Karin Harman James
Professor
Psychological and Brain Sciences

Curriculum Vitae

Contact Information
Department of Psychological and Brain Sciences, Indiana University
1101 E 10th St.
Bloomington, IN, USA 47405
fax: 812-855-4691
812-361-3118
812-856-7237 (lab)
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http://www.indiana.edu/~canlab/home.html

Education
2001-2004: Vanderbilt University, Post-Doctoral Fellow
1998-2001: University of Western Ontario, Doctor of Philosophy (Psychology)
1996-1998: University of Western Ontario, Master of Arts (Psychology)
1993-1996: University of Toronto, Bachelor of Science (Psychology)
1987-1991: University of Toronto, Bachelor of Arts (History)

Research Support (active)
External:

Clinical and Translational Science Institute
Modern diffusion-weighted MRI protocol for early profiling and detection of reading disabilities in preschool children.
Co-Principal Investigators: James, K.H. & Pestilli, F.
$10,000

National Science Foundation. 064707-00002B (2014-2018)
The role of gesture in word learning: Collaborative Research.
Co-Principal Investigators: James, K.H. & Goldin-Meadow, S. (University of Chicago)
Direct costs: $519,659
Effort: 15%

National Science Foundation (number pending)
Harnessing gesture and action to improve pre-algebra Instruction.
Role: fMRI consultant
Effort: 10%

National Institutes of Health NIH/NICHHD 2T32HD007475-21 (2015–2020)
NIH Training Grant: Integrative study of developmental process.

Role: Co-Principal Investigator (Principal Investigator: Linda Smith)
Effort: Supervisory as needed, run the weekly seminar for grant

Internal:
Emerging Areas of Research (EAR) Initiative, COAS Indiana University
Learning: Brains, Machines and Children
Role: Co-PI
2017-2020
Amount: $3,000,000

Johnson Center for Innovative & Translational Research Pilot Grant, Indiana University
MR-Safe Electronic Tablet for use in Functional MRI
Role: PI
2017
Amount: $25,000

Social Science Research Commons Grant, Indiana University
Efficacy of Two Reading Interventions: A Randomized Control Trial with a Mixed-Method Evaluation
Role: Co-PI
Amount: $15,000

Faculty Research Support Program
Interaction between sensory and motor processes in the brain.
Co-Principal Investigators: Hannah Block, Karin James, Aina Puce
$22,281

Indiana University Imaging Research Facility Pilot Program
Neuroimaging studies of the effects of writing on early mathematical understanding.
Principal Investigator: James, K.H.
Amount: $15,000

Effects of active learning on word meaning.
Principal Investigator: James, K.H.
Amount: $6,000

Gesture processing in pre-school children.
Principal Investigator: James, K.H.
Amount: $20,000

The development of writing systems in the pre-school brain.
Principal Investigator: James, K.H.
Amount: $20,000

Past and Pending Support:
National Institutes of Health (NIH)/NICHHD (2008-2014) R01 HD057077
The role of action in the development of visual object recognition.
Principal Investigator: James, K.H.

Direct costs: $1,150,000
Effort: 30%

National Science Foundation BCS-1422329 (2010-2015)
IGERT Training Grant: The Dynamics of Brain-Body-Environment Systems in Behavior and Cognition.
Role: Co-Principal Investigator (PI: Randolf Beer)
Effort: Supervisory as needed (graduate students)

National Science Foundation (pending)
The effects of handwriting on early literacy skills.
Principal Investigator: James, K.H.
Direct Costs: TBD
Submitted: December, 2015

National Institute of Health (pending)
Visual-motor Experience Changes the Neural Processing of Symbols During Development.
Principal Investigator: James, K.H.
Direct Costs: TBD
Submitted: June, 2015

Institute for Education Sciences (pending)
The effects of handwriting on emergent literacy skills in children from low- and higher-income households.
Principal Investigator: James, K.H.
Direct Costs: TBD
Submitted: August 5, 2015

Provisional Patents
"Electronic tablet for use in functional MRI," US Patent Application No. 62/370, 372, filed August 3,2016, (Sturgeon, J., Shroyer, A., Vinci-Booher, S., & James, K.H., applicants).

Peer Reviewed Research Publications
Students directly advised in *italics.* Senior author listed first or last.

Articles currently under peer review:
Wakefield, E.M., Congdon, E., Novack, M., Goldin-Meadow, S. & James, K.H. (under revision). Learning math by hand: The neural effects of gesture-based instruction in 8-year-old children.

