

Amy S. Finn

Curriculum Vitae

Employment

Associate Professor	University of Toronto Department of Psychology 100 St. George Street, Room 4002 Toronto, ON, M5S 3G3 Email: amy.finn@utoronto.ca Web: finnlandlab.org	2022-present
Assistant Professor	University of Toronto Department of Psychology	2016-2022

Education

Postdoc	Massachusetts Institute of Technology Department of Brain and Cognitive Science Advisor: John D. E. Gabrieli	2010-2015
Ph.D.	University of California, Berkeley Psychology: Cognition Brain & Behavior Advisors: Carla L. Hudson Kam & Mark D'Esposito	2004-2010
B.A.	University of Wisconsin—Madison Psychology, English Advisor: Jenny R. Saffran	1999-2002

Publications (peer reviewed) **indicates trainee author*, [ⓧ]*indicates equal contributions*

Under review & preprints

Decker, A.,* Duncan, K., [ⓧ] & Finn, A.S. [ⓧ] (under revision, *Psychological Science*). Fluctuations in sustained attention explain moment-to-moment shifts in children's memory formation. preprint: <https://psyarxiv.com/gzkuc/>

Tandoc, M.C.,* Nadendla, B.,* Pham, T.* & Finn, A.S. (under revision, *Psychological Science*). Dividing attention hurts learning in adults but not children. preprint: <https://psyarxiv.com/aqw28/>

Dubois, M.* & Finn, A.S. (under review). Mind wandering can be a good thing.

2023

- Jung, Y.,* Forest, T.A.,* Walther, D.B., & **Finn, A.S.** (accepted). Neither enhanced nor lost: the unique role of attention in children's neural representations. *Journal of Neuroscience*
- Forest, T.A.,* Abolghasem, Z., **Finn, A.S.**, & Schlichting, M.L. (accepted). Children form highly specific memory representations for statistical structure. *Child Development*
- Decker, A.,* ^φ Dubois, M.,* ^φ Duncan, K. ^φ & **Finn, A.S.** ^φ (2023). Pay attention and you might miss it: Greater learning during attentional lapses. *Psychonomic Bulletin & Review*, 1-12.
- Liu, H.,* Forest, T.A.,* Duncan, K. ^φ & **Finn, A.S.** ^φ (2023). What sticks after statistical learning: The persistence of implicit versus explicit memory traces. *Cognition*, 236, 105439
- Forest, T.A.,* Schlichting, M.L., Duncan, K., & **Finn, A.S.** (2023) Changes in statistical learning across development. *Nature Reviews Psychology*, 1-15.

2022

- Forest, T. A.,* Siegelman, N., ^φ & **Finn, A.S.** ^φ (2022). Attention to different statistical structures changes with experience. *Psychological Science*, 33(12), 2059-2072.
- Gualtieri, S.* & **Finn, A.S.** (2022). The sweet spot: When children's developing abilities, brains, and knowledge make them better learners. *Perspectives on Psychological Science*, 17(4), 1322-1338.
- Forest, T. A.,* **Finn, A.S.** & Schlichting, M.L. (2022). General precedes specific in memory representations for structured experience. *Journal of Experimental Psychology: General*, 151(4), 837-851.

2021

- Ren, J.,* Wharton-Shuckster, E.* , Bauer, A.* , Duncan, K. ^φ, & **Finn, A.S.** ^φ (2021) Events Structure Information Accessibility Less in Children than Adults. *Cognition*, 217, 104878.

2020

- Jung, Y.,* Walther, D.B., & **Finn, A.S.** (2020). Automatic categorical abstraction during visual statistical learning in children and adults, *Developmental Science*, 1-12, doi: 10.1111/desc.13072

Decker, A.L.,* Duncan, K. [ⓧ], Finn, A.S. [ⓧ], & Mabbott, D.J. [ⓧ] (2020). Children's family income is associated with cognitive function and volume of anterior not posterior hippocampus. *Nature Communications*, 11, 4040.

Decker, A.L.,* Finn, A.S. [ⓧ], & Duncan, K. [ⓧ] (2020). Errors lead to transient impairments in memory formation. *Cognition*, 204, 104338.

Forest, T. A.,* Finn, A.S. & Schlichting, M.L. (2020). What is represented in memory after statistical learning? *Proceedings of the 42nd Annual Meeting of the Cognitive Science Society*.

2019

Forest, T. A.,* [ⓧ] Lichtenfeld, A., [ⓧ] Alvarez, B., & Finn, A.S. (2019). Superior learning in Synesthetes: Consistent grapheme-color associations facilitate the segmentation of words from continuous speech. *Cognition*, 186, 72-81.

Finn, A.S., Kharitonova, M. Holtby, N.* & Sheridan, M.A. (2019). Prefrontal and hippocampal structure predict statistical learning ability in early childhood. *Journal of Cognitive Neuroscience*, 31, 126-137.

Kalra, P.B.,* Gabrieli, J.D.E., & Finn, A.S. (2019). Evidence of Stable Individual Differences in Implicit Learning. *Cognition*, 190, 199-211.

Leonard, J.A., Romeo, R.R., Park, T.A., Takada, M., Robinson, S.T., Grotziner, H., Finn, A.S., Gabrieli, J.D.E., & Mackey, A.P. (2019) Associations between cortical thickness and reasoning vary by socioeconomic status in early childhood and adolescence. *Developmental Cognitive Neuroscience*, 36, 100641.

Galla, B.M., Shulman, E.P., Plummer, B.D., Gardner, M., Hutt, S.J., Goyer, J. P., D'Mello, S.K., Finn, A.S. & Duckworth, A.L. (2019). Why High School Grades Are Better Predictors of On-Time College Graduation Than Are Admissions Test Scores: The Roles of Self-Regulation and Cognitive Ability. *American Educational Research Journal*, 56(6), 2077-2115.

Wharton-Shukster, E.* & Finn, A.S. (2019). A trade-off in learning across levels of abstraction in adults and children. *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. (pp.3092—3098). Montreal, QC.

2018

Forest, T.A.* & **Finn, A.S.** (2018). Attention Selectively Boosts Learning of Statistical Structure. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. (pp. 1674-1680). Madison, WI: Cognitive Science Society

2017

Sheridan, M. A., Peverill, M., **Finn, A. S.**, & McLaughlin, K. A. (2017). Dimensions of childhood adversity have distinct associations with neural systems underlying executive functioning. *Development and Psychopathology*, 29, 1777-1794.

