

CURRICULUM VITAE

Gedeon O. Deák, Ph.D.

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Professional Appointments

Assistant Professor, University of California, San Diego	
Department of Cognitive Science	1999 –
Human Development Program	1999 –
Assistant Professor, Vanderbilt University	
Department of Psychology and Human Development	1995 – 1999
Department of Psychology (Secondary Appointment)	1997 – 1999

Educational History

Ph.D.	University of Minnesota (Child Psychology)	1995
B.A. cum laude	Vassar College (Psychology)	1990

Awards, Fellowships, and Honors

Research Awards

NAAR [National Alliance for Autism Research] (\$120,000)	2003 – 2005
“The MESA Project: Modeling the Emergence of Shared Attention” [p.i: Jochen Triesch; co-investigator: Javier Movellan]	
M.I.N.D. Institute (\$112,000)	2002 – 2003
“Neural models of the development & dysfunction of shared attention: Testing parameters of social learning that underlie autistic behavior” [co-investigators: Jochen Triesch & Javier Movellan]	
National Science Foundation (\$198,035)	2001 – 2003
“The growth of flexible problem solving: Learning to adapt to changing verbal and non-verbal tasks”	
Hellman Fellowship (\$6,800)	2001 – 2002
“Cognitive flexibility in preschool children”	
University of California Academic Senate (\$4,480)	2000 – 2001
“Input factors and acquisition of semantically related words”	

Nicholas Hobbs Society (\$15,080) “Forms of gaze & verbalization that elicit & direct infant attention” [co-investigators: Tedra Walden & Kate Short-Meyerson]	1998 – 1999
Vanderbilt University Research Council (\$2,970) “How flexible problem-solving develops”	1998 – 1999
Nat’l Academy of Education/Spencer Foundation (\$40,000) “How children learn systems of words: Understanding and facilitating the acquisition of semantic relations”	1997 – 1999
Vanderbilt University Research Council (\$8,200) “The development of inductive inference: Detection of indeterminacy & property generalization across ontological kinds”	1997 – 1998
Vanderbilt University Research Council (\$5,700) “Processes of inductive inference in young children”	1996 – 1997

Fellowships and Honors

Doctoral Dissertation Fellowship, U of MN	1994 – 1995
Eva O. Miller Doctoral Fellowship, U of MN (declined)	1994 – 1995
Society for Research in Child Development Student Travel Award	1995
APA Dissertation Research Award	1994
APS Student Research Competition winner	1994
NICHHD Training Fellowship awardee	1991 – 1994
U of MN Graduate School fellowship	1990 – 1991

Research Interests

Categorization and inductive generalization in preschool and school-aged children
 Development of flexible categorization and problem-solving
 Embodied models of social learning & infant behavioral development
 Joint attention and infants-caregiver communication; ontogeny of social cognition
 Logical competence and metacognition in preschool children
 Word learning and naming by preschool and school-aged children

Publications

Refereed Journal articles

Deák, G. O., Ray, S. D., & Pick, A. D. (2004). Effects of age, reminders, and task difficulty on young children’s rule-switching flexibility. *Cognitive Development, 19*, 385-400.

Flom, R., Deák, G. O., Phill, C. G., & Pick, A. D. (2003). Nine-month-olds' shared visual attention as a function of gesture and object location. *Infant Behavior and Development, 27*, 181-194.

Deák, G. O., & Narasimham, G. (2003). Is perseveration caused by inhibition failure? Evidence from preschool children’s inferences about word meanings. *Journal of Experimental Child Psychology, 86*, 194-222.

Deák, G. O., Ray, S. D., & Brenneman, K. (2003). Children's perseverative appearance-reality errors are related to emerging language skills. *Child Development, 74*, 944-964.

Deák, G. O., Ray, S. D., & Pick, A. D. (2002). Matching and naming objects by shape or function: Age and context effects in preschool children. *Developmental Psychology, 38*, 503-518.

