**Curriculum Vitae**

**Yue Yu**

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**Contact**

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**Employment**

2023-now **Nanyang Technological University Singapore**

* Education Research Scientist, Singapore Centre for Character and Citizenship Education, National Institute of Education

2018-now **Nanyang Technological University Singapore**

* Education Research Scientist, Centre for Research in Child Development, Office of Education Research, National Institute of Education

2015-2018 **Rutgers University – Newark Newark, NJ, USA**

* Postdoctoral Research Associate, Department of Psychology and Department of Math & Computer Science
* Advisors: Drs. Patrick Shafto and Elizabeth Bonawitz

**Education**

2009-2015 **Cornell University Ithaca, NY, USA**

* Ph. D. in Human Development, awarded 08/2015
* Committee: Drs. Tamar Kushnir (Chair), Steven Robertson, Marianella Casasola
* Dissertation: *Copy the means or copy the goal: Individual differences and developmental changes in young children’s imitative behavior*
* Minors in Applied Statistics and Cognitive Science

2004-2008 **Peking University Beijing, China**

* Bachelor of Science in Psychology, awarded 07/2008
* Bachelor in Economics (Double major), awarded 07/2008

**Grants, Fellowships and Awards**

2024-2025 National Institute of Education, Singapore, SGD$149,955.33

* Title: *Meta-synthesis of the science underlying CCE*
* Role: PI

2023-2026 Education Research Funding Programme, Singapore, SGD$297,489

* Title: *How do Singaporean children understand “I can choose”? Phase 2: Examining early development of free will, mindset, achievement goals, and persistence*
* Role: PI

2023-2026 Education Research Funding Programme, Singapore, SGD$134,999

* Title: *Emotion Socialization in Singapore Children*
* Role: Co-I (PI: Yang Yang)

2022-2025 Education Research Funding Programme, Singapore, SGD$1,353,549

* Title: *The Instrument Pilot Study for Research on Early Education and Development in Singapore (REEDS-Pilot)*
* Role: Co-I (PI: He Sun)

2021-2024 National Institute of Education, Singapore, SGD $999,998.70

* Title: *The Importance of CARE: Covid-19, Attachment, Resilience, and Early Life*
* Role: Co-I (PI: Anne Rifkin-Graboi)

2020-2025 The John Templeton Foundation, USD$79,072 for Singapore

* Title: *Religion, normativity, and self-regulation*
* Role: Site PI for Singapore (international PI: Tamar Kushnir)

2020-2026 National Institute of Education, Singapore, SGD$3,020,561

* Title: *Beginning Early: SingaPore's Ongoing Study starting in Infancy of Twenty-first-century-skills, Individual differences, and Variance in the Environment*
* Role: PI

2020-2023 Education Research Funding Programme, Singapore, SGD$347,033

* Title: *Mandarin eBook App and Singaporean Children’s Home Reading Quantity, Quality, and Emergent Literacy Outcomes*
* Role: Co-I (PI: He Sun)

2019-2023 Education Research Funding Programme, Singapore, SGD$143,124

* Title: *Understanding the role of caregiver-child pedagogical questioning in Singaporean children's school readiness and achievement*
* Role: PI

2019-2022 Education Research Funding Programme, Singapore, SGD$144,996

* Title: *Singaporean children’s emotion understanding and its relations to anxiety and academic achievement*
* Role: Co-I (PI: Yang Yang)

2019-2021 National Institute of Education, Singapore, SGD$20,000

* Title: *How do Singaporean children understand “I can choose’’? Phase 1: Literature review and measurement development*
* Role: PI

2017-2019 National Science Foundation, U.S., $499,984

* Title: *Why questions? Investigating the social basis of questioning for learning*
* Role: Grant author and designated postdoc (PI: Elizabeth Bonawitz)

2014 Early Career Scholar travel grant award for ISSBD 2014, $1,052

2014 Chinese government award for outstanding students abroad, $6,000

2013 Cornell Human Development summer fellowship, $3,940

2012-2015 Cornell Cognitive Science conference travel grant, 4 times

2010-2015 Cornell graduate school travel grant, 5 times

2009-2010 College of Human Ecology fellowship, $21,400 plus tuition

**Journal Articles**\* Graduate student and full-time staff member under supervision   
† Undergraduate student under supervision

