

# 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

*Perception & Psychophysics*  
*Psychonomic Bulletin & Review*  
*Psychological Science*  
*Cognition*  
*Developmental Science*  
*Cognitive Science*  
*Psychological Review*  
*Infancy*  
*Journal of Experimental Child Psychology*  
*BUCLD Language Conference*

## Refereed Journal Publications

Halberda, J. (2006). Is this a dax which I see before me? Use of the logical argument disjunctive syllogism supports word-learning in children and adults. Cognitive Psychology, 53(4), 310-344.

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). Superfamiliarity affects perceptual grouping but not the capacity of visual working memory.

Halberda, J., Simons, D. J. & Whetherhold, J. (submitted). The flicker paradigm provides converging evidence for a 3-item limit of visual working memory.

- Halberda, J., Sires, S. & Feigenson, L. (2006). Multiple spatially-overlapping sets can be enumerated in parallel. *Psychological Science*, 17(7), 572-576.
- 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., Muddaugh, 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. (2007). A synthesis of logical reasoning and word-learning abilities in children and adults. *Duke University Department of Psychology and Neuroscience*.
- Halberda, J. (2007). A synthesis of logical reasoning and word-learning abilities in children and adults. *Johns Hopkins University, Center for Language and Speech Processing*.
- 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*

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, Albuquerque, 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