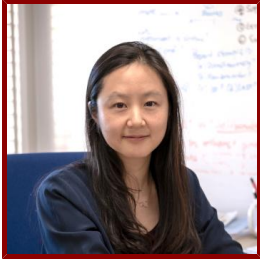


Stanford



Hyowon Gweon

Assistant Professor of Psychology

Bio

BIO

I am broadly interested in the human ability to reason about others, learn from others, and inform others in communicative contexts. How do we construct rich, abstract theories about how the world works from our everyday experiences that often involve other people, and how do we communicate what we know to others? My research brings together various approaches -- primarily developmental, computational, and neuroimaging methods -- aiming to provide a unified description of the cognitive and neural mechanisms that underlie the representations and inferential processes that allow us to learn about the world, and to communicate what we know.

ACADEMIC APPOINTMENTS

- Assistant Professor, Psychology
- Member, Wu Tsai Neurosciences Institute

PROGRAM AFFILIATIONS

- Symbolic Systems Program

PROFESSIONAL EDUCATION

- Ph.D., MIT , Cognitive Science (2012)

LINKS

- Social Learning Lab: <http://sll.stanford.edu>

Teaching

COURSES

2019-20

- Cognitive Development: PSYCH 141 (Aut)
- Research Methods in Cognition & Development: PSYCH 187 (Spr)
- Social Cognition and Learning in Early Childhood: PSYCH 175 (Win)

2017-18

- Cognitive Development: PSYCH 141 (Aut)
- Social Cognition and Learning in Early Childhood: PSYCH 175 (Win)

2016-17

- Cognitive Development: PSYCH 141 (Spr)

- Graduate Seminar on Theory of Mind: PSYCH 285 (Aut)
- Social Cognition and Learning in Early Childhood: PSYCH 175 (Win)

Publications

PUBLICATIONS

- **Young children consider the expected utility of others' learning to decide what to teach.** *Nature human behaviour*
Bridgers, S., Jara-Ettinger, J., Gweon, H.
2019
- **Integrating Expectations and Outcomes: Preschoolers' Developing Ability to Reason About Others' Emotions** *DEVELOPMENTAL PSYCHOLOGY*
Asaba, M., Ong, D. C., Gweon, H.
2019; 55 (8): 1680–93
- **The rare preference effect: Statistical information influences social affiliation judgments.** *Cognition*
Velez, N., Bridgers, S., Gweon, H.
2019; 192: 103994
- **Integrating Incomplete Information With Imperfect Advice** *TOPICS IN COGNITIVE SCIENCE*
Velez, N., Gweon, H.
2019; 11 (2): 299–315
- **Response patterns in the developing social brain are organized by social and emotion features and disrupted in children diagnosed with autism spectrum disorder.** *Cortex; a journal devoted to the study of the nervous system and behavior*
Richardson, H., Gweon, H., Dodell-Feder, D., Malloy, C., Pelton, H., Keil, B., Kanwisher, N., Saxe, R.
2019; 125: 12–29
- **Integrating Incomplete Information With Imperfect Advice.** *Topics in cognitive science*
Velez, N., Gweon, H.
2018
- **Development of Children's Sensitivity to Overinformativeness in Learning and Teaching** *DEVELOPMENTAL PSYCHOLOGY*
Gweon, H., Shafto, P., Schulz, L.
2018; 54 (11): 2113–25
- **Means-Inference as a Source of Variability in Early Helping** *FRONTIERS IN PSYCHOLOGY*
Bridgers, S., Gweon, H.
2018; 9
- **From Exploration to Instruction: Children Learn From Exploration and Tailor Their Demonstrations to Observers' Goals and Competence.** *Child development*
Gweon, H., Schulz, L.
2018
- **Means-Inference as a Source of Variability in Early Helping.** *Frontiers in psychology*
Bridgers, S., Gweon, H.
2018; 9: 1735
- **'To the victor go the spoils': Infants expect resources to align with dominance structures.** *Cognition*
Enright, E. A., Gweon, H., Sommerville, J. A.
2017; 164: 8–21
- **Order Matters: Children's Evaluation of Underinformative Teachers Depends on Context.** *Child development*
Gweon, H., Asaba, M.
2017
- **Learning the Structure of Social Influence** *COGNITIVE SCIENCE*
Gershman, S. J., Pouncy, H. T., Gweon, H.

2017; 41: 545-575

- **The Naïve Utility Calculus: Computational Principles Underlying Commonsense Psychology.** *Trends in cognitive sciences*
Jara-Ettinger, J., Gweon, H., Schulz, L. E., Tenenbaum, J. B.
2016; 20 (8): 589-604
- **Learning From Others and Spontaneous Exploration: A Cross-Cultural Investigation** *CHILD DEVELOPMENT*
Shneidman, L., Gweon, H., Schulz, L. E., Woodward, A. L.
2016; 87 (3): 723-735
- **Children's understanding of the costs and rewards underlying rational action** *COGNITION*
Jara-Ettinger, J., Gweon, H., Tenenbaum, J. B., Schulz, L. E.
2015; 140: 14-23
- **Sins of omission: Children selectively explore when teachers are under-informative** *COGNITION*
Gweon, H., Pelton, H., Konopka, J. A., Schulz, L. E.
2014; 132 (3): 335-341
- **Differences in the right inferior longitudinal fasciculus but no general disruption of white matter tracts in children with autism spectrum disorder** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Koldewyn, K., Yendiki, A., Weigelt, S., Gweon, H., Julian, J., Richardson, H., Malloy, C., Saxe, R., Fischl, B., Kanwisher, N.
2014; 111 (5): 1981-1986
- **Theory of Mind Performance in Children Correlates With Functional Specialization of a Brain Region for Thinking About Thoughts** *CHILD DEVELOPMENT*
Gweon, H., Dodell-Feder, D., Bedny, M., Saxe, R.
2012; 83 (6): 1853-1868
- **The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery** *COGNITION*
Bonawitz, E., Shafto, P., Gweon, H., Goodman, N. D., Spelke, E., Schulz, L.
2011; 120 (3): 322-330
- **16-Month-Olds Rationally Infer Causes of Failed Actions** *SCIENCE*
Gweon, H., Schulz, L.
2011; 332 (6037): 1524-1524
- **Infants consider both the sample and the sampling process in inductive generalization** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Gweon, H., Tenenbaum, J. B., Schulz, L. E.
2010; 107 (20): 9066-9071