

August 2018

**CHRISTOPHER M. CONWAY****Director, Brain, Learning, and Language Laboratory**

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**A. EDUCATION**

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- 2005      **Ph.D., Psychology, Cornell University, Ithaca, NY**  
Dissertation: *An Odyssey through Sight, Sound, and Touch: Toward a Perceptual Theory of Implicit Statistical Learning* (Chair: Morten H. Christiansen)
- 2001      **M.A., Psychology, Southern Illinois University, Carbondale, IL**  
Thesis: *Tactile Sequential Learning: Artificial Grammar Learning by Touch*  
(Chair: Morten H. Christiansen)
- 1994      **B.S.E., Biomedical and Electrical Engineering, Duke University, Durham, N.C.**

**B. PROFESSIONAL CREDENTIALS**

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- 2018-current    **Director, Brain, Learning, and Language Laboratory, Center for Childhood Deafness, Language, and Learning, Boys Town National Research Hospital, Omaha, NE**
- 2015-2018      **Associate Professor, Dept of Psychology, Georgia State University, Atlanta, GA**
- 2013-2018      **Associate Member, Neuroscience Institute, Georgia State University, Atlanta, GA**
- 2012-2015      **Assistant Professor, Dept of Psychology, Georgia State University, Atlanta, GA**
- 2008-2012      **Assistant Professor, Dept of Psychology, Saint Louis University, Saint Louis, MO**
- 2005-2008      **NIH Postdoctoral Research Fellow, Indiana University, Bloomington, IN**  
Supervisor: David B. Pisoni  
*Training in Speech, Hearing, and Sensory Communication*
- 1994-1997      **Project Engineer, Kal Kan Foods, Columbus, OH**

**C. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

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**External Grants: Pending or in Revision**

- In Revision    **Principal Investigator, Phylogenetic, Ontogenetic, and Experience-Dependent Constraints on Statistical Learning (\$610,261 total).** National Science Foundation.
- In Revision    **co-Principal Investigator, Collaborative Research: The Effects of Musical Improvisation Instruction on Executive Function, Sequence Learning, and Motor Skills (\$423,476 total).** National Science Foundation. M. Norgaard (PI).

- In Revision    **Domestic Partner**, *PIRE: Multimodal Multilingual Development in Multiple Environments (\$7,500,000 total)*. National Science Foundation. P. Hauser (PI).
- Pending        **co-Investigator**, *Neurobehavioral Determinants of Alcohol Related Aggression (\$429,726 total)*. National Institute on Alcohol Abuse and Alcoholism. R. Latzman (PI).

#### External Grants: Active

- 2017-2022    **Consultant**, *Neurocognitive Plasticity in Young Deaf Adults: Effects of Cochlear Implantation and Sign Language Exposure (\$3,183,307 total)*. National Institute on Deafness and other Communication Disorders. M. Dye (PI).
- 2012-present **Principal Investigator**, *Acquiring Language with a Cochlear Implant: The Role of Sequential Learning (\$1,250,000 direct)*. National Institute on Deafness and other Communication Disorders, Research Project Grant Program (R01).

#### External Grants: Completed

- 2009-2011    **Principal Investigator**, “Accelerating the Science” supplement for *Implicit Sequence Learning in Deaf Children with Cochlear Implants (\$48,055 direct)*. National Institute on Deafness and other Communication Disorders, Administrative Supplement.
- 2008-2011    **Principal Investigator**, *Implicit Sequence Learning in Deaf Children with Cochlear Implants (\$300,000 direct)*. National Institute on Deafness and other Communication Disorders, Small Grant Program (R03).

#### Internal Grants: Active

- 2018-present **co-Principal Investigator**, *The Effects of Improvisation Instruction on Sequence Learning (\$28,094)*. Brains and Behavior Seed Grant, Georgia State University. M. Norgaard (PI).

#### Internal Grants: Completed

- 2017-2018    **co-Principal Investigator**, *Training Monkeys to Self-Restrain for Studies of Brain-Behavior Relations (\$30,000)*. Brains and Behavior Seed Grant, Georgia State University. D. Washburn (PI).
- 2017        **Principal Investigator (\$21,360)**. Research on the Challenges of Acquiring Language & Literacy Year End Funds, Georgia State University.
- 2016-2017    **Principal Investigator**, *Neurophysiological Correlates of Sequential Learning and its Impact on Language Outcomes in Children with Autism Spectrum Disorder (\$49,584)*. Program in Research on the Challenges of Acquiring Language & Literacy seed grant, Georgia State University.
- 2016        **Principal Investigator (\$2370)**. Research on the Challenges of Acquiring Language & Literacy Year End Funds, Georgia State University.
- 2015-2016    **Principal Investigator**, *Neural Correlates of Sequential Pattern Learning (\$8,500)*. Georgia State / Georgia Tech Center for Advanced Brain Imaging Neuroscience Research Competition. (awarded 20 hours of fMRI scan time).
- 2015-2016    **Co-Investigator**, *The Language of Technology: Neural Substrates of Tool-Making and Language (\$33,520)*. Emory University Research Committee Award (PIs: D. Stout & X. Hu).

- 2010 **Principal Investigator**, Saint Louis University Provost's Faculty Research Leave Program, for *Brain Training for Children with Language Learning Disorders* (**\$5000** direct plus 1-semester release from teaching duties).
- 2006-2007 **Program Director**, *Development of Perceptual-Motor and Sequence Learning Skills* (**\$80,037 direct**). Faculty Research Support Program, Indiana University (PI: D. Pisoni).

#### Honors and Fellowships

- 2017 **Nominee, College of Arts and Sciences Outstanding Undergraduate Mentor Award**, Georgia State University
- 2016 **Nominee, College of Arts and Sciences Outstanding Undergraduate Mentor Award**, Georgia State University
- 2010 **Grantwinner Award for Excellence in Research**, Saint Louis University Office of Research and Innovation (included \$500 research award)
- 2009 **Nominee, Searle Scholars Program**, Saint Louis University, for *Enhancing the Brains of Children with Language and Communication Disorders*.
- 2005-2008 **NIDCD Postdoctoral Fellowship**, Indiana University
- 2002 **Runner-up, Marr Prize**, Twenty-fourth Annual Conference of the Cognitive Science Society, Fairfax, VA.
- 1990-1994 **Mars, Inc. Academic Scholarship**, Duke University.
- 1990-1992 **Robert C. Byrd Academic Scholarship**, Duke University.

#### PUBLICATIONS

*Note: mentored student/post-doc co-authors are italicized with subscripts indicating: 1= graduate student, 2= postdoc, 3=undergraduate student.*

#### Works in Progress: Final Stages of Preparation, Under Revision, or Under Review

- [11] Ailion, A.S., King, T.Z., Roberts, S.R., Tang, B., Turner, J., **Conway, C.M.**, & Crosson, B. (in preparation). Double dissociation of auditory attention span and visual attention in long term survivors of childhood cerebellar tumor: A deterministic tractography study of the cerebellar-frontal and the superior longitudinal fasciculus pathways.
- [10] Terhune-Cotter, B.P., Hauser, P.C., **Conway, C.M.**, & Dye, M.W.G. (in preparation). Visual sequence learning as a function of auditory experience in signing deaf children.
- [9] **Conway, C.M.** *Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., Smith<sup>1</sup>, G.N.L., Na<sup>1</sup>, S., & King, T.* (in preparation). Distinct neural networks active for detecting violations of adjacent versus non-adjacent verbal sequential dependencies: An fMRI study.
- [8] *Smith<sup>1</sup>, G.N.L. & Conway, C.M.* (in preparation). Training and plasticity of structured sequence processing and natural language grammar: A proof of concept study.
- [7] *Deocampo<sup>2</sup>, J.A. & Conway, C.M.* (in preparation). The double-edged sword of selective attention: A developmental shift in the relationship between sequential learning, executive function, and language ability in children as revealed by event-related potentials.

- [6] **Conway, C.M.**, Arciuli, J., Lum, J.A.G., & Ullman, M.T. (under review). How (not) to test the role of procedural memory in language development and dysfunction. *Developmental Science*.
- [5] *Deocampo<sup>2</sup>, J.A.*, King, T.Z., & **Conway, C.M.** (in preparation). Sequential multitasking: Concurrent learning of adjacent and nonadjacent dependencies in visuo-spatial and visuo-verbal sequences.
- [4] *Smith<sup>1</sup>, G.N.L.* & **Conway, C.M.** (under revision). How the brain processes linguistic and nonlinguistic structure: The anterior superior temporal gyrus as a general-purpose pattern processor. *Neuropsychologia*.
- [3] Poletiek, F.H., **Conway, C.M.**, Ellefson, M.R., Lai, J., Bocanegra, B.R., & Christiansen, M.H. (under review). Under what conditions can recursion be learned? Effects of starting small in artificial grammar learning of center embedded structure. *Cognitive Science*.
- [2] Grempp, M.A., *Deocampo<sup>2</sup>, J.A.*, *Walk<sup>1</sup>, A.M.*, & **Conway, C.M.** (under revision). Visual sequential processing and language ability in children who are deaf or hard of hearing. *Journal of Child Language*.
- [1] *Eghbalzad<sup>1</sup>, L.*, *Deocampo<sup>2</sup>, J.A.*, & **Conway, C.M.** (under revision). Statistical learning ability moderates the relationship between SES and syntactic language ability in children. *Child Development*.

### **Published Work**

- [60] *Singh<sup>1</sup>, S.*, *Walk<sup>1</sup>, A.M.*, & **Conway, C.M.** (2018). Atypical predictive processing during visual statistical learning in children with developmental dyslexia: An event related potential study. *Annals of Dyslexia*, 68(2), 165-179. <https://doi.org/10.1007/s11881-018-0161-2>
- [59] *Deocampo<sup>2</sup>, J.A.*, *Smith<sup>1</sup>, G.N.L.*, Kronenberger, W.G, Pisoni, D.B., & **Conway, C.M.** (in press). The role of statistical learning in understanding and treating spoken language outcomes in deaf children with cochlear implants. *Language, Speech, and Hearing Services in Schools*.
- [58] Arciuli, J. & **Conway, C.M.** (in press). The promise – and challenge – of statistical learning for elucidating atypical language development. *Current Directions in Psychological Science*.
- [57] Li, X., Zhao, X., Gao, X., Shi, W., Yang, L., & **Conway, C.M.** (2018). Lack of cross-modal effects in dual-modality implicit statistical learning. *Frontiers in Psychology*, 9:146. doi: 10.3389/fpsyg.2018.00146
- [56] Heimbauer, L.A., **Conway, C.M.**, Christiansen, M.H., Beran, M.J., & Owren, M.J. (2018). Visual artificial grammar learning by Rhesus Macaques (*Macaca mulatta*): Exploring the role of grammar complexity and sequence length. *Animal Cognition*, 21(2), 267-284.

- [55] Daltrozz<sup>o</sup>, J., Emerson<sup>1</sup>, S.N., Deocampo<sup>2</sup>, J.A., Singh<sup>1</sup>, S., Freggens<sup>3</sup>, M., Branum-Martin, L. & **Conway, C.M.** (2017). Visual statistical learning is related to natural language processing ability in adults: An ERP study. *Brain and Language*, 166, 40-51.
- [54] Singh<sup>1</sup>, S., Daltrozz<sup>o</sup>, J., & **Conway, C.M.** (2017). Effect of pattern awareness on the behavioral and neurophysiological correlates of visual statistical learning. *Neuroscience of Consciousness*, 3(1): nix020. doi: 10.1093/nc/nix020.
- [53] Pisoni, D.B., Kronenberger, W.G., Chandramouli, S.H., & **Conway, C.M.** (2016). Learning and memory processes following cochlear implantation: The missing piece of the puzzle. *Frontiers in Psychology*, 7:493. doi: 10.3389/fpsyg.2016.00493.
- [52] Walk<sup>1</sup>, A.M. & **Conway, C.M.** (2016). Cross-domain statistical-sequential dependencies are difficult to learn. *Frontiers in Psychology*, 7:250. doi: 10.3389/fpsyg.2016.00250.
- [51] Rebuschat, P., Monaghan, P., Gomez, R., Dell, G., Anderson, N., & **Conway, C.M.** (2016). Aligning implicit learning and statistical learning: Two approaches, one phenomenon. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 51-52). Philadelphia, PA: Cognitive Science Society.
- [50] Singh<sup>1</sup>, S., Walk<sup>1</sup>, A.M., & **Conway, C.M.** (2016). Visual statistical learning deficits in children with developmental dyslexia: An event related potential study. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 396-401). Philadelphia, PA: Cognitive Science Society.
- [49] Ross<sup>1</sup>, K.M. & **Conway, C.M.** (2016). Temporal structure modulates ERP correlates of visual sequential learning. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 740-745). Philadelphia, PA: Cognitive Science Society.
- [48] Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Walk<sup>1</sup>, A.M., Purdy<sup>1</sup>, J.D., & **Conway, C.M.** (2016). Exploring the neural mechanisms supporting structured sequence processing and language using event-related potentials: Some preliminary findings. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 1481-1486). Philadelphia, PA: Cognitive Science Society.
- [47] Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., & **Conway, C.M.** (2016). Statistical learning ability can overcome the negative impact of low socioeconomic status on language development. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 2129-2134). Philadelphia, PA: Cognitive Science Society.
- [46] Deocampo<sup>2</sup>, J.A. & **Conway, C.M.** (2016). A developmental shift in the relationship between sequential learning, executive function, and language ability as revealed by event-related potentials. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 1074-1079). Philadelphia, PA: Cognitive Science Society.

