

Jonathan D. Lane

Peabody College of Education and Human Development
Vanderbilt University
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EMPLOYMENT

Assistant Professor of Psychology and Human Development, Vanderbilt University	2015 – present
Post-doctoral Fellow, Harvard University, Graduate School of Education	2012 – 2014
National Research Service Award, National Institute of Child Health and Human Development	
Post-doctoral Fellow, University of Michigan, Department of Psychology McDonnell Foundation	2011

EDUCATION

Ph.D. in Developmental Psychology, University of Michigan, Ann Arbor, Michigan Fellow, International Max Planck Research School on the Life Course (LIFE)	2011
M.A. in Psychology, University of Michigan, Ann Arbor, Michigan	2008
B.A. in Psychology, Summa Cum Laude, Florida International University, Miami, Florida Honors College Graduate	2005

HONORS AND AWARDS

National Research Service Award, National Institute of Child Health and Human Development	2012
Rackham School of Graduate Studies Doctoral Candidate Research Grant, U. of Michigan	2011
Rackham School of Graduate Studies Predoctoral Fellowship, University of Michigan	2010
Sigma Xi, Scientific Research Honor Society	2009
Rackham School of Graduate Studies Pre-candidate Research Grant, University of Michigan	2008
National Institute of Child Health and Human Development, NRSA trainee, U. of Michigan	2006 – 2007
College of Arts & Sciences Award - Outstanding Academic Achievement in Psychology, FIU	2005
Honors College Academic Excellence Award, Florida International University	2005
Phi Beta Kappa	2005
Phi Kappa Phi Honor Society	2004
Honors College Presidential Scholarship, Florida International University	2001 – 2005
Florida Bright Futures Scholarship	2001 – 2005

RESEARCH FUNDING

“Cognitive Processes Underlying the Development of Possibility Judgements about Improbable Events: Studies with Children and Adults”. Discovery Grant, Natural Sciences and Engineering Research Council of Canada. PI: Samuel Ronfard; Collaborator: Jonathan D. Lane. Funded 2020 – 2025.

“Exploring the Development of Children’s Confirmation Biases”. Peabody College Small Research Grant, Vanderbilt University. PI: Jonathan D. Lane. Funded 1/2019 – 9/2019.

“Social Cognitive Training to Enhance the Efficacy of CBT for Depression in Youth: A Developmental Approach”, 1R61MH115125. National Institute of Mental Health, National Institutes of Health. PI: Judith A. Garber; Co-Investigators: David A. Cole, Jonathan D. Lane. Funded 9/2018 – 8/2023.

“The Influence of Testimony on Children’s Concepts of Social Groups”. Peabody College Small Research Grant, Vanderbilt University. PI: Jonathan D. Lane. Funded 11/2015 – 8/2016.

“A Social Cognitive Developmental Approach to Folk Representations of God’s Mind”, 52185. John Templeton Foundation. Co-Investigators: Liane Young, Adam Waytz, Larisa Heiphetz, Jonathan D. Lane. Funded 8/2014 – 2/2017.

“Children’s Acquisition of Counterintuitive Concepts: How Children Learn about Science and Religion”, F32 HD069099 Postdoctoral Ruth L. Kirschstein National Research Service Award (NRSA), National Institute of Child Health and Human Development, National Institutes of Health. PI: Jonathan D. Lane. Funded 3/2012 – 12/2014.

“Investigating the Cognitive and Cultural Foundations of Prayer”. Social Science Research Council / John Templeton Foundation. Co-Investigators: Henry M. Wellman, E. Margaret Evans, Jonathan D. Lane. Funded 9/2012 – 8/2014.

ARTICLES IN REFEREED JOURNALS

*Granata, N. G., *Wiebe, M., & **Lane, J. D.** (in press). Children’s judgments of and reasoning about violations committed by individuals with disabilities. *Journal of Experimental Child Psychology*.

