

Editorial Board Member:

Child Development, 1983-1986
Journal of Experimental Psychology: Learning, Memory and Cognition, 1985-1989, 1995-1999
Memory & Cognition, 1982-1989, 1995-
Psychonomic Bulletin & Review, 1995-
Journal of Cognitive Systems Research, 1998-
Journal of Educational Psychology, 2008-
Perspectives on Psychological Science, 2010-

Periodic reviewing for *Acta Psychologica*, *American Journal of Psychology*, *Behavioral and Brain Sciences*, *British Journal of Psychology*, *Child Development*, *Cognitive Psychology*, *Developmental Psychology*, *Journal of Experimental Psychology: Human Perception and Performance*, *Journal of Educational Psychology*, *Journal of Memory and Language*, *Psychological Bulletin*, *Psychological Review*, *Psychological Science*, *Psychonomic Bulletin & Review*, *Journal of Personality and Social Psychology: Attitudes and Social Cognition*, *PSYCOLOQUY*, *Review of Educational Research*, Air Force Office of Scientific Research, National Science Foundation, NIH, Department of Education.

Associate Chair, Department of Psychology, University of Wisconsin, 1991-1993, 1998-2002, 2003-2004

Chair, UW Transportation Services Committee, 1998-1999

Chair, UW Bicycle/Pedestrian Committee, 2000/2001

Campus Planning Committee, 2000/2001

Howard Temin Lakeshore Path Committee, 1999-2001

Faculty Senate, 2007

Winner of Chancellor's Distinguished Teaching Award, 2007

2009 - Grant Review Panel (Training grants) Institute for Education Sciences

ASU Service

2008 – elected to PAC

- Honors Committee
- Cognitive Psychology search committee (West Campus)
- Mentor for Assistant Professor Serena Carpenter (Downtown Campus)
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2009 – elected to FEC

2009 – elected chair of Personnel Committee

2010 – ad hoc Human Subjects Committee

2010/11 – Senior Scientist Learning Science Institute Search Committee

2010/11 – Human Neuroscience Search Committee

ASU Student Committees

2008/2009 Graduate

Eric Hessler (PhD)

Christine Covas (PhD)
Thomas Crawford (Master's)
Ryan Ferguson (Master's)
Laura Gonzales (Master's)
Megan Papesh (Masters ,Comps, dissertation)
Anthony Barnhart (Masters)
Andre Valdez (PhD)
Chad Mortensen (PhD)
Elizabeth Marsh (First Year, Chair)
Tamer Soliman (First Year, Chair)
Matt Lancaster (comps)

Undergraduate

Lyndsey Cwikla
Sarah Foley (Honors thesis)
Daniel Forrest
Namratha Gudemaranahalli
Gabriel Lopez-Mobilia (Honors thesis)
Matt Moffat
Tristan Platt
Brandon Raehl
Lida Rahimi-Basir
Michael Toma
Maria Tourtchaninova
Jon Willford (Honors Thesis)
Amanda Winkler
Sarah Jensen
Chelsea Spaulding
Jenel Murry
Jessica Duenski
Omid Vasefi
Desha Ervin
David Head
Adam Brodie
Noah Zarr
Mathew Dexheimer
Alison Gibson (Senior Thesis)
Ashley Eaton

ASU Courses Taught

2008

Psychology 591 – Embodied Cognition
Psychology 230 – Introduction to Statistics

2009

Psychology 230 - Introduction to Statistics
Psychology 591 – Mirror neurons

2010

Psychology 498/591 – Embodied Cognition

Psychology 497 – Honors Seminar
Psychology 598 – CAP Seminar

Research Grants

Principal Investigator, NIMH Grant No. MH 26643, Repetition Effects in Human Memory, 1975-1981.

Principal Investigator, University of Wisconsin Graduate School Grant No. 160076, Repetition Effects in Human Memory, 1976-1977.

Principal Investigator, University of Wisconsin Graduate School Grant No. 180299, Human Experimental Psychology: Visual Perception, Learning, and Memory, 1977-1978.

Co-Principal Investigator (with W. Epstein and A. Wilkinson), Spencer Foundation Grant, The Illusion of Knowing, 1978-1979.

Principal Investigator, Biomedical Research Support Grant 101061, The Illusion of Knowing, 1979-1980.

Principal Investigator, University of Wisconsin Graduate School Grant No. 120150, Long-term Recency and Retrieval from Episodic Memory, 1981.

Co-Principal Investigator, Biomedical Research Support Grant No. 111135, Tolerance to the Disruptive Effects of Alcohol on Human Cognitive Processes, 1981.

Co-Principal Investigator, Wisconsin Research and Development Center (NIE), The Illusion of Knowing: Failure in the Self-Assessment of Comprehension of Expository Text, 1981-1985.

Principal Investigator, Biomedical Research Support Grant No. 131153, Department of Psychology, Computer-Controlled Auditory Stimulus Laboratory, 1982-1983.

Principal Investigator, University of Wisconsin Graduate School Grant No. 130614, A Retrieval-Based Explanation of Echoic Persistence, 1982-1983.

Co-Principal Investigator, Office of Naval Research, Calibration of Comprehension, 1985-1986.

Principal Investigator, National Science Foundation, Temporally Guided Retrieval from Memory, 1985-1988.

Principal Investigator, University of Wisconsin Graduate School Grant No. 890200, Time and Mind: Representation and Use of Temporal Codes in Information Processing, 1988-1989.

Principal Investigator, Air Force Office of Scientific Research, Integration of Pictures and Discourse, 1989-1992.

Principal Investigator, Air Force Office of Scientific Research, AASERT Grant, Processes Involved in the Integration of Pictures and Discourse, 1992-1995.

Principal Investigator, University of Wisconsin Graduate School, Understanding Pictures and Text, 1993.

Principal Investigator, University of Wisconsin Graduate School, Measuring Suppression in Language Comprehension and Recollective Memory, 1994-1995.

Principal Investigator, University of Wisconsin Graduate School, Indexical Understanding of Instructions, 1998-99.

Co-Principal Investigator (with Wayne Becker, Biology), DoIT Teaching and Learning with Technology: "3D Interactive Software for Teaching Cell Biology." 2000.

Principal Investigator, Vilas Associates Award, "Indexical Approach to Reading Comprehension in First and Second Grade Readers," 2001-2002.

Principal Investigator, University Industry Relations, I&EDR Grant, "Enhancing Early Reading Comprehension," 2003

Principal Investigator, National Science Foundation, "Embodied Processing of Verbal and Numerical Information," 2003-2006.

