VITA

ARTHUR M. GLENBERG

2023

Personal Information

 Address: Department of Psychology, 950 S. McAllister, Tempe, AZ 85287

 Phone: Office: 480-727-7790 Cell: 623-760-5114

 Email: glenberg@asu.edu

 Citizenship: United States

Education

 Miami University, 1966-1970 B.A., 1970 (Major: Psychology)

 University of Michigan, 1970-1974 Ph.D., 1974 (Major: Exp. Psychology)

Professional Employment and Appointments

 1974-1980 Assistant Professor, University of Wisconsin-Madison

 1980-1986 Associate Professor, University of Wisconsin-Madison

 1986-2007 Professor, University of Wisconsin-Madison

 1993 Fellow, Center for Interdisciplinary Research (ZiF), Bielefeld, Germany

 1995 Fellow, Institute for Cognitive Science, University of Colorado,

 Boulder, CO

 2004-2007 Professor of Educational Psychology, UW-Madison

 2005 Scientist, Max Planck Institute for Human Cognitive and Brain Sciences

 2006 Scientist, Department of Neuroscience, University of Parma

 2007-2020 Professor, Arizona State University

 2008- 2020 Program Faculty, Applied Linguistics, ASU

 2008 - 2020 Program Faculty, Arts, Media, & Engineering, ASU

 2010 - 2020 Program Faculty, Cognitive Science and Engineering program, Department of Technology Entrepreneurship and Innovation Management

 2011-2014 Senior Learning Scientist, ASU Learning Sciences Institute

 2016-2017 Investigator Distinguido, Universidad de Salamanca

 2017- INICO, Universidad de Salamanca

 2017- Affiliated Professor, Mary Lou Fulton Teachers College

 2019- Associated Member, Cluster of Excellence, Humboldt-Universität

 2020 Profesor Invitado, Universidad de la Laguna

 2020 - Professor Emeritus, Arizona State University

 2021 – 2023 Mercator Fellow, University of Tübingen

 2021 - Advisory Board, Latin American Brain Health Institute

Awards and honors

 American Psychological Society (Fellow)

 Society of Experimental Psychologists (Fellow)

 Society for Text and Discourse (Charter Fellow)

 UW-Madison Chancellor’s Distinguished Teaching Award, 2007

 Investigator Distinguido, Universidad de Salamanca, 2016-2017

 ASU Samuel Leifheit Award, 2020

 Mercator Fellow, University of Tübingen, 2021-2023

Other Professional Activities

 Associate Editor, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 1989- 1995

 Action Editor, *Proceedings of the National Academy of Sciences,* 2016

 Editorial Board Member:

 *Child Development*, 1983-1986

 *Journal of Experimental Psychology: Learning,*

 *Memory and Cognition*, 1985-1989, 1995-1999

 *Memory & Cognition*, 1982-1989, 1995-2015

 *Psychonomic Bulletin & Review*, 1995-2015

 *Journal of Cognitive Systems Research, 1998-2014*

 *Journal of Educational Psychology, 2008-2015*

 *Perspectives on Psychological Science, 2010-2016*

 *Educational Psychology Review, 2021-*

Periodic reviewing for *Acta Psychologica, American Journal of Psychology, Behavioral and Brain Sciences, British Journal of Psychology, Child Development, Cognitive Psychology, Developmental Psychology, Journal of Experimental Psychology: Human Perception and Performance, Journal of Educational Psychology, Journal of Memory and Language, Philosophical Transactions of the Royal Society B, Psychological Bulletin, Psychological Review, Psychological Science, Psychonomic Bulletin & Review, Journal of Personality and Social Psychology: Attitudes and Social Cognition, PSYCOLOQUY, Review of Educational Research*, Air Force Office of Scientific Research, National Science Foundation, NIH, Department of Education.

 Associate Chair, Department of Psychology, University of Wisconsin, 1991-1993, 1998-2002, 2003-2004

 Chair, UW Transportation Services Committee, 1998-1999

 Chair, UW Bicycle/Pedestrian Committee, 2000/2001

 Campus Planning Committee, 2000/2001

 Howard Temin Lakeshore Path Committee, 1999-2001

 Faculty Senate, 2007

Doctoral Students, University of Wisconsin (year PhD awarded in parentheses)

 Steven M. Smith (1979)

 Margaret M. Bradely (1984)

 Angel Fernandez (1986)

 Carl Craig Morris (1988)

 Sonia C. Sciama (1993)

 William E. Langston (1994)

 David A. Roberston (2000)

 Michael P. Kaschak (2003)

 David A. Havas (2011)

Doctoral Students, Arizona State

 Ashley Adams (2017)

 Elizabeth Marsh

 Tri Nguyen (2022)

 Tamer Soliman (2015)

 Christine (Shin-Phing) Yu

Postdoctoral Students

 Anna Borghi (University of Bologna, Institute of Cognitive Science and Technology, CNR, Rome)

 Suzanne Broughton (Utah State University)

 Maria Badilla Quintana, Universidad (Católica de la Santísima Concepción)

 Lu Chen (Shanghai International Studies University)

 Fang Huang (Hangzhou Normal University)

PUBLICATIONS

Books

Glenberg, A. M. (1988). *Learning from data: An introduction to statistical reasoning*. San Diego, CA:

 Harcourt Brace Jovanovich.