*Conder, E. B., & **Lane, J. D.** (2021). Overhearing brief negative messages has lasting effects on children’s attitudes toward novel social groups. *Child Development, 92*, e674-e690. doi: 10.1111/cdev.13547

Lane, J. D., & Bowman, L. C. (2021). How children’s social tendencies can shape their Theory of Mind development: Access and attention to social information. *Developmental Review, 61*, 100977. doi: 10.1016/j.dr.2021.100977

Lane, J. D. (2021). Constructing ideas of the supernatural. *Journal of Cognition and Development, 22*, 343-355. doi: 10.1080/15248372.2021.1906679

Roberts, S. O., Weisman, K., **Lane, J. D.**, Camp, N., Williams, A., Robison, M., Sanchez, K., Griffiths, C., & Wang, M. (2020). God as a White man: A psychological barrier to conceptualizing Black people and women as leadership worthy. *Journal of Personality and Social Psychology, 119*, 1290-1315. doi: 10.1037/pspi0000233

Lane, J. D., *Conder, E. B., & Rottman, J. (2020). The influence of direct and overheard messages on children’s attitudes toward novel social groups. *Child Development, 91*, 829-845. doi: 10.1111/cdev.13238

- Lane, J. D.** (2020). Probabilistic reasoning in context: Socio-cultural differences in children's and adults' predictions about the fulfillment of prayers and wishes. *Journal of Cognition and Development, 21*, 240-260. doi: 10.1080/15248372.2019.1709468
- Danovitch, J. H., & **Lane, J. D.** (2020). Children's belief in purported events: When claims reference hearsay, books, or the internet. *Journal of Experimental Child Psychology, 193*. doi: 10.1016/j.jecp.2020.104808
- Lynch, J. M., **Lane, J. D.**, Berryessa, C. M., & Rottman, J. (2019). How information about perpetrators' nature and nurture influence assessments of their character, mental states, and deserved punishment. *PloS One*. doi: 10.1371/journal.pone.0224093
- Ronfard, S., & **Lane, J. D.** (2019). Children's and adults' epistemic trust in and impressions of inaccurate informants. *Journal of Experimental Child Psychology, 188*. doi: 10.1016/j.jecp.2019.104662
- Lane, J. D.** (2018). Children's belief in counterintuitive and counter-perceptual messages. *Child Development Perspectives, 12*, 247-252. doi: 10.1111/cdep.12294
- Lane, J. D.**, Ronfard, S., & El-Sherif, D. (2018). The influence of first-hand testimony and hearsay on children's belief in the improbable. *Child Development, 89*, 1133-1140. doi: 10.1111/cdev.12815
- Heiphetz, L., **Lane, J. D.**, Waytz, A., & Young, L. (2018). My mind, your mind, and God's mind: How children and adults conceive of different agents' moral beliefs. *British Journal of Developmental Psychology, 36*, 467-481. doi: 10.1111/bjdp.12231
- Ronfard, S., & **Lane, J. D.** (2018). Preschoolers continually adjust their epistemic trust based on an informant's ongoing accuracy. *Child Development, 89*, 414-429. doi: 10.1111/cdev.12720
- Lane, J. D.** (2018). Revisiting the famous farm-foxes: A psychological perspective. *Learning & Behavior, 46*, 586-590. doi: 10.3758/s13420-018-0333-2
- Lane, J. D.**, & Shafto, P. (2017). Young children's attributions of causal power to novel invisible entities. *Journal of Experimental Child Psychology, 162*, 268-281. doi: 10.1016/j.jecp.2017.05.015
- Ronfard, S., **Lane, J. D.**, Wang, M., & Harris, P. L. (2017). The impact of counter-perceptual testimony on children's categorization after a delay. *Journal of Experimental Child Psychology, 163*, 151-158. doi: 10.1016/j.jecp.2017.06.006
- Lane, J. D.**, & Dolins, F. (2016). Socio-cultural differences in judgments about the power of thought. *Research in the Social Scientific Study of Religion, 27*, 174-191. doi: 10.1163/9789004322035_012
- Lane, J. D.**, Ronfard, S., Francioli, S., & Harris, P. L. (2016). Children's imagination and belief: Prone to flights of fancy or grounded in reality? *Cognition, 152*, 127-140. doi: 10.1016/j.cognition.2016.03.022
- Heiphetz, L., **Lane, J. D.**, Waytz, A., & Young, L. (2016). How children and adults reason about God's mind. *Cognitive Science, 40*, 121-144. doi: 10.1111/cogs.12232
- Lane, J. D.**, Evans, E. M., Brink, K. A., & Wellman, H. M. (2016). Developing concepts of ordinary and extraordinary communication. *Developmental Psychology, 52*, 19-30. doi: 10.1037/dev0000061
- Lane, J. D.**, Liqi, Z., Evans, E. M., & Wellman, H. M. (2016). Developing concepts of the mind, body, and afterlife: Exploring the roles of narrative context and culture. *Journal of Cognition and Culture, 16*, 50-82. doi: 10.1163/15685373-12342168

