

CURRICULUM VITAE
AMANDA L. WOODWARD
February, 2022

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University of Chicago
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EDUCATION

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

PROFESSIONAL HISTORY

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

AWARDS AND HONORS

Fellow, American Association for the Advancement of Science, 2022
Fellow, American Academy of Arts and Sciences, 2014
Ann L. Brown Award for Excellence in Developmental Research, 2014
Fellow, Association for Psychological Science, 2007
Fellow, American Psychological Association, Division 7, 2005
James McKeen Cattell Sabbatical Fellowship, 2003-2004
The J. and J. Neubauer Faculty Development Fellowship in the College, University of Chicago,
2001

American Psychological Association, Division 7, Boyd McCandless Award for an Early Career Contribution to Developmental Psychology, 2000
The John Merck Scholars Award, 1994-1998
National Science Foundation Graduate Fellowship, Stanford University, 1988-1991
Sloan Foundation Fellowship, Stanford University, 1987-1988
B.A. with High Honors, Swarthmore College, 1987
Phi Beta Kappa, Swarthmore College, 1987
Sigma Xi, Swarthmore College, 1986

GRANTS

National Science Foundation, “The emergence of social biases in infancy,” 2021-2026, PI
(Nathan Fox, co-PI)
National Institutes of Child Health and Human Development, Program Project Grant “Functions and development of the mirror neuron system,” 2010-2015; renewal, co- PI with Nathan Fox 2016-2021
National Science Foundation, “Collaborative Research: Action, Learning, and Social Cognition,” co-PI with Nathan Fox, 2016-2019
National Institutes of Child Health and Human Development, “Social information processing speed and social competence in infants,” 2015-2017
National Science Foundation, “Social interaction and social learning: A cross-cultural comparative study,” 2012-2015
National Science Foundation, “Action anticipation in infants,” 2010-2014
Office of Naval Research, “Plasticity and development of the mirror neuron system,” 2009-2010
National Science Foundation, IGERT “Biological and computational foundations of language diversity,” Co-PI (lead PI, Colin Phillips), 2008-2010
National Institutes of Child Health and Human Development, “Infants’ understanding of goal-directed action,” 2005-2010
National Science Foundation, “Development of infants’ action knowledge,” 2005-2009
National Institutes of Child Health and Human Development, “Infants’ understanding of words as conventions,” 2005-2007
National Institutes of Child Health and Human Development, Conference Grant, “New Approaches to Infant Learning and Cognition,” Co-PI with Amy Needham, 2004-2005
National Science Foundation, Conference Grant, “New approaches to infant learning and infant cognition”, Co-PI with Amy Needham, 2004-2005
Social Sciences Divisional Research Grant, University of Chicago, Co-recipient with Susan Levine, 2004-2005
Center for Early Childhood Research, University of Chicago, Collaborative Seed Grant, Co-recipient with Terry Regier, 2003-2004
Social Sciences Division Collaborative Research Grant, University of Chicago, Co-recipient with Terry Regier, 2002-2003
Social Sciences Divisional Research Grant, University of Chicago, 2002
National Institutes of Child Health and Human Development, FIRST Award, “Infants’ understanding of goal-directed action”, 1998-2003

The Robert R. McCormick Tribune Foundation, Grant to fund the planning of a Center for Early Child Development and Policy at the University of Chicago, 1997-1999, renewal, 1999-2002
The Robert R. McCormick Tribune Foundation, Individual research grant, 1996-1999
The John Merck Scholars Award, Program in the Biology of Developmental Disabilities in Children, 1994-1998
National Institutes of Child Health and Human Development, Individual National Research Service Award Postdoctoral Grant, 1992-1993
Special Dissertation Research Grant, Stanford University, 1990

EXTRACURRICULAR SERVICE

Professional Societies and Boards

Social Science Research Council, Advisory Committee for the College and University Fund for the Social Sciences Conference: Social Science Reckonings, 2021
Board of Trustees, NORC at the University of Chicago, 2018-present
Association for Psychological Science Board Election Committee, 2017-present
American Academy of Arts and Sciences, Class III, Section I Membership Panel, 2016-present
Board of the University of Chicago Laboratory Schools, 2014-present
President Elect (2011-2013), President (2013-2015), Past President (2015-2017), Secretary (2006-2009), Cognitive Development Society
Board of Directors, Cognitive Development Society, 2009-2011
Executive Board, International Congress on Infant Studies, 2010-2016
Program Co-Chair, XXVIIth Biennial International Conference on Infant Studies, Baltimore, MD, 2010

Research and Academic Institutions

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

Editorial

Associate Editor, *Psychological Bulletin*, 2008 -2010
Associate Editor, *Developmental Psychology*, 2004-2008
Editorial Boards: *Child Development*, 1999-2000; *Cognitive Development*, 1999-2006; *Developmental Psychology*, 1998-2000; *Developmental Science*, 2014-present; *Journal of Experimental Psychology: General*, 2007- 2010; *Language Learning and Development*, 2004-present; *Monographs for the Society for Research in Child Development*, 1999

