

# CURRICULUM VITAE

## STANKA A. FITNEVA

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### Positions

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Associate Professor, Queen's University, 2010 – present  
Visiting Associate Professor, Cornell University, fall 2016  
Visiting Scholar, Stanford University, 2011-2012  
Assistant Professor, Queen's University, 2003 – 2010  
Visiting Researcher, Tohoku University, Japan, summer 2005

### Education

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Ph.D., Psychology, Cornell University, 2003  
Minor in Cognitive Studies

B.A., Cognitive Science, Smith College, 1996  
*Magna cum Laude* with highest honors

### Publications

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\* graduate student; \*\* undergraduate student

- Fitneva, S. A., Corbett, B. A., & Prasad, A. N. (2023). Psychosocial correlates of neurodevelopmental disabilities in 2- to 3-year-olds. *Epilepsy & behavior*, 146, 109370. <https://doi.org/10.1016/j.yebeh.2023.109370>
- Fitneva, S. A. (2020). Children's epistemic forecasting: The case of knowledge loss. *Journal of Experimental Child Psychology*, 199, 104926. <https://doi.org/10.1016/j.jecp.2020.104926>
- Aydin, Ç., & Fitneva, S. A. (2019). Türkçe'deki geçmiş zaman bildirme kiplerinin tümce hatırlamaya etkisi (The effect of Turkish tense-aspect markers on memory for sentences). *DTCF Dergisi*, 59.1, 353-36. DOI: [10.33171/dtcfjournal.2019.59.1.19](https://doi.org/10.33171/dtcfjournal.2019.59.1.19)
- Giardini, F., Fitneva, S. A., & Tamm, A. (2019). "Someone told me": Preemptive reputation protection in communication. *PLOS ONE*, 14(4): e0200883.
- Mangardich, H.\* & Fitneva, S. A. (2019). Linguistic foundations of gossip and reputation. In R. Vittek & F. Giardini (Eds.) *The Oxford Handbook of Gossip and Reputation* (pp.82-99). Oxford: Oxford University Press.
- Fitneva, S. A. (2018). The acquisition of evidentiality. In A. Aikhenvald (Ed.) *The Oxford Handbook of Evidentiality* (pp. 185-201). Oxford: Oxford University Press.
- Fitneva, S. A. (2017). How many people know? Representing the distribution of knowledge. In G. Gunzelmann, A. Howes, T. Tendbrink, & E.J. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society* (pp. 3003-3007). Austin, TX:

Cognitive Science Society.

