

Yi Lin

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Education

- Postdoctoral Associate in Psychology**, New York University 2020-Present
Advisor: Dr. Moira Dillon
- Ph.D. in Psychology**, University of Illinois at Urbana-Champaign 2020
Dissertation: Linking verbs to syntax
Advisor: Cynthia Fisher
Secondary research on object cognition and language
Advisor: Renée Baillargeon
- M.Sc. in Psycholinguistics**, University of Edinburgh, Edinburgh 2010
Thesis: Can cooperation-related words prime audience design?
Advisor: Holly Branigan
- B.A. in Psychology and Economics**, Smith College, Northampton, MA 2009
Honors Thesis: Without language: Adult false belief reasoning with verbal interference
Advisor: Jill de Villiers

Honors and Awards

- McVicker Hunt Award for Excellence in Graduate Research 2019
Psychology, University of Illinois at Urbana-Champaign
- CUNY Conference Travel Award 2018
CUNY Conference on Human Sentence Processing
- Departmental Travel Award 2017
Psychology, University of Illinois at Urbana-Champaign
- Graduation with Distinction 2010
Psycholinguistics, University of Edinburgh

Publications

- Lin, Y.**, & Dillon, M. (invited revision). Seeing the forest but naming the trees: An object-over-place bias in word learning. *Open Mind*.
- Lin, Y.**, Stavans, M., Li, X., Baillargeon, R. (2024). Infants can use temporary or scant categorical information to individuate objects. *Cognitive Psychology*, 149, 101640.
- Lin, Y.**, & Dillon, M. (2024). We are wanderers: Adult abstract geometry reflects spatial navigation. *Journal of Experimental Psychology: General*, 153(2), 386-398.
- Dasgupta, A., Duan, J., Ang, M. H., **Lin, Y.**, Wang, S., Baillargeon, R., & Tan, C. (2023). A

- benchmark for modeling violation-of-expectation in physical reasoning across event categories. In Culbertson, J., Perfors, A., Rabagliati, H., & Ramenzoni, V. (Eds.), *Proceedings of the Annual Meeting of the Cognitive Science Society, Vol. 45*, 1755-1762.
- Lin, Y., & Dillon, M.** (2023). Young children and adults extend novel nouns to objects not places. In Culbertson, J., Perfors, A., Rabagliati, H., & Ramenzoni, V. (Eds.), *Proceedings of the Annual Meeting of the Cognitive Science Society, Vol. 45*, 1371-1378.
- Lin, Y., Stavans, M., & Baillargeon, R.** (2022). Infants' physical reasoning and the cognitive architecture that supports it. In O. Houdé & G. Borst (Eds.), *Cambridge handbook of cognitive development* (pp. 168-194). Cambridge, England: Cambridge University Press.
- Lin, Y., Li, J., Gertner, Y., Ng, W., Fisher, C. L., & Baillargeon, R.** (2021). How do the object-file and physical-reasoning systems interact? Evidence from priming effects with object arrays or novel labels. *Cognitive Psychology, 125*, 101368.
- Stavans, M., **Lin, Y.**, Wu, D., & Baillargeon, R. (2019). Catastrophic individuation failures in infancy: a new model and predictions. *Psychological Review, 126*(2), 196-225.
- Lin, Y., & Fisher, C.** (2017). Error-based learning: A mechanism for linking verbs to syntax. In Culbertson, J., Perfors, A., Rabagliati, H., & Ramenzoni, V. (Eds.), *Proceedings of the Annual Meeting of the Cognitive Science Society, Vol. 39*, 754-759.
- Trueswell, J. C., **Lin, Y.**, Armstrong, B., Cartmill, E. A., Goldin-Meadow, S., & Gleitman, L. R. (2016). Perceiving referential intent: Dynamics of reference in natural parent-child interactions. *Cognition, 148*, 117-135.

Manuscripts in preparation

- Lin, Y., & Fisher, C.** (in preparation). Linking verbs to syntax: Modifying verb bias.
- Lin, Y., Fisher, C., & Thothathiri, M.** (in preparation). Preschoolers adapt syntax at multiple linguistic levels.
- Lin, Y., Stavans, M., Lleras, A., Wang, F., & Baillargeon, R.** (in preparation). What is where? Infants use several types of categorical information to bind objects to their locations.
- Lin, Y., & Baillargeon, R.** (in preparation). How many remains? Infants can individuate objects when encountering reconcilable disagreements.

