2021). Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing. Oral presentation at *Society for Philosophy and Psychology*, Virtual Meeting.

Lapidow, E., Goddu, M., & Walker, C. M. (April, 2021). Reasoning from Samples to Populations: Can children use variability information to predict future outcomes? Oral presentation at *Society for Research in Child Development*, Virtual Meeting.

Lapidow, E., Goddu, M., & Walker, C. M. (January, 2021). Reasoning from Samples to Populations: Can children use variability information to predict future outcomes? Oral presentation at *Budapest CEU Conference on Cognitive Development*, Virtual Meeting.

Lapidow, E., Killeen, I., & Walker, C. M. (July, 2020). Exploration Decisions Precede and Improve Explicit Uncertainty Judgments in Preschoolers. Oral presentation at *Cognitive Science Society*, Virtual Meeting.

Lapidow, E., & Walker, C. M. (July, 2019). Do Young Children Select Informative Actions during Exploratory Learning? Oral presentation at *Society for Philosophy and Psychology*, San Diego, CA.

Lapidow, 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. Oral presentation at *Society for Research in Child Development*, Baltimore, MD.

Lapidow, E., & Walker, C. M. (July, 2018). Expectations of Causal Structure Influence Preschoolers' Choice of Interventions. Oral presentation at *Central European University, Summer University: Thinking About the Possible*, Budapest, Hungary.

Lapidow, E., & Bonawitz, E. B. (October, 2017). Preschooler's Causal Hypothesis Testing Reveals Developmental Shifts in the Use of Temporal and Pedagogical Information. Oral presentation at *Cognitive Development Society Conference*, Portland, OR.

Lapidow, E., & Bonawitz, E. B. (June, 2017). Rational Action: Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Exploration. Oral presentation at *Society for Philosophy and Psychology*, Baltimore, MD.

Bonawitz, E. B. & Lapidow, E. (April, 2017). Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Explore-Exploit Tasks. Oral presentation at *Society for Research in Child Development*, Austin, TX.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Rational Action: Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Exploration. Oral presentation as part of refereed *Cognitive Science Society Preconference: Active learning: Cognitive development, education, and computational models*, Philadelphia, PA.

Poster Presentations

Lapidow, E., Goddu, M., & Walker, C. M. (July, 2022). Reasoning from Samples to Populations: Children use variability information to predict novel outcomes. Poster presented at *Cognitive Science Society*, Toronto, CA.

Lapidow, E. (July, 2022). Early Developing Inquiry Under Uncertainty: Characterizing the decision-making underlying exploration of novel causal systems. Poster presented at the *National Defense Science and Engineering Graduate Fellowship 2019-2020 Fellows Conference*, Boston, MA.

Lapidow, E., & Walker, C. M. (April, 2022). Rethinking the Gap Between Exploratory Learning and Scientific Reasoning: Causal Logic within the Control of Variables Task. Poster presented at *Child Development Society*, Madison, WI.

Lapidow, E., & Walker, C. M. (April, 2022). The Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing. Poster presented at *Child Development Society Preconference: Theory-Theory Turns Thirty-Something*, Madison, WI.

Lapidow, E., Chu, J., & Walker, C. M. (July, 2021). Knowing the Shape of the Solution: Causal Structure Constrains Evaluation of Possible Causes. Poster presented at *Cognitive Science Society*, Virtual Meeting.

Lapidow, E., Goddu, M., & Walker, C. M. (April, 2021). Reasoning from Samples to Populations: Can children use variability information to predict future outcomes? Poster presented at *Society for Research in Child Development*, Virtual Meeting.

Lapidow, E., Killeen, I., & Walker, C. M. (October, 2019). Information-seeking as implicit uncertainty monitoring in childhood. Poster presented at *Child Development Society*, Louisville, KY.

Lapidow, E., & Walker, C. M. (July, 2019). Does the Intuitive Scientist do Informative Experiments: Children's ability to select and learn from their own interventions during causal learning. Poster presented at *Cognitive Science Society*, Montreal, Canada.

Lapidow, E., Ruggeri, A., & Walker, C. M. (July, 2019). Goal-Guided Exploration: Does learning goal influence exploration behavior in childhood? Poster presented at referred *Cognitive Science Society Pre-Conference Workshop: Guided Playful Learning: Developmental, Computational, and Educational Perspectives*, Montreal, Canada.

