

CURRICULUM VITAE  
AMANDA L. WOODWARD  
February, 2021

Office:  
Social Sciences Research Building  
University of Chicago  
1126 East 59<sup>th</sup> Street  
Chicago, IL 60637

Home:  
5759 South Blackstone Avenue  
Chicago, IL 60637

(773) 795-2544

woodward@uchicago.edu

## EDUCATION

Ph.D. in Psychology, Stanford University, 1992  
B.A. in Psychology, Swarthmore College, 1987

## PROFESSIONAL HISTORY

Dean of the Division of the Social Sciences, University of Chicago, 2018-present  
Interim Dean of the Division of the Social Sciences, University of Chicago, 2017-2018  
William S. Gray Distinguished Service Professor, University of Chicago, 2017- present  
Deputy Dean for Faculty Affairs, Social Sciences Division, University of Chicago, 2015-2017  
Chair, Department of Psychology, University of Chicago, 2013-2015  
William S. Gray Professor of Psychology, University of Chicago, 2010-2016  
Professor, Department of Psychology and the Program in Neuroscience and Cognitive Science,  
University of Maryland, 2005-2010  
Associate Professor, Committee on Human Development, University of Chicago, 2003-2005  
Associate Professor, Department of Psychology, University of Chicago, 2000-2005  
Assistant Professor, Department of Psychology, University of Chicago, 1993-2000  
Postdoctoral Fellow, Department of Psychology, Cornell University, 1992-1993

## AWARDS AND HONORS

Fellow, American Academy of Arts and Sciences, 2014  
Ann L. Brown Award for Excellence in Developmental Research, 2014  
Fellow, Association for Psychological Science, 2007  
Fellow, American Psychological Association, Division 7, 2005  
James McKeen Cattell Sabbatical Fellowship, 2003-2004  
The J. and J. Neubauer Faculty Development Fellowship in the College, University of Chicago,  
2001

American Psychological Association, Division 7, Boyd McCandless Award for an Early Career Contribution to Developmental Psychology, 2000  
National Science Foundation Graduate Fellowship, Stanford University, 1988-1991  
Sloan Foundation Fellowship, Stanford University, 1987-1988  
B.A. with High Honors, Swarthmore College, 1987  
Phi Beta Kappa, Swarthmore College, 1987  
Sigma Xi, Swarthmore College, 1986

#### ASSOCIATION MEMBERSHIPS

American Academy of Arts and Sciences  
American Association for the Advancement of Science  
American Psychological Association, Division 7  
Association for Psychological Science  
Cognitive Development Society  
International Congress for Infant Studies  
Society for Research in Child Development

#### GRANTS

National Institutes of Child Health and Human Development, Program Project Grant “Functions and development of the mirror neuron system,” 2010-2015; renewal, co- PI with Nathan Fox 2016-2021  
National Science Foundation, “Collaborative Research: Action, Learning, and Social Cognition,” co-PI with Nathan Fox, 2016-2019  
National Institutes of Child Health and Human Development, “Social information processing speed and social competence in infants,” 2015-2017  
National Science Foundation, “Social interaction and social learning: A cross-cultural comparative study,” 2012-2015  
National Science Foundation, “Action anticipation in infants,” 2010-2014  
Office of Naval Research, “Plasticity and development of the mirror neuron system,” 2009-2010  
National Science Foundation, IGERT “Biological and computational foundations of language diversity,” Co-PI (lead PI, Colin Phillips), 2008-2010  
National Institutes of Child Health and Human Development, “Infants’ understanding of goal-directed action,” 2005-2010  
National Science Foundation, “Development of infants’ action knowledge,” 2005-2009  
National Institutes of Child Health and Human Development, “Infants’ understanding of words as conventions,” 2005-2007  
National Institutes of Child Health and Human Development, Conference Grant, “New Approaches to Infant Learning and Cognition,” Co-PI with Amy Needham, 2004-2005  
National Science Foundation, Conference Grant, “New approaches to infant learning and infant cognition”, Co-PI with Amy Needham, 2004-2005  
Social Sciences Divisional Research Grant, University of Chicago, Co-recipient with Susan Levine, 2004-2005

Center for Early Childhood Research, University of Chicago, Collaborative Seed Grant, Co-recipient with Terry Regier, 2003-2004  
Social Sciences Division Collaborative Research Grant, University of Chicago, Co-recipient with Terry Regier, 2002-2003  
Social Sciences Divisional Research Grant, University of Chicago, 2002  
National Institutes of Child Health and Human Development, FIRST Award, “Infants’ understanding of goal-directed action”, 1998-2003  
The Robert R. McCormick Tribune Foundation, Co-recipient of a grant to fund the planning of a Center for Early Child Development and Policy at the University of Chicago, 1997-1999, renewal, 1999-2002  
The Robert R. McCormick Tribune Foundation, Individual research grant, University of Chicago, 1996-1999  
The John Merck Scholars Award, Program in the Biology of Developmental Disabilities in Children, University of Chicago, 1994-1998  
National Institutes of Child Health and Human Development, Individual National Research Service Award Postdoctoral Grant, Cornell University, 1992-1993  
Special Dissertation Research Grant, Stanford University, 1990

## EXTRACURRICULAR SERVICE

### **Professional Societies and Boards**

Board of Trustees, NORC at the University of Chicago, 2018-present  
Association for Psychological Science Board Election Committee, 2017-present  
American Academy of Arts and Sciences, Class III, Section I Membership Panel, 2016-present  
Board of the University of Chicago Laboratory Schools, 2014-present  
President Elect (2011-2013), President (2013-2015), Past President (2015-2017), Secretary (2006-2009), Cognitive Development Society  
Board of Directors, Cognitive Development Society, 2009-2011  
Executive Board, International Congress on Infant Studies, 2010-2016  
Program Co-Chair, XXVII<sup>th</sup> Biennial International Conference on Infant Studies, Baltimore, MD, 2010

### **Research and Academic Institutions**

Outside reviewer for academic units, University of British Columbia, Hong Kong University, University of Virginia  
NSF Development and Learning Sciences grant review panel, 2011-2013  
National Institutes of Health Cognition and Perception Review Panel, ad hoc member, 2005, regular member, 2006-2010  
Canada Research Chairs Program, College of Reviewers, 2005-present  
Review Panelist for National Science Foundation Graduate Research Fellowships, 2003

### **Editorial**

Associate Editor, *Psychological Bulletin*, 2008 -2010  
Associate Editor, *Developmental Psychology*, 2004-2008

Editorial Boards: *Child Development*, 1999-2000; *Cognitive Development*, 1999-2006; *Developmental Psychology*, 1998-2000; *Developmental Science*, 2014-present; *Journal of Experimental Psychology: General*, 2007- 2010; *Language Learning and Development*, 2004-present; *Monographs for the Society for Research in Child Development*, 1999

Ad hoc reviewer for numerous journals, including: *Behavioral and Brain Sciences*, *Child Development*, *Cognition*, *Cognitive Development*, *Cognitive Psychology*, *Cognitive Science*, *Developmental Psychology*, *Developmental Science*, *Infancy*, *Infant Behavior and Development*, *Journal of Cognition and Development*, *Journal of Cognitive Neuroscience*, *Journal of Experimental Psychology: General*, *PLoSOne*, *PNAS*, *Psychological Science*, *Science*, *Social Development*, *Trends in Cognitive Sciences*.