Munoz-Rubke, F., Kafadar, K. & **James, K.H.** (under revision). Word meaning differs in degree and not kind: An action scale captures the continuous nature of noun and verb learning.

In press or published peer reviewed articles (46):

2017:

James, K.H. (in press). The importance of handwriting experience on the development of the literate brain. To appear in *Current Directions in Psychological Science.*

Munoz-Rubke, F., Kafadar, K., & **James, K.H**. (2017). A new statistical model for analyzing rating scale data pertaining to word meaning. *Psychological Research.* doi:10.1007/s00426-017-0864-8

James, K.H. ***&*** *Kersey, A.* (2017). Dorsal stream function in the young child: an fMRI investigation of visually guided action. *Developmental Science*
Dev Sci. 2017;00:e12546. https://doi.org/10.1111/desc.12546

2016:
James, K.H., *Vinci-Booher, S. & Munoz-Rabke, F*. (in press). Sensorimotor learning and brain plasticity. *In The Handbook of Multimodal-Multisensory Interfaces*: ACM Books, Morgan Clayfield. USA.

Jao, R.J., James, T.W., & **James, K.H**. (2016). Crossmodal enhancement in the LOC for visuohaptic object recognition over development. *Neuropsychologia, 77*, 76-89. doi: 10.1016/j.neuropsychologia.2015.08.008.

Li, J.X*., **James K.H. (2016). Handwriting generates variable visual input to facilitate symbol learning. *Journal of Experimental Psychology: General*. *145*(3):298-313. doi:10.1037/xge0000134.
* American Psychological Association Spotlight paper, May, 2016

Vinci-Booher, S., James, T.W., & **James, K.H.** (2016). Visual-motor functional connectivity in preschool children emerges after handwriting experience. *Trends in Neuroscience and Education*. *5*(3).107-120. doi.org/10.1016/j.tine.2016.07.006

Vinci-Booher, S., & **James, K.H**. (2016). Neural Substrates of Sensorimotor Processes: Letter Writing and Letter Perception. *Journal of Neurophysiology*, *115*(1), 1-4. doi: 10.1152/jn.01042.2014

2015:
Latinus, M., Love, S.A., Rossi, A., Parada, F.J., Huang, L., Conty L, George, N., **James, K.H.,** Puce, A. (2015). Social decisions affect neural activity to perceived dynamic gaze. *Social Cognitive & Affective Neuroscience 10*(11), 1557-1567. doi:10.1093/scan/nsv049 PMID: 25925272

Wakefield, E.M. & **James, K.H.** (2015). Effects of learning with gesture on children's understanding of a new language concept. *Developmental Psychology 51*(8), 1105-1114. doi:10.1037/a0039471

James, K.H., *Jao, R.J.* & Berninger, V. (2015). The development of multi-leveled writing

brain systems: brain lessons for writing instruction. In MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.), *Handbook of writing research, 2nd edition*. New York: Guilford.

2014:

James, K.H., Jones, S.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*(3), 338-351. doi:10.1111/desc.12124 NIHMS 518867.

James, K.H., Jones, S.S., Smith, L.B., & Swain, S.N. (2014). Young Children's Self-Generated Object Views and Object Recognition. *Journal of Cognition and Development: Official Journal of the Cognitive Development Society, 15*(3), 393–401. doi.org/10.1080/15248372.2012.749481

Jao, R.J., James, T.W., & **James, K. H**. (2014). Multisensory convergence of visual and haptic object preference across development. *Neuropsychologia*, *56*, 381–392. doi.org/10.1016/j.neuropsychologia.2014.02.009 NIHMS 573317

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 of age. *Journal of Experimental Child Psychology, 123*, 15-35. doi: 10.1016/j.jecp.2014.01.009 NIHMS 577438

2013:

Butler, A.J., & **James, K.H.** (2013). Active learning of novel sound-producing objects: Motor reactivation and enhancement of visuo-motor connectivity. *Journal of Cognitive Neuroscience*, *25*, 203-218. doi:10.1162/jocn_a_00284

Kersey, A. J. & **James, K.H.** (2013). Brian activation patterns resulting from learning letter forms through active self-production and passive observation in young children. *Frontiers in Psychology, 4*(567), 10-3389. doi:10.3389/fpsyg.2013.00567 NIHMS 629654.