UNIVERSITY SERVICE

University of Chicago

Privacy and Security Council, 2021-present
Ryerson Lecture Selection Committee, 2017
Social Sciences Division, Faculty Committee on Diversity and Equity, chair, 2016-2017
Grossman Center for Quantitative Biology and Human Behavior Director Search Committee, co-chair, 2017
SEIU Negotiation Advisory Council, 2016-2017
Teaching Fellows in Social Sciences Program, founding co-chair, 2016
Shared Services Advisory Committee, 2016-2017
Council on Advanced Studies, 2016-present
President's Committee on Freedom of Expression, 2014
Social Sciences Division Dean Search Committee, 2014
Provost's Working Group on Faculty Search and Recruitment, 2013-2014
Dean's Committee on the Status of Women in the Social Sciences Division, 2014
Council of the University Senate, 2011-2014, Committee of the Council, 2011-2012
Committee to advise the Dean of Social Sciences and Dean of the College on the Master of the Social Sciences Collegiate Division, 2002, 2011
Child Care Provider Selection Committee, 2010
Task Force on Sexual Harassment Education, 2002-2003
Committee to review the University's policy on sexual harassment, 2000-2001
College Council, 1998-2001
Sexual Harassment Complaint Advisor, 1998-2000
Social Sciences Divisional Research Committee, 1998, 1999
Faculty Fellow, Woodward Court Residence Hall, Upper Wallace House, 1997-1999
Council of the University Senate, 1996-1999
Human Subjects' Rights Committee, 1995-1998
Provost's Ad Hoc Advisory Committee on Students with Learning Disabilities, 1995

University of Maryland

Search Committee for Dean of the College of Behavioral and Social Sciences 2009
Strategic Planning Committee, College of Behavioral and Social Sciences, 2008-2009
University Research Council, 2008-2009
Graduate School Special Awards Committee, 2007-2008
Spokesperson, Field Committee in Developmental Science, 2006-2010

DEPARTMENT SERVICE

University of Chicago

Developmental Psychology Area Chair, 2003-2005, 2011-2013, 2015-2017
Steering Committee, 2011-2012, 2015-2017
Director of Undergraduate Studies in Psychology, 2010-2012
Steering Committee, 2000-2003
Curriculum and Student Affairs Committee, 1997-2005, Chair, 1999-2003

University of Maryland

Neuroimaging Center Director search committee, 2009-2010
Developmental Psychology, Area Chair, 2005-2010
Graduate Committee, 2005-2010
Salary Committee, 2005-2006, 2008-2009
Graduate Director, Program in Neuroscience and Cognitive Science, 2006-2008
Promotion and Tenure Committee, 2005-2007, Chair, 2006-2007
Executive Committee, Department of Psychology, 2006-2008
Executive Committee, Program in Neuroscience and Cognitive Science, 2006-2010

TEACHING (selected examples)

Undergraduate classes

Introduction to Developmental Psychology
Language Development
Cognitive Development
Development in Infancy
Mind, University of Chicago Common Core

Graduate seminars

Advanced Seminar in Developmental Psychology
Language Development
Cognitive Development
The Transition from Infancy to Early Childhood,
Developing Understandings of Mind
Infant Social and Cognitive Development
Exploration and Learning in Childhood Development

STUDENT AND POST DOCTORAL ADVISEES

Current Advisees

Tess (Margaret) Fulcher, fifth year doctoral student
Natalie Brezack, sixth year doctoral student
Haerin Chung, sixth year doctoral student
Marc Colomer Canyelles, postdoctoral fellow
Hyesung Grace Hwang, postdoctoral fellow (Assistant Professor, University of California, Santa Cruz, beginning July 2022).

Completed Postdoctoral

Melissa Koenig, 2004-2007, Professor of Psychology, Institute for Child Development,
University of Minnesota
Annette Henderson, 2007-2009, Senior Lecturer (tenured), Department of Psychology,
University of Auckland
Erin Cannon, 2006-2010, Research Assistant Professor, University of Maryland
Laura Shneidman, 2010-2015, Assistant Professor, Pacific Lutheran University

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

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

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

Completed Ph.D.

Jessica Sommerville, Ph.D. 2002, Professor of Psychology, University of Toronto

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

Camille Wilson Brune, Ph.D. 2004

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

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

Sarah Gerson, Ph.D. 2011, Senior Lecturer (tenured), Cardiff University

Laura (Garvin) Tramm, Ph.D. 2015, Principal Customer Experience Strategist, Ultimate Kronos Group, Chicago.

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

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

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

Nicole Burke, Ph.D. 2021, Postdoctoral researcher, New York University.

Completed M.A. (selected examples)

James Morgante, M. A. 2003, Ph.D. University of Massachusetts

Elizabeth Spaepen, M.A. 2005, Ph.D. University of Chicago

Amrisha Vaish, M.A 2006, Ph.D. University of Leipzig; Associate Professor, University of Virginia

Lucretia Fairchild, M.A., 2015, doctoral student, University of Washington, Seattle.

Abha Basargekar, M.A 2017, Doctoral student, University of Virginia

Anna Baumann, M.A 2020, Doctoral student, Concordia University

Carol Medina, M.A 2021, Researcher, Blue Cross/Blue Shield

Sharanya Bashyam, M.A 2021, Doctoral student (beginning 2022), University of California, Irvine

Honors/independent study undergraduate students (selected examples)

Jesse Graham, B. A. 1998; Ph.D. University of Virginia; Associate Professor, University of Utah

Rebecca Williamson, B. A. 1999; Ph.D. Stanford University; Associate Professor, Georgia State University

Ashley Pinkham, B. A. 2003; Ph.D. University of Virginia; Associate Professor, West Texas A&M University

Kevin Uttich, B.A. 2004; Ph.D., University of California, Berkeley, AnswerLab

Jane Kiley Hamlin, B. A. 2005; Ph.D. Yale University; Associate Professor, University of British Columbia

