November 25, 2025

Chi-Lin Yu

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Research Interests

My research focuses on how young children acquire, develop, and process social-cognitive understanding, using behavioral experiments, neuroimaging, and computational/artificial-intelligence modeling. Central themes include the mechanisms underlying theory of mind, its developmental origins and trajectories in early childhood, its environmental influences and outcomes, and its universality and heterogeneity across diverse populations and sociocultural contexts.

Academic Appointments

2024/8 –   Assistant Professor, Department of Psychology, Oklahoma State University, Stillwater, United States

Education

2019/8 – 2024/8   Ph.D., Psychology, University of Michigan, Ann Arbor, United States

Dissertation: *Developing a theory of mind: A multi-method perspective*

2016/9 – 2018/6   M.S., Psychology, National Taiwan University, Taipei, Taiwan

Thesis: *Neural correlates of theory of mind in typically-developing children and children with autism spectrum disorder: an fMRI study*

2012/9 – 2016/6   B.S., Psychology, National Cheng Kung University, Tainan, Taiwan

Publications (Google Scholar)

$^+$ denotes advisees (students or postdocs). The last-author position with the advisees as first authors denotes the senior authorship (PI). The first and senior authors have the largest roles.

Published Peer-Reviewed Journal Articles

[30] **Yu, C. L.** (*In Press*). Fear of missing out on AI: A psychological cost of the technological revolution. *Telematics and Informatics Reports.*

[29] **Yu, C. L.**, Lee, S., & Olson, S. L. (2025). Early childhood theory of mind and effortful control underpin preadolescent thought and attention problems. *Scientific Reports, 15*, 40453. https://doi.org/10.1038/s41598-025-24007-6

[28] **Yu, C. L.**, Stanzione, C. M., Branum-Martin, L., & Lederberg, A. R. (2025). Conversational-communicative experience and theory of mind: A study of diverse deaf child samples. *Journal of Speech, Language, and Hearing Research, 68*(9), 4506-4517. https://doi.org/10.1044/2025_JSLHR-24-00781

[27] **Yu, C. L.**, Eggleston, R., Zhang, K., Nickerson, N., Sun, X., Marks, R., Hu, X. S., Brennan, J. R., Wellman, H. M., & Kovelman, I. (2025). Neural processing of children's theory of mind in a naturalistic story-listening paradigm. *Social Cognitive and Affective Neuroscience, 20*(1), nsaf022. https://doi.org/10.1093/scan/nsaf022

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[26] +Shen, Z., & **Yu, C. L.** (2025). How technology advances research and practice in autism spectrum disorder: A narrative review on early detection, subtype stratification, and intervention. *Brain Sciences*, *15*(8), 890. https://doi.org/10.3390/brainsci15080890

[25] Xu, Y., +Thomas, T., **Yu, C. L.**, & +Pan, Z. (2025). What makes children perceive or not perceive minds in generative AI? *Computers in Human Behavior: Artificial Humans*, *4*, 100135. https://doi.org/10.1016/j.chbah.2025.100135

[24] Zhang, K., Sun, X., Flores-Gaona, Z., **Yu, C. L.**, Eggleston, R., Nickerson, N., Caruso, V., Tardif, T., & Kovelman, I. (2025). Cross-linguistic transfer in bilingual children's phonological and morphological awareness skills: A longitudinal perspective. *Bilingualism: Language and Cognition*, *28*(2), 327-342. https://doi.org/10.1017/S1366728924000439

[23] **Yu, C. L.**, & Wellman, H. M. (2024). A meta-analysis of progressions in theory-of-mind understandings: Theory-of-mind scale findings across different contexts. *Developmental Review*, *74*, 101162. https://doi.org/10.1016/j.dr.2024.101162

[22] Hong, S., **Yu, C. L.**, Rousson, A., Bender, A., Fedina, L., & Herrenkohl, T. (2024). Examining the association between trauma characteristics and adult depression and anxiety: Analysis of types, variety, repetition, and timing of past trauma. *Journal of Interpersonal Violence*, *39*(3-4), 569-586. https://doi.org/10.1177/08862605231198056

[21] Eggleston, R., Marks, R., Sun, X., **Yu, C. L.**, Zhang, K., Nickerson, N., Caruso, V., Hu, X. S., & Kovelman, I. (2024). Lexical morphology as a source of risk and resilience for learning to read with dyslexia: An fNIRS investigation. *Journal of Speech, Language, and Hearing Research*, *67*(7), 2269-2282. https://doi.org/10.1044/2024_JSLHR-23-00293