- [45] *Smith<sup>1</sup>, G.N.L., Conway, C.M., Bauernschmidt, A., & Pisoni, D.B. (2015). Can we improve structured sequence processing? Exploring the direct and indirect effects of computerized training using a mediational model. PLoS ONE, 10(5): e0127148. doi: 10.1371/journal.pone.0127148.*
- [44] *Jost<sup>3</sup>, E., Conway, C.M., Purdy<sup>2</sup>, J.D., Walk<sup>1</sup>, A.M., & Hendricks<sup>1</sup>, M.A. (2015). Exploring the neurodevelopment of visual statistical learning using event-related brain potentials. Brain Research, 1597, 95-107. doi: 10.1016/j.brainres.2014.10.017.*
- [43] *Singh<sup>1</sup>, S., Daltrozzio<sup>2</sup>, J., & Conway, C.M. (2015). Attention and pattern consciousness reorganize the cortical topography of event-related potential correlates of visual sequential learning. In D.C. Noelle, R. Dale, A.S. Warlaumont, J. Yoshimi, T. Matlock, C.D. Jennings, & P.P. Maglio (Eds.), Proceedings of the 37<sup>th</sup> Annual Conference of the Cognitive Science Society (pp. 2212-2217). Austin, TX: Cognitive Science Society.*
- [42] *Walk<sup>1</sup>, A.M. & Conway, C.M. (2015). Implicit statistical learning and language acquisition: Experience-dependent constraints on learning. In P. Rebuschat (Ed.), Implicit and Explicit Learning of Languages (pp. 191-212). Philadelphia, PA: John Benjamins.*
- [41] *Conway, C.M., Deocampo<sup>2</sup>, J., Walk<sup>1</sup>, A.M., Anaya, E.M., & Pisoni, D.B. (2014). Deaf children with cochlear implants do not appear to use sentence context to help recognize spoken words. Journal of Speech, Language, and Hearing Research, 57(6), 2174-2190. doi: 10.1044/2014\_JSLHR-L-13-0236*
- [40] *Daltrozzio<sup>2</sup>, J. & Conway, C.M. (2014). Neurocognitive mechanisms of statistical-sequential learning: What do event-related potentials tell us? Frontiers in Human Neuroscience, 8, 437. doi: 10.3389/fnhum.2014.00437.*
- [39] *Emerson<sup>1</sup>, S.N., Daltrozzio<sup>2</sup>, J., & Conway, C.M. (2014). The effect of music experience on auditory sequential learning: An ERP study. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), Proceedings of the 36<sup>th</sup> Annual Conference of the Cognitive Science Society (pp. 2157-2162). Austin, TX: Cognitive Science Society.*
- [38] *Deocampo<sup>2</sup>, J.A., Conway, C.M., Eghbalzad<sup>1</sup>, L., & Daltrozzio<sup>2</sup>, J. (2014). Behavioral and neurophysiological correlates of sequential learning are associated with language development in children. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), Proceedings of the 36<sup>th</sup> Annual Conference of the Cognitive Science Society (pp. 2115-2120). Austin, TX: Cognitive Science Society.*
- [37] *Deocampo<sup>2</sup>, J.A. & Conway, C.M. (2014). Auditory sequence / artificial grammar learning in development. In P. Brooks & V. Kempe (Eds.), Encyclopedia of Language Development (pp. 33-36). Los Angeles, CA: SAGE Publications, Inc.*
- [36] *Daltrozzio<sup>2</sup>, J., Conway, C.M., & Smith<sup>1</sup>, G.N.L. (2013). Rehabilitating language disorders by improving sequential processing: A review. Journal of MacroTrends in Health and Medicine, 1(1), 41-57.*

- [35] *Hendricks<sup>1</sup>, M.A., Conway, C.M., & Kellogg, R.T.* (2013). Using dual-task methodology to dissociate automatic from nonautomatic processes involved in artificial grammar learning. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *39*(5), 1491-1500.
- [34] *Walk<sup>1</sup>, A.M. & Conway, C.M.* (2013). Two distinct sequence learning mechanisms for syntax acquisition and word learning. In G. Hollich & L. Gogate (Eds.), *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence* (pp. 350-369). Hershey, PA; IGI Global.
- [33] Christiansen, M.H., **Conway, C.M.**, & Onnis, L. (2012). Similar neural correlates for language and sequential learning: Evidence from event-related brain potentials. *Language and Cognitive Processes*, *27*, 231-256.
- [32] Heimbauer, L.A., **Conway, C.M.**, Christiansen, M.H., Beran, M.J., & Owren, M.J. (2012). A serial reaction time (SRT) task with symmetrical joystick responding for nonhuman primates. *Behavior Research Methods*, *44*, 733-741.
- [31] Shafto, C.L., **Conway, C.M.**, Field, S.L., & Houston, D.M. (2012). Visual sequence learning in infancy: Domain-general and domain-specific associations with language. *Infancy*, *17*, 247-271.
- [30] **Conway, C.M.**, Greppe, M.A., *Walk<sup>1</sup>, A.*, Bauernschmidt, A., & Pisoni, D.B. (2012). Can we enhance domain-general learning abilities to improve language function? In P. Rebuschat & J. Williams (Eds.), *Statistical Learning and Language Acquisition* (pp. 305-336). Boston, MA: Walter de Gruyter.
- [29] **Conway, C.M.** (2012). Sequential learning. In R.M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (pp. 3047-3050). New York, NY: Springer Publications.
- [28] Emberson, L.L., **Conway, C.M.**, & Christiansen, M.H. (2011). Timing is everything: Changes in presentation rate have opposite effects on auditory and visual implicit statistical learning. *Quarterly Journal of Experimental Psychology*, *64*, 1021-1040.
- [27] **Conway, C.M.**, Karpicke, J., Anaya, E.M., Henning, S.C., Kronenberger, W.G., & Pisoni, D.B. (2011a). Nonverbal cognition in deaf children following cochlear implantation: Motor sequencing disturbances mediate language delays. *Developmental Neuropsychology*, *36*, 237-254.
- [26] **Conway, C.M.**, Pisoni, D.B., Anaya, E.M., Karpicke, J., & Henning, S.C. (2011b). Implicit sequence learning in deaf children with cochlear implants. *Developmental Science*, *14*, 69-82.
- [25] *Jost<sup>3</sup>, E., Conway, C.M., Purdy<sup>2</sup>, J.D., & Hendricks<sup>1</sup>, M.A.* (2011). Neurophysiological correlates of visual statistical learning in adults and children. In L. Carlson, C. Hoelscher, & T.F. Shipley (Eds.), *Proceedings of the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society* (pp. 2526-2531). Austin, TX: Cognitive Science Society.
- [24] *Walk<sup>1</sup>, A.M. & Conway, C.M.* (2011). Multisensory statistical learning: Can cross-modal associations be acquired? In L. Carlson, C. Hoelscher, & T.F. Shipley (Eds.), *Proceedings of the*

33<sup>rd</sup> Annual Conference of the Cognitive Science Society (pp. 3337-3342). Austin, TX: Cognitive Science Society.

- [23] **Conway, C.M.**, Bauernschmidt, A., Huang, S.S., & Pisoni, D.B. (2010). Implicit statistical learning in language processing: Word predictability is the key. *Cognition*, *114*, 356-371.
- [22] *Hendricks<sup>1</sup>, M.A.*, **Conway, C.M.**, & Kellogg, R.T. (2010). Dissociating sources of knowledge in artificial grammar learning. In S. Ohlsson & R. Cantrambone (Eds.), *Proceedings of the 32<sup>nd</sup> Annual Conference of the Cognitive Science Society* (pp. 1393-1398). Austin, TX: Cognitive Science Society.
- [21] Pisoni, D.B., **Conway, C.M.**, Kronenberger, W., Henning, S., & Anaya, E. (2010). Executive function, cognitive control, and sequence learning in deaf children with cochlear implants. In M. Marschark & P. Spencer (Eds), *Oxford Handbook of Deaf Studies, Language, and Education* (pp. 439-457). New York, NY: Oxford University Press.
- [20] **Conway, C.M.**, Pisoni, D.B., & Kronenberger, W.G. (2009). The importance of sound for cognitive sequencing abilities: The auditory scaffolding hypothesis. *Current Directions in Psychological Science*, *18*, 275-279.
- [19] **Conway, C.M.** & Christiansen, M.H. (2009). Seeing and hearing in space and time: Effects of modality and presentation rate on implicit statistical learning. *European Journal of Cognitive Psychology*, *21*, 561-580.
- [18] **Conway, C.M.**, Loebach, J.L., & Pisoni, D.B. (2009). Speech perception. In B. Goldstein (Ed.), *Encyclopedia of Perception* (pp. 918-923). Los Angeles, CA: SAGE Publications, Inc.
- [17] Loebach, J.L., **Conway, C.M.**, & Pisoni, D.B. (2009). Audition: Cognitive influences. In B. Goldstein (Ed.), *Encyclopedia of Perception* (pp. 138-141). Los Angeles, CA: SAGE Publications, Inc.
- [16] **Conway, C.M.** & Pisoni, D.B. (2008). Neurocognitive basis of implicit learning of sequential structure and its relation to language processing. *Annals of the New York Academy of Sciences*, *1145*, 113-131.
- [15] Pisoni, D.B., **Conway, C.M.**, Kronenberger, W.G., Horn, D.L., Karpicke, J., & Henning, S. (2008). Efficacy and effectiveness of cochlear implants in deaf children. In M. Marschark & P. Hauser (Eds.), *Deaf cognition: Foundations and outcomes* (pp. 52-101). New York, NY: Oxford University Press.
- [14] **Conway, C.M.**, Karpicke, J., & Pisoni, D.B. (2007). Contribution of implicit sequence learning to spoken language processing: Some preliminary findings with hearing adults. *Journal of Deaf Studies and Deaf Education*, *12*, 317-334.
- [13] Christiansen, M.H., **Conway, C.M.**, & Onnis, L. (2007). Neural responses to structural incongruencies in language and statistical learning point to similar underlying mechanisms. In D.S. McNamara & J.G. Trafton (Eds.), *Proceedings of the 29<sup>th</sup> Annual Meeting of the Cognitive Science Society* (pp. 173-178). Austin, TX: Cognitive Science Society.



- [12] **Conway, C.M.** & Pisoni, D.B. (2007). Links between implicit learning of sequential patterns and spoken language processing. In D.S. McNamara & J.G. Trafton (Eds.), *Proceedings of the 29<sup>th</sup> Annual Meeting of the Cognitive Science Society* (pp. 191-196). Austin, TX: Cognitive Science Society.
- [11] **Conway, C.M.**, Goldstone, R.L., & Christiansen, M.H. (2007). Spatial constraints on visual statistical learning of multi-element scenes. In D.S. McNamara & J.G. Trafton (Eds.), *Proceedings of the 29<sup>th</sup> Annual Meeting of the Cognitive Science Society* (pp. 185-190). Austin, TX: Cognitive Science Society.
- [10] **Conway, C.M.** & Christiansen, M.H. (2006). Statistical learning within and between modalities: Pitting abstract against stimulus-specific representations. *Psychological Science*, 17, 905-912.
- [9] **Conway, C.M.**, & Christiansen, M.H. (2005). Modality-constrained statistical learning of tactile, visual, and auditory sequences. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 31, 24-39.
- [8] **Conway, C.M.** & Christiansen, M.H. (2005). Statistical learning within and across modalities: Abstract versus stimulus-specific representations. In: *Proceedings of the 27th Annual Meeting of the Cognitive Science Society* (pp. 488-493). Mahwah, NJ: Lawrence Erlbaum.
- [7] Christiansen, M.H., **Conway, C.M.**, & Curtin, S. (2005). Multiple-cue integration in language acquisition: A connectionist model of speech segmentation and rule-like behavior. In J.W. Minett & W.S.-Y. Wang (Eds.), *Language acquisition, change and emergence: Essay in evolutionary linguistics* (pp. 205-249). Hong Kong: City University of Hong Kong Press.
- [6] **Conway, C.M.**, Ellefson, M.R., & Christiansen, M.H. (2003). When less is less and when less is more: Starting small with staged input. In *Proceedings of the 25<sup>th</sup> Annual Conference of the Cognitive Science Society* (pp. 270-275). Mahwah, NJ: Lawrence Erlbaum.
- [5] **Conway, C.M.**, & Christiansen, M.H. (2002). Sequential learning by touch, vision, and audition. In *Proceedings of the 24th Annual Conference of the Cognitive Science Society* (pp. 220-225). Mahwah, NJ: Lawrence Erlbaum.
- [4] Christiansen, M.H., **Conway, C.M.**, & Ellefson, M.R. (2002). Raising the bar for connectionist modeling of cognitive developmental disorders. *Behavioral and Brain Sciences*, 25, 752-753. [Note, this commentary was subjected to editorial review, not a full peer review].
- [3] **Conway, C.M.**, & Christiansen, M.H. (2001). Sequential learning in non-human primates. *Trends in Cognitive Sciences*, 5, 529-546.
- [2] Christiansen, M.H., Ellefson, M.R., Dale, R.A.C., & **Conway, C.M.** (2001). The role of sequential learning in language evolution: Computational and experimental studies. In A. Cangelosi & D. Parisi (Eds.) *Simulating the evolution of language* (pp.165-187). London: Springer-Verlag.

