

Assistant Professor

Department of Brain & Psychological Sciences
Psychology Building
1101 E. 10th St.
Indiana University
Bloomington, Indiana, USA 47405-7007
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EDUCATION AND EMPLOYMENT**Indiana University, Department of Brain and Psychological Sciences**

Assistant Professor, 2013-Present

University of Richmond, Psychology Department

Assistant Professor, 2009-2013; Cognitive Science Program Coordinator, 2012-2013

University of Illinois at Urbana-Champaign, Psychology Department

Post-doctoral Research Scientist, 2007-2009

Indiana University, Bloomington

Ph.D. Joint degree in Computer Science and Cognitive Science, 2001-2007

Alma College

B.S., B.A. Physics, Mathematics and Computer Science, 1995-1999, *Cum Laude*
Minors: Cognitive Science, English Literature

GRANT SUPPORT

“Graspable Math: A Dynamic Algebra Notation for Classrooms”, Johnson Center for Innovation and Translational Research, Indiana University, David Landy (PI). \$23,461, August 2016- 2017.

“The Efficacy of From Here to There: A Dynamic Technology for Improving Algebraic Understanding”, Faculty Research and Support Program, Indiana University, David Landy (PI). \$41,221, October 2016-2017.

“Teaching the visual structure of algebra through dynamic interactions with notation”, Department of Education, Institute of Education Science, David Landy (PI) and Robert L. Goldstone, #R305A110060 \$1,120,000, May 2011-May 2014.

"Spatial strategies in equation understanding", University of Richmond, Faculty Research Council, \$6,000, January 2010.

TECHNICAL EDUCATIONAL PRODUCTS

Graspable Math: (2013-present). Original Design by David Landy, collaborators Erik Weitnauer and Erin Ottmar. A rich dynamic algebra whiteboard capable of supporting rich classroom interactions, free exploration, and homework assignments, targeting a full range of content from fourth grade to college algebra. Includes multiple coordinated expressions, proof histories, graphing, and complex topics. Implemented in Javascript/HTML 5. **Availability:** Free at www.graspablemath.com. **Approximate total users:** 13,000.

From Here To There: (2009-present). Primary Design by David Landy, collaborators Erin Ottmar, Rob Goldstone, and Sean Berry. A self-contained game using dynamic algebras targeting content middle school algebra content. Implemented in Objective C. **Availability:** Free in the Apple App Store. **Approximate total users:** 2,000.

Algebra Touch: (2007-2011). Primary Design by David Landy and Sean Berry, collaborators Rob Goldstone. A demonstration of dynamic touch-screen algebras with a simple, single-expression interface. Featured several times in the app store. Implemented in Objective C. **Availability:** \$2.99 in the Apple App Store, and on Google Play. view at www.regularberry.com. **Approximate total users:** 500,000.

PUBLICATIONS IN PROCESS

Goldstone, R. L., Marghetis, T., Weitnauer, E., Ottmar, E., & **Landy, D.** (accepted pending revision). Adapting Perception, Action, and Technology for Mathematical Reasoning. *Current Directions in Psychological Science*.

Landy, D. (under review). Perception in Expertise. *Cambridge Handbook of Expertise*.

Landy, D., Guay, B., Marghetis, T. (under review). Citizens are not as misinformed as they first appear: Errors in estimates of population size reflect common psychological processes . *PLOS One*.

JOURNAL PUBLICATIONS

Marghetis, T., **Landy, D.**, & Goldstone, R. L. (in press). Mastering algebra retrains the visual system to perceive hierarchical structure in equations. *Cognitive Research: Principles and Implications*.

Ottmar, E. & **Landy, D.** (in press). Concreteness fading of algebraic instruction: Effects on learning. *Journal of the Learning Sciences*.

Crawford, L. E., **Landy, D.**, & Salthouse, T. A. (in press). Spatial Working Memory Capacity Predicts Bias in Estimates of Location. *Journal of Experimental Psychology: Learning Memory & Cognition*.

