



38th Banff Annual Seminar In Cognitive Science

Organized by Chris Striemer & Kyle Mathewson

Friday May 3

5:00 pm Welcome and opening remarks

Please register with Peter Dixon if you have not already done so (\$85 for faculty, \$40 for students and postdoctoral fellows).

5:15 pm **Jacqueline Cummine** (University of Alberta), *From Brains to Behaviours and Lollipops to Lidocaine: A Multifaceted Approach to Studying Skilled and Impaired Reading*

In this talk, I will provide an overview of the work we have been conducting to better understand reading acquisition, refinement and maintenance in the context of the print-to-speech model. In each of these endeavours, we implement a variety of behavioural measurements and brain-based methodologies (i.e., fMRI and DTI) to characterize the role of the motor-speech system to basic reading processes. From children to adults, and lollipops to lidocaine, we have been consistently finding that the reading system is intricately connected to the motor-speech system, and consequently disrupted/facilitated by perturbations to the speech mechanism. Further, a consideration of how these findings fit (or do not fit) within the context of individuals with reading impairments will be introduced. This includes a discussion of some of the challenges faced by individuals with reading impairments and an invitation to have a conversation about the role of self-efficacy training in the pathway to support adults with reading impairments.

6:30 pm Dinner break

8:00 pm Poster session (with cash bar)

9:30 pm Reception (with cash bar)

Saturday May 4

8:30 am Coffee, tea, juice, pastries

9:00 am **Kirsten Dalrymple** (University of Minnesota), *Face Blindness as a Tool for Understanding the Function and Development of the Human Face Processing System*

The human visual system is remarkable in its ability to piece together complex information from the environment to create a rich and coherent perceptual experience. Within this system, the human face processing system provides the machinery that allows us to effortlessly learn and recognize countless faces throughout a lifetime. Developmental face blindness (prosopagnosia) is defined by severe face recognition difficulties due to the failure to develop the necessary mechanisms for processing faces. In my talk, I will discuss my work on face blindness in children and adults. I will talk about what face blindness is, and how it affects children and their families. I will then discuss some of the studies that I have conducted to try to understand the wiring of the face processing system by studying abnormal face recognition in children. I will end by talking about some current studies that I am working on at the Institute of Child Development at the University of Minnesota.

10:15 am Coffee, tea, juice

10:30 am **Jim Tanaka** (University of Victoria), *Perceptual Expertise in the Lab and in the Wild*

In an x-ray image, an experienced radiologist rapidly distinguishes a malignant tumour from a benign one. A seasoned birdwatcher quickly identifies a chipping sparrow hiding in the pine tree. It is this speeded, accurate and highly detailed recognition that is the hallmark of a perceptual expert. What are the cognitive processes and neural mechanisms that mediate this recognition process? In my talk, I will describe the visual strategies and visual information (e.g., spatial frequency, colour) that an expert employs to facilitate their fast recognition. I will discuss the applications of EEG techniques to identify the neural substrates of perceptual expertise and draw parallels to the perceptual expertise of face recognition. Finally, I will describe recent efforts to apply the principles of perceptual expertise to train a new generation of “citizen” experts. I will discuss the potential health benefits of novel expert training methods to assist in the areas of early cancer detection and cognitive aging.

11:45 pm Lunch break

1:15 pm Poster session

2:45 pm **Brian Levine** (University of Toronto), *Autobiographical Memory: Individual Differences and Assessment of the Subjective State of Mental Time Travel*

Autobiographical memory concerns memory for facts and events about one's own life. Patient research has demonstrated that damage to the brain's medial temporal lobe systems can selectively affect event memory, particularly the subjective re-experiencing or “mental time travel” to past events. More recently, we have studied individual differences in autobiographical memory (i.e., trait mnemonics) among healthy adults. These differences are defined at their extremes by those with highly superior autobiographical memory (HSAM), who can recall copious details from past experiences (even everyday ones) and those with severely deficient autobiographical memory (SDAM) who lack detailed recollection of even significant life events. We propose that HSAM/SDAM reflect developmental syndromes akin to developmental topographical disorientation, face blindness, synesthesia, and the closely related condition, aphantasia.