[20] Nickerson, N., Sun, X., Caruso, V., Zhang, K., **Yu, C. L.**, Eggleston, R., Chaku, N., Hu, X. S., Satterfield, T., & Kovelman, I. (2024). What's in the sound? Common and language-specific patterns in brain activation and functional connectivity for phonological awareness in Spanish-English bilinguals. *Mind, Brain, and Education*, *18*(3), 295-306. https://doi.org/10.1111/mbe.12410

[19] **Yu, C. L.**, & Wellman, H. M. (2023). Where do differences in theory-of-mind development come from? An agent-based model of social interaction and theory-of-mind. *Frontiers in Developmental Psychology*, *1*, 1237033. https://doi.org/10.3389/fdpys.2023.1237033

[18] **Yu, C. L.**, & Wellman, H. M. (2023). All humans have a "theory of mind." *Journal of Autism and Developmental Disorders*, *53*, 2531–2534. https://doi.org/10.1007/s10803-022-05584-1

[17] Zhang, K., Sun, X., **Yu, C. L.**, Eggleston, R., Marks, R., Nickerson, N., Caruso, V., Hu, X. S., Tardif, T., Chou., T. L., Booth, J. R. & Kovelman, I. (2023). Phonological and morphological literacy skills in English and Chinese: A cross-linguistic neuroimaging comparison of Chinese-English bilingual and monolingual English children. *Human Brain Mapping*, *44*(13), 4812–4829. https://doi.org/10.1002/hbm.26419

[16] Sun, X., Marks, R., Zhang, K., **Yu, C. L.**, Eggleston, R., Nickerson, N., Chou, T. L., Hu, X. S., Tardif, T., Satterfield, T., & Kovelman, I. (2023) Brain bases of English morphological processing: A comparison between Chinese-English, Spanish-English

bilingual, and English monolingual children. *Developmental Science*, *26*(1), e13251. https://doi.org/10.1111/desc.13251

[15] Sun, X., Marks, R., Eggleston, R., Zhang K., **Yu, C. L.**, Nickerson, N., Caruso, V., Chou., T. L., Hu., X. S., Tardif, T., Booth, J.R., Beltz, A.M., & Kovelman, I. (2023). Sources of heterogeneity in functional connectivity during English word processing in bilingual and monolingual children. *Neurobiology of Language*, *4*(2), 198-220. https://doi.org/10.1162/nol_a_00092

[14] Sun, X., Marks, R., Eggleston, R, Zhang, K., Lau, C., **Yu, C. L.**, Nickerson, N., & Kovelman, I. (2023). Impacts of the COVID-19 disruption on the language and literacy development of monolingual and heritage bilingual children in the United States. *Reading and Writing*, *36*(2), 347-375. https://doi.org/10.1007/s11145-022-10388-x

[13] Marks, R., Labotka, D., Sun, X., Nickerson, N., Zhang, K., Eggleston, R., **Yu, C. L.**, Uchikoshi Y., Hoeft F., & Kovelman, I. (2023). Morphological awareness and its role in early word reading in English monolinguals, Spanish–English, and Chinese–English simultaneous bilinguals. *Bilingualism: Language and Cognition*, *26*(2), 268-283. https://doi.org/10.1017/S1366728922000517

[12] **Yu, C. L.**, & Wellman, H. M. (2022). Young children treat puppets and dolls like real persons in theory of mind research: A meta-analysis of false-belief understanding across ages and countries. *Cognitive Development*, *63*, 101197. https://doi.org/10.1016/j.cogdev.2022.101197

[11] Wellman, H. M., & **Yu, C. L.** (2022). Theory of puppets or theory of mind? Misunderstanding how children construe puppets in psychological research: A commentary on Packer and Moreno-Dulcey (2022). *Cognitive Development*, *63*, 101218. https://doi.org/10.1016/j.cogdev.2022.101218

[10] Marks, R. A., Eggleston, R. L., Sun, X., **Yu, C. L.**, Zhang, K., Nickerson, N., Hu, X. S., & Kovelman, I. (2022). The neurocognitive basis of morphological processing in typical and impaired readers. *Annals of Dyslexia*, *72*(2), 361–383. https://doi.org/10.1007/s11881-021-00239-9

