

Moira Rose Dillon

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Employment

New York University New York, NY (July 2017-present)
Assistant Professor, Department of Psychology

Education

Harvard University Cambridge, MA (August 2011-May 2017)
Ph.D., Psychology (May 2017)
A.M., Psychology (May 2014)

Yale University New Haven, CT (August 2004-May 2008)
B.A., Cognitive Science; Art (May 2008)

Fellowships & Awards

2012-2017	National Science Foundation Graduate Research Fellowship (Tenure: 2012-2015; Reserve: 2015-2017)
2017	Society for Research in Child Development Student Travel Award
2014; 2016	Latin American School for Education, Cognitive and Neural Sciences Fellowship, Punta del Este, Uruguay; Buenos Aires, Argentina
2015-2016	Dissertation Completion Fellowship, Harvard University
2015-2016	Norman Henry Anderson Graduate Psychology Fund, Harvard University
2015; 2016	George W. Goethals Teaching Award (<i>PSY 971, Sophomore Tutorial</i>)
2015	Derek C. Bok Center Certificate of Excellence and Distinction in Teaching (<i>PSY 971, Sophomore Tutorial</i>)
2015	National Science Foundation Science and Technology Center Professional Development Workshop Fellowship
2014-2015	National Science Foundation Graduate Research Opportunities Worldwide Fellowship
2014	Allport Fund Restricted Funds Grant, Harvard University
2012; 2014	Mind, Brain, and Behavior Graduate Student Research Award, Harvard University
2012	Poster Award, The CogEvo Rovereto Workshop on Cognition and Evolution, University of Trento

Publications

Dillon, M. R., Kannan, H., Dean, J. T., Spelke, E. S. & Duflo, E. (2017). Cognitive Science in the field: A preschool intervention durably enhances intuitive but not formal mathematics. *Science*. doi:10.1126/science.aal4724

Dillon, M. R.*, Persichetti, A. S.*, Spelke, E. S., & Dilks, D. D. (2017). Places in the brain: Bridging layout and object geometry in scene-selective cortex. *Cerebral Cortex*, 1-10. doi:10.1093/cercor/bhx139 [* Indicates shared authorship]

Dillon, M. R., & Spelke, E. S. (2016). Young children's use of surface and object information in drawings of everyday scenes. *Child Development*. doi:10.1111/cdev.12658

Dillon, M. R., Pires, A. C., Hyde, D. C., & Spelke, E. S. (2015). Children's expectations about training the approximate number system. *British Journal of Developmental Psychology*, 33(4), 411-418. doi:10.1111/bjdp.12118

Dillon, M. R. & Spelke, E. S. (2015). Core geometry in perspective. *Developmental Science*, 18(6), 894-908. doi:10.1111/desc.12266

Dillon, M. R., Huang, Y., & Spelke, E. S. (2013). Core foundations of abstract geometry. *Proceedings of the National Academy of Sciences of the United States of America*, 110(35), 14191-14195. doi:10.1073/pnas.131264011

Yoshioka, T., **Dillon, M. R.**, Beck, G. C., Rapp, B., & Landau, B. (2013). Tactile localization on digits and hand: Structure and development. *Psychological Science*, 24(8), 1-11. doi:10.1177/095679761347861

Reilly, B. J. & **Dillon, M. R.** (2013). Virtuous Circles of Authorship Attribution through Quantitative Analysis: Chrétien de Troyes's Lancelot. *Digital Philology*, 2(1), 60-85. doi:10.1353/dph.2013.0001

In Revision

Dillon, M. R. & Spelke, E. S. (in revision). From map reading to explicit geometric reasoning.

In Review

Hart, Y., **Dillon, M. R.**, Marantan, A., Cardenas, A. L., Spelke, E. S., & Mahadevan, L. (in review). The statistical nature of geometric reasoning.

Invited Presentations

Dillon, M. R. (2017, April). Commentary on: *Core foundations for mathematics: Perspectives from research in remote cultures*. 30th Annual CUNY Conference on Human Sentence Processing, Cambridge, MA.

Dillon, M. R. (2017, May). *Building Tomorrow's Scholars Dinner and Talk: Moira Dillon*. Outreach event for parents and families of the Harvard University community, Cambridge, MA.

Paper Presentations

Dillon, M. R., Izard, V., & Spelke, E. S. (2017, April). *Infants' sensitivity to shape changes in 2D visual forms*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Dillon, M. R., Kannan, H., Dean, J. T., Spelke, E. S., & Duflo, E. (2016, September). *Making learning count: A large-scale randomized control trial testing the effects of core mathematical training on school readiness in young children*. Paper presented at the International Mind, Brain and Education Society, Toronto, ON, CA.

Dillon, M. R. & Spelke, E. S. (2015, March). *Reorientation ability predicts early spatial symbol reading*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Dillon, M. R., Mahadevan, L. & Spelke, E. S. (2015, January). *Sources of geometric concepts and intuitions*. Paper presented at the Annual Meeting of the Mind, Brain, Behavior Initiative, American Academy of Arts and Sciences, Cambridge, MA.