- [1] Christiansen, M.H., **Conway, C.M.**, & Curtin, S. (2000). A connectionist single-mechanism account of rule-like behavior in infancy. In *Proceedings of the 22nd Annual Conference of the Cognitive Science Society* (pp. 83-88). Mahwah, NJ: Lawrence Erlbaum.

### **Invited Talks (Excluding Job Talks)**

- [19] **Conway, C.M.**, Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., Na<sup>1</sup>, S., & King, T. (2018). *Neural correlates of perceptual sequence learning: An fMRI study*. Invited talk given at the Emory University Department of Radiology Grand Rounds, Atlanta, GA, March, 2018.
- [18] **Conway, C.M.** (2017). *The role of statistical learning in atypical language development*. Invited talk given at the International Conference on Interdisciplinary Advances in Statistical Learning, Bilbao, Spain, June, 2017.
- [17] **Conway, C.M.** (2017). *The neurocognitive basis of statistical learning and its role in language development*. Invited talk given at Emory University, Department of Psychology, Cognition and Development brownbag series. Atlanta, GA, March, 2017.
- [16] **Conway, C.M.** (2017). *Do children who are deaf or hard of hearing struggle with sequence processing?* Talk presented at the Language & Literacy Forum, Georgia State University, Atlanta, GA, March, 2017.
- [15] **Conway, C.M.** (2016). *Structured sequence processing: Underlying principles, mechanisms, and constraints*. Invited talk given at the MURI Winter School, Dynamics of Multifunction Brain Networks: Sequences and Syntax, San Diego, CA, January, 2016.
- [14] **Conway, C.M.** (2016). *The role of sequence processing and prediction in typical and atypical language development*. Invited talk given at the MURI Winter School, Dynamics of Multifunction Brain Networks: Sequences and Syntax, San Diego, CA, January, 2016.
- [13] **Conway, C.M.** (2016). *Learning structure in time: The neurocognitive basis of sequential learning and its role in language development*. Invited talk given at the University of Georgia, Athens, GA, February, 2016.
- [12] **Conway, C.M.** (2016). *The role of implicit statistical learning in typical and atypical language development*. Invited talk given at the Language & Literacy Initiative in Taiwan Symposium (GSU), Atlanta, GA, April, 2016.
- [11] **Conway, C.M.** (2014). *How experience with sound (or lack thereof) affects visual sequence processing*. Invited talk given at the Psychology Department, University of Illinois, December, 2014.
- [10] **Conway, C.M.** (2014). *Acquiring language with a cochlear implant: The role of sequence processing*. Invited talk given at the Center for Research on Atypical Development and Learning, Georgia State University, March, 2014.
- [9] **Conway, C.M.** (2014). *Learning structure in time: The importance of sequence processing for acquiring and using language*. Invited talk given at the School of Psychology, Georgia Tech University (Cognitive and Brain Sciences Brownbag) Atlanta, GA, February, 2014.

- [8] **Conway, C.M.** (2013). *How (foreign) language learning shapes the brain*. Keynote Address given at the European Day of Languages, sponsored by the German Cultural Center / Alliance Francaise, Atlanta, GA, September, 2013.
- [7] **Conway, C.M.** (2012). *The learning brain: Uncovering links between domain-general learning mechanisms and language*. Invited talk given at the Emory Language Group, Emory University, Atlanta, GA October, 2012.
- [6] **Conway, C.M.** (2012). *The learning brain: Uncovering links between domain-general learning mechanisms and language*. Invited talk given at the Cognitive Sciences Program Seminar Series, Department of Psychology, Georgia State University, October, 2012.
- [5] **Conway, C.M.** (2012). *Is the child's brain primed to learn? Developmental constraints on sequential learning and language as revealed by event-related brain potentials*. Invited talk given at the DeVault Otologic Research Laboratory, Indiana University School of Medicine, Indianapolis, IN, January 2012.
- [4] **Conway, C.M.** (2010). *Learning structure in time: Sequential learning as the key to language acquisition*. Invited talk given at the Department of Psychology, Washington University in St. Louis (Brain, Behavior, & Cognition Colloquium), St. Louis, MO, 2010.
- [3] **Conway, C.M.** (2010). *Experience-dependent effects on sequential learning and language*. Invited talk given at the Department of Psychological and Brain Sciences, Indiana University, Bloomington, IN, July 2010.
- [2] **Conway, C.M.** (2009). *Implicit sequence learning and language development in deaf children with cochlear implants*. Invited talk given at the Department of Psychology, Southern Illinois University (Brain & Cognitive Sciences Brownbag), Carbondale, IL, October 2009.
- [1] **Conway, C.M.** (2008). *Implicit sequence learning in deaf children with cochlear implants*. Invited talk given at the Department of Otolaryngology, Washington University, St. Louis, MO, October 2008.

### **Presentations at Professional Conferences**

- [118] *Emerson*<sup>1</sup>, *S.N.*, *Özçalışkan*, *Ş.*, & **Conway, C.M.** (submitted). Grammatical but unexpected verbs for motion events leads to 'semantic P600' effect in English and Spanish speakers. Abstract submitted to the 59<sup>th</sup> Annual Meeting of the Psychonomic Society, New Orleans, LA, November, 2018.
- [117] *Lopez*<sup>3</sup>, *P.*, *Fleiderman*<sup>3</sup>, *M.M.*, *Espinoza*<sup>3</sup>, *H.L.*, *Emerson*<sup>1</sup>, *S.N.*, **Conway, C.M.**, & *Özçalışkan*, *Ş.* (submitted). *Does language proficiency affect processing of incongruent motion verbs?* Abstract submitted to the 2018 Annual Meeting of the Georgia Psychological Association, Athens, GA, April, 2018.
- [116] *Espinoza*<sup>3</sup>, *H.L.*, *Fleiderman*<sup>3</sup>, *M.M.*, *Lopez*<sup>3</sup>, *P.R.*, *Emerson*<sup>1</sup>, *S.N.*, **Conway, C.M.**, & *Özçalışkan*, *Ş.* (2018, March). *Does individual variability in gesture production influence gesture*

*comprehension in multi-modal word learning?* Poster to be presented at the 64<sup>th</sup> annual meeting of the Southeastern Psychological Association, Charleston, SC, March, 2018.

- [115] Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., Smith<sup>1</sup>, G.N.L., Na<sup>1</sup>, S., King, T. & **Conway, C.M.** (2018). Neural correlates underlying statistical learning of adjacent and non-adjacent verbal sequential dependencies. Poster presented at the 25<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, Boston, MA, March, 2018.
- [114] Deocampo<sup>2</sup>, J.A., King, T., & **Conway, C.M.** (2018). Implicit learning of adjacent and non-adjacent dependencies: Relationships with measures of language, attention, and working memory. Poster presented at the 25<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, Boston, MA, March, 2018.
- [113] Ailion<sup>1</sup>, A.S., King, T.Z., Roberts<sup>1</sup>, S., Turner, J., **Conway, C.M.**, & Crosson, B. (2018). Double dissociation of auditory attention and visual scanning in long term survivors of childhood cerebellar tumor: A deterministic tractography study of the cerebellar-frontal and the superior longitudinal fasciculus pathways. Poster presented at the International Neuropsychological Society Annual Meeting, Washington, DC, February, 2018.
- [112] Emerson<sup>1</sup>, S.N. & **Conway, C.M.** (2017). The role of audiation abilities in the statistical learning of auditory sequences: An ERP study. Poster presented at the 58<sup>th</sup> Annual of the Psychonomic Society, Vancouver, CA, November, 2017.
- [111] Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., Smith<sup>1</sup>, G.N.L., Na<sup>1</sup>, S., King, T. & **Conway, C.M.** (2017). Neural correlates associated with learning adjacent and non-adjacent regularities during statistical learning: An fMRI study. Talk presented at the Interdisciplinary Advances in Statistical Learning Conference, Bilbao, Spain, June, 2017.
- [110] Deocampo<sup>2</sup>, J.A., Valdez<sup>3</sup>, G., King, T., & **Conway, C.M.** (2017). Statistical multitasking: Concurrent learning of adjacent and non-adjacent dependencies in visuo-spatial and visuo-verbal tasks. Poster presented at the Interdisciplinary Advances in Statistical Learning Conference, Bilbao, Spain, June, 2017.
- [109] Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Na<sup>1</sup>, S., King, T. & **Conway, C.M.** (2017). Learning of adjacent and non-adjacent regularities in a visuo-syllabic sequential learning task using event-related fMRI. Poster presented at the 24<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, March, 2017.
- [108] Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Walk<sup>1</sup>, A.M., Purdy<sup>1</sup>, J.D., & **Conway, C.M.** (2017). Source localization indicates anterior superior temporal gyrus involvement in nonlinguistic structured sequence processing and natural language processing. Poster presented at the 24<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA, March, 2017.
- [107] **Conway, C.M.**, Deocampo<sup>2</sup>, J.A., & Grep, M.A. (2017). Do children who are deaf or hard of hearing struggle with sequence processing? An update of the auditory scaffolding hypothesis. Talk presented at the 2017 Society for Research in Child Development, Austin, TX, April, 2017. (talk was part of an invited session).

- [106] *Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., & Conway, C.M.* (2017). Statistical learning moderates the effect of low socioeconomic status on children's grammatical knowledge: An event-related potential study. Talk presented at the *108<sup>th</sup> Meeting of the Southern Society for Philosophy and Psychology*, Savannah, GA, March, 2017.
- [105] **Conway, C.M. & Smith<sup>1</sup>, G.N.L.** (2017). Improving language-learning mechanisms through computerized training. Talk presented at the *108<sup>th</sup> Meeting of the Southern Society for Philosophy and Psychology*, Savannah, GA, March, 2017. (**talk was part of an invited session**).
- [104] *Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Walk<sup>1</sup>, A.M., Purdy<sup>1</sup>, J.D., & Conway, C.M.* (2017). Superior temporal gyrus in processing linguistic and non-linguistic structural regularities. Talk presented at the *63<sup>rd</sup> Annual Meeting of the Southeastern Psychological Association*, Atlanta, GA, March, 2017. (**was awarded the SEPA Graduate Student Research Award**)
- [103] *Crane<sup>3</sup>, T., Ross<sup>1</sup>, K.M., & Conway, C.M.* (2017). Temporal structure in an auditory sequential learning paradigm. Poster presented at the *63<sup>rd</sup> Annual Meeting of the Southeastern Psychological Association*, Atlanta, GA, March, 2017.
- [102] *Deocampo<sup>2</sup>, J.A., Eghbalzad<sup>1</sup>, L., Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G., King, T., & Conway, C.M.* (2017). Concurrent learning of spatial and verbal adjacent and non-adjacent dependencies. Poster presented at the *63<sup>rd</sup> Annual Meeting of the Southeastern Psychological Association*, Atlanta, GA, March, 2017.
- [101] **Conway, C.M., Deocampo<sup>2</sup>, J.A., Smith<sup>1</sup>, G.N.L., & Eghbalzad<sup>1</sup>, L.** (2016). Multiple routes to implicit statistical learning? A dual-network perspective. Talk presented at the *57<sup>th</sup> Annual Meeting of the Psychonomic Society*, Boston, MA, November, 2016.
- [100] *Whitham<sup>1</sup>, W., Beran, M.J., Conway, C.M., & James<sup>1</sup>, B., Parrish, A.E., & Washburn, D.* (2016). Statistical regularities and quantity judgments in humans and rhesus monkeys. Poster presented at the *Fall Meeting of the Comparative Cognition Society*, Boston, MA, November, 2016.
- [99] *Whitham<sup>1</sup>, W., Beran, M.J., Conway, C.M., & James<sup>1</sup>, B., Parrish, A.E., & Washburn, D.* (2016). Statistical regularities and quantity judgments in humans and rhesus monkeys. Poster presented at the *57<sup>th</sup> Annual Meeting of the Psychonomic Society*, Boston, MA, November, 2016.
- [98] *Singh<sup>1</sup>, S., Walk<sup>1</sup>, A.M., & Conway, C.M.* (2016). Event-related potential correlates of children with dyslexia reveal visual statistical learning impairment. Poster presented at the *56<sup>th</sup> Annual Meeting of the Society for Psychophysiological Research*. Minneapolis, MN, September, 2016.
- [97] **Conway, C.M.** (2016). Toward a unifying framework for implicit learning and statistical learning. Talk presented as part of the symposium "Aligning implicit learning and statistical learning: Two approaches, one phenomenon" at the *38<sup>th</sup> Annual Conference of the Cognitive Science Society*, Philadelphia, PA, August, 2016. (**talk was part of an invited session**).
- [96] *Deocampo<sup>2</sup>, J.A. & Conway, C.M.* (2016). A developmental shift in the relationship between sequential learning, executive function, and language ability as revealed by event-related

