About the Contributors

Lakshmi Gogate is a Developmental Psychologist and an Associate Professor of Psychology at Florida Gulf Coast University. She received a Doctorate in Developmental Psychology from Rutgers University and a Masters in Linguistics from Michigan State University. She is the recipient of a Dissertation Research Award from the APA, a Dean’s Research Initiative Award from the College of Medicine at SUNY Health Science Center, Brooklyn, and a Senior Faculty Scholarship Excellence Award at Florida Gulf Coast University. Her research focuses on the perceptual origins of language development in term and preterm infants. In particular, she investigates the embodied organismic-environmental interactions that result in infants’ learning of names for objects and actions. Her research has been funded by the Thrasher Research Fund, The March of Dimes Birth Defects Foundation, and The National Science Foundation. Her papers include a theoretical model (with Hollich, “Invariance Detection within an Interactive System: A Perceptual Gateway to Language Development”, 2010, Psychological Review) and a computational model (with Prince and Matatyaho, “Two-Month-Old Infants’ Sensitivity to Changes in Syllable-Object Pairings: The Role of Temporal Synchrony, 2009, Journal of Experimental Psychology: Human Perception and Performance) of word learning.

George Hollich is an Associate Professor and the Director of the Infant Language Lab in the Department of Psychological Sciences at Purdue University. He is the author of a Society for Research in Child Development Monograph on the Origins of Word Learning (co-written with Kathy Hirsh-Pasek and Roberta Golinkoff) and a Psychological Review article (co-authored with Lakshmi Gogate) that reveals the perceptual underpinnings of speech perception, word learning, and grammar. In recognition for his work in the areas of early language development and speech perception, Dr. Hollich was the recipient of the 2007 Boyd McCandless Award given by Division 7 of APA to recognize “a young scientist who has made a distinguished contribution to the dissemination of developmental science.” George was also presented the 2006 International Society on Infant Studies Distinguished Early Career Contribution Award. This award was given in recognition of “significant new insights into early perception, cognition, and language acquisition.” Also cited was the breadth of his work and the use of innovative technologies from multiple areas, including developmental and cognitive psychology, computer science, and speech science.

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Artur Arsénio is currently YDreams Robotics CEO, and an Assistant Professor in Computer Science and Computer Networks Engineering at Instituto Superior Técnico. He received his Doctoral degree in Computer Science from the Massachusetts Institute of Technology (MIT) in Robotics and Artificial Intelligence in 2004, under the supervision of Rodney Brooks, and his MSc and Engineering degree
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from Lisbon’s Instituto Superior Técnico. In 2005, Artur Arsénio joined Siemens as a Solution Leader Architect on its IPTV and SmartHome projects, where he led several international teams and became responsible for the SmartHome solution. From 2008 until May 2012, he headed Innovation at Nokia Siemens Networks Portugal S.A. (NSN). Between 2004 and 2008, he was the Dean of the Engineering for University of Benguela (Angola), and lectured at Autonoma University’s Executive MBA. He has authored/co-authored over 80 papers in book chapters, journals, and conferences, and several international patent applications, acting as journal editor, session chairman, reviewer, and committee member for several international IEEE conferences and journals. He is co-founder and vice-chair of the ACM SIGCOMM chapter in Portugal. He is the recipient of several international scientific and innovation awards. He collaborated on the creation of the multidisciplinary “Institute for Human Studies and Intelligent Sciences” in Cascais. Artur is an associate member and co-founder of Beta-I entrepreneurship association, where he has mentored over 20 start-up projects. He is a Fulbrighter, and the President of the MIT Alumni Association in Portugal.

Catherine Best is Professor and Chair in Psycholinguistic Research, and Director of Higher Degree Research Studies, at Marcs Institute, University of Western Sydney, Australia. She has a dual background in Developmental Psychology (Ph.D. in Developmental Psychology from Michigan State University USA, with minor in Neurosciences) and Linguistics (NIH Career Development Award: Phonetics and Phonology). Over the past decade, her research has focused on how experience with spoken language shapes speech perception and speech production, including cross-language research with non-native listeners, second language learners and bilinguals, and more recently has been instrumental in launching cross-accent research on early development of phonological constancy: the ability to recognize spoken words across unfamiliar regional accents of the native language. Recent publications include “Development of Phonological Constancy: Toddlers’ Perception of Native- and Jamaican-Accented Words” (Psychological Science), “Effects of Sign Language Experience on Categorical Perception of Dynamic ASL Pseudosigns” (Attention, Perception, & Psychophysics), and “Native-Language Phonological and Phonetic Influences on Perception of English Approximant Contrasts by Danish and German Listeners” (Journal of Phonetics).

