

JULIE MARKANT, PH.D.
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ACADEMIC APPOINTMENTS

- 2023 – present Associate Professor, Department of Psychology, Tulane University School of Science & Engineering, New Orleans, LA
- 2015 – present Faculty Associate, Tulane Brain Institute, Tulane University, New Orleans, LA
- 2015 – 2023 Assistant Professor, Department of Psychology, Tulane University School of Science & Engineering, New Orleans, LA
- 2010 – 2015 Postdoctoral Research Associate, Department of Cognitive, Linguistic, & Psychological Sciences, Brown University, Providence, RI

EDUCATION

- 2007 – 2010 Ph.D. in Child Psychology, Institute of Child Development, University of Minnesota, Minneapolis, MN
- 2005 – 2007 M.A. in Child Psychology, Institute of Child Development, University of Minnesota, Minneapolis, MN
- 1998 – 2002 B.A. with Distinction in Biopsychology, Cornell University, Ithaca, NY

AWARDS AND HONORS

- 2023 Newcomb-Tulane College Outstanding Honors Thesis Professor
- 2009 – 2010 Doctoral Dissertation Fellowship, Graduate School, University of Minnesota
- 2009 Graduate School Thesis Research Grant, University of Minnesota
- 2009 Center for Neurobehavioral Development Seed Grant, University of Minnesota
- 2009 Institute of Child Development Research Grant, University of Minnesota
- 2006 – 2009 Trainee, NICHD Predoctoral Training Grant in Cognitive Sciences, University of Minnesota
- 2005 – 2006 Pre-doctoral Fellowship, Graduate School, University of Minnesota
- 2002 Inducted into Cornell University Chapter of Phi Beta Kappa Honor Society

GRANTS AND RESEARCH SUPPORT

Active

R01 HD108325-01A1

Total Costs: \$1,941,757

National Institute of Health (NICHD)

Dates: 4/1/23 – 2/29/28

Longitudinal investigation of endogenous and social-motivational predictors of infants' attention to caregivers

Role: Principal Investigator

Submitted, Pending

National Institute of Health

Total Costs: \$2,783,545

Dates: 9/1/23 – 8/31/28

Fluoride exposure and children's neurocognition

PI: Tewondros Godebo

Role: Co-Investigator

Completed

Simons Foundation

Total Costs: \$500,000

Autism Research Initiative-Human Cognitive and Behavioral Science

12/1/2021 – 11/2023

Quantitative and remote methods to study early cognitive development and heterogeneity in ASD

PIs: Elena Tenenbaum, Shafali Jeste

Role: Consultant

University Senate Committee on Research Fellowship

Total Costs: \$10,000

Dates: 2015 - 2016

Mechanisms of bidirectional attention-learning interactions in development

Role: Principal Investigator

Graduate/Undergraduate Student Grant Support

International Congress on Infant Studies Founding Generation Summer Fellowship

Aditi Sridhar (Visiting Undergraduate – Ashoka University), \$4000, Summer 2022

Louis Stokes Louisiana Alliance for Minority Participation Program

Savannah McNair, \$3000, 2018 – 2019; 2019 – 2020

Newcomb-Tulane College Undergraduate Summer Research Program

Alyssa Alperstein, \$1500, Summer 2024

Kasey Ehrenreich, \$1500, Summer 2024

Sydney Meilstrup, \$1500, Summer 2024

Zoe Sanders, \$1500, Summer 2024

Shanae Venter, \$1500, Summer 2024 (*declined*)

Psi Chi Honor Society in Psychology

Jill King, \$1500, 2019 – 2020

Sigma Xi Grants-in-Aid of Research

Jill King, \$1000, 2018 – 2019

Tulane Center for Engaged Learning and Teaching Summer Research Award

Alyssa Alperstein, \$3100, Summer 2024

Savannah McNair, \$2000, Summer 2020

Savannah McNair, \$2055, Summer 2021 (*declined*)

Tulane Honor's Program Undergraduate Summer Research Award

Matt Coleman, \$1000, Summer 2016

Leah Vaidya, \$2000, Summer 2019

PUBLICATIONS

*Denotes graduate mentee; underline denotes undergraduate mentee/lab research staff

Manuscripts Under Review

Tenenbaum, E.J., Stone, C., Vu, M., Hare, M., Gilyard, K.R., Arunachalam, S., Bergelson, E., Frank, M.C., Hamlin, J.K., Kline Struhl, M., Landa, R.J., Lew-Williams, C., Libertus, M.E., Luyster, R.J., **Markant, J.**, Sheinkopf, S.J., Wagner, J.B., Park, K., Grapel, J.N., Soderling, A.I., Waterman, A.K., & Jeste, S. (in revision). Remote infant studies of early learning (RISE): Scalable online replications of key findings in infant cognitive development.

Published Journal Articles

Hunter*, B.K., Montgomery*, B., Sridhar, A., & **Markant, J.** (accepted). Endogenous control and reward-based mechanisms shape infants' attention biases to caregiver faces. *Developmental Psychobiology*.

