Justin Phillip Halberda

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Academic Appointments

2003 - Assistant Professor. Department of Psychological and Brain Sciences, Johns Hopkins University, Baltimore, MD

2003 – 2004 Postdoctoral Fellow. Laboratoire de Sciences Cognitives et Psycholinguistique, Ecole Normale Supérieure, CNRS. Paris, France
Sponsor: Emmanuel Dupoux

2001 – 2003 Visiting Fellow, Department of Psychology, Harvard University, Cambridge, MA

Education

1997-2001	New York University	Ph.D. in Cognitive Psychology Advisor: Susan Carey
1992-1997	College of Charleston	Magna cum laude B.S. Psychology B.S. Biochemistry B.A. Philosophy B.A. Chemistry

Academic Awards and Honors

Certificate of Distinction in Teaching, Harvard University, 2003

Graduate Fellowship, National Science Foundation, 1998-2001

Henry Mitchell MacCracken Graduate Fellowship, New York University, 1997-2001

Presidential Scholarship, College of Charleston, 1995

Lee Harwood Scholarship, College of Charleston, 1993

Sigma Alpha Phi, College of Charleston Honors Society

Phi Kappa Phi, National Honors Society

Professional Activities

Organizations and Societies

Association for Psychological Science
Eastern Psychological Association
Society for Research on Child Development
Vision Sciences Society

Grant Review Panels

National Science Foundation, April 2005

Reviewing: Journals Ad Hoc

Psychological Science
Cognition
Developmental Science
Cognitive Science
Psychological Review
Infancy
Journal of Experimental Child Psychology

Refereed Journal Publication

Halberda, J. (submitted). Is this a dax which I see before me? Use of the logical argument disjunctive syllogism supports word-learning in children and adults.

Halberda, J. & de Marchena, A. (submitted). When A=B: Children form and reason using arbitrary equivalence classes.

Halberda, J. & Goldman, J. (submitted). One-trial learning in 2-year-olds: Children learn new nouns in 3 seconds flat.

Halberda, J., Simons, D. J. & Whetherhold, J. (submitted). Overcoming the three-item limit: Gestalt grouping principles explain increases in change detection capacity.

Halberda, J., Sires, S. & Feigenson, L. (in press). Multiple spatially-overlapping sets can be enumerated in parallel. *Psychological Science, in press*.

Kouider, S., Halberda, J., Wood, J. & Carey, S. (2006). Acquisition of English number marking: The singular-plural distinction. *Language Learning and Development, 2(1),* 1-25.

Feigenson, L. & Halberda, J. (2004). Infants chunk object arrays into sets of individuals. *Cognition, 91,* 173-190.

Halberda, J. (2003). The development of a word-learning strategy. *Cognition, 87*, B23-B34.

Halberda, J.P., Middaugh, L.D., Gard, B.E., Jackson, B.P. (1997). DAD1- and DAD2-like agonist effects on motor activity of C57 mice: Differences compared to rats. *Synapse, 26 (1),* 81-92.

Bowers, R.L., Halberda, J.P., Mullen, L., May, K. (1997). Captopril alters schedule induced polydipsia, urination and defecation in rats. *Pharmacology, Biochemistry, and Behavior, 57,* 353-359.

Invited Talks and Colloquia

Halberda, J. (2006). A synthesis of logical reasoning and word-learning abilities in children and adults. *University of Maryland, Department of Linguistics*.

Halberda, J. (2004). A synthesis of logical reasoning and word-learning abilities in children and adults. *Universite d'Aix-Marseille*, Aix-En-Provence, France.

Halberda, J. (2003). Gestalt grouping principles explain increases in the capacity of visual attention. *Scuola Internazionale Superiore di Studi Avanzati*, Trieste, Italy.

Halberda, J. (2003). On a synthesis of word-learning abilities and logical reasoning in children and adults. *Department of Psychology, University of Wisconsin-Madison*.

Halberda, J. (2003). Word-learning and logical inference in children and adults. *Scuola Internazionale Superiore di Studi Avanzati*, Trieste, Italy.

Halberda, J. (2002). Word-learning and logical inference in children and adults. *Department of Psychology, Yale University*.

Invited Symposia

Halberda, J. (2006). Logical inference, domain generality, and word-learning. *Invited talk presented at the annual meeting of the Eastern Psychological Association,Baltimore, MD.*

Invited participant, *National Academy of Sciences "German-American Frontiers of Science" Conference*, June 2005.

Invited participant, *AHRB Hang Seng Centre "Reflections on Innateness" Conference*, April 2004.

Conference Presentations

Taing, L., Halberda, J. & Feigenson, L. (2006). Counting in deaf and hearing individuals: An interaction of language and thought. Paper presented at the annual meeting of the Eastern Psychological Association, Baltimore, MD.

Halberda, J. & Feigenson, L. (2005). Counting without individuals: Rapid parallel enumeration implicates preattentive object-files. Paper presented at the Vision Sciences Society, Sarasota, FL.

Halberda, J. (2005). Logical inference motivates word-learning in two-year-olds. Paper presented at the Society for Research in Child Development, Atlanta, GA.

Franconeri, S., Halberda, J., Alvarez, G., & Feigenson, L., (2004). Common fate can define objects in multiple-object tracking. Poster presented at the Vision Sciences Society, Sarasota, FL.

Halberda, J.P. (2003). Two-year-olds' fast-mapping of novel labels: How fast is fast? Poster presented at the Society for Research in Child Development, Tampa Bay, Fl.

Feigenson, L., & Halberda, J.P. (2003). Infants build sets of individuals and track their spatial locations. Poster presented at the Society for Research in Child Development, Tampa Bay, Fl.

Halberda, J.P. (2002). Word-learning as logical inference: The case of mutual exclusivity. Paper presented at the Boston University Conference on Language Development.

Feigenson, L. & Halberda, J.P. (2002). Looking at the limits on numerical ability: Infants chunks large sets into smaller sets. Poster presented at the International Conference on Infant Studies, Toronto, CANADA.

Sorrentino, C. M. & Halberda, J.P. (2001). Do multiple proper names indicate multiple individuals? Evidence from children and adults. Poster presented at the Society for Research on Child Development, Minneapolis, MN.

Halberda, J.P. (2000). The novel label/novel object strategy: A case of developmental discontinuity? Poster presented at the International Conference on Infant Studies, Brighton, ENGLAND.

Halberda, J.P. (1999). Do novel labels go with novel objects? Evidence from a new word learning paradigm. Poster presented at the Society for Research on Child Development, Albequerque, NM.

Rayls, K., Waid L. R., & Halberda, J. P. (1998). Correlates of attention deficit disorder in adults: Differential diagnosis. Poster presented at the Meeting of the American Psychological Association, San Francisco, CA.

Middaugh, L.D., Halberda, J.P., Gard, B.E. (1996). The DAD2-like agonist quinpirole produces monotonic reductions in motor activity of C57 mice. Society for Neuroscience Abstracts, 22.

Courses Taught

Student evaluations available upon request

Mental Models, Mental Logic
Johns Hopkins University, Each Fall since 2004
Foundations of Mind
Johns Hopkins University, Each Spring since 2005
Advanced Seminar in Cognitive Development
Department d'Etudes Cognitives, ENS, Paris, 2004
Origins of Knowledge
Teaching Fellow, Harvard University, 2003
Cognitive Psychology
Teaching Fellow, Harvard University, 2001
Evolutionary Psychology
Teaching assistant, New York University, 2000
Introductory Logic I & II
Teaching assistant, College of Charleston, 1997
Physiological Psychology Lab
Teaching assistant, College of Charleston, 1996

References

Available upon request