The subjective nature of mental time travel necessitates novel instrumentation that indirectly assesses this construct from different approaches. The Autobiographical Interview involves classifying details from transcribed verbal free recall with the assumption that “internal” (episodic) details reflect richness of re-experiencing, whereas “external” (non-episodic) details are inversely related to cognitive control over autobiographical retrieval. The Survey of Autobiographical Memory (SAM) is a self-report measure developed to assess trait mnemonics along the normal spectrum of remote episodic, semantic, and spatial memory abilities as well as future imagining. The staged event method creates a standardized but naturalistic event (e.g., a museum tour) that can be subjected to more traditional measures from the memory literature, such as recognition.

I will present data from each of these measures touching upon the effects of individual differences in trait mnemonics on occupation selection and cognitive aging, intrinsic medial temporal-cortical functional connectivity, and the fractionation of different measures of item and contextual recall in relation to sleep consolidation.

4:00 pm Coffee, tea, juice, cake

4:15 PM **Isabelle Peretz** (Université de Montréal), *Extraordinary Variations of Musicality*

Musical prodigies present with a unique set of abilities that set them apart from their peers, often from an early age. History is replete with examples of musical prodigies whose unique talents and capabilities led to extraordinary accomplishments. Yet surprisingly few scientific studies have sought to delineate the possible underlying neurobiology of musical prodigies. The intrigue for the neuroscientist is to determine what characteristics and neural predispositions enable musical prodigies to effortlessly achieve what others often struggle to master. The purpose of my talk is to sidestep the nature-nurture debate and to explore the neurobiological foundations of musical giftedness.

5:30 pm Closing remarks

6:00 pm Adjourn

Friday Posters

- 1 Kelsey Cnudde, Sophia van Hees, Sage Brown, Gwen van der Wijk, Penny M. Pexman, Andrea B. Protzner, (University of Calgary), *Brain training or brain draining? Exploring the neural and behavioural effects of intensive training on lexical processing*
- 2 Lucijana Herceg, Jessica Joseph (Mount Royal University), *Perceived views of society's attitudes on selfies*
- 3 Kevala Van Volkenburg, Tammy Klassen-Ross, Luke Harris, Brian Duffles, Heath Matheson, Annie Duchesne (University of Northern British Columbia), *An investigation of acute, moderate exercise effects on cognition and its neural correlates*
- 4 Elizabeth Morin-Lessard, Diane Poulin-Dubois, Norman Segalowitz, Krista Byers-Heinlein (University of Calgary), *Selective attention to the mouth of talking faces in monolingual and bilingual children*
- 5 Amy Dominique Gadsden, Darlene Brackenreed (University of Alberta), *Perceptions of learning disabilities held by pre-service and in-service teachers*
- 6 Sucheta Chakravarty (University of Alberta), Yvonne Y. Chen (Baylor College of Medicine), Jeremy B. Caplan (University of Alberta), *Memory-predicting strength of study related brain activity*
- 7 Conley Kriegler, Maria T. Cruz, Trista E. Friedrich, Lorin J. Elias, Marla J. S. Mickleborough, (University of Saskatchewan), *To the left to the left: Variations in migraineur pseudoneglect*
- 8 Elizabeth Langer, Jamie I. D. Campbell (University of Saskatchewan), *General central processes in procedural learning*
- 9 Josh Neudorf, Layla Gould, Marla Mickleborough, Chelsea Ekstrand, Ron Borowsky (University of Saskatchewan), *The extent of shared activation from word reading and picture identification in the VWFA and LOC*
- 10 Haotong Wang, Hrudka, Kayla, Briere, Jennifer, Marche, Tammy (University of Saskatchewan), *Mind map structural quality predicts retention of factual information*
- 11 Emiko Muraki, David Sidhu, Penny Pexman (University of Calgary), *Exploring semantic richness effects in abstract verbs*
- 12 Michelle Tomczak, Reyhaneh Bakhtiari, Aaron Granley, Anthony Singhal (University of Alberta), *The effects of cannabis and cocaine on driving related tasks of perception, cognition, and action*
- 13 Megan Hamel, Andrew Howell (MacEwan University), *Longitudinal study of implicit theories of well-being, positive thought/action orientation, and well-being*
- 14 Julia Hagerty, James Patton (Mount Royal University), *Does self-reported inner speech differ as a function of pre-training?*
- 15 Abdel Tayem, Eden X. Redman, Jonathan W.P. Kuziek, Kyle E. Mathewson (University of Alberta), *Delving deep: A follow-up study on depth perception in virtual reality*
- 16 Jasmin Bajwa, Michele Moscicki, Trevor Hamilton (MacEwan University), *A dose-dependent response of chondroitin sulphate acting as an alarm cue in zebrafish.*
- 17 Lauren H. Vomberg, John R. Vokey, Scott Allen (University of Lethbridge), *I've got the music in me: Mechanisms of pitch perception*
- 18 Sarah J. Anderson, Heather Jamniczky, Olave Krigolson, Sylvain Coderre, Kent Hecker (University of Calgary), *Quantification of learning in anatomy using electroencephalography: A neuroeducational approach*
- 19 Caitriona Douglas (University of Saskatchewan), Antoine Tremblay Aaron Newman (Dalhousie University), *Detecting the N400 ERP in a conversational setting*

