

February 2016

Linda B. Smith

Department of Psychological and Brain Sciences & The Program in Cognitive Science
Indiana University Bloomington, Indiana 47405
Distinguished Professor (2007), Chancellor's Professor (1997), Professor (1985),
Associate Professor (1981), Assistant Professor (1977)

Education:

University of Wisconsin - Madison B.S. 1973

University of Pennsylvania Ph.D. 1977

Selected Honors:

Phi Beta Kappa

University Fellow - University of Pennsylvania 1976

Dissertation Year Fellow - University of Pennsylvania, 1977

Summer Faculty Fellowship - Indiana University, 1978

Lilly Fellow – (Indiana University) 1982

James McKeen Cattell Sabbatical Award, 1984 (declined)

Research Career Development Award - NICHD, 1984-1989

Early Career Contribution, American Psychological Association, 1985

Honors Faculty Fellow, Indiana University, 1990, 1991, 1992

Lilly Fellow – (UCSD) 1993-94

Tracy M. Sonneborn Award (Indiana University) 1997)

Society of Experimental Psychologists, 2005

Fellow, American Psychological Society, 2006

Fellow, American Academy of Arts and Sciences, 2007

Fellow, Cognitive Science Society, 2008

Distinguished Cognitive Scientist Award, UC-Merced, 2009

Distinguished Scholar Award, Office of Women's Affairs, Indiana University, 2009

David E. Rumelhart Prize in Cognitive Science, 2013

Distinguished Scientific Career Contribution, APA, 2013

Henry Besch Promotion of Excellence Award, Indiana University, September 2014

Selected Appointments:

National Science Foundation, Memory & Cognitive Processes Panel, 1983-86

National Science Foundation, Advisory Committee for the Directorate for Biological,
Behavioral and Social Sciences, 1989-1991

National Institute of Mental Health, Cognition, Emotion and Personality Panel, 1989-93

Honors Faculty, Indiana University, 1990-1993

Forum for Federal Research Management, 1992 - 1994

National Institutes of Health, Scientific Review Advisory Committee, 1997

Society for Research In Child Development, Ethics Committee, 1997-1999

National Institutes of Health, Study Section (LCOM), 2002- 2006

Associate Dean (Undergraduate Education), College of Arts and Sciences, Indiana

University, 2000-2003
President, Phi Beta Kappa, Indiana Chapter – 2003-2004
Governing Board, Cognitive Science Society, 2003 – 2009
Rumelhart Prize Committee, 2004 – 2009 (Chair 2008 -2009)
Chair, Department of Psychological and Brain Sciences, Indiana University-
Bloomington, 2005 – 2012
Governing Board, International Conference on Development and Learning (ICDL), 2006
– 2009
Joint (IEEE) Committee, merger ICDL-EpiRob, 2009-2012
Governing Board, Chairs of Graduate Programs in Psychology (COGDOP), 2010-2011
Advisory Board, Delta Center, 2012 – 2015
Advisory Board, Databrary Project, 2012 –
Chair, Glushko Dissertation Prize Committee, 2014-
National Institute of Child Health and Human Development, Study Section (T32), 2014-
National Science Foundation, Advisory Committee for the Directorate for Social,
Behavioral and Economic Sciences, 2015 -
Kinsey Institute, Board of Trustees, 2015-

Editorial Boards:

Journal of Experimental Psychology: Learning, Memory and Cognition, 1981-84
Child Development. 1984-1995, 1997-2000
Contemporary Psychology. 1988-1990
Cognitive Science, 1996-2001
Journal of Memory and Language, 1996 - 1999
Associate Editor, *Psychological Review*, 1994 - 1997

Memberships:

Cognitive Science, Society for Research in Child Development, The Psychonomic
Society, American Psychological Society, International Conference in Development and
Learning

Research Support (active)

NIH/NICHD R01HD 28675 (PI SMITH) 1995 –2016

The shape bias in children’s word learning.

NIH/NICHD 5T32HD007475 (PI SMITH) 1995 –2025

Integrative study of developmental process

NIH/NICHD 1R01HD074601 (PI YU) 2013 – 2018

Sensorimotor dynamics of early parent-child interactions build word learning

NSF BSF SBE (PI SMITH) 2015 - 2018

Cog. Comp. Collaborative Research on the Development of Visual Object Recognition.

Publications: (from most recent)

2016

Oudeyer, P. Y. & Smith, L. B. (in press) How evolution may work through curiosity-driven developmental Process. *Topics in Cognitive Science*.

Yu, C. & Smith, L.B. (in press) Multiple sensory-motor pathways lead to coordinated visual attention, *Cognitive Science*

Yu, C. & Smith, L.B. (in press) Eye-hand coordination predicts joint attention. *Child Development*

Fausey, C.M., Jayaraman, S., & Smith, L.B. (in press) From faces to hands: Changing visual input in the first two years. *Cognition*

Yu, C. & Smith, L.B. (in press pending revision) The social origins of sustained attention in one-year-old infants. *Current Biology*.

Kuwabara, M. & Smith, L.B. (in press) Cultural differences in visual object recognition in 3-year-old children. *Journal of Experimental Child Psychology*

2015

Jayaraman S., Fausey C. & Smith LB (2015) The Faces in Infant-Perspective Scenes Change over the First Year of Life. *PLoS ONE*, 10(5):e0123780

Morse AF, Benitez VL, Belpaeme T, Cangelosi A, Smith LB (2015) Posture affects how robots and infants map words to objects. *PLoS ONE*, 10(3). PMID:PMC4364718

Augustine, E., Jones, S. & Smith, L. B. (2015) Relations among early object recognition skills: Objects and letters. *Journal of Cognition and Development*, 16, 221-235. PMID:PMC4426263. (Best paper award for 2015).

Montag J., Jones M. & Smith LB (2015) the words children hear: picture books and the statistics for language learning. *Psychological Science*, 26, 1489-1496.

Cantrell, L., Boyer, T., Cordes, S. & Smith, L. B. (2015) Signal clarity: an account of the variability in infant quantity discrimination tasks. *Developmental Science*, 18(6): 877-893.

Vales, C., & Smith, L. B. (2015) Words, shape, visual search and visual working memory in 3-year-old children. *Developmental Science*, 18, 65-79.

Cantrell, L., Kuwabara, M., & Smith, L. B. (2015). Set size and culture influence children's attention to number. *Journal of Experimental Child Psychology*, 131, 19-37

Smith, L.B., Yu, C., Yoshida, H., & Fausey, C. (2015) Contributions of head-mounted cameras to studying the visual environments of infants and young children. *Journal of Cognition and Development*, 16, 417-419.

