

Kelsey Moty

New York University
Department of Psychology
6 Washington Place, rm. 401
New York City, NY 10003

website: www.moty.io
email: moty@nyu.edu
github: [@kelseymoty](https://github.com/kelseymoty)

Professional Experience

- 2023 – Clinical Assistant Professor
Department of Psychology
New York University
- 2014 – 2017 Pre-doctoral Research Associate
Department of Psychology
Lehigh University

Education

- 2022 New York University
Ph.D., Experimental Psychology (Cognition and Perception)
Concentration in Developmental Psychology
- 2021 New York University
M.Phil., Experimental Psychology (Cognition and Perception)
Concentration in Developmental Psychology
- 2014 University of California, Berkeley
B.A., with High Distinction, Psychology (Honors), Linguistics
Minor in Polish Language and Literature

Selected Fellowships and Honors

- 2019 – 2022 National Science Foundation Graduate Research Fellowship
- 2017 – 2022 MacCracken Graduate Fellowship, New York University
- 2020 – 2021 Fulbright U.S. Student Research Award (cancelled due to Covid)
- 2014 Foreign Language and Area Studies Fellowship in Slavic Languages, US
Department of Education
- 2014 Phi Beta Kappa, University of California, Berkeley
- 2011 – 2014 Regents' and Chancellor's Scholar, University of California, Berkeley

Publications

Peer-reviewed Journal Articles:

Xu, Y., Wang, M., **Moty, K.**, & Rhodes, M. (submitted). How culture shapes the early development of essentialist beliefs.

Lei, R. F., Leshin, R. A., **Moty, K.**, Foster-Hanson, E., & Rhodes, M. (2021). How race and gender shape the development of social prototypes in the United States. *Journal of Experimental Psychology: General*

Moty, K. & Rhodes, M. (2021). The unintended consequences of the things we say: What

generics communicate to children about unmentioned categories. *Psychological Science*.

Foster-Hanson, E. *, **Moty, K. ***, Cardarelli, A., Ocampo, J. D., & Rhodes, M. (accepted). Developmental changes in strategies for gathering evidence about biological kinds. *Cognitive Science*.

* indicates co-first authors

Brandone, A. C., Stout, W., & **Moty, K.** (accepted). Intentional action processing across the transition to crawling: Does the experience of self-locomotion impact infants' understanding of intentional actions? *Infant Behavior and Development*.

Brandone, A. C., Stout, W. S., & **Moty, K.** (2019). Triadic interactions support infants' emerging understanding of intentional actions. *Developmental Science*.

Holmes, K. J., **Moty, K.**, & Regier, T. (2017). Revisiting the role of language in spatial cognition: Categorical perception of spatial relations in English and Korean speakers. *Psychonomic Bulletin & Review*.

Book Chapters:

Rhodes, M. & **Moty, K.** (2020). What is social essentialism and how does it develop? In M. Rhodes (Ed.), *The Development of Social Essentialism* (pp. 1-30). *Advances in Child Development and Behavior*, Volume 59 (J. Benson, Series Editor). Academic Press.

Gureckis, T., & **Moty, K.** (2020). The format and structure of digital data. <http://gureckislab.org/courses/spring21/labincp/chapters/05/00-data.html>

Conference Proceedings:

Wang, M., Xu, Y., **Moty, K.**, & Rhodes, M. (submitted). The cognitive precursors of early developing essentialist beliefs.

Holmes, K. J., **Moty, K.**, & Regier, T. (2016). Categorical perception of spatial relations: A cross-linguistic difference. In M. Hegarty, C. Hölscher, D. Montello, & N. S. Newcombe (Eds.), *Spatial Cognition 2016 Conference Proceedings* (pp. 77-82). Philadelphia, PA: Spatial Intelligence and Learning Center.

Presentations

Individual Talks:

Moty, K., & Rhodes, M. (2019, October). The role of pragmatics in children's inferences about unmentioned categories from generics. Paper to be presented at the 2019 Biennial Meeting of the Cognitive Development Society, Louisville, Kentucky.