Principal Investigator, National Science Foundation, "Perception and action systems in high-level cognition" 2003-2007.

Principal Investigator, Department of Education, "Training indexing to enhance meaning extraction in young readers" 2003-2007.

Principal Investigator, National Science Foundation, "Symbols, embodiment, and meaning: A workshop and debate," 2005-2007.

Principal Investigator, University of Wisconsin Graduate School, Hand-on Comprehension in School Environments, 2007-2008.

Training Faculty, Training in Language: Integrating Acquisition and Adult Performance, funded by the National Institute of Child Health and Human Development, 2005-2007.

Training Faculty, Interdisciplinary Training Program in Education Sciences, Department of Education

Principal Investigator, National Science Foundation, "Symbol Grounding as an Educational Tool," 2008-2010.

Co-PI, MacArther Foundation, "Gaming *SMALLab*: a game-like approach to embodied learning," 2008-2009.

Co-PI, National Science Foundation, "Embodied STEM learning across technology-based learning environments," 2010-2015.

Publications

- Glenberg, A. M. (1976). Monotonic and nonmonotonic lag effects in paired-associate and recognition memory paradigms. *Journal of Verbal Learning and Verbal Behavior*, *15*, 1-15.
- Glenberg, A. M. (1977). The influence of retrieval processes on the spacing effect in free recall. *Journal of Experimental Psychology: Human Learning and Memory*, *3*, 282-294.
- Glenberg, A. M., Smith, S. M., & Green, C. (1977). Type I rehearsal: Maintenance and more. *Journal of Verbal Learning and Verbal Behavior*, *16*, 339-352.
- Glenberg, A. M., & Adams, F. (1978). Type I rehearsal and recognition. *Journal of Verbal Learning and Verbal Behavior*, *17*.
- Smith, S. M., Glenberg, A. M., & Bjork, R. A. (1978). Environmental context and human memory. *Memory & Cognition*, *6*, 342-353.
- Glenberg, A. M. (1979). Component-levels theory of the effects of spacing of repetitions in recall and recognition. *Memory & Cognition*, *7*, 95-112.
- Glenberg, A. M., & Bradley, M. M. (1979). Mental contiguity. *Journal of Experimental Psychology: Human Learning and Memory*, *5*, 88-97.
- Glenberg, A. M., Bradley, M. M., Stevenson, J. A., Kraus, T. A., Tkachuck, M. J., Gretz, A. L., Fish, J. H., & Turpin, B. N. (1980). A two-process account of long-term serial position effects. *Journal of Experimental Psychology: Human Learning and Memory*, 355-369.
- Glenberg, A. M., & Lehmann, T. (1980). Spacing repetitions over a week. *Memory & Cognition*, *8*, 528-538.
- Glenberg, A. M., & Smith, S. M. (1981). Spacing repetitions and solving problems are not the same. *Journal of Verbal Learning and Verbal Behavior*, *20*, 110-119.
- Glenberg, A. M., & Kraus, T. A. (1981). Long-term recency is not found on a recognition test. *Journal of Experimental Psychology: Human Learning and Memory*, *7*, 475-479.
- Glenberg, A. M., Wilkinson, A. C., & Epstein, W. (1982). The illusion of knowing: Failure in the self-assessment of comprehension. *Memory & Cognition*, *10*, 597-602.
- Glenberg, A. M., Bradley, M. M., Kraus, T. A., & Renzaglia, G. J. (1983). Studies of the long-term recency effect: Support for a contextually guided retrieval hypothesis. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *9*, 231-255.
- Bradley, M. M., & Glenberg, A. M. (1983). Strengthening associations: Duration, attention, or relations? *Journal of Verbal Learning and Verbal Behavior*, *22*, 650-666.
- Glenberg, A. M. (1984). A retrieval account of the long-term modality effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *10*, 16-31.

- Epstein, W., Glenberg, A. M., & Bradley, M. M. (1984). Coactivation and comprehension: Contribution of text variables to the illusion of knowing. *Memory & Cognition, 12*, 355-360.
- Fernandez, A., & Glenberg, A. M. (1985). Changing environmental context does not reliably affect memory. *Memory & Cognition, 13*, 333-345.
- Glenberg, A. M., Eberhardt, K. A., & Peterson, G. L. (1985). Differential influence of recall modality and post-list instruction modality on the long-term modality effect. *American Journal of Psychology, 98*, 569-578.
- Glenberg, A. M., & Epstein, W. (1985). Calibration of comprehension. *Journal of Experimental Psychology: Learning, Memory and Cognition, 11*, 702-718.
- Glenberg, A. M., & Swanson, N. (1986). A temporal distinctiveness theory of recency and modality effects. *Journal of Experimental Psychology: Learning, Memory and Cognition, 12*, 3-15.
- Huang, S-T., & Glenberg, A. M. (1986). Echoic and retrieval accounts of the long-term modality effect testing using the suffix procedure. *American Journal of Psychology, 99*, 453-470.
- Glenberg, A. M. (1987). Temporal context and recency. In D. S. Gorfein & R. R. Hoffman (Ed.), *Memory and cognitive processes: The Ebbinghaus Centennial Conference*. Hillsdale, NJ: Erlbaum.
- Glenberg, A. M., & Epstein, W. (1987). Inexpert calibration of comprehension. *Memory & Cognition, 15*, 84-93.
- Glenberg, A. M., Meyer, M., & Lindem, K. (1987). Mental models contribute to foregrounding during text comprehension. *Journal of Memory and Language, 26*, 69-83.
- Glenberg, A. M., Sanocki, T., Epstein, W., & Morris, C. (1987). Enhancing calibration of comprehension. *Journal of Experimental Psychology: General, 116*, 119-136.
- Glenberg, A. M., Eberhardt, K. A., & Belden, T. M. (1987). The role of visual interference in producing the long-term modality effect. *Memory & Cognition, 15*, 504-510.
- Glenberg, A. M. (1988). *Learning from data: An introduction to statistical reasoning*. San Diego, CA: Harcourt Brace Jovanovich.
- Glenberg, A. M., & Fernandez, A. (1988). Evidence for auditory temporal distinctiveness: Modality effects in order and frequency judgments. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 14*, 728-739.
- Harris, B., & Glenberg, A. M. (1988). *Instructor's manual to accompany Glenberg's Learning from data*. San Diego, CA: Harcourt, Brace, Jovanovich.
- Glenberg, A. M., Mann, S., Altman, L., Forman, T., & Procise, S. (1989). Modality effects in the coding and reproduction of rhythms. *Memory & Cognition, 17*, 373-383.