Hennessey, E.P., Swales, D.A., **Markant, J.**, Hoffman, C., Hankin, B.L., & Davis, E.P. (2024). Maternal anxiety during pregnancy predicts infant attention to affective faces. *Journal of Affective Disorders*, 344, 104-114. <https://doi.org/10.1016/j.jad.2023.09.031>

King*, J., Marcus*, T., & **Markant, J.** (2023). Individual differences in selective attention and engagement shape students' learning from visual cues and instructor presence during online lessons. *Scientific Reports*, 13, 5075. <https://doi.org/10.1038/s41598-023-32069-7>

Swales, D.A., **Markant, J.**, Hennessey, E.P., Glueck, D.H., Hankin, B.L., & Davis, E.P.D (2023). Infant negative affectivity and patterns of affect-biased attention. *Developmental Psychobiology*, 65, e22380. <https://doi.org/10.1002/dev.22380>

Hunter*, B.K. & **Markant, J.** (2023). Six- to ten-year-old children do not show race-based orienting biases to faces during an online visual search task. *Journal of Experimental Child Psychology*, 230, 105628. <https://doi.org/10.1016/j.jecp.2023.105628>

Hunter*, B.K. & **Markant, J.** (2023). Caregiver faces capture 6- to 10-year-old children's attention orienting during an online visual search task. *Developmental Psychology*, 59(2), 344-352. <https://doi.org/10.1037/dev0001420>

King*, J. & **Markant, J.** (2022). Selective attention to lesson-relevant contextual information promotes 3- to 5-year-old children's learning. *Developmental Science*, 25, e13237. <https://doi.org/10.1111/desc.13237>

Markant, J. & Amso, D. (2022). Context and attention control determine whether attending to competing information helps or hinders learning in school-aged children. *Wiley Interdisciplinary Reviews: Cognitive Science*, 13(1), e1577. <https://doi.org/10.1002/wcs.1577>

Noonan*, C.F., Hunter*, B.K., & **Markant, J.** (2021). Dynamic emotional messages differentially affect 6-month-old infants' attention to eyes and gaze cues. *Infant Behavior and Development*, 64, 101626. <https://doi.org/10.1016/j.infbeh.2021.101626>

Hunter*, B.K. & **Markant, J.** (2021). Differential sensitivity to species- and race-based information in the development of attention orienting and attention holding face biases in infancy. *Developmental Psychobiology*, 63, 461-469. <https://doi.org/10.1002/dev.22027>

King*, J. & **Markant, J.** (2020). Individual differences in selective attention and scanning dynamics influence children's learning from relevant non-targets in a visual search task. *Journal of Experimental Child Psychology*, 193, 104797. <https://doi.org/10.1016/j.jecp.2019.104797>

- Coleman, M., Offen, K., & Markant, J. (2018). Exercise similarly facilitates men and women's selective attention task response times but differentially affects memory task performance. *Frontiers in Psychology*, 9(1405), 1-19. <https://doi.org/10.3389/fpsyg.2018.01405>
- Cruse, A., Offen, K., & Markant, J. (2018). Spatial selective attention biases are shaped by long-term musical training and short-term exposure to tones. *Brain and Cognition*, 125, 106-117. <https://doi.org/10.1016/j.bandc.2018.06.006>
- Markant, J. & Scott, L.S. (2018). Attention and perceptual learning interact in the development of the other-race effect. *Current Directions in Psychological Science*, 27(3), 163-169. <https://doi.org/10.1177/0963721418769884>
- Nussenbaum, K., Amso, D., & Markant, J. (2017). When increasing distraction helps learning: Distractor number and content interact in their effects on memory. *Attention, Perception, and Psychophysics*, 79, 2606-2619. <https://doi.org/10.3758/s13414-017-1399-1>
- Markant, J., Ackerman, L., Nussenbaum, K., & Amso, D. (2016). Selective attention neutralizes the adverse effects of socioeconomic status on memory in 9-month-old infants. *Developmental Cognitive Neuroscience*, 18, 26-33. <https://doi.org/10.1016/j.dcn.2015.10.009>
- Markant, J. & Amso, D. (2016). The development of selective attention orienting is an agent of change in learning and memory efficacy. *Infancy*, 21(2), 154-176. <https://doi.org/10.1111/infa.12100>
- Markant, J., Oakes, L.M., & Amso, D. (2016). Visual selective attention biases contribute to the other-race effect among 9-month-old infants. *Developmental Psychobiology*, 58(3), 355-365. <https://doi.org/10.1002/dev.21375>
- Markant, J., Worden, M.S., & Amso, D. (2015). Not all attention orienting is created equal: Recognition memory is enhanced when attention orienting involves distractor suppression. *Neurobiology of Learning and Memory*. 120, 28 -40. <https://doi.org/10.1016/j.nlm.2015.02.006>
- Amso, D., Haas, S., & Markant, J. (2014). An eye tracking investigation of developmental change in bottom-up attention orienting to faces in cluttered natural scenes. *PLoS ONE*, 9(1), e85701. <https://doi.org/10.1371/journal.pone.0085701>
- Amso, D., Haas, S., Markant, J., Tenenbaum, E., & Sheinkopf, S. (2014). Bottom-up attention orienting in young children with autism. *Journal of Autism and Developmental Disorders*, 44(3), 664-673. <https://doi.org/10.1007/s10803-013-1925-5>
- Hodel, A.S., Markant, J., Van Den Heuvel, S.E., Cirilli Raether, J.M., & Thomas, K.M. (2014). Developmental differences in effects of task pacing on implicit sequence learning. *Frontiers in Psychology*, 5, 153. <https://doi.org/10.3389/fpsyg.2014.00153>
- Markant, J. & Amso, D. (2014). Leveling the playing field: Attention mitigates the effects of individual variability in intelligence. *Cognition*, 131(2), 195-204. <https://doi.org/10.1016/j.cognition.2014.01.006>
- Markant, J., Cicchetti, D., Hetzel, S. & Thomas, K.M. (2014a). Contributions of COMT Val¹⁵⁸Met to cognitive stability and flexibility in infancy. *Developmental Science*, 17(3), 396-411. <https://doi.org/10.1111/desc.12128>
- Markant, J., Cicchetti, D. Hetzel, S. & Thomas, K.M. (2014b). Relating dopaminergic and cholinergic polymorphisms to spatial attention during infancy. *Developmental Psychology*, 50(2), 360-369. <https://doi.org/10.1037/a0033172>
- Markant, J. & Amso, D. (2013). Selective memories: Infants' encoding is enhanced in selection via suppression. *Developmental Science*, 16(6), 926-940. <https://doi.org/10.1111/desc.12084>

