

Preliminary Scientific Programme, SIG22 Neuroscience and Education

Poster Session A – Friday June 24th, 10.00-11.15 am

(NOTE: only presenters are listed here. The program book will list all co-authors.)

1. Adjusting Learning Protocols to Aid Learning in Developmental Disorders

Esther Adi-Japha, Bar-Ilan University, Israel

2. Confusions of Mirror Letters in Dyslexia: The Indirect Cause

Emmanuel Ahr, LaPsyDE - Paris Descartes University, France

3. Is the (Under-) activation of Inhibitory Control Mechanisms Associated with the Difficulty to Evaluate Scientific Answers

Genevieve, Allaire-Duquette Universite du Quebec a Montreal, Canada

4. A Computer Based Screening Tool for Dyscalculia: Lessons Learnt

Arif Altun, Hacettepe University College of Education, Turkey

5. All Children Are Not Equal: Different Impact of Multiplying Fact Learning Methods

Juan Antonio Ivarez-Montesinos, Universidad de Málaga, Spain

6. Quantitative Measurement of Learning Using Electroencephalography (EEG) in Anatomy Education

Sarah Anderson University of Calgary, Canada

7. Working Memory Training Improves Reasoning Skills in Secondary Social Studies Education: Evidence from an Experimental Study

Roel Ariës, Maastricht University, the Netherlands

8. The Implication of Short-Term Memory in Numerical Magnitude Processing: Evidence from Turner Syndrome

Lucie Attout, University of Liège, Belgium

9. Classroom Instruction Promotes Posterior Medial Cortex Brain Activity During Problem Solving: An fMRI Investigation of Physics Learning

Jessica E. Bartley, Florida International University, USA

10. MathMusic: A New Tool for Teaching Graphs to Visually Impaired Pupils Using Sensory Substitution

Tomer Behor, Hebrew University of Jerusalem, Israel

11. Are Individual Differences in Arithmetic Fact Retrieval in Children Related to Inhibition?

Elien Bellon, KU Leuven, Belgium

12. The Effect of Training on Children's Visual Search Strategies During Analogical Reasoning: An Eye-tracking Study

Marjolein Boots, University of Amsterdam, the Netherlands

13. Neural Correlates of Two Different Teaching Interventions in Reading Words for Preschoolers

Lorie-Marlène Brault Foisy, Laboratory for Research in Neuroeducation, UQAM, Canada

14. Science and Maths Reasoning in Adolescence is Associated with Semantic and Response Inhibition

Annie Brookman, Birkbeck, University of London, UK

15. Source-based Connectivity During Arithmetic Problem Solving

Clemens Brunner, University of Graz, Institute of Psychology, Austria

16. Rhythmic Reading Training (RRT): A Computer-Assisted Intervention for Improving Reading Skills of Dyslexic Children

Alice Cancer, Università Cattolica del Sacro Cuore, Italy

17. Symbolic and Non-symbolic Numerical Representations in Children with Developmental Dyscalculia.

Danilka Castro-Cañizares, Center for Advanced Research in Education (CIAE), University of Chile, Chile

18. Longitudinal ERP Evidence for Inter-Individual Stability and Variability During Memory Retrieval and Cognitive Control

Daniela Czernochowski, Technical University Kaiserslautern, Germany

19. Students' Beliefs About Gender Differences in Classroom Behaviour, Learning and Intelligence: A Mixed Methods Study.

Emmy de Kraker-Pauw, VU University, the Netherlands

20. The Interference Effect in Arithmetic Fact Solving: An fMRI study

Alice De Visscher, UCL, Belgium

21. Number Cruncher or Memory Athlete - What Brain Rhythms Tell Us About Sources of Mathematical Abilities

Annika Dix, Dresden University of Technology, Germany

22. Parietal Activation During Exact Calculation Tasks in Left- and Right-Handed Students Assessed with Near-Infrared Spectroscopy (NIRS)

Maria Sitnikova, Pedagogical Institute, Belgorod State National Research University, Russia

23. The Neural Correlates of Mental Arithmetic in Children: A Longitudinal fNIRS Study

Thomas Dresler, LEAD Graduate School, University of Tuebingen, Germany

24. Prevalence of Neuromyths Among Student Teachers in Chile: What to Do Next?

Roberto Ferreira, Universidad Católica de la Santísima Concepción, Chile

25. The Effect of Social Exclusion on Working Memory in Adolescence

Delia Fuhrmann, UCL, UK

26. Can the Intuitive Sense of Magnitude Help Solving Arithmetic Problems?

Dana Ganor-Stern, Achva Academic College, Israel

27. Training Approximate Number System Acuity with Haptic or Visual Modality

Fanny Gimbert, Univ. Grenoble Alpes, LPNC, France

28. Neuronal Correlates of the Self-Concept in Adolescence: A focus on the Significance of Friends

Tobias Gleich, Charité Universitätsmedizin, Berlin, Germany

29. Latin American (LA) Teachers' Perception of Brain Function

Adriana Soni García, Graduate School of Education, University of Bristol, UK