

Mia Radovanovic

[Email](#) | [Website](#)

EDUCATION

Ph.D. Psychology May 2024

The University of Toronto
Department of Psychology
Supervised by Dr. Jessica Sommerville

M.A. Psychology November 2020

The University of Toronto
Department of Psychology
Thesis Title: *Try smarter, not harder: The role of exploration in infant persistence*
Supervised by Dr. Jessica Sommerville

B.A. Psychology June 2019

The University of Chicago
Major: Psychology
Minor: Statistics
Honors Thesis Title: *Exploration and abstraction: Effects of learning context and executive function on children's abstract rule-learning*
Supervised by Dr. Amanda Woodward

GRANTS, HONORS, AND SCHOLARSHIPS

2022	School of Graduate Studies Conference Grant: \$280
2022	Humane Studies Fellowship (Finalist, Not Awarded)
2022	St. George Campus Psychology Department TA Excellence Award
2020	School of Graduate Studies Conference Grant: \$280
2019	University of Toronto PsyLinCS Travel Grant: \$300
2019	Norman H. Anderson Travel Grant: \$800
2018	International Congress on Infant Studies Undergraduate Travel Award: \$500
2018	Norman H. Anderson Travel Grant: \$800
2018	Earl R. Franklin Research Fellowship: \$3,000
2017	Norman H. Anderson Travel Grant: \$800
2017	Summer Undergraduate Research Grant: \$3,000
2015	Questbridge National Match Scholarship

FORTHCOMING PUBLICATIONS

Radovanovic, M., Onyshko, E.[†], Huynh, Q. T.[†], Liu, Y.[†], Chao, T. W. T.[†], & Sommerville, J. A. (under review). Not just if, but how much: Children and adults use cost and need to make evaluations about generosity across contexts. *Cognition*.

* Denotes equal contribution

† Denotes mentored student

Radovanovic, M., Yucer, E.[†], & Sommerville, J. A. (under review). Girls use exploration to assess ineffective teaching but compensate less than boys.

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (under review). Unlocking learning: Exploration before instruction supports children's problem-solving.

Radovanovic, M.*, Soldovieri, A.^{†*}, & Sommerville, J. A. (under review). It takes two: Process praise linking trying and success is associated with greater infant persistence.

Yucer, E.^{†*}, **Radovanovic, M.***, & Sommerville, J. A. (in prep). Children consider the costs associated with actions and the need of recipients when engaging in generous behavior.

Radovanovic, M., Solby, H., Yucer, E., Rose, K., & Sommerville, J. A. (in prep). Cost-benefit analyses underlie toddlers' helping actions across multiple manipulations of cost.

PUBLICATIONS

Radovanovic, M., Yucer, E.[†], & Sommerville, J. A. (2022). There must be another way! Girls are disadvantaged when divesting from inaccurate teaching is required. *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*, 882-889. [\[Link\]](#)

Radovanovic, M.*, Solby, H.^{†*}, & Sommerville, J. A. (2021). A new look at early persistence: Using DeepLabCut to investigate how infants try. *Frontiers in Psychology*, 12, 705108. [\[Link\]](#)

Brezack, N., **Radovanovic, M.**, & Woodward, A. (2021). Everyday interactions support toddlers' learning of conventional actions on artifacts. *Journal of Experimental Child Psychology*, 210, 105201. [\[Link\]](#)

Radovanovic, M., Solby, H.[†], Soldovieri, A.[†], & Sommerville, J. A. (2021). Try smarter, not harder: Exploration and strategy diversity predict infant persistence. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*, 1656-1662. [\[Link\]](#)

CONFERENCE TALKS

Radovanovic, M., Chao, T. W. T.[†], Tirunelveli Santhakumar, M.[†], Curtosi, N.[†], & Sommerville, J. A. (2023). *Gendered expectations for children's emotional, cognitive, and physical helping*. Talk to be presented at the Society for Research in Child Development, Salt Lake City, UT.

Radovanovic, M., Dakli, A.[†], & Starman, C. (2023). *Money talks, but not nicely: Adults and children's associations between wealth and conformity*. Talk to be presented at the Society for Research in Child Development, Salt Lake City, UT.

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Radovanovic, M., Yucer, E.[†], & Sommerville, J. A. (2022). *There must be another way! Girls are disadvantaged when divesting from inaccurate teaching is required.* Talk presented at the 44th Annual Meeting of the Cognitive Science Society, Toronto, ON. [\[Link\]](#)

Radovanovic, M., Soldovieri, A.[†], Solby, H.[†], Wang, Y. L.[†], Vorvis, J.[†], Shirvani, J.[†], & Sommerville, J. A. (2022). *Autonomy in problem-solving: Prioritizing exploration relates to increased persistence.* Talk presented at the International Congress on Infant Studies, Ottawa, ON.