Book Chapters & Other Published Works

Amso, D. & **Markant, J.** (2011). Self-regulation: A comprehensive overview of an interdisciplinary topic. *PsycCRITIQUES*, 56(48).

Markant, J. & Thomas, K.M. (2013). Postnatal brain development. In P.D. Zelazo (Ed.), *Oxford Handbook of Developmental Psychology* (pp. 129-163). New York, NY: Oxford University Press.

Manuscripts in Preparation

Hunter*, B.K., Sifre, R., Bacher, L., Elison, J., & **Markant, J.** (in preparation). Comparing behavioral coding and velocity-based algorithms for detection of spontaneous eye blinks in infancy.

Marcus*, T., Hodel, A., Thomas, K.M., & **Markant, J.** (in preparation). Inhibition of return at 7 months predicts inhibitory control in early childhood.

Marcus*, T., King*, J., & **Markant, J.** (in preparation). Attending to visual cues and peer videos differentially affects college students' learning during online lessons.

Mohan*, S., King*, J., & **Markant, J.** (in preparation). Facilitating young children's learning of science lessons by cueing attention to contextual information.

Tholen, K. & **Markant, J.** (in preparation). Differential effects of working memory on attention capture among musicians and non-musicians.

SELECTED PRESENTATIONS

Peer-Reviewed Presentations

*Denotes graduate mentee; underline denotes undergraduate mentee/lab research staff

Marcus*, T., Montgomery*, B. & **Markant, J.** (2024, October). *Social network size shapes infants' attention bias for strangers over caregivers at 4 months of age*. Poster submitted to the International Society for Developmental Psychobiology, Chicago, IL.

Marcus*, T., Wood, A., Hunter*, B.K. & **Markant, J.** (2024, October). *The role of reward and familiarity in the self-face bias: Insights from behavioral and neuroimaging measures*. Poster submitted to the Society for Neuroscience, Chicago, IL.

Montgomery*, B., Marcus*, T. & **Markant, J.** (2024, October). *Individual differences in endogenous attention control relate to attention orienting biases to caregiver versus stranger faces at 4 months of age*. Poster submitted to the International Society for Developmental Psychobiology, Chicago, IL.

Sridhar, A., Maganti, M., Baxi, A., **Markant, J.**, & Kumar, S. (2024, August). "Every mother does whatever she can" – *Insights & reflections of new mothers in Chennai, Tamil Nadu*. Paper accepted to XXVII International Congress of The International Association for Cross-Cultural Psychology, Bali, Indonesia.

Sridhar, A., Hunter*, B.K., Montgomery*, B., & **Markant, J.** (2024, July). *Individual differences in reward sensitivity shape infants' attention biases towards caregiver faces*. Poster accepted to the International Congress on Infant Studies, Glasgow Scotland.

- 2024 ICIS Undergraduate Travel Award Recipient

Tenenbaum, E., Stone, C., Hare, M., Gilyard, K., Vu, M.H., Kline Struhl, M., Lew-Williams, C., Wagner, J.B., **Markant, J.**, Arunachalam, S., Luyster, R.J., Bergelson, E., Sabatos-Devito, M., Sheinkopf, S.J., & Jeste, S. (2024, May). *Pilot study of the Remote Infant Studies of Early Learning (RISE) battery*. Poster accepted to the International Society for Autism Research annual meeting, Sydney, Australia.

