

Neon Blue Brooks

The University of Chicago
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EDUCATION

University of Chicago, Chicago, IL **2009-Present**
M.A. in Psychology received September 2011.
Ph.D. in Developmental Psychology expected Spring 2014

Wellesley College, Wellesley, MA **2004 – 2008**
B.A. in Psychology received May 2008

RESEARCH EXPERIENCE

University of Chicago, Chicago, IL **2009 - Present**
Ph.D student under Dr. Susan Goldin-Meadow.

University of California, San Diego, La Jolla, CA **2008 - 2009**
Laboratory coordinator in Dr. David Barner's Language and Development Lab.

Harvard University, Laboratory for Developmental Studies, Cambridge MA **2007 - 2008**
Research Assistant to Dr. Mathieu LeCorre and Dr. Susan Carey.

Wellesley College Psychology Department, Wellesley, MA **2006 - 2008**
Research assistant to Dr. Tracy Gleason. (Winter 2007 – Spring 2008)
Research assistant to Dr. Steven Schiavo. (Winter 2006 – Winter 2007)

Children's Hospital, Boston, MA **Summer 2006**
Research Assistant, Neurodevelopmental Disorders Phenotyping Program.

PUBLICATIONS

Published Journal Articles

- Brooks, N., Audet, J. & Barner, D. (2012). Pragmatic Inference, Not Semantic Competence, Guides 3-Year-Olds' Interpretation of Unknown Number Words. *Developmental Psychology*.
- Caponigro, I., Pearl, L., Brooks, N., & Barner, D. (2012). On the Acquisition of Maximality in Free Relative Clauses and Plural Definite Descriptions. *Journal of Semantics*, 29(2), 261-293.
- Barner, D., Brooks, N., & Bale, A. (2011). Accessing the Unsaid: The role of scalar alternatives in children's pragmatic inference. *Cognition*, 118(1), 84-93.
- Brooks, N., Pogue, A., & Barner, D. (2011). Piecing Together Numerical Language: Children's Use of Default Units in Early Counting and Quantification. *Developmental Science*, 14(1), 44-57.

Submitted and In Preparation

Barner, D., Alvarez, G., Sullivan, J., Brooks, N., Srinivasan, M., & Frank, M. C. (Submitted)
Learning Mathematics in a Visuospatial Format: A Randomized, Controlled Trial of Mental
Abacus Instruction. *Psychological Science*.

Brooks, N., & Goldin-Meadow, S. (in preparation) Moving to learn: How guiding the hands can
set the stage for learning

Brooks, N., Barner, D., Frank, M., & Goldin-Meadow, S. (in preparation) Motor Planning of
Gesture Supports Numerical Computation in Mental Abacus.

PRESENTATIONS

Invited Talks

Brooks, N., Barner, D., & Frank, M. “Gesture and Mental Representation in Abacus Problem
Solving”. Invited Talk at the Learning Sciences Research Institute, University of Illinois,
Chicago (October 2012)

Brooks, N. & Barner, D. “Integer Acquisition as a Case Study in Word Learning.” Invited Talk
at Ming Xiang’s Language Processing Lab Meeting, University of Chicago (November 2011)

Conference Talks

Brooks, N., Barner, D., & Frank, M. “Gesture and Mental Representation in Abacus Problem
Solving”. International Society on Gesture Studies Biannual Meeting, Lund, Sweden (July
2012)

Brooks, N., Barner, D., Frank, M., & Goldin-Meadow, S. “Gesture and Mental Abacus
Computation”. Cognitive Science Society Annual Meeting, Boston (July 2011)

Barner, D., Brooks, N., & Bale, A. Accessing the Unsaid: The role of scalar alternatives in
children’s pragmatic inference. Cognitive Science Society Annual Meeting, Portland OR
(August 2010)

Brooks, N., & Goldin-Meadow, S. “Gesture and Implicit Knowledge.” Chicago Psychology
Graduate Student Research Symposium at the University of Chicago (April 2010)

Brooks, N., Pogue, A., & Barner, D. “Piecing Together Numerical Language: Children's Use of
Default Units in Early Counting and Quantification.” Symposium on Cognitive and
Language Development at the University of California, Los Angeles (May 2009)