## UNIVERSITY SERVICE

Ryerson Lecture Selection Committee, 2017

Social Sciences Division, Faculty Committee on Diversity and Equity, chair, 2016-2017

Grossman Center for Quantitative Biology and Human Behavior Director Search Committee, co-chair, 2017

SEIU Negotiation Advisory Council, 2016-2017

Social Sciences Division, Teaching Fellows in Social Sciences Program, founding co-chair, 2016

Shared Services Advisory Committee, 2016-2017

Council on Advanced Studies, University of Chicago, 2016-present

125<sup>th</sup> Anniversary Faculty Advisory Committee, 2015

President's Committee on Freedom of Expression, 2014

Social Sciences Division Dean Search Committee, 2014

Provost's Working Group on Faculty Search and Recruitment, 2013-2014

Dean's Committee on the Status of Women in the Social Sciences Division, 2014

Council of the University Senate, University of Chicago, 2011-2014

Committee of the Council, University of Chicago, 2011-2012

Ad hoc faculty committee to advise the Dean of Social Sciences and Dean of the College on the Master of the Social Sciences Collegiate Division, 2011.

Child Care Provider Selection Committee, University of Chicago, 2010

Search Committee for Dean of the College of Behavioral and Social Sciences, University of Maryland, 2009

Strategic Planning Committee, College of Behavioral and Social Sciences, University of Maryland, 2008-2009

University Research Council, University of Maryland, 2008-2009

Graduate School Special Awards Committee, University of Maryland, 2007-2008

Spokesperson, Field Committee in Developmental Science, University of Maryland, 2006-2010

Task Force on Sexual Harassment Education, University of Chicago, 2002-2003

Social Sciences Collegiate Division Mastership Committee, University of Chicago, 2002

Committee to review the University's policy on sexual harassment, University of Chicago, 2000-2001

College Council, University of Chicago, 1998-2001

Sexual Harassment Complaint Advisor, appointed by the Provost, University of Chicago, 1998-2000

Social Sciences Divisional Research Committee, University of Chicago, 1998, 1999

Faculty Fellow, Woodward Court Residence Hall, Upper Wallace House, University of Chicago, 1997-1999

Council of the University Senate, University of Chicago, 1996-1999

Human Subjects' Rights Committee, Social Sciences Division, University of Chicago, 1995-1998

Ad Hoc Advisory Committee to the Provost on Students with Learning Disabilities, University of Chicago, 1995

#### DEPARTMENT SERVICE (selected examples)

Developmental Area Chair, Department of Psychology, University of Chicago, 2011-2013, 2015-2017

Steering Committee, Department of Psychology, University of Chicago, 2011-2012, 2015-present

Director of Undergraduate Studies, Department of Psychology, University of Chicago, 2010-2012

Undergraduate Curriculum Committee, Department of Psychology, University of Chicago, 2010-2012

Neuroimaging Center Director search committee, Department of Psychology, University of Maryland, 2009-2010

Developmental Psychology, Area Chair, Department of Psychology, University of Maryland, 2005-2010

Graduate Committee, Department of Psychology, University of Maryland, 2005-2010

Salary Committee, Department of Psychology, University of Maryland, 2005-2006, 2008-2009

Graduate Director, Program in Neuroscience and Cognitive Science, University of Maryland, 2006-2008

Promotion and Tenure Committee, Department of Psychology, University of Maryland, 2005-2007, Chair, 2006-2007

Executive Committee, Department of Psychology, University of Maryland, 2006-2008

Executive Committee, Program in Neuroscience and Cognitive Science, University of Maryland, 2006-present

Search committee for Department Chair, Department of Psychology, University of Maryland, 2006-2007

Developmental Psychology Area Chair, University of Chicago, 2003-2005

Student Affairs Committee, Department of Psychology, University of Chicago, 2004-2005

Steering Committee, Department of Psychology, University of Chicago, 2000-2003

Chair, Curriculum Committee, Department of Psychology, University of Chicago, 1999-2003

Curriculum and Student Affairs Committee, Department of Psychology, University of Chicago, 1997-1999

Faculty advisor for Psi Chi, the undergraduate Psychology honors society, University of Chicago, 1996-2002

Committee to revise the graduate curriculum, Department of Psychology, University of Chicago, 1996-1997

Committee to revise the undergraduate curriculum, Department of Psychology, University of Chicago, 1996-1997

## TEACHING

### University of Maryland

*Honors 289K: Mind in the Making*, undergraduate honors seminar, 2006  
*Psychology 455: Cognitive Development*, undergraduate course, 2007, 2008, 2010  
*Psychology 498H: Cognitive Development*, undergraduate honors course, 2006  
*Psychology 611: Advanced Developmental Psychology*, graduate core course, 2006, 2007, 2008  
*Psychology 679A: Advanced Psychology: Cognitive Development*, graduate course, 2006, 2007, 2009  
*Psychology 798J: The Development of Social Cognition*, graduate seminar, 2005, 2008  
*Psychology 898L/Linguistics 849 Events in Mind and Language*, graduate seminar, 2009  
*Psychology 798N: Embodiment and Cognitive Development*, graduate seminar, 2010

### University of Chicago

*Graduate Workshop on The Transition from Infancy to Early Childhood*, 1994-1997  
*Graduate Workshop on Developing Understandings of Mind*, 1997-1998  
*Graduate Workshop on Infants' Understanding of People and Objects*, 1999-2000  
*Psychology 223/323: Introduction to Developmental Psychology*, an upper level undergraduate/graduate course, 1994, 1995, 1998, 2004  
*Psychology 232/332: Language Development*, an upper level undergraduate/ graduate course, 1995, 1997, 1998, 1999, 2001, 2002, 2003  
*Psychology 234: Methods in Language Acquisition*, upper level undergraduate course, 2003.  
*Psychology 464: Learning in Infancy*, graduate seminar, 2003  
*Psychology 290: Special Honors Seminar*, a seminar for undergraduates completing senior thesis projects at the University of Chicago, 1997  
*Psychology 362: Theories of Cognition in Infancy*, an upper level undergraduate/graduate course, 1994  
*Psychology 463: Advanced Topics in Language Development*, graduate seminar, 2002  
*Psychology 450: Converging Perspectives on Imitation*, graduate seminar, 2002  
*Psychology 408: Issues in Development Seminar*, graduate seminar, 2001, 2002, 2005  
*Psychology 445: Developing Folk Understandings of Seeing and Attention*, graduate seminar, 2001  
*Psychology 421: Graduate Trial Research Seminar*, 1999 (Spring), 1999 (Autumn)  
*Psychology 446: Topics in Early Development: Imitation*, graduate seminar, 1996  
*Psychology 443: Infant Social and Cognitive Development*, graduate seminar, 1995  
*Psychology 433: Dynamical Systems and Development*, graduate seminar, 1995  
*Social Sciences 14100: Mind*, an undergraduate course in the common core, 1994, 1995 (Winter), 1995 (Autumn), 1997, 1999, 2001, 2010, 2011, 2017.  
*Psychology 42550: Cognitive Development*, graduate course, 2011, 2013, 2017.  
*Psychology 40500: Advanced Seminar in Developmental Psychology*, graduate course, 2012, 2013, 2016.

*Psychology 23600/33600: Development in Infancy*, an upper level undergraduate/graduate course, 1998, 1999, 2001, 2002, 2012.

*Psychology 22500: Cognitive Development*, undergraduate course, 2013.