1. Buenconsejo, J. U., Ferrer-Wreder, L., Dimitrova, R., Pavlova, I., Bosnar, K., Bartoluci, S., … **Yu, Y.** ... *et al*. (2025). Global Profiles of Positive Youth Development: A Person-Oriented Analysis among Emerging Adults Living in 21 Countries. *Journal of Youth and Adolescence*, 1-26.
2. Buenconsejo, J., Wreder, L.F., Kadir, N.B.A., Krauss, S., **Yu, Y.**, Aruta, J.J.B., Suryani, A., Kittiteerasack, P., & Dimitrova, R. (2025). Factorial validity and measurement invariance of the 7Cs of positive youth development among emerging adults in Southeast Asia. *Developmental Psychology*. [IF=3.1]
3. Yu, L., Tay, C., Toh, S. E., Wee, J. N., **Yu, Y.**, & Ding, X. P. (2025). The longitudinal (in)stability and cognitive underpinnings of children’s cheating behavior. *Journal of Experimental Child Psychology*. [IF=1.8]
4. Buenconsejo, J., Krauss, S., Nor Ba’yah Abdul Kadir, Angela Suryani, Aruta, J. J., Kittiteerasack, P., & **Yu, Y.** (2024). Positive youth development mediates the relations between religiousness, altruism, and empathy among Southeast Asian emerging adults. *Emerging Adulthood, 12*(6), 1148-1163*.* [IF=2.6]
5. Weisman, K., Ghossainy, M. E., Williams, A. J., Payir, A., Lesage, K. A., Reyes-Jaquez, B., ... **Yu, Y.** ... & Developing Belief Network. (2024). The development and diversity of religious cognition and behavior: Protocol for Wave 1 data collection with children and parents by the Developing Belief Network. *PloS One*, *19*(3), e0292755. [IF=2.9]
6. Jovanović, V., Rudnev, M., Abdelrahman, M. … **Yu, Y.** (2024). The Coronavirus Anxiety Scale: Cross-national measurement invariance and convergent validity evidence. *Psychological Assessment, 36*(1), 14-29. [IF=6.1]
7. Karakulak, A., Tepe, B., Dimitrova, R. ... **Yu, Y.** ... *et al*. (2023). Trust in government moderates the association between fear of COVID-19 as well as empathic concern and preventive behaviour. *Communications Psychology, 1*(43).
8. Low, A., **Yu, Y.**, Sim, L. W., Bureau, J. F., Tan, N. C., Chen, H., ... & Rifkin-Graboi, A. (2023). Maternal distress and parenting during COVID-19: differential effects related to pre-pandemic distress?. *BMC Psychiatry*, *23*(1), 374. [IF=4.4]
9. Yang, Y., Chua, J.J.E.\*, Khng, K. H., & **Yu, Y.** (2023). COVID-19, family dynamics, and perceived mental health among families in Singapore. *Journal of Child and Family Studies, 32,* 555–570. [IF=1.3]
10. Daubert, E.N., **Yu, Y.,** Grados, M., Shafto, P., & Bonawitz, E. (2020). Pedagogical questions promote causal learning in preschoolers. *Scientific Report, 10*, 20700*.* [IF=4.6]
11. Phee, H.L.R., Karuppiah, N., & **Yu, Y.** (2020). Questioning during story-telling activities in Singapore pre-schools. *Asia-pacific Journal of Research in Early Childhood Education,* *14*(3), 73-90*.*
12. **Yu, Y.**, Shafto, P. & Bonawitz, E. (2020). Inconvenient samples: Modeling biases related to parental consent by coupling observational and experimental results. *Open Mind: Discoveries in Cognitive Science, 4,* 13–24. [IF=5.9]
13. Bonawitz, E., Shafto, P., **Yu, Y.**, Gonzalez, A., & Bridgers, S. (2020). Children change their answers in response to neutral follow-up questions by a knowledgeable asker. *Cognitive Science, 44*(1), e12811*.* [IF=2.9] **(Wiley top cited article 2020-2021)**
14. **Yu, Y.,** & Kushnir, T. (2020). The ontogeny of cumulative culture: Individual toddlers vary in faithful imitation and goal emulation. *Developmental Science, 23*(1), e12862*.* [IF=4.1]
15. Rifkin-Graboi, A.; Khng, K. H., Cheung, P., Tsotsi, S., Sun, H., Kwok, F., **Yu, Y.**, Xie, H., Yang, Y., Chen, M., Ng, D.C.C., Hu, P.L., Tan, N.C. (2019) Will the future BE POSITIVE? How early life parenting signals the developing “pre” school brain. *Learning: Research and Practice, 5*(2),99-125*.*
16. Yang, S.C-H., Vong, W.K., **Yu, Y.**, & Shafto, P. (2019). A unifying computational framework for teaching and active learning. *Topics in Cognitive Science, 11*(2), 316-337*.* [IF=2.3]
17. **Yu, Y.**, Bonawitz, E., & Shafto, P. (2019). Pedagogical questions in parent-child conversations. *Child Development*, *90*(1), 147-161. [IF=5.0]
18. **Yu, Y.**, Landrum, A., Bonawitz, E. & Shafto, P. (2018). Questioning supports effective transmission of knowledge and increased exploratory learning in pre-kindergarten children. *Developmental Science, 21*(6)*,* e12696. [IF=4.1]
19. **Yu, Y.,** Shafto, P., Bonawitz, E., Yang, S.C-H., Golinkoff, R., Corriveau, K., Hirsh-Pasek, K. & Xu, F. (2018). The theoretical and methodological opportunities afforded by guided play. *Frontiers in Psychology, 9,* 1152. [IF=2.1]
20. **Yu, Y.,** & Kushnir, T. (2016). When what’s inside counts: Sequence of demonstrated actions affects preschooler’s categorization by non-obvious properties. *Developmental Psychology, 52*(3)*,* 400-410. [IF=2.9]
21. **Yu, Y.,** & Kushnir, T. (2014). Social context effects in 2- and 4-year-olds’ selective versus faithful imitation. *Developmental Psychology, 50*(3)*,* 922-933. [IF=2.9]
22. Chan, R., Xu, T., Heinrichs, R.W., **Yu, Y.**, & Wang, Y. (2010). Neurological soft signs in schizophrenia: A meta-analysis. *Schizophrenia Bulletin, 36*(6), 1089-1104. [IF=7.6]
23. Chan, R., Xu, T., Heinrichs, R. W., **Yu, Y.**, & Gong, Q. (2010). Neurological soft signs in non-psychotic first-degree relatives of patients with schizophrenia: A systematic review and meta-analysis. *Neuroscience and Biobehavioral Reviews, 34*(6)*,* 889–896. [IF=8.0]