Jacqueline Leventon, B.A. 2008; Ph.D. Emory University; Assistant Professor, Towson University
Justin Bonny, B.A. 2008; Ph.D. Emory University; Assistant Professor, Morgan State University
Joni Saby, B.S. 2009; Ph.D. Temple University; Research Scientist, Children's Hospital of Philadelphia
Colleen Turek, B.A. 2009; MD, Rutgers Robert Wood Johnson Medical School, Assistant Professor, Columbia University School of Medicine
Andres Perez Rojas, B.A. 2009; Ph.D., University of Maryland, Assistant Professor, New Mexico State University
Miriam Novack, B.A. 2010; Ph.D., University of Chicago, Research Assistant Professor of Medical Social Sciences, Northwestern University
Cristina Carrazza, B.A. 2013; Ph.D. University of Chicago. Research Scientist, NORC at the University of Chicago.
Nancy Pantoja, B.A. 2013; Ph.D. University of Chicago
Brent Rappaport, B.A. 2014; Doctoral student, Washington University in St. Louis
Yeo Bi Choi, B.A. 2016, Doctoral student, Dartmouth College.
Nathan Vasquez, B.A. 2016, Doctoral student, University of Wisconsin, Madison
Lyzzy Joyce, B.A. 2017, MA student, University of Chicago
Mia Radovanovic, B.A. 2018, Doctoral student, University of Toronto
Sarah Pan, B.A. 2020, Doctoral student, University of Minnesota
Victoria Keating, B.A. 2020, Doctoral student, UC Berkeley

PUBLICATIONS

(student and postdoctoral co-authors noted in bold)

Chung, H., Meyer, M., Debnath, R., Fox, N, & Woodward, A. (in press). Neural correlates of familiar and unfamiliar action in infancy. *Journal of Experimental Child Psychology*.

Meyer, M., Chung, H. Debnath, R., Fox, N. & Woodward, A.L. (2022). Social context shapes neural processing of others' actions in 9-month-old infants. *Journal of Experimental Child Psychology* 213.

Brezack, N., Meyer, M., & Woodward, A.L. (2021). Three-year-olds' perspective-taking in social interactions: Relations with socio-cognitive skills. *Journal of Cognition and Development, 1-24*.

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

Hwang, H.G., Debnath, R., **Meyer, M., Salo, V.C.,** Fox, N.A., & Woodward, A. (2021). Neighborhood racial demographics predict infants' neural responses to people of different races. *Developmental Science*, e13070.

- Liberman, Z.,** Kinzler, K.D., & Woodward, A.L. (2021). Origins of homophily: Infants expect people with shared preferences to affiliate. *Cognition*, *212*, 104695.
- Padilla-Iglesias, C.,** Woodward, A., Goldin-Meadow, S. & Shneidman, L.A. (2021). Changing language input following market integration in a Yucatec Mayan community. *Plos one* *16* (6), e0252926.
- Filippi, C., Choi, Y. B.,** Fox, N., & Woodward, A. (2020). Neural correlates of infant action processing relate to theory of mind in early childhood. *Developmental science*, *23* (2), e12876.
- Howard, L.H.,** Riggins, T., Woodward, A.L. (2020). Learning from others: The effects of agency on event memory in young children. *Child development* *91* (4), 1317-1335.
- Krogh-Jespersen, S.,** Henderson, A.M.E., Woodward, A.L. (2020). Let's get it together: Infants generate visual predictions based on collaborative goals. *Infant Behavior and Development* *59*, 101446 2020.
- Howard, L.H. &** Woodward, A. L. (2019). Human actions support infant memory. *Journal of Cognition and Development*, *20* (5), 772-789.
- Howard, L. H.,** Riggins, T., & Woodward, A. (2019). Learning from others: The effects of agency of event memory in young children. *Child Development*.
- Novack, M. A., Filippi, C. A.,** Goldin-Meadow, S. & Woodward, A. L. (2018). Actions speak louder than gestures when you are 2 years old. *Developmental Psychology*, *54*(10), 1809-1821.
- Rissman, L.,** Woodward, A., & Goldin-Meadow, S. (2018). Occluding the face diminishes the conceptual accessibility of an animate agent. *Language, Cognition, and Neuroscience*, *34*(3), 273-288
- Krogh-Jespersen, S. &** Woodward, A. L. (2018). Reaching the goal: Active experience facilitates 8-month-old infants' prospective analysis of goal-based actions. *Journal of Experimental Child Psychology*, *171*, 31-45.
- Krogh-Jespersen, S.,** Kaldy, Z., Carter, A., Groth, A., & Woodward, A. L. (2018). Goal prediction in 2-year-old children with and without Autism Spectrum Disorder: An eye-tracking study. *Autism Research*.
- Liberman, Z., Howard, L. H., Vasquez, N. M., &** Woodward, A. L. (2018). Children's expectations about conventional and moral behaviors of ingroup and outgroup members, *Journal of Experimental Child Psychology*, *165*, 7-18.
- Liberman, Z.,** Kinzler, K.D., & Woodward, A.L. (2018). The early social significance of shared ritual actions. *Cognition*, *171*, 42-51.