Harris, B., & Glenberg, A. M. (1988). *Instructor’s manual to accompany Glenberg’s Learning from data*. San Diego, CA: Harcourt, Brace, Jovanovich.

Glenberg, A. M. (1996). *Learning from data.* Second edition. Mahweh, NJ: Erlbaum.

Glenberg, A. M., & Andrzejewski, M. (2007). *Learning from data.* Third edition. New York: Routledge.

de Vega, M. Glenberg, A. M., & Graesser, A. C. (2008) *Symbols, Embodiment and Meaning.* Oxford, UK: Oxford University Press.

Journal articles

Glenberg, A. M. (1976). Monotonic and nonmonotonic lag effects in paired-associate and recognition memory paradigms. *Journal of Verbal Learning and Verbal Behavior, 15,* 1-15. [https://doi.org/10.1016/S0022-5371(76)90002-5](https://doi.org/10.1016/S0022-5371%2876%2990002-5)

Glenberg, A. M. (1977). The influence of retrieval processes on the spacing effect in free recall. *Journal of Experimental Psychology: Human Learning and Memory, 3,* 282-294. <https://doi.org/10.1037/0278-7393.3.3.282>

Glenberg, A. M., Smith, S. M., & Green, C. (1977). Type I rehearsal: Maintenance and more. *Journal of Verbal Learning and Verbal Behavior, 16,* 339-352. [https://doi.org/10.1016/S0022-5371(77)80055-8](https://doi.org/10.1016/S0022-5371%2877%2980055-8)

Glenberg, A. M., & Adams, F. (1978). Type I rehearsal and recognition. *Journal of Verbal Learning and Verbal Behavior, 17*, 455-463. [https://doi.org/10.1016/S0022-5371(78)90274-8](https://doi.org/10.1016/S0022-5371%2878%2990274-8)

Smith, S. M., Glenberg, A. M., & Bjork, R. A. (1978). Environmental context and human memory. *Memory & Cognition, 6,* 342-353. <https://doi.org/10.3758/BF03197465>

Glenberg, A. M. (1979). Component-levels theory of the effects of spacing of repetitions in recall and recognition. *Memory & Cognition, 7,* 95-112. <https://doi.org/10.3758/BF03197590>

Glenberg, A. M., & Bradley, M. M. (1979). Mental contiguity. *Journal of Experimental Psychology:*

 *Human Learning and Memory, 5,* 88-97. <https://doi.org/10.1037/0278-7393.5.2.88>

Glenberg, A. M., Bradley, M. M., Stevenson, J. A., Kraus, T. A., Tkachuck, M. J., Gretz, A. L., Fish, J. H., & Turpin, B. N. (1980). A two-process account of long-term serial position effects. *Journal of Experimental Psychology: Human Learning and Memory,* 355-369. <https://doi.org/10.1037/0278-7393.6.4.355>

Glenberg, A. M., & Lehmann, T. (1980). Spacing repetitions over a week. *Memory & Cognition, 8,* 528-538. <https://doi.org/10.3758/BF03213772>

Glenberg, A. M., & Smith, S. M. (1981). Spacing repetitions and solving problems are not the same. *Journal of Verbal Learning and Verbal Behavior, 20,* 110-119. [https://doi.org/10.1016/S0022-5371(81)90345-5](https://doi.org/10.1016/S0022-5371%2881%2990345-5)

Glenberg, A. M., & Kraus, T. A. (1981). Long-term recency is not found on a recognition test.

 *Journal of Experimental Psychology: Human Learning and Memory, 7,* 475-479. <https://doi.org/10.1037/0278-7393.7.6.475>

Glenberg, A. M., Wilkinson, A. C., & Epstein, W. (1982). The illusion of knowing: Failure in the self-

 assessment of comprehension. *Memory & Cognition, 10,* 597-602. <https://doi.org/10.3758/BF03202442>

Glenberg, A. M., Bradley, M. M., Kraus, T. A., & Renzaglia, G. J. (1983). Studies of the long-term

 recency effect: Support for a contextually guided retrieval hypothesis. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 9,* 231-255. <https://doi.org/10.1037/0278-7393.9.2.231>

Bradley, M. M., & Glenberg, A. M. (1983). Strengthening associations: Duration, attention, or relations? *Journal of Verbal Learning and Verbal Behavior, 22,* 650-666. [https://doi.org/10.1016/S0022-5371(83)90385-7](https://doi.org/10.1016/S0022-5371%2883%2990385-7)

Glenberg, A. M. (1984). A retrieval account of the long-term modality effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 10,* 16-31. [https://doi.org/10.1016/S0022-5371(83)90385-7](https://doi.org/10.1016/S0022-5371%2883%2990385-7)

Epstein, W., Glenberg, A. M., & Bradley, M. M. (1984). Coactivation and comprehension: Contribution of text variables to the illusion of knowing. *Memory & Cognition, 12,* 355-360. <https://doi.org/10.3758/BF03198295>

Fernandez, A., & Glenberg, A. M. (1985). Changing environmental context does not reliably affect memory. *Memory & Cognition, 13,* 333-345. <https://doi.org/10.3758/BF03202501>

Glenberg, A. M., Eberhardt, K. A., & Peterson, G. L. (1985). Differential influence of recall modality and post-list instruction modality on the long-term modality effect. *American Journal of Psychology, 98,* 569-578. <https://doi.org/10.2307/1422510>