- Fitneva, S. A., & Christiansen, M. C. (2017). Developmental changes in cross-situational word learning: The inverse effect of initial accuracy. *Cognitive Science*, *41*, 141-161. DOI: 10.1111/cogs.12322
- Fitneva, S.A., Pile Ho, E.,\*\* & Hatayama, M. (2016). Japanese and Canadian children's beliefs about child and adult knowledge: A case for developmental equifinality? *PLOS ONE* 11(9): e0163018. doi:10.1371/journal.pone.0163018
- Anderson, C. J., Bahník, Š., Barnett-Cowan, M., Bosco, F. A., Chandler, J., Chartier, C. R., Cheung, F., Christopherson, C. D., Cordes, A., Cremata, E. J., Della Penna, N., Estel, V., Fedor, A., Fitneva, S. A., Frank, M. C., Grange, J. A., Hartshorne, J. K., Hasselman, F., Henninger, F., Jonas, K. J., Lai, C. K., Levitan, C. A., Miller, J. K., Moore, K. S., Meixner, J. M., Munafò, M. R., Neijenhuijs, K. I., Nilsson, G., Nosek, B. A., Plessow, F., Prenoveau, J. M., Ricker, A. A., Schmidt, K., Spies, J. R., Stieger, S., Strohminger, N., Sullivan, G. B., van Aert, R. C. M., van Assen, M. A. L. M., van der Hulst, M., Vanpaemel, W., Vianello, M., Voracek, M., & Zuni, K. (2016). Response to comment on "Estimating the reproducibility of psychological science". *Science*, *351* (6277), 1037.
- Open Science Collaboration (2015). Estimating the reproducibility of psychological science. *Science*. *349*(6251). DOI: 10.1126/science.aac4716
- Fitneva, S. A., & T. Matsui (2015). The emergence and development of language across cultures. In L. A. Jensen (Ed.) *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective* (pp. 111-126). Oxford: Oxford University Press. DOI: 10.1093/oxfordhb/9780199948550.013.8
- Fitneva, S. A. (2014). Evidential markers. In P. Brooks, & V. Kempe (Eds.), *Encyclopedia of language development* (pp. 204-206). Thousand Oaks: Sage.
- Open Science Collaboration (2014). The Reproducibility Project: A model of large-scale collaboration for empirical research on reproducibility. In V. Stodden, F. Leisch, & R. Peng (Eds.), *Implementing Reproducible Computational Research (A Volume in The R Series)* (pp. 299-323). New York, NY: Taylor & Francis.
- Fitneva, S. A., Lam, N. H. L.,\* Dunfield, K. A.\*\* (2013). The development of children's information gathering: To look or to ask? *Developmental Psychology*, *49*, 533-542. DOI:10.1037/a0031326
- Fitneva, S. A. (2013). Review of 'Single and double clitics in adult and child grammar' by Teodora Radeva-Bork. *Journal of Slavic Linguistics*, *21*(2), 311-315.
- Fitneva, S. A. (2012). Beyond answers: Questions and children's learning. In J.P. de Ruiter (Ed.) *Questions: formal, functional, and interactional perspectives*, (pp. 165-178). Cambridge: Cambridge University Press.
- Ceci, S. J., Fitneva, S. A., Aydin, C.,\* Chernyak, N.\* (2011). The legal context of memory development. In A. Slater and G. Bremner (Eds.), *An Introduction to Developmental Psychology* (2<sup>nd</sup> ed., pp. 417- 452). London: Blackwell.
- Fitneva, S. A., & Christiansen, M. H. (2011). Looking in the wrong direction correlates with more accurate word learning. *Cognitive Science*, *35*, 367-380.
- Monaghan, P., Christiansen, M.H. & Fitneva, S.A. (2011). The arbitrariness of the sign: Learning advantages from the structure of the vocabulary. *Journal of Experimental Psychology: General*, *140*(3), 325-347.

- Ceci, S.J., Fitneva, S. A., & Williams, W. M. (2010). Representational constraints on the development of memory and metamemory: A developmental-representational synthesis. *Psychological Review*, 117(2), 464-495.
- Fitneva, S. A. (2010). Children's representation of child and adult knowledge. *Journal of Cognition and Development*, 11(4), 458-484.
- Fitneva, S. A., & Dunfield, K. A.\* (2010). Selective information seeking after a single encounter. *Developmental Psychology*, 46(5), 1380-1384.
- Monaghan, P., Christiansen, M. C., Farmer, T. A., & Fitneva, S. A. (2010). Measures of phonological typicality: Robust coherence and psychological validity. *The Mental Lexicon*, 5, 281-299. (reprinted in G. Jarema, G. Libben, & C. Westbury (2012). *Methodological and Analytic Frontiers in Lexical Research*. Amsterdam: John Benjamins.
- Fitneva, S. A. (2009). Evidentiality and trust: The role of informational goals. In S. A. Fitneva & T. Matsui (Eds.), *Evidentiality: A window into language and cognitive development, New Directions for Child and Adolescent Development*, 125, 49-61. San Francisco: Jossey-Bass.
- Fitneva, S. A., Christiansen, M. H., Monaghan, P. (2009). From sound to syntax: Children's use of phonology to infer grammatical categories. *Journal of Child Language*. 36(5), 967-997.
- Fitneva, S. A., & Song, Y. (2009). The comprehension of "left" and "right" in a referential communication task. In N.A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31<sup>st</sup> Annual Conference of the Cognitive Science Society* (pp. 2687-2691). Cognitive Science Society.
- Matsui, T., & Fitneva, S. A. (2009). Knowing how we know: Evidentiality and cognitive development. In S. A. Fitneva & T. Matsui (Eds.), *Evidentiality: A window into language and cognitive development, New Directions for Child and Adolescent Development*, 125, 1-11. San Francisco: Jossey-Bass.
- Fitneva, S. A. (2008). The role of evidentiality in Bulgarian children's reliability judgments. *Journal of Child Language*, 35(4), 845-868.
- Fitneva, S. A. & Spivey, M. J. (2004). Context and language processing: The effect of authorship. In J. Trueswell & M. Tanenhaus (Eds.), *Approaches to Studying World-Situated Language Use Bridging the Language-as-Product and Language-as-Action Traditions*, (pp. 317-327). Cambridge, MA: MIT Press.
- Fitneva, S. A. & Williams, W. M. (2004). The stuff we do: Science in perspective. [Review of *The Cognitive Basis of Science*, edited by P. Carruthers, S. Stich, and M. Siegal.] *Contemporary Psychology*, 49 (3), 306-308.
- Spivey, M. J., Richardson, D. C., & Fitneva, S. A. (2004). Memory outside of the brain: oculomotor indexes to visual and linguistic information. In J. Handerson and F. Ferreira (Eds.), *The interface of language, vision, and action: Eye movements and the visual world* (146-172). New York: Psychology Press.
- Ceci, S. J., Fitneva, S. A., & Gilstrap, L. L. (2003). Memory development and eyewitness testimony. In A. Slater and G. Bremner (Eds.), *An Introduction to Developmental Psychology*. (pp. 283-310). London: Blackwell.
- Fitneva, S. A. (2003). Review of *Evidentials and Relevance* by E. Infantidou. <http://linguistlist.org/issues/13/13-1976.html>
- Ceci, S. J., Gilstrap, L. L., & Fitneva, S. A. (2002). Children's testimony. In M. Rutter & E.