[9] Sun, X., Zhang, Z., Marks, R., Karas, Z., Eggleston, E., Nickerson, N., **Yu, C. L.**, Wagley, N., Hu, X. S., Caruso, V., Chou, T. L., Satterfield, T., Tardif, T., & Kovelman, I. (2022). Morphological and phonological processing in English monolingual, Chinese-English bilingual, and Spanish-English bilingual children: An fNIRS neuroimaging dataset. *Data in Brief*, *42*, 108048. https://doi.org/10.1016/j.dib.2022.108048

[8] Sun, X., Zhang K., Marks, R., Nickerson, N., Eggleston, R., **Yu, C. L.**, Chou., T. L., Tardif, T., & Kovelman, I. (2022). What's in a word? Cross-linguistic influences on Spanish-English and Chinese-English bilingual children's word reading development. *Child Development*, *93*(1), 84-100. https://doi.org/10.1111/cdev.13666

[7] **Yu, C. L.**, Kovelman, I., & Wellman, H. M. (2021). How bilingualism informs us about theory of mind development. *Child Development Perspectives*, *15*(3), 154-159. https://doi.org/10.1111/cdep.12412

[6] **Yu, C. L.**, Stanzione, C. M., Wellman, H. M., & Lederberg, A. R. (2021). Theory of mind development in young deaf children with early hearing provisions. *Psychological Science*, *32*(1), 109-119. https://doi.org/10.1177/0956797620960389

[5] **Yu, C. L.**, Chen, C. C., Yang, Z. Y., & Chou, T. L. (2020). Multi-time points analysis: A time course analysis with functional near-infrared spectroscopy. *Behavior Research Methods*, *52*(4), 1700–1713. https://doi.org/10.3758/s13428-019-01344-9

[4] Chen, D. Y., **Yu, C. L. (co-first)**, Su, C. W., Liao, K. H., & Hsiao, H. Y. (2019). Cognitive abilities in the game of go during the opening, middle, and endgame phases: When experimental psychology meets artificial intelligence. *Chinese Journal of Psychology*, *61*(3), 173-196. https://doi.org/10.6129/CJP.201909_61(3).0001

[3] **Yu, C. L.**, & Chou, T. L. (2018). A dual route model of empathy: A neurobiological perspective. *Frontiers in Psychology*, *9*(2212), 1-5. https://doi.org/10.3389/fpsyg.2018.02212

[2] **Yu, C. L.**, & Sheu, C. F. (2018). EFAshiny: An user-friendly shiny application for exploratory factor analysis. *Journal of Open Source Software*, *3*(22), 567. https://doi.org/10.21105/joss.00567

[1] **Yu, C. L.**, Wang, M. Y., & Hu, J. F. (2016). Valence processing of first impressions in the dorsomedial prefrontal cortex: a near-infrared spectroscopy study. *NeuroReport*, *27*(8), 574-579. https://doi.org/10.1097/WNR.0000000000000571

Published Peer-Reviewed Conference Proceedings

[2] [+]Li, Z., Thomas, T., **Yu, C. L.**, & Xu, Y. (2024). "I said knight, not night!": Children's communication breakdowns and repairs with AI versus human partners. *Proceedings of the 2024 ACM Interaction Design and Children (IDC) Conference*, 781–788. https://doi.org/10.1145/3628516.3659394

[1] [+]Zhang, C., Liu, X., [+]Ziska, K., Jeon, S., **Yu, C. L.**, & Xu, Y. (2024). Mathemyths: Leveraging large language models to teach mathematical language through child-AI co-creative storytelling. *Proceedings of the 2024 CHI Conference on Human Factors in Computing Systems*, *274*, 1-23. https://doi.org/10.1145/3613904.3642647

Preprints (full-text available upon request)

[11] [+]Shen, Z., & **Yu, C. L.** (*Under Review*). The relationship between language and theory of mind in school-age children.

[10] **Yu, C. L.**, Chu, C. Y., & [+]Lie, F. M. (*Under Review*). Conversational-communicative experience and theory of mind in Taiwanese deaf and hard of hearing children.

[9] **Yu, C. L.**, & Wellman, H. M. (*Under Review*). Meta-analysis for developmental scientists: A beginner's guide.

[8] **Yu, C. L.** (*Under Review*). Modeling human context use in natural reading: An eye-tracking examination with large language models.

[7] [+]Thomas, T., [+]Li, Z., **Yu, C. L.**, & Xu, Y. (*Under Review*). Children's communication repairs with AI versus human partners.