- potentials. Poster presented at the 38<sup>th</sup> Annual Conference of the Cognitive Science Society, Philadelphia, PA, August, 2016.
- [95] *Singh<sup>1</sup>, S., Walk<sup>1</sup>, A.M., & Conway, C.M.* (2016). Visual statistical learning deficits in children with developmental dyslexia: An event related potential study. Poster presented at the 38<sup>th</sup> Annual Conference of the Cognitive Science Society, Philadelphia, PA, August, 2016.
- [94] *Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., & Conway, C.M.* (2016). Statistical learning ability can overcome the negative impact of low socioeconomic status on language development. Talk presented at the 38<sup>th</sup> Annual Conference of the Cognitive Science Society, Philadelphia, PA, August, 2016.
- [93] *Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Walk<sup>1</sup>, A.M., Purdy<sup>1</sup>, J.D., & Conway, C.M.* (2016). Exploring the neural mechanisms supporting structured sequence processing and language using event-related potentials: Some preliminary findings. Poster presented at the 38<sup>th</sup> Annual Conference of the Cognitive Science Society, Philadelphia, PA, August, 2016.
- [92] *Ross<sup>1</sup>, K.M. & Conway, C.M.* (2016). Temporal structure modulates ERP correlates of visual sequential learning. Poster presented at the 38<sup>th</sup> Annual Conference of the Cognitive Science Society, Philadelphia, PA, August, 2016.
- [91] *Valdez<sup>3</sup>, G.E., Galvis<sup>3</sup>, J., Smith<sup>1</sup>, G.N.L., & Conway, C.M.* (2016). Investigating the neurocognitive changes to structured sequence processing following computerized training. Poster presented at the 11<sup>th</sup> Annual Meeting of the Georgia Psychological Society, Atlanta, GA, April, 2016.
- [90] *Smith<sup>1</sup>, G.N.L., Galvis<sup>3</sup>, J., Rickles<sup>1</sup>, B.B., Valdez<sup>3</sup>, G.E., & Conway, C.M.* (2016). The electrophysiological and behavioral effects of computerized training on structured sequence processing. Poster presented at the 23<sup>rd</sup> Annual Meeting of the Cognitive Neuroscience Society, New York, NY, April, 2016.
- [89] *Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A. & Conway, C.M.* (2015). Statistical learning ability ameliorates the negative impact of low socioeconomic status on language development. Poster presented at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago, IL, November, 2015.
- [88] *Smith<sup>1</sup>, G.N.L. & Conway, C.M.* (2015). Investigating the cognitive and neural effects of computerized training of structured sequence processing. Poster presented at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago, IL, November, 2015.
- [87] *Walk<sup>1</sup>, A.M. & Conway, C.M.* (2015). Different neural mechanisms underlie spatial and sequential statistical learning. Poster presented at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago, IL, November, 2015.
- [86] *Ross<sup>1</sup>, K.M., Daltrozzio<sup>2</sup>, J., & Conway, C.M.* (2015). Exploring the association between auditory sequential learning and receptive vocabulary: An event-related potential study. Poster presented at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago, IL, November, 2015.

- [85] **Conway, C.M.** (2015). How experience shapes general-purpose language learning mechanisms. Talk presented at the *107<sup>th</sup> Meeting of the Southern Society for Philosophy and Psychology*, New Orleans, LA, April, 2015. (talk was part of an invited session).
- [84] *Whitbam<sup>1</sup>, W., Salamanca<sup>1</sup>, J.A., Conway, C.M., & Washburn, D.A.* (2015). Learning of statistical grammars in sequences by rhesus macaques (*Macaca mulatta*) and humans. Talk presented at the *107<sup>th</sup> Meeting of the Southern Society for Philosophy and Psychology*, New Orleans, LA, April, 2015.
- [83] **Conway, C.M., Eghbalzad<sup>1</sup>, L., & Deocampo<sup>2</sup>, J.A.** (2015). The role played by statistical learning in language development depends upon the quality of the social/linguistic environment. Talk presented at the *2015 Society for Research in Child Development*, Philadelphia, PA, March, 2015. (talk was part of an invited session).
- [82] *Emerson<sup>1</sup>, S., Daltrozzi<sup>2</sup>, J., Ghali<sup>3</sup>, A., Singh<sup>1</sup>, S., Freggens<sup>3</sup>, M., & Conway, C.M.* (2015). Event-related potential effects of musical aptitude on auditory sequential learning. Talk presented at the *2015 Annual Meeting of the Southeastern Psychological Association*, Hilton Head, SC, March, 2015.
- [81] *Smith<sup>1</sup>, G.N.L., Pardasani<sup>2</sup>, S.D., Valdez<sup>3</sup>, G.E., Frishkoff, G.A., & Conway, C.M.* (2015). What just happened? Exploring the neural mechanisms underlying structured sequence processing and language and their role in detection of statistical/sequential violations. Poster presented at *Learning About the Vocal World: Deciphering the Statistics of Communication Symposium*, Emory University, Atlanta, GA. May 2015.
- [80] *Deocampo<sup>2</sup>, J.A., Eghbalzad<sup>1</sup>, L., & Conway, C.M.* (2015). Statistical learning ability can overcome the negative impact of low socioeconomic status on language development. Poster presented at *Learning about the Vocal World: Deciphering the Statistics of Communication*, Emory University, Atlanta, GA, May, 2015.
- [79] *Singh<sup>1</sup>, S., Daltrozzi<sup>2</sup>, J., & Conway, C.M.* (2015). Attention and pattern consciousness reorganize the cortical topography of event-related potential correlates of visual sequential learning. Poster presented at the *37<sup>th</sup> Annual Conference of the Cognitive Science Society*, Pasadena, CA, July, 2015.
- [78] *Ross<sup>1</sup>, K.M., Daltrozzi<sup>2</sup>, J., & Conway, C.M.* (2015). Event-related potential effects of auditory sequential learning are related to receptive vocabulary ability. Poster presented at the *Midwest Cognitive Science Conference*, Mackinac Island, MI, May, 2015.
- [77] *Valdez<sup>3</sup>, G.E., Pardasani<sup>2</sup>, S.D., Smith<sup>1</sup>, G.N.L., Frishkoff, G.A., & Conway, C.M.* (2015). Exploring the neurophysiological relationship between structured sequential learning and natural language processing using event related potentials. Poster presented at the *10<sup>th</sup> Annual Meeting of the Georgia Psychological Society*, Augusta, GA, April, 2015.
- [76] *Valdez<sup>3</sup>, G.E., Pardasani<sup>2</sup>, S.D., Smith<sup>1</sup>, G.N.L., Frishkoff, G.A., & Conway, C.M.* (2015). Neurophysiological correlates of structured sequential learning and natural language processing. Poster presented at *SYNAPSE*, Asheville, NC, March, 2015.

- [75] Daltrozzio<sup>2</sup>, J., Singh<sup>1</sup>, S., & Conway, C.M. (2015). Attention and pattern consciousness reorganize the cortical topography of event-related correlates of visual sequential learning. Poster presented at the *NeuroGaming Conference and Expo*, San Francisco, CA, May, 2015.
- [74] Smith<sup>1</sup>, G.N.L., Pardasan<sup>3</sup>, S.D., Valdez<sup>3</sup>, G. E., Frishkoff, G.A., & Conway, C.M. (2015). Exploring the neural mechanisms supporting sequence learning and language using event-related potentials. Poster presented at the *22<sup>nd</sup> Annual Meeting of the Cognitive Neuroscience Society*, San Francisco, CA, March, 2015.
- [73] Daltrozzio<sup>2</sup>, J., & Conway, C.M. (2014). Increasing the likelihood of awakening from coma through auditory stimulation. Poster presented at the *Intensive Care Society: The State of the Art Meeting*, London, UK, December, 2014.
- [72] Singh<sup>1</sup>, S., Smith<sup>1</sup>, G.N.L., Daltrozzio<sup>2</sup>, J., & Conway, C.M. (2014). Neural correlates of sequential learning are related to personality type. Poster presented at the *55<sup>th</sup> Annual Meeting of the Psychonomic Society*, Long Beach, CA, November, 2014.
- [71] Smith<sup>1</sup>, G.N.L. & Conway, C.M. (2014). Can we improve structured sequential processing and language functions?: An ERP study. Poster presented at the *54<sup>th</sup> Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- [70] Deocampo<sup>2</sup>, J.A., Conway, C.M., Eghbalzad<sup>1</sup>, L., & Daltrozzio<sup>2</sup>, J. (2014). Behavioral and neurophysiological correlates of sequential learning are associated with language development in children. Poster presented at the *54<sup>th</sup> Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- [69] Freggens<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M. (2014). Event-related potential effects of visual sequential learning are related to receptive vocabulary ability. Poster presented at the *54<sup>th</sup> Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- [68] Singh<sup>1</sup>, S., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M. (2014). An event-related potential effect of auditory sequential learning related to syntactic processing of natural language. Poster presented at the *54<sup>th</sup> Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- [67] Emerson<sup>1</sup>, S.N., Daltrozzio<sup>2</sup>, J., Conway, C.M., (2014). The effect of music experience on auditory sequential learning: An ERP study. Poster presented at the *36<sup>th</sup> Annual Conference of the Cognitive Science Society*, Quebec City, Canada, July, 2014.
- [66] Deocampo<sup>2</sup>, J.A., Conway, C.M., Eghbalzad<sup>1</sup>, L., & Daltrozzio<sup>2</sup>, J. (2014). Behavioral and neurophysiological correlates of sequential learning are associated with language development in children. Poster presented at the *36<sup>th</sup> Annual Conference of the Cognitive Science Society*, Quebec City, Canada, July, 2014.



- [65] *Smith<sup>1</sup>, G.N.L., Conway, C.M., & Daltrozzio<sup>2</sup>, J.* (2014). Can sequential processing be enhanced as a way to improve language and communication functions? Poster presented at the *International Meeting for Autism Research*, Atlanta, GA, May, 2014.
- [64] *Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J., Pinns<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., & Conway, C.M.* (2014). Is sequential learning related to primary caregiver's SES? An event-related potential experiment. Poster presented at the *Symposium on Research in Child Language Disorders*, Madison, WI, June, 2014.
- [63] *Freggens<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M.* (2014). Event-related potential effects of visual sequential learning are related to receptive vocabulary ability. Poster presented at the *Georgia Psychological Society 2014 Meeting*, Brunswick, GA, April, 2014.
- [62] *Daltrozzio<sup>2</sup>, J., Sims<sup>1</sup>, S., Trapani<sup>3</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M.* (2014). Effect of pattern consciousness on visual sequential learning: An event-related potential study. Poster presented at *Toward a Science of Consciousness*, Tucson, AZ, April, 2014.
- [61] *Deocampo<sup>2</sup>, J., Eghbalzad<sup>1</sup>, L., Pinns<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., & Conway, C.M.* (2014). Relationships between sequence learning, language, and social environmental variables: An event-related potential study. Poster presented at the *Cognitive Neuroscience Society 2014 Meeting*, Boston, MA, April, 2014.
- [60] *Singh<sup>1</sup>, S., Emerson<sup>1</sup>, S., Freggens<sup>3</sup>, M., Trapani<sup>3</sup>, J., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M.* (2014). An event-related potential effect of auditory sequential learning related to syntactic processing of natural language. Poster presented at the *Cognitive Neuroscience Society 2014 Meeting*, Boston, MA, April, 2014.
- [59] *Daltrozzio<sup>2</sup>, J., Conway, C.M., & Smith<sup>1</sup>, G.N.L.* (2013). *Rehabilitating language disorders by improving sequential processing: A review*. Talk presented at the MacroTrend Conference on Health and Medicine, Paris, France, December, 2013.
- [58] *Walk<sup>1</sup>, A. & Conway, C.M.* (2013). Electrophysiological correlates of sequence learning in children with typical reading and children diagnosed with dyslexia. Poster presented at the *54<sup>th</sup> Annual Meeting of the Psychonomic Society*, Toronto, CA, November, 2013.
- [57] *Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., Trapani<sup>3</sup>, J., Sims<sup>1</sup>, S., & Conway, C.M.* (2013). Statistical learning is correlated with language performance: An event-related potential study. Poster presented at the *54<sup>th</sup> Annual Meeting of the Psychonomic Society*, Toronto, CA, November, 2013.
- [56] *Deocampo<sup>2</sup>, J., Conway, C.M., Pinns<sup>3</sup>, M., Trapani<sup>3</sup>, J., & Pisoni, D.B.* (2013). Use of sentence context by deaf children with cochlear implants. Poster presented at the *Symposium on Research in Child Language Disorders*, Madison, WI, June, 2013.
- [55] *Smith<sup>1</sup>, G.N.L., Conway, C.M., & Town<sup>3</sup>, R.* (2013). Training sequence learning as a way to improve language functions in individuals with autism: An ERP study. Poster presented at the *Symposium on Research in Child Language Disorders*, Madison, WI, June, 2013.