Heather Bortfeld is an Associate Professor of Psychology at the University of Connecticut (Storrs, CT) and a Senior Scientist at Haskins Laboratories (New Haven, CT). She uses a combination of behavioral (e.g., looking time) and neurophysiological (e.g., optical imaging) methods to characterize how language changes over the lifespan and identify the cognitive, neurological, and interpersonal determinants of normal and impaired language development and use.

Thomas Cederborg is currently a Ph.D. candidate at the Inria FLOWERS team. Prior to that (August, 2008 – December, 2009), he worked at the AI-lab of the Vrije Universiteit Brussel (VUB) under the supervision of Luc Steels. He has a background in Physics from the Competitive Physics Program “Teknisk Fysik” at Chalmers Institute of Technology, Sweden. After studying Physics and Complex Adaptive Systems at Chalmers, Thomas conducted language game research at the VUB, focusing on agents that play different types of language games and choose the type of game and the topic of conversation based on the estimated current competence level of the population. At the FLOWERS team,
Thomas has worked on imitation learning where an unknown number of tasks are learnt from unlabeled demonstrations. Language was also explored by extending the context of an imitation learning system to include speech and hand signs. He has also explored agents that learn a task simultaneously with extending its understanding of how feedback is being provided.

Christopher M. Conway is an Assistant Professor in the Department of Psychology at Georgia State University in Atlanta. He received a Ph.D. in Psychology from Cornell University (2005) and subsequently spent 3 years as an NIH postdoctoral research fellow at Indiana University and 4 years as an Assistant Professor at Saint Louis University before beginning his current position. His research aims to uncover the underlying cognitive and neural mechanisms of learning and language abilities in both typical and atypical development using a combination of cognitive/behavioral and cognitive neuroscience (Event-Related Potential, ERP) methods. His research is funded by the National Institutes of Health.

Nicole Depowski is a graduate student in Developmental Psychology at the University of Connecticut under the supervision of Dr. Heather Bortfeld. Her research interests involve examining the role that the social environment plays in the acquisition of language in infants and young children.

Sander van Dijk is a PhD candidate at the Adaptive Systems Research Group, University of Hertfordshire (UH), UK. He has a background in Artificial Intelligence, having received his MSC in AI from the University of Groningen, The Netherlands. His primary research focuses on the Information-Theoretical properties of action-selection in agents, goal-directed behavior, and sensor evolution. Sander also is team leader of UH’s award-winning RoboCup team “Bold Hearts,” taking a keen interest in humanoid robot locomotion, learning, and coordination. Recent publications include “Informational drives for sensor evolution” (with Polani), “Grounding Subgoals in Information Transitions” (with Polani), and “Application of the ‘Alliance Algorithm’ to Energy Constrained Gait Optimization” (with Lattarulo).

Annette Henderson is a Senior Lecturer in the School of Psychology and the Director of the Early Learning Lab at the University of Auckland. Annette received her PhD from Queen’s University, Canada, with a specialization in Language and Cognitive Development. Over the past decade, Annette’s research interests in language development have been directed towards investigating children’s understanding of the conventional nature of language and how this understanding shapes children’s word learning. Recent related publications include “Nine-Month-Old Infants Generalize Object Labels, But Not Object Preferences across Individuals” (Developmental Science, with Woodward), “Parents’ Use of Conventional and Unconventional Labels in Conversations with their Preschoolers” (Journal of Child Language, with Sabbagh).