**Book Chapters**

1. **Yu, Y.** & Chua, J.J.E.\* (2024). How to foster resilient challenge-takers? Research findings on children’s free will beliefs, intelligence mindset, and failure mindset. In O. S. Tan, E. L. Low, I. S. Caleon, & E. L. Ng (Eds.), *Enhancing holistic well-being of children and youth: Insights from Singapore into research, policy and practice in education*. Singapore: Springer.
2. **Yu, Y.** & Chua, J.J.E.\* (2024). Optimizing adult guidance to facilitate children’s learning: Recent advances from developmental and computational science of learning. In D. W. L. Hung, A. Jamaludin, & A. Rahman (Eds.), *Applying the science of learning to education*. Singapore: Springer.
3. Karakulak, A., Rivera, R., Dimitrova, R., Carballea, D., Chen, B-B., Kittiteerasack, P., González, C.M.R., Yildirim, E., & **Yu, Y.** (2023). International advancements on COVID-19 scholarship through the research initiatives working group at the APA interdivisional task force on the pandemic. In C. R. Figley, L. E. Walker, & I. A. Serlin (Eds.), *Pandemic providers* (pp. 241–322). Springer.
4. **Yu, Y.** (2022). Using guided play to facilitate young children’s exploratory learning. In O. S. Tan, K. K. Poon, B. O’ Brien, & A. Rifkin-Graboi (Eds.), *Early childhood development and education in Singapore* (pp. 189-216). Singapore: Springer.
5. Vredenburgh, C., **Yu, Y.**, & Kushnir, T. (2017). Young children’s flexible social cognition and sensitivity to context facilitates their learning. In J. Sommerville & J. Decety (Eds.). *Social cognition: Development across the life span* (pp. 238-257). Oxford, UK: Taylor & Francis.
6. **Yu, Y.**, Su, Y., Chan, R. (2011). Chapter 21. The relationship between visual perspective taking and imitation impairments in children with autism, In M-R. Mohammadi (Eds.). *A comprehensive book on Autism Spectrum Disorders* (pp. 369-384). Rijeka, Croatia: IntechOpen.