James, T.W.* **& James, K.H**.* (2013). Expert individuation of objects increases activation in the fusiform face area of children. *NeuroImage*, *67*, 182-192. doi: 10.1016/j.neuroimage.2012.11.007 * equal author contribution

Wakefield, E.M. James, T.W. & **James, K.H**. (2013)**.** The neural correlates of gesture processing across human development, *Cognitive Neuropsychology*, *30*, 58-76. doi:10.1080/02643294.2013.794777

2012:

***James, K.H.** & *Engelhardt, L.* (2012). The effects of handwriting experience on functional brain development in pre-literate children. *Trends in Neuroscience and Education*, *1*, 32-42. doi.org/10.1016/j.tine.2012.08.001 NIHMS 629881
*most cited article for that year for that journal.

Motz, B.A., **James, K.H.** & Busey, T.A. (2012). The lateralizer: A tool for students to explore the divided brain. *Advances in Physiology Education*, *36*(3).

doi: 10.1152/advan.00060.2012

2011:
Wakefield, E.M. & **James, K.H**. (2011). Effects of sensori-motor learning on melody processing across development. *Cognition, Brain & Behavior*, *15*(4), 505-534. NIHMS 629890.

James, K.H. *& Bose, P.* (2011). Self-generated actions during learning objects and sounds create sensori-motor systems in the developing brain. *Cognition, Brain & Behavior*, *15*(4), 485-503. NIHMS 629882.

Butler, A.J. & **James, K.H.** (2011). Cross-modal versus within-modal recall: Differences in behavioral and brain responses. *Behavioral Brain Research, 224,* 387-396. doi:10.1016/j.bbr.2011.06.017

Butler, A.J., James, T.W. & **James, K.H.** (2011). Enhanced multisensory integration and motor reactivation after active motor learning of audiovisual associations. *Journal of Cognitive Neuroscience*, *23*(11), 3515-3528*.* doi:10.1162/jocn_a_00015

James, T.W., VanDerKlok, R.M., Stevenson, R.A., & **Harman James, K.** (2011). Multisensory perception of action in posterior temporal cortex. *Neuropsychologia*, *49*, 108-114. doi:10.1016/j.neuropsychologia.2010.10.030

James, T.W., Stevenson, R.A, Kim, S., VanDerKlok, R.M **& James, K.H.** (2011). Shape from sound: Evidence for a shape operator in the lateral occipital cortex. *Neuropsychologia*, *49*, 1807-1815. doi:10.1016/j.neuropsychologia.2010.10.030

James, K.H., & Swain, S.N. (2011). Only self-generated actions create sensori-motor systems in the developing brain. *Developmental Science*, *14*(4), 673-687. doi: 10.1111/j.1467-7687.2010.01011.x NIHMS 629884.

2010:
Butler, A.J. & **James, K.H**. (2010). The neural correlates of attempting to suppress negative versus neutral memories. *Cognitive and Affective Behavioral Neuroscience*, *10*, 182-194. doi:10.3758/CABN.10.2.182

Street, S., **James, K.H.,** Jones, S. & Smith, L.B. (2010). Vision for action in toddlers: The posting task. *Child Development*, *82*(6), 2083-2094. doi:10.1111/j.14678624.2011.01655.x NIHMS 321290.

James, K.H. (2010). Sensori-motor experience leads to changes in visual processing in the developing brain. *Developmental Science*, *13*(2), 279-288. doi:10.1111/j.1467-7687.2009.00883.x NIHMS 629888.

James, K.H. & Mauoene, J. (2010). Auditory verb perception recruits motor systems in the developing brain: an fMRI investigation. *Developmental Science, 12*(6), F26-F34. doi:10.1111/j.1467-7687.2009.00919.x

Periera, A.F., **James, K.H**., Jones, S.S. & Smith, L.B. (2010). Early biases and developmental changes in self-generated object views. *Journal of Vision*, *10*(11): 22. doi: 10.1167/10.11.22 NIHMS 273211.

2009:

James, K.H. & Gauthier, I. (2009). When writing impairs reading: Letter perception's susceptibility to motor interference. *Journal of Experimental Psychology: General*, *138*, 416-43. doi:10.1037/a0015836

James, K.H. & *Atwood, T.* (2009). The role of sensorimotor learning in the perception of letter-like forms: Tracking the causes of neural specialization for letters. *Cognitive Neuropsychology, 26*(1), 91-110. doi:10.1080/02643290802425914

Wong, A C-N, Jobard, G., James, T.W., **James, K.H**., Gauthier, I. (2009). Expertise with characters in alphabetic and non-alphabetic writing system engage the same occipito-temporal area. *Cognitive Neuropsychology*, *26*, 111-127.