- 20 Narae Ju, Justine Thacker, Craig Chambers, Susan Graham, Elizabeth Morrin-Lessard (University of Calgary), *The effect of speaker conventionality on preschoolers' use of referential context*
- 21 Nicole Hurst-Radke, Nathan Nadolski, Matthew S. Ross, Trevor J. Hamilton (MacEwan University), *The effects of the pollutant perfluorooctanesulfonic acid on anxiety-like behaviour in zebrafish*
- 23 Brea Chouinard, Alona Fyshe, Craig Champan, Haoyan Xu (University of Alberta), *You won't know if you don't Trifecta: Collecting EEG, eye-tracking, and motion capture data during a cognitive motor task*
- 24 Kaitlin N. Ritchie, Kathleen A. Corrigan (MacEwan University), *Do musicians have enhanced visual memory?*
- 25 Yang S. Liu, Briana Kroeker, Jeremy B. Caplan (University of Alberta), *Remembering a list of words: Does grouping increase accuracy?*
- 26 Alice Atkin, Anthony Singhal (University of Alberta), *Spatial and temporal dynamics of delayed, volitional reaching*
- 27 Parastoo Harati, Chris Westbury (University of Alberta), *Fascination is a lantern: What makes some metaphors good?*
- 28 Matt Sargent, Heath Matheson (University of Northern British Columbia), *The effects of postural bodily manipulations and environmental context on creative thinking*
- 29 Maria L. Stoney, Allister Grapes, Xena Nguyen, Catherine N. M. Ortner (Thompson Rivers University), *Exploring cognitive processes underlying emotion regulation choice using decision times*
- 30 Famira Racy, Christina Duhnych (Mount Royal University), *Links between inner speech, autobiography, self-esteem, and meaning in life*
- 31 Brian Duffels, Heath Matheson, Paul D. Siakaluk, R. Luke Harris (University of Northern British Columbia), *Convergent evidence of grounded semantics*
- 32 Michaela Trites, J. Barrios, J. W. Tanaka, B. Xu, S. W. S. MacDonald (University of Victoria), *Retention in high- versus low-variability visual learners*
- 33 Gwen van der Wijk (University of Calgary), Yaruuna Enkhbold, Matthew W. Szostakiwskyj, Natalia Jaworska (University of Ottawa), Andrea B. Protzner (University of Calgary), *Why does pharmacotherapy for depression work for some but not others? EEG connectivity and variability changes differently over the course of treatment in responders and non-responders*
- 34 Karolina Wiczorek, Kristine Peace (MacEwan University), *Undergraduate students abilities in detecting genuine and feigned emotions*
- 34 Autumn Puttick, Scott Allen (University of Lethbridge), *Telling more than we can know? The effects of self-coding on self-reports*
- 35 Kishnadar Krishna Moorthy, Peter Dixon (University of Alberta), *The relation between mind wandering and proactive interference*
- 36 Eden X. Redman, Jonathan W. P. Kuziek, Kyle E. Mathewson (University of Alberta), *Trigger happy!: An exploration of remotely defined event-related potentials*
- 37 Jenni M. Karl, Nikola R. Klassen (Thompson Rivers University), *Early reaching experience and the development of visually-guided prehension: The role of peri-hand space*
- 38 Gillian Russell, Jennifer Williams, Kathryn Thiessen (University of Lethbridge), *Is five cents the difference between cognitive style and mathematical ability?*
- 39 Daniel Geary, Valerie A. Thompson (University of Saskatchewan), *Feeling positive or negative? The role of positive and negative framing in metacognitive judgements in reasoning*