- Kardan, Omid, Krogh-Jespersen, Shneidman, L,** Gaskins, S., Berman, M.G., & Woodward, A.L. (2017). Cultural and developmental influences on overt attention to dynamic scenes, *Scientific Reports*, 7, 11264.
- Lieberman, Z.,** Woodward, A., Keysar, B., & Kinzler, K. (2017) Exposure to multiple languages enhances communication skills in infancy. *Developmental Science*, 20.
- Lieberman, Z.,** Woodward, A.L., & Kinzler, K. D. (2017). The origins of social categorization. *Trends in Cognitive Sciences*, 21, 556-568.
- Lieberman, Z.,** Woodward, A. L., & Kinzler, K. D. (2017). Preverbal infants infer third-party social relationships based on language. *Cognitive Science*, 41, 622-634.
- Howard, L.H.,** Wagner, K.E., Woodward, A.L., Ross, S.R., & Hopper, L.M. (2017). Social models enhance apes' memory for novel events. *Scientific Reports*, 7, 40926.
- Wellman, H., Ornstein, P., Woodward, A., & Uttal, D. (2017). History of the Cognitive Development Society: The first sixteen years. *Journal of Cognition and Development*.
- Cannon, E. N., Simpson, E.A., Fox, N. A., Vanderwert, R.E., Woodward, A. L., & Ferrari, P. F. (2016). Relations between infants' emerging reach-grasp competence and event-related desynchronization in EEG. *Developmental Science*, 19, 60-62.
- Filippi, C., Cannon, E.N.,** Fox, N.A., Thorpe, S., Ferrari, P.F., & Woodward, A. (2016). Motor system activation predicts goal imitation in 7-month-old infants. *Psychological Science*, 27, 675-684.
- Filippi, C., & Woodward, A.** (2016). Action experience changes attention to kinematic cues. *Frontiers in Psychology*, 7, 19.
- Krogh-Jespersen, S., & Woodward, A.L.** (2016). Infant origins of social cognition. In L. Balter & C. Tamis-Lamonda (Eds.) *Child Psychology: A Handbook of Contemporary Issues, Third Edition*. Psychology Press.
- Lieberman, Z.,** Kinzler, K. & Woodward, A. (2016). Early emerging system for reasoning about the social nature of food. *Proceedings of the National Academy of Sciences*.
- Shneidman, L., & Woodward, A. L.** (2016). Are child-directed interactions the cradle of social learning? *Psychological Bulletin*, 142(1), 1-17.
- Shneidman, L.,** Gaskins, S., & Woodward, A. (2016). Child-directed teaching and social learning at 18 months of age: Evidence from Yucatec Mayan and U.S. infants. *Developmental Science*, 19, 372-381.

- Shneidman, L.,** Gweon, H., Schulz, L., & Woodward, A. (2016). Learning from others and spontaneous exploration: A cross-cultural investigation. *Child Development, 87*, 723-735.
- Sodian, B., Licata, M., Kristen, S., Paulus, M., Killen, M., & Woodward, A. (2016). Understanding of goals, beliefs, and desires predicts morally relevant theory of mind: A longitudinal investigation. *Child Development, 87*, 1221-1232.
- Filippi, C., &** Woodward, A. (2015). Mirroring and the ontogeny of social cognition. In P.F. Ferrari & G. Rizzolatti (Eds.) *New Frontiers in Mirror Neuron Research*. (pp. 315-330). Oxford: Oxford University Press.
- Garvin, L., &** Woodward, A. L. (2015). Verbal framing of statistical evidence drives children's preference inferences. *Cognition, 138*, 35-48.
- Gerson, S.A.,** Mahajan, N., Sommerville, J.A., Matz, L., & Woodward, A.L. (2015). Shifting goals: Effects of active and observational experience on infants' understanding of higher order goals. *Frontiers in Psychology, 6*:3010.
- Howard, L. H.,** Henderson, A.M.E., **Carrazza, C., &** Woodward, A. (2015). Infants' and young children's imitation of linguistic ingroup and outgroup informants. *Child Development, 86*(1), 259-275.
- Krogh-Jespersen, S., Liberman, Z., &** Woodward, A.L. (2015). Think fast! The relationship between goal prediction speed and social competence in infants. *Developmental Science, 18* (5), 815-823.
- Novack, M.,** Goldin-Meadow, S., & Woodward, A. L. (2015). Learning from gesture: How early does it happen? *Cognition, 142*, 138-147.
- Vaish, A., Grossmann, T., & Woodward, A. L. (2015). Person-centered positive emotions, object-centered negative emotions: Two-year-olds generalize negative but not positive emotions across individuals. *British Journal of Developmental Psychology, 33* (3), 391-397.
- Cannon, E. N., Yoo, K. H., Vanderwert, R., Ferrari, P. F., Woodward, A. L., & Fox, N. A. (2014). Action experience, more than observation, influences mu rhythm desynchronization. *PLoS ONE, 9*(3): e9002.
- Gerson, S. A., &** Woodward, A. L. (2014). Labels facilitate infants' comparison of action goals. *Journal of Cognition and Development, 15*(2), 197-212.
- Gerson, S. A., &** Woodward, A. L. (2014). Learning from their own actions: The unique effect of producing actions on infants' action understanding. *Child Development, 85*(1), 264-277.
- Gerson, S., &** Woodward, A. L. (2014). The joint role of trained, untrained, and observed actions at the origin of goal recognition. *Infant Behavior and Development, 37*(1), 94-104.

- Howard, L.H., Carrazza, C., & Woodward, A. L.** (2014). Neighborhood linguistic diversity predicts infants' social learning. *Cognition*, *133*(2), 474-479.
- Krogh-Jespersen, S., Filippi, C., & Woodward, A. L.** (2014). A developmental perspective on action and social cognition. *Commentary, Behavioral and Brain Sciences*, *37*(2), 208-209.
- Krogh-Jespersen, S., & Woodward, A. L.** (2014). Making smart social judgments takes time: Infants' use of goal information when generating on-line action predictions. *PLoS ONE* *9*(5): e98085.
- Liberman, Z., Kinzler, K. D., & Woodward, A. L.** (2014). Friends or foes: Infants predict others' social relationships. *Journal of Experimental Psychology: General*, *143*(3), 966-971.
- Licata, M., Paulus, M., Thoermer, C., Kristen, S., Woodward, A., & Sodian, B. (2014). Mother-infant-interaction quality and infants' ability to encode actions as goal-directed. *Social Development*, *23*(2), 340-356.
- Novack, M., Henderson, A.M.E., & Woodward, A.** (2014). Twelve-month old infants generalize novel signed-labels, but not preferences across individuals. *Journal of Cognition and Development*, *15*(4), 539-550.
- Paulus, M., Licata, M., Kristen, S., Thoermer, C., Woodward, A., & Sodian, B. (2014). Social understanding and self-regulation predict preschoolers' sharing with friends and disliked peers: A longitudinal study. *International Journal of Behavioral Development*, *39*(1), 53-64.
- Shneidman, L., Todd, R., & Woodward, A. L.** (2014). Why do directed interactions support infants' imitative learning? *PLoS ONE*, *9*(10):e110891.
- Woodward, A. L., & **Gerson, S. A.** (2014). Mirroring and the development of action understanding. *Philosophical Transactions of the Royal Society B*, *369*, 20130181.
- Gerson, S., & Woodward, A.** (2013). The goal trumps the means: Highlighting goals is more beneficial than highlighting means in means-end training. *Infancy*, *18*(2), 289-302.
- Henderson, A.M.E., Sabbagh, M., & Woodward, A.** (2013). Preschoolers' selective learning is guided by the principle of relevance. *Cognition*, *126*(2), 246-257.
- Henderson, A.M.E., Wang, Y., Eisenband Matz, L., & Woodward, A.** (2013). Active experience shapes 10-month-old infants' understanding of collaborative goals. *Infancy*, *18*(1), 10-39.
- Thoermer, C., Woodward, A., Eisenbeis, H., Kristen, S., & Sodian, B. (2013). To get the grasp: Seven-month-olds encode and reproduce goal-directed grasping. *Journal of Experimental Child Psychology*, *116*(2), 499-509.