*Psychology 20500: Developmental Psychology*, undergraduate course, 2015.

*Psychology 42150: Exploration and Learning in Childhood Development*, graduate course, 2019

## STUDENT AND POST DOCTORAL ADVISEES

### Completed Postdoctoral

Melissa Koenig, 2004-2007, Professor of Psychology, Institute for Child Development, University of Minnesota

Annette Henderson, 2007-2009, Senior Lecturer (tenured), Department of Psychology, University of Auckland

Erin Cannon, 2006-2010, Research Assistant Professor, University of Maryland

Laura Shneidman, 2010-2015, Profesor Asociado, Facultad de Psicología, Universidad Nacional Autónoma de México; Assistant Professor, Pacific Lutheran University

Sheila Krogh-Jespersen, 2012-2015; Assistant Professor of Psychology, DePaul University; Research Assistant Professor of Medical Social Sciences, Northwestern University

Sarah Gaither, 2015-2016, Assistant Professor of Psychology, Duke University (APS *Rising Star*, 2017)

Marlene Meyer, 2016-2018, Postdoctoral Researcher, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen

### Completed Ph.D.

Jessica Sommerville, Ph.D. 2002, Assistant, Associate and Full Professor of Psychology, University of Washington; Professor of Psychology, University of Toronto

Jose Guajardo, Ph.D. 2002, Senior Researcher, Microsoft

Camille Wilson Brune, Ph.D., 2004, Research Assistant Professor, Center for Child Mental Health & Developmental Neuroscience Institute, Institute for Juvenile Research, Department of Psychiatry, University of Illinois – Chicago

Jessica (Heineman-Pieper) Srikantia, Ph.D., 2005, Associate Professor, Schar School of Policy and Government, George Mason University

Jennifer Sootsman Buresh, Ph.D., 2007, Senior Researcher, Conifer Research, Chicago, IL

Sarah Gerson, Ph.D. 2011, Lecturer, St. Andrews University; Lecturer Cardiff University

Laura Garvin, Ph.D., 2015, Data Researcher, Forrester Research, Cambridge, MA

Lauren Howard, Ph.D. 2015, Assistant Professor, Psychology and the Program in the Philosophical and Scientific Study of the Mind, Franklin and Marshall College

Courtney Filippi, PhD 2016, Postdoctoral researcher Intramural Laboratories National Institute of Child Health and Human Development

Zoe Liberman, PhD 2016, Assistant Professor, Psychological and Brain Sciences, University of California at Santa Barbara (APS *Rising Star*, 2018)

### Completed M.A. (selected examples)

James Morgante, M. A., 2003, Ph.D. University of Massachusetts  
Laura Shneidman, M.A., 2004, Ph.D. University of Chicago  
Elizabeth Spaepen, M. A., 2005, Ph.D. University of Chicago  
Amrisha Vaish, M.A., 2006, Ph.D. University of Leipzig; Associate Professor, University of Virginia  
Lucretia Fairchild, M.A., 2015, doctoral student, University of Washington, Seattle.  
Abha Basargekar, MA 2017, Doctoral student, University of Virginia

**Honors/independent study undergraduate students (selected examples)**

Jesse Graham, B. A. University of Chicago, 1998; Ph.D. University of Virginia; Associate Professor, University of Utah  
Rebecca Williamson, B. A. University of Chicago, 1999; Ph.D. Stanford University; Associate Professor, Georgia State University  
Ashley Pinkham, B. A. University of Chicago, 2003; Ph.D. University of Virginia; Assistant Professor, West Texas A&M University  
Kevin Uttich, B.A. University of Chicago, 2004; Ph.D., University of California, Berkeley  
Jane Kiley Hamlin, B. A. University of Chicago, 2005; Ph.D. Yale University; Associate Professor, University of British Columbia.  
Jacqueline Leventon, B.A, University of Maryland, 2008; Ph.D. Emory University; Assistant Professor, Towson University  
Justin Bonny, B.A., University of Maryland, 2008; Ph.D. Emory University; Assistant Professor, Morgan State University  
Joni Saby, B.S., University of Maryland, 2009; Ph.D. Temple University; Postdoctoral Fellow, University of Washington, Seattle  
Colleen Turek, B.A., University of Maryland, 2009; NICHD Post Baccalaureate IRTA Program  
Andres Perez Rojas, B.A., University of Maryland, 2009; Ph.D., University of Maryland, Assistant Professor, New Mexico State University  
Miriam Novack, B.A., University of Maryland, 2010; Ph.D., University of Chicago, Postdoctoral Fellow, Northwestern University  
Cristina Carrazza, B.A., University of Chicago, 2013; Doctoral student, University of Chicago  
Nancy Pantoja, B.A., University of Chicago, 2013; Doctoral student, University of Chicago  
Brent Rappaport, B.A., University of Chicago, 2014; Doctoral student, Washington University in St. Louis  
Nick Rekenhaller, B.A., University of Chicago, 2015, MA student in Philosophy, University of Chicago.  
Yeo Bi Choi, B.A., University of Chicago, 2016, Doctoral student, Dartmouth College.  
Nathan Vasquez, B.A., University of Chicago, 2016, Doctoral student, University of Wisconsin, Madison  
Lyzzy Joyce, B.A., University of Chicago, 2017, MA student, University of Chicago  
Mia Radovanovic, B.A., University of Chicago, 2018, Doctoral student, University of Toronto  
Sarah Pan, B.A., University of Chicago, 2020, Doctoral student, University of Minnesota  
Victoria Keating, University of Chicago, 2020, Doctoral student, UC Berkeley

**Current Advisees**

Carol Medina, third year doctoral student  
Tess (Margaret) Fulcher, fourth year doctoral student



Natalie Brezack, fifth year doctoral student  
Nicole Burke, sixth year doctoral student  
Haerin Chung, fifth year doctoral student  
Hyesung Grace Hwang, postdoctoral fellow  
Marc Colomer Canyelles, postdoctoral fellow

## PUBLICATIONS

(student and postdoctoral co-authors noted in bold)

**Filippi, C., Choi, Y. B.**, Fox, N., & Woodward, A. (2020). Neural correlates of infant action processing relate to theory of mind in early childhood. *Developmental science*, 23 (2), e12876.

**Howard, L.H.**, Riggins, T., Woodward, A.L. (2020). Learning from others: The effects of agency on event memory in young children. *Child development* 91 (4), 1317-1335.

**Hwang, H.G., Debnath, R., Meyer, M., Salo, V.C.**, Fox, N.A., & Woodward, A. (2020). Neighborhood racial demographics predict infants' neural responses to people of different races. *Developmental Science*.

**Krogh-Jespersen, S.**, Henderson, A.M.E., Woodward, A.L. (2020). Let's get it together: Infants generate visual predictions based on collaborative goals. *Infant Behavior and Development* 59, 101446 2020.

**Howard, L.H.** & Woodward, A. L. (2019). Human actions support infant memory. *Journal of Cognition and Development*, 20 (5), 772-789.

**Howard, L. H.**, Riggins, T., & Woodward, A. (2019). Learning from others: The effects of agency of event memory in young children. *Child Development*.

**Novack, M. A., Filippi, C. A.**, Goldin-Meadow, S. & Woodward, A. L. (2018). Actions speak louder than gestures when you are 2 years old. *Developmental Psychology*, 54(10), 1809-1821.