Glenberg, A. M., & Epstein, W. (1985). Calibration of comprehension. *Journal of Experimental*

 *Psychology: Learning, Memory and Cognition, 11,* 702-718. <https://doi.org/10.1037/0278-7393.11.1-4.702>

Glenberg, A. M., & Swanson, N. (1986). A temporal distinctiveness theory of recency and modality effects. *Journal of Experimental Psychology: Learning, Memory and Cognition, 12,* 3-15. <https://doi.org/10.1037/0278-7393.12.1.3>

Huang, S-T., & Glenberg, A. M. (1986). Echoic and retrieval accounts of the long-term modality effect testing using the suffix procedure. *American Journal of Psychology, 99,* 453-470. <https://doi.org/10.2307/1422285>

Glenberg, A. M., & Epstein, W. (1987). Inexpert calibration of comprehension. *Memory & Cognition, 15,* 84-93. <https://doi.org/10.3758/BF03197714>

Glenberg, A. M., Meyer, M., & Lindem, K. (1987). Mental models contribute to foregrounding during text comprehension. *Journal of Memory and Language, 26,* 69-83. [https://doi.org/10.1016/0749-596X(87)90063-5](https://doi.org/10.1016/0749-596X%2887%2990063-5)

Glenberg, A. M., Sanocki, T., Epstein, W., & Morris, C. (1987). Enhancing calibration of comprehension. *Journal of Experimental Psychology: General, 116,* 119-136. <https://doi.org/10.1037/0096-3445.116.2.119>

Glenberg, A. M., Eberhardt, K. A., & Belden, T. M. (1987). The role of visual interference in producing the long-term modality effect. *Memory & Cognition, 15,* 504-510. <https://doi.org/10.3758/BF03198384>

Glenberg, A. M., & Fernandez, A. (1988). Evidence for auditory temporal distinctiveness: Modality

 effects in order and frequency judgments. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 14,* 728-739. <https://doi.org/10.1037/0278-7393.14.4.728>

Glenberg, A. M., Mann, S., Altman, L., Forman, T., & Procise, S. (1989). Modality effects in the coding and reproduction of rhythms. *Memory & Cognition, 17,* 373-383. <https://doi.org/10.3758/BF03202611>

Glenberg, A. M. (1989). Review of “Mental Models as Representation of Discourse” by A. Garnham. *American Journal of Psychology, 102,* 421-424. <https://doi.org/10.2307/1423060>

Glenberg, A. M. (1990). Common processes underlie enhanced recency effects for auditory and changing-state stimuli. *Memory & Cognition, 18,* 638-650. <https://doi.org/10.3758/BF03197106>

Jakimik, J., & Glenberg, A. (1990). Verbal learning meets psycholinguistics: Modality effects in the comprehension of anaphora. *Journal of Memory and Language, 29,* 582-590. [https://doi.org/10.1016/0749-596X(90)90053-3](https://doi.org/10.1016/0749-596X%2890%2990053-3)

Barnhart, R., & Glenberg, A. M. (1990). Extension of the picture-superiority effect over multiple lists. *Bulletin of the Psychonomic Society, 28,* 1-3. <https://doi.org/10.3758/BF03337631>

Fernandez, A., y Glenberg, A. M. (1991). Recuerdo superior de items iniciales en la modalidad visual:

 Una explicacion basada en la recuperacion. *Cognitiva*, *3*, 123-141.

Glenberg, A. M., & Jona, M. (1991). Temporal coding in rhythm tasks revealed by modality effects. *Memory & Cognition*, *19*, 514-522. <https://doi.org/10.3758/BF03199576>

Glenberg, A. M., & Langston, W. E. (1992). Comprehension of illustrated text: Pictures help to build mental models. *Journal of Memory and Language*, *31,* 129-151. [https://doi.org/10.1016/0749-596X(92)90008-L](https://doi.org/10.1016/0749-596X%2892%2990008-L)

Glenberg, A. M., & Kruley, P. (1992). Pictures and anaphora: Evidence for independent processes. *Memory & Cognition*, *20,* 461-471. <https://doi.org/10.3758/BF03199579>

Glenberg, A. M., & Mathew, S. (1992). When minimalism is not enough: Mental models in reading comprehension. *PSYCOLOQUY*.92.3.64.reading-inference-2.1.glenberg-mathews.

Glenberg, A. M., & McDaniel, A. (1992). Mental models, pictures, and text: Integration of spatial and verbal information. *Memory & Cognition, 20,* 458-460*.* <https://doi.org/10.3758/BF03199578>

Glenberg, A. M. (1993). Comprehension while missing the point: More on minimalism and models. *PSYCOLOQUY*.93.4.31.reading-inference.13.glenberg.