- Glenberg, A. M. (1989). Review of "Mental Models as Representation of Discourse" by A. Garnham. *American Journal of Psychology*, *102*, 421-424.
- Glenberg, A. M. (1990). Common processes underlie enhanced recency effects for auditory and changing-state stimuli. *Memory & Cognition*, *18*, 638-650.
- Jakimik, J., & Glenberg, A. (1990). Verbal learning meets psycholinguistics: Modality effects in the comprehension of anaphora. *Journal of Memory and Language*, *29*, 582-590.
- Barnhart, R., & Glenberg, A. M. (1990). Extension of the picture-superiority effect over multiple lists. *Bulletin of the Psychonomic Society*, *28*, 1-3.
- Fernandez, A., y Glenberg, A. M. (1991). Recuerdo superior de items iniciales en la modalidad visual: Una explicacion basada en la recuperacion. *Cognitiva*, *3*, 123-141.
- Glenberg, A. M., & Jona, M. (1991). Temporal coding in rhythm tasks revealed by modality effects. *Memory & Cognition*, *19*, 514-522.
- Glenberg, A. M., & Langston, W. E. (1992). Comprehension of illustrated text: Pictures help to build mental models. *Journal of Memory and Language*, *31*, 129-151.
- Glenberg, A. M., & Kruley, P. (1992). Pictures and anaphora: Evidence for independent processes. *Memory & Cognition*, *20*, 461-471.
- Glenberg, A. M., & Mathew, S. (1992). When minimalism is not enough: Mental models in reading comprehension. *PSYCOLOQUY*.92.3.64.reading-inference-2.1.glenberg-mathews.
- Glenberg, A. M., & McDaniel, A. (1992). Mental models, pictures, and text: Integration of spatial and verbal information. *Memory & Cognition*, *20*, 458-460.
- Glenberg, A. M. (1993). Distributed practice effects. In L. R. Squire (Ed.), *Encyclopedia of Learning and Memory*. New York: Macmillan.
- Glenberg, A. M. (1993). Comprehension while missing the point: More on minimalism and models. *PSYCOLOQUY*.93.4.31.reading-inference.13.glenberg.
- Glenberg, A. M., Kruley, P., & Langston, W. E. (1994). Analogical processes in comprehension: Simulation of a mental model. In M. A. Gernsbacher (Ed.), *Handbook of psycholinguistics*.
- Strauman, T. J., & Glenberg, A. M. (1994). Self-concept and body image disturbance: Which self-beliefs predict body size overestimation? *Cognitive Therapy and Research*, *18*, 105-125.
- Kruley, P., Sciama, S. C., & Glenberg, A. M. (1994). On-line processing of textual illustrations in the visuo-spatial sketchpad: Evidence from dual-task studies. *Memory & Cognition*, *22*, 261-272.
- Glenberg, A. (1994). Crossing into Jordan. *The New York Times*, September 11, 1994, Section 5, page 30.

- Glenberg, A. M., & Grimes, T. (1995). Memory and faces: Pictures help you to remember who said what. *Personality and Social Psychology Bulletin*, *21*, 196-206.
- Glenberg, A. M. (1996). *Learning from data*. Mahweh, NJ: Erlbaum.
- Glenberg, A. M. (1997). What memory is for. *Behavioral and Brain Sciences*, *20*, 1-19.
- Glenberg, A. M. (1997). What memory is for: Creating meaning in the service of action. *Behavioral and Brain Sciences*, *20*, 41-55.
- Glenberg, A. M. (1997). Mental models, space, and embodied cognition. In T. B. Ward, S. M. Smith, & J. Vaid (Eds.), *Conceptual structures and processes: Emergence, discovery, and change* (pp. 495-522). Washington, DC: American Psychological Association.
- Glenberg, A. M. (1997). Deictic codes for embodied language. *Behavioral and Brain Sciences*, *20*, 749.
- Langston, W., Kramer, D. C., & Glenberg, A. M. (1998). The representation of space in mental models derived from text. *Memory & Cognition*, *26*, 247-262.
- Robertson, D. A., & Glenberg, A. M. (1998). Force dynamics in language and cognition: An empirical evaluation. In M. A. Gernsbacher & S. J. Derry (Eds.), *Proceedings of the 20th annual meeting of the Cognitive Science Society* (1259). Mahwah, NJ: Lawrence Erlbaum Associates.
- Glenberg, A. M., Schroeder, J. L., & Robertson, D. A. (1998). Averting the gaze disengages the environment and facilitates remembering. *Memory & Cognition*, *26*, 651-658.
- Teng, R., & Glenberg, A. M. (1998). Review of Natika Newton's "Foundations of Understanding." *American Journal of Psychology*, 466-480.
- Glenberg, A. M., Robertson, D. A., Jansen, J. L., & Johnson-Glenberg, M. C. (1999). Not propositions. *Journal of Cognitive Systems Research*, *1*, 19-33.
- Glenberg, A. M., & Robertson, D. A. (1999). Indexical understanding of instructions. *Discourse Processes*, *28*, 1-26.
- Glenberg, A. M., & Crowder, R. G. (1999). Arthur W. Melton. *Encyclopedia of Psychology*, American Psychological Association.
- Glenberg, A. M. (1999). Why mental models must be embodied. In G. Rickhart & C. Habel (Eds.), *Mental models in discourse processing and reasoning*, 77-90. Amsterdam: Elsevier Science B. V.
- Glenberg, A. M. (1999). Perceptual symbols in language comprehension. *Behavioral and Brain Sciences*, *22*, 618-619.
- Glenberg, A. M. & Robertson, D. A. (2000). Symbol grounding and meaning: A comparison of high-dimensional and embodied theories of meaning. *Journal of Memory and Language*, *43*, 379-401.