**Rissman, L.**, Woodward, A., & Goldin-Meadow, S. (2018). Occluding the face diminishes the conceptual accessibility of an animate agent. *Language, Cognition, and Neuroscience*, 34(3), 273-288

**Krogh-Jespersen, S.** & Woodward, A. L. (2018). Reaching the goal: Active experience facilitates 8-month-old infants' prospective analysis of goal-based actions. *Journal of Experimental Child Psychology*, 171, 31-45.

**Krogh-Jespersen, S.**, Kaldy, Z., Carter, A., Groth, A., & Woodward, A. L. (2018). Goal prediction in 2-year-old children with and without Autism Spectrum Disorder: An eye-tracking study. *Autism Research*.

- Lieberman, Z., Howard, L. H., Vasquez, N. M., & Woodward, A. L.** (2018). Children's expectations about conventional and moral behaviors of ingroup and outgroup members, *Journal of Experimental Child Psychology*, *165*, 7-18.
- Lieberman, Z., Kinzler, K.D., & Woodward, A.L.** (2018). The early social significance of shared ritual actions. *Cognition*, *171*, 42-51.
- Kardan, Omid, Krogh-Jespersen, Shneidman, L, Gaskins, S., Berman, M.G., & Woodward, A.L.** (2017). Cultural and developmental influences on overt attention to dynamic scenes, *Scientific Reports*, *7*, 11264.
- Lieberman, Z., Woodward, A., Keysar, B., & Kinzler, K.** (2017) Exposure to multiple languages enhances communication skills in infancy. *Developmental Science*, *20*.
- Lieberman, Z., Woodward, A.L., & Kinzler, K. D.** (2017). The origins of social categorization. *Trends in Cognitive Sciences*, *21*, 556-568.
- Lieberman, Z., Woodward, A. L., & Kinzler, K. D.** (2017). Preverbal infants infer third-party social relationships based on language. *Cognitive Science*, *41*, 622-634.
- Howard, L.H., Wagner, K.E., Woodward, A.L., Ross, S.R., & Hopper, L.M.** (2017). Social models enhance apes' memory for novel events. *Scientific Reports*, *7*, 40926.
- Wellman, H., Ornstein, P., Woodward, A., & Uttal, D. (2017). History of the Cognitive Development Society: The first sixteen years. *Journal of Cognition and Development*.
- Cannon, E. N., Simpson, E.A., Fox, N. A., Vanderwert, R.E., Woodward, A. L., & Ferrari, P. F. (2016). Relations between infants' emerging reach-grasp competence and event-related desynchronization in EEG. *Developmental Science*, *19*, 60-62.
- Filippi, C., Cannon, E.N., Fox, N.A., Thorpe, S., Ferrari, P.F., & Woodward, A.** (2016). Motor system activation predicts goal imitation in 7-month-old infants. *Psychological Science*, *27*, 675-684.
- Filippi, C., & Woodward, A.** (2016). Action experience changes attention to kinematic cues. *Frontiers in Psychology*, *7*, 19.
- Krogh-Jespersen, S., & Woodward, A.L.** (2016). Infant origins of social cognition. In L. Balter & C. Tamis-Lamonda (Eds.) *Child Psychology: A Handbook of Contemporary Issues, Third Edition*. Psychology Press.
- Lieberman, Z., Kinzler, K. & Woodward, A.** (2016). Early emerging system for reasoning about the social nature of food. *Proceedings of the National Academy of Sciences*.

- Shneidman, L., & Woodward, A. L.** (2016). Are child-directed interactions the cradle of social learning? *Psychological Bulletin, 142*(1), 1-17.
- Shneidman, L., Gaskins, S., & Woodward, A.** (2016). Child-directed teaching and social learning at 18 months of age: Evidence from Yucatec Mayan and U.S. infants. *Developmental Science, 19*, 372-381.
- Shneidman, L., Gweon, H., Schulz, L., & Woodward, A.** (2016). Learning from others and spontaneous exploration: A cross-cultural investigation. *Child Development, 87*, 723-735.
- Sodian, B., Licata, M., Kristen, S., Paulus, M., Killen, M., & Woodward, A. (2016). Understanding of goals, beliefs, and desires predicts morally relevant theory of mind: A longitudinal investigation. *Child Development, 87*, 1221-1232.
- Filippi, C., & Woodward, A.** (2015). Mirroring and the ontogeny of social cognition. In P.F. Ferrari & G. Rizzolatti (Eds.) *New Frontiers in Mirror Neuron Research*. (pp. 315-330). Oxford: Oxford University Press.
- Garvin, L., & Woodward, A. L.** (2015). Verbal framing of statistical evidence drives children's preference inferences. *Cognition, 138*, 35-48.
- Gerson, S.A., Mahajan, N., Sommerville, J.A., Matz, L., & Woodward, A.L.** (2015). Shifting goals: Effects of active and observational experience on infants' understanding of higher order goals. *Frontiers in Psychology, 6*:3010.
- Howard, L. H., Henderson, A.M.E., Carrazza, C., & Woodward, A.** (2015). Infants' and young children's imitation of linguistic ingroup and outgroup informants. *Child Development, 86*(1), 259-275.
- Krogh-Jespersen, S., Liberman, Z., & Woodward, A.L.** (2015). Think fast! The relationship between goal prediction speed and social competence in infants. *Developmental Science, 18* (5), 815-823.
- Novack, M., Goldin-Meadow, S., & Woodward, A. L.** (2015). Learning from gesture: How early does it happen? *Cognition, 142*, 138-147.
- Vaish, A., Grossmann, T., & Woodward, A. L. (2015). Person-centered positive emotions, object-centered negative emotions: Two-year-olds generalize negative but not positive emotions across individuals. *British Journal of Developmental Psychology, 33* (3), 391-397.
- Cannon, E. N., Yoo, K. H., Vanderwert, R., Ferrari, P. F., Woodward, A. L., & Fox, N. A. (2014). Action experience, more than observation, influences mu rhythm desynchronization. *PLoS ONE, 9*(3): e9002.
- Gerson, S. A., & Woodward, A. L.** (2014). Labels facilitate infants' comparison of action goals. *Journal of Cognition and Development, 15*(2), 197-212.