Radovanovic, M., Yucer, E.[†], & Sommerville, J. A. (2022). *Girls are disadvantaged relative to boys when divestment from inaccurate teaching is required.* Lighting talk presented at Development 2022, Calgary, AB.

Radovanovic, M., Onyshko, E.[†], Huynh, Q. T.[†], Liu, Y.[†], & Chao, T. W. T.[†], & Sommerville, J. A. (2022). *Children and adults utilize cost and need in generosity evaluations.* Talk present at the Cognitive Development Society, Madison, WI.

Radovanovic, M., Yucer, E.[†], Arefhaghi, D.[†], Lai, C.[†], & Sommerville, J. A. (2021). *Is that right? Active experience is applied to determine teaching quality.* Talk presented at the Society for Research in Child Development, Online. (Symposium Chair) [\[Link\]](#)

Radovanovic, M., Soldovieri, A.[†], Solby, H.[†], Horton, R., Lucca, K., & Sommerville, J. A. (2021). *Reconceptualizing persistence: Exploratory behavior as rational adaptation.* Talk presented at the Society for Research in Child Development, Online. [\[Link\]](#)

DEPARTMENTAL TALKS

Radovanovic, M., Onyshko, E.[†], Huynh, Q. T.[†], Liu, Y.[†], & Chao, T. W. T.[†], & Sommerville, J. A. (2022). *Children and adults utilize cost and need in generosity evaluations.* Talk presented at the University of Toronto Ebbinghaus Empire Data Blitz.

Radovanovic, M., Yucer, E.[†], & Sommerville, J. A. (2022). *Are you sure? Girls are disadvantaged when given incorrect teaching.* Talk presented at the University of Toronto Psychology Graduate Student Association Symposium, Toronto, ON.

Radovanovic, M., Soldovieri, A.[†], Solby, H.[†] & Sommerville, J. A. (2021). *Try smarter, not harder: The role of exploration in infant persistence.* Talk presented at the Psychology Undergraduate Research Club at the University of Toronto, Toronto, ON.

Radovanovic, M., Yucer, E.[†], & Sommerville, J. A. (2021). *Is that right? Active experience is applied to determine teaching quality.* Talk presented at Recruitment Weekend at the University of Toronto, Toronto, ON.

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Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (2019). *Exploration promotes rule-learning: examining exploratory strategies and self-direction in young children.* Talk presented at the Developmental Interest Group at the University of Toronto, Toronto, ON.

CONFERENCE PRESENTATIONS

Chao, T. W. T.[†], **Radovanovic, M.**, Soldovieri, A.[†], Bhatt, S.[†], Ciraci, I.[†], & Sommerville, J. A. (2023). *Too much of a good thing: Temporal alignment is critical to the efficacy of caregiver process praise.* Talk to be presented at the Society for Research in Child Development, Salt Lake City, UT.

Wang, Y. L. E.[†], **Radovanovic, M.**, & Sommerville, J. A. (2023). *Practice what you preach: Children persist less when values and reward structures are inconsistent.* Flash talk to be presented at the Society for Research in Child Development, Salt Lake City, UT.

Radovanovic, M., Onyshko, E.[†], Huynh, Q. T.[†], Liu, Y.[†], & Chao, T. W. T.[†], & Sommerville, J. A. (2022). *Not just if, but how much: Children and adults use cost and need to make evaluations about generosity across contexts.* Poster presented at the 44th Annual Meeting of the Cognitive Science Society, Toronto, ON.

Sharma, N.[†], **Radovanovic, M.**, & Sommerville, J. A. (2022). *Emotionally conveyed information and infants' interactions with novel toys over videoconferencing.* Poster to be presented at the International Congress on Infant Studies, Ottawa, ON.

Brezack, N., **Radovanovic, M.**, Shneidman, L., & Woodward, A. (2022). *Adapting a problem-solving experiment from in-person to online testing during covid-19.* Talk to be presented at the 2022 American Educational Research Association Annual Meeting, San Diego, CA.

Soldovieri, A.[†], **Radovanovic, M.**, Bhatt, S.[†], Liu, M.[†], Su, Z.[†], & Sommerville, J. A. (2022). *It takes two: Process praise during trying and success is associated with greater infant persistence.* Poster to be presented at the Cognitive Development Society, Madison, WI.

Yucer, E.[†], **Radovanovic, M.**, & Sommerville, J. A. (2022). *How self-directed executive functioning influences children's exploration & task performance.* Poster to be presented at the Cognitive Development Society, Madison, WI.

Radovanovic, M., Solby, H.[†], Soldovieri, A.[†], & Sommerville, J. A. (2021). *Try smarter, not harder: Exploration and strategy diversity predict infant persistence.* Poster presented at the 43rd Annual Meeting of the Cognitive Science Society, Online. [\[Link\]](#)

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Radovanovic, M., Yucer, E.[†], Arefhaghi, D.[†], Lai, C.[†], & Sommerville, J. A. (2021). *Adults explore more broadly than children when pedagogy is emphasized.* Poster presented at the Society for Research in Child Development, Online.