- Braithwaite, D., Goldstone, R. L., van der Maas, H. L. J., & **Landy, D.** (2016) Non-formal mechanisms in mathematical cognitive development: The case of arithmetic. *Cognition*
- Guay, B., Chandler, C., Erkulwater, J., & **Landy, D.** (2016). Testing the Effectiveness of a Number-based Classroom Exercise. *PS: Political Science & Politics*, 42(02), 327-332.
- Landy, D.**, Charlesworth, A., & Ottmar, E. (2016). Categories of Large Numbers in Line Estimation. *Cognitive Science*.
- Goldstone, R. L., de Leeuw, J., & **Landy, D.** (2015) Fitting Perception in and to Cognition. *Cognition*, 135, 24-29.
- Landy, D.**, Brookes, D., & Smout, R. (2014). Abstract numeric notations and the visual structure of algebra. *Journal of Experimental Psychology: Learning, Memory, and Cognition* 40(5), 1404-1418.
- Landy, D.**, Allen, C. A., Zednik, C. (2014) A perceptual account of notational reasoning. *Frontiers in Psychology*, 5, 275. doi: 10.3389/fpsyg.2014.00275
- Landy, D.**, Silbert, N., Goldin, A. (2013). Estimating Large Numbers. *Cognitive Science*. 37(5), 775-799.
- Taylor, E. T., **Landy, D.**, & Ross, B. (2012). The effect of explanation in simple binary decision tasks. *Quarterly Journal of Experimental Psychology* Online Publication: April 12, 2012.
- Goldstone, R. L., **Landy, D.**, & Brunel, L. (2011). Improving perception to make distant connections closer. *Frontiers in Perception Science*, 2(385). doi: 10.3389/fpsyg.2011.00385
- Landy, D.**, Allen, C., Anderson, M. L. (2011). Conceptual discontinuity through recycling old processes in new domains. *Behavioral and Brain Sciences*, 34(3), 136-137.
- Landy, D.**, & Goldstone, R. L. (2010). Proximity and precedence in arithmetic. *Quarterly Journal of Experimental Psychology*, 63(10), 1953-1968.
- Goldstone, R.L., **Landy, D.**, & Son, J. Y. (2010). The Education of Perception. *Topics in Cognitive Science*, 2(2), 265-284.
- Goldstone, R.L. & **Landy, D.** (2010). Domain-creating Constraints. *Cognitive Science*, 34(7), 1357-1377.
- Landy, D.**, & Goldstone, R. L. (2007). Formal notations are diagrams: Evidence from a production task. *Memory and Cognition*, 35(8).

Landy, D., & Goldstone, R. L. (2007). How abstract is symbolic thought? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33(4), 720-733.

Landy, D. (2005). Inside Doubt: On the non-identity of the theory of mind and propositional attitude psychology. *Minds and Machines*, 15(3-4), 399-414.

Landy, D., & Goldstone, R. L. (2005). How we learn about things we don't already understand. *Journal of Experimental and Theoretical Artificial Intelligence*, 17, 343-369.

Reed, B. C., Carmody, P. M., & **Landy D. H.** (1998). BVR Photometry of Northern Galactic Plane Luminous Stars, *Publications of the Astronomical Society of the Pacific*, 110(743), 27-30.

BOOK CHAPTERS

Goldstone, R. L., Weitnauer, E., Ottmar, E., Marghetis, T., & **Landy, D.** (2016). Modeling Mathematical Reasoning as Trained Perception-Action Procedures. In R. Sottolare, A. Graesser, X. Hu, A. Olney, B. Nye, and A. Sinatra (Eds.) *Design Recommendations for Intelligent Tutoring Systems: Volume 4 - Domain Modeling*. Orlando, FL: U.S. Army Research Laboratory. (pp. 213-223).

Ottmar, E., **Landy, D.**, & Goldstone, R. (accepted, 2015). Graspable mathematics: Using perceptual learning technology to discover algebraic notation. *Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education*.

Goldstone, R. L., Gerganov, A., **Landy, D.**, & Roberts, M. E. (2008). Learning to see and conceive. In L. Tommasi, M. Peterson, & L. Nadel (Eds.) *The New Cognitive Sciences* (part of the Vienna Series in Theoretical Biology). Cambridge, MA: MIT Press. (pp. 163-188).

Goldstone, R. L., **Landy, D.**, & Son, J. (2008). A well-grounded education: The role of perception in science and mathematics. In A. Glenberg, M. DeVega, & A. Graesser (Eds.) *Symbols, Embodiment and Meaning*, Universidad de La Laguna, Tenerife. (pp. 327-355).

CONFERENCE PROCEEDINGS

Manzo, D. Ottmar, E., Weitnauer, E., Achgill, C., & **Landy, D.** (2017) Assessing Variation In Mathematical Strategies Using Dynamic Technology At Scale. *AERA*, 2017.