- Gerson, S. A., & Woodward, A. L.** (2014). Learning from their own actions: The unique effect of producing actions on infants' action understanding. *Child Development, 85*(1), 264-277.
- Gerson, S., & Woodward, A. L.** (2014). The joint role of trained, untrained, and observed actions at the origin of goal recognition. *Infant Behavior and Development, 37*(1), 94-104.
- Howard, L.H., Carrazza, C., & Woodward, A. L.** (2014). Neighborhood linguistic diversity predicts infants' social learning. *Cognition, 133*(2), 474-479.
- Krogh-Jespersen, S., Filippi, C., & Woodward, A. L.** (2014). A developmental perspective on action and social cognition. *Commentary, Behavioral and Brain Sciences, 37*(2), 208-209.
- Krogh-Jespersen, S., & Woodward, A. L.** (2014). Making smart social judgments takes time: Infants' use of goal information when generating on-line action predictions. *PLoS ONE 9*(5): e98085.
- Liberman, Z., Kinzler, K. D., & Woodward, A. L.** (2014). Friends or foes: Infants predict others' social relationships. *Journal of Experimental Psychology: General, 143*(3), 966-971.
- Licata, M., Paulus, M., Thoermer, C., Kristen, S., Woodward, A., & Sodian, B. (2014). Mother-infant-interaction quality and infants' ability to encode actions as goal-directed. *Social Development, 23*(2), 340-356.
- Novack, M., Henderson, A.M.E., & Woodward, A.** (2014). Twelve-month old infants generalize novel signed-labels, but not preferences across individuals. *Journal of Cognition and Development, 15*(4), 539-550.
- Paulus, M., Licata, M., Kristen, S., Thoermer, C., Woodward, A., & Sodian, B. (2014). Social understanding and self-regulation predict preschoolers' sharing with friends and disliked peers: A longitudinal study. *International Journal of Behavioral Development, 39*(1), 53-64.
- Shneidman, L., Todd, R., & Woodward, A. L.** (2014). Why do directed interactions support infants' imitative learning? *PLoS ONE, 9*(10):e110891.
- Woodward, A. L., & **Gerson, S. A.** (2014). Mirroring and the development of action understanding. *Philosophical Transactions of the Royal Society B, 369*, 20130181.
- Gerson, S., & Woodward, A.** (2013). The goal trumps the means: Highlighting goals is more beneficial than highlighting means in means-end training. *Infancy, 18*(2), 289-302.
- Henderson, A.M.E., Sabbagh, M., & Woodward, A.** (2013). Preschoolers' selective learning is guided by the principle of relevance. *Cognition, 126*(2), 246-257.

- Henderson, A.M.E.,** Wang, Y., Eisenband Matz, L., & Woodward, A. (2013). Active experience shapes 10-month-old infants' understanding of collaborative goals. *Infancy*, 18(1), 10-39.
- Thoermer, C., Woodward, A., Eisenbeis, H., Kristen, S., & Sodian, B. (2013). To get the grasp: Seven-month-olds encode and reproduce goal-directed grasping. *Journal of Experimental Child Psychology*, 116(2), 499-509.
- Woodward, A. L. (2013). Infant foundations of intentional understanding. In M. R. Banaji & S. A. Gelman (Eds.) *Navigating the Social World: A Developmental Perspective* (pp.75-80). Oxford: Oxford University Press.
- Woodward, A. L., & **Cannon, E.** (2013). On-line action analysis: Infants' anticipation of others' intentional actions. In M. Rutherford & V. Kuhlmeier (Eds.) *Social Perception* (pp. 383-403). Cambridge, MA: MIT Press.
- Cannon, E.,** & Woodward, A. L. (2012). Infants generate goal-based action predictions. *Developmental Science*, 15, 292-298.
- Cannon, E.,** Woodward, A., Gredebäck G., Von Hofsten C., & Turek, C. (2012). Action production influences 12-month-old infants' attention to others' actions. *Developmental Science*, 15(2), 35-42.
- Gerson, S.,** & Woodward, A. (2012). A claw is like my hand: Comparison supports goal analysis in infants. *Cognition*, 122(2), 181-192.
- Henderson, A.M.E.,** & Woodward, A. (2012). Nine-month-old infants generalize object labels, but not object preferences across individuals. *Developmental Science*, 15(5), 641-652.
- Koenig, M. A.,** & Woodward, A. L. (2012). Toddlers learn words in a foreign language: The role of native vocabulary knowledge. *Journal of Child Language*, 39(2), 322-337.
- Striano, T., & Woodward, A. L. (2012). Learning from and about the social world. In S. Pauen & M. Bornstein (Eds.) *Early childhood development and later achievement* (pp. 66-88). Cambridge: Cambridge University Press.
- Henderson, A.M.E.,** & Woodward, A. L. (2011). Let's work together: What do infants understand about collaborative goals? *Cognition*, 121(1), 12-21.
- Killen, M., **Mulvey, K. L., Richardson, C., Jampol, N.,** & Woodward, A. (2011). The accidental transgressor: Morally relevant theory of mind, *Cognition*, 119(2), 197-215.
- Gerson, S.,** & Woodward, A.L. (2010). Building intentional action knowledge with one's hands. In S. P. Johnson (Ed.) *Neo-constructivism* (pp.295-313). Oxford: Oxford University Press.

**Koenig, M. A., & Woodward, A. L.** (2010). Twenty-four-month-olds' sensitivity to the prior inaccuracy of the source. *Developmental Psychology*, *46*(4), 815-826.

Sommerville, J. A., & Woodward, A. L. (2010). The link between action production and action processing in infancy. In F. Grammont, D. Legrand, & P. Livet (Eds.) *Naturalizing intention in action* (pp. 67-89). Cambridge, MA: MIT Press.

**Vaish, A., & Woodward, A.** (2010). Infants use attention but not emotions to predict others' actions. *Infant Behavior and Development*, *33*(1), 79-87.

**Mahajan, N., & Woodward, A. L.** (2009). Infants imitate human agents but not inanimate objects, *Infancy*, *14*(6), 667-679.

Needham, A., & Woodward, A. L. (2009). Introduction. In A. Woodward & A. Needham (Eds.) *Learning and the infant mind* (pp. xii-xxvii). New York, NY: Oxford University Press.

**Shneidman, L., Buresh, J., Shimpi, P., Knight-Schwartz, J., & Woodward, A. L.** (2009). Social attention, social experience and word learning in an overhearing paradigm. *Language Learning and Development*, *5*(4), 266-281.

Woodward, A. L. (2009). Infants' grasp of others' intentions. *Current Directions in Psychological Science*, *18*, 53-57.

Woodward, A. L. (2009). Learning about intentional action. In A. Woodward & A. Needham (Eds.) *Learning and the infant mind* (pp.227-248). Oxford: Oxford University Press.

Woodward, A. L., & Needham, A. (2009). *Learning and the infant mind*. Oxford: Oxford University Press.

Woodward, A. L., Sommerville, J.A., **Gerson, S., Henderson, A. M. E., & Buresh, J. S.** (2009). The emergence of intention attribution in infancy. In Brian Ross (Ed.) *The Psychology of Learning and Motivation, Vol. 51* (pp.187-222). Waltham, MA: Academic Press.

**Cannon, E. N., & Woodward, A. L.** (2008). Action anticipation and interference: A test of prospective gaze. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 981-984). Austin, TX: Cognitive Science Society.

**Hamlin, J. K., Hallinan, E.V., & Woodward, A. L.** (2008). Do as I do: 7-month-old infants selectively reproduce others' goals. *Developmental Science*, *11*(4), 487-494.

**Henderson, A.M.E., Gerson, S., & Woodward, A.L.** (2008). The birth of social intelligence. *Zero to Three*, *28*(5), 13-20.