- Woodward, A. L. (2013). Infant foundations of intentional understanding. In M. R. Banaji & S. A. Gelman (Eds.) *Navigating the Social World: A Developmental Perspective* (pp.75-80). Oxford: Oxford University Press.
- Woodward, A. L., & Cannon, E. (2013). On-line action analysis: Infants 'anticipation of others' intentional actions. In M. Rutherford & V. Kuhlmeier (Eds.) *Social Perception* (pp. 383-403). Cambridge, MA: MIT Press.
- Cannon, E., & Woodward, A. L. (2012). Infants generate goal-based action predictions. *Developmental Science*, 15, 292-298.
- Cannon, E., Woodward, A., Gredebäck G., Von Hofsten C., & Turek, C. (2012). Action production influences 12-month-old infants' attention to others' actions. *Developmental Science*, 15(2), 35-42.
- Gerson, S., & Woodward, A. (2012). A claw is like my hand: Comparison supports goal analysis in infants. *Cognition*, 122(2), 181-192.
- Henderson, A.M.E., & Woodward, A. (2012). Nine-month-old infants generalize object labels, but not object preferences across individuals. *Developmental Science*, 15(5), 641-652.
- Koenig, M. A., & Woodward, A. L. (2012). Toddlers learn words in a foreign language: The role of native vocabulary knowledge. *Journal of Child Language*, 39(2), 322-337.
- Striano, T., & Woodward, A. L. (2012). Learning from and about the social world. In S. Pauen & M. Bornstein (Eds.) *Early childhood development and later achievement* (pp. 66-88). Cambridge: Cambridge University Press.
- Henderson, A.M.E., & Woodward, A. L. (2011). Let's work together: What do infants understand about collaborative goals? *Cognition*, 121(1), 12-21.
- Killen, M., Mulvey, K. L., Richardson, C., Jampol, N., & Woodward, A. (2011). The accidental transgressor: Morally relevant theory of mind, *Cognition*, 119(2), 197-215.
- Gerson, S., & Woodward, A.L. (2010). Building intentional action knowledge with one's hands. In S. P. Johnson (Ed.) *Neo-constructivism* (pp.295-313). Oxford: Oxford University Press.
- Koenig, M. A., & Woodward, A. L. (2010). Twenty-four-month-olds' sensitivity to the prior inaccuracy of the source. *Developmental Psychology*, 46(4), 815-826.
- Sommerville, J. A., & Woodward, A. L. (2010). The link between action production and action processing in infancy. In F. Grammont, D. Legrand, & P. Livet (Eds.) *Naturalizing intention in action* (pp. 67-89). Cambridge, MA: MIT Press.
- Vaish, A., & Woodward, A. (2010). Infants use attention but not emotions to predict others' actions. *Infant Behavior and Development*, 33(1), 79-87.