Strauman, T. J., & Glenberg, A. M. (1994). Self-concept and body image disturbance: Which self-beliefs predict body size overestimation? *Cognitive Therapy and Research, 18,* 105-125*.* <https://doi.org/10.1007/BF02357219>

Kruley, P., Sciama, S. C., & Glenberg, A. M. (1994). On-line processing of textual illustrations in the visuo-spatial sketchpad: Evidence from dual-task studies. *Memory & Cognition, 22,* 261-272. <https://doi.org/10.3758/BF03200853>

Glenberg, A. M., & Grimes, T. (1995). Memory and faces: Pictures help you to remember who said what. *Personality and Social Psychology Bulletin, 21,* 196-206. <https://doi.org/10.1177/0146167295213001>

Glenberg, A. M. (1997). What memory is for. *Behavioral and Brain Sciences*, *20,* 1-19. <https://doi.org/10.1017/S0140525X97000010>

Glenberg, A. M. (1997). What memory is for: Creating meaning in the service of action. *Behavioral and Brain Sciences, 20,* 41-55. <https://doi.org/10.1017/S0140525X97470012>

Glenberg, A. M. (1997). Deictic codes for embodied language. *Behavioral and Brain Sciences, 20,* 749. <https://doi.org/10.1017/S0140525X97311613>

Langston, W., Kramer, D. C., & Glenberg, A. M. (1998). The representation of space in mental models derived from text. *Memory & Cognition, 26,* 247-262. <https://doi.org/10.3758/BF03201137>

Glenberg, A. M., Schroeder, J. L., & Robertson, D. A. (1998). Averting the gaze disengages the environment and facilitates remembering. *Memory & Cognition, 26,* 651-658. <https://doi.org/10.3758/BF03211385>

Teng, R., & Glenberg, A. M. (1998). Review of Natika Newton’s “Foundations of Understanding.” *American Journal of Psychology,* 466-480*.* <https://doi.org/10.2307/1423454>

Glenberg, A. M., Robertson, D. A., Jansen, J. L., & Johnson-Glenberg, M. C. (1999). Not propositions. *Journal of Cognitive Systems Research,* **1**, 19-33. [https://doi.org/10.1016/S1389-0417(99)00004-2](https://doi.org/10.1016/S1389-0417%2899%2900004-2)

Glenberg, A. M., & Robertson, D. A. (1999). Indexical understanding of instructions. *Discourse Processes,* **28**, 1-26. <https://doi.org/10.1080/01638539909545067>

Glenberg, A. M. (1999). Perceptual symbols in language comprehension. *Behavioral and Brain Sciences,* **22**, 618-619. <https://doi.org/10.1017/S0140525X99322147>

Glenberg, A. M. & Robertson, D. A. (2000). Symbol grounding and meaning: A comparison of high-dimensional and embodied theories of meaning. *Journal of Memory and Language*, **43**, 379-401. <https://doi.org/10.1006/jmla.2000.2714>

Kaschak, M. P., & Glenberg, A. M. (2000). Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension. *Journal of Memory and Language*, **43**, 508-529. <https://doi.org/10.1006/jmla.2000.2705>

Glenberg, A. M., Cowart, M., & Kaschak, M. P. (2001). An affordance field for guiding movement

 and cognition. *Behavioral and Brain Sciences,* **24***,* 43-44. <https://doi.org/10.1017/S0140525X01283915>

Glenberg, A. M. & Kaschak, M. P. (2002). Grounding language in action. *Psychonomic Bulletin and Review*, **9**, 558-565. <https://doi.org/10.3758/BF03196313>

Glenberg, A. M., Robertson, D. A., Kaschak, M. P., & Malter, A. J. (2003).  Embodied meaning and negative priming. *Behavioral and Brain Sciences,* 26*,* 644-648. <https://doi.org/10.1017/S0140525X03240140>

Glenberg, A. M., Gutierrez, T., Levin, J. R., Japuntich, S., & Kaschak, M. P.  (2004). Activity and imagined activity can enhance young children's reading comprehension. *Journal of Educational Psychology*, 96, 424-436. <https://doi.org/10.1037/0022-0663.96.3.424>

Kaschak, M. P., & Glenberg, A. M. (2004). Interactive alignment: Priming or memory retrieval*.* *Behavioral and Brain Sciences*, **27,** 201. <https://doi.org/10.1017/S0140525X04340057>

Kaschak, M. P., & Glenberg, A. M. (2004). This construction needs learned. *Journal of Experimental Psychology:General***, 133***,* 450-467*.* <https://doi.org/10.1037/0096-3445.133.3.450>

De Vega, M., Robertson, D. A., Glenberg, A.M., Kaschak, M. P., & Rinck, M. (2004). On doing two things at once: Temporal constraints on Actions in language comprehension*.* *Memory & Cognition*, **32**, 1033-1043. <https://doi.org/10.3758/BF03196879>

Borghi, A. M., Glenberg, A. M., & Kaschak, M. P. (2004). Putting words in perspective. *Memory & Cognition*, **32**, 863-873. <https://doi.org/10.3758/BF03196865>

Glenberg, A. M. (2006). Distributed cognition and technology: A jaundiced view. *Pragmatics & Cognition*. 14, 263-274. <https://doi.org/10.1075/pc.14.2.07gle>

Glenberg, A. M. (2006). Naturalizing Cognition: The Integration of Cognitive Science and Biology. *Current Biology*, 16, Pages R802-R804. <https://doi.org/10.1016/j.cub.2006.08.044>

Glenberg, A. M., Brown, M., & Levin, J. R. (2007). Enhancing comprehension in small reading groups using a manipulation strategy. *Contemporary Educational Psychology*, 32, 389-399. <https://doi.org/10.1016/j.cedpsych.2006.03.001>

Havas, D. A., Glenberg, A. M., & Rinck, M. (2007). Emotion simulation during language comprehension. *Psychonomic Bulletin & Review,*14, 436-441. <https://doi.org/10.3758/BF03194085>