Deák, G. O., Yen, L., & Pettit, J. (2001). By any other name: When will preschoolers produce multiple labels for a referent? *Journal of Child Language, 28*, 787-804.

Deák, G. O., Flom, R., & Pick, A. D. (2000) Perceptual and motivational factor affecting joint visual attention in 12- and 18-month-olds. *Developmental Psychology, 36*, 511-523.

Deák, G. O. (2000). Chasing the fox of word learning: Why "constraints" fail to capture it. *Developmental Review, 20*, 29-80.

Deák, G. O. (2000). The growth of flexible problem solving: Preschool children use changing verbal cues to infer multiple word meanings. *Journal of Cognition and Development, 1*, 157-192.

Duschl, R. A., Deák, G. O., Ellenbogen, K. M., & Holton, D. L. (1999). Explanations: To have and hold, or to have and hone? Developmental and educational perspectives on theory change. *Science and Education, 8*, 525-541.

Deák, G. (1998). Flexible feature creation: Child's play? *Behavioral & Brain Sciences, 21*, 23.

Deák, G. O. & Maratsos, M. (1998). On having complex representations of things: Preschoolers use multiple words for objects and people. *Developmental Psychology, 34*, 224-240.

Deák, G. & Bauer, P. J. (1996). The dynamics of preschoolers' categorization choices. *Child Development, 67*, 740-767.

Deák, G. & Bauer, P. J. (1995). The effects of task comprehension on preschoolers' and adults' categorization choices. *Journal of Experimental Child Psychology, 60*, 393-427.

Book & handbook chapters

Deák, G. O., & Triesch, J. (in press). The emergence of attention-sharing skills in human infants. In K. Fujita & S. Itakura (Eds.), *Diversity of cognition*. University of Kyoto Press.

Deák, G. O. (2003). The development of cognitive flexibility and language abilities. In R. Kail (Ed.), *Advances in Child Development and Behavior*, Vol. 31 (pp. 271-327). San Diego: Academic Press. [peer-reviewed]

Deák, G. O. (2002). Categorization and concept learning. In J. W. Guthrie (Ed.), *Encyclopedia of Education*, 2nd Ed. New York: Macmillan.

Freeman, K. & Deák, G.¹ (1995). Systems learning symbol systems: Commentary on MacWhinney and Smith. In Nelson, C. (Ed.), *Minnesota Symposium on Child Psychology*, Vol. 28. Hillsdale, NJ: Lawrence Erlbaum Associates.

Maratsos, M. & Deák, G. (1995). Hedgehogs, foxes, and the acquisition of verb meaning. In M. Tomasello & W. Merriman (Eds.), *Beyond names for things: Children's acquisition of verbs*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Published proceedings [competitive submissions]

Deák, G. O., & Wagner, J. H. (2003). "Slow mapping" in children's learning of semantic relations. *Proceedings of the Annual Conference of the Cognitive Science Society*, 25, 318-323.

Fasel, I., Deák, G. O., Triesch, J., & Movellan, J. (2002). Combining embodied models and empirical research for understanding the development of shared attention. *Proceedings of the International Conference on Development and Learning*, 2, 21-27.

Deák, G. O., Fasel, I., & Movellan, J. R. (2001). The emergence of shared attention: Using robots to test developmental theories. In C. Balkenius et al. (Eds.), *Proceedings of the 1st International Workshop on Epigenetic Robotics: Modeling Cognitive Development in Robotic Systems*. Lund University Cognitive Studies, 85, 95-104.

Deák, G. & Maratsos, M. (1997). Reference and representation: What polymy tells us about children's conceptual structures. In E. Clark (Ed.), *Proceedings of the 28th Annual Child Language Research Forum*. Cambridge: University Press.

Amsel, E., Savoie, D., Deák, G. & Clark, M. (1991). Preschoolers' understanding of gravity. *Proceedings of the Annual Conference of the Cognitive Science Society*, 13, 600-606.

Submitted

Deák, G. O. & Enright, B. (submitted). *Choose and choose again: Appearance-reality errors and the logic of questioning*.