Moty, K., & Rhodes, M. (2019, July). What generics communicate about unmentioned categories. Paper presented at the 2019 Annual Meeting of the Society for Philosophy and Psychology, San Diego, California.

Holmes, K., **Moty, K.**, & Regier, T. (2016, August). Categorical perception of spatial relations: A cross-linguistic difference. Paper presented at Spatial Cognition 2016, Philadelphia, Pennsylvania.

Symposia Presentations:

Moty, K., & Brandone, A. C. (2019, March). The role of knowledge and explanation in

attenuating children's expectations of category homogeneity. Talk presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.

Foster-Hanson, E., **Moty, K.**, Ocampo, J. D., Cardarelli, A., & Rhodes, M. (2019, March). Developmental changes in strategies for learning about biological kinds. Talk presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.

Brandone, A. C., Stout, W. S., & **Moty, K.** (2019, March). Triadic interactions support infants' emerging understanding of intentional actions. Talk presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.

Brandone, A. C., **Moty, K.**, & Stout, W. (2017, April). Relations between self-locomotion experience and infants' developing understanding of intentional actions. Talk presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.

Invited Talks:

Moty, K. (2022, April). What generics communicate to children about social groups. University of California, Berkeley, Gopnik Lab.

Moty, K. (2020, April). Best practices of open science. New York University, Infant Action Lab.

Moty, K. (2019, July). The role of pragmatics in children's inferences about unmentioned categories from generics. Yeshiva University, Developing Minds Lab.

Poster Presentations:

Moty, K., & Rhodes, M. (cancelled because of Covid). Children's inferences about unmentioned gender groups from generic statements. Poster to be presented at the 2020 Society for Research in Child Development's Special Topic Meeting: *Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination*, Rio Grande, Puerto Rico.

Moty, K. & Rhodes, M. (2019, March). Children's pragmatic inferences from generic statements about social categories. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, Maryland.

Stout, W., Karahuta, E., **Moty, K.**, van Norden, C., Laible, D., & Brandone, A. C. (2018, July). Early predictors of individual differences in toddler's prosocial behavior: A longitudinal study of the relations between infants' social understanding and orientation and later instrumental helping behaviors at age 18-24 months. Poster presented at the 2018 Biennial Meeting of the International Congress of Infant Studies, Philadelphia, PA.

Moty, K., & Brandone, A. C. (2017, October). Young children shift expectations of category homogeneity in response to language cues. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, Oregon.

Brandone, A. C., **Moty, K.**, & Stout, W. (2017, October). The role of coordinated joint engagement with social partners in infants' emerging understanding of intentional actions. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, Oregon.

Moty, K. & Brandone, A. C. (2017, July). Impact of testimony and experience on children's beliefs about category homogeneity. Poster presented at the 39th Annual Conference of the Cognitive Science Society, London, United Kingdom.

Brandone, A. C., Stout, W. & **Moty, K.** (2017, April). Relations between the capacity for coordinated joint engagement and infants' emerging understanding of intentional actions. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.

Moty, K. & Brandone, A. C. (2017, April). Beliefs about category homogeneity and variability in familiar and unfamiliar categories. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.

Moty, K. & Brandone, A. C. (2017, April). Assessing multiple measures of intention understanding as a predictor of early language acquisition. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, Texas.

Moty, K., & Srinivasan, M. (2016, August). Pragmatic inferences in definite and indefinite contexts. Poster presented at the 38th Annual Conference of the Cognitive Science Society, Philadelphia, Pennsylvania.

Moty, K., Stout, W., & Brandone, A. C. (2016, May). The development of infant intention understanding: Contributions of joint attention and motor experience. Poster presented at the 20th Biennial International Conference on Infant Studies, New Orleans, Louisiana.