**Peer-reviewed Conference Proceedings**

1. Ong, J.T.†, Ding, X.P., & **Yu Y.** (2023). Parental mind-mindedness and autonomy granting are associated with Singaporean children’s free will beliefs. *Proceedings of the 45th Annual Meeting of the Cognitive Science Society*.
2. Chan, T.Y.T.†, Simpson, M., Kushnir, T., & **Yu Y.**, (2023). Failure mindset is associated with achievement orientation among Singaporean children. *Proceedings of the 45th Annual Meeting of the Cognitive Science Society*.
3. Jean, A., Daubert, E., **Yu Y.**, Shafto, P. & Bonawitz, E. (2019). Pedagogical questions empower exploration. *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*.
4. Yang, S.C-H., **Yu, Y.,** Givchi, A., Wang, P., Vong, W.K., & Shafto, P.(2018). Optimal cooperative inference. In A. Storkey & F. Perez-Cruz (Eds.) *Proceedings of the 21st international conference on Artificial Intelligence and Statistics (AISTATS),* 376-385.
5. **Yu, Y.**, Bonawitz, E., & Shafto, P. (2017). Inconvenient samples: Modeling the effects of non-consent by coupling observational and experimental results. *Proceedings of the 39th Annual Meeting of the Cognitive Science Society,* 1406-1411.
6. **Yu, Y.**, Bonawitz, E., & Shafto, P. (2016). Questions in informal teaching: A study of mother-child conversations. *Proceedings of the 38th Annual Meeting of the Cognitive Science Society,* 1086-1091.
7. **Yu, Y.,** & Kushnir T. (2015). Understanding young children’s imitative behavior from an individual differences perspective. *Proceedings of the 37th Annual Meeting of the Cognitive Science Society,* 2769-2774.
8. **Yu, Y.,** & Kushnir T. (2011). It’s all about the game: Infants’ action strategies during imitation are influenced by their prior expectations. *Proceedings of the 33rd Annual Meeting of the Cognitive Science Society,* 3570-3574.

**Manuscripts under Review / Revision**

* **Yu, Y.,** Zheng, Y.,Chua, J.J.E. \*,Yang, Y, & Rifkin-Graboi, A. (under review). Familial mechanisms linking COVID-19 lockdown with mental health problems in Singaporean children and adolescents.

**Manuscripts in Preparation**

* **Yu, Y.**, Zhao, X., Nichols, S., & Kushnir, T. (in prep). Cultural differences in people’s understanding about Closure Principles.
* **Yu, Y.,** & Kushnir, T. (in prep). Faithful imitation increases between the age of two and three.
* **Yu, Y.**, Shafto, P., & Bonawitz, E. (in prep). Order of sampling affects children and adults’ causal reasoning.

