

## Emily G. Liquin

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### RESEARCH INTERESTS

Explanation, exploration, causal learning and reasoning, development

### EDUCATION

<b>PhD</b> ( <i>in progress</i> )	Princeton University Psychology (Cognition) Advisor: Dr. Tania Lombrozo	2018-present
	University of California, Berkeley Psychology (Cognition) Advisors: Dr. Tania Lombrozo & Dr. Alison Gopnik	2016-2018
<b>BA</b> <i>summa cum laude</i>	Northwestern University Cognitive Science (with departmental honors) and Psychology Advisor: Dr. David Uttal	2012-2016

### FELLOWSHIPS, HONORS & AWARDS

2019-2020	Graduate Fellow, Princeton University Program in Cognitive Science
2019	Graduate Student Travel Award, Society for Philosophy and Psychology
2019	Graduate Student Travel Award, Society for Research in Child Development
2018	Glushko Student Travel Award, Cognitive Science Society
2018	Graduate Student Travel Award, Society for Philosophy and Psychology
2016-2021	National Science Foundation Graduate Research Fellowship
2016-2018	Berkeley Fellowship for Graduate Study
2016	Franklin N. & Lee L. Corbin Prize
2015	Phi Beta Kappa, Northwestern University chapter
2015	Summer Undergraduate Research Grant, Northwestern University
2015	Benton J. Underwood Summer Undergraduate Research Fellowship
2015	Fellowship for International Study, Northwestern University
2014	Cognitive Science Undergraduate Research Fellowship, Northwestern University

## REFEREED JOURNAL ARTICLES

1. Liquin, E.G. & Lombrozo, T. (2018). Structure-function fit underlies the evaluation of teleological explanations. *Cognitive Psychology*, 107, 22-43.

## REFEREED CONFERENCE PROCEEDINGS

1. Liquin, E.G. & Lombrozo, T. (2019). Inquiry, theory-formation, and the phenomenology of explanation. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (pp. 664-670). Montreal, QB: Cognitive Science Society.
2. Liquin, E.G. & Lombrozo, T. (2018). Determinants and consequences of the need for explanation. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 696-701). Austin, TX: Cognitive Science Society.
3. Liquin, E.G., Metz, S.E., & Lombrozo, T. (2018). Explanation and its limits: Mystery and the need for explanation in science and religion. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 2065-2070). Austin, TX: Cognitive Science Society.
4. Liquin, E.G. & Lombrozo, T. (2017). Explain, explore, exploit: Effects of explanation on information search. In G. Gunzelmann, A. Howes, T. Tenbrink, & E. J. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society* (pp. 2598-2603). Austin, TX: Cognitive Science Society.

## MANUSCRIPTS UNDER REVIEW / IN PREPARATION

1. Liquin, E.G. & Gopnik, A. (under review). Learning from approach-avoid decisions: Children explore and learn more than adults.
2. Liquin, E.G. & Lombrozo, T. (in prep). A functional approach to explanation-seeking curiosity.
3. Liquin, E.G., Metz, S.E., & Lombrozo, T. (in prep). Explanation and its limits: Mystery and the need for explanation in science and religion.

## CONFERENCE PRESENTATIONS

### *Talks*

1. Liquin, E.G. & Lombrozo, T. (2019, July). Inquiry, theory-formation, and the phenomenology of explanation. Talk presented at the annual meeting of the Cognitive Science Society, Montreal, QB.

2. Liquin, E.G. & Lombrozo, T. (2019, July). Causal structure modulates the preference for simple explanations. Talk presented at the annual meeting of the Society for Philosophy and Psychology, San Diego, CA.
3. Liquin, E.G. & Gopnik, A. (2019, March). Learning from approach-avoid decisions: Children explore and learn more than adults. Talk presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
4. Liquin, E.G. & Lombrozo, T. (2019, March). Determinants of explanation-seeking curiosity across development. Talk presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
5. Liquin, E.G. & Lombrozo, T. (2018, July). Determinants and consequences of the need for explanation. Talk presented at the annual meeting of the Cognitive Science Society, Madison, WI.
6. Liquin, E.G. & Lombrozo, T. (2018, July). What demands an explanation? Expertise and utility drive explanation search. Talk presented at the annual meeting of the Society for Philosophy and Psychology, Ann Arbor, MI.
7. Liquin, E.G. & Gopnik, A. (2018, May). Exploration, exploitation, and learning across development. Talk presented at the Berkeley-Stanford-Santa Cruz Developmental Talk series, Santa Cruz, CA.
8. Liquin, E.G. & Lombrozo, T. (2017, June). Function over mechanism: Why teleological explanations are so compelling. Talk presented at the annual meeting of the Society for Philosophy and Psychology, Baltimore, MD.
9. Liquin, E.G. & Uttal, D.H. (2016, June). Touchscreen devices and young children: Symbolic understanding, the video deficit, and increasing symbolic competence. Talk presented at the annual Northwestern University Undergraduate Research and Arts Exposition, Evanston, IL.