[6] Hong, S., Grogan-Kaylo, A., Kim, M., Bender, A., Saba, S., **Yu, C. L.**, Fedina, L., & Herrenkohl, T. (*Under Review*). When empathy helps and hurts: Non-linear associations between childhood maltreatment history, empathy and self-harm thoughts.

[5] **Yu, C. L.** (*In Preparation*). When developmental science meets generative AI.

[4] **Yu, C. L.** & [+]Shen, Z. (*In Preparation*). How people perceive AI involvement in immigration decisions.

[3] **Yu, C. L.** & [+]Yang, P. L. (*In Preparation*). Intuitive mind perception in an era of generative AI.

[2] **Yu, C. L.**, [+]Hsiao, H. Y., Kung, C. C., Weng, M. H. &, Chen, D. Y. (*In Preparation*), Interacting minds in real time: Neural correlates of cooperation and competition from hyperscanning fMRI.

[1] **Yu, C. L.**, [+]Thomas, T., [+]Li, Z., & Xu, Y. (*In Preparation*). The behavioral and neural process of children's interactions with AI: An integrative observational and neuroimaging approach.

Research Presentations

[+] denotes advisees (students or postdocs). The last-author position with the advisees as first authors denotes the senior authorship (PI). The first and senior authors have the largest roles.

Selected Peer-Reviewed Conference Presentations

[24] **Yu, C. L.**, [+]Thomas, T., [+]Li, Z., & Xu, Y. (2025, April). *The behavioral and neural process of children's interactions with artificial intelligence (AI): An integrative observational and neuroimaging approach.* Poster presented at the 2025 Conference of the Social & Affective Neuroscience Society, Chicago.

[23] [+]Salig, L., [+]Eggeston, R., **Yu, C. L.**, Hu, X. S., Brennan, J. R., & Kovelman, I. (2025, March). *fNIRS Naturalistic Comprehension Approach Reveals Hypoactivation of Language Networks in Dyslexia.* Poster presented at the 38th Annual Conference on Human Sentence Processing, College Park.

[22] [+]Shen, Z., [+]Witkowska, A., **Yu, C. L.**, & Kovelman, I. (2024, July). *Understanding Other's Minds during Natural Language Processing: A Child fNIRS Investigation.* Poster presented at the 2024 Michigan Summer Program in Cognition and Early Development (MSPICED) Symposium, Ann Arbor.

[21] [+]Hurtado, A., **Yu, C. L.**, Xu Y., & Kovelman, I. (2024, March). *How children learn with artificial intelligence: A study of dialogic story listening.* Poster presented at the 2024 Annual Marshall M. Weinberg Symposium, Ann Arbor.

[20] **Yu, C. L.**, Eggleston, R., Brennan, J. R., Wellman, H. M., & Kovelman, I. (2024, March). *Neural processing of children's theory of mind in a naturalistic story-listening paradigm.* Poster presented at the 2024 Biennial Meeting of the Cognitive Development Society (CDS), Pasadena.

[19] [+]Hurtado, A., **Yu, C. L.**, Xu Y., & Kovelman, I. (2024, March). *How children learn with artificial intelligence: A study of dialogic story listening.* Symposium presentation at the 2024 Latinx Research Week at the University of Michigan, Ann Arbor.

[18] **Yu, C. L.**, Eggleston, R., Zhang, K., Nickerson, N., Sun, X., Marks, R., Hu, X. S., Brennan, J. R., Wellman, H. M., & Kovelman, I. (2023, October). *Using a naturalistic listening paradigm to study brain bases of language comprehension in developmental dyslexia.* Symposium presentation at the 2023 Annual Reading, Literacy, & Learning Conference of the International Dyslexia Association (IDA), Columbus.

[17] [+]Baybaş, J., **Yu, C. L.**, [+]Damiani, J., [+]Gao, R., Kovelman, I., & Brennan, J. R. (2023, September). *Natural language comprehension in the developing brain: A computational neurolinguistic perspective.* Symposium presentation at the 2023 Yale and Wu Tsai fNIRS Workshop, New Haven.

[16] [+]Damiani, J., [+]Gao, R., [+]Baybaş, J., **Yu, C. L.**, & Kovelman, I. (2023, August). *Natural language comprehension in the developing brain: A computational neurolinguistic perspective.* Poster presented at the 2023 Michigan Summer Program in Cognition and Early Development (MSPICED) Symposium, Ann Arbor.