**Conference Presentations (referred abstract, excluding proceedings listed above)**

* Stegall, J., Yucel, M., Zhao, X., **Yu, Y.,** Tomasello, M., Nichols, S., & Kushnir, T. (2025, June). Children’s developing sense of normative responsibility in costly contexts. Oral presentation at *the* *51st Annual Meeting of the Society for Philosophy and Psychology,* Ithaca, NY.
* **Yu, Y.,** & Sheryn Sim, S.S.N. (2025, May). Influences of age, gender, SES, and parental ethnotheories on Singaporean children’s wealth essentialist beliefs. Oral presentation at *the 2025 Biennial Meeting of the* *Society for Research in Child Development*, Minneapolis, MN.
* **Yu, Y.,** Choo, S., Ng, M.G., Chua, J.J.E, Ng, G.T., Liaw, N., & Tan, O.S. (2025, April). Bibliometric analyses of the literature related to character and citizenship education (CCE). Poster presentation at *AERA Conference 2025*, Denver, CO.
* **Yu, Y.** (2024, October). Parenting and children's challenge-taking. Oral presentation at *NIEC Conference 2024*, Singapore.
* **Yu, Y.** (2024, September). Toward a unified conceptual framework: Integrating   
  character and citizenship education (CCE). Oral presentation at *BERA Conference 2024 and WERA Focal Meeting*, Manchester, UK.
* **Yu, Y.**, Kushnir, T., & Katz, M. (2024, August). Endorsement of free choice among Singaporean and US children: Influences of culture, SES, and parental autonomy granting. Oral presentation at *2024 IACCP International Congress*, Bali, Indonesia.
* Nissel, J., Weisman, K., Li, P.H., Kushnir, T., Srinivasan, M., **Yu, Y.**, Zhao, X., Nicolopoulou, A., Burdett, E., Davis, H.E., Richert, R., & Corriveau, K. (2024, June). Developing conceptions of physical, biological, psychological, and sociological constraints on human action across cultures. Oral presentation at *the* *50th Annual Meeting of the Society for Philosophy and Psychology,* West Lafayette, IN.
* Stegall, J., Yucel, M., Zhao, X., **Yu, Y.**, Nichols, S., & Kushnir, T. (2024, June). Rules in context: Exploring children’s motivation to follow rules. Oral presentation at *the* *50th Annual Meeting of the Society for Philosophy and Psychology,* West Lafayette, IN.
* **Yu, Y.** (2024, May). Parental autonomy granting is associated with Singaporean children’s endorsement of free choice. Oral presentation at *Redesigning Pedagogy International Conference 2024,* Singapore.
* Kushnir, T., **Yu, Y.**, & Simpson, M. (2024, March). Action possibilities and mastery motivation in early childhood. Oral presentation at *the 13th Biennial Meeting of the Cognitive Development Society,* Pasadena, CA.
* **Yu, Y.** & Ng, E. L. (2023, November). Potential research directions for Character and Citizenship Education (CCE) in Singapore. Oral presentation at *ERAS Conference & WERA Focal Meeting 2023*, Singapore.
* Chwee, Y.H. †, & **Yu, Y.** (2023, April). Pedagogical questions on Singaporean young children’s learning of novel categories. Oral presentation at *the World Conference of Undergraduate Research 2023*, Coventry, UK.
* **Yu, Y.**, Ong, J.T. †, Chua, J.J.E.\*, & Kushnir, T. (2023, March). Parental autonomy granting predicts children’s endorsement of free choice among Singaporean Chinese and Malays. Oral presentation at *the 2023 Biennial Meeting of the* *Society for Research in Child Development*, Salt Lake City, UT.
* Kim, J., Yucel, M., Zhao, X., **Yu, Y.**, Nichols, S., & Kushnir, T. (2023, March). The role of group membership on children’s norm understanding. Poster presentation at *the 2023 Biennial Meeting of the* *Society for Research in Child Development*, Salt Lake City, UT.
* **Yu, Y.** (2023, March). Using pedagogical questions to facilitate young children’s exploratory learning in everyday activities. Oral presentation at *Innovations in Teaching and Learning 2023,* Singapore.
* Yucel, M., Zhao, X., **Yu., Y.**, Kim, J., Nichols, S., & Kushnir, T. (2023, February). The role of group membership on children’s norm understanding. Oral presentation at the Justice and Morality preconference at *the Society for Personality and Social Psychology Annual Convention*, Atlanta, GA.
* **Yu, Y.** (2022, October). Using pedagogical questions to facilitate young children’s exploratory learning in everyday activities. Oral presentation at *CHILD Biennial Conference 2022,* Singapore.
* **Yu, Y.** (2022, October). Comparing mothers’ and fathers’ pedagogical questioning during everyday conversations with young children. Oral presentation at *the 9th Conference of the International Academy of Family Psychology,* Virtual.
* Chua, J.J.E.\*, **Yu, Y.**, Yang, Y., & Kushnir, T. (2022, June). Singaporean children’s beliefs about free choice differ based on whether the constraint is internal or external. Oral presentation at *the 26th Biennial Meeting of the International Society for the Study of Behavioural Development,* Rhodes, Greece.
* **Yu, Y.** (2022, June). Comparing mothers’ and fathers’ pedagogical questioning during everyday conversations with young children. Oral presentation at *the 26th Biennial Meeting of the International Society for the Study of Behavioural Development,* Rhodes, Greece.
* **Yu, Y.** (2022, May). Using pedagogical questions to facilitate children’s learning in everyday activities. Workshop presented at *Redesigning Pedagogy International Conference 2022,* Singapore.
* Chua, J.J.E.\* & **Yu, Y.** (2022, May). The effect of pedagogical questioning on young children’s exploratory learning of novel concepts. Oral presentation at *Redesigning Pedagogy International Conference 2022,* Singapore.