Jessica S. Horst is a faculty member in the School of Psychology at the University of Sussex. She obtained her undergraduate degree in Philosophy and Psychology with a minor in German Language and Literature from Boston University and her PhD in Psychology from the University of Iowa. For her Doctoral research on young children’s ability to learn and retain new words from a fast mapping context she earned awards from the American Psychological Association, Division 7, and the Society for Research in Child Development. Her current research continues to focus on young children’s word learning.
Carmel Houston-Price is Senior Lecturer (Associate Professor) in Developmental Psychology at the University of Reading, UK. She was awarded a DPhil in Experimental Psychology by the University of Oxford in 2002 (“The Acquisition of Object Names in Explicit and Ambiguous Referential Contexts”) and gained her BSc (Hons) in Psychology at Royal Holloway, University of London. Carmel’s research aims to elucidate the mechanisms by which infants and young children learn about the world. While she has primarily explored this issue in relation to vocabulary development in infant, preschool, and school-aged populations, her work also investigates the formation of attentional and behavioural preferences. Examples of recent publications include: “Tracking Speakers’ False Beliefs: Is Theory of Mind Available Earlier for Word Learning?” in Developmental Science, “Language Experience Shapes the Development of the Mutual Exclusivity Bias” in Infancy, and “Picture Book Exposure elicits Positive Visual Preferences in Toddlers” in the Journal of Experimental Child Psychology.

Gavin W. Jenkins is a graduate student and member of the DeLTA Center at the University of Iowa. He received BAs in Philosophy and in Cognitive Psychology from Stanford University in 2008 and a MA in Psychology from Stanford University in 2009. In 2010, he received a National Defense Science and Engineering Graduate Fellowship for support of his graduate studies. His research investigates the development of categories and conceptual knowledge, the flexibility and adaptability of categories in context, and the processes behind similarity judgments. His work employs neural network models of cognition and the principles of dynamical systems theory.

Ze Ji is a Research Fellow at the School of Engineering, Cardiff University, UK. He was also a Research Fellow at the Adaptive Systems Research Group at the University of Hertfordshire from 2009 to 2011. At both institutes, his research has been focusing on robotics in various subjects. He was awarded a PhD in 2007 from Cardiff University for his work entitled “Development of Tangible Acoustic Interfaces for Human Computer Interaction.” Prior to that, he received his MSc in Computer Science from the University of Birmingham (2003) and BEng in Electronic Engineering from Jilin University (2001). He has broad research experience in various domains, including human robot/computer interaction, humanoid and mobile robotics, acoustic and speech signal processing, tactile sensing data processing, machine learning, and semantic knowledge representation. He has published several journal and conference papers. His recent involved projects include the SRS (Multi-Role Shadow Robotic System for Independent Living, http://www.srs-project.eu), RoboSkin (Skin-Based Technologies and Capabilities for Safe, Autonomous, and Interactive Robots, http://www.roboskin.eu), and ITalk (Integration and Transfer of Action and Language Knowledge in Robots, http://www.italkproject.org).

Sarah Kucker is a PhD candidate in Psychology at the University of Iowa. She received a B.S. in Psychology and a B.A. in Philosophy from Drake University in 2008. She is broadly interested in word learning and category development, with a specific focus on how both are influenced by prior knowledge and familiarity and by competition during processing. In her research, she investigates the interaction of multiple dynamic processes that lead to the emergence of complex behavior, such as language, both in the moment of learning but also across development. Sarah has recently written on how novelty and familiarity influence learning, and currently expands on this work in her dissertation.
Beth Law is a Teaching Fellow at the University of Reading, UK, and a newly-appointed Lecturer (Assistant Professor) in Developmental Psychology at the University of West London. She is in the final stages of completing her Doctoral Thesis at the University of Reading, having gained a BSc (Hons) in Psychology, Childhood, and Aging at the same institution. Beth’s PhD research has employed a longitudinal design to explore the relationship between children’s receptive and expressive vocabulary development and their ability to utilise several hypothesised word-learning strategies during the second year of life. Her other research interests lie in the areas of autism and developmental disorders, early cognitive and social development and language disorders. Some early findings from Beth’s PhD work were published in a paper titled “Using Gaze Direction to Learn Words at 18 Months: Relationships with Later Vocabulary” in the University of Reading’s Language Studies Working Papers (Law, Houston-Price, & Loucas, 2012).

Bob McMurray is an Associate Professor in the Dept. of Psychology and the Dept. of Communication Sciences and Disorders and a member of the Delta Center at the University of Iowa. He received his B.A. in Psychology and Cognitive Studies from Cornell University in 1998 and a Ph.D. in Brain and Cognitive Sciences from the University of Rochester in 2003. He is the recipient of the Boyd McCandless from APA Division 7 and the Distinguished Scientific Award for Early Career Contribution to Psychology from the APA. His research uses behavioral, developmental, neuroscientific, and computational approaches to examine speech perception, spoken word recognition, and how those abilities develop in both normal and impaired populations. Recent publications on word learning include “Defusing the Childhood Vocabulary Explosion” (2007, Science), and “Word Learning emerges from the Interaction of Online Referent Selection and Slow Associative Learning” (in press, Psychological Review, with co-authors, Jessica Horst and Larissa K. Samuelson).