- Rakison, D.H., & Woodward, A. L. (2008). Introduction to the special section: New perspectives on the effects of action on perceptual and cognitive development. *Developmental Psychology*, *44*(5), 1209-1213.
- Vaish, A., Grossmann, T., & Woodward, A. (2008). Not all emotions are created equal: The negativity bias in early development. *Psychological Bulletin*, *134*(3), 383-403.
- Brune, C. W., & Woodward, A. L. (2007). Social cognition and social responsiveness in 10-month-old infants. *Journal of Cognition and Development*, *8*(2), 133-158. \* Editor's Choice Award for Best Article in 2007
- Buresh, J., Wilson Brune, C., & Woodward, A. L. (2006). The roots of verbs in prelinguistic action knowledge. In K. Hirsh-Pasek & R. Golinkoff (Eds). *Action meets words* (pp. 208-227). Oxford: Oxford University Press.
- Buresh, J. S., & Woodward, A. L. (2007). Infants track action goals within and across agents. *Cognition*, *104*(2), 287-314.
- Koenig, M. A., & Woodward, A. L. (2006). Word learning. In M. G. Gaskell (Ed.) *The Oxford Handbook of Psycholinguistics*. Oxford: Oxford University Press.
- Sommerville, J. A., & Woodward, A. L. (2005). Infants' sensitivity to the causal features of means-end support relations in action and perception. *Infancy*, *8* (2), 119-145.
- Sommerville, J. A., & Woodward, A. L. (2005). Pulling out the intentional structure of human action: The relation between action production and processing in infancy, *Cognition*, *119*(2), 197-215.
- Sommerville, J. A., Woodward, A. L., & Needham, A. (2005). Action experience alters 3-month-old infants' perception of others' actions. *Cognition*, *96*(1), B1-B11.
- Vaish, A., & Woodward, A. L. (2005). Baby steps on the path to understanding intentions. *Behavioral and Brain Sciences* *28*(5), 717-719.
- Woodward, A. L. (2005). The infant origins of intentional understanding. In R. V. Kail (Ed.) *Advances in child development and behavior, Volume 33* (pp. 229-262). Amsterdam: Elsevier.
- Woodward, A. L. (2005). Infants' understanding of the actions involved in joint attention. In N. Eilan, C. Hoerl, T. McCormack, & J. Roessler (Eds.) *Joint attention: Communication and other minds* (pp. 110-128). Oxford: Oxford University Press.
- Guajardo, J. J., & Woodward, A. L. (2004). Is agency skin-deep? Surface attributes influence infants' sensitivity to goal-directed action, *Infancy*, *6*(3), 361-384.

**Wilson, C., & Woodward, A.L.** (2004). What infants know about intentional action and how they might come to know it. *Behavioral and Brain Sciences*, 27(1), 129-129.

**Heineman-Pieper, J., & Woodward, A.** (2003). Understanding infants' understanding of intentions: Two problems of interpretation (A reply to Kiraly et al, 2003). *Consciousness and Cognition*, 12(4), 770-772.

Woodward, A. L. (2003). Infants' developing understanding of the link between looker and object. *Developmental Science*, 6(3), 297-311.

Woodward, A. L. (2003). Infants' use of action knowledge to get a grasp on words. In D. G. Hall & S. R. Waxman (Eds.) *Weaving a lexicon* (pp. 149-172). Cambridge, MA: MIT Press.

**Wilson, C., & Woodward, A. L.** (2002). A window to the structure of the mind. *Trends in Cognitive Science*, 6(12), 537-538.

Woodward, A. L. (2002) Infant Cognition. In L. Nadel (Ed.) *Encyclopedia of Cognitive Science*. Vol. 2 ( pp. 525 – 531). London: Nature Publishing Group.

Woodward, A. L., & **Guajardo, J. J.** (2002). Infants' understanding of the point gesture as an object-directed action. *Cognitive Development*, 17(1), 1061-1084.

Regier, T., **Corrigan, B., Cabasaan, R.,** Woodward, A., Gasser, M., & Smith, L. (2001). The emergence of words. In J. Moore & K. Stenning (Eds.), *Proceedings of the 23rd Annual Meeting of the Cognitive Science Society* (pp. 815-820). Mahwah, NJ: Lawrence Erlbaum Associates.

Woodward, A. L., **Sommerville, J. A., & Guajardo, J. J.** (2001). How infants make sense of intentional action. In B. Malle, L. Moses, & D. Baldwin (Eds.) *Intentions and intentionality: Foundations of Social Cognition* (pp.149-169). Cambridge, MA: MIT Press.

Golinkoff, R., Hirsh-Pasek, K., Bloom, L., Hollich, G., Smith, L., Woodward, A. L., Akhtar, N., Tomasello, M., & Hollich, G. (2000). *Becoming a word learner: A debate on lexical acquisition*. Oxford: Oxford University Press.

Woodward, A. L. (2000). Constraining the problem space in early word learning. In R. Golinkoff, K. Hirsh-Pasek, L. Bloom, G. Hollich, L. Smith, A. L. Woodward, L. Akhtar, M. Tomasello, & G. Hollich (Eds.) *Becoming a word learner: A debate on lexical acquisition*. (pp. 81-114). Oxford: Oxford University Press.

Woodward, A. L. (2000). There is no silver bullet for word learning: Why monolithic accounts miss the mark. In R. Golinkoff, K. Hirsh-Pasek, L. Bloom, G. Hollich, L. Smith, A. L. Woodward, L. Akhtar, M. Tomasello, & G. Hollich (Eds.) *Becoming a word learner: A debate on lexical acquisition*. (pp. 174-179). Oxford: Oxford University Press.



- Woodward, A. L., & **Sommerville, J. A.** (2000). Twelve-month-old infants interpret action in context, *Psychological Science*, *11*(1), 73-76.
- Couillard, N. L.**, & Woodward, A. L. (1999). Children's comprehension of deceptive points. *British Journal of Developmental Psychology*, *17*(4), 515-521.
- Woodward, A. L. (1999). Infants' ability to distinguish between purposeful and non-purposeful behaviors, *Infant Behavior and Development*, *22*(2), 145-160.
- Woodward, A. L., & Hoyne, K. L. (1999). Infants' learning about words and sounds in relation to objects. *Child Development*, *70*(1), 65-77.
- Woodward, A. L. (1998). Infants selectively encode the goal object of an actor's reach. *Cognition*, *69*(1), 1-34.
- Woodward, A. L., & Markman, E. M. (1998). Early word learning. In W. Damon, D. Kuhn & R. Siegler (Eds.) *Handbook of child psychology, Volume 2: Cognition, perception and language* (pp. 371-420). New York, NY: John Wiley and Sons.
- Myers, J., Jusczyk, P. W., Kemler Nelson, D. G., Charles-Luce, J. C., Woodward, A. L., & Hirsh-Pasek, K. (1996). Infants' sensitivity to word boundaries in fluent speech. *Journal of Child Language*, *23*(1), 1-30.
- Woodward, A. L. (1996). Testing the limits of domain specificity. *Contemporary Psychology*, *41*(4), 828-829.
- Spelke, E. S., Phillips, A. T., & Woodward, A. L. (1995). Infants' knowledge of object motion and human action. In A.J. Premack, D. Premack, & D. Sperber (Eds.) *Causal cognition: A multidisciplinary debate* (pp.44-77). Oxford: Oxford University Press, New York, NY: Clarendon Press.
- Woodward, A. L., Markman, E. M., & Fitzsimmons, C. M. (1994). Rapid word learning in 13- and 18-month-olds. *Developmental Psychology*, *30*(4), 553-566.
- Woodward, A. L. (1993). The effect of labeling on children's attention to objects. In E. V. Clark (Ed.) *Proceedings of the 24th Annual Child Language Research Forum* (pp.35-47). Stanford, CA: CSLI.
- Woodward, A. L., Phillips, A. T., & Spelke, E. S. (1993). Infants' expectations about the motion of animate versus inanimate objects. *Proceedings of the Fifteenth Annual Meeting of the Cognitive Science Society* (pp. 1087-1091). Hillsdale, NJ: Erlbaum.
- Jusczyk, P. W., Hirsh-Pasek, K., Kemler Nelson, D. G., Kennedy, L. J., Woodward, A. L., & Piwoz, J. (1992). Perception of acoustic correlates of major phrasal units by young infants. *Cognitive Psychology*, *24*(2), 252-293.