- Marcus*, T., Montgomery, B., & **Markant, J.** (2024, March). *Infants' attention biases to caregiver vs. stranger faces reflect social network size*. Poster presented at the biennial meeting of the Cognitive Development Society, Pasadena, CA.
- Mohan*, S., King, J.K., & **Markant, J.** (2024, March). *Facilitating young children's learning of science lessons by cueing attention to contextual information*. Poster presented at the biennial meeting of the Cognitive Development Society, Pasadena, CA.
- Marcus*, T., Wood, A., Hunter*, B.K. & **Markant, J.** (2024, March). *Attention is biased to the self-face in an attention capture task: Investigating the role of social reward*. Poster presented at the Society for Affective Science, New Orleans, LA.
- Montgomery*, B., Hunter*, B.K., Sridhar, A. & **Markant, J.** (2024, March). *Infant sensitivity to reward influences attention biases to caregiver faces*. Poster presented at the Society for Affective Science, New Orleans, LA.
- Marcus*, T., Wood, A., Hunter*, B.K. & **Markant, J.** (2023, November). *Attention is biased to the self-face in an attention capture task: Investigating the role of social reward*. Poster presented at the Psychonomics Society Annual Meeting, San Francisco, CA.
- Marcus*, T., King*, J., & **Markant, J.** (2023, November). *Visual cues and peer videos differentially affect college students' looking behaviors and learning during online lessons*. Poster presented at the Psychonomics Society Annual Meeting, San Francisco, CA.
- Montgomery*, B., Hunter*, B.K. & **Markant, J.** (2023, November). *Differential development of attention orienting and attention holding biases to caregiver vs. stranger faces in infancy*. Poster presented at the Psychonomics Society Annual Meeting, San Francisco, CA.
- Hennessey, E.P., Swales, D., **Markant, J.**, Hankin, B.L., & Davis, E.P. (2023, March). *Maternal pregnancy-related anxiety predicts infant affect biased attention at 6 months*. Poster presented at the Society for Research in Child Development, Salt Lake City, UT.
- Hunter*, B.K. & **Markant, J.** (2023, March). Social reward uniquely biases children's attention orienting to faces. In **J. Markant** (Chair), *Cueing and Capture: How Children Develop the Ability to Direct and Redirect Attention*. Symposium paper presented at the Society for Research in Child Development, Salt Lake City, UT.
- Marcus*, T., King*, J., & **Markant, J.** (2022, November). *Attending to visual cues and peer videos differentially affects college students' learning during online lessons*. Poster presented at the Psychonomics Society Annual Meeting, Boston, MA.
- Hennessey, E.P., Swales, D., **Markant, J.**, Hoffman, M.C., Hankin, B.L., & Davis, E.P. (2022, November). *Investigating the link between prenatal anxiety and infant attentional biases: An eye-tracking study*. Poster presented at the International Society for Developmental Psychobiology, San Diego, CA.
- Mohan*, S., King*, J., & **Markant, J.** (2022, November). *Facilitating 3- to 5-year-old children's learning of science lessons by cueing attention to relevant contextual information*. Poster presented at the International Society for Developmental Psychobiology, San Diego, CA.
- Montgomery, B., Hunter*, B.K., & **Markant, J.** (2022, November). *Differential impacts of the Covid-19 pandemic on infants' attention orienting and attention holding to caregiver faces*. Poster presented at the International Society for Developmental Psychobiology, San Diego, CA.

- 2022 ISDP Travel Award Recipient

- Hunter*, B.K. & **Markant, J.** (2022, July). *Attention orienting and attention holding biases to caregiver faces develop at different rates from 6- to 9-months of age.* Talk presented at the International Congress on Infant Studies, Ottawa, Canada.
- Hunter*, B.K. & **Markant, J.** (2021, November). *Caregiver faces capture 7-to-10-year-old children's attention during an online visual search task.* Flash talk presented at the International Society for Developmental Psychobiology, Chicago, IL.
- Markant, J.** & King*, J. (2021, November). Baseline knowledge and selective attention skills predict 3- to 5-year-old children's learning from lesson-relevant competing information. Poster presented at the International Society for Developmental Psychobiology, Chicago, IL.
- Hunter*, B.K. & **Markant, J.** (2021, September). *Caregiver faces capture 7- to-10-year-old children's attention during an online visual search task.* Poster accepted to the Attention and Memory in Development Virtual Workshop. (withdrawn due to Hurricane Ida)
- Keenan*, B. & **Markant, J.** (2021, April). *Distractor context drives differential attention orienting and attention holding to caregiver and stranger faces in infancy.* Poster presented at the virtual meeting of the Society for Research in Child Development.
- King*, J. & **Markant, J.** (2021, April). *Attending to relevant visual distraction promotes science learning in early childhood.* Poster presented at the virtual meeting of the Society for Research in Child Development.
- Markant, J.** & Keenan*, B. (2020, July). *Distractor context drives differential attention orienting to caregiver and stranger faces in infancy.* Poster accepted to the International Congress on Infant Studies (withdrawn due to COVID-19), Glasgow, Scotland.
- Markant, J.** & Keenan*, B. (2020, July). *Infants demonstrate increased suppression of perceptually salient distractors in the context of own- versus other-race faces.* Poster accepted to the International Congress on Infant Studies (withdrawn due to COVID-19), Glasgow, Scotland.
- McNair, S.M., Keenan*, B. & **Markant, J.** (2020, May). *Infant attention orienting to caregiver vs. stranger faces varies across distractor contexts.* Poster presented at the Online UCLA Psychology Undergraduate Research Conference.
- Keenan*, B. & **Markant, J.** (2019, October). *Infants demonstrate biased selective attention to own-species but not own-race faces at 6- and 11-months of age.* Poster presented at the International Society for Developmental Psychobiology, Chicago, IL.
- King*, J. & **Markant, J.** (2019, October). *Relevant distraction can improve STEM learning in preschool children with poor selective attention.* Poster presented at the International Society for Developmental Psychobiology, Chicago, IL.
- Markant, J.**, Keenan*, B., & Offen, K. (2019, May). *Prior reward learning biases selective attention among 9-12-month-old infants.* Poster presented at the Vision Sciences Society, St. Pete Beach, FL.
- Noonan*, C. & **Markant, J.** (2019, March). Approving infant-directed messages enhance gaze cueing in six-month-old infants. In C. Noonan and **J. Markant** (Co-Chairs), *Gaze Following in Infancy: Contextual Influences and Developmental Implications.* Symposium paper presented at the Society for Research in Child Development, Baltimore, MD.
- Keenan*, B., Offen, K., & **Markant, J.** (2019, March). *High-value reward biases 9-12-month-old infants' visual search performance.* Poster presented at the Society for Research in Child Development, Baltimore, MD.