Qi Z., Beach S. D., **Finn A. S.**, Minas J., Goetz C., Chan B., & Gabrieli J. D. E. (2017). Dissociable language learning strengths are predicted by native-language N400 and P600. *Neuropsychologia*, 98, 177-191.

Finn, A.S., Minas, J.E., Leonard, J.A*., Mackey, A.P., Salvatore, J., Goetz, C., West, M.R., Gabrieli, C.F.O. & Gabrieli, J.D.E (2017). Functional brain organization of working memory in adolescents varies in relation to family income and academic achievement. *Developmental Science*, 20, e12450.

2016

Finn, A.S., Kalra, P.B., Goetz, C., Leonard, J.A., Sheridan, M.A. & Gabrieli, J.D.E (2016) Developmental Dissociation Between the Maturation of Procedural Memory and Declarative Memory. *Journal of Experimental Child Psychology*, 142, 212-220.

Peverill, M., McLaughlin, K. A., **Finn, A. S.**, & Sheridan, M. A. (2016). Working memory filtering continues to develop into late adolescence. *Developmental Cognitive Neuroscience*, 18, 78-88.

Cain, M.S., Leonard, J.A., Gabrieli, J.D.E., & **Finn, A.S.** (2016) Media Multitasking in Adolescence. *Psychonomic Bulletin & Review*, 23, 1932-1941.

West, M.R., Kraft, M., **Finn, A.S.**, Martin, R.E., Duckworth, A.L., Gabrieli, C.F.O. & Gabrieli, J.D.E (2016) Promise and Paradox: Measuring students' non-cognitive skills and the impact of schooling. *Educational Evaluation and Policy Analysis*, 38, 148-170.

2015

Leonard, J.A*., Mackey, A.P., **Finn, A.S.**, & Gabrieli, J.D.E (2015). Differential Effects of Socioeconomic Status on Declarative and Procedural Memory Systems. *Frontiers in Human Neuroscience*, 9, 1-9.

Finn, A.S. & Hudson Kam, C.L. (2015). Why segmentation matters: experience-driven segmentation errors impair "morpheme" learning. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 41, 1560-1569.

Saygin, Z.M., Osher D.E., Koldewyn, K., Martin, R.E., **Finn, A.S.**, Saxe, R., Gabrieli, J.D.E. & Sheridan, M.A. (2015). Structural connectivity of the developing human amygdala. *PlosOne*, 10, e0125170.

Mackey, A.P., **Finn, A.S.**, Leonard, J.A., West, M.R., Gabrieli, C.F.O. & Gabrieli, J.D.E (2015). Cortical thickness correlates of the income achievement gap in middle school students. *Psychological Science*, 26, 925-933.

2014

Finn, A.S., Kraft, M., West, M.R., Leonard, J.A., Bish, C., Martin, R.E., Sheridan, M.A., Gabrieli, C.F.O. & Gabrieli, J.D.E (2014). Cognitive skills, student achievement tests and schools. *Psychological Science*, 25, 736-744.

Finn, A.S., Lee, T., Kraus, A. & Hudson Kam, C.L. (2014). When it hurts (and helps) to try: the role of effort in statistical learning. *PlosOne*. 9, e101806.

West, M.R., Gabrieli, C.F.O. **Finn, A.S.**, Kraft, M. & Gabrieli, J.D.E (2014). What Effective Schools Do: Stretching the cognitive limits on achievement. *Education Next*.

Plummer, B.D., Galla, B.M., Patrick, S.D., Meketon, D.M., Fernandez-Vina, E., **Finn, A.S.**, Leonard, J., Goetz, C., Bartolino, S. White, R. & Duckworth, A.L (2014). A Behind-the-Scenes Guide to School-Based Research. *Mind, Brain, and Education*, 8, 15-20.

2013 & before

Finn, A.S., Hudson Kam, C.L., Ettliger, M., Vytlačil, J. & D'Esposito, M. (2013). Learning language with the wrong neural scaffolding: The cost of neural commitment to sounds. *Frontiers in Systems Neuroscience*, 7, 1-15.

Ettliger, M., **Finn, A.S.** & Hudson Kam, C.L. (2012). The Effect of Sonority on Word Segmentation: Evidence for a Phonological Universal. *Cognitive Science*, 36, 655-673

Finn, A.S., Sheridan, M.A., Hudson Kam, C.L., Hinshaw, S. & D'Esposito, M. (2010). Longitudinal evidence for functional specialization of the neural circuit supporting working memory in the human brain. *The Journal of Neuroscience*, 30, 11062-11067

Finn, A.S. & Hudson Kam, C.L. (2008). The curse of knowledge: First language knowledge impairs adult learners' use of novel statistics for word segmentation. *Cognition*, 108, 477-499.

Tierney, W. M., Oppenheimer, C.C., Hudson, B.L., Benz, J., Finn, A., Hickner, J.M., Lanier, D., & Gaylin, D.S. (2007). A National Survey of Primary Care Practice-Based Research Networks. *Annals of Family Medicine*, 5, 242-250.

Finn, A.S. & Hudson Kam, C.L. (2006). Use of word segmentation cues in adults: L1 phonotactics versus L2 transitional probabilities. In R. Sun (Ed.) *Proceedings of the 28th Annual Meeting of the Cognitive Science Society* (pp. 1229-1304). Mahwah, NJ: Erlbaum.