Manzo, D., Ottmar, E., & Landy, D., "Graspable Mathematics: A Dynamic Technology for Assessing Multiple Strategies at Scale"., *NCTM Research pre-conference*, 2017.

Rogers, B. & **Landy, D.** (2016). Investigating Rational Analogy in the Spirit of John Stuart Mill: Bayesian Analysis of Confidence about Inferences across Aligned Simple Systems. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*. Philadelphia, Pennsylvania.

Willits, J.A., Jones, M.N., & **Landy, D.** (2016). Learning that numbers are the same, while learning that they are different. *Proceedings of the 37th Annual Conference of the Cognitive Science Society*. Pasadena, California: Cognitive Science Society.

Weitnauer, E., **Landy, D.** & Ottmar, E. O. (2016). Graspable Math: Towards Dynamic Algebra Notations that Support Learners Better than Paper. *Future Technologies Conference*, San Francisco, California.

Ottmar, E., **Landy, D.**, Goldstone, R., & Weitnauer, E. (2015). Getting From Here to There!: Testing the Effectiveness of an Interactive Mathematics Intervention Embedding Perceptual Learning. *Proceedings of the 37th Annual Conference of the Cognitive Science Society*. Pasadena, California: Cognitive Science Society.

Weitnauer, E., **Landy, D.**, Goldstone, R. L., & Ritter, H. (2015). A Computational Model for Learning Structured Concepts From Physical Scenes. *Proceedings of the 37th Annual Conference of the Cognitive Science Society*. Pasadena, California: Cognitive Science Society.

Landy, D., Charlesworth, A. & Ottmar, E. (2014). Cutting in line: discontinuities in the use of large numbers in adults. Paper presented at *Proceedings of the 36th Annual Conference of the Cognitive Science Society*. Quebec City, Quebec: Cognitive Science Society.

Crawford, L.E., **Landy, D.**, & Presson, A.N. (2014). Bias in spatial memory: prototypes or relational categories? Poster presented at *the 36th Annual Conference of the Cognitive Science Society*. Quebec City, Quebec.

Landy, D., Ottmar, E. (2013). Algebra as a game played with symbols. Poster presented at *Games, Learning, and Society*. Madison, Wisconsin.

Ottmar, E. Hulse, T., Pierce, J., & **Landy, D.**, (2013). Pushing Symbols: An Intervention to Increase Understanding of Algebraic Notation. Talk given at *National Council of Teachers of Mathematics Research Pre-session*. Denver, Colorado.

Landy, D., Silbert, N., & Goldin, A. G. (2012). Getting of at the end of the line: the estimation of large numbers. Poster presented at *The 34th Annual Conference of the Cognitive Science Society*, Sapporo Japan.

Ottmar, E., **Landy, D.**, & Goldstone, R. L. (2012). Teaching the Perceptual Structure of Algebraic Expressions: Preliminary Findings from the Pushing Symbols Intervention. Poster presented at *The 34th Annual Conference of the Cognitive Science Society*, Sapporo Japan.

Sears, K., **Landy, D.**, & Lesky, J. (2012). Interactions between abstract actions and apparent distance. Poster presented at *The 34th Annual Conference of the Cognitive Science Society*, Sapporo Japan.

Landy, D., Brookes, D., Smout, R. (2011). Modeling Abstract Numeric Relations Using Concrete Notations. Paper presented at *The 33rd Annual Conference of the Cognitive Science Society*, Boston, Massachusetts.

Landy, D. & Hummel, J. E. (2010). Explanatory reasoning for inductive confidence. Paper presented at *The 32nd Annual Conference of the Cognitive Science Society*, Portland, Oregon.

Landy, D. & Linkenauger, S. (2010). Arithmetic notation—now in 3d! Poster presented at *The 32nd Annual Conference of the Cognitive Science Society*, Portland, Oregon.

Landy, D. (August, 2010). Toward a physics of equations. In *Diagrammatic Representation and Inference*. In R. Goebel, J. Siekmann, and W. Wahlster, eds., *Lecture notes in Computer Science* Volume 6170/2010, pages 160-166. Springer.

Landy, D. & Hummel, J. E. (2009). Explanatory reasoning for inductive confidence. Paper presented at *New Frontiers in Analogy Research*, Sofia, Bulgaria.