- [54] Gremp, M.A., **Conway, C.M.**, & *Smith<sup>1</sup>, G.L.* (2013). Improving verbal working memory in children who are deaf and hard of hearing using computerized sequence training. Poster presented at the *Symposium on Research in Child Language Disorders*, Madison, WI, June, 2013.
- [53] *Smith<sup>1</sup>, G.N.L.* & **Conway, C.M.** (2013). Training sequence learning as a way to improve language: An ERP study. Poster presented at the *2013 Georgia Psychological Association Meeting*, Atlanta, GA, April, 2013.
- [52] *Smith<sup>1</sup>, G.N.L.* & **Conway, C.M.** (2013). Training sequence learning as a way to improve language: An ERP study. Poster presented at the *Cognitive Neuroscience Society 2013 Meeting*, San Francisco, CA, April, 2013.
- [51] Onnis, L., Christiansen, M.H., & **Conway, C.M.** (2012). *Do language and sequential learning share similar neural bases?* Talk presented at the Language and Neuroscience Conference, Santa Catarina, Brazil, November/December, 2012.
- [50] *Hendricks<sup>1</sup>, M.A.*, *Schmank<sup>3</sup>, C.*, **Conway, C.M.**, & Buchanan, T.W. (2012). Stress-induced cortisol affects electrophysiological, but not behavioral, indices of cognitive control. Poster presented at the *Society for Neuroscience*, New Orleans, LA, October, 2012.
- [49] *Hoyniak<sup>3</sup>, C.*, *Parupali<sup>3</sup>, P.*, *Brooks<sup>3</sup>, A.*, *Walk<sup>1</sup>, A.M.*, & **Conway, C.M.** (2012). Electrophysiological correlates of implicit learning in deaf children with cochlear implants. Poster presented at the *2012 Midwestern Psychological Association Conference*, Chicago, IL, 2012.
- [48] **Conway, C.M.**, *Walk<sup>1</sup>, A.M.*, *Purdy<sup>2</sup>, J.D.*, & *Smith<sup>1</sup>, G.N.L.* (2012). ERP evidence for different sequential pattern-learning mechanisms in children and adults. Poster presented at the *Cognitive Neuroscience Society 2012 Meeting*, Chicago, IL, March, 2012.
- [47] *Jost<sup>1</sup>, E.*, **Conway, C.M.**, *Purdy<sup>2</sup>, J.D.*, & *Hendricks<sup>1</sup>, M.A.* (2011). *Neurophysiological correlates of visual statistical learning in adults and children.* Talk presented at the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society. Boston, July, 2011.
- [46] Shafto, C.L., **Conway, C.M.**, Field, S.L., & Houston, D.M. (2011). *Visual sequence learning in infancy: A domain-general predictor of vocabulary.* Talk presented at the Society for Research in Child Development 2011 Biennial Meeting. Montreal, March/April 2011.
- [45] *Knaeble<sup>1</sup>, M.C.*, Hwa-Froelich, D.A., Steele, S.C., & **Conway, C.M.** (2011). Verbal working memory in internationally adopted children. Poster presented at the *2011 American Speech-Language-Hearing Association Convention*, San Diego, CA, November, 2011.
- [44] *Smith<sup>1</sup>, G.N.L.*, **Conway, C.M.**, & Gremp, M.A. (2011). Auditory processing, sequence learning, and language in autism: A new intervention strategy based on the “auditory scaffolding hypothesis”. Poster presented at *Cell Symposia: Autism Spectrum Disorders: From Mechanisms to Therapies*. Arlington, VA, November, 2011.
- [43] *Walk<sup>1</sup>, A.M.* & **Conway, C.M.** (2011). The (in)-flexibility of auditory versus visual sequential learning. Poster presented at the *52<sup>nd</sup> Annual Meeting of the Psychonomic Society*, Seattle, WA, November, 2011.

- [42] *Walk<sup>1</sup>, A.M. & Conway, C.M.* (2011). Multisensory statistical learning: Can cross-modal associations be acquired? Poster presented at the *33<sup>rd</sup> Annual Conference of the Cognitive Science Society*. Boston, July, 2011.
- [41] Grep, M. & **Conway, C.M.** (2011). Effects of visual sequence memory training with children who have cochlear implants. Poster presented at the *13<sup>th</sup> Symposium on Cochlear Implants in Children*. Chicago, IL, July 2011.
- [40] Anaya, E.M., **Conway, C.M.**, & Pisoni, D.B. (2011). *Assessing working memory capacity with the self-ordered pointing task: Some preliminary findings*. Poster presented at the *13<sup>th</sup> Symposium on Cochlear Implants in Children*. Chicago, IL, July, 2011.
- [39] *Hendricks<sup>1</sup>, M., Conway, C.M., & Purdy<sup>2</sup>, J.D.* (2011). Electrophysiological correlates of rule-based anomalies in artificial grammar learning. Poster presented at the *Cognitive Neuroscience Society 2011 Meeting*. San Francisco, CA, April, 2011.
- [38] **Conway, C.M.** & Grep, M. (2010). *Training the brain to learn*. Talk presented at the 51<sup>st</sup> Annual Meeting of the Psychonomic Society, St. Louis, MO, November 2010.
- [37] Shafto, C.L., **Conway, C.M.**, Field, S.L., & Houston, D.M. (2010). *Visual sequence learning in infancy: A domain-general predictor of vocabulary ability*. Talk presented at the 2010 Boston University Conference on Language Development. Boston, MA, November 2010.
- [36] *Hendricks<sup>1</sup>, M.A., Conway, C.M., & Kellogg, R.T.* (2010). *Dissociating sources of knowledge in artificial grammar learning*. Talk presented at the 32<sup>nd</sup> Annual Conference of the Cognitive Science Society, Portland, OR, August 2010.
- [35] Grep, M. & **Conway, C.M.** (2010). *Effects of visuospatial memory training*. Talk presented at the AG Bell 2010 Biennial Convention, Orlando, FL, June 2010.
- [34] *Heimbauer<sup>1</sup>, L.A., Conway, C.M., Christiansen, M.H., Beran, M.J., & Owren, M.J.* (2010). *Grammar rule-based sequence learning by rhesus macaques (Macaca mulatta)*. Talk presented at the 33<sup>rd</sup> Meeting of the American Society of Primatologists, Louisville, KY, June 2010 [Abstract in *American Journal of Primatology*, 72, 65].
- [33] Grep, M. & **Conway, C.M.** (2010). *Does visuospatial memory training impact executive functions?* Talk presented at the Association of College Educators of the Deaf and Hard of Hearing Conference, Lexington, KY, February 2010.
- [32] *Heimbauer<sup>1</sup>, L.A., Conway, C.M., Christiansen, M.H., Beran, M.J., & Owren, M.J.* (2010). *Grammar rule-based sequence learning by rhesus macaques (Macaca mulatta)*. Poster presented at the *33<sup>rd</sup> Meeting of the American Society of Primatologists*. Louisville, KY, June, 2010.
- [31] *Jost<sup>3</sup>, E., Hendricks<sup>1</sup>, M., Purdy<sup>2</sup>, J.D., Anthony<sup>3</sup>, J., Tsujimura<sup>3</sup>, H., & Conway, C.M.* (2010). Neural correlates of implicit learning in children. Poster presented at the *40<sup>th</sup> Annual Meeting of the Jean Piaget Society*, St. Louis, MO, June 2010.

- [30] Shafto, C.L., Field, S.L., **Conway, C.M.**, Tinter, S., & Houston, D.M. (2009). *Visual sequence learning in infancy: A predictor of later vocabulary?* Talk presented at the 12<sup>th</sup> Symposium on Cochlear Implants in Children. Seattle, WA, June 2009.
- [29] *Hendricks<sup>1</sup>, M.A., Conway, C.M., & Kellogg, R.T.* (2009). The role of working memory in artificial grammar learning. Poster presented at the 50<sup>th</sup> Annual Meeting of the Psychonomic Society, Boston, MA, November, 2009.
- [28] Pisoni, D.B., **Conway, C.M.**, & Kronenberger, W. (2008). *Some observations on efficacy and effectiveness of cochlear implants in deaf children.* Talk presented at the 10<sup>th</sup> International Conference on Cochlear Implants and other Implantable Auditory Technologies. San Diego, CA, April 2008.
- [27] Horn, D. L., **Conway, C.M.**, Henning, S.C., Pisoni, D.B., & Kronenberger, W. (2008). *Behavioral assessment of executive function in pre-lingually deaf children with cochlear implants.* Talk presented at the Indiana University School of Medicine: Department of Otolaryngology--Head & Neck Surgery.
- [26] Emberson, L.L., **Conway, C.M.**, & Christiansen, M.H. (2008). Timing is everything: Effects of attention and modality on statistical learning. Poster presented at the 9<sup>th</sup> International Multisensory Research Forum, Hamburg, Germany, July.
- [25] *Heimbauer<sup>1</sup>, L.A., Antworth, R.L., Owren, M.J., Conway, C.M., Christiansen, M.H., & Beran, M.J.* (2008). Testing sequence learning abilities in rhesus macaques (*Macaca mulatta*). Poster presented at the International Primatological Society XXII Congress, Edinburgh, Scotland, August.
- [24] Anaya, E.M., **Conway, C.M.**, Pisoni, D.B., Geers, A., & Kronenberger, W. (2008). Effects of cochlear implantation on executive function: Some preliminary findings. Poster presented at the 10<sup>th</sup> International Conference on Cochlear Implants and other Implantable Auditory Technologies. San Diego, CA, April.
- [23] Horn, D.L., **Conway, C.M.**, Henning, S.C., Pisoni, D.B., Kronenberger, W., & Miyamoto, R.T. (2007). *Behavioral assessment of executive function in pre-lingually deaf children with cochlear implants.* Talk presented at the Meeting of the Society for Ear, Nose, and Throat Advances in Children. Milwaukee, WI, November/December 2007.
- [22] Christiansen, M.H., **Conway, C.M.**, & Onnis, L. (2007). *Statistical learning and language: In search of underlying neural constraints.* Talk presented at the 48<sup>th</sup> Annual Meeting of the Psychonomic Society, Long Beach, CA, November.
- [21] **Conway, C.M.** & Pisoni, D.B. (2007). *Links between implicit learning of sequential patterns and spoken language processing.* Talk presented at the 29th Annual Meeting of the Cognitive Science Society. Nashville, TN, August.
- [20] **Conway, C.M.**, Goldstone, R.L., & Christiansen, M.H. (2007). *Spatial constraints on visual statistical learning of multi-element scenes.* Talk presented at the 29th Annual Meeting of the Cognitive Science Society. Nashville, TN, August.