[15] **Yu, C. L.**, Stanzione, C. M., Branum-Martin, L., Wellman, H. M., & Lederberg, A. R. (2023, March). *Theory of mind development in deaf children: The effects of language exposure and usage.* Poster presented at the 2023 Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City.

[14] **Yu, C. L.** & Wellman, H. M. (2023, March). *Where do differences in theory-of-mind development come from? An agent-based model of social interaction and theory-of-mind.* Poster presented at the 2023 Biennial Meeting of the Society for Research in Child Development (SRCD), Salt Lake City.

[13] [+]Carrera, C., **Yu, C. L.**, & Kovelman, I. (2022, September). *Exploring the neural mechanism of theory of mind processing through a naturalistic lens.* Poster presented at the 2022 Michigan Summer Program in Cognition and Early Development (MSPICED) Symposium, Ann Arbor.

[12] **Yu, C. L.**, Eggleston, R., Kovelman, I., & Brennan, J. R. (2022, April). *Using functional near-infrared spectroscopy to study developmental aspects of naturalistic narrative comprehension.* Symposium presentation at the 2022 Biennial Meeting of the Cognitive Development Society (CDS), Madison.

[11] **Yu, C. L.** & Wellman, H. M. (2022, April). *Young children treat puppets (and dolls and pictures) like real persons.* Poster presented at the 2022 Biennial Meeting of the Cognitive Development Society (CDS), Madison.

[10] **Yu, C. L.**, Heng, J., & Wellman, H. M. (2021, April). *A meta-analysis of progressions in theory-of-mind understandings: Theory of mind scale findings across different contexts - an initial exploration.* Symposium presentation at the 2021 Biennial Meeting of the Society for Research in Child Development (SRCD), Virtual.

[9] **Yu, C. L.**, Lee, S., Wellman, H. M., & Olson, S. L. (2021, April). *Theory of mind and executive function underlie childhood psychotic symptoms.* Poster presented at the 2021 Biennial Meeting of the Society for Research in Child Development (SRCD), Virtual.

[8] **Yu, C. L.**, Sun, X., Zhang, K. H., Kim, J., Marks, R., Nickerson, N., & Kovelman, I. (2020, October). *Cross-language neural interconnection of phonological awareness and morphological awareness in simultaneous Chinese-English bilingual children.* Poster presented at the 12th Annual Meeting of Society for the Neurobiology of Language (SNL), Virtual.

[7] Sun, X., Zhang, K. H., **Yu, C. L.**, Marks, R., Nickerson, N., Hu, X. S., Chou., T. L., Tardif, T. & Kovelman, I. (2020, October). *What does GIMME tell us about brain literacy networks? Mapping neural connectivity patterns in linguistically diverse children.* Poster presented at the 12th Annual Meeting of Society for the Neurobiology of Language (SNL), Virtual.

[6] Eggleston, R., Marks, R., Karas, Z., Nickerson, N., Sun, X., Zhang, K., **Yu, C. L.**, Katz, L., Hu, X. S., & Kovelman, I. (2020, October). *Lexical morphology and reading development in children with typical development and dyslexia.* Poster presented at the 12th Annual Meeting of Society for the Neurobiology of Language (SNL), Virtual.

[5] **Yu, C. L.**, Lee, S. H., Chen T., & Liao, C. C. (2019, June). *The influence of family reading history on Chinese classifier processing: An fMRI study.* Poster presented at the 2019 Annual Meeting of the Organization for Human Brain Mapping (OHBM), Rome.

[4] **Yu, C. L.**, Lee, S. H., Gau S., & Chou, T. L. (2018, June). *Aberrant neural organization of theory of mind in youths with autism.* Poster presented at the 2018 Annual Meeting of the Organization for Human Brain Mapping (OHBM), Singapore.

[3] **Yu, C. L.**, & Sheu, C. F. (2017, November). *EFAshiny: A shiny application for exploratory factor analysis.* Poster presented at 47th annual meeting of the Society for Computers in Psychology (SCiP), Vancouver.

[2] **Yu, C. L.**, Causeur, D., Shen, I. H., & Sheu, C. F. (2016, November). *Using R to explore ERP data.* Symposium presentation at the 46th annual meeting of the Society for Computers in Psychology (SCiP), Boston.

[1] **Yu, C. L.**, Wang, M. Y., Chen, P. W., Yap, J. Y., Chang, J. S., Hsiao, Y. R., & Hu, J. F (2015, July). *Using false-belief task to explore the effect of empathy situation on theory of mind function.* Poster presented at the 37th Annual Cognitive Science Society Meeting (CogSci), Pasadena.