Taylor (Eds.), *Child and Adolescent Psychiatry: Modern Approaches* (4<sup>th</sup> ed., pp. 117-127). London: Blackwell.

Fitneva, S. A. (2002). Review of *Sentence Comprehension: The Integration of Habits and Rules* by D. Townsend and T. Bever. <http://linguistlist.org/issues/12/12-3052.html>

Spivey, M. J., Fitneva, S. A., Tabor, W., & Ajmani, S. (2002). The time course of information integration in sentence processing. In P. Merlo & S. Stevenson (Eds.), *The Lexical Basis of Sentence Processing: Formal, Computational, and Experimental Perspectives* (pp.207-232). Philadelphia: John Benjamins Publishing.

Fitneva, S. A. (2001). Epistemic marking and reliability judgments: Evidence from Bulgarian. *Journal of Pragmatics*, 33(3), 401-420.

Fitneva, S. A. (1998). Referential opacity as a structure dependent phenomenon. In A. Sorace, C. Heycock, & R. Shillcock (Eds.), *Proceedings of the GALA'97 Conference on Language Acquisition* (pp. 46-50). Edinburgh: The Human Communications Research Center.

Fitneva, S. A., & Keil, F. (1998). The epistemic content of evidentiality: How children use grammar to determine the reliability of information. *Proceedings of the 22nd Annual Boston University Conference on Language Development*, 22 (1), 213-223.

## **Edited Volume**

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Fitneva, S. A., & Matsui, T. (2009). Evidentiality: A window into language and cognitive development, *New Directions for Child and Adolescent Development*, 125. San Francisco: Jossey-Bass.

## **Conference Presentations**

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Fitneva, S. A. & Macy, M. W. (March 2023). Network cognition in preschool. *Society for Research in Child Development* conference, Salt Lake City, Utah, USA.

Fitneva, S. A. & Slinger, M.\* (November 2022). The role of epistemic emotions in mapping the epistemic landscape. 63rd Annual Meeting of the Psychonomic Society, Boston, USA.

Snelling, K.,\* & Fitneva, S. A. (October 2022). Processing speed during word learning is related to vocabulary size. 12th International Conference on the Mental Lexicon, Niagara-on-the-Lake, Canada.

Noyes, B.,\* & Fitneva, S. A. (June 2022). Informant selection in a connected world. *Development 2022*, Calgary, Canada.

Fitneva, S. A. & Slinger, M.\* (May 2022). Epistemic emotions and the exploration of belief popularity. *13th Dubrovnik Conference on Cognitive Science*, Dubrovnik, Croatia.

Slinger, M.,\* & Fitneva, S. A. (July 2022). Looking for a second opinion: Epistemic emotions and the exploration of information sources. *Cognitive Science conference*, Toronto, Canada.

Snelling, K.,\* & Fitneva, S. A. (July 2021). Overcoming error: Association between attentional reorientation and vocabulary size. *Cognitive Science conference*, online.

Snelling, K.,\* Thib, S.\*\* & Fitneva, S. A. (July 2020). Not all errors are the same: the role of cognitive effort in cross-situational word learning. *Cognitive Science conference*, online.