Saturday Posters

- 1 Adam Morrill, Brittany Angus-Cook, Christopher L. Striemer (MacEwan University), *It's a match: The interaction between hand use and direction of prism shift in visuomotor adaptation*
- 2 Shaylyn Kress, Josh Neudorf, Chelsea Ekstrand, Ron Borowsky (University of Saskatchewan), *In a flash: Investigating the role of orthography, semantics, phonology and attentional skill in the encoding of briefly presented words*
- 3 Jassleen Parmar, Lindsey Barnes, Anthony Chaston, Evelyn Field (Mount Royal University), *The interplay between participant bias and implicit racial biases in virtual reality*
- 4 Jennifer Briere, Kathryn Drever, Haotong Wang, Tammy Marche (University of Saskatchewan), *Comprehensive narrative elaboration technique increases accurate recall and resists misinformation*
- 5 Sarah Sheldon, Kyle E. Mathewsons (University of Alberta), *Effects of random fluctuations in orientation detection: An EEG study*
- 6 Daneil Moss, Gloria Sun., Olav Krigolson, Janeen Loehr, Maria Cruz, Marla Mickleborough (University of Saskatchewan), *Assessing visual spatial attention in migraineurs using MUSE*
- 7 Kelsey D. Mooney , Amanda J. Sinclair, Steven L. Prime (University of Saskatchewan), *Effects of saccade size and background cues in transsaccadic perception*
- 8 Chamin Wanasundara, Steven Prime, Amanda Sinclair, Khizra Noor, Aishwarya Gannamani (University of Saskatchewan), *The effects of meditation on saccadic image displacement*
- 9 Gloria Sun, Steven L. Prime (University of Saskatchewan), *Is tracking an occluded object less accurate after a saccade?*
- 10 Daniel Robles, Nicole Wlasitz, Nathan Bartlett, Pete Hurd, Kyle Mathewson, (University of Alberta), *Exploring the role of motoric dominance in visual attention using an EEG-skateboard task*
- 11 Magda Jordão (University of Coimbra), Ana Carolina Artiaga, Maria Salomé Pinho, Peggy L. St. Jacques (University of Alberta), *Are spontaneous thoughts constructed? Testing the impact of an episodic specificity induction*
- 12 Justin Christensen, Lauren Slavik, Jennifer Nicol, Janeen Loehr (University of Saskatchewan), *Balancing the integration of self and other during live orchestral performance as reflected by neural alpha oscillations*
- 14 Maureen Plante , Rodney Schmaltz (MacEwan University), *Preventing illness or promoting health?: The role of regulatory focus on belief in junk science*
- 15 Genevieve Desmarais, Laura Schneeberger (Mount Allison University), *Attention and audiovisual integration using the colavita effect*
- 16 Jessica Tingley, Michele Moscicki (MacEwan University), *The effect of earworms on affect*
- 17 Maham Azhar, Jamie I. D. Campbell (University of Saskatchewan), *Effects of language direction on spatial biases in adult's elementary arithmetic*
- 18 Vanessa C. Boila, Tru E. Kwong (Mount Royal University), *The mere presence of a cell phone and academic ability*
- 19 Jeremy Thomas, Jeremy B. Caplan (University of Alberta), *The role of imagery ability in the effectiveness of interactive imagery*
- 20 Xuehui Lei, Weimin Mou, Subekshya Adhikari, Jarlo Alganion, Aradhna Chawla, Lara Pereira (University of Alberta), *Spatial updating within and across boundaries*