- [19] Christiansen, M.H., **Conway, C.M.**, & Onnis, L. (2007). *Neural responses to structural incongruencies in language and statistical learning point to similar underlying mechanisms*. Talk presented at the 29th Annual Meeting of the Cognitive Science Society, Nashville, TN, August.
- [18] **Conway, C.M.** & Conway, J.E. (2007). *The role of cybernetic technology in redefining the human organism: Lessons from cochlear implants*. Talk presented at “From the Brain to Human Culture: Intersections between the Humanities and Neuroscience”, sponsored by Bucknell University’s Comparative Humanities Program, Lewisburg, PA, April.
- [17] **Conway, C.M.**, Karpicke, J., & Pisoni, D.B. (2007). Implicit learning and its relation to language: Evidence from adults, children, and deaf children with cochlear implants. Poster presented at the 48<sup>th</sup> Annual Meeting of the Psychonomic Society, Long Beach, CA, November.
- [16] Dale, R.A.C. & **Conway, C.M.** (2007). Statistical learning set: Emerging biases in the learning of an artificial grammar. Poster presented at the 48<sup>th</sup> Annual Meeting of the Psychonomic Society, Long Beach, CA, November.
- [15] Emberson, L., **Conway, C.M.**, & Christiansen, M.H. (2007). Timing is everything: Effects of attention and modality on statistical learning. Poster presented at the 48<sup>th</sup> Annual Meeting of the Psychonomic Society, Long Beach, CA, November.
- [14] **Conway, C.M.** & Christiansen, M.H. (2006). *Modality constraints on statistical learning*. Talk presented at the 47<sup>th</sup> Annual Meeting of the Psychonomic Society, Houston, TX, November.
- [13] **Conway, C.M.** Goldstone, R.L., & Christiansen, M.H. (2006). Perceptual constraints on visual statistical learning of multielement scenes. Poster presented at the 47<sup>th</sup> Annual Meeting of the Psychonomic Society, Houston, TX, November.
- [12] **Conway, C.M.** & Pisoni, D.B. (2006). Links between visual non-linguistic sequence learning and spoken language processing. Poster presented at the 25<sup>th</sup> Rodin Remediation Academy Conference, Washington, D.C., October.
- [11] **Conway, C.M.** & Christiansen, M.H. (2005). *Statistical learning within and across modalities: Abstract versus stimulus-specific representations*. Talk presented at the 27th Annual Meeting of the Cognitive Science Society, Stresa, Italy, July.
- [10] **Conway, C.M.** & Christiansen, M.H. (2004). *Modality-specific sub-systems for statistical learning*. Talk presented at the 45<sup>th</sup> Annual Meeting of the Psychonomic Society, Minneapolis, MN, November.
- [9] **Conway, C.M.**, Ellefson, M.R., & Christiansen, M.H. (2003). *When less is more and when less is less: Starting small with staged input*. Talk presented at the 25<sup>th</sup> Annual Conference of the Cognitive Science Society, Boston, MA, August.
- [8] **Conway, C.M.**, Ellefson, M.R., & Christiansen, M.H. (2003). Starting small in visual and auditory modalities: Differential effects of staged input. Poster presented at the 44<sup>th</sup> Annual Meeting of the Psychonomic Society, Vancouver, CA, November.

- [7] **Conway, C.M.**, & Christiansen, M.H. (2002). *Sequential learning by touch, vision, and audition*. Talk presented at the Twenty-fourth Annual Conference of the Cognitive Science Society, Fairfax, VA, August.
- [6] Christiansen, M.H., & **Conway, C.M.** (2002). *The importance of hierarchical learning: A computational study of sequential learning in human and non-human primates*. Talk presented at the Fourth International Conference of the Evolution of Language, Boston, MA., March.
- [5] **Conway, C.M.**, & Christiansen, M.H. (2002). Modality constrained statistical learning of spatial, spatiotemporal, and temporal input. Poster presented at the *Forty-third Annual Meeting of the Psychonomic Society*, Kansas City, November.
- [4] **Conway, C.M.** (2002a). Modality constraints revealed in tactile, visual, and auditory statistical learning. Poster presented at the *Cornell Cognitive Studies Symposium: Statistical Learning Across Cognition*, Ithaca, NY, April.
- [3] **Conway, C.M.** (2002b). Semantic complexity in large-brained mammals: Implications for Language Evolution. Poster presented at the *Fourth International Conference of the Evolution of Language*, Boston, MA., March.
- [2] **Conway, C.M.**, & Christiansen, M.H. (2001). Tactile and visual sequential learning. Poster presented at the *42<sup>nd</sup> Annual Meeting of the Psychonomic Society*, Orlando, FL, November.
- [1] Christiansen, M.H., **Conway, C.M.**, & Curtin, S. (2000). *A connectionist single-mechanism account of rule-like behavior in infancy*. Talk presented at the 22nd Annual Conference of the Cognitive Science Society, Philadelphia, PA, August.

### Presentations at Undergraduate or Graduate Student Symposia

- [64] *Crane<sup>3</sup>, T., Raley<sup>3</sup>, P., Singh<sup>1</sup>, S., & Conway, C.M.* (submitted). Grammaticality and chunk strength information indexed by ERPs and behavioral endorsement through artificial grammar learning. Abstract submitted to the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2018.
- [63] *Lopez<sup>3</sup>, P., Fleiderman<sup>3</sup>, M., Espinoza<sup>3</sup>, H., Emerson<sup>1</sup>, S., Ozkaliskan, S., & Conway, C.M.*, (2018). Does language fluency affect amplitude of ERP signals in Spanish speakers? Abstract submitted to the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2018.
- [62] *Espinoza<sup>3</sup>, H., Lopez<sup>3</sup>, P., Fleiderman<sup>3</sup>, M., Emerson<sup>1</sup>, S., Ozkaliskan, S., & Conway, C.M.* (2018). How does language influence the way the brain processes motion events? Abstract submitted to the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2018.
- [61] *Lauterbach<sup>3</sup>, A., Deocampo<sup>2</sup>, J., & Conway, C.M.* (2017). The Hawthorne Effect modulates neural responses in a sequential learning task. Poster presented at the *2017 Fall Stem Conference*, Georgia State University, Atlanta, GA, October, 2017.

- [60] Raley<sup>3</sup>, P., Crane<sup>3</sup>, T., Singh<sup>1</sup>, S., & **Conway, C.M.** (2017). Electrophysiological and behavioral correlates of grammaticality and chunk strength information in artificial grammar learning. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2017.
- [59] Lauterbach<sup>3</sup>, A., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2017). The Hawthorne Effect modulates neural responses in a sequential learning task. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2017.
- [58] Galvis<sup>3</sup>, J., Smith<sup>1</sup>, & **Conway, C.M.** (2017). Obtaining accurate event related potential data from human studies. Poster presented at the *IMSD Research Symposium*, Georgia State University, Atlanta, GA, August, 2017.
- [57] Loan<sup>3</sup>, P., Eghbalzad<sup>1</sup>, L., Na<sup>1</sup>, S., King, T. & **Conway, C.M.** (2017). Domain-general and domain-specific brain regions involved in statistical-sequential learning. Poster presented at the *IMSD Research Symposium*, Georgia State University, Atlanta, GA, August, 2017.
- [56] Crane<sup>3</sup>, T., Ross<sup>1</sup>, K.M., & **Conway, C.M.** (2017). Temporal structure in an auditory sequential learning paradigm. Poster presented at Georgia State's *Language and Literacy Day*, Atlanta, GA, April, 2017.
- [55] Singh<sup>1</sup>, S., Walk<sup>1</sup>, A.M., & **Conway, C.M.** (2017). Atypical predictive processing in visual statistical learning in children with developmental dyslexia: An event related potential study. Poster presented at Georgia State's *Language and Literacy Day*, Atlanta, GA, April, 2017.
- [54] Lauterbach<sup>3</sup>, A., Raley<sup>3</sup>, P., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2017). Am I being watched? The Hawthorne Effect modulates neural responses in a sequential learning task. Poster presented at Georgia State's *Language and Literacy Day*, Atlanta, GA, April, 2017.
- [53] Smith<sup>1</sup>, G.N.L. & **Conway, C.M.** (2017). The potential of brain plasticity and shared neural networks in enhancing structured sequence processing and language processing. Poster presented at Georgia State's *Language and Literacy Day*, Atlanta, GA, April, 2017.
- [52] Eghbalzad<sup>1</sup>, L., Deocampo<sup>2</sup>, J.A., Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Na<sup>1</sup>, S., King, T. & **Conway, C.M.** (2017). Learning of adjacent and non-adjacent regularities in a visuo-syllabic sequential learning task using event-related fMRI. Poster presented at Georgia State's *Brains and Behavior Retreat*, Atlanta, GA, April, 2017.
- [51] Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G.E., Walk<sup>1</sup>, A.M., Purdy<sup>1</sup>, J.D., & **Conway, C.M.** (2017). Anterior superior temporal gyrus involvement in processing linguistic and nonlinguistic structural regularities. Poster presented at Georgia State's *Brains and Behavior Retreat*, Atlanta, GA, April, 2017.
- [50] Ross<sup>1</sup>, K.M. & **Conway, C.M.** (April, 2017). The effects of synchronous versus asynchronous temporal patterns on sequential learning. Poster presented at Georgia State University's *Brains and Behavior Retreat*, Atlanta, GA, April, 2017.

- [49] Galvis<sup>3</sup>, J., Smith<sup>1</sup>, G.N.L., Valdez<sup>3</sup>, G., & Conway, C.M. (2017). Examining the neurocognitive similarities between natural language processing and structured sequence processing using brain source localization of event related potentials. Talk presented at the *IMSD Closing Research Symposium*, Georgia State University, Atlanta, GA, April, 2017.
- [48] Valdez<sup>3</sup>, G.E., Deocampo<sup>2</sup>, J., & Conway, C.M. (2017). The learning of adjacent of nonadjacent dependencies in visuo-spatial and visuo-verbal sequencing tasks. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2017.
- [47] Loan<sup>3</sup>, P., Eghbalzad<sup>1</sup>, L., Smith<sup>1</sup>, G.N.L., King, T. & Conway, C.M. (2017). Domain-general and domain-specific brain regions involved in statistical-sequential learning. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2017.
- [46] Crane<sup>3</sup>, T., Ross<sup>1</sup>, K.M., & Conway, C.M. (2017). Temporal structure in an auditory sequential learning paradigm. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2017.
- [45] Lauterbach<sup>3</sup>, A., Raley<sup>3</sup>, P., Deocampo<sup>2</sup>, J., & Conway, C.M. (2017). Am I being watched? The Hawthorne Effect modulates neural responses in a sequential learning task. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2017.
- [44] Crane<sup>3</sup>, T., Ross<sup>1</sup>, K.M., & Conway, C.M. (2016). The effect of temporal structure in a visual sequential learning paradigm. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2016.
- [43] Lauterbach<sup>3</sup>, A., Deocampo<sup>2</sup>, J., & Conway, C.M. (2016). More hours spent playing videogames may suggest increased executive functioning skills in children. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2016.
- [42] Galvis<sup>3</sup>, J., Valdez<sup>3</sup>, G., Smith<sup>1</sup>, G.N.L. & Conway, C.M. (2016). Using brain source localization from event related potentials to uncover relationships between structured sequence processing and natural language processing. Poster presented at the *Brains & Behavior / Initiative for Maximizing Student Development Undergraduate Scholar Poster Session*, Georgia State University, Atlanta, GA, August, 2016.
- [41] Smith<sup>1</sup>, G.N.L. & Conway, C.M. (2016). Neural and behavioral effects of computerized training on structured sequence processing and natural language processing. Poster presented at the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2016.
- [40] Valdez<sup>3</sup>, G.E., Smith<sup>1</sup>, G.N.L., & Conway, C.M. (2016). Investigating the relationship between structured sequence processing and natural language processing using brain source localization of event related potentials. Poster presented at the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2016.



- [39] Raley<sup>3</sup>, P., Deocampo<sup>2</sup>, J., Pan<sup>1</sup>, H., & **Conway, C.M.** (2016). The relationship between verbal and non-verbal Stroop Tests and language ability in monolingual and bilingual adults. Poster presented at the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2016.
- [38] Singh<sup>1</sup>, S., Walk<sup>1</sup>, A.M., & **Conway, C.M.** (2016). Neural correlates of visual statistical learning in children with dyslexia: An ERP study. Poster presented at the *2016 Brains & Behavior Spring Retreat*. Atlanta, GA, April, 2016.
- [37] Singh<sup>1</sup>, S., Walk<sup>1</sup>, A.M., & **Conway, C.M.** (2016). Neural correlates of visual statistical learning in children with dyslexia: An ERP study. Poster presented at the *2016 Callosum Conference*. Atlanta, GA, April, 2016.
- [36] Deocampo<sup>2</sup>, J.A. & **Conway, C.M.** (2016). Age related changes in the relationship between neural correlates of sequential learning, language ability, and executive function. Submitted to the *2016 Callosum Conference*. Atlanta, GA, April, 2016.
- [35] Raley<sup>3</sup>, P., Deocampo<sup>2</sup>, J., Pan<sup>1</sup>, H., & **Conway, C.M.** (2016). The relationship of verbal and non-verbal Stroop Tests to language ability in monolingual and bilingual adults. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2016.
- [34] Valdez<sup>3</sup>, G.E., Galvis<sup>3</sup>, J., Smith<sup>1</sup>, G.N.L., & **Conway, C.M.** (2016). Investigating the neurocognitive changes to structured sequence processing following computerized training. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2016.
- [33] Lauterbach<sup>3</sup>, A., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2016). Hours spent playing videogames is associated with increased executive functioning skills in children. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2016.
- [32] Walker<sup>3</sup>, J., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2016). The interrelation between learning, executive functioning, and language in children. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2016.
- [31] Crane<sup>3</sup>, T., Ross<sup>1</sup>, K.M., & **Conway, C.M.** (2016). Temporal structure affects attention allocation in a sequential learning paradigm. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2016.
- [30] Lauterbach<sup>3</sup>, A., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2015). Neurophysiological correlates of sequential learning may differ for children with a cochlear implant. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2015. \*Note: won the Diversity Award.
- [29] Valdez<sup>3</sup>, G.E., Smith<sup>1</sup>, G.N.L., & **Conway, C.M.** (2015). The neurocognitive effects of computerized training on structured sequence processing. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2015. \*Note: won the Neuroscience Award.