- Student and Early Career Council (SECC) Poster Competition Finalist

King*, J. & **Markant, J.** (2019, March). *Age and selective attention interact to influence children's learning from meaningful distraction*. Poster presented at the Society for Research in Child Development, Baltimore, MD.

Invited Presentations

Markant, J. (2022, May). *Focus and flexibility in developing selective attention control*. Talk presented at Centre for Brain and Cognitive Development, Birkbeck, University of London. .

Markant, J. (2022, May). *Focus and flexibility in developing selective attention control*. Talk presented at Department of Psychology, University of New Orleans, New Orleans, LA.

Markant, J. (2019, November). *Learning from relevant distraction during early childhood*. Talk presented at Child and Adolescent Psychiatry Grand Rounds, Tulane University, New Orleans, LA.

Markant, J. (2019, July). *Using eye tracking to study selective attention and learning in infancy*. Talk presented at the National Primate Research Center, Tulane University, New Orleans, LA.

Markant, J. (2018, November). *Emergent effects of selective attention and perceptual learning interactions during infancy*. Keynote talk presented at the annual Configural Processing Consortium meeting, New Orleans, LA.

Markant, J. (2018, March). *Learning from distraction during development*. Talk presented at Department of Psychology, Louisiana State University, Baton Rouge, LA.

Markant, J. (2017, September). *Attention and memory interactions across development*. Talk presented at Child and Adolescent Psychiatry Grand Rounds, Tulane University, New Orleans, LA.

Markant, J. (2016, March). *Selective attention and memory across development*. Talk presented at the Tulane University Neuroscience Seminar Series, New Orleans, LA.

Markant, J. (2014, October). *Selective attention and memory across development*. Talk presented at Department of Psychology, Bowdoin College, Bowdoin, Maine.

Markant, J. & Amso, D. (2012, January). *Attention and memory interactions across development*. Talk presented at the Mortimer D. Sackler Winter Conference on Developmental Psychobiology, Ko Olina, Oahu, Hawaii.

Local/Non-Peer Reviewed Presentations

*Denotes graduate mentee; underline denotes undergraduate mentee/lab research staff

Montgomery*, B., Hunter, B., & **Markant, J.** (2024, April). *Investigating the role of direct competition in species- and race-based attention orienting biases to faces during infancy*. Poster presented at the Tulane Research, Innovation, and Creativity Summit, New Orleans, LA.

- Winner of the School of Science & Engineering Graduate Student Best Poster Award

Meyer, E., Montgomery*, B., & **Markant, J.** (2024, April). *Infants' attention orienting to caregiver versus stranger faces relates to caregivers' self-reported anxiety*. Poster presented at the Tulane Research, Innovation, and Creativity Summit, New Orleans, LA.

Wood, A., Marcus*, T., Hunter*, B.K., & **Markant, J.** (2023, March). *Biased attention orienting to the self-face during an attention capture task*. Poster presented at the Tulane Research, Innovation, and Creativity Summit, New Orleans, LA.

- 2nd Place Award: Presentation by an Undergraduate Student

Sridhar, A., Hunter*, B.K., Montgomery, B. & **Markant, J.** (2022, September). *Infant reactivity predicts attention orienting biases to caregiver vs. stranger faces*. Presentation at the International Congress on Infant Studies – Founding Generation Summer Internship Symposium (Virtual).