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007). Improving Native American children’s listening comprehension through concrete representations. *Contemporary Educational Psychology*, 32, 537-550. <https://doi.org/10.1016/j.cedpsych.2007.03.003>

Glenberg, A. M., Sato, M., Cattaneo, L., Riggio, L., Palumbo, D., Buccino, G. (2008). Processing abstract language modulates motor system activity. *Quarterly Journal of Experimental Psychology,* 61, 905-919. <https://doi.org/10.1080/17470210701625550>

Glenberg, A. M., Sato, M., Cattaneo, L. (2008). Use-induced motor plasticity affects the processing of abstract and concrete language. *Current Biology*, 18, R290-R291. <https://doi.org/10.1016/j.cub.2008.02.036>

Glenberg, A. M. (2009). Prediction and emotion in dialog. *European Journal of Social Psychology*, 39, 1169-1172. <https://doi.org/10.1002/ejsp.678>

Scorolli, C. Borghi, A. M., Glenberg, A. M. (2009). Language-induced motor activity in bi-manual object lifting. *Experimental Brain Research*, 193, 43-53. <https://doi.org/10.1007/s00221-008-1593-4>

Glenberg, A. M., Webster, B. J., Mouilso, E., Havas, D. A., & Lindeman, L. M. (2009). Gender, emotion, and the embodiment of language comprehension. *Emotion Review*, 1, 151-161. <https://doi.org/10.1177/1754073908100440>

Glenberg, A. M., & Mehta, S. (2008). Constraint on covariation: It’s not meaning.  *Italian Journal of Linguistics,* 20, 241-264*.*

Glenberg, A. M., Becker, R., Klötzer, S., Kolanko, L, Müller , S., Rinck, M. (2009). Episodic affordances contribute to language comprehension. *Language and Cognition*, 1, 113-135. <https://doi.org/10.1515/LANGCOG.2009.006>

Brown, M. C., McNeil, N. M., & Glenberg, A. M. (2009). Using concreteness in education: Real problems, potential solutions. *Child Development Perspectives*, 3, 160-164. <https://doi.org/10.1111/j.1750-8606.2009.00098.x>

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2010). What Cognitive Benefits Does an Activity-Based Reading Strategy Afford Young Native American Readers? *Journal of Experimental Education*. 78(3), 395 – 417. <https://doi.org/10.1080/00220970903548061>

Glenberg, A. M. (2010). Embodiment as a unifying perspective for psychology. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1, 586-596. <https://doi.org/10.1002/wcs.55>

Killeen, P., & Glenberg, A. M. (2010). Resituating cognition. *Comparative Cognition & Behavior Reviews*, 4, 66-85. <https://doi.org/10.3819/ccbr.2010.50003>

Havas, D. H., Glenberg, A. M., Gutowski, K., Lucarelli, M, & Davidson, R. (2010). Cosmetic use of botulinum toxin-A affects processing of emotional language. *Psychological Science,* 21, 895-900. <https://doi.org/10.1177/0956797610374742>

Covas-Smith, C. M., Fine, J., Glenberg, A. M., Keylor, E., Li, Y. J., Marsh, E. R., Osborne, E. A., Soliman, T., Yee, C. (2010). Cultural variations on the SIMS model. *Behavioral and Brain Sciences*, 33, 444-445. <https://doi.org/10.1017/S0140525X10001317>

Marsh, E.R. & Glenberg, A. M. (2010). The embodied statistician. *Frontiers in Psychology.* <https://doi.org/10.3389/fpsyg.2010.00184>

Rueschemeyer S, Glenberg AM, Kaschak M, Mueller K and Friederici A (2010). Top-down and bottom-up contributions to understanding sentences describing objects in motion. *Frontiers in Psychology* <https://doi.org/10.3389/fpsyg.2010.00184>

Glenberg AM, Lopez-Mobilia G, McBeath M, Toma M, Sato M and Cattaneo L (2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. *Frontiers in Human Neuroscience.* <https://doi.org/10.3389/fnhum.2010.00206>

Marley, S. C. , Szabo, Z., Levin, J. R., & Glenberg, A. M.(2011). Investigation of an Activity-Based Text-Processing Strategy in Mixed-Age Child Dyads. *The Journal of Experimental Education*, 79: 3, 340-360. <https://doi.org/10.1080/00220973.2010.483697>

Glenberg, A. M., Goldberg, A., Zhu, X. (2011). Improving early reading comprehension using embodied CAI.  *Instructional Science,* 39, 27- 39. <https://doi.org/10.1007/s11251-009-9096-7>

Cattaneo, L., Barchiesi, G., Tabarelli, D., Arfeller, C., Sato, M., & Glenberg, A. M. (2011). One’s motor performance predictably modulates the understanding of others’actions through adaptation of premotor visuo-motor neurons. *Social Cognitive and Affective Neuroscience*, 6, 301-310. <https://doi.org/10.1093/scan/nsq099>

Glenberg, A. M., Willford, J., Gibson, B. R., Goldberg, A. B., Zhu, X. (2011). Improving reading to improve math. *Scientific Studies of Reading*. <https://doi.org/10.1080/10888438.2011.564245>