- Fitneva, S. A., & Hayward, K.\*\* (March 2019). Friends, strangers, or foes: children's use of relationships in reasoning about others. *Society for Research in Child Development conference*, Baltimore, MD.
- Li, C. G.,\* Albin, M.,\*\* & Fitneva, S. A. (March 2019). Does word order constrain cross-situational semantic learning? *Society for Research in Child Development conference*, Baltimore, MD.
- Snelling, K.,\* & Fitneva, S. A. (July 2019). Adult prediction error processing is associated with vocabulary size. *Cognitive Science conference*, Montreal, Canada.
- Albin, M.,\*\* Li, C. G.,\* Wang, Y.,\*\* & Fitneva, S. A. (May 2018). Learning nouns and verbs via cross-situational statistics. *Development 2018*, St. Catharines, Canada
- Snelling, K.,\* & Fitneva, S. A. (May 2018). Prediction effects in children's word learning. *Development 2018*, St. Catharines, Canada
- Fitneva, S. A. (June 2017). Syntactic knowledge constrains cross-situational word learning. *Interdisciplinary Advances in Statistical Learning*. Bilbao, Spain
- Fitneva, S. A. (August 2017). Expert vs. common knowledge: How many grown-ups have it? *Cognitive Science conference*. London, UK
- Fitneva, S. A. (April 2017). All together now: Learning nouns and verbs via cross-situational statistics. *Society for Research in Child Development conference*, Austin, TX.
- Loma, M.,\*\* & Fitneva, S. A. (March, 2015). Expert vs. common knowledge: How many grown-ups have it? *Society for Research in Child Development conference*, Philadelphia, PA.
- Tamm, A., Fitneva, S. A., & Giardini, F. (August, 2015). Indirect evidentials: A tool for managing competition across languages. Conference of the Association for Linguistic Typology, Albuquerque, NM.
- Choi, E.,\*\* & Fitneva, S. A. (July, 2014). Effects of varying initial accuracy of word-referent associations on word learning. Annual Meeting of CSBBCS, Toronto, ON.
- Liao, I.,\*\* Vukatana, V.,\*\* Vyas, A.,\*\* & Fitneva, S. A. (May, 2014). Knowledge clustering and children's information seeking. *Development 2014 conference*, Ottawa, ON.
- Levine, B., Bacopulos, A., Anderson, N., Black, S.E., Davidson, P.S.R., Fitneva, S.A., McAndrews, M.P., Spaniol, J., Jeyakumar, N., Abdi, H., Beaton, D., Owen, A.M., & Hampshire, A. (March, 2013). Validation of a novel computerized test battery for automated testing. Rotman Neuroscience Conference, Toronto, Canada.
- Levine, B., Bacopulos, A., Anderson, N.D., Black, S.E., Davidson, P.S.R., Fitneva, S.A., McAndrews, M.P., Spaniol, J., Jeyakumar, N., Abdi, H., Beaton, D., Owen, A.M., & Hampshire, A. (March 2013). Validation of a novel computerized test battery for automated testing. Paper presented at the Canadian Stroke Congress, Toronto, Canada.
- Christiansen, M. C., Fitneva, S. A. & Monaghan, P. (July, 2011). A trade-off between arbitrary and systematic form-meaning mappings in language learning. Paper presented at the XIIth International Congress for the Study of Child Language, Montreal, Canada.
- Fitneva, S.A., Aydin, Ç., & Aydogdu, G.\*\* (July, 2011). Evidentials in child-adult conversations in Turkish. Paper presented at the XIIth International Congress for the Study of Child Language, Montreal, Canada.
- Hadfield, K. M.,\*\* & Fitneva, S. A. (April, 2011). Developmental changes in the preferred information seeking strategies of children. Poster presented at the meeting of the