Invited Talks and Colloquia

[14] **Yu, C. L.** (2025, October). Artificial Intelligence and Quantitative Sciences Colloquium, Department of Mathematics, Oklahoma State University, Stillwater.

[13] **Yu, C. L.** (2025, April). Artificial Intelligence and Computational Modeling Seminar, Oklahoma Center for Evolutionary Analysis (OCEAN), Oklahoma State University, Stillwater.

[12] **Yu, C. L.** (2025, April). Statistics and Computational Modeling Seminar, Department of Statistics, Oklahoma State University, Stillwater.

[11] **Yu, C. L.** (2024, April). Developmental Training Grant Colloquium, Department of Psychology, University of Michigan, Ann Arbor.

[10] **Yu, C. L.** (2024, March). Developmental Studies Group, Department of Psychology, Harvard University, Boston.

[9] **Yu, C. L.** (2024, January). Department of Psychology, National Cheng Kung University, Tainan, Taiwan.

[8] **Yu, C. L.** (2024, January). Department of Psychology, National Chung Cheng University, Chiayi, Taiwan.

[7] **Yu, C. L.** (2023, December). Department of Psychology, University of Wisconsin–Madison, Madison.

[6] **Yu, C. L.** (2023, July). Social Learning Lab, Department of Psychology, Stanford University, Palo Alto.

[5] **Yu, C. L.** (2023, March). Developmental Area Colloquium, Department of Psychology, University of Michigan, Ann Arbor.

[4] **Yu, C. L.** (2022, June). Michigan Summer Program in Cognition and Early Development, Department of Psychology, University of Michigan, Ann Arbor.

[3] **Yu, C. L.** (2021, June). Michigan Summer Program in Cognition and Early Development, Department of Psychology, University of Michigan, Ann Arbor.

[2] **Yu, C. L.** (2021, March). Developmental Area Colloquium, Department of Psychology, University of Michigan, Ann Arbor.

[1] **Yu, C. L.** (2020, November). Language and Cognition Colloquium, Department of Psychology, University of Michigan, Ann Arbor.

Research Grants

2025-2027	**The Center for Integrative Research on Childhood Adversity (CIRCA) Pilot Grant (National Institutes of Health & National Institute of General Medical Sciences, NIH & NIGMS, P20 GM109097)** Role: PI Title: Early childhood unpredictability in the social brain: An interdisciplinary approach Amount: $100,000 USD, plus fMRI scanning costs
2025-2026	**Advancing Undergraduate Research and Creative Activity (AURCA) Research Grant)** Role: PI/Mentor Title: How do young children's brains learn to handle life's ups and downs? Amount: $10,000 USD (to support underrepresented undergraduate students)
2023-2028	**National Institutes of Health (NIH) R01 HD111637**

Role: Consultant (PI: Dr. Ioulia Kovelman)
Title: Bilingual and cross-cultural investigation of developmental dyslexia
Amount: $2,899,562 USD

2023-2028 **National Institutes of Health (NIH) R01 HD109224**
Role: Consultant (PI: Dr. Ioulia Kovelman)
Title: Bilinguals with developmental language impairments: A neurodevelopmental perspective
Amount: $2,866,595 USD

2024 **Marshall Weinberg Research Grant for Cognitive Science**
Role: PI
Title: Developing a theory of mind: A multi-method perspective
Amount: $2,000 USD

2023 **University of Michigan Psychology Dissertation Research Grant**
Role: PI
Title: A meta-analysis of progressions in theory-of-mind understandings
Amount: $1,000 USD

2021 **Rackham Candidate Graduate Student Research Grant**
Role: PI
Title: Social-cultural determinants of early theory-of-mind development
Amount: $3,000 USD

2020 **Rackham Precandidate Graduate Student Research Grant**
Role: PI
Title: Measuring theory of mind across early and middle childhood
Amount: $1,500 USD

2015 **Taiwan Ministry of Science and Technology Research Grant**
Role: PI
Title: Understanding theory of mind: Evidence from preschoolers
Amount: $1,500 USD