Sato, M., Brisebois, A., Grabski, K., Basirat, A, Ménard, L, Glenberg, A. M., & Cattaneo, L. (2011). Articulatory bias in speech categorization: Evidence from use-induced motor plasticity. *Cortex*, 47, 1001-1003. <https://doi.org/10.1016/j.cortex.2011.03.009>

Glenberg, A. M., & Gallese, V. (2012). Action-based Language: A theory of language acquisition, comprehension, and production. *Cortex*, 48, 905-922. <https://doi.org/10.1016/j.cortex.2011.04.010>

Glenberg, A. M. (2011). Introduction to the Mirror Neuron Forum. *Perspectives on Psychological Science*, 6, 363-368. <https://doi.org/10.1177/1745691611412386>

Glenberg, A. M. (2011). Positions in the mirror are close than they appear. *Perspectives on Psychological Science*, 6, 408-410. <https://doi.org/10.1177/1745691611413393>

Glenberg, A. M. (2011). How reading comprehension is embodied and why that matters. *International Electronic Journal of Elementary Education,* 4, 5-18.

Ibáñez, A., Cardona, J. F., Dos Santos, Y. V., Blenkmann, A., Aravena, P., Roca, M., … Bekinschtein, T. (2013). Motor-language coupling: Direct evidence from early Parkinson’s disease and intracranial cortical recordings. *Cortex*, *49*(4), 968–984. <https://doi.org/10.1016/j.cortex.2012.02.014>

Glenberg, A. M., Witt, J. K., & Metcalfe, J. (2013). From the Revolution to Embodiment: 25 Years of Cognitive Psychology. *Perspectives on Psychological Science,* 8, 573-585. <https://doi.org/10.1177/1745691613498098>

Guan, C. Q., Meng, W., Yao, R., and Glenberg, A. (2013). The motor system contributes to comprehension of abstract language. *PLoS ONE* 8(9). <https://doi.org/10.1371/journal.pone.0075183>

Ibáñez, A., Cardona, J. F., Dos Santos, Y. V., Blenkmann, A., Aravena, P., Roca, M., Hurtado, E., Nerguizian, M., Amoruso, L., Gómez-Arévalo, G., Chade, A., Dubrovsky, A., Gershanik, O., Kochen, S., Glenberg, A., Manes, F., & Bekinschtein, T. (2013). Motor-language coupling: Direct evidence from early Parkinson’s disease and intracranial cortical recordings. *Cortex*, *49*(4), 968–984. <https://doi.org/10.1016/j.cortex.2012.02.014>

Soliman, T., Gibson, A., Glenberg (2013). Sensory motor mechanisms unify psychology: The embodiment of culture. Frontiers in Psychology. <https://doi.org/10.3389/fpsyg.2013.00885>

Zarr, N., Ferguson, R. & Glenberg, A. M. (2013) Language comprehension warps the mirror neuron system. *Frontiers in Human Neuroscience*. <https://doi.org/10.3389/fnhum.2013.00870>

Glenberg, A. M., & Soliman, T. (2014). Interpersonal Action Semantics Comment on Semantics: A unifying conceptual framework for the selective use of multimodal and modality-specific object knowledge by van Elk, van Schie, & Bekkering. *Physics of Life Reviews,* 11, 253-254. <https://doi.org/10.1016/j.plrev.2013.11.005>

Soliman, T., & Glenberg, A. M. (2014). What Does the Forward Model of an Expert Hand-Tool Motor Program Code?  Comment on Semantics: A unifying conceptual framework for the selective use of multimodal and modality-specific object knowledge by van Elk, van Schie, & Bekkering. *Physics of Life Reviews*, 11, 253-254. <https://doi.org/10.1016/j.plrev.2013.12.004>

Soliman, T., & Glenberg, A. M. (2014). How intent to interact can affect action scaling of distance: Reply to Wilson. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2014.00513>

Glenberg, A. M. (2015). Few believe the world is flat: How embodiment is changing the scientific understanding of cognition. *Canadian Journal of Experimental Psychology*, 69, 165-171. <https://doi.org/10.1037/cep0000056>

Glenberg, A. M. (2015). Response to Mahon: Unburdening cognition from abstract symbols. *Canadian Journal of Experimental Psychology,* 69, 181-182. <https://doi.org/10.1037/cep0000057>

Glenberg, A. M. (2015). Big Myth or Major Miss? Gregory Hickok’s “The Myth of Mirror Neurons: The Real Neuroscience of Communication and Cognition.” *American Journal of Psychology*. 128, 533-539. <https://doi.org/10.5406/amerjpsyc.128.4.0533>

Soliman, T., Ferguson, R., Dexheimer, S., & Glenberg, A. M. (2015). Consequences of joint action: Entanglement with your partner. *Journal of Experimental Psychology: General*, 144, 873-888. <https://doi.org/10.1037/xge0000089>

Glenberg, A. M., & Hayes, J. (2016). Contribution of embodiment to solving the riddle of infantile amnesia. *Frontiers in Psychology,* 7:10. <https://doi.org/10.3389/fpsyg.2016.00010>

Glenberg, A. M., Walker, E. A., & Restrepo, M. A. (2016) EMBRACEing dual language learners. In S.A. Crossley & D. S. McNamara, *Adaptive Educational Technologies for Literacy Instruction*. Taylor & Francis, Routledge: NY, pp 268-274. <https://doi.org/10.4324/9781315647500-19>