- Song, J., Volling, B. L., **Lane, J. D.**, & Wellman, H. M. (2016). Aggression, sibling antagonism, and theory-of-mind during the first year of siblinghood: A developmental cascade model. *Child Development, 87*, 1250-1263. doi: 10.1111/cdev.12530
- Lane, J. D.**, & Harris, P. L. (2015). The roles of intuitions and informants' expertise in children's epistemic trust. *Child Development, 86*, 919-926. doi: 10.1111/cdev.12324
- Brink, K., **Lane, J. D.**, & Wellman, H. M. (2015). Developmental pathways for social understanding: Linking social cognition to social contexts. *Frontiers in Psychology, 6*: 719. doi: 10.3389/fpsyg.2015.00719
- Lane, J. D.**, Wellman, H. M., & Evans, E. M. (2014). Approaching an understanding of omniscience from the preschool years to early adulthood. *Developmental Psychology, 50*, 2380-2392. doi: 10.1037/a0037715
- Lane, J. D.**, & Harris, P. L. (2014). Confronting, representing, and believing counterintuitive concepts: Navigating the natural and the supernatural. *Perspectives on Psychological Science, 9*, 144-160. doi: 10.1177/1745691613518078
- Lane, J. D.**, Harris, P. L., Gelman, S. A., & Wellman, H. M. (2014). More than meets the eye: Young children's trust in claims that defy their perceptions. *Developmental Psychology, 50*, 865-871. doi: 10.1037/a0034291
- Dunphy-Lelii, S., LaBounty, J., **Lane, J. D.**, & Wellman, H. M. (2014). The social context of infant intention understanding. *Journal of Cognition and Development, 15*, 60-77. doi: 10.1080/15248372.2012.710863
- Harris, P. L., & **Lane, J. D.** (2014). Infants understand how testimony works. *Topoi: An International Review of Philosophy, 33*, 443-458. doi: 10.1007/s11245-013-9180-0
- Lane, J. D.**, Wellman, H. M., & Gelman, S. A. (2013). Informants' traits weigh heavily in young children's trust in testimony and in their epistemic inferences. *Child Development, 84*, 1253-1268. doi: 10.1111/cdev.12029
- Choe, D. E., **Lane, J. D.**, Grabell, A. S., & Olson, S. L. (2013). Developmental precursors of young school-age children's hostile attribution bias. *Developmental Psychology, 49*, 2245-2256. doi: 10.1037/a0032293
- Lane, J. D.**, Wellman, H. M., Olson, S. L., Miller, A. L., Wang, L. & Tardif, T. (2013). Relations between temperament and theory of mind development in the United States and China: Biological and behavioral correlates of preschoolers' false-belief understanding. *Developmental Psychology, 49*, 825-836. doi: 10.1037/a0028825
--Reprinted in, Gelman, S. A. (Ed.). (2014). *Childhood Cognitive Development*. SAGE Publications.
- Legare, C. H., **Lane, J. D.**, & Evans, E. M. (2013). Anthropomorphizing science: How does it affect the development of evolutionary concepts? *Merrill-Palmer Quarterly, 59*, 168-197. doi: 10.1353/mpq.2013.0009
- Lane, J. D.**, Wellman, H. M., & Evans, E. M. (2012). Sociocultural input facilitates children's developing understanding of extraordinary minds. *Child Development, 83*, 1007-1021. doi: 10.1111/j.1467-8624.2012.01741.x
- Wellman, H. M., **Lane, J. D.**, LaBounty, J., & Olson, S. L. (2011). Observant, nonaggressive temperament predicts theory of mind development. *Developmental Science, 14*, 319-326. doi: 10.1111/j.1467-7687.2010.00977.x