- Society for Research in Child Development conference, Montreal, Canada.
- Pishva, R.,\* & Fitneva, S. A. (April, 2011). How do children's perceptions of informant knowledge and willingness to help guide information seeking behaviour? Poster presented at the meeting of the Society for Research in Child Development conference, Montreal, Canada.
- Lam, N. H. L.,\*\* Dangaltcheva A.,\*\* Lam, D.,\*\* Fitneva, S. A. (May 2010). To look or to ask? Children's differentiation of information gathering strategies. Poster presented at Development 2010, Ottawa, Canada.
- Monaghan, P., Christiansen, M. C., & Fitneva, S. A. (April 2010) Balancing arbitrariness and systematicity in language evolution. Paper to be presented at Evolang 8, Utrecht, Germany.
- Pishva, R.,\* & Fitneva, S. A. (May 2010). Violations of the Gricean maxim of quantity and children's perception of speaker cooperation. Poster presented at Development 2010, Ottawa, Canada.
- Fitneva, S. A., & Christiansen, M. H. (November 2009). Advantage for initially incorrect guesses in cross-situational word learning? Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, USA.
- Fitneva, S. A. (October 2009). Expectations and informant prior accuracy as factors in children's learning about events. Paper presented at the 6<sup>th</sup> Biennial Meeting of the Cognitive Development Society. San Antonio, TX, USA.
- Fitneva, S. A., & Hadfield, K. M.\*\* (March 2009). The role of expectations in children's selective information seeking. Poster presented at the meeting of the Society for Research in Child Development conference, Denver, USA.
- Fitneva, S. A. (July 2008). Selective information seeking. Paper presented at the workshop on *Children's Selective Trust in Social Sources of Information*, Kingston, ON, Canada.
- Dunfield, K. A.,\* McLaughlin, J.,\*\* Shuster, T.,\*\* & Fitneva, S. A. (May 2007). The selection of information seeking strategies: Do children prefer to look or ask? Poster presented at the meeting of the Jean Piaget Society, Amsterdam, the Netherlands.
- Fitneva, S. A. (March 2007). Understanding children's sensitivity to others' knowledge in the context of culture and communication. Paper presented at the meeting of the Society for Research in Child Development conference, Boston, USA.
- Dunfield, K. A.\* & Fitneva, S. A., (March 2007) Selective information seeking: From informant accuracy to informant reliability. Poster presented at the meeting of the Society for Research in Child Development conference, Boston, USA.
- Pile, E.,\*\* Hatayama, M., & Fitneva, S. A. (March 2007) Canadian and Japanese children's representations of child and adult knowledge: Do adults know it all? Poster presented at the meeting of the Society for Research in Child Development conference, Boston, USA.
- Dunfield, K. A.\* & Fitneva, S. A. (July 2006). Informant reliability affects information seeking. Poster presented at the meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- Fitneva, S. A., Christiansen, M. H., & Monaghan, P. (May 2006). French immersion and children's use of phonology to infer grammatical categories. Poster presented at the

Language Acquisition and Bilingualism conference, Toronto, Canada.

- Dunfield, K. A.\* & Fitneva, S. A. (October 2005). Influence of informant reliability on children's information seeking. Poster presented at the meeting of the Cognitive Development Society, San Diego, CA.
- Fitneva, S. A., Dunfield, K. A.\*, Christiansen, M. H., & Monaghan, P., Stier, T. J.\*\* (March 2005). Variation in children's use of phonology to infer grammatical categories. Poster presented at the meeting of the Society for Research in Child Development, Atlanta, Georgia.
- Fitneva, S. A. (2004). Using source of knowledge in the assessment of reports: Why so late? Paper presented at the International Conference on Language, Culture and Mind, Portsmouth, UK.
- Fitneva, S. A. (2004). Information seeking: An evidence-based approach. Paper presented at the meeting of the Jean Piaget Society, Toronto, Canada.
- Fitneva, S. A. (2003). Peers and adults as information sources: Toward understanding changes in source reliability. Paper presented at the meeting of the Society for Research in Child Development, Tampa, Florida.
- Fitneva, S. A. (2003). Children's evidential criteria for assessing explanations and procedures. Poster presented at the meeting of the Society for Research in Child Development, Tampa, Florida.
- Fitneva, S. A. (2003). Evidentiality: epistemology through the lens of language. Paper presented at the workshop on *Empirical Methods in Cognitive Linguistics*, Ithaca, New York.
- Christiansen, M. H., Monaghan, P., Fitneva, S. A., Chater, N. (2003). The importance of multiple phonological cues in grammatical category assignment. Poster presented at the 16<sup>th</sup> Annual CUNY Conference on Human Sentence Processing, Cambridge, MA.
- Fitneva, S. A. (2002). Evidentiality: On the interplay between metalinguistic awareness and reliability judgments. Poster presented at the IXth International Congress for the Study of Child Language, Madison, WI.
- Fitneva, S. A., & Spivey, M. J. (2002). Lexical disambiguation in social context: On the mediational role of processing modality. Poster presented at the Third International Conference on the Mental Lexicon, Banff, Alberta, Canada.
- Spivey, M. J., Richardson, D. C., & Fitneva, S. A. (2002). Memory outside of the brain: Oculomotor indexes to visual and linguistic information. Paper presented at the workshop on *The Interface of Language, Vision, and Action: What Can We Learn from Free-Viewing Eyetracking?* East Lansing, MI.
- Fitneva, S. A. (2001). False information in children's speech. Poster presented at the meeting of the Society for Research in Child Development, Minneapolis, Minnesota.
- Fitneva, S. A., & Spivey, M. J. (2001). Language processing is immediately influenced by speaker identity: Evidence from cross-modal priming. Poster presented at the 14<sup>th</sup> Annual CUNY Conference on Human Sentence Processing, Philadelphia, PA.
- Spivey, M. J., & Fitneva, S. A. (2001) Modeling the temporal dynamics of information integration during sentence processing. Paper presented at the 11<sup>th</sup> Annual Meeting of the Canadian Society for Brain, Behavior, and Cognitive Science.
- de Villiers, J. G. & Fitneva, S. A., (1999). From seeing to believing: Can language provide the

