

Preliminary Scientific Programme, SIG22 Neuroscience and Education

Poster Session B – Friday June 24th 15.30-16.45

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

- 1. The Automaticity of Conceptual and Physical Magnitudes in Dyscalculia and Dyslexia**
Yarden Glikzman, Ben Gurion University of the Negev, Israel
- 2. Does Adding Cue-Directed Action Improve the Learning of Prime Numbers in Adults? An Exploratory Study on Action Video Games for Learning Based in Neuroscience Research**
Carolina Gordillo, University of Bristol, UK
- 3. Culture Moderates How Bicultural Adolescents' Interoceptive Sensitivity Impacts their Empathy for Triumph Over Adversity**
Rebecca Gotlieb, University of Southern California- Brain and Creativity Institute, US
- 4. What Promotes Analogy Between Arithmetic Word Problems?**
Hippolyte Gros, University Paris Descartes, France
- 5. The Investigation of the Effect of the Number Size of the Primary School Pre-Service Mathematics Teachers Having Different Cognitive Style**
Nazan Gunduz, Abant Izzet Baysal University, Turkey
- 6. Instructing Flexible Representations in Arithmetic Problem Solving**
KATARINA GVOZDIC, Université Paris 8, France
- 7. Language-Dependent Knowledge Acquisition in Bilingual Learners: Mechanisms Underlying Language-Switching Costs in Fact and Procedure Learning**
Christian Hahn, University of Göttingen, Germany
- 8. Training the Number Sense? Effects of Numerical and Non-numerical Board/card Games on Arithmetic skills**
Christina Imp, Institute of Psychology, University of Graz, Austria
- 9. Children's Ability to Acquire and Consolidate a Motor Skill Is Related to Handwriting and Reading Proficiency**
Mona Sharon Julius, Bar Ilan University, Israel
- 10. Uncertainty Drives Exploration Behavior in 10-year-old Children**
Ezgi Kayhan, Donders Institute for Brain, Cognition and Behavior, Nijmegen, the Netherlands

- 11. Differences in Cerebrovascular Hemodynamics in Children with Normal and Below-Average IQ**
Evgeny Khalezov, National Research University Higher School of Economics, Russia
- 12. Plasticity of Cognitive Skills in Adolescence**
Lisa Knoll, University College London, UK
- 13. Differential Diagnosis Between Primary and Secondary Mathematical Learning Disability - Indications from the Dyscalculia Test Basis-Math 4-8**
Helga Krinzinger, Section Child Neuropsychology, Department of Child Psychiatry, University Hospital of the RWTH Aachen University, Germany
- 14. Development of a Possible General Magnitude System for Number and Space**
Karin Kucian, Center for MR-Research, University Children's Hospital, Czech Republic
- 15. Using Neuropsychological Heterogeneity to Understand Adolescent Educational Attainment**
Nikki Lee, Vrije Universiteit Amsterdam, The Netherlands
- 16. Do Adolescents with Developmental Dyscalculia Have a Generalised Magnitude Deficit? Processing of Discrete and Continuous Magnitudes**
Ursina McCaskey, Center for MR-Research, University Children's Hospital, Czech Republic
- 17. A Common Neural Substrate for Processing Symbolic and Non-symbolic proportions**
Julia Mock, Leibniz-Institut für Wissensmedien, Germany
- 18. Using the Assessment Process to Improve Evidence-Based Information Gathering Skills of Doctoral Students**
Gabriella Musacchia, University of the Pacific, US
- 19. Influence of Hints in the Teaching-Learning Process: A Neuroscientific Study**
Naoko Okamoto, Ritsumeikan University, Japan
- 20. Number Processing Performance of Patients with Math Learning Disabilities (Dyscalculia) and Healthy Subjects**
Sinan Olkun, Elementary Education TED University, Turkey
- 21. Reading Books: The Best Cure Against Believing in Neuromyths**
Marietta Papadatou-Pastou, National and Kapodistrian University of Athens, Greece
- 22. A Novel Saccade-Contingent Visual Enumeration Procedure Provides a More Parsimonious Measure of Subitizing Capacity**
Jacob Paul, University of Melbourne, Australia

- 23. Cognitive Advantages in Children Attending a Spanish-French Bilingual Educational Program: Preliminary Results**
Elena Perez-Hernandez , Autonoma University Madrid, Spain
- 24. The Neural Differences and Similarities Between Children with and Without Learning Disorders During Arithmetic**
Lien Peters, KU Leuven, Belgium
- 25. Atypical Processing of Letters and Speech Sounds in Children with Familial Risk for Dyslexia: A Functional Magnetic Resonance Imaging Study**
Joanna Plewko, Nencki Institute of Experimental Biology, PAS, Poland
- 26. Where Arithmetic and Phonology Meet: The Meta-Analytic Convergence of Arithmetic and Phonological Processing in the Brain**
Courtney Pollack, Harvard Graduate School of Education, US
- 27. Neural Activity Patterns Associated with Retrieval and Procedural Strategy Use in Typically Developing Children**
Brecht Polspoel, KU Leuven, Belgium
- 28. Pedagogical Tools for Enhancing Memory Consolidation**
Ronit Ram-Tsur, Bar-Ilan University, Israel
- 29. Can Insight Be Induced? Subliminal Triggers and Neural Characteristics of Insight**
Miriam Reiner, Technion, Israel Inst. of Tech, Israel