James, K.H., Wong, C-N, Jobard, G. (2009). The case for letter expertise. *Perceptual Expertise: Bridging Brain and Behavior,* Gauthier, I, Bub, D. & Tarr, M.J. (Eds.) Oxford University Press. doi:10.1093/acprof:oso/9780195309607.003.0011

2008+

Foss, A. H, Altschuler, E.L. & **James, K.H**. (2007). Neural correlates of the Pythagorean ratio rules. *Neuroreport***,** *18*, 1521-1525. doi:10.1093/acprof:oso/9780195309607.001.0001

James, K.H. & Gauthier, I. (2006). Letter processing automatically recruits a sensory-motor brain network. *Neuropsychologia*, *44*, 2937-2949. doi:10.1016/j.neuropsychologia.2006.06.026

James, K.H., James, T.W., Jobard, G., Wong, C-N., & Gauthier, I (2005). Letter processing in the visual system: Different activation patterns for single letters and strings. *Cognitive, Affective and Behavioral Neuroscience*, *5*(4), 452-466. doi: 10.3758/cabn.5.4.452

James, T.W., Humphrey, G.K., **James, K.H.** & Goodale, M.A. (2005) Do visual and tactile object representations share the same neural substrate? M.A. Heller and S. Ballesteros (Eds.), *Touch and blindness: psychology and neuroscience.* Mahwah, NJ: Lawrence Erlbaum.

James, K.H., Humphrey, G.K., Vilis, T., Baddour, R., Corrie, B. & Goodale, M.A. (2002). "Active" and "passive" learning of three-dimensional object structure within an immersive virtual reality environment. *Behavioral Research Methods, Instruments and Computers, 34*(3), 383-390. doi:10.3758/BF03195466

James, K.H., Humphrey, G.K. & Goodale, M.A. (2001). Manipulating and Recognizing Virtual Objects: Where the Action Is. *Canadian Journal of Experimental Psychology*, 55(2), 111-120. doi:10.1037/h0087358

Harman, K.L., Humphrey, G.K. & Goodale, M.A. (1999). Active manual control of object views facilitates visual recognition. *Current Biology*, 9 (22), 1315-1318. doi:10.1016/S0960-9822(00)80053-6

Harman, K.L. & Humphrey, G.K. (1999). Encoding 'regular' and 'random' sequences of views of novel, three-dimensional objects. *Perception*, 28, 601-615. doi:10.1068/p2924

Invited Oral Presentations

James, K.H. (2015). How handwriting experience changes visual letter processing in the pre-literate brain. Peabody College, Vanderbilt University. Nashville, TN.

James, K.H. (2015). How handwriting experience changes visual letter processing in the pre-literate brain. *Indiana Association for School Psychologists*. Indianapolis, IN.

James, K.H. (2015). (community outreach). What handwriting is important for brain development. *Monroe County Community School Corporation*, Bloomington, IN.

James, K.H. (2015). (community outreach). What handwriting is important for brain development. *Women's Institute Unitarian Universalist Church*, Bloomington IN.

James, K.H. (2015). How Visual-motor learning changes symbol understanding during development. Johns Hopkins University, *Cognitive Science Colloquium series*. Baltimore, MD.

James, K.H. (2015). What Neuroscience tells us about handwriting skill. *School of Neuropsychology Summer Institute*, Dallas, TX.

James, K.H. (2015). How Visual-motor Experience Changes the Neural Processing of Symbols During Development. *President's Presentation for the Canadian Society for Brain, Behavior and Cognitive Science*. Ottawa, Ontario.

James, K.H. (2015). How Visual-motor Experience Changes the Neural Processing of Symbols During Development. *Midwestern Psychological Association*, Chicago, IL.

James, K.H. (2014). Changing brains: How printing effects thinking in pre-school children. *The University Club*, Bloomington, IN.

James, K.H. (2014). How Visual-motor Experience Changes Symbol Learning During Development: An Educational Cognitive Neuroscience Perspective. *Indiana University Alumni Association "The Future" series*. Bloomington, IN.