### ***Posters***

1. Liquin, E.G. & Lombrozo, T. (2019, July). Causal structure and probability information modulate the preference for simple explanations. Poster presented at the annual meeting of the Cognitive Science Society, Montreal, QB.
2. Metz, S.E., Liquin, E.G., & Lombrozo, T. (2019, July). The varieties of belief: Epistemic differences between scientific and religious beliefs. Poster presented at the annual meeting of the Society for Philosophy and Psychology, San Diego, CA.
3. Liquin, E.G., Metz, S.E., & Lombrozo, T. (2018, July). Explanation and its limits: Mystery and the need for explanation in science and religion. Poster presented at the

annual meeting of the Cognitive Science Society, Madison, WI.

4. Liquin, E.G. & Gopnik, A. (2018, July). Learning from approach-avoid decisions in children and adults. Poster presented at “Understanding Exploration-Exploitation Tradeoffs”, pre-conference workshop at the annual meeting of the Cognitive Science Society, Madison, WI.
5. Liquin, E.G. & Gopnik, A. (2018, March). 4- to 8-year-olds balance exploration and exploitation. Poster presented at the Berkeley Artificial Intelligence Research Retreat, Sonoma, CA.
6. Liquin, E.G. & Gopnik, A. (2017, October). 4- to 8-year-olds balance exploration and exploitation. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.
7. Liquin, E.G. & Lombrozo, T. (2017, July). Explain, explore, exploit: Effects of explanation on information search. Poster presented at the annual meeting of the Cognitive Science Society, London, England.
8. Liquin, E.G., Sheehan, K.J., & Uttal, D.H. (2017, April). Symbols and screens: Young children are better at using a paper map than a touchscreen map. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
9. Sheehan, K.J., Liquin, E.G., Hamilton, L., & Uttal, D.H. (2016, May). Taking a break promotes symbolic understanding in 3-year-old children. Poster presented at the Association for Psychological Science 28<sup>th</sup> Annual Convention, Chicago, IL.
10. Sheehan, K.J., Liquin, E.G., & Uttal, D.H. (2015, March). Delay improves 3-year-olds’ ability to use a novel symbol, with and without instructions. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
11. Liquin, E., Sheehan, K.J., & Uttal, D.H. (2014, June). The learning effect: The role of task exposure in children’s symbolic understanding. Poster presented at the annual Northwestern University Undergraduate Research and Arts Exposition, Evanston, IL.
12. Liquin, E., DeHaas, M., Gustafson, C., Sheehan, K.J., & Uttal, D.H. (2014, May). Overall similarity facilitates young children’s symbolic understanding. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

## INVITED TALKS

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| 2019 | New York University, ConCats (Concepts and Categories) Seminar |
| 2019 | Rutgers University, Cognitive Science Graduate Seminar         |

## TEACHING EXPERIENCE

Spring 2017, Spring 2018	Graduate Student Instructor for Letters & Science 22: Sense and Sensibility and Science
Fall 2017	Guest Instructor: Basic Statistics in R; Plotting in R with ggplot2; Intro to Online Experiments

## SERVICE

### *Institutional Service*

Spring 2019, Fall 2019	Co-Coordinator, Neuroscience and Social Decision Making (NSDM) talk series, Princeton University
Fall 2017	Co-Coordinator, Quantitative Analysis and Coding Knowledge (QuACK): Statistics and coding workshop series for first-year graduate students in psychology, University of California, Berkeley

### *Ad Hoc Reviewing*

The Annual Meeting of the Cognitive Science Society

## PROFESSIONAL MEMBERSHIPS

Cognitive Science Society  
 Cognitive Development Society  
 Society for Philosophy and Psychology  
 Society for Research in Child Development