Anthony Morse is a Senior Research Fellow on the POETICON++ project (http://www.poeticon.eu/) in the Cognition Institute and in the Centre for Robotics and Neural Systems (http://www.tech.plym.ac.uk/SOCCE/CRNS/) at the University of Plymouth (http://www.plymouth.ac.uk/). His primary research interests are in the development of theories, experiments, and robotic models of the early stages of developmental psychology, in particular the role embodiment, space, and language plays in shaping cognition, and how phenomena typically treated separately can be integrated and understood as interdependent.

Karen Mulak completed her PhD in Psycholinguistic Research at the Marcs Institute at the University of Western Sydney in September 2012. Her thesis examined children’s ability to understand and recognize speech across regionally accented variations to consonants, vowels, and suprasegmental features. A paper based on her thesis research “Development of Phonological Constancy: 19-Month-Olds, but not 15-Month-Olds, identify Words in a Non-Native Regional Accent” has been accepted for publication in Child Development (with C. T. Best, M. D. Tyler, C. Kitamura, and J. R. Irwin). She also majored in Neuroscience with a minor in Cognitive Science as an undergraduate at Trinity College, CT, and was the Child Language Studies Laboratory Coordinator at Haskins Laboratories before moving to Australia. Her research interests include language-specific and cognition-general aspects of learning, cross-accent and cross-language listening, language development, and language learning in adults. She is currently involved in several projects examining the role of orthography on language learning in adults, the mechanisms of word-object association learning in children and adults, and cross-accent perception by children and adults. Karen also teaches both psychology and linguistics at the University of Western Sydney.
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Pierre-Yves Oudeyer is Research Director at Inria and head of the Inria and Ensta-ParisTech FLOWERS team (France). He was a permanent researcher in Sony Computer Science Laboratory for 8 years (1999-2007). He studied Theoretical Computer Science at Ecole Normale Supérieure in Lyon, and received his Ph.D. degree in Artificial Intelligence from the University Paris VI, France. After working on computational models of language evolution, he is now working on developmental and social robotics, focusing on sensorimotor development, language acquisition, and life-long learning in robots. Strongly inspired by infant development, the mechanisms he studies include artificial curiosity, intrinsic motivation, the role of morphology in learning motor control, human-robot interfaces, joint attention, and joint intentional understanding, and imitation learning. He has published a book, more than 80 papers in international journals and conferences, holds 8 patents, and has given several invited keynote lectures in international conferences, and received several prizes for his work in developmental robotics and on the origins of language. In particular, he is laureate of the ERC Starting Grant EXPLORERS. He is editor of the IEEE CIS Newsletter on Autonomous Mental Development, and Associate Editor of IEEE Transactions on Autonomous Mental Development, Frontiers in Neurorobotics, and of the International Journal of Social Robotics. Web: http://www.pyoudeyer.com and http://flowers.inria.fr.

Katharina J. Rohlfing received the Master’s degree in Linguistics, Philosophy, and Media Studies from the University of Paderborn in 1997. As a member of the Graduate Program Task Oriented Communication, she received the Ph.D. degree in linguistics from the Bielefeld University in 2002. In 2006, with her interdisciplinary project on the Symbiosis of Language and Action, she became a Dilthey-Fellow (VolkswagenStiftung). Since 2008, she has been Head of the Emergentist Semantics Group within the Center of Excellence Cognitive Interaction Technology. Her habilitation in 2009 on early semantics attests to her interest in the interface between cognitive development and early stages of language acquisition.

Mark Sabbagh is Professor in the Developmental Psychology and Neuroscience programs at Queen’s University in Kingston, Ontario, Canada, where he has been since 2000. He received his B.Sc. from the University of California, Santa Cruz (1993) and his Ph.D. in Psychology from the University of Oregon (1998). His work focuses in two main areas. The first is young children’s understanding of language, and in particular how language learning is shaped by their understanding of the social-conventional nature of language. The second is children’s social cognitive (“theory of mind”) development, with a focus on how neuro-maturational factors interact with experience to shape key developments during the preschool period. These research activities are funded by grants awarded by the Social Sciences Research Council of Canada (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC). Dr. Sabbagh has recently served as an Associate Editor for the Journal of Developmental Psychology, and is preparing a special issue of this journal focusing on children’s abilities to show selective social learning.