Grants and Research Support

Extramural Awards

- | | | |
|-------------|--|---------------------------------|
| 2023 – 2027 | Natural Sciences and Engineering Research Council of Canada (NSERC)
Summary: Discovery program; The role of developmental shifts in attention and choice in shaping children's learning
Role: PI | Total: \$255,000 (direct costs) |
| 2021 – 2025 | Social Sciences and Humanities Research Council of Canada (SSHRC)
Summary: Insight Program; <i>How children's environments shape their learning ability and achievement</i>
Role: PI | Total: \$189,470 (direct costs) |
| 2021 – 2023 | Social Sciences and Humanities Research Council of Canada (SSHRC)
Summary: Insight Development Program; <i>How the environment shapes what infants know and learn.</i>
Role: PI | Total: \$74,800 (direct costs) |
| 2020 – 2021 | Natural Sciences and Engineering Research Council of Canada (NSERC)
Summary: Research Tools and Instruments program; <i>Enhanced communication during brain imaging of children and older adults: Cognitive neuroscience of memory across the lifespan</i>
Role: Co-investigator | Total: \$57,527 (direct costs) |
| 2019 – 2020 | Natural Sciences and Engineering Research Council of Canada (NSERC)
Summary: Trainee COVID Supplement
Role: PI | Total: \$4,000 (direct costs) |
| 2019 – 2020 | Social Sciences and Humanities Research Council of Canada (SSHRC) | |

- Summary: Trainee COVID Supplement
Role: PI Total: \$6,053 (direct costs)
- 2017 – 2021 Social Sciences and Humanities Research Council of Canada (SSHRC)
Summary: Insight Program; *How does social status impact achievement?: Unpacking developmental changes in learning systems*
Role: PI Total: \$145,696 (direct costs)
- 2016 – 2023 Natural Sciences and Engineering Research Council of Canada (NSERC)
Summary: Discovery program; *Learning in the developing mind and brain*
Role: PI Total: \$175,000 (direct costs)
- 2015 - 2017 Canada Foundation for Innovation (CFI), John Evans Leaders Fund program
Summary: *Developmental cognitive neuroscience infrastructure*
Role: PI Total: \$140,000 (direct costs)
- 2015 - 2017 Ontario Research Fund (ORF)
Summary: *Brain development, memory systems and learning outcomes*
Role: PI Total: \$140,000 (direct costs)
- 2013 Spencer Foundation
Summary: *Enhancing Cognitive Skills in Charter School Students*
Role: Co-investigator Total: \$50,000
- 2013 Center for Advanced Study of Language (CASL)
Summary: *Predicting Success in Adult Language Learning*
Role: Co-investigator Total: \$80,000
- 2012 Department of Defense, Intelligence Advanced Research Projects Activity
Summary: *"Predicting Adults' Language Learning from Pre-Learning MRI and Cognitive Measures"* (IARPA: BAA-10-09)
Role: Co-investigator Total: \$200,000

Intramural Awards

- 2022 SSHRC Institutional Grant (SIG): Explore Grant
Role: PI Total: \$882
- 2021 SSHRC Institutional Grant (SIG): Explore Grant
Role: PI Total: \$900
- 2020 SSHRC Institutional Grant (SIG): Explore Grant
Role: PI Total: \$1,600

2019	SSHRC Institutional Grant (SIG): Explore Grant Role: PI	Total: \$2,325
2018	SSHRC Institutional Grant (SIG): Explore Grant Role: PI	Total: \$2,084
2017	SSHRC Institutional Grant (SIG): Explore Grant Role: PI	Total: \$3,366
2015 - 2019	Chair's Internal International Postdoc Funding, University of Toronto Role: Co-PI	Total: \$40,000
2015	Start-up general research funds, University of Toronto Role: PI	Total: \$150,000
2015	Matching research funds (start-up) CFI/ORF, University of Toronto Role: PI	Total: \$70,000
2015	Start-up MRI scanning funds, University of Toronto Role: PI	Total: \$75,000

Fellowships & Awards

2022	Beyond the Ivory Tower Writing Workshop Fellow, Templeton Foundation Total: \$2,000
2018 – 2019	Connaught New Researcher Award Total: \$35,000
2018	Kavli Foundation Fellow, National Academy of Sciences (US)
2011	Ruth L. Kirschstein National Research Service Award (NRSA), National Institute of Mental Health (NIMH). Total: \$175,000
2010	Elizabeth Roboz Einstein Fellowship Total: \$5,000
2008	Elizabeth Roboz Einstein Fellowship Total: \$5,000
2007	Elizabeth Roboz Einstein Fellowship Total: \$5,000

2006-2008 National Science Foundation Graduate Research Fellowship
Total: \$90,000

Trainee Grants & Fellowships

2023 Natural Sciences and Engineering Research Council of Canada (NSERC) –
Masters
Role: Supervisor Total: \$17,000
Trainee: Bailey Agard

2023 Natural Sciences and Engineering Research Council of Canada (NSERC) –
Masters
Role: Supervisor Total: \$17,000
Trainee: Justine Vorvis

2022 University of Toronto Arts and Science Postdoctoral Fellowship
Role: Supervisor Total: \$48,000
Trainee: Keela Thomson

2022 University of Toronto Excellence Award - Undergraduate Research Support
Role: Supervisor Total: \$6,000
Trainee: Wujiamei Sun

2022 Natural Sciences and Engineering Research Council of Canada Undergraduate
Student Research Awards
Role: Supervisor Total: \$5,625
Trainee: Yi Lin Wang

2021 Natural Sciences and Engineering Research Council of Canada Undergraduate
Student Research Awards
Role: Supervisor Total: \$5,625
Trainee: Jialin Song

2019-2021 Ontario Graduate Scholarship (OGS) program
Role: Supervisor Total: \$15,000/year
Trainee: Alexandra Decker

2019-2022 Alexander Graham Bell Canada Graduate Scholarship-Doctoral, Natural
Sciences and Engineering Research Council of Canada (NSERC)
Role: Supervisor Total: \$70,000 each
Trainee: Erika Wharton-Shukster and Michael Dubois

- 2019 University of Toronto Excellence Award - Undergraduate Research Support
Role: Supervisor Total: \$6,000
Trainee: Bharat Nadendla
- 2018-2020 Brain Canada-Kids Brain Health Network Training Award, Graduate
Role: Co-Supervisor Total: \$70,000
Trainee: Alexandra Decker
- 2018 Natural Sciences and Engineering Research Council of Canada Undergraduate
Student Research Awards
Role: Supervisor Total: \$5,625
Trainee: Zahra Abolghasem
- 2018 Social Sciences and Humanities Research Council of Canada Graduate
Scholarship (SSHRC) – Masters
Role: Supervisor Total: \$17,000
Trainee: Erika Wharton-Shukster
- 2017-2019 Ontario Graduate Scholarship (OGS) program
Role: Supervisor Total: \$15,000/year
Trainee: Michael Dubois
- 2017 Brain Canada-Kids Brain Health Network Training Award
Postdoc
Role: Co-Supervisor
Trainee: Andrew Bauer, declined to peruse data science position
- 2017 Natural Sciences and Engineering Research Council of Canada Undergraduate
Student Research Awards
Role: Supervisor Total: \$5,625
Trainee: Danielle Lim
- 2016 Social Sciences and Humanities Research Council of Canada Graduate
Scholarship (SSHRC) – Masters
Role: Supervisor Total: \$17,000
Trainee: Michael Dubois

Invited Talks

Finn, A.S. (April, 2022) *A sweet spot? When children's ongoing cognitive and brain development allow them to learn better than adults.* Northeastern University Department of Psychology Colloquium; Boston, MA, USA.

