

December 2015

CHRISTOPHER M. CONWAY
Associate Professor

Department of Psychology
Area of Focus Initiative: Research on the Challenges of Acquiring Language & Literacy
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A. EDUCATION

- 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

- 2015-current **Associate Professor**, Dept of Psychology, *Georgia State University*, Atlanta, GA
- 2013-current **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

External Grants

- 2012-2017 **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).
- 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

2015-present **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-present **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

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.

Note: student/post-doc co-authors from GSU or Saint Louis U. are italicized with subscripts indicating: 1= graduate or undergraduate student, 2= postdoc.

Manuscripts Under Review or Under Revision

Grep, M.A., **Conway, C.M.**, & *Walk¹, A.* (under revision). Sequential memory and learning of visual patterns in children who are deaf or hard of hearing.

Poletiek, F.H., **Conway, C.M.**, Ellefson, M.R., Lai, J., & Christiansen, M.H. (under revision). Under what conditions can recursion be learned? Effects of starting small in artificial grammar learning of recursive structure.

Daltrozzo², J., Emerson¹, S.N., Deocampo², J.A., Singh¹, S., Freggens¹, M., & Conway, C.M. (under review). Visual statistical learning is related to natural language processing ability in adults: An ERP study. *Brain and Language*.

Walk¹, A.M. & Conway, C.M. (under revision). Cross-modal statistical-sequential dependencies are difficult to learn. *Frontiers in Cognition*.

Heimbauer, L.A., **Conway, C.M.**, Christiansen, M.H., Beran, M.J., & Owren, M.J. (under revision). Artificial grammar learning and generalization by Rhesus Macaques (*Macaca mulatta*).

PUBLICATIONS

2015

*Smith*¹, 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.

*Jost*¹, E., **Conway, C.M.**, *Purdy*², J.D., *Walk*¹, A.M., & *Hendricks*¹, 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.

*Singh*¹, S., *Daltrozzo*², 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 37th Annual Conference of the Cognitive Science Society* (pp. 2212-2217). Austin, TX: Cognitive Science Society.

*Walk*¹, 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.

2014

Conway, C.M., *Deocampo*², J., *Walk*¹, 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

*Daltrozzo*², 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.

*Deocampo*², 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). SAGE Publications, Inc.

*Emerson*¹, S.N., *Daltrozzo*², 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 36th Annual Conference of the Cognitive Science Society* (pp. 2157-2162). Austin, TX: Cognitive Science Society.

Deocampo², J.A., **Conway, C.M.**, Eghbalzad¹, L., & Daltrozzio², 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 36th Annual Conference of the Cognitive Science Society* (pp. 2115-2120). Austin, TX: Cognitive Science Society.

2013

Daltrozzio², J., **Conway, C.M.**, & Smith¹, G.N.L. (2013). Rehabilitating language disorders by improving sequential processing: A review. *Journal of MacroTrends in Health and Medicine*, 1(1), 41-57.

Hendricks¹, 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.

Walk¹, 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.

2012

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.

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.

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.

Conway, C.M., Greppe, M.A., Walk¹, A.D., 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: Walter de Gruyter.

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.

2011

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.

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.

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.

Jost¹, E., **Conway, C.M.**, *Purdy²*, J.D., & *Hendricks¹*, 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 33rd Annual Conference of the Cognitive Science Society* (pp. 2526-2531). Austin, TX: Cognitive Science Society.

Walk¹, 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 33rd Annual Conference of the Cognitive Science Society* (pp. 3337-3342). Austin, TX: Cognitive Science Society.

2010

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.

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.

Hendricks¹, 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 32nd Annual Conference of the Cognitive Science Society* (pp. 1393-1398). Austin, TX: Cognitive Science Society.

2009

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.

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.

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.

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.

2008

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.

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: Oxford University Press.

2007

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.

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 29th Annual Meeting of the Cognitive Science Society* (pp. 173-178). Austin, TX: Cognitive Science Society.