- Evans, E. M., & **Lane, J. D.** (2011). Contradictory or complementary? Creationist and evolutionist explanations of the origin(s) of species. *Human Development, 54*, 144-159. doi: 10.1159/000329130
- Lane, J. D.**, Wellman, H. M., & Evans, E. M. (2010). Children's understanding of ordinary and extraordinary minds. *Child Development, 81*, 1475-1489. doi: 10.1111/j.1467-8624.2010.01486.x
- Lane, J. D.**, Wellman, H. M., Olson, S. L., LaBounty, J., & Kerr, D. C. R. (2010). Theory of mind and emotion understanding predict moral development in early childhood. *British Journal of Developmental Psychology, 28*, 871-889. doi: 10.1348/026151009X483056
- Levitt, M. J., **Lane, J. D.**, & Levitt, J. (2005). Immigration stress, social support, and adjustment in the first post-migration year: An intergenerational analysis. *Research in Human Development, 2*, 159-177. doi: 10.1207/s15427617rhd0204_1

*student

BOOK CHAPTERS AND ENCYCLOPEDIA ARTICLES

- Evans, E. M., Weiss, M., **Lane, J. D.**, & Palmquist, S. (2016). The spiral model: Integrating research and exhibit development to foster conceptual change. In D. M. Sobel & J. Jipson (Eds.) *Cognitive Development in Museum Settings: Relating Research and Practice* (pp. 36-64). Routledge.
- Lane, J. D.**, & Song, J. (2015). Behavioral inhibition and social withdrawal across cultures. In Wright, J. D. (Ed.), *International Encyclopedia of Social and Behavioral Sciences* (2nd ed., pp. 456-462). Oxford, UK: Elsevier Science Ltd.
- Evans, E. M., Rosengren, K., **Lane, J. D.**, & Price, K. S. (2012). Encountering counterintuitive ideas: Constructing a developmental learning progression for evolution understanding. In K. R. Rosengren, S. Brem, E. M. Evans, & G. Sinatra (Eds.) *Evolution Challenges: Integrating research and practice in teaching and learning about evolution* (pp. 174-199). New York, NY: Oxford University Press.

MANUSCRIPTS UNDER REVIEW

- *Wiebe, M., *Granata, N. G., & **Lane, J. D.** (revision under review). Children's knowledge attributions to persons with disabilities.
- *Conder, E. B., Jaeger, C., & **Lane, J. D.** (under review). Law and order: The timing of evidence about perpetrators' circumstances affects punishment decisions.

*student

MANUSCRIPTS IN PREPARATION

- Lane, J. D.** (in preparation). Children's intuitions about the properties of novel invisible entities.
- Lane, J. D.**, & Ronfard, S. (in preparation). Children's curiosity about the biological world.
- *Granata, N. G., & **Lane, J. D.** (in preparation). Person-first vs. condition-first labels in the essentializing of disabilities.

PRESENTATIONS AND CHAIRED SYMPOSIA

- *Conder, E. B., & **Lane, J. D.** (April, 2021). *Overhearing brief negative messages about social groups has lasting influences on children's intergroup attitudes.* In. **Lane, J. D.** & *Conder, E. B. (Chairs), How children learn about the social world from others' messages. Presented at the meeting of the Society for Research in Child Development.
- Lane, J. D.** & Ronfard, S. (April, 2021). *Children's curiosity about the biological world.* In. **Lane, J. D.** (Chair), The development of curiosity: How children approach information and ask questions to gain knowledge. Presented at the meeting of the Society for Research in Child Development.
- *Granata, N., *Wiebe, M., & **Lane, J. D.** (April, 2021). *Children's attributions of knowledge and trustworthiness to persons with disabilities.* Presented at the meeting of the Society for Research in Child Development.
- Lane, J. D.** (March, 2021). *Children's reaction to and seeking of counterintuitive information.* Invited talk delivered at the University of Texas' Developmental Brown Bag Series.
- Lane, J. D.** (October, 2019). *Constructing ideas of the supernatural.* Invited talk delivered at the meeting of the Cognitive Development Society. Louisville, KY.
- *Conder, E. B., & **Lane, J. D.** (October, 2019). *Drawing conclusions about intergroup bias: Children's drawings of outgroup members.* Presented at the meeting of the Cognitive Development Society. Louisville, KY.
- *Granata, N. G., & **Lane, J. D.** (October, 2019). *Children's judgments of moral and conventional violations committed by individuals with disabilities.* Presented at the meeting of the Cognitive Development Society. Louisville, KY.
- *Granata, N. G., & **Lane, J. D.** (June, 2019). *Children's concepts of disability and norm violation.* Presented at the meeting of the World Anti-Bullying Forum. Dublin, Ireland.
- *Conder, E. B., & **Lane, J. D.** (March, 2019). *Developmental trends in children's receptivity to overheard messages about social groups.* Presented at the meeting of the Society for Research in Child Development. Baltimore, MA.
- Roberts, S. O., Wang, M., **Lane, J. D.**, Griffiths, C., Sanchez, K., Williams, A., & Robison, M. (March, 2019). *God as a White man.* In. Roberts, S. O. (Chair), Power, privilege, and position: How children use and reinforce social hierarchies. Presented at the meeting of the Society for Research in Child Development. Baltimore, MA.
- *Conder, E. B., Jaeger, C., Rottman, J., & **Lane, J. D.** (July, 2018). *Violators' extenuating circumstances: When and how they influence punishment judgments.* Presented at the meeting of the Society for Philosophy and Psychology. Ann Arbor, MI.
- Heiphetz, L., **Lane, J. D.**, Waytz, A., & Young, L. L. (March, 2018). *The development of reasoning concerning God's and humans' moral beliefs.* Presented at the meeting of the Society for the Psychology of Religion and Spirituality. Riverside, CA.
- *Conder, E. B., & **Lane, J. D.** (October, 2017). *How informants' qualities influence children's attitudes toward novel social groups.* Presented at the meeting of the Cognitive Development Society. Portland, OR.