- Finn, A.S. (October, 2021) *A sweet spot? When children's ongoing cognitive and brain development allow them to learn better than adults*. Feindel Brain and Mind Lecture Series [virtual]; Montreal Neurological Institute, McGill University, Montreal, Canada.
- Finn, A.S. (April, 2021) *The cognitive and neural profile of achievement differs by income*. University of California San Francisco Neuroscape Center Meeting [virtual]. San Francisco, California.
- Finn, A.S. (July, 2020) Invited panel: *Statistical learning and Development*, moderator. Annual Meeting of the Cognitive Science Society [virtual], Toronto, Canada.
- Finn, A.S. (June, 2019) *Situating statistical learning in memory, a developmental perspective*. Theme Speaker: Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain
- Finn, A.S. (November, 2018) *How children learn differently. The role of brain development*. University of Toronto, Alumni Association.
- Finn, A.S. (October, 2017) *The sensitive period for language learning: knowledge, memory and the developing brain*. Developmental area Colloquium, University of Waterloo.
- Finn, A.S. (October, 2017) *Learning in the developing mind and brain*. Toronto Western Hospital neuroimaging rounds.
- Finn, A.S. (April, 2017) *The sensitive period for language learning*. Departmental Colloquium, University of Arizona.
- Finn, A.S. (March, 2017) *Learning in the developing mind and brain*. Colloquium, Ontario Institute for Studies in Education (OISE), University of Toronto.
- Finn, A.S. (January, 2017) *Brain development, memory & SES*. Developmental Colloquium, University of Toronto.
- Finn, A.S. (November, 2016) *How does brain development constrain learning in diverse environments?* Rotman Research Institute, Baycrest Hospital.
- Finn, A.S. (April, 2016) *The sensitive period for language learning: the role of knowledge and memory*. Human Communication Labs, University of Toronto Mississauga.
- Finn, A.S. (March, 2016) *The sensitive period for language learning: the role of knowledge and memory*. Ebbinghaus Colloquium, University of Toronto.

- Finn, A.S. (February, 2016) *Optimal time periods for learning: The role of knowledge, expert neural circuits & effort*. Psycholinguistics group meeting, University of Toronto.
- Finn, A.S. (September, 2015) *Biological embedding of early experience: the stress response*. Fraser Mustard Institute for Human Development, University of Toronto.
- Finn, A.S. (April, 2015). *How do cognitive and brain development constrain learning?* Columbia University, Department of Psychology.
- Finn, A.S. (January, 2015). *Learning in the developing mind and brain*. University of North Carolina, Department of Psychology.
- Finn, A.S. (December, 2014). *Learning in the developing mind and brain*. University of Toronto, Department of Psychology.
- Finn, A.S. (December, 2014). *Learning in the developing mind and brain*. Paper presented at the University of Pittsburgh, Department of Psychology & Learning Research and Development Center.
- Finn, A.S. (November, 2014). *Optimal time periods for learning: The role of knowledge, expert neural circuits & effort*. University of California, Riverside, Department of Psychology.
- Finn, A.S. (April, 2014). *How do cognitive and brain development constrain learning?* Sackler Institute for Developmental Psychobiology, Weill Medical College of Cornell University.
- Finn, A.S. (March, 2014) *The impact of educational environment on the development of core cognitive and neural systems*. Columbia University, Teachers College.
- Finn, A.S. (March, 2014). *How does the maturing brain constrain language learning?* University of California, Irvine.
- Finn, A.S. (December, 2013). *Achieving more: What cognitive and neural factors underlie improvement on achievement tests?* Cognitive Science Lunch, Massachusetts Institute of Technology.
- Finn, A.S. (November, 2013). *Predicting language learning: can imaging tell us something more than behavior?* Agency for Intelligence Advanced Research Projects Activity (IARPA). Bethesda, Maryland.
- Finn, A.S. (November, 2013). *Language learning and brain development, why less is more*. Center for Research in Language talk series, University of California, San Diego.

Finn, A.S. (November, 2013). *The sensitive period for language acquisition: Why domain general aspects of cognition matter*. Language and Cognition talk series, Harvard University.

Finn, A.S. (September, 2013). *Measuring cognitive ability in schools*. GATES foundation, University of Pennsylvania.

Finn, A.S. (May, 2012). *Learning about learning: When adults are worse than kids*. Paper presented at departmental Cognitive Science Lunch, Massachusetts Institute of Technology.

Finn, A.S. (October, 2011) *Sensitive periods for language learning: neural commitment and development*. Department of Developmental Medicine, Children's Hospital Boston.

Finn, A.S. (May, 2010) *The sensitive period for language acquisition: The role of age related differences in cognitive and neural function*. Colloquium for Cognitive, Behavioral and Brain Sciences at UC Berkeley.

Conference and Trainee talks * indicates trainee author, [#] indicates equal contributions

Finn, A.S., Forest, T.A.,* & Schlichting, M. (March, 2023). *The Developing Brain Represents Specific and Group Level Regularities Differently*. Society for Cognitive Neuroscience, San Francisco, CA.

Wharton-Shukster, E.,* Duncan, K. & Finn, A.S. (March, 2023). *Beyond the Boundaries: Event Model Maintenance Across Development*. Society for Cognitive Neuroscience, San Francisco, CA.

Forest, T.A.,* Siegelman, N., & Finn, A.S. (November, 2022). *Learning from multiple statistical sources over time*. Talk presented at the Psychonomic Society annual meeting, Boston, MA.