* Simpson, M., Urquiola, S., Siegel, A., Carpenter, E., Liu, J., **Yu, Y.,** Kushnir, T., (2022, April). Exploring developmental changes in children’s social-cognitive imaginations, emerging self-concept, and their motivations to learn. Poster presentation at *Cognitive Development Society Bi-Ennial Conference 2022,* Madison, WI.
* Chwee, Y.H.† & **Yu, Y.** (2021, September). Effects of Pedagogical questions on Singaporean young children’s learning of novel categories. Oral presentation at *the 2021 International Conference of Undergraduate Research,* Virtual.
* **Yu, Y.,** & Kushnir T. (2021, April). Developmental pathways of cultural learning: Individual differences in young children’s faithful imitation and goal emulation from toddlerhood to preschool years. Oral presentation at *the 2021 Biennial Meeting of the Society for Research in Child Development,* Virtual.
* **Yu, Y.,** & Chua, J.J.E.\* (2021, April). The effect of pedagogical questioning on young children’s exploratory learning of novel concepts. Oral presentation at *the 2021 Biennial Meeting of the Society for Research in Child Development,* Virtual.
* **Yu, Y.** (2020, December). Impact of COVID-19 on perceived mental health in   
  school-aged children and adolescents: Using the case of Singapore to investigate the mechanisms. Oral presentation at *the Webinar Series presented by the Society for Research on Adolescence,* Virtual.
* **Yu, Y.** (2019, September) How can educators and parents use pedagogical questions to facilitate children’s learning in everyday activities? Workshop presented at *ECDA Early Childhood Conference 2019,* Singapore.
* **Yu, Y.**, Bonawitz, E. & Shafto, P. (2017, October) Pedagogical questions during parent-child interactions correlate with children’s causal learning and exploration. Oral presentation at *the 10th Biennial Meeting of the Cognitive Development Society,* Portland, OR.
* **Yu, Y.**, Bonawitz, E. & Shafto, P. (2017, October) Questioning supports effective transmission of knowledge and increased exploratory learning in pre-kindergarten children. Poster presented at *the 10th Biennial Meeting of the Cognitive Development Society,* Portland, OR.
* **Yu, Y.**, Bonawitz, E. & Shafto, P. (2017, October) Pedagogical questions in parent-child conversations. Poster presented at *the 10th Biennial Meeting of the Cognitive Development Society*, Portland, OR.
* **Yu, Y.**, Bonawitz, E. & Shafto, P. (2017, October) Pedagogical questions: How parents ask and how children learn from them. Poster presented at *the 10th Biennial Meeting of the Cognitive Development Society* preconference workshop “Question-asking in childhood: Development, continuity and constraints”, Portland, OR.
* **Yu, Y.**, Landrum, A., Bonawitz, E. & Shafto, P. (2017, August). Questioning supports effective transmission of knowledge and increased exploratory learning.Oral presentation at *the Annual Convention of American Psychological Association*. Washington, DC.
* **Yu, Y.**, Landrum, A., Bonawitz, E. & Shafto, P. (2017, June). Questioning supports effective transmission of knowledge and increased exploratory learning in pre-kindergarten children.Oral presentation at *the 43rd Annual Meeting of the Society for Philosophy and Psychology*. Baltimore, MD.
* **Yu, Y.,** Shafto, P., Bonawitz, E., & Landrum, A. (2016, August). Questioning supports effective transmission of knowledge and increased exploratory learning in pre-kindergarten children.Oral presentation at *the International Conference of Thinking*. Providence, RI.
* **Yu, Y.,** & Kushnir T. (2015, October). Young children’s imitative behavior: Individual differences and developmental change. Poster presented at *the 9th Biennial Meeting of the Cognitive Development Society,* Columbus, OH.
* **Yu, Y.,** & Kushnir, T. (2014, July). The effect of temperament on young children’s imitative behavior. Poster presented at *the 23rd Biennial Meeting of the International Society for the Study of Behavioural Development,* Shanghai,China.
* Kushnir, T., **Yu, Y.**, Vredenburgh, C., & Casasola, M. (2014, July). What toddlers might learn from additional social cues when actions are equally intentional and equally causally efficacious. Oral presentation at *9th Biennial International Conference on Infant Studies,* Minneapolis,MN.
* **Yu, Y.,** & Kushnir, T. (2013, September). Timing and agent of causal actions influence preschoolers’ categorization. Oral presentation at *2013 ISSBD regional workshop,* Budapest, Hungary.
* **Yu, Y.,** & Kushnir, T. (2013, April). Preschoolers refer to adult’s timing of intentional actions for object categorization. Poster presented at *the 2013 Biennial Meeting of the Society for Research in Child Development,* Seattle, WA.
* **Yu, Y.,** & Kushnir T. (2012, August). Preschoolers use timing of causal actions as a cue for categorization. Poster presented at *34th Annual Meeting of the Cognitive Science Society,* Sapporo, Japan.
* **Yu, Y.,** & Kushnir T. (2012, June). Young children use social cues to infer sorting strategies. Poster presented at *8th Biennial International Conference on Infant Studies,* Minneapolis,MN.
* **Yu, Y.,** & Kushnir T. (2011, April). Young children’s imitation of causal actions is influenced by the tester’s prior intention. Poster presented at *2011 Biennial Meeting for the Society for Research in Child Development,* Montréal, Québec.
* **Yu, Y.**, Su, Y., & Chan, R. C. (2010, August). Preschooler’s performance in three visual perspective taking tasks. Poster presented at *32nd Annual Meeting of the Cognitive Science Society,* Portland, OR.
* **Yu, Y.**, Su, Y., & Chan, R. C. (2008, July). Visual perspective taking in children with autism and its relationship with gesture imitation. Poster presented at *XXIX International Congress of Psychology*, Berlin, Germany.