bridge? Paper presented at the VIIIth International Congress for the Study of Child Language, July 1999, San Sebastian, Spain.

Fitneva, S. A. (1999). The role of certainty and evidence in children's reliability judgments: A crosslinguistic study. Poster presented at the meeting of the Society for Research in Child Development, Albuquerque, NM

Fitneva, S. A. (1999). Evidentiality in Bulgarian: Marking source of knowledge in the grammar. Poster presented at the VIIIth International Congress for the Study of Child Language, July 1999, San Sebastian, Spain.

Fitneva, S. A. (1999), *Certainty* and *evidence* as factors in children's reliability judgments. Poster presented at the VIIIth International Congress for the Study of Child Language, July 1999, San Sebastian, Spain.

Spivey, M. J., Fitneva, S. A., & Tabor, W. (1999). Teasing apart parallel and serial models of sentence processing: Evidence from speeded sentence completions. Paper presented at the 12th Annual CUNY Conference on Human Sentence Processing, New York, NY.

Fitneva, S. A. (1998). Evidentiality in Bulgarian: Marking source of knowledge in the grammar. Paper presented at the First Northeast Cognitive Science Society Graduate Conference, Ithaca, NY

Fitneva, S. A. (1998) The cognitive salience of evidentiality: An example from Bulgarian. Paper presented at the VIth International Pragmatics Association conference, Reims, France.

Fitneva, S. A. (1997). Referential opacity: How language development can change truth. Poster presented at the meeting of the Society for Research in Child Development, Washington, D.C.

Fitneva, S. A. (1997). Referential opacity as a structure dependent phenomenon. Poster presented at the conference on Generative Approaches to Language Acquisition, Edinburgh, Scotland.

de Villiers, J. G., & Fitneva, S. A. (1996) On the role of language in the development of propositional attitudes. Paper presented at the VIIth International Congress for the Study of Child Language, Istanbul, Turkey.

de Villiers, J. G., & Fitneva, S. A. (1995). Language, reference, and truth: The child's developing consciousness of other minds. Paper presented at the conference *Language and Consciousness*, Varna, Bulgaria.

### **Invited Research Talks**

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Evidentials in questions: Evidence from adult – child conversations (October 2023). The First Theoretical and Experimental Linguistics Workshop, Károli Gáspár University of the Reformed Church in Hungary, Budapest, Hungary.

Navigation of the social world: how children gather information (November 2023). Medical University – Varna, Bulgaria.

Asking questions: how children (and adults) navigate the social world (June 2023). The Institute for Analytical Sociology, Linköping University, Sweden.

Who knows? Whom to ask? From knowledge representation to information gathering (February 2017). Center for Research on Human Development, Concordia University,



Canada.

Children's information seeking (February 2014). SUNY Stony Brook, USA.

Children's information seeking: An exploration into the social roots of knowledge (January 2014). Pickering Centre for Child Development and Cognitive Science Program, Carleton University, Canada.

The development of information gathering (June 2012). Central European University, Hungary.

Children's information seeking: An exploration into the social roots of knowledge (May 2012). Cornell University, USA.

Culture and theory of mind: Japanese and Canadian children's beliefs about child and adult knowledge (March 2012). Tokyo Gakugei University, Japan.

In the sea of sound: Multiple cue integration in language learning (February 2011). Northeastern University, USA.