Landy, D. & Taylor, E. G. (2009). Variation among individuals in how structure affects similarity. Paper presented at *New Frontiers in Analogy Research*, Sofia, Bulgaria.

Hummel, J. E. & **Landy, D.** (2009). Relaxing the 1:1 mapping constraint....Very carefully. Paper presented at *New Frontiers in Analogy Research*, Sofia, Bulgaria.

Taylor, E. G., **Landy, D.**, & Ross, B. (2009). Explanation effects in very simple tasks. Paper presented at *The 31st Annual Conference of the Cognitive Science Society*, Amsterdam.

Landy, D., & Goldstone, R. L. (2009). Pushing Symbols. Paper presented at *The 31st Annual Conference of the Cognitive Science Society*, Amsterdam.

Landy, D., Jones, M. N., & Goldstone, R. L. (2008). How the appearance of an operator affects its mathematical precedence. Poster presented at *The 30th Annual Conference of the Cognitive Science Society*. Washington, D.C.

Landy, D., Jones, E., & Hummel, J. E. (2008). Why spatial-numeric associations aren't evidence for a mental number line. Paper presented at *The 30th Annual Conference of the Cognitive Science Society*. Washington, D.C.

Hummel, J.E., **Landy, D. H.**, Devnich, D. (2008). Toward a Process Model of Explanation with Implications for the Type-Token Problem. Paper presented at *The Association for the Advancement of Artificial Intelligence (AAAI) Fall Symposium*, Arlington, VA.

Landy, D., & Goldstone, R. L. (2007). Grounding Symbol Structures in Space: Formal Notations as Diagrams. *The 29th Annual Conference of the Cognitive Science Society*. Nashville, TN. (*winner of the Marr Prize for best student submission*)

Landy, D., & Goldstone, R. L. (2007). How Space Guides Interpretation of a Novel Mathematical System. *The 29th Annual Conference of the Cognitive Science Society*. Nashville, TN.

Landy, D., & Goldstone, R. L. (2007). The Alignment of Ordering and Space in Arithmetic Computation. *The 29th Annual Conference of the Cognitive Science Society*. Nashville, TN.

Landy, D., Allen, C. A., Zednik, C. (2007) A perceptual account of notational reasoning. Poster presented at *The Society for Philosophy and Psychology*. Toronto, CA.

Landy, D., & Goldstone, R.L. (2006, August). A perceptually-driven process model of algebraic validity judgments. Paper presented at *The Annual Conference of the Society for Mathematical Psychology*, Vancouver, Canada.

Landy, D., & Goldstone, R. L. (2006, October). Perceptual grouping in mathematical reasoning. Paper presented at *The Annual Conference of the Psychonomic Society*, Houston, Texas.

Landy, D., & Goldstone, R.L. (2005, December). The Role of Perceptual Grouping in Building Abstract Concepts. Poster presented at *The Garachico Workshop: Symbols, Embodiment, and Meaning*. Garachico, Spain.

Landy, D. (2005, June). Capturing High-Order Regularities in SRNs by Clustering Dynamic Maps. Poster presented at *Connectionist and Dynamic Systems Approaches to Development: On the Cusp of a Grand New Theory, or Still Too Distributed?*, Iowa City, IA.

Landy, D. (2004). Recurrent Representation Reinterpreted. *The Association for the Advancement of Artificial Intelligence (AAAI) Fall Symposium on Connectionism and Compositionality*, Arlington, VA.

CONFERENCE PRESENTATIONS

Landy, D. (2016). Bias, Threat, and Ignorance in Demographic Perception, Talk given at *Judgment & Decision-Making*.

Landy, D. (2016). How ignorant are people really? How are people really ignorant? Talk given at *Annual Summer Interdisciplinary Conference*.

Avaria, R., Gomez, D. M., Kallai, A., **Landy, D.**, Dartnell, P. (2016). On the mental processing and representation of Fractions: Is there a SNARC effect? Poster presented at *Psychology in Mathematics Education: North America*.

Garett, P., Thorpe, A., **Landy, D.**, Houpt, J., Eidels, A. (2016). How Do You Count? Cognitive Processing Systems of Enumeration. Poster presented at *The Annual Meeting of the Psychonomic Society*.

Landy, D. (2016). Domain-general psychophysical scaling, not issue-specific biases, explains most apparent political ignorance. Talk given at *Society for Judgment & Decision-Making*.