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 29th Annual Meeting of the Cognitive Science Society* (pp. 191-196). Austin, TX: Cognitive Science Society.

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 29th Annual Meeting of the Cognitive Science Society* (pp. 185-190). Austin, TX: Cognitive Science Society.

2006

Conway, C.M. & Christiansen, M.H. (2006). Statistical learning within and between modalities: Pitting abstract against stimulus-specific representations. *Psychological Science*, 17, 905-912.

2005

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.

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.

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.

2003

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 25th Annual Conference of the Cognitive Science Society* (pp. 270-275). Mahwah, NJ: Lawrence Erlbaum.

2002

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].

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.

2001

Conway, C.M., & Christiansen, M.H. (2001). Sequential learning in non-human primates. *Trends in Cognitive Sciences*, 5, 529-546.

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.

2000

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.

Presentations at Professional Conferences and Invited Colloquia

Forthcoming

Smith¹, *G.N.L.*, *Galvis¹*, *J.*, *Valdez¹*, *G.E.*, & **Conway, C.M.** (forthcoming). The electrophysiological and behavioral effects of computerized training on structured sequence processing. Poster abstract submitted to the *Cognitive Neuroscience Society*, New York, NY, April, 2016.

2015

Eghbalzad¹, L., Deocampo², J.A. & Conway, C.M. (2015). Statistical learning ability ameliorates the negative impact of low socioeconomic status on language development. Poster presented at the *56th Annual Meeting of the Psychonomic Society*, Chicago, IL, November, 2015.

Smith¹, G.N.L. & Conway, C.M. (forthcoming). Investigating the cognitive and neural effects of computerized training of structured sequence processing. Poster presented at the *56th Annual Meeting of the Psychonomic Society*, Chicago, IL, November, 2015.

Walk¹, A.M. & Conway, C.M. (forthcoming). Different neural mechanisms underlie spatial and sequential statistical learning. Poster presented at the *56th Annual Meeting of the Psychonomic Society*, Chicago, IL, November, 2015.

Ross¹, K.M., Daltrozzo², J., & Conway, C.M. (forthcoming). Exploring the association between auditory sequential learning and receptive vocabulary: An event-related potential study. Poster presented at the *56th Annual Meeting of the Psychonomic Society*, Chicago, IL, November, 2015.

Conway, C.M. (2015). How experience shapes general-purpose language learning mechanisms. Talk presented at the *107th Meeting of the Southern Society for Philosophy and Psychology*, New Orleans, LA, April, 2015.

Whitham¹, W., Salamanca¹, 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 *107th Meeting of the Southern Society for Philosophy and Psychology*, New Orleans, LA, April, 2015.

Conway, C.M., Eghbalzad¹, L., & Deocampo², 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.

Emerson¹, S., Daltrozzo², J., Ghali¹, A., Singh¹, S., Freggens¹, 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.

Smith¹, G.N.L., Pardasani¹, S.D., Valdez¹, 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.

Deocampo², J.A., Eghbalzad¹, 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.

- Singh¹, S., Daltrozzo², J., & Conway, C.M.* (forthcoming). Attention and pattern consciousness reorganize the cortical topography of event-related potential correlates of visual sequential learning. Poster to be presented at the *37th Annual Conference of the Cognitive Science Society*, Pasadena, CA, July, 2015.
- Ross¹, K.M., Daltrozzo², 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.
- Valdez¹, G.E., Pardasani¹, S.D., Smith¹, 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 *10th Annual Meeting of the Georgia Psychological Society*, Augusta, GA, April, 2015.
- Valdez¹, G.E., Pardasani¹, S.D., Smith¹, 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.
- Daltrozzo², J., Singh¹, 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.
- Smith¹, G.N.L., Pardasani¹, S.D., Valdez¹, 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 *22nd Annual Meeting of the Cognitive Neuroscience Society*, San Francisco, CA, March, 2015.