Invited Talks

- How do infants represent physical events and scenes? (July 2023). Cognition and Learning Center Lab Meeting. Rutgers University. [Virtual]
- 21-month-olds rapidly learn the meaning of the word "four". (April 2022). Developmental Brown Bag. University of Chicago. [Virtual]
- How do infants represent objects in physical events? (September 2021). Embodied-AI Lecture Series. Allen Institute for AI. [Virtual]
- Linking verbs to syntax: Distributional learning at multiple linguistic levels. (April 2019). Developmental Brown Bag. University of Chicago.
- Connecting verbs to syntax: Modifying verb bias. (April 2016). Cognitive Brown Bag. Northwestern University.

Conference Talks

- Lin, Y.**, & Dillon, M. (May 2023). Young children extend novel nouns to objects not layouts. The 2023 APS Annual Convention, Washington, D.C., MD.
- Lin, Y.**, Stavans, M., & Baillargeon, R. (March 2019). Infants can use many types of categorical descriptors to individuate objects. The Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Lin, Y.**, & Fisher, C. (July 2017). Error-based learning: A mechanism for linking verbs to syntax. The Annual Meeting of the Cognitive Science Society, London, UK.
- Lin, Y.**, Baillargeon, R. & Hyde, D. (April 2017). 21-month-olds can rapidly learn the meaning of ‘four’. The Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Lin, Y.**, & Fisher, C. (April 2017). Linking verbs to syntax: Statistical learning alters verb bias in preschoolers and adults. The Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Trueswell, J., **Lin, Y.**, Cartmill, E., Goldin-Meadow, S., Armstrong, B., & Gleitman, L. (March 2013). When timing is (almost) everything: Referential dynamics in parent-child interactions. CUNY Conference on Human Sentence Processing, Columbia, SC.

Conference Posters

- Lin, Y.**, & Dillon, M. (April 2024). Children’s Intuitions about Abstract Geometry Relate to Geometries Used for Navigation and Object Recognition. 2024 American Educational Research Association Annual Meeting, Philadelphia, PA.
- Lin, Y.**, Bochynska, A., Dilks, D., & Dillon, M. (November 2023). Scene and Heard: Infants use shape and language to categorize places. Boston University Conference on Language Development, Boston, MA.
- Lin, Y.**, & Dillon, M. (July 2023). Young children and adults extend novel nouns to objects not places. Minds, Brains, and Machines Summer Poster Conference. New York, NY.
- Wang, C., **Lin, Y.**, & Fisher, C. (July 2022). Does verb-bias learning transfer from comprehension to production? International Workshop on Language Production, Pittsburgh, PA.
- Lin, Y.**, Bochynska, A., Dilks, D., & Dillon, M. (April 2022). Scene and heard: Infants categorize scenes with language. The Biennial Meeting of the Cognitive Development Society, Madison, WI.
- Lin, Y.**, Thothathiri, M., & Fisher, C. (November 2020). Preschoolers adapt syntax at multiple levels. Boston University Conference on Language Development, Boston, MA.
- Lin, Y.**, & Baillargeon, R. (October 2019). Testing a new two-system model of early individuation. The Biennial Meeting of the Cognitive Development Society, Louisville, KY.
- Lin, Y.**, Baillargeon, R., & Hyde, D. (October 2019). Teaching infants the meaning of “four”. The Biennial Meeting of the Cognitive Development Society, Louisville, KY.
- Lin, Y.**, Thothathiri, M., & Fisher, C. (March 2019). The distribution of biased versus alternating verbs affects preschoolers’ verb bias adaptation. CUNY Conference on Human Sentence Processing, Boulder, CO.