- Mahajan, N., & Woodward, A. L. (2009).** Infants imitate human agents but not inanimate objects, *Infancy*, 14(6), 667-679.
- Needham, A., & Woodward, A. L. (2009). Introduction. In A. Woodward & A. Needham (Eds.) *Learning and the infant mind* (pp. xii-xxvii). New York, NY: Oxford University Press.
- Shneidman, L., Buresh, J., Shimpi, P., Knight-Schwartz, J., & Woodward, A. L. (2009).** Social attention, social experience and word learning in an overhearing paradigm. *Language Learning and Development*, 5(4), 266-281.
- Woodward, A. L. (2009). Infants' grasp of others' intentions. *Current Directions in Psychological Science*, 18, 53-57.
- Woodward, A. L. (2009). Learning about intentional action. In A. Woodward & A. Needham (Eds.) *Learning and the infant mind* (pp.227-248). Oxford: Oxford University Press.
- Woodward, A. L., & Needham, A. (2009). *Learning and the infant mind*. Oxford: Oxford University Press.
- Woodward, A. L., Sommerville, J.A., **Gerson, S., Henderson, A. M. E., & Buresh, J. S.** (2009). The emergence of intention attribution in infancy. In Brian Ross (Ed.) *The Psychology of Learning and Motivation, Vol. 51* (pp.187-222). Waltham, MA: Academic Press.
- Cannon, E. N., & Woodward, A. L. (2008).** Action anticipation and interference: A test of prospective gaze. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 981-984). Austin, TX: Cognitive Science Society.
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- Henderson, A.M.E., Gerson, S., & Woodward, A.L. (2008).** The birth of social intelligence. *Zero to Three*, 28(5), 13-20.
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- Vaish, A., Grossmann, T., & Woodward, A. (2008).** Not all emotions are created equal: The negativity bias in early development. *Psychological Bulletin*, 134(3), 383-403.
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- Buresh, J., Wilson Brune, C., & Woodward, A. L. (2006).** The roots of verbs in prelinguistic action knowledge. In K. Hirsh-Pasek & R. Golinkoff (Eds). *Action meets words* (pp. 208-227). Oxford: Oxford University Press.
- Buresh, J. S., & Woodward, A. L. (2007).** Infants track action goals within and across agents. *Cognition, 104*(2), 287-314.
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- Sommerville, J. A., & Woodward, A. L. (2005).** Infants' sensitivity to the causal features of means-end support relations in action and perception. *Infancy, 8* (2), 119-145.
- Sommerville, J. A., & Woodward, A. L. (2005).** Pulling out the intentional structure of human action: The relation between action production and processing in infancy, *Cognition, 119*(2), 197-215.
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- Guajardo, J. J., & Woodward, A. L. (2004).** Is agency skin-deep? Surface attributes influence infants' sensitivity to goal-directed action, *Infancy, 6*(3), 361-384.
- Wilson, C., & Woodward, A.L. (2004).** What infants know about intentional action and how they might come to know it. *Behavioral and Brain Sciences, 27*(1), 129-129.
- Heineman-Pieper, J., & Woodward, A. (2003).** Understanding infants' understanding of intentions: Two problems of interpretation (A reply to Kiraly et al, 2003). *Consciousness and Cognition, 12*(4), 770-772.
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- Woodward, A. L. (2000). There is no silver bullet for word learning: Why monolithic accounts miss the mark. In R. Golinkoff, K. Hirsh-Pasek, L. Bloom, G. Hollich, L. Smith, A. L. Woodward, L. Akhtar, M. Tomasello, & G. Hollich (Eds.) *Becoming a word learner: A debate on lexical acquisition*. (pp. 174-179). Oxford: Oxford University Press.
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- Woodward, A. L. (1999). Infants' ability to distinguish between purposeful and non-purposeful behaviors, *Infant Behavior and Development*, 22(2), 145-160.
- Woodward, A. L., & Hoyne, K. L. (1999). Infants' learning about words and sounds in relation to objects. *Child Development*, 70(1), 65-77.

- Woodward, A. L. (1998). Infants selectively encode the goal object of an actor's reach. *Cognition*, 69(1), 1-34.
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- Woodward, A. L. (1996). Testing the limits of domain specificity. *Contemporary Psychology*, 41(4), 828-829.
- Spelke, E. S., Phillips, A. T., & Woodward, A. L. (1995). Infants' knowledge of object motion and human action. In A.J. Premack, D. Premack, & D. Sperber (Eds.) *Causal cognition: A multidisciplinary debate* (pp.44-77). Oxford: Oxford University Press, New York, NY: Clarendon Press.
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- Woodward, A. L. (1993). The effect of labeling on children's attention to objects. In E. V. Clark (Ed.) *Proceedings of the 24th Annual Child Language Research Forum* (pp.35-47). Stanford, CA: CSLI.
- Woodward, A. L., Phillips, A. T., & Spelke, E. S. (1993). Infants' expectations about the motion of animate versus inanimate objects. *Proceedings of the Fifteenth Annual Meeting of the Cognitive Science Society* (pp. 1087-1091). Hillsdale, NJ: Erlbaum.
- Jusczyk, P. W., Hirsh-Pasek, K., Kemler Nelson, D. G., Kennedy, L. J., Woodward, A. L., & Piwoz, J. (1992). Perception of acoustic correlates of major phrasal units by young infants. *Cognitive Psychology*, 24(2), 252-293.
- Woodward, A. L., & Markman, E.M. (1991). Constraints on learning as default assumptions: Comments on Merriman and Bowman's "The mutual exclusivity bias in children's word learning." *Developmental Review*, 11(2), 137-163.

MANUSCRIPTS SUBMITTED, UNDER REVISION, AND IN PREPARATION

Brezack, N. & Woodward, A. (under revision). *Toddlers' action learning and memory from active and observed instruction.*

- Burke, N., Brezack, N., Meyer, M., & Woodward, A.** (submitted). *Associations between social networks and perspective-taking in preschoolers.*
- Burke, N., Brezack, N., & Woodward.** (in preparation). *The Child Social Network Questionnaire: A network approach to capture and describe early social environments.*
- Chung, H., Filippi, C.A., & Woodward, A.L.** (in preparation). *Infant action perception: The complementary roles of active training and motor development.*
- Colomer, M., Chung, H., Meyer, M., Debnath, R., Fox, N. & Woodward, A.** (in preparation). *Action experience in infancy predicts visual-motor functional connectivity during action prediction.*
- Colomer, M., & Woodward, A.** (submitted). *Should I learn from you? Seeing expectancy violations about action efficiency hinders social learning in infancy.*
- Hwang, H.G., & Woodward, A.L.** (in preparation). *Neighborhood trust and cultural diversity predict children's acceptance of foreign cultural foods.*
- Hwang, H.G., Filippi, C., Fox, N. & Woodward, A.** (in preparation). *Children's social wariness toward a different race stranger depends on individual differences in social fearfulness.*
- Radovanovic, M., Brezack, N., Shneidman, L.A., & Woodward, A.L.** (in preparation). *Boosting instruction: The role of exploration, attention, and individual differences in procedural and abstract rule learning.*