James, K.H., (2013). Educational Neuroscience. "*It takes a Village" Conference*, Ivy Tech Vocational Institute, Bloomington, IN.

James, K. H., & *Wakefield, E. M.* (May, 2013). Using fMRI with pre-school children to show brain changes associated with learning. *Cognitive Development Neuroscientific Approaches Symposium*, Austin, TX.

James, K.H., (2012) The affect of writing on pre-reading skills: A developmental cognitive neuroscience approach. "*Get Ready Iowa"* workshop held by *the Development and Learning: From Theory to Application Center*, University of Iowa, Iowa City, IA.

James, K.H. (2012). The neural correlates of handwriting and its affect on reading acquisition. *Handwriting in the 21st century, Educational Summit*, Washington, D.C.

James, K.H. (2011). How printing practice affects letter perception: An educational cognitive neuroscience perspective. *Learning Sciences Department*, Indiana University, Bloomington, IN.

James, K.H. (2010). Influences of action on visual perception: A developmental cognitive neuroscience approach. *Optometry Department*, Indiana University Bloomington, IN.

James, K.H. (2010). How action experience affects visual and auditory processing in the developing brain. *Cincinnati Children's Hospital Medical Center*, Cincinnati, OH.

James, K.H. (2008). The effects of early motor experience on visual cognition: A proposal using fMRI with typically and atypically developing children. *Clinical Science Colloquium series*, Indiana University. Bloomington, IN.

James, K.H. (2007). The effects of motor experience on visual processing: a developmental fMRI approach. *Indiana University Program in Neuroscience Annual Retreat*. Bloomington, IN.

James, K.H. (2005). Neural changes associated with learning to read. *Sackler Institute*, New York, NY.

Invited Oral Presentations (Conferences)

Frizell, T., *Vinci-Booher, S*., *Zemlock, D*., **James, K.H.,** & Crandall, D.J. (2015). Exploring automated techniques for identifying and scoring children's handwriting samples. *Summer Research Experience for Undergraduates Conference*, Bloomington, IN.

Munoz-Rubke, F., Kafadar, K., & **James, K.H**. (2015). Action is the key to observe the continuum among concrete and abstract words. *Cognitive Neuroscience Society*, San Francisco, CA.

Vinci-Booher, S., James, T.W., & **James, K.H**. (2015). The influence of visual-motor experiences on the development of brain mechanisms subserving letter perception. In E. Wakefield & M. Novack, Comparing the effects of active and passive learning experiences through action and gesture. *Society for Research in Child Development*, Philadelphia, PA.

Vinci-Booher, S., *Engelhardt, L*., James, T.W., & **James, K.H.** (2015). Functional connections during letter perception reflect aspects of letter writing. *Cognitive Neuroscience Society*, San Francisco, CA.

Vinci-Booher, S., James, T.W., & **James, K.H.** (2015). Investigating functional connectivity in the developing brain using generalized psychophysiological interactions analysis. *Society for Research in Child Development*, Philadelphia, PA.

Hall, C., *Wakefield, E. M*., **James, K. H**., & Goldin-Meadow, S. G. (2015). Learning verbs through action vs. gesture. *Cognitive Development Society*, Columbus, OH.

James, K.H. (2015). The development of neural systems that support letter perception: the importance of early handwriting. *Psychonomics Society*. Chicago, IL.

James, K.H. (2015). Only self-generated actions create sensori-motor networks in the developing brain. *Society for Research in Child Development*, Philadelphia, PA.

Vinci-Booher, S., James, T.W., & **James, K.H.** (2015). Investigating functional connectivity in the developing brain using generalized psychophysiological interactions analysis. *Society for Research in Child Development*, Philadelphia, PA.

Wakefield, E.M. Goldin-Meadow, S. & **James, K.H**. (2015). Can you show me yocking? Learning novel verbs through producing and observing actions and gestures. *Society for Research in Child Development*, Philadelphia, PA.

Wakefield, E. M., Novack, M., Congdon, E., Goldin-Meadow, S., & **James, K.H.** (2014). Understanding the Neural Effects of Learning with Gesture: Does gesture help learners because it is grounded in action*? International Society of Gesture Studies,* San Diego, CA.

James, K.H., (2013). Using functional Magnetic Resonance Imaging techniques to probe learning mechanisms in young children. *Cognitive Development Society*, Memphis, TN.