- Lin, Y., & Baillargeon, R.** (July 2018). Infants individuate objects with distinct prior event roles. Poster presented at the International Congress of Infant Studies, Philadelphia, PA.
- Lin, Y., Baillargeon, R., & Hyde, D.** (July 2018). 21-month-olds rapidly learn the meaning of the word “four”. The Biennial Meeting of the International Congress of Infant Studies, Philadelphia, PA.
- Lin, Y., Stavans, M. & Baillargeon, R.** (July 2018). Infants can use several types of categorical information to bind objects to their locations. The Biennial Meeting of the International Congress of Infant Studies, Philadelphia, PA.
- Lin, Y., & Fisher, C.** (March 2018). Effects of discourse givenness on children’s parsing of heavy-NP-shifted sentences. CUNY Conference on Human Sentence Processing, Davis, CA.
- Lin, Y., & Fisher, C.** (March 2018). Preschoolers and adults adapt to verb bias in online sentence processing. CUNY conference on Human Sentence Processing, Davis, CA.
- Lin, Y., & Fisher, C.** (March 2016). Connecting verbs to syntax: Modifying verb bias. CUNY Conference on Human Sentence Processing, Gainesville, FL.
- Lin, Y., Cartmill, E., Goldin-Meadow, S., Armstrong, B., Gleitman, L., & Trueswell, J.** (November 2013). Perceiving referential intent: Dynamics of reference in parent-child interactions. Boston University Conference on Language Development, Boston, MA.

Research Experience

- Postdoctoral Associate in Psychology**, New York University Fall 2020-Present
 Research on spatial cognition and language
 Lab for the Developing Mind, New York University
 Advisor: Dr. Moira Dillon
- Graduate Researcher** Fall 2013-Spring 2020
 Research on language acquisition and psycholinguistics
 Language Acquisition Lab, University of Illinois at Urbana-Champaign
 Advisor: Dr. Cynthia Fisher
- Graduate Researcher** Summer 2015-Spring 2020
 Research on object cognition and language
 Infant Cognition Lab, University of Illinois at Urbana-Champaign
 Advisor: Dr. Renée Baillargeon
- Lab Coordinator/Research Assistant** Fall 2011-Summer 2013
 Research on language acquisition
 Language Learning Lab, University of Pennsylvania
 Supervisors: Drs. John Trueswell and Lila Gleitman
- Undergraduate Research Assistant** Fall 2007-Spring 2009
 Research on theory of mind and language
 Language and Cognition Lab, Smith College
 Advisor: Dr. Jill de Villiers

Teaching Experience

Instructor

Summer 2020

Developmental Child Psychology Lab, University of Illinois at Urbana-Champaign

- Developed course materials for online instruction and delivered two weekly 80-minute laboratory sessions online over the course of one summer session.

Teaching Assistant

Spring 2018

Developmental Child Psychology Lab, University of Illinois at Urbana-Champaign

- Developed and delivered two weekly 80-minute laboratory sessions over the course of one semester.

Teaching Assistant

Spring 2017

Child Psychology, University of Illinois at Urbana-Champaign

- Led review sessions and assisted with developing exam questions.

Mentoring Experience

Undergraduate Honors Thesis

Kirsten Mark

Present

Psychology, New York University

Yuman Li

Fall 2018-Spring 2019

Psychology, University of Illinois at Urbana-Champaign

Undergraduate Research Experience and Research Grant

Khadijah Ceesay

Summer 2023-Present

Education, Barnard College

Kirsten Mark

Fall 2022-Spring 2023

Psychology, New York University

Ice Luo

Spring 2022

Psychology, New York University

Kiran Kottapalli

Fall 2021-Spring 2022

Psychology, New York University

Simran Mahajan

Spring 2021

Psychology, New York University

Service & Outreach

Co-Organizer, Developmental Science Journal Club

Spring 2021

Psychology Department, New York University

Ad-hoc Reviewer

Conferences: Budapest CEU Conference on Cognitive Development, Annual Meeting of the

Cognitive Science Society
Journals: Child Development; Cognition; Cognitive Linguistics; Frontiers

Professional Associations

American Educational Research Association
Association for Psychological Sciences
Cognitive Development Society
Cognitive Science Society
The International Congress of Infant Studies
The New York Academy of Sciences
Psi Chi, The International Honor Society in Psychology
Sigma Xi, The Scientific Research Honor Society
Society for Research in Child Development