Questions and children's information gathering (March 2006). The Max Plank Institute for Psycholinguistics, Nijmegen, The Netherlands.

Common ground and real-time language comprehension: The authorship effect (July 2005). Center for the Study of Language, Brain, and Cognition, Tohoku University, Sendai, Japan.

The comprehension of evidential markers through the lens of reliability judgments (March 2002). The University of Groningen, The Netherlands.

## **Grants, Awards, and Fellowships**

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Experiential Learning Award (2022-2023), Queen's University, \$500.

Children's information gathering: to explore or to exploit (2018-2024). SSHRC Insight Grant, \$66,891.

Developmental origins of beliefs about collective responsibility (2018-2020). SSHRC Institutional Grant, Queen's University, \$7000.

Cognitive Psychology Award of the British Psychological Society (2013). For Monaghan, P., Christiansen, M.H. & Fitneva, S.A. (2011). The arbitrariness of the sign: Learning advantages from the structure of the vocabulary. *Journal of Experimental Psychology: General*, 140(3), 325-347.

Top ten studies in early child development for 2010, Centre for Excellence in Early Childhood Development, Canada. For Ceci, S.J., Fitneva, S. A., & Williams, W. M. (2010). Representational constraints on the development of memory and metamemory: A developmental-representational synthesis. *Psychological Review*, 117(2), 464-495.

Children's exploration and exploitation of information sources (2009). Senate Advisory Research Council, SSHRC 4A fund, Queen's University, \$5000.

The internet lab: Enhancing student engagement in developmental psychology (2009). Center for Teaching and Learning, Queen's University, \$2612.

Children's selective trust in social sources of information (2008, with Mark Sabbagh PI). Social Sciences and Humanities Research Council, Canada, \$16,235.

Trust, skepticism, and the development of knowledge (2007, with Mark Sabbagh co-applicant). Faculty of Arts and Science, Queen's University, \$2000.

Will you know everything you know today when you grow up? (2007). Advisory Research Council, Queen's University, \$4652.

Children's representation of peer and adult knowledge (2006). Advisory Research Council, SSHRC 4A fund, Queen's University, \$5000.

Children's information gathering: To look or to ask? (2006). Advisory Research Council, Queen's University, \$5000.

Common ground in language processing: electrophysiological correlates (2005, with Mark Sabbagh co-applicant). Advisory Research Council, Queen's University, \$5000.

Eye movements as a measure of children's source memory (2004). Advisory Research Council, Queen's University, \$7000.

Developmental psycholinguistics research facility (2004). Canadian Foundation for Innovation, \$200,000.

Dissertation Research Award (2002). American Psychological Association.

Cognitive Studies Dissertation Fellowship (2000-2003). Cornell University.

Linguistics Summer Institute Fellowship (1997). Linguistic Society of America.

Sage Graduate Fellowship (1996-2000). Cornell University.

Jean Fine Spahr Fellowship for graduate studies (1996). Smith College.

Phi Beta Kappa (1996).

## **Teaching Experience**

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### *Graduate*

Language Development  
Cognitive and Conceptual Development  
Current Theories in Cognitive Development

### *Undergraduate*

Introductory Psychology  
Developmental Psychology  
Cognitive and Language Development  
Language  
Developmental Psycholinguistics  
Child in Society

## **Supervisory Experience**

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### *Graduate Students (primary supervisor)*

Katherine Snelling, PhD 2021 - present  
Katharine Bailey (co-supervised with Dr. N. Im-Bolter), PhD 2021.

Katherine Snelling, MA, 2021  
 Michael Slinger, MSc, 2020  
 Rana Pishva, MSc, 2010  
 Kristen Dunfield, MA, 2006

*Honours Thesis Students (primary supervisor)*

2023-2024: Ella Hands, Elif Gokcek, Samara Olsen  
 2022-2023: Shiyi Bin  
 2021-2022: Hannah Clark  
 2020-2021: Rina Gutzin, Bronwyn Bates  
 2019-2020: Joanna Mrowca-Migiel, Jamie Fournier, Sydney Thib  
 2018-2019: Alexis Winfield  
 2017-2018: Blake Noyes, Katherine Snelling  
 2016-2017: Jennifer Zhang  
 2015-2016: Ida Liao, Samantha Lenahan, Alexandra Macisaac  
 2014-2015: Peter Elliott, Katie Harper, Sandra Krause  
 2013-2014: Breanna Kelly, Alastair Hibberd  
 2012-2013: Nancy Dai  
 2010-2011: Amy Wainer  
 2009-2010: Laurel Dault, Justin Goddrad, Arielle Mida  
 2008-2009: Kristen Hadfield  
 2006-2007: Scott Ross  
 2005-2006: Bronwen Fullerton  
 2004-2005: Ketana Teav, Erin White