Woodward, A. L., & Markman, E.M. (1991). Constraints on learning as default assumptions: Comments on Merriman and Bowman's "The mutual exclusivity bias in children's word learning." *Developmental Review*, 11(2), 137-163.

MANUSCRIPTS SUBMITTED, UNDER REVISION, AND IN PREPARATION

**Brezack, N., Meyer, M. & Woodward, A. L.** (under review). *Three-year-old's perspective-taking in communicative social interactions: Situational and social-cognitive factors.*

**Brezack, N., Radovanovic, M., & Woodward, A. L.** (under review). Features of Everyday caregiver teaching facilitate toddlers' object learning

**Filippi, C. A., Eisenband-Metz, L. & Woodward, A. L.** (under review). *Infants integrate information across levels of action analysis to interpret action sequences.*

Liberman, Z., Kinzler, K. & Woodward, A.L. (under review). *Origins of homophily: Infants expect people with shared attributes to affiliate.*

**Meyer, M., Chung, H., Debnath, R., Fox, N.A., & Woodward, A.L.** (under review). *Social context matters for 9-month-olds' action mirroring.*

Padilla-Iglesias, C., Woodward, A.L., Goldin-Meadow, S., & Shneidman, L.A. (under review). *Changing language input following market integration in a Yucatec Mayan community*

**Burke, N., Brezack, N., & Woodward.** (in preparation). *The Child Social Network Questionnaire: A network approach to capture and describe early social environments.*

**Burke, N., Brezack, N., Meyer, M., & Woodward.** (in preparation). *Associations between social networks and perspective-taking in preschoolers.*

**Hwang, H.G., & Woodward, A.L.** (in preparation). *Neighborhood trust and cultural diversity predict children's acceptance of foreign cultural foods.*

**Chung, H., Filippi, C.A., & Woodward, A.L.** (in preparation). *Infant action perception: The complementary roles of active training and motor development.*

**Chung, H., Meyer, M., Debnath, R., Fox, N. & Woodward, A.L.** (in preparation). *Neural correlates of familiar and unfamiliar actions in infancy.*

**Chung, H., Novack, M., Wakefield, E., Goldin-Meadow, S., & Woodward, A.** (in preparation). *How infants perceive human movement.*

**Radovanovic, M., Brezack, N., Shneidman, L.A., & Woodward, A.L.** (in preparation). *Boosting instruction: The role of exploration, attention, and individual differences in procedural and abstract rule learning.*

Shneidman, L., & Woodward, A.L. (in preparation). *Word learning in Yucatec Mayan and US Infants*.

#### INVITED LECTURES

University of Virginia, April 19, 2019

Department of Psychology, Concordia University, Montreal, February 1, 2018

Taylor Memorial Lecture, Department of Psychology, Yale University, March 8, 2017

Institute for Cognitive and Brain Sciences, UC Berkeley, September 30, 2016

Department of Psychology, Stanford University, April 20, 2016

Department of Psychology, University of Wisconsin, Madison, November 5, 2015.

Department of Evolutionary Anthropology, Duke University, April 24, 2015

Allen Edwards Lecture, Department of Psychology, University of Washington, March 11, 2015

Department of Psychology, Harvard University, February 18, 2015

Department of Psychology, Uppsala University, February 5, 2015

Ann Brown Lecture, Beckman Institute, Univ. of Illinois Urbana Champaign, April 25, 2014

Department of Psychology, University of Arizona, April 18, 2014

Department of Psychology, Princeton University, October 2, 2012

Department of Psychology, University of British Columbia, April 19, 2012

Department of Psychiatry, Grand Rounds, University of Chicago, December 8, 2011

Department of Psychology, Lake Forest College, October 24, 2011

Cognitive Science Program, Northwestern University, February 22, 2011

Department of Neuroscience, Physiology Section, University of Parma, June 16, 2010

Department of Psychology, University of Virginia, April 12, 2010

Department of Psychology, Brown University, December 2, 2009

Department of Psychology, New York University, October 29, 2009

Center for Cognitive Sciences Summer Institute, University of Minnesota, September 19, 2008.

Institute of Mental Health, University of British Columbia, Vancouver, Canada, March 26, 2008

Institute for Cognition and Information, Radboud University, Nijmegen, The Netherlands, May 30, 2007

Department of Psychology, Yale University, April 25, 2007

Department of Psychology, Temple University, March 12, 2007

Georgetown Law School, February 22, 2007

Department of Psychology, Georgetown University, January 12, 2007

National Institutes of Child Health and Human Development, Child and Family Research Section, December 1, 2006

Max Planck Institute for Human Cognitive and Brain Sciences, Munich, Germany, August 16, 2006

Department of Psychology, New York University, April 12, 2006

Department of Psychology, University of Virginia, March 20, 2006

Learning Sciences Institute Visiting Scholars Speakers Series, Vanderbilt University, February 7, 2006.

Human Development, College of Education, University of Maryland, College Park, October 12, 2005  
Center for Human Growth and Development, University of Michigan, October 4, 2005  
Program in Neuroscience and Cognitive Science, University of Maryland, College Park, September 30, 2005  
Department of Psychological and Brain Science, Johns Hopkins University, September 14, 2005  
Department of Psychology, State University of New York at Stony Brook, March 14, 2005  
Department of Brain and Cognitive Sciences, MIT, February 11, 2005  
Department of Psychology, Rutgers University, Newark, NJ, November 5, 2004  
Department of Psychology, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany, June 14, 2004  
Max Planck Institute for Human Cognitive and Brain Sciences, Munich, Germany, June 9, 2004  
Department of Psychology, University of Maryland, College Park, March 29, 2004  
Department of Psychology, Northwestern University, February 19, 2004  
Department of Psychology, Purdue University, April 30, 2003  
Department of Psychology, University of California at Berkeley, February 5, 2003  
Committee on Human Development, University of Chicago, January 14, 2003  
Department of Psychological and Brain Sciences, Duke University, January 10, 2003  
Department of Psychology, University of Toronto, May 14, 2002  
Department of Psychology, Swarthmore College, April 2, 2002  
Department of Psychology, University of Virginia, October 29, 2001  
Center for Cognitive Science, University at Buffalo, State University of New York, March 21, 2001  
Department of Psychology, University of Illinois at Urbana-Champaign, November 19, 1999  
Department of Psychology, University of Virginia, October 11, 1999  
Department of Psychiatry, Child Psychiatry Section, University of Chicago, June 9, 1999  
Institute for Research in Cognitive Science, University of Pennsylvania, February 19, 1999  
Department of Curriculum, Instruction and Educational Psychology, Loyola University, May 28, 1997  
Program in Language and Cognition, Northwestern University, May 1, 1995  
Department of Psychology, Northwestern University, April 6, 1995  
Division of Psychology and Counseling, Governor's State University, March 27, 1995  
Department of Psychology, University of Oregon at Eugene, February 6, 1995  
Department of Psychology, University of Illinois at Urbana-Champaign, September 24, 1994  
Department of Psychology, University of Chicago, April, 1993  
Department of Psychology, Carnegie Mellon University, March, 1993

#### INVITED SYMPOSIA AND ADDRESSES

- Woodward, A. (2017). *How is infants' learning shaped by their environments?* Minnesota Symposium on Child Development.
- Woodward, A. (2016). *Putting the action back into infant cognition*. Plenary Address, Cognitive Science Society, Philadelphia, PA.
- Woodward, A. (2016). *The infant origins of the social mind*. Gordon Research Conference on the Neurobiology of Cognition, Newry, ME.