- 21 Christina Duhnrych, Famira Racy (Mount Royal University), *Are there variations in self-reported inner speech as a function of different time probes?*
- 22 Janinne Collins, Jennifer Briere (University of Saskatchewan), *Memory reframing to improve well being: Can retrieval-induced forgetting positively reframe memories of negative valence?*
- 22 Julia Stamp (University of Calgary), *Effect of estrogen on the entorhinal cortex of female rats*
- 23 Kate Rozendaal, A. Skye, K. Buro, C. Debreceen (MacEwan University), *A drug addict, a model, and an engineer walk into a bar: An examination of victim dehumanization and reactions to consent violations*
- 24 Alex Taikh, Christina Gagne, Thomas Spalding (University of Alberta), *Reading and writing compound words: Do factors underlying lexical access also influence written production?*
- 25 Kate Lee, Penny Pexman (University of Calgary), *Children and sarcasm: Developing an appreciation for ironic intent*
- 26 Ryan Moukhaiber, Ryan Moukhaiber, Leanna Cruikshank, Jeremy B. Caplan, Anthony Singhal (University of Alberta), *Delayed and immediate actions as a function of reach-height*
- 27 Alesha Reed, Kulpreet Cheema, Jacqueline Cummine (University of Alberta), *An investigation of the contribution of motor tract integrity to reading performance in skilled and unskilled readers*
- 28 Julie Porter, James Taylor (Mount Royal University), *Who benefits from using a fidget toy? Moderators of fidget-spinner effects on attention and memory formation during a lecture*
- 29 Fangfang Li, Inge Genee, Zoie Hansen, Chris Hatton, Catherine Kwan, Steven Timms, Brittany Wichers (University of Lethbridge), *"b" or "p"? Cracking the myth on Blackfoot stops using voice-onset time*
- 30 Felicitas Kluger, Jeremy B. Caplan (University of Alberta), *An autobiographical story-peg mnemonic technique for serial recall*
- 31 Calvin Schlosser, Sean Rogers (Grant MacEwan University), *Read receipts in romantic relationships*
- 32 Michael McLaren-Gradinaru, Adam Retsinas, Ford Burles, Giuseppe Iaria (University of Calgary), *Training spatial navigation in healthy adults*
- 33 Jaimy Hannah, Kristina Jelinkova, Jackie Kohl, Ford Burles, Giuseppe Iaria (University of Calgary), *The structure of the brain in developmental topographical disorientation*
- 35 Yafei Qi, Xuehui Lei, Weimin Mou, Ojas Srivastava (University of Alberta), *Cue combination of path integration and piloting in goal directed navigation*
- 36 Cory McKenzie, Amberley Ostevik, William Hodgetts, Jacqueline Cummine, Daniel Aalto (University of Alberta), *Associations between musical experience and auditory discrimination*
- 37 Ian R. Newman, Valerie Thompson (University of Saskatchewan), *Testing an attentional account of reasoning errors*
- 38 Emma Donnelly (University of Calgary), *The effect of vocal versus instrumental background music on word recall*
- 39 Julia Kim, David M. Sidhu, Penny M. Pexman (University of Calgary), *Role of emotional information in children's lexical processing*

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