2014

- Conway, C.M.** (2014). *How experience with sound (or lack thereof) affects visual sequence processing*. Psychology Department, University of Illinois, December, 2014.
- Conway, C.M.** (2014). *Acquiring language with a cochlear implant: The role of sequence processing*. Center for Research on Atypical Development and Learning, Georgia State University, March, 2014.
- Conway, C.M.** (2014). *Learning structure in time: The importance of sequence processing for acquiring and using language*. School of Psychology, Georgia Tech University (Cognitive and Brain Sciences Brownbag) Atlanta, GA, February, 2014.
- Daltrozzo², 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.

- Singh¹, S., Smith¹, G.N.L., Daltrozzò², J., & Conway, C.M.* (2014). Neural correlates of sequential learning are related to personality type. Poster presented at the *55th Annual Meeting of the Psychonomic Society*, Long Beach, CA, November, 2014.
- Smith¹, G.N.L. & Conway, C.M.* (2014). Can we improve structured sequential processing and language functions?: An ERP study. Poster presented at the *54th Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- Deocampo², J.A., Conway, C.M., Eghbalzad¹, L., & Daltrozzò², J.* (2014). Behavioral and neurophysiological correlates of sequential learning are associated with language development in children. Poster presented at the *54th Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- Freggens¹, M., Daltrozzò², J., Deocampo², J., & Conway, C.M.* (2014). Event-related potential effects of visual sequential learning are related to receptive vocabulary ability. Poster presented at the *54th Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- Singh¹, S., Daltrozzò², J., Deocampo², 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 *54th Annual Meeting of the Society for Psychophysiological Research*, Atlanta, GA, September, 2014.
- Emerson¹, S.N., Daltrozzò², J., Conway, C.M.,* (2014). The effect of music experience on auditory sequential learning: An ERP study. Poster presented at the *36th Annual Conference of the Cognitive Science Society*, Quebec City, Canada, July, 2014.
- Deocampo², J.A., Conway, C.M., Eghbalzad¹, L., & Daltrozzò², J.* (2014). Behavioral and neurophysiological correlates of sequential learning are associated with language development in children. Poster presented at the *36th Annual Conference of the Cognitive Science Society*, Quebec City, Canada, July, 2014.
- Smith¹, G.N.L., Conway, C.M., & Daltrozzò², 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.
- Eghbalzad¹, L., Deocampo², J., Pinns¹, M., Daltrozzò², 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.
- Freggens¹, M., Daltrozzò², J., Deocampo², 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.
- Daltrozzò², J., Sims¹, S., Trapani¹, J., Deocampo², 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.

Deocampo², J., Eghbalzad¹, L., Pinns¹, M., Daltrozzò², 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.

Singh¹, S., Emerson¹, S., Freggens¹, M., Trapani¹, J., Daltrozzò², J., Deocampo², 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.

2013

Conway, C.M. (2013). *How (foreign) language learning shapes the brain*. Keynote Address, European Day of Languages, sponsored by the German Cultural Center / Alliance Francaise, Atlanta, GA, September, 2013.

Daltrozzò², J., **Conway, C.M.**, & Smith¹, 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.

Walk¹, A. & **Conway, C.M.** (2013). Electrophysiological correlates of sequence learning in children with typical reading and children diagnosed with dyslexia. Poster presented at the 54th *Annual Meeting of the Psychonomic Society*, Toronto, CA, November, 2013.

Daltrozzò², J., Deocampo², J., Trapani¹, J., Sims¹, S., & **Conway, C.M.** (2013). Statistical learning is correlated with language performance: An event-related potential study. Poster presented at the 54th *Annual Meeting of the Psychonomic Society*, Toronto, CA, November, 2013.

Deocampo², J., **Conway, C.M.**, Pinns¹, M., Trapani¹, 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.

Smith¹, G.N.L., **Conway, C.M.**, & Town¹, 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.

Grempe, M.A., **Conway, C.M.**, & Smith¹, 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.

Smith¹, 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.

Smith¹, 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.