- Kaschak, M. P., & Glenberg, A. M. (2000). Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension. *Journal of Memory and Language*, **43**, 508-529.
- Glenberg, A. M. (2001). What language needs from memory (and vice versa). In H. L. Roediger, J. S. Nairne, I. Neath, & A. M. Surprenant. *The Nature of Remembering: Essays in Honor of Robert G. Crowder*. Washington, D.C.: American Psychological Association Press.
- Glenberg, A. M., Cowart, M., & Kaschak, M. P. (2001). An affordance field for guiding movement and cognition. *Behavioral and Brain Sciences*, **24**, 43-44.
- Glenberg, A. M. (2002). The indexical hypothesis: How language and the world interact. In N. Allen (Ed.), *Working with Words and Images: New Steps in an Old Dance*. Ablex.
- Glenberg, A. M. & Kaschak, M. P. (2002). Grounding language in action. *Psychonomic Bulletin and Review*, **9**, 558-565.
- O'Connor, K. & Glenberg, A. M. (2002) Situated cognition. In B. French (Ed.) *Encyclopedia of Cognitive Science*. London: Nature Publishing Group.
- Glenberg, A. M., & Kaschak, M. P. (2003). The body's contribution to language. In B. Ross (Ed.), *The Psychology of Learning and Motivation*, V43 (pp. 93-126). New York: Academic Press.
- Borghi, A.M., Glenberg, A.M. & Kaschak, M. (2003). Concepts and action. *Proceedings of the European Workshop of Imagery and Cognition, 9th EWIC 2003*, Pavia, 25-27 aprile 2003, p.82.
- Glenberg, A. M., Robertson, D. A., Kaschak, M. P., & Malter, A. J. (2003). Embodied meaning and negative priming. *Behavioral and Brain Sciences*, **26**, 644-648.
- Glenberg, A. M., Gutierrez, T., Levin, J. R., Japuntich, S., & Kaschak, M. P. (2004). Activity and imagined activity can enhance young children's reading comprehension. *Journal of Educational Psychology*, **96**, 424-436.
- Kaschak, M. P., & Glenberg, A. M. (2004). Interactive alignment: Priming or memory retrieval. *Behavioral and Brain Sciences*, **27**, 201.
- Kaschak, M. P., & Glenberg, A. M. (2004). This construction needs learned. *Journal of Experimental Psychology:General*, **133**, 450-467.
- De Vega, M., Robertson, D. A., Glenberg, A.M., Kaschak, M. P., & Rinck, M. (2004). On doing two things at once: Temporal constraints on Actions in language comprehension. *Memory & Cognition*, **32**, 1033-1043.
- Glenberg, A. M., & Kaschak, M. P. (2004). Language is grounded in action. In L. A. Carlson & E. van der Zee (Eds.), *Functional features in language and space: Insights from perception, categorization and development*, pp 11-24. Oxford: Oxford University Press.
- Borghi, A. M., Glenberg, A. M., & Kaschak, M. P. (2004). Putting words in perspective. *Memory & Cognition*, **32**, 863-873.

- Glenberg A.M. (2005). Lessons from the embodiment of Language: Why simulating human language comprehension is hard. In: A. Cangelosi, G. Bugmann & R. Borisyuk (Eds.). *Modeling Language, Cognition and Action: Proceedings of the 9th Neural Computation and Psychology Workshop*. Singapore: World Scientific. (Progress in Neural Processing Series, vol. 16)
- Glenberg, A. M., Havas, D., Becker, R., & Rinck, M. (2005). Grounding Language in Bodily States: The Case for Emotion. R. Zwaan and D. Pecher (Eds.) *The grounding of cognition: The role of perception and action in memory, language, and thinking*. (pp. 115-128). Cambridge: Cambridge University Press.
- Glenberg, A. M. (2006). Distributed cognition and technology: A jaundiced view. *Pragmatics & Cognition*, 14, 263-274.
- Glenberg, A. M. (2006). Naturalizing Cognition: The Integration of Cognitive Science and Biology. *Current Biology*, 16, Pages R802-R804.
- Glenberg, A. M. (2007). Language and action: creating sensible combinations of ideas. In G. Gaskell (Ed.) *The Oxford handbook of psycholinguistics* (pp.361-370). Oxford, UK: Oxford University Press.
- Glenberg, A. M., Brown, M., & Levin, J. R. (2007). Enhancing comprehension in small reading groups using a manipulation strategy. *Contemporary Educational Psychology*, 32, 389-399.
- Glenberg, A. M., Jaworski, B., Rischal, M., & Levin, J.R. (2007). What brains are for: Action, meaning, and reading comprehension. In D McNamara (Ed), *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (pp. 221-240). Mahwah, NJ: Lawrence Erlbaum Publishers.
- Havas, D. A., Glenberg, A. M., & Rinck, M. (2007). Emotion simulation during language comprehension. *Psychonomic Bulletin & Review*, 14, 436-441.
- Mouilso, E., Glenberg, A. M., Havas, D. A., & Lindeman, L. M.. (2007). Differences in action tendencies distinguish anger and sadness after comprehension of emotional sentences. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (pp. 1325-1330). Austin, TX: Cognitive Science Society
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007). Improving Native American children's listening comprehension through concrete representations. *Contemporary Educational Psychology*, 32, 537-550.
- Glenberg, A. M. (2008). Embodied Cognition. *Scientific American: Mind Matters*. <http://science-community.sciam.com/blog-entry/Mind-Matters/Thinking-Body/400000391>
- Glenberg, A. M., Sato, M., Cattaneo, L., Riggio, L., Palumbo, D., Buccino, G. (2008). Processing abstract language modulates motor system activity. *Quarterly Journal of Experimental Psychology*, 61, 905-919.
- Glenberg, A. M., Sato, M., Cattaneo, L. (2008). Use-induced motor plasticity affects the processing of abstract and concrete language. *Current Biology*, 18, R290-R291.