Brooks, N., & Gleason, T. “Children's Reports of Relationships With Real Friends and
Imaginary Companions”, Ruhlman Conference, Wellesley College (May 2008)

Poster Presentations

Brooks, N., Goldin-Meadow, S., Barner, D., & Frank, M. “Gesture is in the Mind, Not in the
Hands: How Gesture Influences Children’s Mental Abacus Performance.” Cognitive
Development Society Annual Conference, Memphis, TN (October 2013)

Brooks, N., Novack, M., Sehic, E., Goldin-Meadow, S., & Levine, S. “Using Action and Gesture
to Improve Mental Rotation”. Society for Research on Child Development Biannual
Conference, Seattle, WA (April 2013)

Brooks, N., Frank, M., Barner, D., & Goldin-Meadow, S. “The Role of Gesture in Cognition:
The Case of Mental Abacus Calculation”. Inter-Science of Learning Centers Conference, San
Diego, CA (April 2012)

Brooks, N., Barner, D., Frank, M., & Goldin-Meadow, S. “Gesture and individual differences in

mental abacus performance”. Jean Piaget Society Conference, Berkeley, CA (June 2011)

Brooks, N., Alvarez, G., Barner, D., Frank, M., & Goldin-Meadow, S. “Individual Differences in the Gesture of Abacus Experts”, Spatial Cognition Conference, Mt. Hood, Oregon (August 2010)

Brooks, N., & Deering, B. “Gender Differences and Across-Task Consistency in Preschoolers’ Private Speech”, Ruhlman Conference, Wellesley College (May 2006)

SERVICE

NSF SILC Student Coordinator, University of Chicago **2011-Present**

University of Chicago Psychology Graduate Student Association **2009-Present**

Member (2009 – Present)

Social Committee Member (2011-2012)

Professional Development Committee Member (2010-2011)

Journal Article Reviewer for Cognitive Science, Journal of Experimental Psychology: General, Developmental Psychology, Cognition and Instruction, Journal of Experimental Child Psychology, PLoS ONE, Nonverbal Behavior, Perceptual and Motor Skills.

AWARDS

Norman Henry Anderson Award **November 2013**

Awarded \$900 from the Norman Henry Anderson Research Fund to help fund a collaborative ERP research project on math learning and gesture in children with fellow graduate students Miriam Novack and Eliza Congdon.

Norman Henry Anderson Award **April 2013**

Awarded \$754 from the Norman Henry Anderson Research Fund to travel to the Society for Research in Child Development Biannual Meeting in Seattle, WA.

Doolittle-Harrison Fellowship **July 2012**

Awarded a \$750 fellowship for travel to the International Society on Gesture Studies Biannual Meeting in Lund, Sweden.

Norman Henry Anderson Award **January 2012**

Awarded \$942 from the Norman Henry Anderson Research Fund to conduct a collaborative research project on kinesthetic ability with fellow graduate student Carly Kontra.

PGSO Travel and Research Award **Spring 2011**

Wellesley College Summer Research Program **May 2007**

Selected to participate in the program, offered a stipend to serve as a summer research assistant.

Wellesley College First-Year Academic Distinction **May 2005**

TEACHING

University of Chicago, Chicago, IL **Winter 2012 - Present**

Social Sciences Division

TA, The Mind.

Winter and Spring 2013

Discussion leading, office hours, grading weekly papers and final assignments.

Psychology Department

TA, Experimental Design.

Winter and Spring 2012

Led statistics labs, held office hours, graded exams, graded homework assignments.

Seminars for Endorsement of Science and Mathematics Educators (SESAME) Program

Substitute Instructor, Early Adolescent Psychology.

May 2012

Led Lectures and interfaced with students while the primary instructor was on maternity leave.

MENTORSHIP

Undergraduate Mentorship, Goldin-Meadow Laboratory

Fall 2009-Present

Supervise and support undergraduate research assistants and full-time employees in coding and analyzing gesture, designing studies, and testing subjects. Have worked with 8 undergraduate students, one masters student, and 4 full-time staff members since 2009. Two students have been included as authors on conference submissions this year.