2012

Conway, C.M. (2012). *The learning brain: Uncovering links between domain-general learning mechanisms and language.* Emory Language Group, Emory University, Atlanta, GA October, 2012.

Conway, C.M. (2012). *The learning brain: Uncovering links between domain-general learning mechanisms and language.* Cognitive Sciences Program Seminar Series, Department of Psychology, Georgia State University, October, 2012.

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.* DeVault Otologic Research Laboratory, Indiana University School of Medicine, Indianapolis, IN, January 2012.

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.

Hendricks¹, M.A., Schmanke¹, 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.

Hoyniak¹, C., Parupali¹, P., Brooks¹, A., Walk¹, 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.

Conway, C.M., Walk¹, A.M., Purdy², J.D., & Smith¹, 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.

2011

Jost¹, E., Conway, C.M., Purdy², J.D., & Hendricks¹, M.A. (2011). Neurophysiological correlates of visual statistical learning in adults and children. Talk presented at the 33rd Annual Conference of the Cognitive Science Society. Boston, July, 2011.

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.

Knaeble¹, 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.

- Smith¹, G.N.L., Conway, C.M., & Grep, 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.
- Walk¹, A.M. & Conway, C.M.* (2011). The (in)-flexibility of auditory versus visual sequential learning. Poster presented at the *52nd Annual Meeting of the Psychonomic Society*, Seattle, WA, November, 2011.
- Walk¹, A.M. & Conway, C.M.* (2011). Multisensory statistical learning: Can cross-modal associations be acquired? Poster presented at the *33rd Annual Conference of the Cognitive Science Society*. Boston, July, 2011.
- Grep, M. & Conway, C.M.* (2011). Effects of visual sequence memory training with children who have cochlear implants. Poster presented at the *13th Symposium on Cochlear Implants in Children*. Chicago, IL, July 2011.
- 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 *13th Symposium on Cochlear Implants in Children*. Chicago, IL, July, 2011.
- Hendricks¹, M., Conway, C.M., & Purdy², 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.
- 2010**
- Conway, C.M.** (2010). *Learning structure in time: Sequential learning as the key to language acquisition*. Department of Psychology, Washington University in St. Louis (Brain, Behavior, & Cognition Colloquium), St. Louis, MO, 2010.
- Conway, C.M.** (2010). *Experience-dependent effects on sequential learning and language*. Department of Psychological and Brain Sciences, Indiana University, Bloomington, IN, July 2010.
- Conway, C.M. & Grep, M.** (2010). *Training the brain to learn*. Talk presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO, November 2010.
- 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.
- Hendricks¹, M.A., Conway, C.M., & Kellogg, R.T.* (2010). *Dissociating sources of knowledge in artificial grammar learning*. Talk presented at the 32nd Annual Conference of the Cognitive Science Society, Portland, OR, August 2010.
- Grep, M. & Conway, C.M.* (2010). *Effects of visuospatial memory training*. Talk presented at the AG Bell 2010 Biennial Convention, Orlando, FL, June 2010.

Heimbauer¹, 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 33rd Meeting of the American Society of Primatologists, Louisville, KY, June 2010 [Abstract in *American Journal of Primatology*, 72, 65].

Grempe, 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.

Heimbauer¹, 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 33rd Meeting of the American Society of Primatologists. Louisville, KY, June, 2010.

Jost¹, E., Hendricks¹, M., Purdy², J.D., Anthony¹, J., Tsujimura¹, H., & **Conway, C.M.** (2010). *Neural correlates of implicit learning in children*. Poster presented at the 40th Annual Meeting of the Jean Piaget Society, St. Louis, MO, June 2010.

2009

Conway, C.M. (2009). *Implicit sequence learning and language development in deaf children with cochlear implants*. Department of Psychology, Southern Illinois University (Brain & Cognitive Sciences Brownbag), Carbondale, IL, October 2009.

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 12th Symposium on Cochlear Implants in Children. Seattle, WA, June 2009.

Hendricks¹, M.A., **Conway, C.M.**, & Kellogg, R.T. (2009). *The role of working memory in artificial grammar learning*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA, November, 2009.