2014

Yurovsky, D., Fricker, D., Yu, C. & Smith, L. B. (2014) The role of partial knowledge in statistical word learning. *Psychonomic Bulletin & Review*, 21, 1 -22.

Pereira, A., Smith, L. B. & Yu, C. (2014) a bottom-up view of toddler word learning. *Psychonomic Bulletin & Review*, 21, 178-185.

James, K.H., Swain, S., Smith, L.B. & Jones, S.S. (2014) Young children's self-generated object views and object recognition. *Cognition and Development*, 15, 393-401.

James, K., Jones, S., Swain, S., Pereira, A., & Smith, L. B. (2014) Some views are better than others: Evidence for a visual bias in object views self-generated by toddlers. *Developmental Science*, 17, 338-351.

Mix, K., Prather, R., Smith, L. B. & Stockton, J. (2014) Young children's interpretation of multi-digit number names: from emerging competence to mastery. *Child Development*, 85, 1306-1319.

Byrge, L., Smith, L. B. & Mix, K. (2014) Beginnings of place value: how preschoolers write three-digit numbers. *Child Development*, 85, 437-443.

Smith, L.B., Street, S., Jones, S.S., & James, K.H. (2014) Using the axis of elongation to align shapes: Developmental changes between 18 and 24 months. *Journal of Experimental Child Psychology*, 123, 15-35.

Arias-Trejo, N., Cantrell, L., Smith, L. B., & Alva Canto, E. A. (2014) Early comprehension of the Spanish plural. *Journal of Child Language*, 41, 1356-1372.

Smith, L.B., Suanda, S.H., & Yu, C. (2014). The unrealized promise of infant statistical word-referent learning. *Trends in Cognitive Science*, 18, 251-258.

Byrge, L., Sporns, O. & Smith, L. B. (2014) Developmental process emerges from extended brain-body-behavior networks. *Trends in Cognitive Sciences*, 18, 395-403.

2013

Cantrell, L. & Smith, L.B. (2013) Set size, individuation, and attention to shape, *Cognition*, 126, 258-267.

Smith, L.B. & Yu, C. (2013) Visual attention is not enough: Individual differences in statistical word-referent learning in infants. *Language, learning and development*, 9, 25-49.

Yurovsky, D., Smith, L. B. & Yu, C. (2013) Statistical Word Learning at Scale: The Baby's View is Better *Developmental Science*, 16, 959-966.

Yurovsky, D., Yu, C. & Smith, L. B. (2013) Competitive processes in cross-situational word learning. *Cognitive Science*, 37, 891-921.

Yurovsky, D., Boyer, T., Smith, L. B., & Yu, C. (2013) Probabilistic Cue Combination: Less is More. *Developmental Science*, 16, 149-158.

Yu, C. & Smith, L. B. (2013) Joint Attention without Gaze Following: Human Infants and Their Parents Coordinate Visual Attention to Objects through Eye-Hand Coordination. *PLoS One*, 8(11):e79659. doi:10.1371/journal.pone.0079659.

Cantrell, L. & Smith, L. B. (2013) Open questions and a proposal: A critical review of the evidence on infant numerical abilities. *Cognition*, 128, 331-352.

Grzyb, B., Smith, L. B. & del Pobil, A. (2013) Reaching for the unreachable: reorganization of reaching with walking. *In IEEE Transactions on Autonomous Mental Development*, 5, 162-172.

Smith, L. B. (2013) It's all connected: Pathways in visual object recognition and early noun learning. *American Psychologist*, 68, 618-629.

2012

Smith, L. B., & Colunga, E. (2012). Developing categories and concepts. In Spivey, M., Joanisse, M. & McRae, K. (Eds.) *The Cambridge Handbook of Psycholinguistics*. Cambridge University Press.

Yu, C. & Smith, L. B. (2012) Modeling cross-situational word-referent learning: Prior questions. *Psychological Review*, 119, 21-39.

Sethuraman, N. & Smith, L. B. (2012) Verbs and attention to relational roles in English and Tamil. *Journal of Child Language*, 40, 358 – 390.

Kuwabara, M. & Smith, L.B. (2012) Cross-cultural differences in cognitive development: Attention to relations and objects. *Journal of Experimental Child Psychology*, 113, 20-35.

Yurovsky, D., Yu, C., Smith, L. B., & Yurovsky, D. (2012) Statistical speech segmentation and word learning in parallel: Scaffolding from child-directed speech. *Frontiers in Psychology*, 3, 374.

Benitez, V.L. & Smith, L.B. (2012) Predictable locations aid early object name learning. *Cognition*, 125, 339-352.

Yu, C. & Smith, L.B. (2012) Embodied attention and word learning in toddlers. *Cognition*, 125, 244-262.

Yee, M., Jones, S. & Smith, L. B. (2012) Changes in visual object recognition precede the shape bias in early noun learning. *Frontiers in Psychology*, Vol.3, doi: 10.3389/fpsyg.2012.00533.

2011

Smith, L.B., Yu, C., & Pereira, A. F. (2011). Not your mother's view: The dynamics of toddler visual experience, *Developmental Science*, 14(1), 9-17.

Yu, C. & Smith, L.B. (2011) What you learn is what you see: Using eye movements to study infant cross-situational word learning. *Developmental Science*, 14, 153-180.

Maouene, J., Laakso, A. & Smith, L. B. (2011) Object associations of early-learned light and heavy English verbs. *First Language*, 31, 109-132.

Sethuraman, N., Laakso, A., & Smith, L.B. (2011) Verbs and syntactic frames in children's elicited actions: A comparison of Tamil- and English-speaking children. *Journal of Psycholinguistic Research*, 40, 241-252.

Son, J., Smith, L. B. & Goldstone, R. (2011) Connecting instances to promote children's relational reasoning. *Journal of Experimental Child Psychology*, 108, 260-277.

Street, S., James, K., Jones, S. & Smith, L.B. (2011) Vision for action in toddlers: The posting task, *Child Development*, 82, 2083 – 2094.

Kuwabara, M., Son, J. & Smith, L. B. (2011). Attention to context: US and Japanese children's emotion judgments *Journal of Cognition and Development*, 12, 502- 517.

Augustine, E., Jones, S. & Smith, L. B. (2011) Parts and relations in young children's shape-based object recognition. *Journal of Cognition and Development*, 12, 556-572.