- Glenberg, A. M., (2008). Toward the integration of bodily states, language, and action. In G. R. Semin, & R. E. Smith (Eds.) *Embodied Grounding: Social, Cognitive, Affective, and Neuroscientific Approaches* (pp 43-70). New York: Cambridge University Press.
- Glenberg, A. M. (2008). Embodiment for education. In P. Calvo and A. Gomila (Eds.), *Handbook of Cognitive Science: An Embodied Approach* (pp 355-372). Elsevier: Amsterdam.
- Glenberg, A. M. & Mehta, S. (2008). On the limits of learning from covariation: Structure but not meaning. In M. de Vega, A. M. Glenberg, and A. C. Graesser (Eds.) *Symbol, Embodiment, and Meaning* (pp. 11-32). Oxford, UK: Oxford University Press.
- de Vega, M. Glenberg, A. M., & Graesser, A. C. (2008) *Symbols, Embodiment and Meaning*. Oxford, UK: Oxford University Press.
- Glenberg, A. M., de Vega, M., & Graesser, A. C. (2008). Framing the debate. In M. de Vega, A. M. Glenberg, and A. C. Graesser (Eds.) *Symbol, Embodiment, and Meaning* (pp. 1-9). Oxford, UK: Oxford University Press.
- de Vega, M., Glenberg, A. M., & Graesser, A. C. (2008). Relecting on the debate. In M. de Vega, A. M. Glenberg, and A. C. Graesser (Eds.) *Symbol, Embodiment, and Meaning* (pp. 397-440). Oxford, UK: Oxford University Press.
- Glenberg, A. M. (2008). Radical changes in cognitive process due to technology: A jaundiced view. In I. Dror and S. Harnad (Eds.), *Cognition Distributed: How cognitive technology extends our minds* (pp. 71-82). Amsterdam: John Benjamins Publishing Company.
- Glenberg, A. M. (2009). Prediction and emotion in dialog. *European Journal of Social Psychology*, 39, 1169-1172.
- Scorolli, C. Borghi, A. M., Glenberg, A. M. (2009). Language-induced motor activity in bi-manual object lifting. *Experimental Brain Research*, 193, 43-53.
- Glenberg, A. M., Webster, B. J., Mouilso, E., Havas, D. A., & Lindeman, L. M. (2009). Gender, emotion, and the embodiment of language comprehension. *Emotion Review*, 1, 151-161.
- Glenberg, A. M., & Mehta, S. (2008). Constraint on covariation: It's not meaning. *Italian Journal of Linguistics*, 20, 241-264.
- Glenberg, A. M., Becker, R., Klötzer, S., Kolanko, L, Müller, S., Rinck, M. (2009). Episodic affordances contribute to language comprehension. *Language and Cognition*, 1, 113-135.
- Brown, M. C., McNeil, N. M., & Glenberg, A. M. (2009). Using concreteness in education: Real problems, potential solutions. *Child Development Perspectives*, 3, 160-164. DOI 10.1111/j.1750-8606.2009.00098.x
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2010). What Cognitive Benefits Does an Activity-Based Reading Strategy Afford Young Native American Readers? *Journal of Experimental Education*. 78(3), 395 – 417.

- Glenberg, A. M. (2010). Embodiment as a unifying perspective for psychology. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1, 586-596.
- Killeen, P., & Glenberg, A. M. (2010). Resituating cognition. *Comparative Cognition & Behavior Reviews*, 4, 66-85.
- Havas, D. H., Glenberg, A. M., Gutowski, K., Lucarelli, M., & Davdison, R. (2010). Cosmetic use of botulinum toxin-A affects processing of emotional language. *Psychological Science*, 21, 895-900.
- Covas-Smith, C. M., Fine, J., Glenberg, A. M., Keylor, E., Li, Y. J., Marsh, E. R., Osborne, E. A., Soliman, T., Yee, C. (2010). Cultural variations on the SIMS model. *Behavioral and Brain Sciences*, 33, 444-445. doi:10.1017/S0140525X10001317
- Marsh ER and Glenberg AM (2010). The embodied statistician. *Front. Psychology* doi: 10.3389/fpsyg.2010.00184.
- Rueschemeyer S, Glenberg AM, Kaschak M, Mueller K and Friederici A (2010). Top-down and bottom-up contributions to understanding sentences describing objects in motion. *Front. Psychology* doi: 10.3389/fpsyg.2010.00183.
- Glenberg AM, Lopez-Mobilia G, McBeath M, Toma M, Sato M and Cattaneo L (2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. *Front. Hum. Neurosci.* 4:206. doi: 10.3389/fnhum.2010.00206
- Marley, S. C. , Szabo, Z., Levin, J. R., & Glenberg, A. M.(2011). Investigation of an Activity-Based Text-Processing Strategy in Mixed-Age Child Dyads. *The Journal of Experimental Education*, 79: 3, 340-360.
- Glenberg, A. M., Goldberg, A., Zhu, X. (2011). Improving early reading comprehension using embodied CAI. *Instructional Science*, 39, 27- 39. DOI 10.1007/s11251-009-9096-7.
- Cattaneo, L., Barchiesi, G., Tabarelli, D., Arfeller, C., Sato, M., & Glenberg, A. M. (2011). One's motor performance predictably modulates the understanding of others' actions through adaptation of premotor visuo-motor neurons. *Social Cognitive and Affective Neuroscience*, 6, 301-310, doi:10.1093/scan/nsq099.
- Glenberg, A. M., Willford, J., Gibson, B. R., Goldberg, A. B., Zhu, X. (2011). Improving reading to improve math. *Scientific Studies of Reading*, DOI 10.1080/10888438.2011.564245.
- Sato, M., Brisebois, A., Grabski, K., Basirat, A, Ménard, L, Glenberg, A. M., & Cattaneo, L. (in press). Articulatory bias in speech categorization: Evidence from use-induced motor plasticity. *Cortex*.
- Glenberg, A. M., & Gallese, V. (2011). Action-based Language: A theory of language acquisition, comprehension, and production. *Cortex*, doi:10.1016/j.cortex.2011.04.010.
- Glenberg, A. M. (2011). Introduction to the Mirror Neuron Forum. *Perspectives on Psychological Science*, 6, 363-368. DOI: 10.1177/1745691611412386

Glenberg, A. M. (2011). Positions in the mirror are close than they appear. *Perspectives on Psychological Science*, 6, 408-410. DOI: 10.1177/1745691611413393

Presentations

Invited Addresses

Retrieval factors and the lag effect. Symposium on spacing effects. Mathematical Psychology Meetings, Ann Arbor, 1974.

The illusion of knowing: A failure in the self-assessment of comprehension. Colloquium at Rice University, 1979.

Context and retrieval from memory. Colloquium at Northwestern University, 1980.

Temporally defined memory search. Symposium on Retrieval Processes in Human Memory. Midwestern Psychological Association, Chicago, May, 1984.

Temporal context and recency. Ebbinghaus Centennial Conference, Garden City, Long Island, New York, April, 1985.

Calibration of comprehension. ONR Contractor's Meeting, Pittsburgh, June, 1985.

Enhancing calibration of comprehension. Colloquium at Miami University, November, 1986.

Temporal context and memory. Colloquium at Miami University, November, 1986.

Time, modality, and memory. Midwestern Psychological Association, Chicago, May 8, 1987.

Analogous and homologous processes in cognitive psychology. Colloquium at Purdue University, October, 1988.

Integration of pictures and discourse. Review of Air Force Sponsored Basic Research, November, 1989.

Building mental models from text: A simulation of comprehension and memory. ARMADILLO-II conference, Texas A&M University, May 1991.