Landy, D. & Silbert, N. (2016). Measuring the Wisdom of Nations. Talk given at *Society for Mathematical Psychology*.

Landy, D. (2015). Thinking about abstractions (by thinking about notations). Talk given at *Annual Summer Interdisciplinary Conference*.

Landy, D. (2014). Inference to the best Analogy: Reconciling Analogy with Probability. Talk given at *The Annual Meeting of the Psychonomic Society*.

Landy, D. (2013). Uncertain analogies and inference. Talk given at *Analogies 3*. Dijon, France.

Guay, B. & **Landy, D.**, (2013). Voter interpretation of large numbers in politics: A comparison of data collected from in-person solicited surveys and Mechanical Turk. Poster presented at *The Annual Conference of the American Association for Public Opinion Research*. Boston, Massachusetts.

Hulse, T. & **Landy, D.**, (2013). Written Algebraic Expressions Reflect the Structure of Text. Poster presented at *Association for Psychological Science*. Washington, D.C.

Ottmar, E. & **Landy, D.** (November, 2012). Pushing Symbols: Teaching the Structure of Algebraic Expressions. Talk given at *Psychology Of Mathematics Education, North American Chapter*. Kalamazoo, Michigan.

Landy, D., Davis, Z., Guay, B., DeLaunay, M., Charlesworth, A. C., Silbert, N. H. (Fall, 2012). Moving on down the (mental number) line. Talk given at *The Annual Conference of the Psychonomic Society*, Minneapolis, Minnesota.

Szurkowski, C., & **Landy, D.** (2012). Why do people prefer simple explanations? Poster presented at *The 34th Annual Conference of the Cognitive Science Society*, Sapporo Japan.

Landy, D. (2012). Chairs, Beer Mugs, and Proof: Turning formal proving into exploring objects in space. Talk given at *Games, Learning, and Society 8.0*. University of Wisconsin, Madison.

Landy, D., Silbert, N., & Goldin, A.,(2011). Magnitude estimation on a very large number line. *MathPsych 2011*, Boston, MA.

Penner-Wilger, M., Landy, D. H., Zhang, X., Weitzer, A. (2011). Going through the Motions: Skill Differences in the Representation of Arithmetic Operations. *The 33rd Annual Conference of the Cognitive Science Society*. Boston, MA.

Brookes, D., **Landy, D.**, & Mestre, J. (2010). How students' conceptual understanding is influenced by the grammatical structure of physics equations. Poster presented at the *Physics*

Education Research Conference, 2010. Portland, Oregon

Brookes, D., **Landy, D.**, & Mestre, J. (2010). How students' conceptual understanding is influenced by the grammatical structure of physics equations. Poster presented at the *American Association of Physics Teachers, 2010.* Portland, Oregon.

Goldstone, R. L. & **Landy, D.** (May, 2010). Learning mathematics by learning how to look at, and act on, notation. Presentation delivered at *American Education Research Association*, Denver, Colorado.

Landy, D. (2008). A perceptual-motor account of formal notational reasoning. Talk given at *New Perspectives on Human Problem Solving.* West Lafayette, IN.

Goldstone, R. L., & **Landy, D.** (2008). Real Physical Symbol Systems for Mathematical Reasoning. Talk given at *The 20th Annual convention of the Association for Psychological Science.* Chicago.

Taylor, E., **Landy, D.**, Ross, B., & Hummel, J. (2008). Generating Explanations. Poster presented at *The Annual Conference of the Psychonomic Society*, Chicago, Illinois.

Landy, D. (2008). A model of analogical correspondence via electrical resistance. Poster presented at *The Annual Meeting of the Society for Mathematical Psychology.* Washington, D.C.

Landy, D., & Goldstone, R.L. (2005, July). The Perceptual Constituents of Abstract Knowledge. Poster presented at *The Annual Conference of the Psychonomic Society*, Toronto, Canada.

Ekbia, H., Goldberg, J. & **Landy, D.** (2003, April) What about the Children? Connectionism and Language Learning. Talk given at *BOOT-LA (Bootstrapping in Language Acquisition)*, Bloomington, IN.

Howe, R., Komm, R., **Landy, D.**, & Hill, F. (2001, July) The Effect of Magnetic Flux Distribution on Individual-m Frequencies. Paper presented at *Helio- and Asteroseismology at the Dawn of the Millenium*, Noordwijk, The Netherlands.