Gualtieri, S.,* Otsubo, K.,* Gilboa, A., Barense, M., & Finn, A. S. (July, 2022). *Do you see what I see? When children do (and do not) experience visual illusions*. Annual meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Halifax, NS.

Gualtieri, S.,* Otsubo, K.,* Gilboa, A., Barense, M., & Finn, A. S. (May, 2022). *When children see the world differently: Examining the experience of visual illusions across development*. Toronto Area Memory Group annual meeting, Toronto, ON. Best talk award recipient.

- Wharton-Shukster, E.,* Buchsbaum, B., & Finn, A. S. (November, 2021). *Semantic organization and its predictors in adults and young children*. 54th Annual Meeting of the International Society for Developmental Psychobiology, Chicago, IL. [virtual].
- Jung, Y.,* Forest, T.A., Walther, D.B., & Finn, A.S. (April, 2021). *Top-down modulation of visual cortex in the developing human brain*. Society for Research in Child Development, Minneapolis, MN [virtual].
- Decker, A.L.,* Duncan, K.,^φ Finn, A.S.^φ (March, 2021) *How do spontaneous attentional fluctuations influence learning and memory in children and adults?* Empire Strikes Back Memory Meeting, Columbia University [virtual].
- Decker, A.L.,* Duncan, K.,^φ Finn, A.S.^φ (March, 2021) *The costs and benefits of attentional lapses on learning and memory in children and adults*. Weekly Talk Series, Haskins Laboratories [virtual].
- Himberger, K.,* Finn, A.S., & Honey, C. J. (November, 2020). *Reconsidering the automaticity of visual statistical learning*. The 28th Annual Object Perception, visual Attention, and visual Memory Conference. [virtual]
- Himberger, K.,* Finn, A.S., & Honey, C. J. (August, 2020). *Reconsidering the automaticity of visual statistical learning*. Contextual & Episodic Memory Symposium. [virtual]
- Jung, Y.,* Forest, T.A., Walther, D.B., & Finn, A.S. (July, 2020). *Top-down modulation of visual cortex in the developing human brain*. Vision Sciences Society Annual Meeting [virtual].
- Forest, T.A.,* Siegelman, N., & Finn, A.S. (July, 2020). *Attention to different statistical structures changes over the course of learning*. Vision Sciences Society Annual Meeting [virtual].
- Dubois, M.* & Finn, A.S. (June, 2020) *Learning more when attending less: Poor attentional states enhance peripheral learning*. Rotman Research Institute Rounds. [virtual]
- Forest, T.A.,* Finn, A.S.^φ, & Schlichting, M.^φ (June, 2019). *What is represented in memory after statistical learning: Evidence from adults and children*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.
- Forest, T.A.,* Finn, A.S., & Schlichting, M. (June, 2019). *What is represented in memory after statistical learning: Evidence from adults and children*. Talk presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Science, Waterloo, ON, Canada

- Himberger, K.,* **Finn, A.S.**, & Honey, C. (June, 2019). *No evidence for visual statistical learning in standard reaction time measures*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.
- Jung, Y.,* Walther, D. B., & Finn, A. S. (May, 2019). Automatic categorical abstraction during statistical learning in adults and children. Toronto Area Memory Group, ON, Toronto, ON.
- Forest, T.A.,* Sigelman, N., & **Finn, A.S.** (May 2019). *Attention to different statistical structures changes over the course of learning*. Toronto Area Memory Group, Toronto, ON.
- Decker, A.,* Duncan, K. ^φ, **Finn, A.S.** ^φ, & Mabott, D. ^φ (March, 2019). *Parental Income Alters Development of Anterior, but not Posterior Hippocampus*. Society for Research in Child Development, Baltimore, MD.
- Leonard, J.A., Romeo, R.R., Park, A.T., Takada, M.E., Robinson, S.T., Grotzinger, H., Last, B.S., **Finn, A.S.**, Gabrieli, J.D.E., & Mackey, A. (March, 2019). *Associations between cortical thickness and reasoning differ by socioeconomic status in development*. Society for Research in Child Development, Baltimore, MD.
- Decker, A.,* Duncan, K & **Finn, A.S.** (May, 2018). *How do developmental shifts in attentional control influence memory formation?* Presented at Toronto area Memory Group, Toronto, ON.
- Bauer, A.,* Duncan, K & **Finn, A.S.** (May, 2017). *Children's emerging knowledge of the episode in episodic memory*. Presented at Toronto area Memory Group, Toronto, ON.
- Finn, A.S.** (April, 2017). *The answer is out there: How do children find solutions to difficult problems?* Discussant; Society for Research in Child Development, Austin, TX.
- Finn, A.S.** (September, 2016). *Changes in neural systems supporting memory constrain learning*. International Mind, Brain and Education Society, Toronto, ON.
- Finn, A.S.**, Leonard J., Mackey, A.P., Goetz, C.A., Salvatore, J., De los Angeles, C., Sheridan, M.A., Gabrieli, C.F.O. & Gabrieli, J.D.E. (November, 2013). *The neural substrates associated with improvement on standardized exams during middle school*. Society for Neuroscience, San Diego, CA.
- Cain, M. S., **Finn, A. S.**, Gabrieli, J. D. E., & Mitroff, S. R. (November, 2013). *Cognitive, Personality, and Neuroimaging Correlates of Media Multitasking*. Psychonomic Society, Toronto, ON.

