

**Ashley Jo Thomas**  
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## **Education**

University of California, Irvine  
2013-Current  
Pursuing PhD in Cognitive Science

San Francisco State University  
2012-2013 Statistical Analysis and Experimental Design Courses  
GPA: 4.0

University of California, Berkeley  
2004-2008 Bachelor of Arts, Architecture with Honors

## **Awards, Honors, Grants**

2014-2015 The Philosophy and Science of Self Control (P.I. Barbara Sarnecka) Invited back for full proposal.  
2014 \$500 Research Grant from Experimental Social Science Graduate Student Workshop Program  
2013 Merit Fellowship, University of California Irvine

## **Research Experience**

September 2013 – Present  
Graduate Student Researcher in the Sarnecka Cognitive Development Lab, University of California, Irvine

September 2012-June 2013  
Research Assistant at the Gopnik Cognitive Development Lab, University of California Berkeley.  
Duties: Ran experiments with both infants and preschoolers, recruit and obtain consent from parents, schedule experiments, collect, organize data. The experiment I worked on (in prep), studied how observation might cause conceptual change in the way infants understand preferences.

April 2013-September 2013  
Saron Meditation Lab, University of California, Davis. Duties: including data analysis and assisting with data analysis using Matlab software.

## **Conference Presentations**

2015  
Thomas, A & Sarnecka, B.W. Psychological Essentialism and its Relation to Beliefs about Brain Plasticity to be presented at the *Budapest CEU Conference on Cognitive Development*

2014  
Thomas, A & Sarnecka, B.W. Implicit Theories of Intelligence, Essentialism, and the Brain, Presented at the *Symposium on Cognition & Language Development. UCLA*

Negen, J., Thomas, A. & Sarnecka, B.W. Young children hear more number words if they use number words themselves. Presented at the *Meeting for the Jean Piaget Society*

### **Current Projects**

Psychological Essentialism and its Relation to Beliefs about Brain Plasticity: Status: Finished with data collection, currently in prep

Is it the thought that counts? How children allocate rewards based on intentional effort and outcome. Status: Preliminary data collection and analysis complete. Further data collection in progress.

Developmental Changes in Children's Causal Theories of Performance. Status: Preliminary data collection and analysis complete. Further data collection in progress.

### **Teaching Experience**

Fall 2014

Teaching Assistant for Introduction to Psychology, University of California Irvine (Instructor: Professor Don Hoffman). Duties: Teaching two sections, administrative work, weekly office hours, grading papers.

Fall 2013

Teaching Assistant for Introduction to Social Sciences, University of California, Irvine. (Instructor: Dr. Christopherson) Duties: Teaching two sections, developing and proctoring weekly quizzes, meeting with students during office hours, grading papers.

Fall 2008-Spring 2013

Head of Art Department and Instructor at Tilden Prep School, Albany, CA I taught calculus, pre-calculus, English and Art to students with various backgrounds. I taught a variety of age groups.