INVITED LECTURES

- Institut des Sciences Cognitive Marc Jeannerod – CNRS, Lyons (virtual talk), June 30, 2021
University of Virginia, April 19, 2019
Department of Psychology, Concordia University, Montreal, February 1, 2018
Taylor Memorial Lecture, Department of Psychology, Yale University, March 8, 2017
Institute for Cognitive and Brain Sciences, UC Berkeley, September 30, 2016
Department of Psychology, Stanford University, April 20, 2016
Department of Psychology, University of Wisconsin, Madison, November 5, 2015.
Department of Evolutionary Anthropology, Duke University, April 24, 2015
Allen Edwards Lecture, Department of Psychology, University of Washington, March 11, 2015
Department of Psychology, Harvard University, February 18, 2015
Department of Psychology, Uppsala University, February 5, 2015
Ann Brown Lecture, Beckman Institute, Univ. of Illinois Urbana Champaign, April 25, 2014
Department of Psychology, University of Arizona, April 18, 2014
Department of Psychology, Princeton University, October 2, 2012
Department of Psychology, University of British Columbia, April 19, 2012
Department of Psychiatry, Grand Rounds, University of Chicago, December 8, 2011
Department of Psychology, Lake Forest College, October 24, 2011

Cognitive Science Program, Northwestern University, February 22, 2011
Department of Neuroscience, Physiology Section, University of Parma, June 16, 2010
Department of Psychology, University of Virginia, April 12, 2010
Department of Psychology, Brown University, December 2, 2009
Department of Psychology, New York University, October 29, 2009
Center for Cognitive Sciences Summer Institute, University of Minnesota, September 19, 2008.
Institute of Mental Health, University of British Columbia, Vancouver, Canada, March 26, 2008
Institute for Cognition and Information, Radboud University, Nijmegen, The Netherlands, May 30, 2007
Department of Psychology, Yale University, April 25, 2007
Department of Psychology, Temple University, March 12, 2007
Georgetown Law School, February 22, 2007
Department of Psychology, Georgetown University, January 12, 2007
National Institutes of Child Health and Human Development, Child and Family Research Section, December 1, 2006
Max Planck Institute for Human Cognitive and Brain Sciences, Munich, Germany, August 16, 2006
Department of Psychology, New York University, April 12, 2006
Department of Psychology, University of Virginia, March 20, 2006
Learning Sciences Institute Visiting Scholars Speakers Series, Vanderbilt University, February 7, 2006.
Human Development, College of Education, University of Maryland, College Park, October 12, 2005
Center for Human Growth and Development, University of Michigan, October 4, 2005
Program in Neuroscience and Cognitive Science, University of Maryland, College Park, September 30, 2005
Department of Psychological and Brain Science, Johns Hopkins University, September 14, 2005
Department of Psychology. State University of New York at Stonybrook, March 14, 2005
Department of Brain and Cognitive Sciences, MIT, February 11, 2005
Department of Psychology, Rutgers University, Newark, NJ, November 5, 2004
Department of Psychology, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany, June 14, 2004
Max Planck Institute for Human Cognitive and Brain Sciences, Munich, Germany, June 9, 2004
Department of Psychology, University of Maryland, College Park, March 29, 2004
Department of Psychology, Northwestern University, February 19, 2004
Department of Psychology, Purdue University, April 30, 2003
Department of Psychology, University of California at Berkeley, February 5, 2003
Committee on Human Development, University of Chicago, January 14, 2003
Department of Psychological and Brain Sciences, Duke University, January 10, 2003
Department of Psychology, University of Toronto, May 14, 2002
Department of Psychology, Swarthmore College, April 2, 2002
Department of Psychology, University of Virginia, October 29, 2001
Center for Cognitive Science, University at Buffalo, State University of New York, March 21, 2001
Department of Psychology, University of Illinois at Urbana-Champaign, November 19, 1999
Department of Psychology, University of Virginia, October 11, 1999

Department of Psychiatry, Child Psychiatry Section, University of Chicago, June 9, 1999
Institute for Research in Cognitive Science, University of Pennsylvania, February 19, 1999
Department of Curriculum, Instruction and Educational Psychology, Loyola University, May 28, 1997
Program in Language and Cognition, Northwestern University, May 1, 1995
Department of Psychology, Northwestern University, April 6, 1995
Division of Psychology and Counseling, Governor's State University, March 27, 1995
Department of Psychology, University of Oregon at Eugene, February 6, 1995
Department of Psychology, University of Illinois at Urbana-Champaign, September 24, 1994
Department of Psychology, University of Chicago, April, 1993
Department of Psychology, Carnegie Mellon University, March, 1993

INVITED SYMPOSIA AND ADDRESSES

- Woodward, A. (2017). *How is infants' learning shaped by their environments?* Minnesota Symposium on Child Development.
- Woodward, A. (2016). *Putting the action back into infant cognition*. Plenary Address, Cognitive Science Society, Philadelphia, PA.
- Woodward, A. (2016). *The infant origins of the social mind*. Gordon Research Conference on the Neurobiology of Cognition, Newry, ME.
- Woodward, A. (2016). *Consciousness and the infant mind*. American Philosophical Society, Philadelphia, PA.
- Woodward, A. L. (2014). *Infants' grasp of others' intentions*. Birth to Three Institute, Washington, D. C.
- Woodward, A.L. (2014). *Infants' grasp of others' intentions*. From an implicit to an explicit Theory of Mind: Workshop at the Center for Advanced Studies, Ludwig-Maximilians-Universität München.
- Woodward, A. L., & Shneidman, L. (2014). *Why does joint attention matter for development?* Society for Philosophy and Psychology, Vancouver, BC.
- Woodward, A. L. (2013). *Infants' grasp of others' intentions: The development of social understanding during infancy*. Simons Foundation, Autism: Emerging Concepts Series.
- Woodward, A. L. (2013). *Infants' grasp of others' intentions*. Zero to Three, Annual Scientific Meeting, Washington, D. C.
- Woodward, A. L. (2012). *Mirroring and the development of intention understanding*. Mirror neurons: New frontiers 20 years after their discovery. Ettore Majorana Foundation and Centre for Scientific Culture, Erice, Italy.
- Woodward, A. L. (2012). *Using eye-tracking to assess infants' anticipation of others' intentional actions*. Keynote presentation at the EyeTracKids Conference, Minneapolis, MN.
- Woodward, A. L. (2012). *Mirroring and the development of intention understanding*. 27th Annual Mortimer D. Sackler, M.D. Winter Conference on Developmental Psychobiology. Ko Olina, Oahu, HI.
- Woodward, A. L., & Cannon, E. (2011). *On-line action analysis: Infants' anticipation of others' goal-directed actions*. Workshop on Social Perception. McMaster University, Hamilton, Ontario.