Comprension del texto ilustrado: los dibujos ayudan a crear modelos mentales. University of Salamanca, July 1991.

Building mental models from text: A simulation of comprehension and memory. Human Communication Research Centre, University of Edinburgh, July 1991.

Building mental models from text: A simulation of comprehension and memory. Colloquium at University of Iowa, October 1991.

Comprehension of illustrated text: Pictures help to build mental models. In A. M. Glenberg & M.

McDaniel (Co-chairs), *Mental models, pictures, and text: integration of spatial and verbal information*. Symposium conducted at the meeting of the Midwestern Psychological Association, May 1991.

The knowledge used in calibrating comprehension. In J. Metcalfe (Chair), *Metacognition*. Symposium conducted at the International Conference on Memory, July, 1991.

Analogical processes in comprehension. Colloquium at University of Chicago, November, 1992.

Analogical processes in comprehension. Colloquium at Northwestern University, December, 1992.

Analogical processes in comprehension. Colloquium at ZiF, University of Bielefeld, Germany, January, 1993.

Analogical processes in comprehension. Colloquium at Department of Linguistics, University of Bielefeld, 1993.

Analogical processes in comprehension. Colloquium at University of Giessen, Germany, February, 1993.

Analogical processes in comprehension. Colloquium at CNRS, University of Paris-Sud, March, 1993.

Metaphor, models, and memory. Colloquium at University Rene Descartes, Paris, March, 1993.

Metaphor, models, and memory. Colloquium at University of Leuven, Leuven, Belgium, March 1993.

Analogical processes in comprehension. Colloquium at Max-Planck-Institut for Psycholinguistik, Nijmegen, The Netherlands, March, 1993.

Metaphor, models, and memory. Workshop on Mental Models, ZiF, University of Bielefeld, Germany, April, 1993.

What are analogical components doing there? Festschrift for Walter Kintsch, University of Colorado, Boulder, CO, June 1993.

Suppressing the environment: A possible link between prediction, memory, and language comprehension. Invited symposium on The role of inhibition across psychological domains. Midwestern Psychological Association, Chicago, May, 1994.

Finding meaning in cognitive psychology. Colloquium at University of Minnesota, May, 1994.

Mental models are not (very) spatial. European Association for Research on Learning and Instruction/ Special Interest Group. Helsinki, Finland, June, 1994.

Mental models are not (very) spatial. Lake Geneva Language Comprehension Conference, Lake Geneva, WI, July, 1994.

Finding meaning in cognitive psychology. Colloquium at National Institutes of Health, Bethesda, MD, September, 1994.

Mental models, space, and embodied cognition. Creative Cognition Conference, Texas A&M University, May 1995.

Comments on Keltner, Habel, and Kaup's "Taking the functional aspect of mental models as a starting point for studying discourse comprehension." Workshop on Mental Models, ZiF, University of Bielefeld, Germany, July, 1995.

Remembering behavior. Institute of Cognitive Science, University of Colorado, Boulder, October 1995.

Not propositions. Institute of Cognitive Science, University of Colorado, Boulder, December 1995.

Finding meaning in cognitive psychology. Department of Cognitive Psychology, University of La Laguna, Canary Islands, Spain, January 1996.

Not propositions. Department of Cognitive Psychology, University of La Laguna, Canary Islands, Spain, January, 1996.

Remembering behavior. Department of Cognitive Psychology, University of La Laguna, Canary Islands, Spain, January, 1996.

Suppressing the environment: A possible link between prediction, memory, and language comprehension. Department of Cognitive Psychology, University of La Laguna, Canary Islands, Spain, January 1996.

Finding meaning in cognitive psychology. School of Business, University of Wisconsin-Madison, March, 1996.

Finding meaning in cognitive psychology. Kansas State University, March, 1996.

Why a picture is worth 1000 words. Kansas State University, March, 1996.

What does it mean to mean? APA Summer Science Institute, July, 1997.

Embodied cognition. University of Colorado, February, 1997.

The meaning of meaning. Smithsonian/AAAS, February, 1997.

Indexical understanding. Conceptual structure, discourse, and language, III. Text panel. University of Colorado, May, 1997.

The meaning of meaning. American Psychological Association, Chicago, August, 1997.

Indexical understanding: An embodied approach to meaning, University of South Florida, January, 1998.

Grounding meaning in affordances: The indexical hypothesis. American Association for Artificial Intelligence Workshop on Grounding Word Meaning, August, 1998.

- Indexical understanding: An embodied approach to meaning. Symposium on embodiment as a basis for cognition, Twentieth Annual Conference of the Cognitive Science Society, August, 1998.
- The beginnings of a revolution: New approaches to meaning. Tri-State Research Conference, Loras University, October, 1998.
- Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension. UW-Madison, Department of Communication Arts, March, 1999.
- Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension. University of Memphis, April, 1999.
- The beginnings of a revolution: New approaches to meaning. UW-Madison Undergraduate Research Conference, April, 1999.
- Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension. UW-Waukesha, May, 1999.
- Embodiment, meaning, and situation models: How ideas combine. In G. Radvansky (Chair), *Mental models*, Symposium conducted at the meeting of the Midwestern Psychological Association, Chicago, IL, May, 1999.
- What language needs from memory (and vice versa). Presented at Principles of Learning and Memory: A Festschrift in honor of Robert G. Crowder, Yale University, June, 1999.
- Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension. UW-Madison, Chaos Seminar, February, 2000.
- How language works. L'Chayim group. Madison, February, 2000.
- How sentences become meanings. Society for the Scientific Study of Reading, Stockholm, July, 2000.
- Embodied language understanding: Implications for the limits of knowledge. Paper presented at the Center for Interdisciplinary Research (ZiF) workshop, "Aspects of Language Processing." Bielefeld, Germany, July, 2000.
- Grounding Language in Action. Max Planck Institute for Evolutionary Anthropology, Leipzig, July 2001.
- Grounding Language in Action. Technical University of Dresden, Dresden, July 2001.
- Grounding Language in Action. Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, December, 2001.
- Grounding Language in Action. Columbia University, April, 2002.
- Grounding Language in Action. Banff Annual Seminar in Cognitive Science (BASICS), Banff, CA, May, 2002.