- Finn, A.S., Hudson Kam, C.L., Ettliger, M. & D'Esposito, M. (November, 2011). *When it hurts (and helps) to try: What happens when adult learners try to learn novel statistics to segment words and categories*. Boston University Conference on Language Development, Boston, MA.
- Finn, A.S., Hudson Kam, C.L., Sheridan, M.A., Buchsbaum, B.R. & D'Esposito, M. (August, 2009). *The development of neural substrates for verbal working memory & learning*. Cognitive Science Association for Interdisciplinary Learning, Hood River, OR.
- Finn, A.S. (July, 2009). *Learning a second language with the wrong neural scaffolding: The cost of committing to sounds*. Conference on Neurocognitive Development, University of California, Berkeley.
- Finn, A.S., Hudson Kam, C.L., Ettliger, M., & D'Esposito, M. (June, 2009). *Neural commitment to the "wrong" sounds: can native language phonological expertise help explain the sensitive period for language acquisition?* Conference for Multiple Perspectives on the Critical Period for Language, The Ohio State University.
- Finn, A.S., Buchsbaum, B.R., Hudson Kam, C.L. & D'Esposito, M. (November, 2008). *Neural mechanisms underlying implicit, auditory-verbal sequence learning in children*. Society for Neuroscience, Washington DC.
- Finn, A.S., Hudson Kam, C.L., Ettliger, M. & D'Esposito, M. (October, 2008). *The role of phonology in L2 learning difficulties: the cost of committing to sounds*. Boston University Conference on Language Development, Boston.
- Finn, A.S., Sheridan, M.A., Hudson Kam, C.L. & D'Esposito, M. (August, 2008). *Developmental changes in prefrontal and hippocampal connectivity during working memory: a longitudinal fMRI study*. Workshop on the Development of Executive Functions; St. Catherine's College, Oxford UK.
- Finn, A.S., Sheridan, M.A., Hinshaw, S., Hudson Kam, C.L. & D'Esposito, M. (August, 2008). *Developmental changes in prefrontal and hippocampal connectivity*. Bay Area Memory Meeting, University of California; Davis, CA
- Finn, A.S., Sheridan, M.A., Hudson Kam, C.L., Hinshaw, S. & D'Esposito, M. (April, 2008). *Developmental changes in prefrontal and hippocampal connectivity*. Berkeley-Stanford Talks in Cognition Brain & Behavior, University of California; Berkeley, CA
- Ettliger, M., Finn, A. S., & Hudson Kam, C.L. (January, 2007). *The effects of sonority on word segmentation*. Annual meeting of the Linguistic Society of America, Anaheim, CA

Buchsbaum, B.R., **Finn, A.S.** & D'Esposito, M. (November, 2007). *Neural Mechanisms underlying auditory-verbal sequence learning*. Society for Neuroscience, San Diego, CA

Buchsbaum, B.R., **Finn, A.S.** & D'Esposito, M. (August, 2007). *Neural Mechanisms underlying auditory-verbal sequence learning*. Bay Area Memory Meeting, University of California, Berkeley, CA

Finn, A.S. & Hudson Kam, C.L. (May, 2006). *Use of Word Segmentation Cues in Adults: L1 Phonotactics versus L2 Transitional Probabilities*. Berkeley-Stanford-Santa Cruz Talks in Developmental Psychology, University of California, Santa Cruz, CA

Conference Posters * indicates trainee author, † indicates equal contributions

Dubois, M.,* Tandoc, M.,* & **Finn, A.S.** (April, 2023). *Lapse to the future: fluctuations in sustained attention support learning for novel information*. Carleton Cognitive Science Graduate Conference, Ottawa, ON [hybrid].

Thomson, K.,* & **Finn, A.S.** (March, 2023). *Towards and understanding of the limitations of procedural learning*. Cognitive Neuroscience Society, San Francisco, CA.

Dubois, M.,* Tandoc, M.,* & **Finn, A.S.** (March, 2023). *Spaced presentation facilitates readily accessible representations*. Cognitive Neuroscience Society, San Francisco, CA.

Forest, T.A.,* Schlichting, M.L., & **Finn, A.S.** (November, 2022). *Adults and children rely on different brain regions to support specific and general statistical learning*. The Society for Neuroscience annual meeting, San Diego, CA.

Dubois, M.,* Tandoc, M.,* & **Finn, A.S.** (November, 2022). *Spaced presentation facilitates readily accessible representations*. Psychonomic Society Annual Meeting. Boston, MA [virtual].

Forest, T.A.,* Schlichting, M.L. & **Finn, A.S.** (September, 2022). *Statistical learning in the child brain*. FLUX Congress of the Society for Developmental Cognitive Neuroscience. Paris, France.

Brainin, L.,* Geetha, S., **Finn, A.S.**, Hudson Kam C.L. & Joanisse, M.F. (June, 2022). *The role of effort in novel word and grammar learning*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.

Forest, T.A.,* Shen, C.,* & **Finn, A.S.** (April, 2021). *Do children extract more from their environments than adults?* Society for Research in Child Development, Minneapolis, MN [virtual].

- Gualtieri, S.,* Otsubo, K.,* Gilboa, A., Barense, M., & **Finn, A.S.** (April, 2021). *When children see the world differently: Examining children's experience of visual illusions*. Society for Research in Child Development, Minneapolis, MN [virtual].
- Forest, T.A.,* **Finn, A.S.**, & Schlichting, M. (July, 2020). *What is represented in memory after statistical learning?* 42nd Annual Conference of the Cognitive Science Society, Toronto, ON [virtual].
- Decker, A.,* **Finn, A.S.** ^φ, Duncan, K. ^φ (June, 2020) *Errors lead to transient impairments in memory formation*. Vision Sciences Society Meeting. [virtual].
- Wharton-Shukster, E.,* Buchsbaum, B., Onyshko, E., & **Finn, A.S.** (May, 2020). *Concept organization in adults and young children*. Cognitive Neuroscience Society, Boston, MA [virtual].
- Ren, J.,* Wharton-Shukster, E.,* Bauer, A.,* Duncan, K., & **Finn, A. S.** (May, 2020). *Event Models Structure Information Accessibility Less in Children than in Adults*. Cognitive Neuroscience Society, Boston, MA [virtual].
- Dubois, M.*, Decker, A.*, Duncan, K., **Finn, A.S.** (May, 2020). *Learning more when attending less: Poor attentional states enhance peripheral learning*. Cognitive Neuroscience Society, Boston, MA [virtual].
- Himberger, K.* D., **Finn, A.S.**, & Honey, C. J. (October, 2019). *Reconsidering the Automaticity of Visual Statistical Learning*. Society for Neuroscience, Chicago, IL.
- Cheng, H.*, Sahar, A., Lim, D., Dubois, M., Fukuda, K. & **Finn, A.S.** (October, 2019). *Developmental Differences in Attention Filtering and Visual Working Memory Capacity*. Cognitive Developmental Society (CDS), Louisville, KY.
- Tandoc, M.*, Nadendla, B.,* Shen, C.,* Otsubo, K.,* Pham, T.,* & **Finn, A.S.** (October, 2019). *Kids learn what they can't ignore: Developmental differences in the processing of distractors*. Cognitive Development Society (CDS), Louisville, KY.
- Abolghasem, Z.*, **Finn, A.S.**, Schlichting, M.L. (October, 2019). *A child's view is unique: Developmental differences in what is important in naturalistic scene images*. Cognitive Development Society (CDS), Louisville, KY.
- Ren, J.*, Duncan, K. & **Finn, A.S.** (October, 2019). *Events structure memory less in children than adults*. Cognitive Development Society (CDS), Louisville, KY.
- Jung, Y.*, Walther, D. B., & Finn, A. S. (August, 2019). *Top-down modulation of sensory cortex in adults and children*. Flux Congress. New York, NY