2008

Conway, C.M. (2008). *Implicit sequence learning in deaf children with cochlear implants*. Department of Otolaryngology, Washington University, St. Louis, MO, October 2008.

Conway, C.M. (2008). *Discovering structure in time: Sequential learning and its role in language processing and development*. Department of Psychology, Bucknell University, Lewisburg, PA, February 2008.

Conway, C.M. (2008). *Neurocognitive basis of sequential learning and its relation to language processing*. Department of Psychology, Saint Louis University, St. Louis, MO, January 2008.

Conway, C.M. (2008). *Neurocognitive basis of sequential learning and its relation to language processing*. Department of Psychology, Williams College, Williamstown, MA, January 2008.

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 10th International

- Conference on Cochlear Implants and other Implantable Auditory Technologies. San Diego, CA, April 2008.
- 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.
- 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 9th *International Multisensory Research Forum*, Hamburg, Germany, July.
- Heimbauer¹, 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.
- 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 10th *International Conference on Cochlear Implants and other Implantable Auditory Technologies*. San Diego, CA, April.

2007

- 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.
- Christiansen, M.H., **Conway, C.M.**, & Onnis, L. (2007). *Statistical learning and language: In search of underlying neural constraints*. Talk presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA, November.
- 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.
- 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.
- 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.
- 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, Lewisberg, PA, April.

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 *48th Annual Meeting of the Psychonomic Society*, Long Beach, CA, November.

Dale, R.A.C. & **Conway, C.M.** (2007). Statistical learning set: Emerging biases in the learning of an artificial grammar. Poster presented at the *48th Annual Meeting of the Psychonomic Society*, Long Beach, CA, November.

Emberson, L., **Conway, C.M.**, & Christiansen, M.H. (2007). Timing is everything: Effects of attention and modality on statistical learning. Poster presented at the *48th Annual Meeting of the Psychonomic Society*, Long Beach, CA, November.

2006

Conway, C.M. & Christiansen, M.H. (2006). *Modality constraints on statistical learning*. Talk presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX, November.

Conway, C.M. Goldstone, R.L., & Christiansen, M.H. (2006). Perceptual constraints on visual statistical learning of multielement scenes. Poster presented at the *47th Annual Meeting of the Psychonomic Society*, Houston, TX, November.

Conway, C.M. & Pisoni, D.B. (2006). Links between visual non-linguistic sequence learning and spoken language processing. Poster presented at the *25th Rodin Remediation Academy Conference*, Washington, D.C., October.

2005

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.

2004

Conway, C.M. & Christiansen, M.H. (2004). *Modality-specific sub-systems for statistical learning*. Talk presented at the 45th Annual Meeting of the Psychonomic Society, Minneapolis, MN, November.

2003

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 25th Annual Conference of the Cognitive Science Society, Boston, MA, August.

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 *44th Annual Meeting of the Psychonomic Society*, Vancouver, CA, November.

2002

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.

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.

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.

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.

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.

2001

Conway, C.M., & Christiansen, M.H. (2001). Tactile and visual sequential learning. Poster presented at the *42nd Annual Meeting of the Psychonomic Society*, Orlando, FL, November.

2000

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

2015

Lauterbach¹, A. M., Deocampo², 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.

Valdez¹, J.E., Smith¹, 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.
- Walker¹, J., Eghbalzad¹, 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.
- Signiski¹, G., Whitam¹, 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.
- Raley¹, P., M., Deocampo¹, 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.
- Lauterbach¹, A., M., Deocampo², 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.
- Smith¹, G.N.L., Pardasani¹, 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.
- Singh¹, S., Daltrozzo², J., Deocampo², 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.
- Walker¹, J., Creighton, A., Deocampo², 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.
- Ghali¹, A., Daltrozzo², 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.
- Valdez¹, J.E., Pardasani¹, S.D., A., Smith¹, 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.