Beckage, N., Smith, L. B. & Hills, T. (2011) Small worlds and semantic network growth in typical and late talkers. *PLoS One*, 6, (e19348).

Samuelson, L., Smith, L. B., Perry, L. & Spencer, J. (2011) Grounding Word Learning in Space. *PLoS One* 6(12): e28095. doi:10.1371/journal.pone.0028095

Spencer, J. P., Perrone, S., Smith, L. B. & Samuelson, L. K. (2011) Learning words in space and time: Probing the mechanism behind the 'suspicious coincidence'. *Psychological Science*, 22, 1049-1057.

Smith, L. B. & Jones, S. (2011) Symbolic play connects to language through visual object recognition. *Developmental Science*, 14, 1142-1149.

2010

Sheya, A. & Smith, L.B. (2010) Changing priority maps in 12- to 18-month-olds: An emerging role for object properties. *Psychological Bulletin and Review*. 17, 22-28.

Hanania, R. & Smith, L.B. (2010) Selective attention and attention switching. *Developmental Science*, 622-635.

Hidaka, S. & Smith, L. (2010) A single word in a population of words. *Language Learning and Development*, 6, 206-222.

Smith, L.B. & Sheya, A. (2010) Is cognition enough to explain cognitive development? *Topics in cognitive science*, 2, 725-735.

Sethuraman, N. & Smith, L.B. (2010) Cross-linguistic differences in talking about scenes, *Journal of Pragmatics*, 42, 2978-299

McClelland, J. L., Botvinick, M. M., Noelle, D. C., Plaut, D. C., Rogers, T. T., Seidenberg, M. S. & Smith, L. B. (2010) Letting structure emerge: Connectionist and dynamical systems approaches to cognition. *Trends in Cognitive Science*, 14, 348-356.

Smith, L.B. (2010) Action as developmental process (commentary). *Journal of Child Language*.37, 263-267.

Hills, T. T., Maouene, J., Riordan, B. & Smith, L. B. (2010) The associative structure of language: contextual diversity in early word learning, *Journal of Memory and Language*, 63, 259-273

Hidaka, S. & Smith, L. B. (2010) Packing: A geometric analysis of feature selection and category formation. *Cognitive Systems Research*, 12, 1-18.

Smith, L. B., Colunga, E. & Yoshida, H. (2010) Knowledge as process: Contextually-cued attention and early word learning. *Cognitive Science*, 34, 1287-1314.

Pereira, A., James, K., Jones, S. & Smith, L. B. (2010) Early biases and developmental changes in self-generated object views. *Journal of Vision*, 10 (11):22, 1-13.

2009

Smith, L.B. (2009) Dynamic executives. (commentary) *Developmental Science*, 12, 22-23.

Clearfield, M. Dineva, E., Smith, L.B., Diedrich, F., & Thelen, E. (2009), Cue salience and infant perseverative reaching: Tests of the Dynamical Field Theory. *Developmental Science*, 12, 26-40.

Pereira, A. & Smith, L.B. (2009) Developmental changes in visual object recognition between 18 and 24 months of age. *Developmental Science*, 12, 57-80.

Hockema, S. & Smith, L.B. (2009) Learning language, outside-in and in-side out. *Linguistics*, 47, 453-479.

Hills, T., Maouene, M., Maouene, J., Sheya, A. & Smith, L.B. (2009) Longitudinal analysis of early semantic networks: Preferential attachment or preferential acquisition? *Psychological Science*, 20, 729-739.

Smith, L.B. (2009) Dynamic systems, sensori-motor processes, and the origins of stability and flexibility. In J. Spencer, M. Thomas, and J. McClelland (eds). *Toward a unified theory of development: Connectionism and dynamic systems theories reconsidered*. Oxford University Press.

Smith, L. B. (2009). From fragments to geometric shape: Changes in visual object recognition between 18 and 24 months. *Current Directions in Psychological Science*, 18(5), 290-294.

Hills, T. T., Maouene, M., Maouene, J., Sheya, A., & Smith, L. (2009). Categorical structure among shared features in networks of early-learned nouns. *Cognition*, 112(3), 381-396.

Colunga, E., Smith, L. B. & Gasser, M. (2009) Correlation versus prediction in children's word learning: Cross-linguistic evidence and simulations. *Language and Cognition*, 1 (2), 197-217.

Spencer, J.P., Dineva, E. & Smith, L.B. (2009). Comment on "Infants' Perseverative Search Errors Are Induced by Pragmatic Misinterpretation". *Science*, 325, 1624-a.

Sheya, A. & Smith, L.B. (2011) Development through sensory motor coordinations. In J.R. Stewart, O. Gapenne, and E. Di Paolo (Eds.) *Enaction: Toward a new paradigm for cognitive science*. MIT Press.

Smith, L.B. & Pereira, A. (2009) Shape, action, symbolic play, and words: Overlapping loops of cause and consequence in developmental process. In S. Johnson (ed), *Neo-constructivism: The new science of cognitive development*. Oxford University Press.

Yu, C. Smith, L.B., Shen, H. Pereira, A. & Smith, T. (2009) Active Information selection. Attention through the hands. *IEEE Transactions on autonomous mental development*, 1, 141-151.

Son, J. Y., Smith, L. B., & Goldstone, R. L. (2008). Simplicity and generalization: Short-cutting abstraction in children's object categorizations. *Cognition*, 108(3), 626-638.

Zapf, J. A., & Smith, L. B. (2008). Meaning matters in children's plural productions. *Cognition*, 108(2), 466-466.

Colunga, E., & Smith, L. B. (2008). Flexibility and variability: Essential to human cognition and the study of human cognition. *New Ideas in Psychology*, 26(2), 174-174.

Pereira, A. F., Smith, L. B., & Yu, C. (2008). Social coordination in toddler's word learning: Interacting systems of perception and action. *Connection Science*, 20(2-3), 73-73.

Yoshida, H., & Smith, L. B. (2008). What's in view for toddlers? Using a head camera to study visual experience. *Infancy*, 13(3), 229-229.

Perry, L. K., Smith, L. B., & Hockema, S. A. (2008). Representational momentum and children's sensori-motor representations of objects. *Developmental Science*, 11(3), F17-F17.

Smith, L., & Yu, C. (2008). Infants rapidly learn word-referent mappings via cross-situational statistics. *Cognition*, 106(3), 1558-1558.