- [28] Walker<sup>3</sup>, J., Eghbalzad<sup>1</sup>, L. & Conway, C.M. (2015). Is it detrimental to grow up with multiple siblings under one roof? Neurophysiological effects of number of siblings on language and learning development. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2015.
- [27] Signiskė<sup>3</sup>, G., Whittham<sup>1</sup>, W., Conway, C.M., & Washburn, D.A. (2015). Implicit learning in humans and rhesus macaques (*Macaca mulatta*). Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2015.
- [26] Raley<sup>3</sup>, P., Deocampo<sup>1</sup>, J., & Conway, C.M. (2015). Attention and working memory may affect the relationship between reading and vocabulary. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2015.
- [25] Lauterbach<sup>3</sup>, A., Deocampo<sup>2</sup>, J., & Conway, C.M. (2015). Neuropsychological correlates of sequential learning may differ for children with a cochlear implant. Poster presented at the *Brains & Behavior Scholar Poster Session*, Georgia State University, Atlanta, GA, July, 2015.
- [24] Smith<sup>1</sup>, G.N.L., Pardasani<sup>3</sup>, S.D., Frishkoff, G.A., & Conway, C.M. (2015). Neurophysiological correlates of structured sequential learning and natural language processing. Poster presented at the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2015.
- [23] Singh<sup>1</sup>, S., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M. (2015). An event-related potential effect of auditory sequential learning related to syntactic processing of natural language. Poster presented at the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2015.
- [22] Walker<sup>3</sup>, J., Creighton, A., Deocampo<sup>2</sup>, J., & Conway, C.M. (2015). Predictors of children's sentence perception performance. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2015.
- [21] Ghali<sup>3</sup>, A., Daltrozzio<sup>2</sup>, J., & Conway, C.M. (2015). Learning complex sequences of tones is related to syntactic processing of natural language. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2015.
- [20] Valdez<sup>3</sup>, J.E., Pardasani<sup>3</sup>, S.D., A., Smith<sup>1</sup>, G.N.L., Frishkoff, G.A., & Conway, C.M. (2015). Neurocognitive mechanisms of sequential learning and language: An ERP study. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2015.
- [18] Trapani<sup>3</sup>, J., Deocampo<sup>1</sup>, J. & Conway, C.M. (2014). The relationships between home environment, sequence learning, and language ability in children. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2014.
- [17] Pardasani<sup>3</sup>, S.D., Valdez<sup>3</sup>, G. E., Smith<sup>1</sup>, G.N.L., Frishkoff, G.A., & Conway, C.M. (2014). Neural mechanisms supporting sequence learning and language. Poster presented at the

*Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2014.

- [16] Freggens<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., & **Conway, C.M.** (2014). Effect of stimulus modality on event-related potential correlates of sequential learning: Neural evidence for the two-system model. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2014.
- [15] Ghali<sup>3</sup>, A., Emerson<sup>1</sup>, S., Daltrozzio<sup>2</sup>, J., & **Conway, C.M.** (2014). Event-related potential effects of auditory sequential learning are related to musical aptitude. Poster to be presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2014.
- [14] Smith<sup>1</sup>, G.N.L. & **Conway, C.M.** (2014). Can structured sequential processing be enhanced as a way to improve language and communication functions in individuals with Autism Spectrum Disorder? Poster presented at the *Language & Literacy Day*, Georgia State University, Atlanta, GA, April, 2014.
- [13] Pinns<sup>3</sup>, M., Pardasani<sup>3</sup>, S., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2014). Primary caregiver education is correlated with sequence learning ability in children: An ERP study. Poster presented at the *2014 Spring Brains & Behavior Retreat*, Georgia State University, Atlanta, GA, April, 2014.
- [12] Singh<sup>1</sup>, S., Daltrozzio<sup>1</sup>, J., Deocampo<sup>1</sup>, J., & **Conway, C.M.** (2014). An event-related potential effect of auditory sequential learning related to syntactic processing of natural language. Poster presented at the *2014 Spring Brains & Behavior Retreat*, Georgia State University, Atlanta, GA, April, 2014.
- [11] Freggens<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2014). Event-related potential effects of visual sequential learning are related to receptive vocabulary ability. Poster presented at the *2014 Spring Brains & Behavior Retreat*, Georgia State University, Atlanta, GA, April, 2014.
- [10] Trapani<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2014). The effect of home environment on sequence learning and language ability in children. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2014.
- [9] Pinns<sup>3</sup>, M., Pardasani<sup>3</sup>, S., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2014). Primary caregiver education is correlated with sequence learning ability in children: An ERP study. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2014.
- [8] Freggens<sup>3</sup>, M., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & **Conway, C.M.** (2014). Event-related potential effects of visual sequential learning are related to receptive vocabulary ability. Poster presented at the *Georgia State Undergraduate Research Conference*, Georgia State University, Atlanta, GA, April, 2014.
- [7] Freggens<sup>3</sup>, M., Trapani<sup>3</sup>, J., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J. & **Conway, C.M.** (2013). Event-related potential effects of visual sequential learning are related to language performance and pattern

- awareness. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2013.
- [6] *Pinns<sup>3</sup>, M., Pardasani<sup>3</sup>, S., L., Deocampo<sup>2</sup>, J., & Conway, C.M.* (2013). Primary caregiver education is correlated with sequence learning ability in children. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2013.
- [5] *Joshi<sup>3</sup>, Y., Eghbalzad<sup>1</sup>, L., Pinns<sup>3</sup>, M., Trapani<sup>3</sup>, J., Deocampo<sup>2</sup>, J., Daltrozzio<sup>2</sup>, J. & Conway, C.M.* (2013). Is visual sequential learning related to language development in children? An event-related potential experiment. Poster presented at the *Psychology Undergraduate Research Conference*, Georgia State University, Atlanta, GA, October, 2013.
- [4] *Trapani<sup>3</sup>, J., Daltrozzio<sup>2</sup>, J., Deocampo<sup>2</sup>, J., & Conway, C.M.* (2013). Event-related potential effects of visual sequential learning are correlated with language ability. Poster submitted to the *Closing Research Symposium for the Behavioral Research Advancements in Neuroscience (BRAIN), Brains and Behavior, and SEED summer research programs*, Georgia State University, Atlanta, GA, August, 2013.
- [3] *Walk<sup>1</sup>, A.M. & Conway, C.M.* (2013). Neural correlates of sequence learning in typically developing children and children with a reading disorder. Poster presented at the *19<sup>th</sup> Annual Research Symposium*, Saint Louis University, St. Louis, MO, April, 2013.
- [2] *Town<sup>3</sup>, R., Conway, C.M., & Hilbert<sup>3</sup>, E.* (2012). Neurophysiological correlates of visual sequence learning and language processing. Poster presented at the *Sigma Xi Research Symposium*, Saint Louis University, St. Louis, MO, April, 2012.
- [1] *Smith<sup>1</sup>, G.N.L. & Conway, C.M.* (2012). Electrophysiological correlates of training-related enhancements to sequence learning as a way to improve language functions in autism. Poster presented at the *Sigma Xi Research Symposium*, Saint Louis University, St. Louis, MO, April, 2012.

### Professional Activities

**Journal Reviewer (Ad Hoc: 11 reviews in 2017; 16 reviews in 2016; 11 reviews in 2015; 8 reviews in 2014; 9 reviews in 2013; 6 reviews in 2012; 10 in 2011; 11 in 2010; 6 in 2009; 3 in 2008):** *Journal of Experimental Psychology: General; Frontiers in Language Sciences; Cognition; Trends in Cognitive Sciences; Psychological Science; Cognitive Science; Psychonomic Bulletin & Review; Journal of Experimental Psychology: Learning, Memory, & Cognition; Journal of Memory and Language; Memory & Cognition; Developmental Psychology; Child Development; PLOS One; Philosophical Transactions of the Royal Society B; Frontiers in Cognitive Science; Quarterly Journal of Experimental Psychology; Journal of Experimental Psychology: Human Perception & Performance; Language, Cognition, & Neuroscience; Cognitive Processing; Journal of Speech, Language, & Hearing Research; Ear and Hearing; Journal of Psychophysiology; Attention, Perception, and Psychophysics; Animal Cognition; Journal of Experimental Psychology: Animal Behavior Processes; Biological Psychology; Psychological Research; Infant Behavior and Development; Bilingualism: Language & Cognition;*

- American Journal of Psychology; Pediatrics; Experimental Psychology; Journal of Deaf Studies and Deaf Education; Scientific Reports; American Journal of Speech Language Pathology; Brain Structure and Function; Applied Psycholinguistics; Journal of Cognitive Systems Research; Journal of the Acoustical Society of America; Scandinavian Psychologist; Language, Speech, Hearing Services in the Schools; Annual Meeting of the Cognitive Science Society (2006; 2008; 2009; 2011; 2015; 2016); International Conference on Development and Learning (2006-8, 2010)*
- 2016 **Program Committee Member**, *Implicit Learning Seminar*, Lancaster, UK
- 2015 **Program Committee Member**, *37<sup>th</sup> Annual Conference of the Cognitive Science Society*, Pasadena, CA
- 2014 **Reviewer (Ad Hoc)**: US-Israel Binational Science Foundation
- 2013 **Reviewer (Ad Hoc)**: Discovery Grant proposal, National Sciences and Engineering Research Council of Canada
- 2013 **Reviewer (Ad Hoc)**: Language Learning Small Grant Proposal
- 2012 **NSF Reviewer (Ad Hoc)**: National Science Foundation (Developmental & Learning Sciences) grant proposal
- 2012 **Editorial Board**: Encyclopedia of the Sciences of Learning (Springer Publications)
- 2012 **Reviewer (Ad Hoc)**: Romanian National Council for Scientific Research grant proposals
- 2012 **Reviewer (Ad Hoc)**: Implicit and explicit learning of languages (Edited by P. Rebuschat)
- 2010-present **Review Editorial Board**: *Frontiers in Language Sciences*
- 2010 **Program Committee Member**, *9<sup>th</sup> International Conference on Development and Learning*, Ann Arbor, MI
- 2010 **Reviewer (Ad Hoc)**: National Science Foundation grant proposal
- 2009 **Reviewer (Ad Hoc)**: National Science Foundation dissertation grant proposal
- 2009 **Reviewer (Ad Hoc)**: Research Grants Council of Hong Kong (*Humanities, Social Sciences, & Business Studies*)
- 2008 **Program Committee Member**, *8<sup>th</sup> Annual Conference of Epigenetic Robotics*, Brighton, UK.
- 2007 **NSF Merit Reviewer (Ad Hoc)**: *National Science Foundation* grant proposal (*Perception, Action, & Cognition*)
- 2007 **Session Chair**, Language Understanding I, *29<sup>th</sup> Meeting of the Cognitive Science Society*
- 2006 **Program Committee Member**, *5<sup>th</sup> International Conference on Development and Learning*, Bloomington, IN.