- Body Language: An Embodied Account of Language Comprehension. University of Arkansas, February, 2003.
- Body Language: An Embodied Account of Language Comprehension. University of New Mexico, March, 2003.
- Body Language: An Embodied Account of Language Comprehension. University of Arizona, March, 2003.
- Body Language: An Embodied Account of Language Comprehension. Technical University of Dresden, July, 2003.
- Grounding Language Comprehension in Bodily Action. Max Planck Institute for Psychological Research, Munich, November, 2003.
- Body Language: An Embodied Account of Language Comprehension and Reading. University of Arizona, March, 2004.
- The Embodiment of Early Reading Comprehension. IES CASL investigators meeting. Washington, D.C., May, 2004.
- Lessons from the embodiment of language: Why simulating human language comprehension is hard. Keynote address at the ninth Neural Computing and Psychology Workshop, Plymouth, England, September, 2004.
- Glenberg, A. M. (March, 2005). How the body makes meaning: A new theory and its implications for education. J. R. Kantor Memorial Lecture, Denison University.
- Glenberg, A. M. (March, 2005). Using emotion to understand language. Department of Psychology, Denison University.
- Glenberg, A. M. (May, 2005). Using emotion to understand language. Department of Psychology, University of Memphis.
- Glenberg, A. M. (May, 2005). How the body makes meaning: A new theory and its implications for education. Department of Psychology, University of Memphis.
- Glenberg, A. M. (July, 2005). What it takes to make a neural network embodied. Lessons from Language Comprehension. Presented at the summer school on Neural network models of perception, action and embodied knowledge. Department of Psychology, University of Bologna.
- Glenberg, A. M. (October, 2005). Using emotion to understand language. Center for Interdisciplinary Research (ZiF) workshop, "Embodied communication." Bielefeld, Germany, October, 2005.
- Glenberg, A. M. (November, 2005). Using emotion to understand language. Technical University of Berlin
- Glenberg, A. M. (November, 2005). Towards the integration of bodily states, language, and action. Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany.

- Glenberg, A. M. (November, 2005). What brains are for. Department of Psychology, Ludwig Maximilians University, Munich, Germany.
- Glenberg, A. M. (December, 2005). On the limits of covariation. Garachico Workshop, Garachico, Spain.
- Glenberg, A. M. (January, 2006). Towards the integration of bodily states, language, and action. Department of Neuroscience, Parma, Italy.
- Glenberg, A. M. (February, 2006). On the limits of covariation. Department of Psychology, University College London.
- Glenberg, A. M. (March, 2006). What brains are for. Department of Psychology, University of California, Merced.
- Glenberg, A. M. (March, 2006). What brains are for. Department of Psychology, University of Bologna.
- Glenberg, A. M. (May, 2006). Toward the integration of bodily states, language, and action. Embodied Cognition Workshop, Hoefslag, The Netherlands.
- Glenberg, A. M. (May, 2006). Toward the integration of bodily states, language, and action. Department of Social, Cognitive and Quantitative Sciences, Reggio Emilia, Italy.
- Glenberg, A. M. (June, 2006). Toward the integration of bodily states, language, and action. University of Pavia, Italy.
- Glenberg, A. M. (June 2006). The embodiment of abstract language in the motor system. University of Ferrara, Italy.
- Glenberg, A. M. (October, 2006). Contributions of action systems to language. Keynote address at the Netherlands Organization for Scientific Research (NWO) meeting, Active Memory: Pathways through the brain in memory and action. Doorwerth, The Netherlands.
- Glenberg, A. M. (January, 2007). Premotor cortex, action control, and language. Arizona State University.
- Glenberg, A. M. (January, 2007). What brains are for: A new theory and its implications for education. Arizona State University, Arts, Media, and Education Program.
- Glenberg, A. M. (February, 2007). Premotor cortex, action control, and language. University of North Carolina – Charlotte.
- Glenberg, A. M. (April, 2007). What brains are for: A new theory and its implications for education. Florida State University.
- Glenberg, A. M. (April, 2007). Premotor cortex, action control, and language. Florida State University.
- Glenberg, A. M. (April, 2007). The intimate link between action and cognition. University of Memphis.

- Glenberg, A. M. (April, 2007). What brains are for: A new theory and its implications for education. Arizona State University, Department of Psychology.
- Glenberg, A. M. (June, 2007). Premotor cortex, action control, and language. APA conference on Building Meaning from Language, Tufts University.
- Glenberg, A. M. (June, 2007). Premotor cortex, action control, and language. Conference on Is a Neural Theory of Language Possible, Lecce, Italy.
- Glenberg, A. M., Rüschemeyer, S-A., Kaschak, M. P., Sato, M., Cattaneo, L., Riggio, L., Buccino, G. (July, 2007). Grounding language in sensorimotor systems revealed by fMRI and TMS. Invited symposium on the neural science of discourse (A. Sanford, chair), Society for Text and Discourse, Glasgow, UK.
- Glenberg, A. M. (March, 2008). Embodiment for Education. Invited address to Division C – Learning and Instruction, American Educational Research Association, New York, New York.
- Glenberg, A. M. (May, 2008). Premotor cortex, action control, and language. University of Chicago.
- Glenberg, A. M. (May, 2008). Gender, emotion, and language. University of California, San Diego.
- Glenberg, A. M. (September, 2008). Who needs categories? Concepts from episodic representations. Integration and Transfer of Action and Language Knowledge Workshop. Rome, IT.
- Glenberg, A. M. (February, 2009). Embodiment for Education. Applied Linguistics Program, ASU.
- Glenberg, A. M. (January, 2009). Embodiment as a unifying approach to psychology. Festschrift for Robert Bjork, Los Angeles.
- Glenberg, A. M. (March, 2009). Embodiment as a unifying approach to psychology. CERI, ASU.
- Glenberg, A. M. (May, 2009). Embodiment as a unifying approach to psychology. Invited Symposium on the Architecture of Cognition, Association for Psychological Science, San Francisco.
- Glenberg, A. M. (July, 2009). Premotor cortex, action control, and language. Invited Keynote address, Society for Text & Discourse, Rotterdam, The Netherlands.
- Glenberg, A. M. (October, 2009). Embodiment as a unifying approach to psychology. University of Nevada, Las Vegas.
- Glenberg, A. M. (October, 2009). Premotor cortex, action control, and language. Math & Cognition seminar, ASU.
- Glenberg, A. M. (October, 2009). Premotor cortex, action control, and language. CLL seminar, ASU.
- Glenberg, A. M. (October, 2009). Using your body to understand language. Symposium on the Future of Cognitive Science, Festival della Scienza, Genoa, Italy.