2014

- Trapani¹, J., Deocampo¹, 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.
- Pardasani¹, S.D., Valdez¹, G. E., Smith¹, G.N.L., Friskhoff, 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.
- Freggens¹, M., Daltrozzo², 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.
- Ghali¹, A., Emerson¹, S., Daltrozzo², 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.
- Smith¹, 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.
- Pinns¹, M., Pardasani¹, S., Deocampo², 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.
- Singh¹, S., Daltrozzo¹, J., Deocampo¹, 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.
- Freggens¹, M., Daltrozzo², J., Deocampo², 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.
- Trapani¹, J., Deocampo², 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.
- Pinns¹, M., Pardasani¹, S., Deocampo², 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.

Freggens¹, M., Daltrozzio², J., Deocampo², 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.

2013

Freggens¹, M., Trapani¹, J., Daltrozzio², J., Deocampo², 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.

Pinns¹, M., Pardasani¹, S., L., Deocampo², 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.

Joshi¹, Y., Eghbalzad¹, L., Pinns¹, M., Trapani¹, J., Deocampo², J., Daltrozzio², 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.

Trapani¹, J., Daltrozzio², J., Deocampo², 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.

Walk¹, 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 *19th Annual Research Symposium*, Saint Louis University, St. Louis, MO, April, 2013.

2012

Town¹, R., **Conway, C.M.**, & Hilbert¹, 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.

Smith¹, 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 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; Developmental Psychology; Child Development; Quarterly Journal of Experimental Psychology; Journal of Experimental Psychology: Human Perception & Performance; Cognitive Processing; Journal of Speech, Language, & Hearing Research; 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; American Journal of Speech Language Pathology; Applied Psycholinguistics; Journal of Cognitive Systems Research; Journal of the Acoustical Society of America; Annual Meeting of the Cognitive Science Society (2006; 2008; 2009; 2011; 2015); International Conference on Development and Learning (2006-8, 2010)*
- 2015 **Program Committee Member**, 37th 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**, 9th 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**, 8th 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, 29th Meeting of the Cognitive Science Society
- 2006 **Program Committee Member**, 5th 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

- 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

Courses Taught

- 2012-15 *Advanced Research Design and Analysis* (PSYC 3530, undergraduate CTW course) Georgia State University (Fall 2012, Spring 2013, Fall 2013, Spring 2014, Spring 2015).
 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

- various *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)

2014-current	Kimberly Ross (M.A. Chair, Georgia State University)
2014-current	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-current	Leyla Eghbalzad (M.A. Chair, Georgia State University)
2013-current	Samantha Emerson, M.A. (Dissertation co-Chair, Georgia State University)
2013-current	Jerome Daltrozzo, Ph.D. (Postdoctoral mentor, Georgia State University)
2012-current	Joanne Deocampo, Ph.D. (Postdoctoral mentor, Georgia State University)
2012-current	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)

2015-current	Julie Watzek (Committee member, M.A. thesis committee, Georgia State University)
2015-current	Anna Gonsiorowski (Committee member, Dissertation committee, Georgia State University)
2014	Kristin Smith (Committee Member, Dissertation committee, Georgia State University)
2014	Lauren Clepper-DeFife (Committee Member, M.A. defense, Georgia State University)
2013-2015	Audrey Parrish (Committee member, Dissertation committee, Georgia State University)
2014	Amanda Clevinger (Committee member, M.A. defense, Georgia State University)
2013-current	Lauren Stites (Committee member, Dissertation committee, Georgia State University)
2013-2014	Melissa Hrabic (Committee member, M.A. thesis proposal, Georgia State University)
2013-2015	Shanna Hegerty (Committee member, M.A. defense, 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

Department/University Service (Georgia State University)

- 2015-current Committee Member, Promotion & Tenure Review, Department of Psychology
- 2015 Judge, Psychology Undergraduate Research Conference (October, 2015), Department of Psychology.
- 2015-current Committee Member, Annual Program Review, Department of Psychology
- 2015-current 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), Georgia State University.
- 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.