Larissa K. Samuelson is an Associate Professor of Psychology at the University of Iowa and Training Coordinator for the DeLTA Center. Dr. Samuelson received a BS with Honors from Indiana University in 1993 and a joint Ph.D. in Psychology and Cognitive Science from Indiana University in 2000. She is the recipient of the J.R. Kantor Graduate Award, and in 2010, she received the American Psychological Association (APA) Distinguished Scientific Award for Early Career Contribution to Psychology in the area of Developmental Psychology. Her research examines the development of categories, similarity...
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Yo Sato is a Research Fellow at the University of Hertfordshire, England. He has the theoretical computational linguistics background, obtaining Masters and Ph.D. degrees (2004 and 2008, respectively, King’s College London) with work on deep syntactic parsing of languages with freer word order. Since joining the EU’s ITALK project (www.italkprojects.org), which focuses on the language learning by humanoid robots, his interest has been extended to the issues of language learning, encompassing phonetic, lexical, and grammar acquisition. The overview of this work is described in the paper “Three Stage Model towards Grammar Acquisition” (2010, ICDL). Believing in the balance between formal and empirical methods, he also maintains active interest in formal linguistics (mainly HPSG), where he applies computational methods to theoretical questions that have bearing on cognitive issues, such as information structure.

Lars Schillingmann received the diploma degree in Computer Science from the Bielefeld University, Germany, in 2007. He wrote his diploma thesis about integrating visual context into speech recognition. Subsequently, he joined the research group for Applied Informatics (Angewandte Informatik) at Bielefeld University. He worked for the BMBF (German Federal Ministry of Education and Research) Joint-Project DESIRE. Subsequently, he worked in the EU-Project iTalk (Integration and Transfer of Action and Language Knowledge in Robots) on the topic of acoustic packaging. On this topic, he received the Ph.D. degree in 2012 from the Technical Faculty. Currently, he is working in the EU-Project HUMAVIPS (Humanoids with Auditory and Visual Abilities in Populated Spaces), which aims at developing adequate robot behavior for interacting with a group of people. His research interests include learning and feedback processes embedded in human-robot interaction.

Kathleen Elizabeth Shaw is a graduate student at the University of Connecticut in the Developmental Psychology program. She is an NSF IGERT Fellow (Language and Plasticity), and her research interests include the neural correlates of perceptual processing in audio, visual, and audiovisual information in preverbal infants.

Linda B. Smith received her Bachelor of Science from the University of Wisconsin – Madison in 1973 and her Doctorate of Philosophy from the University of Pennsylvania. She is a fellow of the American Academy of Arts and Sciences, and has won numerous awards including the Tracy M. Sonneborn Award, APA Award for Early Career Contribution, the National Institutes of Health Research Career Development Award, and the James McKeen Cattell Sabbatical Award. She is a fellow of the American Psychological Society and the Society of Experimental Psychologists. She has chaired the Department of Psychological and Brain Science at Indiana University, served on multiple advisory committees concerned with the future directions of science for the National Science Foundation and the National Institutes of Health, served on the governing boards of the Cognitive Science Society and the International Conference on Development and Learning, and as the chair of the Rumelhart Prize Committee.
Regarded as one of the top experimentalists in the world in her field, her work combines computational modeling with experiments involving toddlers. She has shown both empirically and in formal models how the statistical structure of language influences the properties that children will attend to, so that when a linguistic label is assigned to an object, shape becomes selectively important for children.

**John P. Spencer** is a Professor of Psychology at the University of Iowa, the current Director of the CHILDS Facility (CHild Imaging Laboratory in Developmental Science) and the founding Director of the DELTA Center (DEvelopment and Learning from Theory to Application). He received a Sc.B. with Honors from Brown University in 1991 and a Ph.D. in Experimental Psychology from Indiana University in 1998. He is the recipient of the Irving J. Saltzman and the J. R. Kantor Graduate Awards from Indiana University. In 2003, he received the Early Research Contributions Award from the Society for Research in Child Development, and in 2006, he received the Robert L. Fanz Memorial Award from the American Psychological Foundation. His research examines the development of visuo-spatial cognition, spatial language, working memory, attention, and executive function with an emphasis on dynamical systems and neural network models of cognition and action. He has had continuous funding from the National Institutes of Health and the National Science Foundation since 2001 and has been a fellow of the American Psychological Association since 2007.