Dillon, M. R. & Spelke, E. S. (2015, January). *Young children's automatic and alternating use of scene and object information in spatial symbols*. Paper presented at the 5th Annual Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

Poster Presentations

Dillon, M. R., Izard, V., Spelke, E. S. (2017, April). *Young children's use of distance and angle information during map reading*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Dillon, M. R., & Spelke, E.S. (2015, October). *From spatial symbols to Euclidean intuitions*. Poster presented at the Biennial Meeting of Cognitive Development Society, Columbus, OH.

Dillon, M. R., Izard, V., & Spelke, E.S. (2015, October). *Infants' sensitivity to shape changes*. Poster presented at the Cognitive Development Society Pre-Conference on the Development of Spatial Thinking, Columbus, OH.

Persichetti, A. S., **Dillon, M. R.,** Spelke E. S., & Dilks, D. D. (2015, May). *Differential representation of length and angle information across scene-selective cortex*. Poster presented at the Annual Meeting of the Vision Sciences Society, Naples, FL.

Dillon, M. R., Izard, V., Spelke, E. S. (2015, March). *Isolating angle in infants' detection of shape*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Dillon, M. R., Hyde, D., Spelke, E. S. (2014, April). *Functional and spatial dissociation in the brain systems encoding object shape and direction*. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.

Dillon, M. R., Huang, Y., Spelke, E. S. (2012, June). *Children flexibly engage with symbolic representations of space*. Poster presented at The CogEvo Rovereto Workshop on Cognition and Evolution at the University of Trento, Rovereto, Italy.

Landau, B., Chen, M., **Dillon, M. R.,** Beck, G., Rapp, B., Yoshioka, T. (2010, November). *Tactile stimulus localization ability linked to genetic deletion in people with Williams syndrome*. Poster presented at the 40th Annual Meeting of the Society for Neuroscience, San Diego, CA.

Teaching

Instructor *Psychology 980. Psychology, from Lab to Life: Harnessing Basic Science to Effect Change in Policy and Practice*, Harvard University Cambridge, MA (Spring 2017)

Instructor *Psychology 971. Sophomore Tutorial*, Harvard University Cambridge, MA (Spring 2015; Fall 2016), supervised by Dr. Mahzarin Banaji; by Dr. George Alvarez

Head Teaching Fellow *Psychology S1. Introduction to Psychology*, Harvard University Summer School, Cambridge, MA (Summer 2016), Professor Jason Mitchell

Teaching Fellow *Psychology 1303. The Human Brain Then and Now*, Harvard University Cambridge, MA (Spring 2014), Professor Randy Buckner

Teaching Fellow *Psychology 1652r. Laboratory in Early Cognitive Development*, Harvard University Cambridge, MA (Fall 2013), Professor Elizabeth Spelke

Advising

Visiting PhD Students (co-advised with Dr. Elizabeth Spelke)

Chrissie Ferreira de Carvalho, *Federal University of Bahia, Brazil* (2015, September – 2016, September)

Ana Christina Pires, *University of the Republic, Uruguay & Autonomous University of Barcelona, Spain* (2014, July – 2014, October)

Harvard Institute of Politics, Project Leader

Using psychological science to enhance mathematics education for underprivileged children (Fall 2016)

Undergraduate Students

Jake Barann, *Harvard University* (2017, January – 2017, May)

Justin Fox, *Harvard University* (2017, January – 2017, May)

Patric Verrone, *Harvard University* (2016, September – 2016, December)

Yesenia Aguilar, *Boston University* (2016, June – 2016, August)
Remi Gosselin, *Harvard University* (2016, January – 2016, May)
Emmeline Wheaton, *Harvard University* (2015, January – 2016, January)
Catherine Callaway, *Harvard University* (2015, September – 2015, December)
Angela Lozada, *Lesley University* (2015, January – 2015, September)
Sarah Keltz, *Harvard University* (2014, January – 2014, May)
Ana Anaya, *Harvard University* (2013, September – 2013, December)
Carmen Tracy, *Harvard University* (2013, January – 2013, May)
Emma Lukasiewicz, *Harvard University* (2012, September – 2012, December)
Frances Hatling, *Lesley University* (2012, May – 2012, August)
Claudia Haeussler, *Harvard University* (2012, January – 2012, May)

Ad-hoc Reviewing

British Journal of Developmental Psychology; Child Development; Cognition; Learning and Individual Differences; PLOS ONE; Scientific Reports

Academic Affiliations

American Psychological Association; Association for Psychological Science; Cognitive Development Society; Cognitive Neuroscience Society; International Congress of Infant Studies; International Mind, Brain, and Education Society; Psi Chi: The International Honors Society in Psychology; Society for Research in Child Development

June 25, 2017