Colunga, E., & Smith, L. B. (2008). Knowledge embedded in process: The self-organization of skilled noun learning. *Developmental Science*, 11(2), 195-195.

Maouene, J., Hidaki, S., & Smith, L.B. (2008) Body-parts and early learned verbs. *Cognitive Science*, 7, 1200-1216

2007

Smith, L.B. & Breazeal, C. (2007) The dynamic lift of developmental process. *Developmental Science*, 10, 61-68.

Smith, L. B. , Maouene, J., Hidaka, S. (2007) The body and children's word learning. In J. Plummert & J. Spencer (eds.) *The emerging spatial mind*. New York: Oxford University Press, 168-192.

Yu, C., & Smith, L. B. (2007). Rapid word learning under uncertainty via cross-situational statistics. *Psychological Science*, 18(5), 414-420.

Zapf, J. A., & Smith, L. B. (2007). When do children generalize the plural to novel nouns? *First Language*, 27(1), 53-73

Sandhofer, C., & Smith, L. B. (2007). Learning adjectives in the real world: How learning nouns impedes learning adjectives. *Language Learning and Development*, 3(3), 233-267.

Laakso, A., & Smith, L. B. (2007). Pronouns and verbs in adult speech to children: A corpus analysis *Journal of Child Language*, 34, 725 – 763.

Barsalou, L. Breazeal, C. & Smith, L.B. (2007). Cognition as coordinated noncognition. *Cognitive Processing*, 8, 79-91.

2006

Clearfield, M. W., Diedrich, F. J., Smith, L. B., & Thelen, E. (2006). Young infants reach correctly in A-not-B tasks: On the development of stability and perseveration. *Infant Behavior & Development*, 29(3), 435-444.

Kersten, A. W. , Smith, L. B. , & Yoshida, H. (2006). Influences of object knowledge on the acquisition of verbs in english and japanese. In K. Hirsh-Pasek, & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs*. (pp. 499-524). New York, NY, US: Oxford University Press.

Sheya, A., & Smith, L. B. (2006). Perceptual features and the development of conceptual knowledge. *Journal of Cognition and Development*, 7(4), 455-476.

Gershkoff-Stowe, L., Connell, B., & Smith, L. (2006). Priming overgeneralizations in two- and four-year-old children. *Journal of Child Language*, 33(3), 461-486.

Smith, L. B., & Samuelson, L. (2006). An attentional learning account of the shape bias. *Developmental Psychology*, 42(6), 1339-1343.

Thelen, E. & Smith, L. B. (2006). *Dynamic systems theories. Handbook of Child Psychology*, Hoboken, NJ, US: John Wiley & Sons Inc.

2005

Smith, L.B. & Gasser, M. (2005) The development of embodied cognition: Six lessons from babies. *Artificial Life*, 11, 13-30.

Smith, Linda B. (2005) Action alters perceived shape. *Cognitive Science*. 29, 665-679.

Colunga, E., & Smith, L. B. (2005). From the lexicon to expectations about kinds: A role for associative learning. *Psychological Review*, 112(2), 347-382.

Jones, S. S., & Smith, L. B. (2005). Object name learning and object perception: A deficit in late talkers. *Journal of Child Language*, 32(1), 223-240.

Samuelson, L. K., & Smith, L. B. (2005). They call it like they see it: Spontaneous naming and attention to shape. *Developmental Science*, 8(2), 182-198.

Smith, L. B. (2005). Emerging ideas about categories. In L. (. Gershkoff-Stowe, & D. H. Rakison (Eds.), Building object categories in developmental time.; building object categories in developmental time. *Carnegie Mellon Symposia on Cognition*; (pp. 159-173).

Yoshida, H., & Smith, L. B. (2005). Linguistic cues enhance the learning of perceptual cues. *Psychological Science*, 16(2), 90-95.

Smith, L. B. (2005). Cognition as a dynamic system: Principles from embodiment. *Developmental Review*, 25(3-4), 278-298.

2004

Sandhofer, C. & Smith, L.B. (2004) Perceptual complexity and form class cues in novel word extension tasks: how 4 year old children interpret novel adjectives and count nouns. *Developmental Science*, 7, 378-388.

Gershkoff-Stowe, L., & Smith, L. B. (2004). Shape and the first hundred nouns. *Child development*, 75(4), 1098-1114.

Smith, L.B. (2004) Shape: A developmental product. In L. Carlson & E. van der Zee, *Functional features in language and space*. Oxford University Press, 235-256.

2003

Yoshida, H. & Smith, L.B. (2003) Known and novel noun extensions: Attention at two levels of abstraction. *Child Development*, 74 (2), 565-577.

Yoshida, H. & Smith, L.B. (2003) Shifting ontological boundaries: How Japanese- and English-speaking children generalize names for animals and artifacts. Target article in *Developmental Science*, 6, 1-17.

Yoshida, H. & Smith, L.B. (2003) Correlations, concepts and cross-linguistic differences. *Developmental Science*, 6, 30-34.

Smith, L. B. (2003) Learning to Recognize Objects. *Psychological Science*, 14 (3)244-251.

Smith, L.B., Jones, S., Yoshida, H. & Colunga, E. (2003) Whose DAM account? Attentional learning can explain Booth and Waxman. *Cognition*, 87, 209-213.

Smith, L.B. & Thelen, E. (2003) Development as a dynamic system. *Trends in Cognitive Science*, 7, 343-348.

Smith, L.B. (2003) Different is good: connectionist and dynamic systems theory are complementary emergentist approaches to development. *Developmental Science*, 6, 434-439.

Colunga, E, Smith, L.B. (2003) The emergence of abstract ideas: Evidence from networks and babies. *Philosophical Transactions by the Royal Society B*. 358(1435) pp. 1205-1214

2002

Smith, L.B., Jones, S.S., Landau, B., Gershkoff-Stowe, L. & Samuelson, S. (2002) Early noun learning provides on-the-job training for attention *Psychological Science*, 13, 13-19.

Kersten, A. & Smith, L.B. (2002) Attention to novel objects during verb learning. *Child Development*, 73, 93-109.

Jones, S.S. & Smith, L.B. (2002) How children know the relevant properties for generalizing object names. *Developmental Science*, 5, 219-232.

Smith, L.B., Colunga, E., & Yoshida, H. (2002) Making an ontology: Cross-linguistic evidence. In Oakes & Rakison (Eds.) *Early Category and Concept Development*, Cambridge University Press.