Honors and Awards

2025	American Psychological Association (APA) Dissertation Award in Developmental Psychology (Division 7)
2025	Oklahoma State University College of Arts and Sciences Travel Program Award ($1,200 USD)
2024 – 2025	Harvard Postdoctoral Fellowship in Psychology (Declined due to overlap)
2019 – 2024	Taiwan Government Ph.D. Scholarship for Studying Abroad ($200,000 USD)
2023 – 2024	Rackham Predoctoral Fellowship ($36,000 USD)
2023	University of Michigan Psychology Departmental Associate
2023	Rackham One-Term Dissertation Fellowship ($12,000 USD)
2023	Hagen-Stevenson Dissertation Research Award ($1,500 USD)
2023	Society for Research in Child Development (SRCD) Graduate Student Travel Award ($300 USD)
2023	Rackham Conference Travel Award ($900 USD)
2021 – 2023	Funding for the Summer Program in Quantitative Methods of Social Research ($9,200 USD)

2021	The Inter-university Consortium for Political and Social Research (ICPSR) Diversity Scholarship ($2,500 USD)
2021	The Lorraine Nadelman Early Graduate Student Research Award ($750 USD)
2021	Rackham International Student Fellowship and the Chia-Lun Lo Fellowship ($10,000 USD)
2020	Best Paper Award for *Chinese Journal of Psychology* in 2019 Academic Year
2019	Weinberg Institute for Cognitive Science Graduate Fellowship ($12,000 USD)
2018	Best Paper Award for the Annual Meeting of Taiwanese Society of Child and Adolescent Psychiatry ($200 USD)
2018	Taiwan Ministry of Science and Technology International Conference Travel Award($1,500 USD)
2016	National Cheng Kung University President Wei-Noon Wang Memorial Scholarship ($400 USD)
2015	Outstanding Student for Academic Achievement at National Cheng Kung University ($100 USD)

Teaching

2026 –   **Cognitive Development**
Primary Instructor | Graduate Lecture and Seminar | Oklahoma State University

2025 –   **Advanced Developmental Cognitive Neuroscience**
Primary Instructor | Graduate Lecture and Seminar | Oklahoma State University

2024 –   **Developmental Cognitive Neuroscience**
Primary Instructor | Undergraduate Lecture | Oklahoma State University

2024   **Developmental Social-Cognitive Neuroscience**
Guest Instructor (Primary instructor: Dr. Ioulia Kovelman)
Undergraduate Lecture | University of Michigan

2022 – 2023   **Statistics and R Programming**
Primary Instructor | Undergraduate Lecture | University of Michigan

2023   **Introduction to Developmental Psychology**
Graduate Student Instructor (Primary instructor: Dr. Ioulia Kovelman)
Undergraduate Lecture | University of Michigan

2023   **Introduction to Cognitive Neuroscience**
Guest Instructor (Primary Instructor: Dr. Ying Xu)
Graduate Seminar | University of Michigan

2021 – 2022   **Open Science in Psychology**
Primary Instructor | Undergraduate Seminar | University of Michigan

2021   **Psychometric Theory**
Graduate Student Instructor (Primary Instructor: Dr. Matthew Diemer)
Graduate Lecture | University of Michigan

2020   **Introduction to Developmental Psychology**
Graduate Student Instructor (Primary instructor: Dr. Katie Jodl)
Undergraduate Lecture | University of Michigan

2019   **Psychology and Modern Life**
Teaching Assistant (Primary instructor: Dr. Shu-Hui Lee)
Undergraduate Lecture | National Tsing Hua University

2018	**Brain and Language**
	Teaching Assistant (Primary instructor: Dr. Tai-Li Chou)
	Undergraduate Lecture | National Taiwan University
2017	**Introduction to Psychology**
	Teaching Assistant (Primary instructor: Dr. Tai-Li Chou)
	Undergraduate Lecture | National Taiwan University
2016	**Cognitive Neuroscience**
	Teaching Assistant (Primary instructor: Dr. Shu-Lan Hsieh)
	Undergraduate Lecture | National Cheng Kung University
2016	**Assessment Practicum Developmental Psychology**
	Teaching Assistant (Primary instructor: Dr. Jon-Fan Hu)
	Undergraduate Seminar | National Cheng Kung University
2016	**Seminar on Emotion and Memory**
	Teaching Assistant (Primary instructor: Dr. Der-Yow Chen)
	Undergraduate Lecture | National Cheng Kung University

Mentoring

Post-Doctoral Trainee Research Mentorship

2025 –	Pei-Ling Yang, Department of Psychology, University of Illinois Urbana-Champaign
2024 –	Ren Salig, Department of Psychology, University of Michigan
2024 –	Trisha Thomas, Harvard Graduate School of Education, Harvard University