Lapidow, E., Bonawitz, E. B., Shafto, P., Austin, J., Choi, K., Tariq, S., & Bell, C. (October, 2017). Preschoolers are more likely to direct questions to adults than to other children (or selves) during spontaneous conversational acts. Poster presented at *Cognitive Development Society Pre-Conference Workshop: Question Asking on Childhood*, Portland, OR.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Distributional Information Guides Adult Learners' Decision Making. Poster presented at *Cognitive Science Society*, Philadelphia, PA.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Ambiguity, Expectation, and Information Gain Influence Preschooler's Choices in Exploration-Exploitation Tasks. Poster presented at *Cognitive Science Society*, Philadelphia, PA.

Lapidow, E., & Bonawitz, E. B. (August, 2016). Distributional Information Guides Adult Learners' Decision Making. Poster presented at *Society for Mathematical Psychology*, New Brunswick, NJ.

Lapidow, E., & Bonawitz, E. B. (October, 2015). Preschoolers Use Probability Information to Guide Exploration-Exploitation. Poster presented at *Child Development Society*, Columbus, OH.

INVITED TALKS

Computational Cognitive Science Group Meeting, University of Edinburgh, Scotland – *Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing* (November, 2022)

Causality in Cognition Lab Meeting, Stanford University, California – *Search for Invariance Hypothesis: A Causal Learning Account of Positive Testing* (October, 2021)

iSearch Research Group Meeting at the Max Plank Institute for Human Development, Berlin – *Does the Intuitive Scientist Do Informative Experiments?* (April, 2019)

Memory and Emotion Lab Meeting, Sarah Lawrence College – *Choosing to Learn: Action, Inference, and Decision-Making in Learning and Exploration* (June, 2017)

TEACHING EXPERIENCE

Instructor of Record – University of California, San Diego: Department of Psychology

Responsibilities: Designing and delivering an entirely new seminar-style course for 20 upper-level undergraduate students. Facilitating in-class discussion, writing and delivering lectures, designing long- and short-term assignments on reading, analyzing, and designing scientific research, evaluating and supporting student performance.

- “Topics in Psychology: Active Learning in Childhood” (Fall, 2022)

Teaching Assistant – University of California, San Diego: Department of Psychology

Responsibilities: Attending and assisting in classroom sessions, exam preparation, office hours, grading written assignments, preparing and delivering guest lectures, supervising and instructing during laboratory sections.

- “Laboratory in Psychology Research Methods” (Winter, 2022)
- “Laboratory in Psychology Research Methods” (Winter, 2021)
- “Adolescent Psychology” (Winter, 2020)
- “Introduction to Developmental Psychology” (Winter, 2018)

MENTORSHIP

Undergraduate Mentorship – University of California, San Diego: Early Learning & Cognition Lab

Responsibilities: Instruction and training in behavioral research for undergraduate research assistants, as well as serving as advisor for students designing their own research studies (Honors Thesis students), writing academic research papers (Honors and B.S. students), and applying to graduate and post-baccalaureate degree programs.

Senior Honors Thesis, co-advised with C. Walker:

- Xiao Yang Chu (2019-2020)
- Amberley Stein (2021 - Present)
- Ashna Singh (2021 - Present)

B.S. Program, co-advised with C. Walker:

- Ruth Bagcus (2018-2019)
- Cesia Haro-Rojas (2018-2019)
- Lynnea Mayorga (2021-2022)
- Tushita Tandon (2019-2021)
- Sally Tang (2019-2020)

ELC Research Assistants:

- Phoebe Betts (2021)
- Carolyn Collora (2018-2019)
- Devon Dye (2022)
- Helen Fu (2018-2019)
- Mylon Kemp (2020)
- Paul Simental (2019-2020)
- Sophie Mazor (2022 - Present)
- Monica Van (2020-2021)
- Madeline Weerts (2019-2020)

Notable Mentee Achievements:

- C. Collora – accepted into Masters in Education program at University of California, San Diego.
- L. Mayorga – lab manager for Dr. Adam Grabell's Lab at University of Massachusetts, Amherst.
- A. Stein – spotlight student presenter in 2022 Undergraduate Research Conference at UC San Diego.
- A. Singh – accepted into the 2022 Internship Program at Dr. Alison Gopnik's Lab at UC Berkeley.
- T. Tandon – co-authoring peer-reviewed publication: Lapidow, Tandon, Goddu, & Walker (2021).
- M. Van – research scientist for the Toyota Research Institute's Machine Assisted Cognition Group.