2001

Thelen, E., Schoner, G., Scheier, C., & Smith, L.B. (2001) The dynamics of embodiment: A field theory of infant perseverative reaching. *Brain and Behavioral Sciences*, 24, 1-86.

Spencer, J.P., Smith, L.B., & Thelen, E. (2001). Tests of a dynamic systems account of the A-not-B error: The influence of prior experience on the spatial memory abilities of 2-year-olds. *Child Development*, 75, 1327-1346.

Sandhofer, C. & Smith, L.B. (2001) Why children learn color and size words so differently: Evidence from adults' learning of artificial terms. *Journal of Experimental Psychology: General*, 130, 600-620.

Diedrich, F. J., Highlands, T., Thelen, E., & Smith, L.B. (2001) The role of target distinctiveness in infant perseverative search errors. *Journal of Experimental Child Psychology*, 78, 263-290.

Yoshida, H. & Smith, L.B. (2001) Early noun lexicons in English and Japanese.

Cognition, 82, B63-B74.

2000

Samuelson, L. & Smith, L.B. (2000) Attention to rigid and deformable shape in naming and non-naming tasks. *Child Development*, 71, 1555-1570.

Sandhofer, C.M. Smith, L.B., & Luo, J. (2000) Counting nouns and verbs in the input: Differential frequencies, different kinds of learning? *Journal of Child Language*, 27, 561-585.

Smith, L.B. (2000) Avoiding association when its behaviorism you really hate. In R. Golinkoff & K Hirsh-Pasek. (Eds.) *Breaking the word learning barrier*. Oxford: Oxford University Press, 169-174.

Ryalls, B. & Smith, L.B. (2000) Creating a semantic congruity effect. *Journal of General Psychology*, 127, 279-326.

Dietrich, F.J., Thelen, E., Corbetta, D. & Smith, L.B. (2000) Perseverative errors in infancy as window on dynamic perception-action memories. *Developmental Science*, 3, 479-496.

Smith, L.B. (2000) How domain general processes create domain-specific biases. In M. Bowerman & S. Levinson (Eds.) *Conceptual development and language acquisition*. Cambridge: Cambridge University Press.

Gasser, M., Colunga, E. & Smith, L.B. (2000) Developing Relations. In Urpo Nikanne & Emile van der Zee (eds.) *The Interface Between Cognition and Language*. Oxford University Press.

Samuelson, S. & Smith, L.B. (2000) Grounding development in cognitive processes. *Child Development*, 71, 98-106.

Smith, L.B. (2000) From knowledge to knowing: Real progress in the study of infant categorization. *Infancy*, 1, 91-98.

1999

Smith, L.B. (1999). Children's noun learning: How general processes make specialized learning mechanisms. In MacWhinney, B. (Ed.) *The emergence of language: 28th Carnegie Symposium on Cognition*, Mahwah, NJ:LEA

Smith, L.B., Thelen, E., Titzer, R., & McLin, D. (1999) Knowing in the context of acting: The task dynamics of the A not-B error. *Psychological Review*, 106, 235-260.

Sandhofer, C. & Smith, L.B. (1999). Learning color words involves learning a system of

mappings. *Developmental Psychology*, 35, 668-679.

Ryalls, B., Winslow, E. & Smith, L.B. (1999). A semantic congruity effect in children's acquisition of high and low. *Journal of Memory and Language*, 39, 543-557.

Smith, L.B. (1999) Do infants possess innate knowledge structures: The con side. *Developmental Science*, 2, 133-144.

Samuelson, L. & Smith, L.B. (1999) Early noun vocabularies: Do ontology, category structure, and syntax correspond? *Cognition*, 71, 1-33.

1998

Gasser, M. & Smith, L.B. (1998) Learning nouns and adjectives: A connectionist account. *Language and Cognitive Processes*. 13. 269-306.

Landau, B., Smith, L.B., & Jones, S. (1998) Object shape, object function, and object name, *Journal of Memory and Language*, 38, 1-27.

Samuelson, L. & Smith, L.B. (1998) Memory and attention make smart word learning: An alternative account of Akhtar, Carpenter and Tomasello. *Child Development*. 69, 94-104.

Smith, L.B., Quittner, A.L., Osberger, M.J. & Myamoto, R. (1998). Audition and visual attention: The developmental trajectory in deaf and hearing populations. *Developmental Psychology*, 34, 840-850.

Jones, S.S. & Smith, L.B. (1998) How children name objects with shoes. *Cognitive Development*, 13, 323-334.

Smith LB. & Scheier, C. (1998) Babies have bodies: Why Munakata's net fails to meet its own goals. *Developmental Science*, 1, 202-205.

Landau, B. Smith, L.B., and Jones, S.S. (1998) Object perception and object naming in early development. *Trends in Cognitive Science*. 2, 19-24.

1997

Smith, L.B. & Samuelson, L. (1997). Perceiving and remembering: Category stability, variability, and development. In Lambert, K. & Shanks, D. (Eds.) *Knowledge, concepts, and categories*, East Sussex, UK: Psychology Press, 161-196.

Gershkoff-Stowe, L., Thal, D, Smith, L.B. & Namy, L. (1997) Categorization and its developmental relation to early language. *Child Development*. 68, 843-859.

Namy, L., Smith L.B. & Gershkoff-Stowe, L. (1997) Young children's discovery of spatial classification. *Cognitive Development*. 12. 163-184.

Smith, L.B., Gasser, M., & Sandhofer, C. (1997) Learning to talk about the properties of objects: A network model of the development of dimensions. *The Psychology of learning and motivation*, 36, 220 - 256.

Smith, L.B. & Gasser, M. (1997) Review of The Acquisition of the Lexicon, *Language*, 73. 160-162.

Gershkoff-Stowe, L. and Smith, L.B. (1997) A curvilinear trend in naming errors as a function of early vocabulary growth. *Cognitive Psychology*. 34, 37-3 1.

Johnston, J.R., Smith, L.B., & Box, P. (1997) Cognition and communication: referential strategies used by preschoolers with specific language impairment. *Journal of Speech and Hearing Sciences*. 40, 964-974.

Thelen, E. & Smith, L.B. (1997) Dynamic Systems Theory. In R.M. Lerner, (eds.) Volume 1 of the *Handbook of child psychology*, 5th ed., New York: Wiley

1996

Smith, L.B. (1996) Metaphors and methods: Variability and the study of word learning. In Amsel, E. and Renninger, A. (Eds.) *Change and development*. Hillsdale, N-J.: Erlbaum.