- Wharton-Shukster, E.*, **Finn, A. S.** (July, 2019). *A trade-off in learning across levels of abstraction in adults and children*. 41st Annual Meeting of the Cognitive Science Society. Montreal, QC.
- Forst, T.A.*, Siegelman, N., & **Finn, A.S.** (June, 2019). *Attention to different statistical structures changes over the course of learning*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.
- Himberger, K. D.*, **Finn, A.S.**, & Honey, C.J. (May, 2019). *No evidence for visual statistical learning in standard reaction time measures*. 31st Association for Psychological Science Annual Convention, Washington, D.C.
- Decker, A.*, Duncan, K. ^φ & **Finn, A.S.** ^φ (May, 2019) *Attention Matters More: In Kids, Attentional State Predicts Memory Better Than in Adults*. Context and Episodic Memory Symposium, Philadelphia, PA.
- Decker, A.*, Duncan, K.* & **Finn, A.S.** (March, 2019). *Children's Attentional State Shape Their Memory More than Adults'*. Society for Research in Child Development (SRCD), Baltimore, MD.
- Dubois, M.*, **Finn, A. S.**, (March, 2019). *Younger isn't better: Broader attention does not facilitate learning peripheral information*. Society for Research in Child Development (SRCD), Baltimore, MD., **nominated for best student poster**
- Wharton-Shukster, E* & **Finn, A.S.** (March, 2019). *Young Children Don't Notice the Odd One Out: the Development of Gist Representation*. Society for Research in Child Development (SRCD), Baltimore, MD.
- Dubois, M.*, **Finn, A.S.**, & Mack, M.L. (November, 2018). *Using Hidden Markov Modelling to Assess the Cognitive States of Procedural Memory*. OPAM (Object Perception, visual Attention, and visual Memory), New Orleans, LA
- Forest, T.A.* & **Finn, A.S.** (July, 2018). *Children cannot benefit from instruction: how attention impacts statistical learning differently across ages*. Cognitive Science Society, Madison, WI.
- Himberger, K.*, Finn, A., Honey, C. J. (June, 2018). *Perceptual properties of stimuli modulate visual statistical learning*. Presented at the 1st International Workshop on Predictive Processing, San Sebastian, Spain.

- Himberger, K.*, Finn, A., Honey, C. J. (May, 2018). *Perceptual properties of stimuli robustly modulate visual statistical learning*. The 2018 Context and Episodic Memory Symposium, Philadelphia, PA.
- Forest, T.A.* & Finn, A.S. (March, 2018). *Synesthesia and Statistical Learning- Redundant Cues Improve Segmentation*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Wharton-Shukster, E.* & Finn, A.S. (March, 2018). *A trade-off in category- and item-level learning: implications for development*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Liu, H.*, Duncan, K. & Finn, A.S. (March, 2018). *The durability of statistical learning*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Otsubo, K.* & Finn, A.S. (March, 2018). *Kids don't see what we see: Young children are less likely to experience an illusion that requires hippocampally mediated perceptual integration*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Jung, Y.*, Bernhardt-Walther, D. & Finn, A.S. (March, 2018). *Statistical learning of categorical regularities in adults and children*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Decker, L.*, Finn, A.S.* & Duncan, K*. (March, 2018). *Natural and reactive shifts in attention influence memory formation in children*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Perrachione, T., Babcock, S., Han, M., Salvatore, J., Minas, J., Finn, A.S., Gabrieli, J.D.E., & Qi, Z. (March, 2018). *Neural responses during procedural memory tasks are related to foreign language learning outcomes*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Dubois, M.* & Finn, A.S. (February, 2018). *The impact of a search for structure in artificial grammar learning*. LOVE conference, Niagra Falls, ON.
- Himberger, K.*, Finn, A.S., Honey, C.J. (November, 2017). *Implicit and explicit knowledge in visual statistical learning*. Society for Neuroscience, Washington DC.
- Forest, T.A.* & Finn, A.S. (March, 2017). *The effect of instructions on people's ability to learn two statistical streams simultaneously*. Cognitive Neuroscience Society Annual Meeting, San Francisco, CA.
- Himberger, K.*, Finn, A.S., Honey, C.J. (November, 2016). *Lengthening of circuit memory via mechanisms of synaptic plasticity*. Society for Neuroscience, San Diego, CA.