Solby, H.[†], Radovanovic, M., Horton, R., Lucca, K., & Sommerville, J. A. (2021). *Motion data transformed: Markerless motion capture brings new insights into old data.* Flash talk presented at the Society for Research in Child Development, Online.

Soldovieri, A.[†], Radovanovic, M., Buchanan, J.[†], Horton, R., Lucca, K., & Sommerville, J. A. (2021). *The influence of timing in praise and persistence during challenging tasks.* Poster presented at the Society for Research in Child Development, Online.

Huynh, Q. T.^{†*}, Onyshko, E.^{†*}, Radovanovic, M., & Sommerville, J. A. (2021). *Children and adults use cost and need to make evaluations about generosity.* Poster presented at the Society for Research in Child Development, Online.

Radovanovic, M., Yucer, E.[†], Arefhaghi, D.[†], Lai, C.[†], & Sommerville, J. A. (2021). *Adults explore more broadly than children when pedagogy is emphasized.* Virtual presentation at the Budapest CEU Conference in Cognitive Development. [\[Link\]](#)

Solby, H.[†], Radovanovic, M., Horton, R., Lucca, K., & Sommerville, J. A. (2021). *How automated markerless motion capture is making a mark on developmental psychology.* Virtual presentation at the Budapest CEU Conference in Cognitive Development.

Soldovieri, A.[†], Radovanovic, M., Horton, R., Lucca, K., & Sommerville, J. A. (2021). *The influence of timing in praise and persistence during challenging tasks.* Virtual presentation at the Budapest CEU Conference in Cognitive Development.

Yucer, E.[†], Radovanovic, M., & Sommerville, J. A. (2021). *Self-structured activities' impact on children's task performance and learning.* Virtual presentation at the Budapest CEU Conference in Cognitive Development.

Onyshko, E.^{†*}, Huynh, Q. T.^{†*}, Radovanovic, M., & Sommerville, J. A. (2021). *Children and adults use cost and need to make evaluations about generosity.* Virtual presentation at the Budapest CEU Conference in Cognitive Development.

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (2020). *Better together: Exploration prior to instruction modifies attention to demonstration and facilitates rule-learning.* Poster presented at the 42nd Annual Meeting of the Cognitive Science Society, Online. [\[Link\]](#)

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Radovanovic, M., Solby, H.[†], Soldovieri, A.[†], Horton, R., Lucca, K., & Sommerville, J. A. (2020). *Factors influencing persistence through the integration of active and social learning*. Poster presented at the International Congress on Infant Studies, Online.

Radovanovic, M., Rosencrance, A.[†], Boggs, K.[†], Wixted, R.[†], Brezack, N., Shneidman, L., & Woodward, A. (2019). *Exploration promotes rule-learning: examining exploratory strategies and self-direction in young children*. Poster presented at the Cognitive Development Society, Louisville, KY.

Radovanovic, M., Brezack, N., Shneidman, L., & Woodward, A. (2019). *Instructional styles promote rule-learning in school-aged children*. Poster presented at the Society for Research in Child Development, Baltimore, MD.

Brezack, N., Radovanovic, M., Keigher, T., Basargekar, A., & Woodward, A. (2018). *Structure of natural parent teaching related to toddlers' learning*. Poster presented at the International Congress on Infant Studies, Philadelphia, PA.

Brezack, N., Radovanovic, M., Xu, E., Keigher, T., & Woodward, A. (2017). *Features of natural parent teaching that benefit toddlers' learning*. Poster presented at the Cognitive Development Society, Portland, OR.

UNDERGRADUATE COURSE SUPERVISION

Miguel Dominico Alzona, <i>Research Opportunity Student</i>	2022 – Present
Jaemin Hwang, <i>Independent Study Student</i>	2022 – Present
Grace (Wujiamei) Sun, <i>Research Opportunity Student</i>	2022 – Present
Sofia Westerhoff, <i>Research Opportunity Student</i>	2022 – Present
Irem Ciraci, <i>Research Opportunity Student</i>	2022 – Present
Nila Curtosi, <i>Research Opportunity Student</i>	2022 – Present
Idiris Kabel, <i>RASI Student</i>	2022
Jaime Sit, <i>Research Opportunity Student</i>	2022 – Present
Anicole Tan, <i>Research Opportunity Student</i>	2022 – Present
Tim (Wei-Ting) Chao, <i>Independent Study Student</i>	2021 – 2022
Arla Dakli, <i>Independent Study Student</i>	2021 – Present
Jasmine Shirvani, <i>Independent Study Student</i>	2021 – Present
Aafiya Somani, <i>Independent Study Student</i>	2021 – Present
Tiffany Tse, <i>Research Opportunity Student</i>	2021 – Present
Neeti Sharma, <i>Independent Study Student</i>	2020 – 2022
Yi Lin (Elaine) Wang, <i>Independent Study Student</i>	2020 – Present
Quang Tri Huynh, <i>Mini-Thesis Student</i>	2020 – 2021
Christie Lai, <i>Research Opportunity Student</i>	2020 – 2021
Yang (Leona) Lui, <i>Undergraduate Project Lead</i>	2020 – 2021
Emily Onyshko, <i>Mini-Thesis Student</i>	2020 – 2021
Justine Vorvis, <i>Mini-Thesis Student</i>	2020 – 2021
Josanne Buchanan, <i>Research Opportunity Student</i>	2020 – 2021