Deák, G. O., & Gendreau, M. (submitted). *Word learning is not privileged: Evidence from children's acquisition of novel words, symbols, and facts*.

Triesch, J., Teuscher, C., Deák, G., & Carlson, E. (submitted). *The emergence of gaze following: A theory and a model*.

Walden, T. A., Deák, G. O., Yale, M., & Lewis, A.¹ (resubmitted). *Eliciting and directing infants' visual attention: The effects of verbal and non-verbal cues*.

In Preparation

Deák, G. O. *Flexible reasoning about functional properties of objects by preschool children*.

Deák, G. O., & Cepeda, N. *Flexible thinking in children and adults: A comprehensive review*.

Deák, G. O., & Hughes-Wagner, J. *How children learn systems of semantically related words: Evidence of "slow mapping."*

Deák, G. O., Narasimham, G., & Legare, C. *Cognitive flexibility in verbal and non-verbal tasks: Age, individual, and cultural differences*.

Book Reviews

Deák, G. (1995). Review of D. Lewkowicz & R. Lickliter (Eds.), "The development of intersensory perception: Comparative perspectives" *Child Development Abstracts & Bibliography*, 69, 104-105.

¹ Authorship credit was shared equally by the first two authors.

Presentations

Invited Talks

Deák, G. O. (2003, December). *Flexible cognition in children*. San Diego State University Brain, Cognition, Development, & Disorders Seminar, San Diego, CA.

Deák, G. O. (2003, September). *The origins of shared meaning and communication in human infants*. Kyoto University Symposium on Diversity of Cognition, Kyoto, Japan.

Deák, G. O., Triesch, J., Movellan, J., & Fasel, I. (2003, February). *Towards an model of the emergence of shared attention in typical and atypical infants*. M.I.N.D. Institute Annual Research Meeting, Davis, CA.

Deák, G. O. (2002, November). *Are children flexible thinkers? The emergence of adaptive inference in language*. UC Santa Barbara Psychology Department, Santa Barbara, CA.

Deák, G. O. (2001, November). *The developmental riddle of induction: How do children know?* Occidental College Cognitive Science Program, Los Angeles, CA.

Deák, G. (2000, November). *Forms of flexibility: The development of adapting problem solving*. UC, Irvine, Vision Sciences Colloquia, Irvine, CA.

Deák, G. (1998, October). *Forms of flexibility: How children adapt inductive generalizations to changing tasks*. UC Santa Cruz Department of Psychology graduate seminar, Santa Cruz, CA.

Deák, G. (1997, November). *“What looks like a plexus and has a toggle?” Riddles of word learning and inductive problem-solving*. Psychology department seminar, University of AK, Fayetteville.

Refereed Meetings

Deák, G., Wakabayashi, Y., Sepeta, L., & Triesch, J. (2004, May). *Development of attention-sharing from 5 to 10 months of age in naturalistic interactions*. 14th Biennial International Conference on Infancy Studies, Chicago, IL.

Triesch, J., Deák, G., Carlson, E., & Jasso, H. (2004, May). *Towards a theory of the emergence of gaze following: Computational models of infant social attention*. 14th Biennial International Conference on Infancy Studies, Chicago, IL.

Deák, G., & Wagner, J. (2003, July). *Slow mapping in children’s learning of semantic relations*. 25th Annual Conference of the Cognitive Science Society, Boston, MA.

Triesch, J., Carlson, E., Deák, G. & Movellan, J. (2003, July). *Investigating the emergence of shared attention through an embodied computational modeling approach: A progress report*. International Joint Conference on Neural Networks, Portland, OR.

Deák, G. O. & Narasimham, G. (2003, April). *Flexible Induction of Word Meanings: Contributions of Cognitive and Verbal Abilities*. Presented at the Society for Research in Child Development meeting, Tampa, FL.

Deák, G. O., Triesch, J., Movellan, J., & Fasel, I. (2002, October). *Modeling the emergence of attention sharing: Its typical development, and dysfunction in autism*. Presented at the 2nd International Meeting for Autism Research (IMFAR), Orlando, FL.