James, K.H. (2013). Manual actions on objects are driven by visual biases in 18-24-month-old children. *Society for Research in Child Development,* Seattle, WA.

James, K.H., James, T.W., & Swain, S.N. (2012). The neural correlates of object expertise in the young child. *Cognitive Neuroscience Society*, Chicago, IL.

Wakefield, E. M., & **James, K.H.** (July, 2012). Changes in iconic and metaphoric gesture processing across development. *International Society for Gesture Studies*, Lund, Sweden.

James, K.H. & *Engelhardt, L*. (2011) Visual object processing as a function of active experience in preschool children. *Cognitive Development Society*, Philadelphia, PA.

James, K.H. & *Kersey, A.* (2011). Dorsal stream function in the 4-6-year-old child: Assessing the neural correlates of the posting task using fMRI. *Society for Research in Child Development*, Montreal, PQ.

James, K.H. (2010). The emergence of sensorimotor representations in the developing brain during language processing. *Cognitive Neuroscience Society*, Montreal, PQ.

Butler, A. & **James, K.H**. (2009). Cued retrieval of novel auditory or visual stimuli activates modality specific cortices regardless of correct performance. *Cognitive Neuroscience Society*, San Francisco, CA.*
*received the "graduate student presents" award at annual meeting.

James, K.H. & Mahoune, J. (2009). Neural correlates of verb processing in the developing brain. *Society for Research in Child Development*, Denver, CO.

Wakefield, E. M., & **James, K. H.** (2009). The effects of sensori-motor learning on melody processing. *Society for Music Perception and Cognition*, Indianapolis, IN.

James K.H., *Butler, A. & Mueller, S*. (2008). Active learning of objects recruits a sensori-motor network upon visual presentation. *Vision Sciences Society*, Naples, FL.

James, K.H. & *Augustine, E*. (2007). The effects of Motor Experience on Visual Processing: an fMRI approach. *Society for Research in Child Development*, Boston, MA.

Altschluler, E.L., *Foss, A.H*. & **James, K.H**. (2007). Neural correlates of the Pythagorean ratio rules. *Society for Neuroscience*, San Diego, CA.

Schneider, B., DeLong, J., Wyatte, D., **James, K.H**., Busey, T. (2007). The neural correlates of face-like expertise in fingerprint examiners. *Vision Sciences Society*, Sarasota, FL.

Pereira, A., **James, K.H.,** Jones, S. S., & Smith, L. B. (2011). Children's knowledge of an object's canonical upright and the statistical structure of self-selected object views. *Society for Research on Child Development*, Montreal, Canada.

James, K.H. (2011). Action influences perception by limiting available information: What toddlers look at is determined by how they hold objects. *Society for Research on Child Development*, Montreal, Canada.

Teaching Experience

Developmental Psychology

Cognitive Neuroscience
Development of Brain and Behavior
Developmental Cognitive Neuroscience (graduate and undergraduate level)
Human Neuropsychology (graduate and undergraduate level)
Brain & Cognition (graduate level)
Object Recognition: A Cognitive Neuroscience Perspective (graduate level)

Department of Psychological and Brain Sciences, Indiana University

Computer Applications in Psychological Research
Psychology Department, University of Western Ontario

Trainees

Post-Doctoral Fellows
2013-2014: Elizabeth Wakefield
2011-2012: Sandra Street

Graduate Students (Primary advisor only are listed, co-supervised an additional 6)
Present:
-Daniel Plebanek, PhD 2
-Sophia Vinci-Booher PhD 5

Graduated:
-Felipe Munoz
PhD 2017
Assistant Professor
Austral University of Chile
-R. Joanne Jao
PhD 2015
Post-doctoral fellow, San Diego State University
-Julia Li
PhD 2015
Research Scientist, Rotman Associates Research
-Andrew Butler
PhD 2011
Assistant Professor, Valparaiso University
-Meagan Yee
PhD 2012
Assistant Visiting Professor, University of Cincinnati
-Elizabeth Wakefield
PhD 2013
Assistant Professor, Loyola University
-Eungi Huh
MA 2011

Undergraduate Honors Students (Honors thesis supervision)

2017- present -Courtney DelaCuesta
2016-2017 -Devon Olsen
-Neha Sehgal
-Russell Will
2015-2016 -Allison Grace
-Debbie Zemlock
2014-2015 -Aesha Maniar
2012-2013 -Melissa Beringer
- Arianna Gutierrez (*Excellence in Research award)*