Landy, D. H., Howe, R., Komm, R., & Hill, F. (2001, April). Asymmetric Line Profiles Applied to GONG Helioseismic Data. Poster presented at *The American Geophysical Union Spring Meeting.* Abstract #SP21C-04, Boston, MA.

Toner, C.G., & **Landy, D.H.** (2001, April). On the Possibility of Merging GONG+ and GONG Classic Time Series. Poster presented at *The American Geophysical Union Spring Meeting.* Abstract #SP31A-10.

TEACHING EXPERIENCE

Course Instructor, University of Richmond

- Psychology 100: Introduction to Psychology
- Psychology 333: Cognitive Science
- Psychology 449: Seminar on Embodied Cognition
- Psychology 449: Seminar on Cognition and Student Learning
- First-year Seminar: The Elements of Thought

Course Instructor, Indiana University, Computer Science Department

- Artificial Intelligence, Fall 2003

Assistant Instructor, Indiana University, Mathematics Department

- Introduction to Modal Logic, Fall 2004

Assistant Instructor, Indiana University, Computer Science Department

- Using the World Wide Web, Fall 2004
- Data Structures, Summer 2003, Summer 2004
- Discrete Mathematics, Spring 2003, Spring 2004
- Artificial Intelligence, Fall 2002

Undergraduate Assistant, Alma College, Physics Department

- Laboratory Assistant for Introductory Physics, 1997-1999

AWARDS AND FELLOWSHIPS

New Investigator Award, *American Psychological Association, Division 3*, 2008

Student Research Achievement Award *Indiana University Cognitive Science Program*, 2008

Marr Prize for Best Student Paper *Annual Conference of the Cognitive Science Society*, 2007

Cognitive Science Summer Research Fellowship *Indiana University*, 2005, 2006

Distinguished Scholar Award (full tuition scholarship) *Alma College*, 1995-1999

INVITED TALKS

Cognitive Area Colloquium, University of Illinois at Urbana Champaign. November, 2016.

Domain-General and Domain-Specific Foundation of Numerical and Arithmetic Processing, Tuebingen, Germany, September, 2016.

Episteme, Mumbai, India, December 2015.

SILC Symposium on the Spatial Grounding of Learning, University of Chicago, June, 2015

Psychology Department Colloquium, University of Wisconsin, Madison, April, 2015

Committee on Education, University of Chicago, February 2015.

Learning Sciences Institute, Arizona State University. November, 2014.

Centro de Investigación Avanzada en Educación, Universidad de Chile, September, 2014.

University of Binghamton, Binghamton, NY, March, 2014.
Temple University, Philadelphia, PA, January, 2013.
Johns Hopkins University, Baltimore, MD, November, 2012.
University of North Carolina, Wilmington, August, 2012.
The AppFest, Madrid, Spain. May, 2012.
Learning Sciences, University of Wisconsin, Madison. March, 2012.
Associated Colleges of the South, Annual Conference for Presidents and Deans. June, 2011.
Franklin and Marshall College. October, 2010.
University of Virginia. October, 2009.
University of Richmond. November, 2008.
University of Chicago. October, 2008.
Vanderbilt University. February, 2008.
University of Illinois at Urbana Champaign. September, 2007.
University of Texas, Austin. March, 2007.
Stanford University. August, 2001.

SERVICE

Associate Editor, *Cognitive Science*, 2015-present.

Program Committee Member, Conference of the Cognitive Science Society, 2010-Present.

Member of the Review Board for Division C, Mathematics of AERA (2009, 2010, 2012)

Member, Henrico County Public Schools math advisory committee, 2012-present.

Ad-hoc reviewer: *Canadian Journal of Experimental Psychology, Cognition, Cognitive Science, Cognitive Psychology, Journal of Experimental Psychology: Learning, Memory, and Cognition, Memory & Cognition, Topics in Cognitive Science, Psychonomic Bulletin and Review, Behavioral Research Methods, Mind Brain and Education*, Conference of the Cognitive Science Society, European Cognitive Science Society Conference, International Conference on Development and Learning,

AFFILIATIONS

Member, Cognitive Science Society. 2002-Present.

Member, Association for Psychological Science, 2009-2012.

Member, Psychonomic Society, 2011-Present.

REFERENCES

Available on request