Fasel, I., Deák, G. O., Triesch, J., & Movellan, J. (2002, June). *Combining embodied models and empirical research for understanding the development of shared attention*. Presented at the 2nd International Conference on Learning and Development, Cambridge, MA.

Deák, G. O. (2001, May). *The case against domain-specific inductive processes: evidence from children's word learning*. Presented at the 31st Jean Piaget Society meeting, Berkeley, CA.

Deák, G. O. (2001, April). *Do children have specialized word learning mechanisms? Critical overview and new evidence*. Presented at the Society for Research in Child Development meeting, Minneapolis, MN.

Walden, T., Deák, G., Yale, M., & Lewis, A. (2001, April). *Eliciting and Directing One-year-olds' Visual Attention: A Comparison of Seven Cue Combinations*. Presented at the Society for Research in Child Development meeting, Minneapolis, MN.

Deák, G. O. (1999, April). *Task construal, inhibition, and flexibility: Evidence from preschoolers' word learning*. Presented at the Society for Research in Child Development meeting, Albuquerque, NM.

Hughes-Wagner, J., & Deák, G. (1999, April). *Learning semantic relations between novel words*. Presented at the Society for Research on Child Development meeting, Albuquerque, NM.

Deák, G., Ray, S. D., & Brenneman, K. (1998, July). *The perseverative basis of appearance-reality errors*. Presented at the 28th Jean Piaget Society meeting, Chicago, IL.

Ray, S. D., Deák, G. O., & Pick, A. D. (1997, June). *The development of inductive consistency and flexibility: Sorting and labeling by shape and function*. Presented at the 27th Jean Piaget Society meeting, Santa Monica, CA.

Deák, G. (1997, April). *Constructing and maintaining multiple representations: Evidence from naming and appearance-reality tasks*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G. & Yen, L. (1997, April). "What looks like a plexus and has a toggle?" *Riddles of the development of flexible induction*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G., Pick, A. D., & Flom, R. (1997, April). *The effects of gesture, target, and relative spatial location on joint attention in 12- and 18-month-olds*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G. (1996, June). *Developmental factors in a task-filter model of inductive inference*. Presented at the 26th Jean Piaget Society meeting, Philadelphia, PA.

Deák, G., & Maratsos, M. (1996, April). *Preschoolers produce multiple words for unfamiliar objects*. Presented at the 28th Stanford Child Language Research Forum, Palo Alto, CA.

Deák, G. (1996, March). *Flexible feature selection in young children's inductions about novel objects*. Presented at the 14th Conference on Human Development, Birmingham, AL.

Deák, G. O. & Bauer, P. J. (1995, March). *The role of item identification on preschoolers' inductive inferences about drawings and objects*. Presented at the Society for Research in Child Development meeting, Indianapolis, IN.

Deák, G., Flom, R., Pick, A., Bottolene, A. & Burt, J. (1995, March). *The effects of gesture and target on joint visual attention in 12- and 18-month-olds*. Presented at the Society for Research in Child Development meeting, Indianapolis, IN.

Deák, G. & Pick, A. (1994, July). *What is a penlight? Preschoolers' systematic and flexible use of abstract categorization criteria*. Presented at the APS Student Research Competition Award Symposium, 6th American Psychological Society meeting, Washington, D.C.

Deák, G. (1994, June). *The role of Descartes' framework in explanations for developmental phenomena*. Presented at the 24th Jean Piaget Society meeting; Chicago, IL.

Deák, G. (1994, April). *The flexibility of preschoolers' categorization decisions*. Presented at the 13th Conference on Human Development, Pittsburgh, PA.

Deák, G. & Maratsos, M. (1994, April). *Plurality of reference: Preschoolers apply multiple labels to the same object*. Presented at the 13th Conf. on Human Development, Pittsburgh, PA.

Deák, G. & Bauer, P. J. (1993, June). *Preschoolers' information use in categorization decisions*. Presented at the 23rd Jean Piaget Society meeting, Philadelphia, PA.