Graduate Students Trainee Research Mentorship and Advising Committees

2025 –	Ziqian Shen, Department of Psychology, Oklahoma State University (Primary PhD Advisor)
2025 –	Charles Li, Department of Psychology, Oklahoma State University (PhD Dissertation Committee Member)
2025 –	Athkia Mobershira, Department of Mathematics, Oklahoma State University (PhD Dissertation Committee Member)
2024 –	Anthony Marchiafava, Department of Computer Science, Oklahoma State University (PhD Dissertation Committee Member)

Graduate Students Trainee Research Mentorship

2025 –	Nivedhitha Dondati Purushotham, Department of Computer Science, University of Michigan
2024 –	Jenna Huang, Department of Psychology, Oklahoma State University
2024 –	Hsiang-Yun Hsiao, Department of Psychology, National Cheng Kung University
2023 –	Ethan Lee, Department of Psychology, National Tsing Hua University
2023 – 2024	James Baybaş, Department of Linguistics, University of Michigan

Post-Baccalaureate Trainee Research Mentorship

| 2024 – | Emse Liu, Speech and Hearing Science Research Institute, Children's Hearing Foundation |
| 2023 – 2025 | Ruimin Gao, Department of Computer Science and Engineering, University of Michigan & School of Psychology, Georgia Tech |

2024 – 2025 Aleksandra Witkowska, Department of Psychology, University of Michigan

Undergraduate Research Assistant Mentorship

2025 – Caleb Glisson, Department of Psychology, Oklahoma State University
2025 – Diamond Jones, Department of Psychology, Oklahoma State University
2024 – Caroline Shelton, Department of Psychology, Oklahoma State University
2023 – Astrid Hurtado, Department of Psychology, University of Michigan (Honors student) | Awards: Tanner Memorial Award & Highest Honors Designation
2024 – 2025 Isabella Yoon, Department of Psychology, University of Michigan
2023 – 2024 Xi Zhang, Department of Psychology, University of Michigan
2023 – 2024 Jessica Damiani, Research Program for Underrepresented Students, Department of Linguistics and Psychology, University of Maryland & University of Michigan
2021 – 2024 Kaitlynn Sims, Department of Psychology, University of Michigan
2022 – 2023 Cristina Carrera, Research Program for Underrepresented Students, Department of Psychology, California State University - Northridge & University of Michigan
2021 – 2022 Olivia Anderson, Research Program for Underrepresented Students, Department of Psychology, Kalamazoo College & University of Michigan
2019 – 2020 Doris Huang, Department of Psychology, University of Michigan

High-School Interns Research Mentorship

2025 – Sophia Joeng, Research Program for Underrepresented Students, Department of Psychology, Oklahoma State University

Service

Journal Reviewer

- *Psychological Bulletin*

- *Developmental Psychology*

- *Developmental Science*

- *Autism Research*

- *Journal of Experimental Child Psychology*

- *European Journal of Developmental Psychology*

- *Developmental Neuropsychology*

- *Cognitive Science*

- *Social Cognitive and Affective Neuroscience*

- *Advances in Methods and Practices in Psychological Science*

- *Journal of Cross-Cultural Psychology*

- *International Journal of Bilingualism*

- *Language and Education*

- *International Journal of Psychology*

- *Psychology in the Schools*

- *Journal of Psychosocial Oncology*

- *Behavioral Sciences*

- *Frontiers in Psychology*

- *Nature Communications Psychology*

University Service

2025 –	Committee Member and Reviewer, The Council of Graduate Departments of Psychology (COGDOP) Graduate Student Scholarships, Department of Psychology, Oklahoma State University
2025 –	Committee Member and Reviewer, Distinguished Graduate Fellowship, Department of Psychology, Oklahoma State University
2025 –	Committee Member and Reviewer, Faculty-Staff Scholarships, Department of Psychology, Oklahoma State University
2024 –	Committee Member, Graduate Student Research and Teaching Awards, Department of Psychology, Oklahoma State University
2023 – 2024	Departmental Associate and Student Representative, Department of Psychology, University of Michigan
2020 – 2024	Mentor, Michigan Summer Program in Cognition and Early Development (MSPICED), Department of Psychology, University of Michigan
2020 – 2024	Mentor, Undergraduate Research Opportunities Program (UROP), University of Michigan
2019 – 2024	Mentor, Summer Research Opportunities Program (SROP), University of Michigan