- Woodward, A. (2016). *Consciousness and the infant mind*. American Philosophical Society, Philadelphia, PA.
- Woodward, A. L. (2014). *Infants' grasp of others' intentions*. Birth to Three Institute, Washington, D. C.
- Woodward, A.L. (2014). *Infants' grasp of others' intentions*. From an implicit to an explicit Theory of Mind: Workshop at the Center for Advanced Studies, Ludwig-Maximilians-Universität München.
- Woodward, A. L., & Shneidman, L. (2014). *Why does joint attention matter for development?* Society for Philosophy and Psychology, Vancouver, BC.
- Woodward, A. L. (2013). *Infants' grasp of others' intentions: The development of social understanding during infancy*. Simons Foundation, Autism: Emerging Concepts Series.
- Woodward, A. L. (2013). *Infants' grasp of others' intentions*. Zero to Three, Annual Scientific Meeting, Washington, D. C.
- Woodward, A. L. (2012). *Mirroring and the development of intention understanding*. Mirror neurons: New frontiers 20 years after their discovery. Ettore Majorana Foundation and Centre for Scientific Culture, Erice, Italy.
- Woodward, A. L. (2012). *Using eye-tracking to assess infants' anticipation of others' intentional actions*. Keynote presentation at the EyeTracKids Conference, Minneapolis, MN.
- Woodward, A. L. (2012). *Mirroring and the development of intention understanding*. 27<sup>th</sup> Annual Mortimer D. Sackler, M.D. Winter Conference on Developmental Psychobiology. Ko Olina, Oahu, HI.
- Woodward, A. L., & Cannon, E. (2011). *On-line action analysis: Infants' anticipation of others' goal-directed actions*. Workshop on Social Perception. McMaster University, Hamilton, Ontario.
- Woodward, A. L. (2011). *How doing leads to knowing: The early development of social perception*. Dutch National Autism Congress, Rotterdam, The Netherlands.
- Woodward, A. L. (2011). *Attention and action understanding*. Simons Foundation Autism Research Initiative (SFARI) Workshop, New York, NY.
- Woodward, A. L. (2010). *Infants' grasp of others' actions*. Rovereto Workshop on Cognition and Evolution. University of Trento, Italy.
- Woodward, A. L. (2010). *Infants' grasp of others' intentions*. Keynote Address, International Meeting for Autism Research, Philadelphia, PA.
- Woodward, A. L. (2009). *Infants' grasp of others' intentions*. Workshop on Perception, Action and the Self, Department of Philosophy, New York University.
- Woodward, A. L. (2008). *Early social learning and intentional understanding*. Invited symposium at the Conference on Early Childhood Development and Later Achievement. Jacobs Foundation Conference, Marbach Castle, Germany.
- Woodward, A. L. (2008). *Intention-reading in infancy*. Invited address at the meetings of the International Society for Infant Studies, Vancouver, BC.
- Woodward, A. L. (2007). *Agency and Intention*. Organizer, invited symposium at the meetings of the Jean Piaget Society, Amsterdam, The Netherlands.
- Woodward, A. L. (2005). *Seeing and being agents: The development of infants' action knowledge*. International Conference on the Contribution of Mirroring Processes to Human Mindreading, sponsored by the Institut Jean Nicod, Chateau de Maffliers, France.
- Woodward, A. L. (2005). *Representing others' goals*. Invited symposium address at the meetings of the Jean Piaget Society, Vancouver, BC.

- Woodward, A., and Gelman, S. (2004). Co-chairs of the symposium *A tribute to Ellen Markman as mentor: On guiding cognitive development*. Meetings of the American Psychological Association, Honolulu, HI.
- Woodward, A. (2004). *Finding meaning*. Meetings of the American Psychological Association, Honolulu, HI.
- Woodward, A., & Needham, A. (2004). Co-chairs of the invited symposium *What infants learn by doing*. Meetings of the International Society for Infant Studies, Chicago, IL.
- Woodward, A. L. (2004). *Learning about action by acting*. Meetings of the International Society for Infant Studies, Chicago, IL.
- Woodward, A. L. (2004). *The infant origins of intentional understanding*. Workshop on neural computational, and cognitive mechanisms of mentalizing. International Institute for Advanced Studies, Kyoto, Japan.
- Woodward, A. L. (2004). *Infants' understanding of goal-directed action*. Symposium paper presented at the meetings of the American Association for the Advancement of Science, Seattle, WA.
- Woodward, A. L. (2003). *The infant origins of intentional understanding*. Kyoto-Michigan Conference on Self, Cognition, and Emotion. University of Michigan, Ann Arbor, MI.
- Woodward, A. L. (2003). *One-year-olds' understanding of the intentional nature of words*. Seventy-fifth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Woodward, A. L. (2002). *Infant representation of goal-directed action*. Workshop on Naive Moral Cognition, Harvard University, Cambridge, MA.
- Woodward, A. L. (2002). *Infants' sensitivity to the intentional structure of action*. Workshop on Infant Action Knowledge, Max Planck Institute for Psychological Research, Munich, Germany.
- Woodward, A. L. (2002). *Infants' developing sensitivity to the intentional structure of action*. Conference on Evolution, Cognition and Development, University of Chicago, Chicago, IL.
- Woodward, A. L. (2002). *How infants make sense of intentional action*. Seventy-fourth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Woodward, A. L. (2001). *Infant perception of intentional action*. Meetings of the Cognitive Development Society, Virginia Beach, VA.
- Woodward, A.L. (2001). *The infant as armchair psychologist: How infants make sense of intentional action*. Award address, meetings of the American Psychological Association, San Francisco, CA.
- Woodward, A. L. (1999). *Infants' understanding of human action*. Workshop on Joint Attention hosted by the British Academy Humanities Research Board: Consciousness and Self-Consciousness Project, University of Warwick, Coventry, UK.
- Woodward, A. L. (1998). *Detecting intentions in infancy*. Conference on Intentionality, Center for Cognitive and Decision Sciences, University of Oregon, Eugene, OR.
- Woodward, A. L. (1998). *Form and function in very early word learning*. Workshop on "The grounding of word meaning: Data and models" jointly sponsored by the Cognitive Science Society and the American Association for Artificial Intelligence, Madison, WI.
- Woodward, A. L. (1997). *How infants make sense of human behavior*. Merck Scholars Reunion, Rockefeller University, New York, NY.
- Woodward, A. L. (1997). *What do infants understand about goal-directed action?* Conference on developmental processes in early social understanding, Department of Psychology and the Center for Human Growth and Development, University of Michigan, Ann Arbor, MI.

- Woodward, A. L. (1995). *Early word learning: Mapping and reference*. Conference on early language acquisition and speech perception, Center for Cognitive Science, State University of New York, Buffalo, NY.
- Woodward, A. L. (1994). *Infants' reasoning about human action*. The IXth Biennial meeting of the International Society for Infant Studies, Paris, France.
- Spelke, E. S., Phillips, A., & Woodward, A. L. (1993). *Origins of knowledge*. The Sixth Fyssen Foundation Symposium, Saint-Germain-en-Laye, France.