- Danovitch, J., Jackson, M., & **Lane, J. D.** (October, 2017). *Children's belief in testimony based on hearsay, book, or internet sources*. Presented at the meeting of the Cognitive Development Society. Portland, OR.
- Jimenez, S., Jong, M., Ha, S., Dolins, F., Ratsimbazafy, J., Razafindramanana, J., Saylor, M., & **Lane, J. D.** (October, 2017). *Cross-cultural views on human's impact on the natural world*. Presented at the meeting of the Cognitive Development Society. Portland, OR.
- Ronfard, S., & **Lane, J. D.** (April, 2017). *Promoting children's beliefs in counter-intuitive and counter-perceptual aspects of the biological world*. Chaired symposium at the meeting of the Society for Research in Child Development. Austin, TX.
- Lane, J. D.**, *Conder, E. B., & Rottman, J. (April, 2017). *Effects of direct and overheard testimony on children's evaluations of novel social groups*. In. Rottman, J. (Chair), Words can hurt: Dangers of testimony in leading children to negatively evaluate others. Presented at the meeting of the Society for Research in Child Development, Austin, TX.
- Heiphetz, L., **Lane, J. D.**, Waytz, A., & Young, L. L. (January, 2017). *Children's and adults' reasoning about God's moral beliefs*. Presented at the meeting of the Society for Personality and Social Psychology. San Antonio, TX.
- Searcy, S. R., **Lane, J. D.**, Rodriguez, F., & Shafto, P. (July, 2016). *Cause and affect*. Presented at the meeting of the Society for Mathematical Psychology. New Brunswick, NJ.
- Lane, J. D.**, & Jimenez, N. (June, 2016). *Study recruitment to data capture using Amazon's MTurk and REDCap*. Presented at the OHRP Research Community Forum Conference, Nashville.
- Lane, J. D.** (March, 2016). *The influence of first-hand testimony and hearsay on children's belief in the improbable*. Invited talk delivered at the University of Louisville's Cognition and Development Brown Bag, Louisville.
- Lane, J. D.** (October, 2015). *Preschoolers' temperament predicts their theory of mind development*. In **Lane, J. D.** & Bowman, L. C. (Chairs), Social-cognitive development: Disposition influences theory of mind and social competence across infancy, early childhood, and adulthood. Presented at the meeting of the Cognitive Development Society, Columbus.
- Lane, J. D.**, Ronfard, S., El-Sherif, D., & Harris, P. L. (March, 2015). *The influence of first-hand and second-hand testimony on children's belief in the improbable*. In Haga, S., & Danovitch, J. H. (Chairs), Changing your mind: When and why children revise their beliefs. Presented at the meeting of the Society for Research in Child Development, Philadelphia.
- Ronfard, S., & **Lane, J. D.** (March, 2015). *The effect of apology on children's attribution of intent to, and trust in an inaccurate informant*. In Drell, M. B. (Chair), Young children's beliefs about and responses to apologies. Presented at the meeting of the Society for Research in Child Development, Philadelphia.
- Lane, J. D.** & Harris, P. L. (March, 2014). *The roles of intuition and informants' expertise in children's epistemic trust*. In Sobel, D. (Chair), Belief revision and theory change in development. Presented at the meeting of the Eastern Psychological Association, Boston.
- Lane, J. D.**, Harris, P. L., Gelman, S. A., Wellman, H. M., & Blumer, D. (October, 2013). *Young children's trust in claims that defy their perceptions*. In **Lane, J. D.** (Chair), Children's belief in the unseen and counterintuitive: Highlighting the roles of mental representation and cultural input. Presented at the meeting of the Cognitive Development Society, Memphis.