- Sridhar, A., Hunter*, B.K., Montgomery, B. & Markant, J. (2022, August). *Infant temperament predicts attention orienting biases to caregiver vs. stranger faces*. Poster presented at the Tulane University Research Program in Neuroscience Summer Program, New Orleans, LA.
- McNair, S., Keenan*, B. & Markant, J. (2021, April). *Attention biases in 7-10-year-old children on an online dot probe task*. Poster presented at the Tulane University Center for Engaged Learning and Teaching Virtual Poster Showcase, New Orleans, LA.
- McNair, S.M., Keenan*, B. & Markant, J. (2021, April). *Infant attention orienting to caregiver vs. stranger faces varies across distractor contexts*. Poster presented at the Tulane University Center for Engaged Learning and Teaching Virtual Poster Showcase, New Orleans, LA.
- Adab, R., Keenan*, B. & Markant, J. (2021, April). *Children's attention to faces: An online replication of an attention orienting task*. Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.
- Ellis, D.M., King*, J. & Markant, J. (2021, April). *Learning preferences and responses to the Covid-19 pandemic impact students' attention and learning during online instruction*. Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.
- Young, E.V., King*, J. & Markant, J. (2021, April). *The year of E-learning: How do selective attention and online instructor presence influence remote learning?* Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.
- McNair, S.M., Keenan*, B. & Markant, J. (2020, March). *Infant attention orienting to caregiver vs. stranger faces varies across distractor contexts*. Poster submitted to the Tulane University Health Sciences Research Days, New Orleans, LA (event canceled due to Covid-19).
- Nauman, J.E. & Markant, J. (2020, March). *Relating individual differences in distractibility to perceptual and working memory load effects on attention capture*. Poster submitted to the Tulane University Health Sciences Research Days, New Orleans, LA (event canceled due to Covid-19).
- Vaidya, L.V. & Markant, J. (2020, March). *Effects of socioeconomic status and selective attention on 3- to 5-year-old children's science knowledge*. Poster submitted to the Tulane University Health Sciences Research Days, New Orleans, LA (event canceled due to Covid-19)
- Nauman, J. & Markant, J. (2019, August). *Relating perceptual and working memory load effects on attention capture to individual differences in distractibility*. Poster presented at the Tulane University Research Program in Neuroscience Summer Program, New Orleans, LA
- Keenan*, B., Offen, K., & Markant, J. (2019, April). *High-value reward biases 9-12-month-old infants' visual search performance*. Poster presented at the Tulane University School of Science and Engineering Research Day, New Orleans, LA.
- Outstanding Student Research Poster Finalist
- Keenan*, B., Offen, K., & Markant, J. (2019, April). *High-value reward biases 9-12-month-old infants' visual search performance*. Poster presented at the Tulane University School of Science and Engineering Annual Board of Advisors Meeting, New Orleans, LA.
- Aber, R.B., Keenan*, B., & Markant, J. (2019, March). *Selective attention biases exhibit no influence on the other-race effect in adults*. Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.

McNair, S., Keenan*, B., & Markant, J. (2019, March). *High-value reward learning biases visual search in infancy*. Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.

Tholen, K., & Markant, J. (2019, March). *Examining the relationship between working memory and selective attention in musicians and non-musicians*. Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.

Vaidya, L.V., Noonan*, C.F., & Markant, J. (2019, March). *The relationship between face scanning, attention to gaze cues, and communication skills among six-month-old infants*. Poster presented at the Tulane University Health Sciences Research Days, New Orleans, LA.

- Winner of the Dean of the School of Science and Engineering Award for Excellence in Research and Presentation by an Undergraduate Student

McNair, S., Keenan*, B., & Markant, J. (2019, January). *Reward learning biases visual search performance in infancy*. Poster presented at the CUDCP Diversifying Clinical Psychology Networking Event, New Orleans, LA.

- Winner of the Outstanding Research Poster Award

RESEARCH MENTORSHIP

Doctoral Research Supervisor

2023 – present Brooke Montgomery, Psychology, Tulane University
2021 – present Svetha Mohan, School Psychology, Tulane University
2020 – present Taylor Marcus, Neuroscience, Tulane University
2017 – 2022 Brianna Keenan Hunter, Psychology, Tulane University
Ph.D. Awarded May 2022
Current position: Post-doctoral Scholar, Center for Mind & Brain, UC Davis
2017 – 2021 Jill King, Neuroscience, Tulane University
Ph.D. Awarded August 2021
Current position: Research Scientist, TCM Creative, Tulsa OK
2015 – 2020 Claire Noonan, School Psychology, Tulane University
Ph.D. Awarded August 2020
Current position: Licensed Clinical Psychologist, Mental Health Center of Denver

Undergraduate & Masters Research Supervisor

2023 – present Alyssa Alperstein, Psychology, Tulane University
2024 – present Mairi Ansari, Psychology & Sociology, Tulane University
2022 – present Kasey Ehrenreich, Psychology, Tulane University
2024 – present Simirpreet Gill, Neuroscience, Tulane University
2022 – present Carson Heward, Public Health, Tulane University
2024 – present Catherine MacConnell, Public Health, Tulane University
2023 – present Jillian MacHenry, Psychology, Tulane University
2023 – present Isabella Mainiero, Neuroscience & Computer Science, Tulane University
2022 – present Clare McIntyre, Neuroscience, Tulane University
2023 – present Sydney Meilstrup, Psychology, Tulane University
2022 – present Emma Meyer, Psychology & Neuroscience, Tulane University
2024 – present Zoe Sanders, Psychology, Tulane University
2024 – present Ariel Siegel, Psychology, Tulane University
2023 – present Makenzie Soto, Neuroscience, Tulane University