Smith, L.B. & Katz, D. (1996) Activity-dependent processes in perceptual and cognitive development. In R. Gelman & T. Au(eds.) *Handbook of Perception and Cognition*. 13, Perceptual and Cognitive Development. Cambridge University Press.

Smith, L.B., Jones, S. & Landau, B. (1996) Naming in young children: A dumb attentional mechanism? *Cognition* 60, 143-171.

1995

Smith, L.B. (1995) Stability and variability: The geometry of children's novel word interpretations. In A. Gilgen & F. Abraham (eds.). *Chaos theory in Psychology*. Greenwood Publishing.

Quittner, A.L. Smith, L.B., Osberger, M.J., Mitchell, T.V. & Katz, D.B. (1995). The impact of audition on the development of visual attention. *Psychological Science*, 11, 347-353.

Smith L.B. (1995) Self-organizing processes in learning to learn words: Development is not induction. In C.A.Nelson(ed.)New perspectives on learning and development: *Minnesota Symposium for Child Development*. New York: Academic Press.

1994

Thelen, E., & Smith, L. B. (1994) *A dynamical systems approach to the development of cognition and action*. Bradford Books, MIT Press.

Smith, L.B. (1994) Intersensory functioning and developmental process. In Lewkowicz, D.J. & Lickliter, R. (eds.). *Development of intersensory perception: Comparative Perspectives* Hillsdale: NJ: Erlbaum.

1993

Smith, L.B. (1993). The concept of same. *Advances in child development and behavior*, 24. 216-253.

Jones, S.S. & Smith, L.B. (1993) The place of perceptions in children's concepts. *Cognitive development*. 8, 113-140.

Smith, L.B. & Jones, S. (1993) Cognition without concepts. *Cognitive Development*. 8, 181-188.

Smith, L.B. & Thelen, E (1993) *A dynamical systems approach to development: Applications*. Bradford Books, MIT Press.

1992

Smith, L. B. & Heise, D. (1992). Perceptual similarity & conceptual structure. In B. Burns, ed.) *Percepts, Concepts, and Categories: Representation and Processing of Information*. *Advances in Psychology*, Elsevier.

Smith, L. B., & Sera, M. (1992) A developmental analysis of the polar structure of dimensions. *Cognitive Psychology*, 24, 99-142.

Smith, L. B., Jones, S. S. & Landau, B. (1992). Count nouns, adjectives, and perceptual properties in children's novel word interpretations. *Developmental Psychology*. 28, 273-289.

Landau, B., Jones, S.S., & Smith, L.B. (1992). Syntactic context and the shape bias in children's and adult's lexical learning. *Journal of Memory and Language*.

Landau, B., Jones, S.S., & Smith, L.B. (1992) Commentary on Soja, Carey, & Spelke: Ontological categories guide young children's inductions of word meaning: Object terms and substance terms" *Cognition*, 43, 85-91

1991

Gattuso, B., Smith, L. B., & Treiman, R. (1991). Classifying by dimensions and reading: A comparison of the auditory and visual modalities. *Journal of Experimental Child Psychology*, 51, 139-169.

Jones, S. S., Smith, L. B., & Landau, B. (1991). Object properties and knowledge in early lexical learning. *Child Development*, 499-516.

Smith, L. B. (1991). Perceptual structure and developmental process. In G. Lockhead and J. Pomerantz, *The Perception of Structure*, Washington, D.C.: APA

1990

Smith, L. B. (1989). From global similarities to kinds of similarities. The construction of dimensions in development. In S. Vosniadou & A. Ortony (Eds.), *Similarity and analogy*, (Pp. 146-178). Cambridge University Press

Sena, R., & Smith, L. B. (1990). New evidence on the acquisition of big. *Child Development*, 61, 1034-1052.

1989

Smith, L. B., & Evans, P. M. (1989). Similarity, identity, and dimensions: Perceptual classification in children and adults. In B. E. Shepp & S. Ballesteros, *Object Perception: Structure and Process*. Hillsdale, NJ: Lawrence Erlbaum, 325-256.

Johnston, J., & Smith, L. B. (1989). Dimensional thinking in language impaired children. *Journal of the Speech and Hearing Sciences*. 32, 33-38.

Smith, L. B. (1989). A model of perceptual classification in children and adults. *Psychological Review*. 96. 125-144.

1988

Smith, L. B., Sera, M., & Gattuso, B. (1988). The development of thinking. In R. Sternberg & E. E. Smith (Eds.), *The Psychology of Thought* Cambridge University Press, 366-391.

Aslin, R. N., & Smith, L. B. (1988). Perceptual development. In M. R. Rosenzweig and L. W. Porter (Eds.), *Annual Review of Psychology*. Volume 39.

Landau, B., Smith, L. B., & Jones, S. S. (1988). The importance of shape in early lexical learning. *Cognitive Development*. 59, 299-321.

Smith, L. B., Rattermann, M. J., & Sera, M. (1988). "Higher" and "lower": Comparative and categorical interpretations. *Cognitive development*, 5 341-358.

Evans, P. M., & Smith, L. B. (1988). The development of identity as a privileged relation in classification: When very similar is just not similar enough. *Cognitive Development*,

5,265-284.

Sera, M., Troyer, D. E., & Smith, L. B. (1988). What do two-year-olds know about the sizes of things? *Child Development*, 59, 1489-1496.

1987

Sera, M., & Smith, L. B. (1987). Big and little: Nominal and relative uses. *Cognitive Development*, 89-112.

Smith, L. B. (1987). Perceptual relations and perceptual language: Commentary on Marks, Hammeal and Bornstein, *Monographs of Society for Research in Child Development*, 94-101.

1986

Smith, L. B., Cooney, N. J., & McCord, C. (1986). What is "high?" Development of implicit reference points for "high" and "low". *Child Development*, 57, 583-602.

Walley, A., Smith, L. B., & Jusczyk, P. W. (1986). Developmental changes in the perceived structure of speech. *Memory and Cognition*, 14, 220-229.

1985

Smith, L. B. (1985). Young children's attention to global magnitude: Evidence from classification tasks. *Journal of Experimental Child Psychology*, 35, 471-492.

1984

Smith, L. B. (1984). Young children's understanding of attributes and dimensions: A comparison of conceptual and linguistic measures. *Child Development*. 55. 363-380.

Smith, L. B. (1984). A review of Perception, cognition and development (T. J. Tighe & B. G. Shepp, Eds.). *American Journal of Psychology*. 97. 451-474.