**Invited Presentations**

* **Yu, Y.** (2023, October). Why asking your children questions help them learn? BE-POSITIVE Outreach Talk Series.
* **Yu, Y.** (2022, December). How can educators use pedagogical questions to facilitate children’s learning in everyday activities? Teacher Training Session at Clementi Student Care Centre.
* **Yu, Y.** (2020, December). Impact of COVID-19 on perceived mental health in school-aged children and adolescents: Using the case of Singapore to investigate the mechanisms. SRA (Society for Research on Adolescence) Webinar Series.
* **Yu, Y.** (2018, November). How do Singaporean children understand “I can choose”? A research proposal. HASS Special Colloquia, Singapore University of Technology and Design, Singapore.
* **Yu, Y.** (2018, June). Questioning to teach: The role of pedagogical questions in facilitating learning and exploration. Guided Play Workshop. Newark, NJ.
* **Yu, Y.** (2017, October). Pedagogical questions support children’s causal learning and exploration. CogSci Grad Student Colloquium, Rutgers University-New Brunswick, New Brunswick, NJ.
* **Yu, Y.** (2017, September). Social inferences guide children’s learning. Psychology Department Colloquia, National University of Singapore, Singapore.
* **Yu, Y.** (2017, September). Social inferences guide children’s learning. Colloquia for Visiting Consultant, Center for Research in Child Development, National Institute of Education, Singapore.
* **Yu, Y.** (2017, September). Social inferences guide children’s learning. HASS Special Colloquia, Singapore University of Technology and Design, Singapore.
* **Yu, Y.** (2017, August). Social inferences guide children’s learning. Special Colloquia for Overseas Scholars, Chinese Academy of Science, Institute of Psychology, Beijing, China.
* **Yu, Y.** (2017, August). Social inferences guide children’s learning. Psychology Department Colloquia, Tsinghua University.
* **Yu, Y.** (2017, May). Questioning to teach: How do pedagogical questions facilitate learning? Developmental Science Colloquia, Boston University, Boston, MA.
* **Yu, Y.** (2016, February). Questions in teaching: How are pedagogical questions   
  asked and understood? Cognition, Brain & Behavior Brown Bags, Rutgers University-Newark, Newark, NJ.
* **Yu, Y.** (2015, May). Copy the means or copy the goal: Where, when, who, and why?Cognitive Science Area Meeting, University of Texas at Austin, Austin, TX.
* **Yu, Y.** (2015, February). Children’s imitative behavior: Contextual effects and individual differences. Language & Cognitive Development Lab, University of California-Berkeley, Berkeley, CA.
* **Yu, Y.** (2014, December). Children’s imitative behavior. Psychology Department Colloquium, Beijing University, Beijing, China.
* **Yu, Y.** (2011, April). Young children’s imitation of an action sequence is influenced by the experimenter’s prior intent. Human Development Department Brown Bags, Cornell University, Ithaca, NY.

**Teaching Experience**

* **Instructor**, National Institute of Education, Singapore
* MED900, Educational Inquiry, 3 semesters
* AED16E, Diversity in Early Childhood, 2 semesters
* **Instructor**, Cornell Outdoor Education
* PE1609, Geocaching, 2 semesters
* PE1690, Cross-country Skiing, 1 semester
* **Teaching assistant**, Department of Human Development, Cornell University
* HD1150 & 1160, Introduction to Infancy and Childhood, 4 semesters
* HD1170, Introduction to Adolescence, 2 semesters
* HD2300, Cognitive Development, 1 semester
* HD3620, Human Bonding, 2 semesters
* **Guest lecturer**
* HD2300, Cognitive Development, Cornell University
* HD1150, Introduction to Infancy and Childhood, Cornell University
* 21:830:489, Human Intelligence Enterprise, Rutgers University-Newark