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Hannah Solby, *Independent Study Student* 2019 – 2021
Antonia Soldovieri, *Independent Study Student* 2019 – 2021
Ece Yucer, *Independent Study Student* 2019 – 2021

PROFESSIONAL ACTIVITIES

Student Committee Member (2022) of the International Congress on Infant Studies.

Student Board Member (2022-2024) of the Cognitive Development Society.

Secretary (2020-2022) of the Psychology Graduate Student Association at the University of Toronto.

Founder and Co-Organizer (2020-Present) of the Psychology Undergraduate Research Club. PURC offers regular meetings for undergraduates to learn more about research, present their own research, and gain skills for research (e.g., statistical skills, RStudio tutorials) to create greater access to research for students facing barriers getting lab experience. PURC has also begun hosting intensive writing workshops in which graduate mentors help undergraduates draft application materials for graduate school and other research opportunities. First meeting held: October 2nd, 2020.

Co-Organizer (2020-Present) of the Psychology Equity, Diversity, and Inclusivity Undergraduate Research Assistant Sub-Committee. A series of initiatives to assess department climate and understand the demographics of students who have access to research positions. The group develops questionnaires to assess department demographics and hiring policies and uses this information to develop a toolkit of best practices to improve undergraduate experience applying for and working in lab positions. First meeting held: July 25th, 2020.

International Student Representative (2019-2020) of the Psychology Graduate Student Association at the University of Toronto.

TEACHING

Teaching Experience:

Fall 2022	Course Instructor • Developmental Laboratory (PSY 319)
2022	Instructor • PURC Graduate School Writing Workshops Designed and delivered a 5-week workshop guiding students through the process of writing and editing curricula vitae and personal statements to apply for research-based graduate programs.
2022	Teaching Assistant • Statistics I (PSY 201) Instructor: Dr. Molly Metz
Summer 2022	Course Instructor • Developmental Laboratory (PSY 319)

- 2021 Teaching Assistant • Cognitive Development (PSY 312; Instructor: Dr. Jessica Sommerville)
- 2020 - 2023 Teaching Assistant • Developmental Laboratory (PSY 319; Instructor: Dr. Christina Starmans)
- 2020 - 2021 Instructor • Professional Development in Psychology Workshop Series
Co-designed a 10-week long summer workshop series detailing professional materials, applying to graduate school, developmental methods, and statistics for the Toronto Early Cognition Lab.
- 2019 – 2022 Teaching Assistant • Introduction to Developmental Psychology (PSY 210; Instructors: Dr. Christina Starmans & Dr. Mireille Babineau)

Guest Lectures:

- 2021 “Social Cognition” • Cognitive Development (PSY 312)
- 2020, 2021 “Conducting Developmental Research” • Developmental Laboratory (PSY 319)

Advanced University Teaching Preparation Workshops:

- 2022, June In-Class Observation
- 2021, June Microteaching I
- 2021, Mar Critical Pedagogy Roundtable
- 2021, Mar Avoiding Crickets: Discussion Strategies and Activities
- 2021, Mar Identifying and Addressing Microaggressions in the University Classroom
- 2021, Mar Statement of Teaching Philosophy Clinic
- 2020, Dec Roundtable with Teaching-Stream Faculty
- 2020, Nov Introduction to Experiential and Community Engaged Learning
- 2020, Nov Identify, Assist, Refer Plus Training (IAR+)
- 2020, Nov Mock Academic Interview
- 2020, April Integrating Universal Design for Learning Principles
In Online Teaching
- 2020, April Facilitating Effective Webinars: Strategies for Bb Collaborate Ultra
- 2020, Feb Preparing Your Teaching Dossier

SKILLS

Software: RStudio, Datavyu, iMovie, Mangold Interact, Microsoft Office Suite, Unity

Language: Bosnian/Croatian/Serbian (Native), French (Reading/Listening)

Member: American Psychological Association, Cognitive Development Society, Cognitive Science Society, Graduate Women in Science, International Congress on Infant Studies, Society in Research for Child Development