Walker, E., Adams, A., Restrepo, M. A., Fialko, S., & Glenberg, A. M. (2017). When (and how) interacting with technology-enhanced storybooks helps dual language learners. *Translational Issues in Psychological Science, 3*(1), 66-79. <https://doi.org/10.1037/tps0000100>

Walker, E., Wong, A., Fialko, S., Restrepo, M. A., & Glenberg, A. M. (2017). Applying Cognitive Tutor Principles to Reading Comprehension. In: André E., Baker R., Hu X., Rodrigo M., du Boulay B. (eds) *Artificial Intelligence in Education*. AIED 2017. Lecture Notes in Computer Science, vol 10331. Springer, Cham. <https://doi.org/10.1007/978-3-319-61425-0_68>

Glenberg, A. M. (2017). Rares sont ceux qui croient que le monde est plat: Comment l’incarnation est en train de changer la compréhension scientifique de la cognition. *Recherches sur la philsophie et le langage*, 33, 33-54.

Glenberg, A. M. (2017). Commentaire: Réponse à Mahon: Décharger la cognition des symbols abstraits. *Recherches sur la philsophie er le langage*, 33, 77-81.

Glenberg, A. M. (2018). *Sensus Communis* in research and application: Commentary on Ibáñez and García. In A. Ibáñez and A.M. García, *Contextual cognition: The sensus communis of a situated mind* (pp 73-84). Cham, Switzerland: Springer.

Adams, A., Glenberg, A. M., & Restrepo, M.A. (2018). Moved by reading in a DLL Spanish-speaking population. *Language, Speech, and Hearing Services in Schools*. <https://doi.org/10.1044/2018_LSHSS-16-0032>

Díez E., Díez-Álamo A.M., Wojcik D.Z., Glenberg, A.M. & Fernandez, A. (2018). Retrieving Against the Flow: Incoherence Between Optic Flow and Movement Direction Has Little Effect on Memory for Order. *Frontiers in Human Neuroscience*, 12:102. <https://doi.org/10.3389/fnhum.2018.00102>

Glenberg, A. M. (2019). Turning social tools into tools for action. *Physics of Life Reviews*, 29, 172-174. <https://doi.org/10.1016/j.plrev.2019.02.009>

Adams, A. M., Glenberg, A. M., & Restrepo, M. A. (2019). Embodied reading in a transparent orthography. *Learning and Instruction*, 62, 27-36. <https://doi.org/10.1016/j.learninstruc.2019.03.003>

Díez-Álamo, A. M., Glenberg, A. M., Díez, E., Alonso, M. A., Fernandez, A. (2020). The linguistic looming effect. *Journal of Memory and Language*, 114, 104147. <https://doi.org/10.1016/j.jml.2020.104147>

Günther, F., Nguyen, T., Chen, L. Dudschig, C., Kaup, B. & Glenberg, A. M. (2020). Immediate sensorimotor grounding of novel concepts learned from language alone. *Journal of Memory and Language*, 115, 104172. [doi.org/10.1016/j.jml.2020.104172](https://doi.org/10.1016/j.jml.2020.104172)

Kwon, J.Y., Glenberg, A. M., Varnum, M. E. (2021). Culture, ecology, and grounded procedures. *Behavioral and Brain Sciences*, 44, e13, <https://doi.org/10.1017/S0140525X20000369>

Lekshmi Narayanan A.B. et al. (2021) Parent-EMBRACE: An Adaptive Dialogic Reading Intervention. In: Roll I., McNamara D., Sosnovsky S., Luckin R., Dimitrova V. (eds) *Artificial Intelligence in Education*. AIED 2021. Lecture Notes in Computer Science, vol 12749. Springer, Cham. [https://doi.org/10.1007/978-3-030-78270-2\_43](https://urldefense.com/v3/__https%3A/doi.org/10.1007/978-3-030-78270-2_43__;!!IKRxdwAv5BmarQ!Kvytmsa1CXLHqEAS3HTsnO1JOy1wMLmkf-clXPA4mfVDj1_9VKrONSpu7MDpCPPrZ1eP$)

Wall, D., Foltz, S., Kupfer, A., & Glenberg, A. M. (2021). Embodied action scaffolds dialogic reading. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-021-09617-6>

Glenberg, A. M. (2021). Embodiment and learning of abstract concepts (such as algebraic topology and regression to the mean). *Psychological Research*. <https://doi.org/10.1007/s00426-021-01576-5>

Gómez, L., Restrepo, M. A., Walker, E., & Glenberg, A. M. (2021). Enhancing question-asking during shared reading in immigrant Latino families. *Journal of Latinos and Education*. DOI: [10.1080/15348431.2021.1971084](https://doi.org/10.1080/15348431.2021.1971084)

Yu, C. S. -P., McBeath, M. K., & Glenberg, A. M. (2021). The gleam-glum effect: /i:/ versus /λ/ phonemes generically carry emotional valence. Journal of Experimental Psychology: Learning, Memory, and Cognition, 47(7), 1173–1185. [https://doi-org.ezproxy1.lib.asu.edu/10.1037/xlm0001017](https://psycnet-apa-org.ezproxy1.lib.asu.edu/doi/10.1037/xlm0001017)

Morey, R.D., Kaschak, M.P., Díez-Álamo, A.M. *et al.* (2021). A pre-registered, multi-lab non-replication of the action-sentence compatibility effect (ACE). *Psychonomic Bulletin and Review*. <https://doi.org/10.3758/s13423-021-01927-8>

Fischer, M. H., Glenberg, A. M., Moeller, K., & Shaki, S. (2021). Grounding (fairly) complex numerical knowledge: An educational example. *Psychological Research.* <https://doi.org/10.1007/s00426-021-01577-4>

Glenberg, A. M. (2022). Reaching the ‘Learning Analytics’ — ‘Embodied Design’ promise of synergy. *International Journal of Child-Computer Interaction*, 31. <https://doi.org/10.1016/j.ijcci.2021.100424>.