**Mentorship experience**

* **Full time research assistant supervised**
* CRCD: Toong Wee Ling Desiree (2023-current), Chelsea Chua (2023-current), Jallene Jia En Chua (2020-2022)
* **Honors thesis and undergraduate projects supervised**
* NTU final year project: Sim Yun En (2024-2025), Rena Tan (2023-2024), Suki Lim Shuqi (2023-2024), Clyde Lee Jing Yi (2023-2024), Trena Chan Yun Ting (2022-2023), Mohammad Shafiq Anshad (2022-2023), Soo Yeong Yun (2022-2023), Serena Lon (2022-2023)
* NTU URECA: Husna Faiza (2024-2025), Wong Lit Wen (2024-2025), Ee Shu Qing (2024-2025), Sim Yun En (2023-2024), Sheryn Sim Sue Ning (2023-2024), Flavia Yen Xuan Lin (2023-2024), Chong Shueh Li Shona (2023-2024), Melvin Meow Yan Loong (2023-2024), Joan Ng Kailin (2022-2024), Sachi Sawant Vilas (2022-2023), Ong Jing Ting (2021-2023), Trena Chan Yun Ting (2021-2022), Joy Angelina Tan (2021-2022), Mohammad Shafiq Anshad (2021-2022), Ooi Hui Xin (2020-2021), Chwee Yun Hui (2020-2021)
* NIE Education Research: Farah Adibah Binte Johari (2019-2020)
* Rutgers University-Newark: Jack Fredricks (2015-2017, recipient of Lillian Robbins Award), Victoria Golinski (2015-2017), Rosa Lasso (2016-2017, recipient of Lourdes Casal Award), Courtney Bell (2017-2018)
* **Research assistants and interns supervised**
* NIE/NTU: Amellia Tan, Lee Jo Xi, Tan Heng Hong, Poh Huan Rong, Chuxi Qu, Wang Jieqi, Junmei Wang, Rena Tan, Tan Ke Han, Claire Chang See Ying, Chrysie Tay, Chan Luo Ming, Sachi Sawant Vilas, Suki Lim Shuqi, Soo Yeong Yun, Nashua Nizar Baledram, Celia Pang Shi Yi, Tee Kai Xin, Wong Shu En, Lee Zi Yi, Crystal Ong Hui Min, Muhammad Naeem Bin Sani, Claire Hsieh Jih Hsyang, Germaine Choo Jing Wen, Villanueva Maria Ruth Regis, Chua Jia Yu, Cherie Lee Ming Xuan, Muhammad Iylia Bin Mohd Hutta
* NUS: Xingyue Han
* SMU: Tara Jane Ong Yen
* UCL: Nidhi Joshi
* Rutgers University-Newark: Ethan Motschmann, Reham Bader, Natasha Patel, Anishka Jean (2016-present, recipient of the Minority Biomedical Research Support Fellowship), Milagros Grados, Merna Botros
* Cornell University: Katie Weidlein, Eun Bee Chung, Nisha Patel, Sara Gager, Michelle Elsner, Kimberly Senko, Mike Johnson, Alicia Ramirez, Jennifer Lambert, Maria Lee, Kelly Jirka, Sydney Beck, Nancy Ha, Swetha Aribindi, Jasmine LaCoursiere
* **High school research assistants supervised**
* Rutgers University-Newark: Nishant Iyengar

**Professional services**

* **Member**
* The Research Initiatives Work Group (RIWG), APA Interdivisional Task Force on Covid-19
* **Editorial board**
* Consulting Editor, Journal of Experimental Psychology: General (2022-current)
* Guest Editor, Special Issue “Cross-Cultural Replicability and Generalizability in Developmental Science”, Infant and Child Development (2022-current)
* **Ad-hoc grant reviewer**
* Tertiary Education Research Fund, Ministry of Education, Singapore
* Education Research Funding Programme, Ministry of Education, Singapore
* Nanyang Research Programme, Nanyang Technological University, Singapore
* **Ad-hoc journal reviewer**
* British Journal of Developmental Psychology, Child Development, Cognition, Cognitive Psychology, Cognitive Research: Principles and Implications, Cognitive Science, Developmental Psychology, Developmental Science, Educational Research for Policy and Practice, Family Process, Frontiers in Psychology, Journal of Child and Family Studies, Journal of Child Language, Journal of Cognition and Development, Memory & Cognition, Nature Communications, Learning: Research and Practice, npj Science of Learning, Open Mind: Discoveries in Cognitive Science, Perspectives on Psychological Science, Social Development, The Lancet Child & Adolescent Health
* **Ad-hoc conference reviewer**
* Annual Conference of the Cognitive Science Society, Annual Meeting of the Society for Philosophy and Psychology, Biennial Meeting for the Society for Research in Child Development, Redesigning Pedagogy International Conference

**News coverage**

* December 2023, *Hello Singapore at MediaCorp Channel 8*, Interview on the effects on children's development due to restricted play spaces (限制活动空间对孩子身心发展的影响)
* September 2021, *Capital 958*, “Are we all born free? Children’s development of free will. (人是生而自由的吗？儿童自由意志的发展)”
* January 2021, *Lianhe ZaoBao(联合早报)*, “How does COVID-19 influence children’s mental health? (冠病疫情如何影响孩子心理健康?)”
* December 2020, *Singapore Today at CNA938,* Interview on the impact of COVID-19 on children’s mental health
* October 2020, *Hello Singapore at MediaCorp Channel 8*, Interview on fostering children’s self-control (如何培养孩子自律能力?)
* May 2014, *Chinese Radio Network*, Interview about the Chinese Government Award
* November 2013, *Cornell Chronicle*, “Age changes how young children read social cues”