Stout, W., **Moty, K.,** & Brandone, A. C. (2016, May). Links between infants' emerging intention understanding and parents' adoption of an intentional stance. Poster presented at the 20th Biennial International Conference on Infant Studies, New Orleans, Louisiana.

Moty, K., Holmes, K. J., & Regier, T. (2014, July). Categorical perception of spatial relations across languages: The case of support. Poster presented at the 36th Annual Conference of the Cognitive Science Society, Quebec City, Canada.

Moty, K., Holmes, K. J., & Regier, T. (2014, May). Categorical perception of spatial relations across languages: The case of support. Poster presented at the 6th Annual Conference of the UC Berkeley Cognitive Science Student Association, Berkeley, California.

MENTORSHIP

New York University:

Master's:

Sadia Hossain: *Long-term effects of prenatal stress on language development in children*

Kevin Bui: *Measurement and relevance of moral relativism*

Undergraduates:

Hadiya (Honors' thesis), Angela Sorenson (Honors' thesis, DURF grant recipient), Naya Anwar, Wendy Wang, Alison De Leon (DURF grant recipient), Samuel Krystal

Lehigh University:

Advised 18 Undergraduate research assistants

TEACHING

Courses as sole instructor:

Advanced Psychological Statistics

Statistics and Data Analysis for Research in Psychology

Statistics for the Behavioral Sciences

Developmental Psychology
Lab in Developmental Psychology
Cognition
Introduction to Psychology

Courses as teaching assistant:

Regression (PhD-level course)
Intermediate Statistics (PhD-level course; taught weekly lab on data cleaning and analysis in R)
Advanced Psychological Statistics (taught 2 recitation classes)
Lab in Cognition and Perception (helped students write and debug Python code)
Data Literacy

Workshops and guest lectures:

2022 Introduction to R workshop for NYU Psi Chi Club
2019 8-week workshop on how to manipulate, visualize, and describe data using R (syllabus available at: <https://nyu-cdsc.github.io/learningr>; has been viewed by 5,300+ people/liked by 1800+ people on Twitter/received 450+ retweets)
2017 Guest lecturer on quantitative methods for Lehigh University College of Education graduate seminar One of two instructors for an R/quantitative methods graduate student group at Lehigh University
2016 – 2017 Co-taught a weekly R workshop for psychology graduate students at Lehigh University

Service

Professional service:

2019 Reviewer for the Society of Philosophy and Psychology
2019 – Graduate Advocate for Association for Psychological Science Student Caucus
2015 – Reviewer for Association for Psychological Science Student Caucus
2015 – ‘17 Poster Submission Reviewer for Annual Meeting of the Eastern Psychological Association (EPA)

Service to the university:

New York University:

2023 - Statistics consultant for psychology department
2019 Mentor for NYU 6th Annual Summer Student’s Research Conference
2018 – 2019 Student representative for Cognition and Perception area
2018 – 2020 Board Member for CogCollective Graduate Student Group
2017 – 2020 R consultant for NYU developmental psychology labs, offering weekly office hours for paired programming and mini R lessons semesterly
2017 – Campus Representative for Association for Psychological Science (APS) Student Caucus

Lehigh University:

2017 Guest lecturer on quantitative methods for College of Education graduate seminar
2016 – 2017 Contributor to lessons on R for quantitative methods graduate student group

University of California, Berkeley:

2013 – 2014 Organized and presented at weekly quantitative research methods peer group
2015, '16 Scholarship Application Reviewer for Cal Alumni Association

Service to the community:

2018, '19 Judge, New York City Science and Engineering Fair
2018 Presenter, USA Science & Engineering Festival (on behalf of NSF)
2015 – '17 Judge, Lehigh Valley Science Fair
2015 – '17 Presenter, Family Place Workshops at Bethlehem Area Public Library, Allentown Public Library, Nazareth Public Library, Easton Area Public Library, and Southern Lehigh Public Library

Professional Affiliations

Cognitive Development Society, Cognitive Science Society, Society for Research in Child Development, Society for Philosophy and Psychology, Association for Psychological Science