JR Kantor award for outstanding honors thesis)
2010-2011 -Benis Pavistan
2009-2013 -Alyssa Kersey (*STARS research scholar, STARS summer fellowship award*)
2007-2011 -Laura Engelhardt (*Cox Research Scholar, JR Kantor award for outstanding honors thesis*)
2009-2011 -Christin Neary
2008-2009 -Isak Allen
2006-2007 -Matthew King (*Howard Hughes Medical Institute Undergraduate Capstone Award*)
-Corrie Beck
2005-2008 -Scott Mueller (*Howard Hughes Medical Institute Undergraduate Capstone Award*)
2005-2007 -Alexander Foss (*Howard Hughes Medical Institute Undergraduate Capstone award, Hutton Honors College Fellowship*)
2005-2008 -Thea Atwood, (*Howard Hughes Medical Institute Undergraduate Capstone Award*)
2003-2004 -Shilpi Roy, Vanderbilt University

Departmental, College and University Service

Present:
2012-present: External advisory board member, National Institutes of Health P50 Center grant #HD071764 (2012-2017) *Defining and Treating Specific Written Language Learning Disabilities*
2014-STIM mentor, IU-Bloomington
2012-present: Director, Child Scientist Activity Week summer camp
2005-present*:* member, Indiana University Imaging Research Facility Operations Committee

Past
2013-2016: Chairperson, IRF Pilot Scan Review committee
2015-Member, Developmental Area search committee
2010-2016: member, Graduate Admissions committee
2007-2016: member, Graduate Program committee
2010-2016: Spokesperson, Developmental Psychology Area
2012-2013: Director, Child Scientist Activity Week summer camp
2012: IGERT admissions committee
2011-2012: Developmental faculty search committee
2007-2010: Chairperson, Personnel committee, Indiana University Imaging Research Facility
2007-2010: Chairperson, IRF Pilot Project committee:
2007: Member, Imaging Research Facility Technician position search committee
2005: Member, cognitive neuroscience faculty search committee.

2004-2012: Member, brain imaging facilities and planning committee
2004-2010: Co-coordinator, Indiana University Neuroimaging Group

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Editorial Service

Ad Hoc reviewer for:
Brain & Cognition, Cerebral Cortex, Child Development, Cortex, Developmental Science, Cognitive Neuropsychology, Journal of Cognitive Neuroscience JEP: General; JEP: HPP, Journal of Learning Disabilities, Journal of Neurophysiology, Journal of Social Cognition, Journal of Vision, Learning and Instruction, Neuroimage, Neuropsychologia, Perception, Vision Research.

University Experience
2012-present: Associate Professor, Department of Psychological and Brain Sciences, and Programs in Cognitive Science, and Neuroscience Indiana University
2007-2012: Assistant Professor, Department of Psychological and Brain Sciences, and Programs in Cognitive Science, Neuroscience, Indiana University
2004-2007: Research Scientist, Department of Psychological and Brain Sciences, and Program in Neuroscience, Indiana University
2001-2004: Postdoctoral fellow, Vanderbilt University
1994-1996: Research Assistant, University of Toronto

Honors and Awards:

2017: Indiana University Trustee Teaching Award
2001-2004: Natural Sciences and Engineering Research Council-Industrial Research Fellowship (declined)
1998-2001: Medical Research Council of Canada Student Fellowship
1998-2000: Natural Sciences and Engineering Research Council PGSb (declined)
1998-1999: Ontario Graduate Scholarship (declined)
1996-2001: University of Western Ontario Graduate Tuition Scholarship
1996-1998: National Science and Engineering Research Council PGSa
1996-1997: Ontario Graduate Scholarship (declined)
1996: University of Toronto Alumni Association Award for Excellence in Science
1995: University of Toronto Scholar

Professional Organizations and Memberships
2008-present: Cognitive Development Society
2007-present: Society for Research in Child Development
2004-present: Cognitive Neuroscience Society
2000-present: Vision Sciences Society
1998-2000: Association for Research in Vision and Ophthalmology
1998-2001: Canadian Society for Brain, Behaviour and Cognitive Science

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Jao, R. J., **James, K. H.,** & James, T. W. (2014). Developmental changes in functional connectivity: A visuohaptic psychophysiological interaction study. *Annual IGERT Showcase* at Indiana University. Bloomington, IN.

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