Deák, G. & Bauer, P. J. (1993, March). *The effects of task clarity on preschoolers' and adults' categorization choices*. Presented at the Society for Research in Child Development meeting, New Orleans, LA.

Deák, G. & Pick, A. D. (1993, March). *Flexibility and systematicity in young children's categorization choices*. Presented at the Society for Research in Child Development meeting, New Orleans, LA.

Unrefereed Meetings

Narasimham, G., & Deák, G. O. (2001, October). *Inductive and deductive flexibility in 3- and 4-year-old children: Effects of task and complexity*. Poster presented at the Cognitive Development Society meeting, Virginia Beach, VA

Deák, G. O., Ray, S., & Pick, A. D. (1999, October). *The development of consistent & flexible induction: why preschoolers sort by shape or function*. Poster presented at the Cognitive Development Society meeting, Chapel Hill, NC.

Deák, G. O. (1998, November). *Preschoolers' flexible induction of word meanings: Inhibitory, logical, and metacognitive factors*. Presented at the Psychonomics Society meeting, Dallas, TX.

Courses Taught

Graduate

Embodied Models of Development (seminar: co-taught with Jochen Triesch)

The Growth of Inductive Thinking (seminar)

Categorization and Concept Formation (seminar)

Theories of Cognitive Development (seminar)

Undergraduate

Semantic and Conceptual Development (senior seminar)

Thought and Language in Child Development (senior seminar)

Cognitive Development (upper-level survey course)

Cognitive Development and Education (upper-level survey course)

Introduction to Developmental Psychology (survey course)

Administrative Service

Center and Program for Human Development (UCSD)

Executive Committee

1999 –

Department of Cognitive Science (UCSD)

Colloquium committee	2002 – 2004
Graduate admissions committee	2000 – 2002
Faculty Senate representative	1999 – 2001
Space committee	1999 – 2001
<i>Teacher Education Program</i>	
Faculty search committee	2004 –
<i>Peabody College (Vanderbilt)</i>	
Budget committee	1998 – 1999
Instructional Faculty, Provost's Technology Initiative	1996 – 1997
Faculty affairs committee	1995 – 1997
Child Research Participant database (creator; committee chair)	1995 – 1999
Department web-page creator and web-master	1995 – 1999

Professional Service

APA Division 7 Dissertation Award Review Committee (2002)

Co-organizer, 2nd International Conference on Development and Learning, San Diego, 2004

Editorial board, *Journal of Cognition and Development* (2002-2005)

Grant proposal review panel, US Department of Education OERI, Preschool Curriculum Evaluation Research Award Competition, 2002

Grant proposal reviewer (ad hoc) for NSF and Spencer Foundation

Panel leader, National Academy of Education Fellows' retreat, San Diego, March 2003

Presenter: "Current Research in Child Development." Training conference for child service providers (sponsored by Parents First), Nashville, Aug. 1998

Presenter: "Technology designs to support the delivery of undergraduate instruction." Symposium for college educators, Ernest L. Boyer Technology Summit, Vanderbilt University, Sept. 1996

Presenter: Dean's Policy Lunch, UCSD, 2002

Presenter: Dean's Social Science Supper Club, UCSD, October, 2003

Program review and advisory committee, Annual Cognitive Science Society meeting, July, 2003

Reviewer for *British Journal of Developmental Psychology*, *Cognitive Development*, *Cognitive Psychology*, *Current Psychology Letters*, *Developmental Psychology*, *Journal of Cognition and Development*, *Journal of Experimental Child Psychology*, *Psychological Bulletin*, *Psychological Bulletin and Review*, and *Psychological Methods*

Reviewer, Biennial meeting of SRCD, May, 2003

Susan Gray School advisory board (Nashville, TN), 1997 – 1999

Membership in Professional Organizations

American Psychological Society
 Cognitive Development Society
 Cognitive Science Society
 Jean Piaget Society
 Society for Research in Child Development