- Lane, J. D.**, et al. (October, 2013). *Children's and adults' understanding of prayer as a form of communication*. Presented at the meeting of the Cognitive Development Society, Memphis.
- Gülgöz, S., **Lane, J. D.**, Wellman, H. M., Evans, E. M., & Dolins, F. (October, 2013). *The development of a concept of omniscience among Muslim children and adults*. Presented at the meeting of the Cognitive Development Society, Memphis.
- Lane, J. D.**, Harris, P. L., & Cheng, L. (April, 2013). *The role of informants' expertise in children's epistemic trust*. Presented at the meeting of the Society for Research in Child Development, Seattle.
- Lane, J. D.** (March, 2013). *Developmental origins of religious concepts*. Presented at the Massachusetts Institute of Technology's Neuroscientific and Evolutionary Foundations of Religion and Spirituality Seminar Series, Cambridge, MA.
- Song, J., Volling, B. L., & **Lane, J. D.** (August, 2012). *Young children's behavioral characteristics differentially predict their theory-of-mind abilities*. Presented at the meeting of the American Psychological Association, Orlando, FL.
- Lane, J. D.**, & Wellman, H. M. (October, 2011). *Approaching an understanding of omniscience from the preschool years to early adulthood*. In **Lane, J. D.** (Chair), *The development of natural and supernatural counterintuitive concepts*. Presented at the meeting of the Cognitive Development Society, Philadelphia.
- Lane, J. D.** (May, 2011). *Bi-directional relations between theory-of-mind and moral cognition in childhood: Moral reasoning, epistemic inferences, and moral motivation*. Presented at the University of Chicago's Topics in Developmental Psychology Seminar Series, Chicago, IL.
- Lane, J. D.**, Hetherington, C. C., Emerick, J. K., Leider, B. M. & Evans, E. M. (April, 2011). *Building on children's intuitions: How an informal learning experience changes children's minds about biological evolution*. Presented at the meeting of the Society for Research in Child Development, Montreal, Canada.
- Lane, J. D.**, Liqi, Z., Evans, E. M., Nagrotsky, A. L, Zavitz, S. & Wellman, H. M. (April, 2011). *Developing concepts of the afterlife: A cross-cultural investigation*. Presented at the meeting of the Society for Research in Child Development, Montreal, Canada.
- Evans, E. M. & **Lane, J. D.** (April, 2011). *Understanding evolution: A proposed learning progression*. In Solomon, G. (Chair), *Early cognitive abilities for learning math and science: Implications for instruction from the National Science Foundation's REESE Program*. Presented at the meeting of the American Educational Research Association.
- Evans, E. M., **Lane, J. D.**, & Weiss, M. (October, 2010). *Authentic objects and children's understanding of evidence*. In Martin, J. (Chair), *From object to evidence: Rethinking what's real in science museums*. Presented at the meeting of the Association of Science-Technology Centers, Honolulu.
- Weiss, M., Evans, E. M., **Lane, J. D.**, Storksdieck, M., & Palmquist, S. (October, 2010). *If we build it, will they learn?* Presented at the meeting of the Association of Science-Technology Centers, Honolulu.
- Lane, J. D.**, Liqi, Z., Wellman, H. M., Evans, E. M., & Zavitz, S. (August, 2010). *Developing concepts of the afterlife: A cross-cultural investigation*. In Bering, J. (Chair), *How do we acquire religion?* Presented at the World Congress of the International Association for the History of Religions, Toronto.