### Popular Press/Media Coverage

- WUFT Florida Public Radio Public Health minute, December, 2013. *Language acquisition among children with cochlear implants.*
- Scientific American Mind, December, 2006 / January, 2007. *Think again.*
- Health, April, 2007. *Bet you can't write while you read this.*
- Shape Magazine, December, 2006. *How to multitask like a pro.*

### Professional Affiliations

- 2016-present **Professional Member**, *Southeastern Psychological Association*
- 2014-present **Member**, *Center for Behavioral Neuroscience*, Atlanta GA
- 2011-present **Fellow**, *Psychonomic Society*

- 2009-2012 **Member Investigator** (by invitation), *Research Center for Auditory and Vestibular Studies*, Washington University School of Medicine.
- 2009-present **Member**, *Cognitive Neuroscience Society*
- 2007-present **Member**, *Cognitive Science Society*
- 2006-2011 **Associate Member**, *Psychonomic Society*
- 2006-present **Member**, *Association for Psychological Science*
- 2001-present **Member**, *Tactile Research Group*

## **D. TEACHING AND ADVISING**

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### **Courses Taught**

- 2018 *Principles of Cognitive Neuroscience* (PSYC 8600 / NEUR 8420, graduate course) Georgia State University (Spring 2018)
- 2012-17 *Advanced Research Design and Analysis* (PSYC 3530, undergraduate CTW course) Georgia State University (Fall 2012, Spring 2013, Fall 2013, Spring 2014, Spring 2015, Spring 2017).
- 2016 *Language and the Brain* (graduate level Special Topics in Cognitive Science, PSYC 8541) Georgia State University (Fall, 2016)
- 2014 *Language and the Brain* (graduate level Special Topics in Cognitive Science, PSYC 8541) Georgia State University (Fall, 2014)
- 2012 *Language, Cognition, and the Brain* (PSY-471-02, undergraduate course) Saint Louis University (Spring 2012).
- 2012 *Learning, Plasticity, & Change* (PSY-619, graduate seminar) Saint Louis University (Spring, 2012).
- 2011-12 *Electrophysiology of the Mind* (PSY-488, undergraduate Capstone research seminar) Saint Louis University (Fall/Spring 2011/2012).
- 2011 *Memory & Cognition* (PSY-512, graduate seminar) Saint Louis University (Fall 2011).
- 2011 *Advanced Graduate Readings on Neurocognition of Autism* (PSY-698, directed graduate readings) Saint Louis University (Summer 2011).
- 2011 *Language, Cognition, and the Brain* (PSY-471-02, undergraduate course) Saint Louis University (Spring 2011).
- 2009-10 *Electrophysiology of the Mind* (PSY-488, undergraduate Capstone research seminar) Saint Louis University (Fall/Spring 2009/2010).
- 2010 *Advanced Graduate Readings on Language and Cognition* (PSY-698, directed graduate readings) Saint Louis University (Summer 2010).
- 2010 *Cognition* (PSY-312, undergraduate course) Saint Louis University (Spring 2010).
- 2009 *Memory & Cognition* (PSY-512, graduate seminar) Saint Louis University (Fall 2009).
- 2009 *Memory & Cognition* (PSY-512, graduate seminar) Saint Louis University (Summer 2009).
- 2009 *Cognition* (PSY-312, undergraduate course) Saint Louis University (Spring 2009).
- 2008 *Cognition* (PSY-312, undergraduate course) Saint Louis University (Fall 2008).
- 2004 *Introduction to Cognitive Science* (co-Instructor), Cornell University, with Rick Dale.
- 2001 *Introduction to Cognitive Science* (Section Instructor), Cornell University, with Michael Spivey.

### **Guest Lectures**

- Psychology Careers* (Georgia State, undergraduate course, July, 2017); *Neurobiology I* (Neuroscience Institute graduate course, Georgia State University, November, 2016;

November, 2017); *Imaging Genetics* (Georgia State University, September, 2016); *Imaging Genetics* (Georgia State University, February, 2016); *Introduction to Research Design & Analysis* (Georgia State University, Spring, 2014); *Language and Memory* (Saint Louis University, Spring, 2010); *Neuroscience* (Saint Louis University, Spring, 2010); *Modeling of Development and Learning* (Indiana University, Spring, 2006); *Human Memory* (Indiana University, Spring, 2006); *Learning and Cognition in Education* (Indiana University, Spring, 2006); *Introduction to Cognitive Science* (Cornell University, Fall, 2001); *Social Cognition* (Cornell University, Fall, 2003); *Comparative Cognition* (Cornell University, Spring, 2005); *Introduction to Cognitive Psychology* (Southern Illinois University, 2000, 2001).

### **Direction of Individual Student Work (Chair/Supervisor)**

2016	Sonia Singh, M.A. (Chair, General Exam, Georgia State University)
2014-2016	Kimberly Ross (M.A. Chair, Georgia State University)
2014-2016	Hsiao Pan (M.A. Chair, Georgia State University)
2014	Julie Trapani (Undergraduate Honor's Thesis Chair, Georgia State University)
2014	Michelle Pinns (Undergraduate Honor's Thesis Chair, Georgia State University)
2013-current	Sonia Singh, M.A. (Dissertation Chair, Georgia State University)
2013-2016	Leyla Eghbalzad (M.A. Chair, Georgia State University)
2013-current	Samantha Emerson, M.A. (Dissertation co-Chair, Georgia State University)
2013-2015	Jerome Daltrozzo, Ph.D. (Postdoctoral mentor, Georgia State University)
2012-current	Joanne Deocampo, Ph.D. (Postdoctoral mentor, Georgia State University)
2012-2017	Gretchen Smith, M.A. (Dissertation Chair, Georgia State University)
2009-2014	Anne Walk, M.A., (Dissertation co-Chair, Saint Louis University)
2012	Gretchen Smith (M.A. Chair, Saint Louis University)
2012	Caroline Hoyniak (Undergraduate Honor's Thesis Chair, Saint Louis University)
2009-2011	John Purdy, Ph.D. (Postdoctoral mentor, Saint Louis University)

### **Direction of Individual Student Work (Committee Member)**

2017	Will Whitham (Committee member, M.A. thesis defense, Georgia State University)
2017	Alyssa Aillon (Committee member, Dissertation defense, Georgia State University)
2017	Bethany McDonald (Committee member, Dissertation defense, Georgia State University)
2017-current	Stella Tran (Committee member, Dissertation committee, Georgia State University)
2016-current	Nonye Nwosu (Committee member, General Exam, Georgia State University)
2016-current	Casy Walker (Committee member, M.A. thesis committee, Georgia State University)
2016-current	Marika King (Committee member, General Exam, Georgia State University)
2016-current	Jenny Johnson (Committee member, M.A. thesis committee, Georgia State University)
2016	Lauren Stites (Committee member, Dissertation committee, Georgia State University)
2016	Will Whitham (Committee member, M.A. thesis proposal, Georgia State University)
2016	Alyssa Aillon (Committee member, Dissertation proposal, Georgia State University)
2016	Bethany McDonald (Committee member, Dissertation proposal, Georgia State University)

- 2016 Amanda Clevinger (Committee member, General Exam, Georgia State University)
- 2016 Kristin Smith (Committee Member, Dissertation committee, Georgia State University)
- 2016 Julie Watzek (Committee member, M.A. thesis committee, Georgia State University)
- 2016 Anna Gonsiorowski (Committee member, Dissertation committee, Georgia State University)
- 2015 Shanna Hegerty (Committee member, M.A. defense, Georgia State University)
- 2015 Audrey Parrish (Committee member, Dissertation committee, Georgia State University)
- 2014 Lauren Clepper-DeFife (Committee Member, M.A. defense, Georgia State University)
- 2014 Amanda Clevinger (Committee member, M.A. defense, Georgia State University)
- 2013 Lauren Stites (Committee member, Dissertation proposal, Georgia State University)
- 2013 Audrey Parrish (Committee member, Dissertation proposal, Georgia State University)
- 2014 Melissa Hrabic (Committee member, M.A. thesis proposal, Georgia State University)
- 2013 Samantha Emerson (Committee member, M.A. defense, Georgia State University)
- 2012 Megan Knaeble, M.A. (Committee member, M.A. defense, Saint Louis University)
- 2011 Michelle Grep, Ph.D. (External committee member, Ph.D. defense, Washington University)
- 2011 Kirk Bryant, M.A. (Committee member, Dissertation proposal, Saint Louis University)
- 2011 Victoria Herberger, M.A. (Committee member, Dissertation proposal, Saint Louis University)
- 2011 Muthumbi wa Kimani, M.A. (Committee member, Dissertation proposal, Saint Louis University)
- 2011 Drew Albers, M.A. (Committee member, M.A. defense, Saint Louis University)
- 2010-11 Michelle Hendricks, M.A. (Committee member, Dissertation proposal & Oral Qualifying Examination, Saint Louis University)
- 2009-11 Michael Cahill, Ph.D. (Committee member, Ph.D. defense & Oral Qualifying Examination, Saint Louis University)
- 2009-11 Ellen Hinkle, Ph.D. (Committee member, Ph.D. defense, Oral Qualifying Examination, & M.A. defense Saint Louis University)
- 2010-11 Kethera Fogler, Ph.D. (Committee member, Ph.D. defense & Oral Qualifying Examination, Saint Louis University)
- 2011 Sara Bagley, M.A. (Committee member, Oral Qualifying Examination, Saint Louis University)
- 2010 Challis Kinnucan, M.A. (Committee member, Oral Qualifying Examination, Saint Louis University)
- 2010 Allison Whiteford, M.A. (Committee member, Oral Qualifying Examination, Saint Louis University).
- 2008 Althea Bauernschmidt (Committee member, Undergraduate Honor's Thesis, Indiana University)
- 2007 Jennifer Karpicke, (Committee member, Undergraduate Honor's Thesis, Indiana University)



**E. SERVICE**

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**Department/University Service (Georgia State University)**

- 2017-2018 Chair, Faculty Search Committee, Department of Psychology
- 2017 Reviewer, Language & Literacy seed grant proposals
- 2017-current Member, Social Committee, Department of Psychology
- 2017 Member, Triennial Chair Evaluation Committee, Department of Psychology
- 2017 Judge, Georgia State Undergraduate Research Conference (April, 2017)
- 2016-current Member, Undergraduate Program Committee, Department of Psychology
- 2016 Judge, Psychology Undergraduate Research Conference (October, 2016),  
Department of Psychology
- 2016 Member, Search Committee, Lecturer Hires, Department of Psychology
- 2016-2018 Member, Search Committee, Faculty Hire, Department of Educational Psychology,  
Special Education, and Communication Disorders
- 2016 Judge, Georgia State Undergraduate Research Conference (April, 2016)
- 2015-current Committee Member, Promotion & Tenure Review, Department of Psychology
- 2015 Judge, Psychology Undergraduate Research Conference (October, 2015),  
Department of Psychology
- 2015-2016 Committee Member, Annual Program Review, Department of Psychology
- 2015-2016 At-Large Member, Executive Committee, Department of Psychology
- 2015 Reviewer, Dean's Fellowship Nominations (March), Department of Psychology
- 2015 Judge, Georgia State Undergraduate Research Conference (Feb.-April, 2015)
- 2014-2015 Member, Search Committee, Primate Cognition Faculty Hire, Department of  
Psychology
- 2014-2015 At-Large Member, Executive Committee, Department of Psychology
- 2014 Selection Committee, Outstanding Diversity Teaching Award, Department of  
Psychology
- 2013 Judge, Psychology Undergraduate Research Conference (October, 2013),  
Department of Psychology
- 2012-current Member, Search Committee, 2CI Cluster Hire "*Breaking the glass ceiling of achievement for  
children who are deaf and hard of hearing*"

**Department/University Service (Saint Louis University)**

- 2011-2012 Judge, Rigby Award committee (Feb., 2011; March, 2012), Department of  
Psychology.
- 2011-2012 Experimental Psychology Program Seminar Planning Committee (Fall, 2011; Spring,  
2012). Involved meeting with 2 other faculty members to plan and coordinate the  
Spring and Fall 2012 "E-Tea" seminar in which faculty and graduate students in  
the Experimental Program meet monthly to present research and discuss  
professional issues of interest (Fall, 2011; Spring, 2012).
- 2011-2012 Coordinator of Cognitive Neuroscience Brownbag seminar (Fall, 2011; Spring,  
2012). Involved planning for and coordinating monthly neuroscience brownbag  
seminar meetings.
- 2011 Chair of Experimental Psychology Program Subcommittee (May-December, 2011).  
Involved planning for and coordinating 6 meetings consisting of 5 faculty  
members from the Experimental Program who were tasked to brainstorm and  
propose potential changes and improvements to the program (e.g., restructuring

- the concentrations, improving cross-concentration and faculty research collaboration, changing the name of the program, etc.).
- 2011 Faculty participant, Arts and Sciences Faculty Chat (March, 2011).
- 2010-2012 Faculty Mentor for Neuroscience Contract Undergraduate Major (2010-2012).  
Involved meeting with and advising Neuroscience students, helping them to formulate their academic course plan.
- 2011 Reviewer, Reinert Center for Teaching Excellence White Paper Series (April, 2011).
- 2011 Reviewer, President's Research Fund (June, 2011).
- 2010-11 Faculty participant, SLU 101 majors fair (June, 2011; July, 2010).
- 2009 Judge, Psi Chi Sayons award (Spring, 2009), Department of Psychology.
- 2009 Judge, Psi Chi Research award (Spring, 2009), Department of Psychology.
- 2009 Speaker, Psi Chi induction ceremony (March, 2009), Department of Psychology.
- 2009 Judge, Capstone Research Symposium (April, 2009), Department of Psychology.
- 2009 Search Committee, Clinical Psychology Faculty Search.