- Woodward, A. L. (2011). *How doing leads to knowing: The early development of social perception*. Dutch National Autism Congress, Rotterdam, The Netherlands.
- Woodward, A. L. (2011). *Attention and action understanding*. Simons Foundation Autism Research Initiative (SFARI) Workshop, New York, NY.
- Woodward, A. L. (2010). *Infants' grasp of others' actions*. Rovereto Workshop on Cognition and Evolution. University of Trento, Italy.
- Woodward, A. L. (2010). *Infants' grasp of others' intentions*. Keynote Address, International Meeting for Autism Research, Philadelphia, PA.
- Woodward, A. L. (2009). *Infants' grasp of others' intentions*. Workshop on Perception, Action and the Self, Department of Philosophy, New York University.
- Woodward, A. L. (2008). *Early social learning and intentional understanding*. Invited symposium at the Conference on Early Childhood Development and Later Achievement. Jacobs Foundation Conference, Marbach Castle, Germany.
- Woodward, A. L. (2008). *Intention-reading in infancy*. Invited address at the meetings of the International Society for Infant Studies, Vancouver, BC.
- Woodward, A. L. (2007). *Agency and Intention*. Organizer, invited symposium at the meetings of the Jean Piaget Society, Amsterdam, The Netherlands.
- Woodward, A. L. (2005). *Seeing and being agents: The development of infants' action knowledge*. International Conference on the Contribution of Mirroring Processes to Human Mindreading, sponsored by the Institut Jean Nicod, Chateau de Maffliers, France.
- Woodward, A. L. (2005). *Representing others' goals*. Invited symposium address at the meetings of the Jean Piaget Society, Vancouver, BC.
- Woodward, A., and Gelman, S. (2004). Co-chairs of the symposium *A tribute to Ellen Markman as mentor: On guiding cognitive development*. Meetings of the American Psychological Association, Honolulu, HI.
- Woodward, A. (2004). *Finding meaning*. Meetings of the American Psychological Association, Honolulu, HI.
- Woodward, A., & Needham, A. (2004). Co-chairs of the invited symposium *What infants learn by doing*. Meetings of the International Society for Infant Studies, Chicago, IL.
- Woodward, A. L. (2004). *Learning about action by acting*. Meetings of the International Society for Infant Studies, Chicago, IL.
- Woodward, A. L. (2004). *The infant origins of intentional understanding*. Workshop on neural computational, and cognitive mechanisms of mentalizing. International Institute for Advanced Studies, Kyoto, Japan.
- Woodward, A. L. (2004). *Infants' understanding of goal-directed action*. Symposium paper presented at the meetings of the American Association for the Advancement of Science, Seattle, WA.
- Woodward, A. L. (2003). *The infant origins of intentional understanding*. Kyoto-Michigan Conference on Self, Cognition, and Emotion. University of Michigan, Ann Arbor, MI.
- Woodward, A. L. (2003). *One-year-olds' understanding of the intentional nature of words*. Seventy-fifth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Woodward, A. L. (2002). *Infant representation of goal-directed action*. Workshop on Naive Moral Cognition, Harvard University, Cambridge, MA.
- Woodward, A. L. (2002). *Infants' sensitivity to the intentional structure of action*. Workshop on Infant Action Knowledge, Max Planck Institute for Psychological Research, Munich, Germany.

- Woodward, A. L. (2002). *Infants' developing sensitivity to the intentional structure of action*. Conference on Evolution, Cognition and Development, University of Chicago, Chicago, IL.
- Woodward, A. L. (2002). *How infants make sense of intentional action*. Seventy-fourth Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Woodward, A. L. (2001). *Infant perception of intentional action*. Meetings of the Cognitive Development Society, Virginia Beach, VA.
- Woodward, A.L. (2001). *The infant as armchair psychologist: How infants make sense of intentional action*. Award address, meetings of the American Psychological Association, San Francisco, CA.
- Woodward, A. L. (1999). *Infants' understanding of human action*. Workshop on Joint Attention hosted by the British Academy Humanities Research Board: Consciousness and Self-Consciousness Project, University of Warwick, Coventry, UK.
- Woodward, A. L. (1998). *Detecting intentions in infancy*. Conference on Intentionality, Center for Cognitive and Decision Sciences, University of Oregon, Eugene, OR.
- Woodward, A. L. (1998). *Form and function in very early word learning*. Workshop on "The grounding of word meaning: Data and models" jointly sponsored by the Cognitive Science Society and the American Association for Artificial Intelligence, Madison, WI.
- Woodward, A. L. (1997). *How infants make sense of human behavior*. Merck Scholars Reunion, Rockefeller University, New York, NY.
- Woodward, A. L. (1997). *What do infants understand about goal-directed action?* Conference on developmental processes in early social understanding, Department of Psychology and the Center for Human Growth and Development, University of Michigan, Ann Arbor, MI.
- Woodward, A. L. (1995). *Early word learning: Mapping and reference*. Conference on early language acquisition and speech perception, Center for Cognitive Science, State University of New York, Buffalo, NY.
- Woodward, A. L. (1994). *Infants' reasoning about human action*. The IXth Biennial meeting of the International Society for Infant Studies, Paris, France.
- Spelke, E. S., Phillips, A., & Woodward, A. L. (1993). *Origins of knowledge*. The Sixth Fyssen Foundation Symposium, Saint-Germain-en-Laye, France.