- Lane, J. D.**, Wellman, H. M. & Gelman, S. A. (May, 2010). *Effects of informants' traits and knowledge on children's trust in testimony*. Presented at the meeting of the Association for Psychological Science, Boston.
- Evans, E. M. & **Lane, J. D.** (February, 2010). *Mind changes: Can out-of-school learning contribute to evolution literacy?* Presented at the meeting of the American Association for the Advancement of Science, San Diego.
- Lane, J. D.**, Wellman, H. M., & Evans, E. M. (October, 2009). *Developing an understanding of extraordinary minds: A comparison of children from religious and secular contexts*. In Smith, E. (Chair). *Religious thinking: The development and influence of religious concepts on cognition*. Presented at the meeting of the Cognitive Development Society, San Antonio.
- Evans, E. M., Frazier, B., Hazel, A., Kiss, A., **Lane, J. D.**, Spiegel, A. N., & Diamond, J. (October, 2009). *Tree-thinking: Do pictorial representations of evolution help or hinder museum visitors' understanding?* In Evans, E. M. (Chair). *Creationism is not the (only) issue: Developmental constraints on an understanding of evolution*. Presented at the meeting of the Cognitive Development Society, San Antonio.
- Lane, J. D.**, Wellman, H. M., & Evans, E. M. (April, 2009). *Children's concepts of ordinary and extraordinary minds*. Presented at the meeting of the Society for Research in Child Development, Denver.
- Lane, J. D.**, Legare, C. H., French, J. A., Kiss, A. B., & Evans, E. M. (April, 2009). *Anthropomorphizing nature: What effect does it have on understanding?* Presented at the meeting of the Society for Research in Child Development, Denver.
- Levitt, M. J., Levitt, J., & **Lane, J. D.** (April, 2009). *Social network changes in newly immigrant children and adolescents: A cohort sequential analysis*. Presented at the meeting of the Society for Research in Child Development, Denver.
- Lane, J. D.**, Wellman, H. M., Olson, S. L., LaBounty, J., & Kerr, D. C. (May, 2008). *Theory of mind and emotion understanding predict moral reasoning*. Presented at the meeting of the Association for Psychological Science, Chicago.
- Levitt, M. J., Levitt, J., & **Lane, J. D.** (April, 2007). *Newly immigrant students: Predictors of change in academic performance over time*. Presented at the meeting of the American Educational Research Association, Chicago.
- Lane, J. D.**, Levitt, M. J., & Levitt, J. (March, 2007). *Predictors of identity distress in immigrant youth*. Presented at the meeting of the Society for Research in Child Development, Boston.
- Grau, L. C., Levitt, M. J., & **Lane, J. D.** (March, 2007). *Parent-child relationships and peer association in immigrant children and adolescents*. Presented at the meeting of the Society for Research in Child Development, Boston.
- Lane, J. D.**, & Levitt, M. J. (May, 2006). *Mode of acculturation predicts self-perceptions in newly immigrant youth*. Presented at the meeting of the Association for Psychological Science, New York.
- Levitt, J., Levitt, M. J., **Lane, J. D.**, Perez, E., Pierre, F., Voltaire, M., & Williams, D. (November, 2005). *Newly immigrant students: Predictors of grades and test performance in the first two post-migration years*. Presented at the meeting of the Florida Educational Research Association, Miami.

Lane, J. D., & Levitt, M. J. (April, 2005). *Adjustment in newly immigrant children and adolescents: Effects of ecological risk and parental support over time*. Presented at the meeting of the Society for Research in Child Development, Atlanta.

Schwartz, B. L., Hoffman, M. L., Allen, M., **Lane, J. D.**, & Cherry, H. (March, 2005). *Working memory in Lar gibbons (Hylobates lar)*. Presented at the meeting of the Comparative Cognition Society, Melbourne.

Levitt, M. J., Silver, M. E., **Lane, J. D.**, Perez, E., & Pierre, F. (February, 2005). *The dynamics of intergenerational relationship change in emerging adulthood*. Presented at the Emerging Adulthood Conference, Miami.

Lane, J. D., & Levitt, M. J. (May, 2004). *Immigrant children: Ecological risk and parental support*. Presented at the meeting of the American Psychological Society, Chicago.

RESEARCH INTERESTS

My research is focused on children's social-cognitive development: their developing understandings of other people and minds, and the ways in which they learn from other people and minds. My work on children's understanding of minds-- their "theory of mind"--has identified developmental predictors of children's theory of mind (e.g., temperament), social-cognitive consequences of theory of mind development (e.g., children's moral reasoning, hostile attributions of intent, and social learning), and has explored the flexibility of children's theory of mind as evidenced in their understanding of extraordinary minds (e.g., omniscient beings). My work on how children learn from others has focused on how children's conceptual development and beliefs are influenced by others' claims about counter-perceptual phenomena (e.g., invisible entities that can cause observable phenomena) and counterintuitive phenomena (e.g., animals with extraordinary capacities). Most recently, my work on children's social learning has begun to address questions of how children's attitudes about new social groups are influenced by others' claims about those groups.