1983

Smith, L. B. (1983). Development of classification: The use of similarity and dimensional relations. *Journal of Experimental Child Psychology*. 36. 150-178.

1982

Smith, L. B., & Rizzo, T. (1982). Children's understanding of the referential properties of collective and class nouns. *Child Development*, 53, 245-257.

1981

Smith, L. B. (1981). The importance of the overall similarity of objects for adults' and children's classifications. *Journal of Experimental Psychology: Human perception and Performance*. 2, 811-824.

Johnson, H., & Smith, L. B. (1981). Children's inferential abilities in the context of reading to understand. *Child Development*. 52. 1216-1223.

Carrell, T. D., Smith, L. B., & Pisoni, D. B. (1981). Some perceptual dependencies in speeded classifications of vowel color and pitch. *Perception and Psychophysics*. 29, 1-10.

Jusczyk, P. W., Smith, L. B., & Murphy, C. (1981). Perceptual classification of speech. *Perception and Psychophysics*, 30. 10-23.

1980

Smith, L. B. (1980). Development and the continuum of separability. *Perception and Psychophysics*. 28, 164-172.

1979

Kemler, G. D., & Smith, L. B. (1979). Accessing similarity and dimensional relations: The effects of integrality and separability on the discovery of relational concepts. *Journal of Experimental Psychology: General*, 108, 133-150.

Smith, L. B., & Kilroy, M. C. (1979). A continuum of dimensional separability. *Perception and Psychophysics*, 25, 285-291.

Smith, L. B. (1979). Perceptual development and category generalization. *Child Development*. 50, 705-715.

1978

Kemler, D. G., & Smith, L. B. (1978). Is there a developmental trend from integrality to separability in perception? *Journal of Experimental Child Psychology*. 26. 498-507.

Smith, L. B., & Kemler, D. G. (1978). Levels of experienced dimensionality in children and adults. *Cognitive Psychology*. , 502-532.

1977

Jusczyk, P., Rosner, B., Cutting, J., Foard, C., & Smith, L. (1977). Categorical perception of nonspeech sounds by two-month-old infants. *Perception and Psychophysics*. 21. 50-54.

Smith, L. B., & Kemler, D. G. (1977). Developmental trends in free classification:

Evidence for a new conceptualization of perceptual development. *Journal of Experimental Child Psychology*. 24, 279-298.

1975

Smith, L. B., Kemler, D. G. & Aronfreed, J. (1975). Developmental trends in voluntary selective attention: Differential effects of source distinctness. *Journal of Experimental Child Psychology*. 20, 352-362.

Invited Talks and Colloquia:

Department of Psychology, Dalhousie University, Halifax, Nova Scotia, March, 1980.

Sixth Annual Interdisciplinary Conference, Park City, Utah, January, 1981.

Department of Psychology, Princeton University, November, 1983.

Department of Psychology, Yale University, November, 1983.

Department of Psychology, Purdue University, January, 1985.

Conference on similarity and analogy, University of Illinois, May, 1986.

Symposium on perception and cognition, Cornell University, August, 1986

Symposium on Object Perception: Structure and Process, U.N.E.D., Madrid, Spain, May, 1987.

Developmental Area, Department of Psychology, University of Illinois, Champaign, March, 1988.

Department of Speech and Hearing Sciences Colloquium Series, Indiana University, Bloomington, April, 1988.

Institute for Child Development, University of Minnesota, Minneapolis, October, 1988.

Department of Psychology, University of Pennsylvania, January, 1989.

Department of Psychology, Duke University, February, 1989.

Department of Psychology, University of Iowa, March, 1989.

Department of Psychology, Indiana University, March, 1989.

Dynamics System Conference, Kansas City, April, 1989.

Symposium on The Perception of Structure, Yale University, May, 1989.

Dynamic Systems Tutorial, NIH, Washington, D. C., June, 1989.

Symposium on Neural Darwinism, Eleventh International Joint Conference on Artificial Intelligence, Detroit, August, 1989.

Department Of Psychology, Princeton University, December, 1989.

Department Of Psychology, Michigan State University, January, 1990.

Department Of Psychology, University of Virginia, February, 1990.

Department of Psychology, University of Pittsburgh, March, 1990.

Cognitive Sciences, University of Illinois, May, 1990.

Department of Psychology, Wayne State University, March 1991

Department of Psychology, Arizona State University, March 1991

Keynote address, Fourth Artificial Intelligence Symposium, New Brunswick, Canada, September 1991

Department of Psychology, Northwestern University, October 1991

Department of Psychology, University of Michigan, March 1992

Department of Psychology, University of California-San Diego, April 1992

Symposium on Chaos, American Psychological Association, Washington, D.C., August 1992.

Department of Psychology, University of Chicago, January 1993.

Symposium on Auditory Prosthesis, Providence, RI, July 1993.

Minnesota Symposium on Child Development, University of Minnesota, October 1993.

Cognitive Science, University of California - Irvine, November 1993.

Cognitive Science, UCLA, March 1994 Psychology, UC-Berkeley, March 1994

Plenary speaker, Jean Piaget Society, June 1994

Cognitive Science, State University of New York -Buffalo, December 1994.

Cognitive Science, University of Western Ontario, March 1995

Workshop on Object Retrieval, Neurosciences Institute, 1995

Society for Philosophy and Psychology, July 1995.

Max Planck Institute, Nijmegen, Netherlands, November 1995

Psychology, University of California-San Diego, December 1995

Invited Address, Midwestern Psychological Association, May 1996

Ontario Institute for the Study of Education, Univ. of Toronto, June 1996

Neurosciences Institute, November 1996

Psychology, Virginia Technological University, February 1997

Carnegie-Mellon Symposium on Cognition, June 1997

Cognitive Science, New Bulgarian University, July 1997 `

William Brown Memorial Lecture, University of Nebraska (Omaha), September 1997

Invited Address, International Conference on Infant Studies, April 1998

Complexity Symposium, University of California – Irvine, January 1999

Conference on Embodied Cognition, Tsukuba University, Japan, February 1999

The Counterpoints Symposium, SRCD, April 1999

Speech and Hearing Sciences, Indiana University, Bloomington, December 1999

University of Chicago, October 2000

University of Pennsylvania, Cognitive Science, February 2001

University of Notre Dame, Workshop on Spatial Concepts, June 2001

Conference on Developmental and Embodied Cognition, Edinburgh, Scotland, August 2001