2023 – present Shanae Venter, Neuroscience, Tulane University

Past

Neuroscience: Rachel Aber (2018 - 2019), Roumina Adab (2020 – 2022), Christina Attia (2016 - 2018), Sarah Bender (2022), Matt Coleman (2015 - 2018), Max Curl (2023-2024), Lauren Conner (2022-2023), Kimberly Cortez (2018 - 2019), Sydney Greenlee (2019-2020), Monica Holler (2016 - 2018), Jackie Kandalaf (2018 - 2019), Nicole Miller (2023 -2024), Jeffrey Nagler (2016), Julia Nauman (2017 - 2020), Emilee Saxon (2018 - 2019), Samuel Shovers (2017), Allison Silver (2020), Caitlin Strozewski (2017 - 2018), Kaitlyn Tholen (2017 - 2019), Dara Tucker (2017 - 2018), Maya Vasishth (2017 - 2018), Ellie Young (2019 – 2021)

Psychology: Jessica Davis (2019), Joy Fu (2022), Ellierose Jackson (2023), Samantha Loberg (2017), Fiona McDermut (2021 – 2023), Savannah McNair (*Louis Stokes LA Alliance for Minority Participation Scholar*, 2018 – 2021), Sophia Nahabedian (2022 – 2023), Carsyn Olivier (2022 – 2023), Ramal Rauf (2021 – 2022), Amanda Schaller (2024), Mary Snellings Inabnett (2019 - 2020), Samantha Spirt (2021), Aditi Sridhar (*ICIS Founding Generation Summer Fellow*, 2022), Leah Vaidya (2018 – 2020), Anna Wood (2021 – 2023)

Philosophy: Rose Roskey (2023)

Public Health: Daisy Ellis (2019 -2021), Keerthana Krishnan (2022 -2024)

Dissertation Committees Chaired

- In Progress **Taylor Marcus** (Neuroscience), Investigating the influence of motivational salience on attention to the self-face using behavioral, eye tracking, and fNIRS
- 2022 **Brianna Hunter** (Psychology), Attention orienting to motivationally salient faces across development.
- 2021 **Jill King** (Neuroscience), Selective attention control facilitates learning from task-relevant competing information during childhood and adulthood.
- 2020 **Claire Noonan** (School Psychology), Emotional infant-directed faces influence sensitivity to gaze cues in infancy.

Comprehensive Exam Committees Chaired

- 2024 **Svetha Mohan** (School Psychology), Effects of relevant contextual information and multisensory cues on young children’s learning.
- 2022 **Taylor Marcus** (Neuroscience), Investigating the development, neural mechanisms, and behavioral implications of the attention orienting bias to caregivers in children.
- 2020 **Brianna Hunter** (Psychology), Reward processing and attention orienting in the context of caregivers in infancy.
- 2018 **Jill King** (Neuroscience), Interactions of selective attention and reward processing with information search and choice in young adults and children.
- 2017 **Claire Noonan** (School Psychology), The influence of emotional ID faces on gaze cueing and learning in infancy.

Masters Thesis Committees Chaired

- 2019 **Brianna Hunter** (Psychology), Differential development of race- and species-based selective attention biases
- 2016 **Claire Noonan** (School Psychology), Six-month-old infants’ scanning of meaningfully distinct audiovisual infant-directed faces.

Undergraduate Honors Theses Committees Chaired

- 2025 **Emma Meyer** (Neuroscience), TBD
- 2023 **Anna Wood** (Psychology), Biased attention orienting to the self-face during an attention capture task.
Awarded the Faculty Award for Research in Psychological Science
- 2020 **Julia Nauman** (Psychology & Neuroscience), Perceptual load and working memory load effects on attention processing and distraction on the visual search task as it relates to ADHD inattentive symptoms.
Awarded the Arnold Gerall Prize in Neuroscience
- 2020 **Leah Vaidya** (Psychology), The effects of selective attention and socioeconomic status on science knowledge among 3- to 5-year-old children.
Awarded the Faculty Award for Research in Psychological Science
- 2019 **Kaitlyn Tholen** (Neuroscience), Examining the relationship between working memory and selective attention among musicians and non-musicians.
Awarded the Arnold Gerall Prize in Neuroscience
- 2018 **Matt Coleman** (Neuroscience), The interaction of positive prediction error and active learning on memory.
Awarded the Arnold Gerall Prize in Neuroscience
- 2018 **Monica Holler** (Psychology & Neuroscience), Effects of prior reward learning on temporal attention allocation in an attentional blink task.
- 2017 **Alyssa Cruse** (Neuroscience), The effects of musical experience on spatial visual selective attention.