CURRENT PROJECTS

How Children Learn about Social Groups through Others' Claims
 Children's Understanding of Persons with Disabilities
 Children's Belief in Claims that defy their Perceptions and Intuitions
 Children's Engagement with Information that Contradicts their Intuitions
 Children's and Adults' Understanding of Extraordinary Mental Abilities

COURSES TAUGHT

Vanderbilt University

Developmental Psychology (graduate seminar)	Spring 2020, Fall 2021
Developmental Psychology (undergraduate course)	Spring 2015 – Fall 2021
Thinking about Thinking (undergraduate seminar)	Spring 2016, 2017, 2018

Harvard University

Developmental Psychology Graduate Course (teaching fellow)	Fall 2012, Fall 2013
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University of Michigan

Research Methods in Psychology (lab sections)	Fall 2009
Advanced Lab in Developmental Psychology (lab sections)	Fall 2008, Winter 2009
Developmental Psychology (discussion sections)	Fall 2007

STUDENT MENTORING, COMMITTEES, & ADVISING

PhD Students: Emily Conder, Nicolette Granata

Master's Student: Alex Ford

Honors Students: Ethan Schmerling, Nicolette Granata, Megan Wiebe

Dissertation Committees: Sofia Jimenez, Christopher Jaeger, Lauren Hartsough, Brandon Goulding, Bridget Nestor

Major Area Paper Committees: Siyuan Yin, Sofia Jimenez, Christopher Jaeger, Lauren Hartsough, Bridget Nestor

Honors Defense Committees: Samantha Marton, Shelby Aughtman, Haley Green

High School Summer Research Assistants: Corry Kee, Max Yudkin, Noora Jamal, Gideon Torode

ACADEMIC SERVICE

Consulting Editor

Child Development 2015 – present

Developmental Psychology 2016 – present

Cognitive Development 2020 – present

Ad-hoc Reviewer

Behavioral and Brain Sciences • *British Journal of Developmental Psychology* • *Child Development* • *Child Development Perspectives* • *Cognition* • *Cognitive Development* • *Cognitive Processing* • *Cognitive Science* • *Canadian Journal of Experimental Psychology* • *Developmental Psychology* • *Developmental Review* • *Developmental Science* • *Early Education and Development* • *European Journal of Developmental Psychology* • *Frontiers in Psychology* • *Infant and Child Development* • *International Journal of Psychology* • *International Journal for the Psychology of Religion* • *Journal of Child and Family Studies* • *Journal of Cognition and Development* • *Journal of Experimental Psychology: General* • *Journal of Experimental Psychology: Learning, Memory, and Cognition* • *Journal of Experimental Child Psychology* • *New Ideas in Psychology* • *Perspectives on Psychological Science* • *Psychological Science* • *Psychonomic Bulletin & Review* • *Quarterly Journal of Experimental Psychology* • *Sage Open* • *Social Development*

Conference Submission Reviewer

Cognitive Science Society 2020

Cognitive Development Society 2017-2019

Society for Research in Child Development 2011-2021

Society for Philosophy and Psychology 2016-2018

Grant Reviewer

Research Grants Council (RGC) of Hong Kong 2020

John Templeton Foundation 2019

National Science Foundation 2015

University Service

Vanderbilt University

Global Education Office Scholarship Reviewer 2016

Department Service

Vanderbilt University

Psychology & Human Development Diversity Committee 2015-present

Faculty Search Committee: Child Life Specialist – Assistant Professor of the Practice 2020

Peabody College Faculty Council 2016-2019

Graduate Research-Achievement Fellowship Selection Committee (ad hoc) 2015, 2017, 2018

University of Michigan

Developmental Psychology Admissions Committee	2011
Departmental Associate, Department of Psychology	2010-2011
Developmental Psychology Preliminary Exam Committee	2010-2011
Developmental Psychology Curriculum Committee	2009-2010
Developmental Psychology Newsletter Committee	2007-2011

PROFESSIONAL AFFILIATIONS

Society for Research in Child Development
Cognitive Development Society
Association for Psychological Science