- Beach, S.D., Qi, Z., **Finn, A.S.**, Minas, J., Goetz, C., Chan, B., Gabrieli, J. D. E. (October, 2015). *Language learning efficacy in adults is predicted by the electrophysiological markers of native language processing*. Society for the Neurobiology of Language, Chicago, IL.
- Choi, J.Y., Minas, J.E., **Finn, A.S.**, Gabrieli, J.D.E., & Perrachione, T.K. (June, 2015) *Functional brain changes associated with learning a novel phonological contrast*. Annual Meeting of the Organization for Human Brain Mapping, Honolulu, HI.
- Qi, Z., **Finn, A.S.**, Ghosh, S., Minas, J., Chan, B. & Gabrieli, J.D.E. (August, 2014). *Temporal Dynamics of EEG Topographic Similarity during Successful Language*. Neurobiology of Language, Amsterdam, Netherlands.
- Mackey, A.P., **Finn, A.S.**, Leonard, J., Salvatore, J., Goetz, C., Gabrieli, J.D.E. (June, 2014). *Cortical thickness differences associated with family income in adolescents*. Annual Meeting of the Organization for Human Brain Mapping, Hamburg, Germany.
- Minas, J., **Finn, A.S.**, Goetz, C., Gabrieli, J.D.E. (June, 2014). *Relationships between neural recruitment and language learning outcomes*. Annual Meeting of the Organization for Human Brain Mapping, Hamburg, Germany.
- Perrachione, T., Finn, A.S., Minas, J., Tan, C., Chan, B. & Gabrieli, J.D.E (May, 2014). *Individual differences in implicit learning*. Acoustical Society of America, Providence, RI.
- Kalra, P.*, **Finn, A.S.** & Gabrieli, J.D.E. (May, 2014). *Construct validity of implicit learning: Agreement across tasks*. Association for Psychological Science, San Francisco, CA.
- Goetz, C.*, **Finn, A.S.**, Minas, J., Qi, Z. & Gabrieli, J.D.E. (April, 2014). *Evidence for dissociable neural substrates underlying open and closed loop forms of skill learning*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Minas, J.*, **Finn, A.S.**, Goetz, C., Perrachionae, T. & Gabrieli, J.D.E. (April, 2014). *Neural markers of grammar learning*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Leonard, J.A.*, **Finn, A.S.**, Mackey, A.P., Salvatore, J., De los Angeles, C., Goetz, C.A., Gabrieli, J.D.E. & Whitfield-Gabrieli, S. (April, 2014). *Relation of functional connectivity to cognitive abilities in adolescents from socioeconomically diverse backgrounds*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Peeverill, M., **Finn, A.S.**, McLaughlin, K. & Sheridan. M.A. (BCH/HMS) (April, 2014). *Prefrontal Cortex Recruitment During Working Memory Filtering in Adolescents and Adults*. Cognitive Neuroscience Society Annual Meeting, Boston, MA.

- Qi, Z., Perrachionae, T., Han, M., Garell, K., Chen, E., **Finn, A.S.** & Gabrieli, J.D.E. (April, 2014). *Functional brain imaging predicts foreign language learning success in the classroom.* Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Kalra, P.*, **Finn, A.S.** & Gabrieli, J.D.E. (April, 2014). *Individual differences in implicit learning.* Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Mackey, A.P., **Finn, A.S.**, Leonard, J., Salvatore, J., Goetz, C., Gabrieli, J.D.E. (November, 2013). *Hippocampal white matter structure is linked to cognitive and academic skills in adolescents from low-income backgrounds.* Society for Neuroscience, San Diego, CA.
- Leonard, J.*, **Finn, A.S.**, Mackey, A.P., Salvatore, J., Goetz, C., Gabrieli, J.D.E., & Whitfield-Gabrieli, S. (November, 2013). *Resting-state MRI in adolescents: Relation of functional connectivity to cognitive abilities and educational outcomes.* Society for Neuroscience, San Diego, CA.
- Finn, A.S.**, Albert, N., Leonard, J., & Hudson Kam, C.L. (April, 2013). *Effort in skill learning: more persistent benefits for children.* Cognitive Neuroscience Society Annual Meeting. San Francisco, CA.
- Finn, A.S.**, Sheridan, M.A., Leonard, J.A., Salvatore, J. & Gabrieli, J.D.E (October, 2012). *Individual differences in adolescents' ability to filter items for working memory predict neural structure and function.* Society for Neuroscience, New Orleans, LA.
- Finn, A.S.**, Sheridan, M.A., Hinshaw, S. & D'Esposito, M. (April, 2008). *Developmental changes in prefrontal and hippocampal connectivity during working memory: A longitudinal fMRI study.* Cognitive Neurosciences Society, San Francisco, CA.
- Finn, A.S.**, Sheridan, M.A., Hinshaw, S. & D'Esposito, M. (October, 2006). *A longitudinal fMRI study: developmental changes in the neural representation of working memory.* Society for Neuroscience, Atlanta, CA.
- Finn, A.S.** & Hudson Kam, C.L. (July, 2006). *Use of Word Segmentation Cues in Adults: L1 Phonotactics versus L2 Transitional Probabilities.* Cognitive Science Society, Vancouver, BC.

Teaching

Developmental psychology, cognitive psychology, cognitive neuroscience, developmental cognitive neuroscience, language acquisition, biological psychology, cognitive development, language and the brain, psychology of learning, learning and memory, sensitive periods for learning, research methods, methods in fMRI and MRI

Courses & lectures

- 2022 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar
University of Toronto.
- 2022 **Instructor, Developmental Psychology Lab**, undergraduate seminar University of
Toronto.
- 2021 **Instructor, Critical Periods, Brain Plasticity, and Development**, undergraduate
seminar University of Toronto.
- 2020 **Instructor, Developmental Cognitive Neuroscience**, graduate seminar
University of Toronto.
- 2019 **Instructor, Developmental Psychology**, undergraduate course; 180 students
University of Toronto.
- 2018 **Instructor, Critical Periods, Brain Plasticity, and Development**, undergraduate
seminar University of Toronto.
- 2018 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar
University of Toronto.
- 2018 **Instructor, Developmental Psychology**, undergraduate course; 180 students
University of Toronto.
- 2017 **Instructor, Critical Periods, Brain Plasticity, and Development**, undergraduate
seminar University of Toronto.
- 2017 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar
University of Toronto.
- 2017 **Instructor, Developmental Psychology**, undergraduate course; 180 students
University of Toronto.
- 2016 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar
University of Toronto.
- 2016 **Instructor, Developmental Cognitive Neuroscience**, graduate seminar
University of Toronto.
- 2015 **Guest lecturer – “Biological embedding of early experience, stress response”**
Pluralistic human development
University of Toronto.
- 2011 **Guest lecturer – “Language Acquisition” Cognitive Psychology**
Harvard University
- 2009 **Guest lecturer – “Language and the Brain” Psycholinguistics**
University of California, Berkeley
- 2008 **Graduate Student Reader – The Developing Brain**
University of California, Berkeley
- 2008 **Guest lecturer – “Language and the Brain” Psycholinguistics**
University of California, Berkeley
- 2007 **Guest lecturer – “Language and the Brain” Language Development**
University of California, Berkeley
- 2006 **Graduate Student Instructor – Introduction to Psychology**

2006 University of California, Berkeley
Graduate Student Instructor – Language Development
University of California, Berkeley

2005 **Graduate Student Instructor – Cognitive Science**
University of California, Berkeley

2000-2001 **Writing Fellow, Teaching Assistant & Writing instructor**
University of Wisconsin-Madison