BIOGRAPHICAL SKETCH

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NAME	POSITION TITLE
Dav Clark	Graduate Student
eRA COMMONS USER NAME (credential, e.g., agency login) N/A	

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	MM/YY	FIELD OF STUDY
University of Maryland, College Park	B.S. B.A. B.S.	05/99	Mathematics Linguistics Computer Science
Massachusetts Institute of Technology	M.S.	05/02	Cognitive Neuroscience
University of California, Berkeley	Ph.D.	12/12	Psychology

A. Personal Statement

The stated goal of the Summer Research Institute is to advance collaborate research between various scholars and practitioners. I am equipped with broad experience with both embodied contemplative practice, as well as third-person research at the levels of cognitive neuroscience, behavioral research and social psychology methods. As such, I intend to serve as a producer of such research. Moreover, I am able to provide effective translation between domains of research, scholarship, and practice, having concrete experience across domains that allows for grounding and clarity in communication.

As a graduate student at UC, Berkeley, I have Invested considerable effort in scholarly, experimental and first-person explorations of the nature of learning and skill performance. I am participating in a budding community of "behavioral change" researchers, which I see as a likely avenue for the integration of contemplative practice into health and educational research—indeed, we find practices like Mindfulness Based Stress Reduction and Dialectical Behavioral Therapy as interesting objects of consideration. There is still apprehension towards serious investment in contemplative practice, however, and I suspect it stems both from a lack of familiarity and also a lack of clear and rigorous scholarship and research. I intend to do what I can to bridge contemplative practice with existing academic approaches to improving education and well-being.

I would finally like to add that while it may seem somewhat orthogonal to the above, I have also invested considerable effort into the development of reliable, reproducible research methods. I daren't guess at the precise fraction, but I am well aware of a large body of, e.g., fMRI research that contains errors in analysis. Researchers of contemplative practices will likely trade some technical competence for other forms of scholarly development. Moreover, while it may be irrational, such research is often the target of additional skepticism. Both of these potential challenges are well served by accessible, reliable tools that provide a clear record of *exactly* what has been done.

B. Positions and Honors

Honors

2009-	Fellow, Research in Cognition and Mathematics Education program (2 years of full support)
1999-2002	National Science Foundation Graduate Research Fellowship
1999	Jacob Javits Fellowship (declined)

Other Experience and Professional Memberships

2001-	Member, Society for Neuroscience
2010-	Member, International Society for the Learning Sciences
2006-	Member & Licensed Practitioner, Feldenkrais Guild of North America
2011	Proposal review committee for Feldenkrais Guild National Conference
2010-	Reviewer for Cognition and Instruction, Journal of Cognitive Neuroscience, International Conference for the Learning Sciences, Annual Conference of the Cognitive Science Society

C. Selected Peer-reviewed Publications

Clark, D., Reinholz, D., Cohen, S., & Ranney, M. A. (2012, in press) Improving Americans' Modest Global Warming Knowledge in the Light of RTMD (Reinforced Theistic Manifest Destiny) Theory, *The Future of Learning: Proceedings of the Tenth International Conference of the Learning Sciences.* International Society of the Learning Sciences, Inc.

Gorgolewski, K., Burns, C. D., Madison, C., Clark, D., Halchenko, Y. O., Waskom, M. L., & Ghosh, S. S. (2011). Nipype: a flexible, lightweight and extensible neuroimaging data processing framework in python. *Frontiers in Neuroinformatics, 5,* 13. doi:10.3389/fninf.2011.00013

Clark, D., & Ranney, M. A. (2010). Known knowns and unknown knowns: Multiple memory routes to improved numerical estimation. In K. Gomez, L. Lyons, & J. Randinsky (Eds.), *Learning in the Disciplines: Proceedings of the Ninth International Conference of the Learning Sciences, Vol. 1-Full Papers (pp. 460-467).* International Society of the Learning Sciences, Inc.

Clark, D., & Ivry, R. B. (2010). Multiple systems for motor skill learning. *Wiley Interdisciplinary Reviews: Cognitive Science, 1(4),* 461-467. doi:10.1002/wcs.56

Hasson, U., Furman, O., Clark, D., Dudai, Y., and Davachi, L. (2008). Enhanced intersubject correlations during movie viewing correlate with successful episodic encoding. *Neuron, 57(3),* 452-462. [Note: First 3 authors contributed equally]

Kahn, I., Pascual-Leone, A., Theoret, H., Fregni, F., Clark, D., & Wagner, A. D. (2005). Transient disruption of ventrolateral prefrontal cortex during verbal encoding affects subsequent memory performance. *Journal of Neurophysiology, 94,* 688-698.

Clark, D., & Wagner, A. D. (2003). Assembling and encoding word representations: fMRI subsequent memory effects implicate a role for phonological control. *Neuropsychologia, 41,* 304-317.

Appendix: Influential Readings

Brown, R. M., & Robertson, E. M. (2007). Inducing motor skill improvements with a declarative task. *Nat Neurosci*, *10*(2), 148–149. doi:10.1038/nn1836

Fleischman, P. R. (2004). *Cultivating Inner Peace: Exploring the Psychology, Wisdom and Poetry of Gandhi, Thoreau, the Buddha, and Others* (2nd ed.). Pariyatti Publishing.

Gaillard, V., Vandenberghe, M., Destrebecqz, A., & Cleeremans, A. (2006). First- and third-person approaches in implicit learning research. *Consciousness and Cognition*, *15*(4), 709–722. doi:10.1016/j.concog.2006.08.001

Kerr, C. E., Wasserman, R. H., & Moore, C. I. (2007). Cortical dynamics as a therapeutic mechanism for touch healing. *The Journal of Alternative and Complementary Medicine*, *13*(1), 59–66.

Moors, A., & De Houwer, J. (2006). Automaticity: A Theoretical and Conceptual Analysis. *Psychological Bulletin*, *105*(2), 297–326.

O'Reilly, R., & norman, ken. (2002). Hippocampal and neocortical contributions to memory: advances in the complementary learning systems framework. *Trends in Cognitive Sciences*, *6*(12), 505–510. doi:10.1016/S1364-6613(02)02005-3

Poldrack, R. A. (2006). Can cognitive processes be inferred from neuroimaging data? *Trends in Cognitive Sciences*, *10*(2), 59–63.

Schacter, D. L. (1987). Implicit memory: History and current status. *Journal of Experimental Psychology: Learning, Memory,and Cognition*, *13*(3), 501–518.

Siegler, R. S. (2000). Unconscious insights. *Current Directions in Psychological Science*, *9*, 79–83.

Varela, F. J., Thompson, E. T., & Rosch, E. (1992). *The Embodied Mind: Cognitive Science and Human Experience* (New ed.). The MIT Press.