*Other Mentorship*

Cognitive Science conference, mentor, 2020, 2021  
 Catherine (Ge) Li, graduate student visitor, Jilin University, China, 2017-2018  
 Francesca Giardini, Central European University, Hungary, postdoctoral visitor, 2012

## **Activities Related to the Integration and Dissemination of Knowledge**

From Sound to Meaning: New insights into the Role of Sound Symbolism in Language Acquisition (July 2011). Paper symposium co-organized with Morten Christiansen (Cornell University) at the XIIth International Congress for the Study of Child Language, Montreal, Canada.

Children's Selective Trust in Social Sources of Information (July 2008). Workshop co-organized with Mark Sabbagh. Queen's University, Kingston, Canada.

Children's Sensitivity to Others' Knowledge (March 2007). Round table symposium co-organized with Susan Birch (University of British Columbia) at the Society for Research in Child Development conference, Boston, USA.

Evidentiality and the Developing Mind (March 2007). Paper symposium co-organized with Tomoko Matsui (Kyoto University) at the Society for Research in Child Development conference, Boston, USA.

Image Schemas and Linguistic Relativity (August 2004). Workshop co-organized with Monica Gonzalez-Marquez (Cornell) at the International Conference on Language, Culture and Mind, Portsmouth, UK.

Information Source: Research Perspectives (April 2003). Paper symposium at the meeting of the Society for Research in Child Development, Tampa, FL

## **Membership in Professional Organizations**

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Central European Cognitive Science Association  
Cognitive Science Society  
Psychonomic Society  
Society for Research in Child Development

## **Professional Service**

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### *Consulting:*

Ontario Health Study, Cognitive Working Group member (2010 - 2012)  
Alliance for Early Child Development, Bulgaria (2022 – current)  
Expert witness for the Ministry of the Attorney General of Ontario, 2022

### *Reviewer for the following funding agencies:*

SSHRC Doctoral Awards, selection committee member (2022-2024)  
Ontario Ministry of Research and Innovation: Early Researcher Award, selection committee member (2008, 2020)  
Natural Sciences and Engineering Research Council  
Social Sciences and Humanities Research Council  
Canada Foundation for Innovation – Leaders Opportunity Fund  
National Killam Program – Dorothy Killam Fellowships  
Ontario Graduate Scholarships (panel member and chair)  
National Science Foundation (USA)  
European Research Council (the EU) – Consolidator Grant program  
Vienna Science and Technology Fund (Austria)  
Foundation for Polish Science (Poland)

### *Reviewer for the following journals:*

Child Development, Developmental Psychology, Developmental Science, Cognitive Development, Social Development, Journal of Child Language, Infant and Child Development, British Journal of Developmental Psychology, Cognition, Journal of Experimental Psychology – General, Journal of Experimental Psychology – Human Perception and Performance, Journal of Experimental Psychology – Learning, Memory, and Cognition, Cognitive Science, Memory and Cognition, Frontiers in Language Sciences, Neuropsychologia.

### *Reviewer for the following conferences:*

The Cognitive Science Society conference  
The SRCD conference  
Development 2014  
International Conference of the Institute for Bulgarian Language, 2022 - present

*Departmental and University Service*

Developmental Area Chair, 2024 - present

Curriculum Committee, 2022-current

General Research Ethics Board, 2022-2023

Appointments Committee and Renewal/Tenure/Promotion Committee, 2022-2023

Space committee, 2020-2021

Participant Pool Officer, 2017-2020

Development Search Committee, 2019 – 2020

Departmental Ethics Review Committee, 2009–2011, 2012–2013, 2013-2016 Chair

Queen's major admission awards, 2014, 2015, 2016, 2024

Psychology 100 Restructuring Committee, 2010 - 2011

Undergraduate Committee and undergraduate advisor, 2004 – 2006

Social Development Search Committee, 2003 – 2005

Cognitive Development Search Committee, 2003 – 2005

Canada Research Chair (Tier II) Search Committee, 2003 – 2004

Canada Research Chair (Tier I) Search Committee, 2003 – 2005