- Glenberg, A. M. (October, 2009). Embodiment as a unifying approach to psychology. University of Genoa, Italy.
- Glenberg, A. M. (March, 2010). Embodiment for education. Middle Tennessee State University.
- Glenberg, A. M. (March, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. New Mexico State University.
- Glenberg, A. M. (March, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. Michigan State University.
- Glenberg, A. M. (October, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. University of Arizona.
- Glenberg, A. M. (October, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. San Francisco State University.
- Glenberg, A. M. (October 2010). Premotor cortex, action control, and language. ARMADILLO conference, Texas A&M University.
- Glenberg, A. M. (May, 2011). Knowing beans: Human mirror mechanisms revealed through motor adaptation. ASU, STEMnet.
- Glenberg, A. M. (May, 2011). Knowing beans: Human mirror mechanisms revealed through motor adaptation. University of California, San Diego.
- Glenberg, A. M. (May, 2011). Moved by Reading: Using embodied cognition to enhance early reading comprehension. Invited Address, Association for Psychological Science, Washington, D.C.

Conference Papers (all but most recent deleted to save paper)

- Glenberg, A. M. (2005). *Meaning connects hand to speech*. In S. Goldin-Meadow and M Alibali (chairs), Does Gesture help learners learn? Symposium conducted at the meeting of the Society for Research in Child Development, April 2005.
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2005, Apr.). *Can text-relevant motor activity improve the recall of learning-disabled Native American children?* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Jaworski, B. & Glenberg, A. M. (2005, April). *Making the connection between math & reading*. In E. Albro (Chair), Introduction to CASL program of research. Symposium conducted at the meeting of the American Educational Research Association, Montreal.
- Glenberg, A. M. (July, 2005). *On the limits of covariation: How much grounding is enough*. Presented in A. M. Glenberg (chair), Symposium on Conceptual grounding in cognitive processes. Cognitive Science Society, Stresa, Italy.

- Glenberg, A. M., & Brown, M. (2006, April). *The process of language comprehension: From abstract words to concrete ideas*. New perspectives on the role of concreteness in cognitive development and early education. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.
- Brown, M., & Glenberg, A. M. (2006, June). *Enhancing the Reading Comprehension of Small Groups Using a Manipulation Strategy* IES Research Conference, Washington, D.C.
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2006, Aug.) *Improving Native American children's processing of written text through concrete visual representations*. Paper presented at the annual meeting of the American Psychological Association, New Orleans.
- Glenberg, A. M. (2006, Nov). *Embodiment and education*. Paper presented at the annual meeting of the Psychonomic Society, Houston.
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Aug). *Improving Native American children's processing of written text through concrete visual representations*. Paper accepted (but not presented because of air traffic complications) at the American Psychological Association, New Orleans.
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Apr.). *Can text-relevant manipulations differentially improve Native American children's memory for atypical narrative events?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Angrave, L. C., & Glenberg, A. M. (2007, August). *Infant gestures predict verb production one year later*. Paper presented at the annual meeting of the American Psychological Association.
- Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Apr.) *Can Text-Relevant Manipulations Improve Native American Children's Memory for Narrative Events?* Paper presented at the annual meeting of the Association for Psychological Science, Washington, D.C.
- Brown, M., Glenberg, A. M., & Levin, J.R. (March, 2007). *Physical Manipulation Leads to Better Memory for New Words*. Paper presented at the meeting of the Society for Research in Child Development, Boston.
- Scorolli, C., Glenberg, A., Borghi, A., Setti, A. (2007). *Language comprehension influences perception*. Workshop on Concepts, Actions, and Objects: Functional and Neural Perspectives. Rovereto, 19-22 April 2007.
- Richmond, E. K., Brown, M. C., & Glenberg, A. M. (2007) *Learning science from text: The importance of grounding written words*. Poster presented at the Institute of Education Sciences, Washington.
- Glenberg, A. M., Cattaneo, L., & Sato, M. (July, 2007). *Grounding abstract language in action? Beans!* Paper presented at the joint meeting of the Experimental Psychology Society and the Psychonomic Society, Edinburgh, UK.
- Richmond, E. K., Glenberg, A., & Levin, J. (2008, March). *Learning science from text: The importance of grounding written words*. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association to be held in New York, NY.

- Marley, S. C., Szabo, Z. R., Levin, J. R., and Glenberg, A. M. (2008, March). *Activity, Observed Activity, and Children's Recall of Orally Presented Narrative Passages*. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association to be held in New York, NY.
- Sato, M., Brisebois, A., Grabski, K., Basirat, A., Ménard, L., Glenberg, A. M., & Cattaneo, L. (October, 2008). Paper presented at the Speech and Face to Face Communication Workshop, Grenoble, France.
- Glenberg, A. M., Lopez-Mobilia, G., Toma, M., McBeath, M., Sato, M., Cattaneo, L. (March, 2009). A behavioral method for studying mirror neurons: Repetitive action affects visual perception. Poster presented at the meeting of the Cognitive Neuroscience Society, San, Francisco.
- Sato, M., Grabski, K., Brisebois, A., Glenberg, A. M., Basirat, A., Ménard, L., Cattaneo, L. (October, 2009). Use-induced motor plasticity affects speech perception. Poster presented at the Neurobiology of Language conference, Chicago.
- Marsh, E. R., Glenberg, A. M., & Valdez, A. (November, 2009). The embodied statistician. Poster presented at the meeting of the Psychonomic Society, Boston, MA.
- Havas, D.A. & Glenberg, A. M. (January, 2010). Embodied mechanisms of social cognition: Cosmetic use of botulinum toxin affects emotional language processing. Symposium on Feeling, thinking, and the body: Developments in embodied cognition, Society for Personality and Social Psychology, Las Vegas, NV.
- Perea, E. F. & Glenberg, A.M. (2010). *Active Learning in Intro to Stats*. Refereed/ Competitively Selected Roundtable Presentation at the Annual Teaching Preconference Meeting of the Society of Personality and Social Psychology, Las Vegas, NV.
- Wolford, J., Glenberg, A. M., Gibson, B. R., Goldberg A. B., & Zhu, X. (2010). Improving reading to improve math. Poster presented at the meeting of the Society for Text & Discourse, Chicago, IL.
- Soliman, T., Gibson, A., & Glenberg, A. M. (November, 2010). Culture affects visual distance estimation. Paper presented at the meeting of the meeting of the Psychonomic Society, St. Louis, MO.
- Marsh, E. R., & Glenberg, A. M. (November, 2010). Head orientation contributes to visual statistical learning. Poster presented at the meeting of the meeting of the Psychonomic Society, St. Louis, MO.