Graduate Mentor – Grad Application Mentorship Program (GradAMP); Next-Gen Psychology Scholars Program (NPSP); Students for Higher-Ed Opportunities and Representation in Training

Responsibilities: One-on-one mentorship of psychology and cognitive science undergraduates from traditionally under represented populations through the graduate school application process. Also providing regular advice and feedback to all students in the program by serving in information panels, feedback groups, and discussion boards.

- Brody Silva (2022-23) – applying in the current cycle.
- Kara Stevens (2021-22) – EEG/MEG Technician Scientist at Minneapolis Veterans Affairs.
- Nayeli Rincon (2020-21) – PhD student in Critical Social Personality Psychology at CUNY.

Laboratory Manager – Rutgers University, Newark: Computational Cognitive Development Lab

Responsibilities: Instruction, supervision, and mentorship of undergraduate research assistants. Training in laboratory practices and responsibilities, coordination and supervision of data collection and participant management, organized and lead a bi-weekly science reading group. (All Students: 2015 – 2017)

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| • Hira Abbacy | • Tahani Chaudhri | • Anishka Jean |
| • Iqra Azam | • Raquel Damaghi | • Ethan Motschmann |
| • Reham Bader | • Jack Fredricks | • Kristina Roose |
| • Courtney Bell | • Victoria Golinski | • Janet Sayilik |
| • Leeza Camilo | • Milagros Grados | • Sara Tariq |

Outreach Research Project Lead – Rutgers University, Newark: North Star Academy Program

Responsibilities: Close mentorship and training for high-school seniors to conduct, analyze, and formally present a grant-funded research project on spontaneous speech in preschoolers over the course of an academic year.

- Viannis Almonte (2015-2016)
- Mariyam Kayjay (2015-2016)

ADDITIONAL RESEARCH EXPERIENCE

Rutgers University, Newark, Dept. of Psychology • Computational Cognitive Development Lab

Researcher and Lab Manager under the direction of Dr. Elizabeth Bonwatiz (Feb. 2015 – July 2017)

Rutgers University, Newark, Center for Molecular and Behavioral Neuroscience • The Gluck Lab

Research Assistant to Dr. Mohammad Herzallah on Parkinson's Program (Oct. 2014 – Sept. 2015)

Langone School of Medicine, NYU • Post Traumatic Stress Disorder Research Program

Volunteer Research Assistant under the direction of Dr. Adam Brown (Jan. 2014 – May. 2014)

UNIVERSITY SERVICE

- Co-Designer and Teacher, Undergraduate Workshop on Scientific Writing (2020—Present)
- Psychology Department Graduate Peer Mentor Program, UC San Diego (2019—Present)

- Speaker for Psychology Graduate Student Open House, UC San Diego (2018—Present)
- Graduate Co-Coordinator, Psychology Colloquium Talk Series, UC San Diego (2018 - 2019)

COMMUNITY INVOLVEMENT & OUTREACH

- Instructor, Sally Ride Science and LibraryNExT Program Series (2019—Present)
- Volunteer for Medical Records Services, Planned Parenthood of Pacific Southwest (2017—2021)
- Volunteer, Taste of Science Talk Series, San Diego Chapter (2020)
- Instructor, Education Outreach with Girls-Who-Code, Newark, NJ (2016 - 2017)
- Mentor & Project Lead, North Star Academy STEM Research Partnership (2015 - 2016)

PROFESSIONAL ACTIVITIES & AFFILIATIONS

- Visiting Scholar, Harvard University, Cambridge, Massachusetts (2022)
- Member of Researcher Working and Development Group for MIT's Lookit Project (2020—Present)
- Onsite Student Organizer, Society for Philosophy and Psychology Conference (2019)
- Visiting Scholar, Max Planck Institute for Human Development, Berlin, Germany (2019)

PROFESSIONAL AFFILIATIONS

- Reviewer:** Cognition; Cognitive Science; Cognitive Development; Developmental Psychology; Journal of Experimental Child Psychology; Journal of Cognition and Development; Cognitive Science Society; Child Development; European Journal of Developmental Psychology; PCI Registered Reports; Budapest CEU Conference on Cognitive Development.
- Member:** Cognitive Development Society; Cognitive Science Society; Society for Philosophy and Psychology; Society for Research in Child Development.