**Katherine E. Twomey** is a member of the School of Experimental Psychology at the University of Liverpool, UK. She gained her undergraduate degree in English Language and her PhD in Psychology, both from the University of Sussex, UK. Her doctoral research examined young children’s fast mapping, word learning, and categorization, with an emphasis on Dynamic Systems Theory and Dynamic Neural Field modeling. Her current research focuses on connectionist modeling of syntax acquisition.

**Richard Veale** received degrees in Computer Science (B.S., 2008) and Philosophy (B.A., 2008) from Ursinus College (Pennsylvania, USA), and a degree in Computer Science (M.S., 2011) from Indiana University (Indiana, USA). He is currently finishing a Ph.D. in the Cognitive Science and Computer Science joint Ph.D. program at Indiana University. His research interests include biologically accurate neural and developmental approaches to understanding how the environment and body scaffold traditionally “cognitive” learning behaviors. He is particularly excited about how these findings can be used to build more intelligent robots.

**Anne M. Walk** is a Doctoral student at Saint Louis University in Saint Louis, MO. She is pursuing a degree in Cognition and Neuroscience. Her research has been focusing on the cognitive and neural mechanisms of learning and development. Recent projects involve investigating multisensory implicit learning and the typical and atypical development of spatial and sequential learning.

**Britta Wrede** is Interim Head of the Applied Informatics Group at Bielefeld University and, since 2008, Head of the research group “Hybrid Society” of the CoR-Lab. After receiving her M.A. and PhD title from the Faculty of Linguistics in 1999 and from the Technical Faculty in 2002, respectively, both in the area of Automatic Speech Recognition, she spent one year as DAAD Fellow at the International Computer Science Institute (ICSI) in Berkeley, USA, working on the analysis of prosodic cues for emotional speech or “Hot Spots.” Since rejoining the Applied Informatics Group, she has been working on
human-robot dialog modeling, emotion recognition, and modeling in HRI, developmentally inspired speech recognition approaches, visual attention modeling, the analysis of tutoring behavior towards children and robots, and the modeling of the perception of multi-modal tutoring behavior for learning. She is Principal Investigator in several EU projects (ITALK, RobotDoc, Humavips) and national projects funded by DFG (CRC 673 Alignment in Communication; TATAS – The Automatic Temporal Alignment of Speech), DLR (Sozirob – The Robot as Fitness Coach), and BMBF (DESIRE – Deutsche Service Robotik Initiative). Her research is driven by how to equip robots with a better understanding of their environment and is strongly inspired by human development. It follows the hypothesis that learning needs to be embedded in social interaction.

**Chen Yu** received his Ph.D. degree in Computer Science from the University of Rochester and is currently an Associate Professor in the Department of Psychological and Brain Sciences at Indiana University. Dr. Yu has received the David Marr Best Paper Award from the Cognitive Science Society, an Outstanding Early Contribution Award from the International Society of Infant Studies, and a Junior Faculty Award from Indiana University. His research is supported by NIH, NSF, and AFOSR. Dr. Yu has published papers in the fields of cognitive science, developmental psychology, and computer science. His work is inspired by embodied cognition, and he specializes in cognitive modeling, language acquisition, perception-action coupling, cognitive development, and multimodal human-robot interactions. He studies human development and learning through both behavioral studies and computational modeling. In particular, his research focuses on how language is grounded in sensorimotor experience and how language development depends on complex interactions among brain, body, and environment. He is also interested in connecting human behavioral studies with artificial intelligence research in computer science to develop biologically motivated artificial agents. Most recently, Dr. Yu has been primarily working on analyzing micro-level fine-grained behavioral data, such as eye movement data, body movement data, and speech and video data streams.

**Libo Zhao** is a Doctoral candidate at the Department of Psychology and the Delta Center, University of Iowa, in the Cognition and Perception and Training area. She earned her B.S. in Psychology from Beijing Normal University in 2002 and her Master’s degree from the Institute of Cognitive Neuroscience and Learning, Beijing Normal University, in 2005. Libo is interested in studying language learning and development, multiple memory systems, and visual attention, by combining behavioral, computational modeling, and functional MRI methodologies.