Dissertation Committee Member

In progress: Renee Lamoreau (Psychology); Miguel Vasquez (Psychology)

Completed: Max Anderson (Psychology, 2018), Lisa Chinn (Psychology, 2019), Nick Fears (Psychology, 2019); Jenna Winston (Psychology, 2021); Blair Youmans (Psychology, 2021)

Comprehensive Exam Committee Member

In progress: Dehan Elcin (Psychology)

Completed: Max Anderson (Psychology, 2016); Nick Fears (Psychology, 2017); Maria Kinsey (Neuroscience, 2022); Emily Lewis (Psychology, 2018); Miguel Vasquez (Psychology, 2022); Blair Youmans (Psychology, 2019)

Masters Thesis Committee Member

Completed: Audrey Hwang (Psychology, 2023); Emily Lewis (Psychology, 2017); Blair Youmans (Psychology, 2018)

Undergraduate Honors Thesis Committee Member

In progress: Aditi Sridhar (Psychology, Ashoka University)

Completed: Silas Buck (Neuroscience, 2017); Lauren DeBlanc (Psychology, 2018); Talia Lurie (Neuroscience, 2024); Charlotte Pearson (Neuroscience, 2020)

TEACHING

Courses Taught at Tulane

Undergraduate

PSYC 3210	<i>Child Psychology</i>	2015-2016, Fall 2016, Fall 2017, 2019-2020, 2020-2021, 2021-2022, 2022-2023, Spring 2024
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Graduate

PSYC 7020	<i>Developmental Psychology</i>	Fall 2024
PSYC 7030	<i>Cognitive Neuroscience</i>	Spring 2021, Spring 2023
PSYC 7420	<i>Developmental Neuroscience</i>	Spring 2017, Spring 2018, Spring 2020

Guest Lectures

COLQ 1020	<i>Honors Colloquium: Lies, Damned Lies & Big Data</i>	Fall 2017, 2018
NSCI 6660	<i>Psychedelics</i>	Spring 2022
NSCI 6730	<i>Neurodevelopment & Disease</i>	Spring 2020, 2021, 2022, 2023
Tulane Med Sch	<i>Child Psychiatry Fellows Seminar</i>	Fall 2017, 2019

Courses Taught Outside Tulane

CLPS 1680	<i>Seminar on Developmental Disorders</i> Brown University	Spring 2014
CPSY 2301	<i>Intro to Child Psychology</i> University of Minnesota (Co-Instructor)	Spring 2008
CPSY 4343	<i>Cognitive Development</i> University of Minnesota (Co-Instructor)	Fall 2009

Guest Lectures

IDDE 702.01	<i>Neurodiversity Studio</i> Rochester Institute of Technology	Spring 2022
CLPS 0010	<i>Mind, Brain, & Behavior</i> Brown University	Spring 2013
CLPS 1690	<i>Lab in Developmental Psychology</i> Brown University	Spring 2015

PROFESSIONAL SERVICE

External/Ad hoc Reviewer for Federal Funding Agencies

2024	Human Complex Mental Function (HCMF) Panel, Center for Scientific Review, National Institutes of Health
2020 – present	National Science Foundation - Developmental Sciences Program
2018	National Sciences of Engineering Research Council of Canada
2016	National Science Foundation - Perception, Action, and Cognition Program

Reviewer for Professional Journals

2022 – present	Associate Editor, <i>Developmental Psychology</i>
2024 – present	Editorial Board Member, <i>Infancy</i>
2019 – present	Editorial Board Member, <i>Developmental Psychobiology</i>
2019 – present	Consulting Editor, <i>Child Development</i>

Ad hoc reviewer: *Brain Sciences, Child Development, Cognition, Current Biology, Current Directions in Psychological Science, Developmental Cognitive Neuroscience, Development and Psychopathology, Developmental Psychobiology, Developmental Psychology, Developmental Science, Experimental Brain Research, European Journal of Cognitive Psychology, Infancy, Journal of Cognition and Development, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Neurodevelopmental Disorders, Memory and Cognition, Nature Scientific*

Reports, PLOS One, Psychological Science, Research in Developmental Disabilities, Vision Research

Other Review Activities

2024	International Congress on Infant Studies Founding Generations Fellowship
2020 – 2024	International Congress on Infant Studies (Panel #6 Perception, Attention, Learning & Memory; Panel #7 Cognitive Development)
2017 – 2023	Society for Research in Child Development (Panel # 1 Attention Learning & Memory; Panel #4 Cognitive Processes)
2019	University of Rochester Del Monte Neuroscience Pilot Grant Program
2017	Cognitive Science Society Annual Meeting

Conference Organization

2018	Configural Processing Consortium (Local Host)
2018	Psychonomics/Women in Cognitive Science Panel (Tech Support Liason)

DEPARTMENT & UNIVERSITY SERVICE

Psychology Department, Tulane University

2023 – 2024	Chair, Search Committee (Tenure-track Assistant Professor in Developmental Science)
2022 – present	Member, Graduate Training Committee
2016 – 2023	Member, Early Childhood Degree Committee
2021 – 2022	Member, Search Committee (Tenure-track Assistant Professor in Cognitive Neuroscience)
2019 – 2021	Member, Flowerree Funds Committee
2016 – 2017	Member, Strategic Growth Committee
2015 – 2022	Member, Colloquium Committee

Neuroscience Program, Tulane Brain Institute

2023 – present	Member, Doctoral Training Committee
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School of Science and Engineering, Tulane University

2021 – present	Member, Graduate Studies Committee
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Tulane University Service

2023 – present	Member, Senate Information Technology Committee
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COMMUNITY PARTNERSHIPS

2020 – present	Consulting Advisor, Louisiana Children's Museum's First 1000 Days Program
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PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

International Congress on Infant Studies, International Society for Developmental Psychobiology, Society for Research in Child Development, Psychonomics, Vision Sciences Society, Women in Cognitive Science