CNRS Interdisciplinary Conference on Abstraction, Gif, France, September 2001

Invited Symposium on Dynamic Systems, Psychonomic Society, Orlando, November 2001

Cognitive Science, Ohio State University, February 2002

Cognitive Science, Franklin & Marshall College, March 2002

Tamigawa University, Japan, August 2002

Symposium of Brain and Development, Tateshima Japan, August 2002

Cognitive Science Laboratory, Kyoto University, Japan, August 2002

Cognitive Science, Johns Hopkins University, November 2002

Symposium on Embodied Cognition, Lisbon Portugal, November 2002

Emory University, February 2003

Purdue University, February 2003

Charles Spiker Memorial Lecture, University of Iowa, February 2003

Keynote Speaker, Canadian Language and Literacy Network, June 2003

Workshop on Concepts and Learning, Lund, Sweden, June 2003

European Conference on Developmental Psychology, Milan, August 2003.
Babes-Bolyai University, Cluj-Napoca, Romania, September, 2003
Conference on Space and Language, Johns Hopkins University, September, 2003
University of California-San Diego (Cognitive Science, November 2003)
University of Connecticut, (psychology), December 2003
Cognitive Science Society, Nationwide Virtual Colloquium over the Internet, February
2004
Dynamics and Development Workshop, History and Philosophy of Science, University of
Minnesota, April 2004
Cognitive Science, UCSD, October 2004
Theology and Science Lectures, Gregorian Pontifical University, Rome, November 2004
Masters Seminar Series, University of Arizona, November 2004
Cognitive Science, University of Arizona, November 2004
Psychology, Harvard University, December 2004
Cognitive and Brain Sciences, MIT, December 2004
Cognitive Science, Ohio State University, March 2005
University of Chicago, Psychology, April 2005
James J. Gibson Lecture, Cornell University, May 2005
Dynamics and Connectionism Series, University of Iowa, June 2005
Invited DARPA meeting on Biologically inspired cognitive architectures, October, 2005
Society of Experimental Psychologists, San Diego, February 2006
Debate with Jesse Prinz, Psychology-Philosophy Great Ideas Series, University of
British Columbia, March 2006
Psychology, University of British Columbia, March 2006
Invited Address, APA, New Orleans, August 2006
Psychology, University of Toronto, September 2006
NYU, Workshop on Grounding, October 2006
Invited Symposium, Computational Cognitive Neuroscience, November 2006
Cognitive Science, University of Toronto, March 2007
Cognitive Science Summer School, New Bulgarian University, July 2007
Dynamic Systems Workshop, Portugal, September 2007
Invited Talk, Cognitive Systems, EU sponsored workshop, Paris, September 2007
Plenary Talk, Cognitive Development Society, Sante Fe, October 2007
Psychology Department Stanford University, December 2007
Institute of Child Development, University of Minnesota, February 2008
Cognitive Science, University of Minnesota, February 2008
Plenary Address, Cognitive Science, Washington DC, July 2008
Plenary Address, Simulated Adaptive Behavior, Osaka, July 2008
Master Lecture, American Psychological Society, August 2008
Bayesian Learning Workshop, Berkeley, August 2008
Invited Address, International Conference on Spatial Cognition, Freiberg, September
2008
Psychology, Northumbria University, New Castle, UK, September 2008
Invited Address, Language Learning and Development, Boston, October 2008
Colloquium, Physics Department (Physics Education), University of Maryland,
November, 2008.

Colloquium, Cognitive Science, University of Rochester, February 2009
Presidential Dream Course Lecture, Oklahoma University, March 2009
Colloquium, Archives de Piaget, Geneva, March 2009
Workshop on complexity, Princeton University, March 2009
Distinguished Lecturer – Cognitive Science, UC-Merced, April 2009
Plenary Address, Society for Philosophy and Psychology, Bloomington, IN, July 2009
Colloquium, Birkbeck College, University of London, October 2010
Plenary Address, European Union Cognition, Zurich, January 2010
Workshop on Sound Symbolism, Emory University, March 2010
Nordforsk Workshop on Spatial Cognition, Stikelstadt Norway, April 2010
Colloquium, Babes Boyes University, Cluj Napoca, Romania, May 2010
Elizabeth Bates Memorial Lecture, Keynote Society for Research on Child Language Disorders, Madison, WI, June 2010.
Keynote, AMLAP, York England, September 2010.
Distinguished Speaker Series, Michigan State University, October 2010
Keynote speaker, European Cognitive Science Society, May 2011.
Paris Symposium on Shape in Biology, July 2011.
Plenary, Education Leadership Conference, APA, September 2011
Invited speaker, NSF Workshop on Data Archiving and Data Mining September 2011
Colloquium, University of Wisconsin – Madison, March 2012
Colloquium, USC, March 2012
Invited Talk, University of Bologna, April 2012
Invited Talk, CUNY Grad Center, May 2012
Keynote, Jean Piaget Society, Toronto, May 2012
Invited Talk, Max Planck Institute for Psycholinguistics, Nijmegen, June 2012
Invited Talk, Konrad Lorenz Institute, Vienna, July 2012
Keynote, European Society for Philosophy & Psychology, London, August 2012
Invited Talk, NIH SfN workshop on Dynamical Neuroscience, New Orleans, October 11, 2012
Colloquium, Department of Psychology, Princeton University, Princeton NJ, November 5, 2012
Workshop on Development, Montreal, May 2013
Meeting of the Delta Center, May 2013, Iowa City
Rumelhart Prize Lecture, Cognitive Science Society, August 2013
Yeshiva University-Princeton University, Workshop, on “Bridging the gap between coordination and conversation,” Yeshiva University, October 2013
NIH Pre SfN Workshop on Attention, San Diego, November 2013
Colloquium, Department of Psychology, University of Pennsylvania, September 8, 2014
All Campus Address, Salem State College, November 13, 2014
Colloquium, Cognitive Science, University of California – San Diego, December 7, 2014
Colloquium, Psychology, University of Louisville, March 2, 2015
Keynote Vision Workshop, CVPR, Boston, June 11, 2015
Keynote, Statistical Learning Workshop, San Sebastian Spain, June 26, 2015
SILC Symposium, Space and Mathematics, Chicago, November 2015
Keynote, Eyewear: Egocentric Vision, Dagstuhl Germany, January 24-28, 2016
Keynote, Toronto Interdisciplinary Symposium on the Mind, February 6-7, 2016