Sanabria, A. A., Restrepo, M. A., Walker, E., & Glenberg, A. (2022). A reading comprehension intervention for DLLs with weak language reading skills. *Journal of Speech, Language, and Hearing Research*. <https://doi.org/10.1044/2021_JSLHR-21-00266>.

 Körner, A., Castillo, M., Drijvers, L., Fischer, M. H., Günther, F., Marelli, M., Platonova, O., Rinaldi, L., Shaki, S., Trujillo, J. P., Tsaregorodtseva, O., & Glenberg, A. M. (2022). Embodied Processing at Six Linguistic Granularity Levels: A Consensus Paper. Journal of Cognition, X(X): X, pp. 1–28. DOI:https://doi.org/10.5334/ joc.231

Book Chapters

Glenberg, A. M. (1987). Temporal context and recency. In D. S. Gorfein & R. R. Hoffman (Ed.), *Memory and cognitive processes: The Ebbinghaus Centennial Conference.* Hillsdale, NJ: Erlbaum.

Glenberg, A. M. (1993). Distributed practice effects. In L. R. Squire (Ed.), *Encyclopedia of Learning and Memory.* New York: Macmillan.

Glenberg, A. M., Kruley, P., & Langston, W. E. (1994). Analogical processes in comprehension: Simulation of a mental model. In M. A. Gernsbacher (Ed.), *Handbook of psycholinguistics.*

Glenberg, A. M. (1997). Mental models, space, and embodied cognition. In T. B. Ward, S. M. Smith, & J. Vaid (Eds.), *Conceptual structures and processes: Emergence, discovery, and change* (pp. 495-522). Washington, DC: American Psychological Association. <https://doi.org/10.1037/10227-018>

Robertson, D. A., & Glenberg, A. M. (1998). Force dynamics in language and cognition: An empirical

 evaluation. In M. A. Gernsbacher & S. J. Derry (Eds.), *Proceedings of the 20th annual meeting of*

 *the Cognitive Science Society* (1259). Mahwah, NJ: Lawrence Erlbaum Associates.

Glenberg, A. M. (1999). Why mental models must be embodied. In G. Rickhart & C. Habel (Eds.), *Mental models in discourse processing and reasoning,* 77-90*.* Amsterdam: Elsevier Science B. V. [https://doi.org/10.1016/S0166-4115(99)80048-X](https://doi.org/10.1016/S0166-4115%2899%2980048-X)

Glenberg, A. M. (2001). What language needs from memory (and vice versa). In H. L. Roediger, J. S. Nairne, I. Neath, & A. M. Surprenant. *The Nature of Remembering: Essays in Honor of Robert G. Crowder.* Washington, D.C.: American Psychological Association Press.

Glenberg, A. M. (2002). The indexical hypothesis: How language and the world interact. In N. Allen (Ed.), *Working with Words and Images: New Steps in an Old Dance*. Ablex.

Glenberg, A. M., & Kaschak, M. P. (2003). The body's contribution to language. In B. Ross (Ed.), *The Psychology of Learning and Motivation*, V43 (pp. 93-126). New York: Academic Press. [https://doi.org/10.1016/S0079-7421(03)01012-0](https://doi.org/10.1016/S0079-7421%2803%2901012-0)

Borghi, A.M., Glenberg, A.M. & Kaschak, M. (2003). Concepts and action. *Proceedings of the European Workshop of Imagery and Cognition*, *9th EWIC 2003*, Pavia, 25-27 aprile 2003, p.82.

Glenberg, A. M., & Kaschak, M. P. (2004). Language is grounded in action. In L. A. Carlson & E. van der Zee (Eds.), Functional features in language and space: Insights from perception, categorization and development, pp 11-24. Oxford: Oxford University Press.
[https://doi.org/10.1093/acprof:oso/9780199264339.003.0002](https://doi.org/10.1093/acprof%3Aoso/9780199264339.003.0002)

Glenberg A.M. (2005). Lessons from the embodiment of language: Why simulating human language comprehension is hard. In: A. Cangelosi, G. Bugmann & R. Borisyuk (Eds*.). Modeling Language, Cognition and Action: Proceedings of the 9th Neural Computation and Psychology Workshop.* Singapore: World Scientific. (Progress in Neural Processing Series, vol. 16). <https://doi.org/10.1142/9789812701886_0002>

Glenberg, A. M., Havas, D., Becker, R., & Rinck, M. (2005). Grounding Language in Bodily States: The Case for Emotion. R. Zwaan and D. Pecher (Eds.) *The grounding of cognition: The role of perception and action in memory, language, and thinking.*  (pp. 115-128).Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511499968.006>

Glenberg, A. M. (2007).  Language and action: creating sensible combinations of ideas.  In G. Gaskell (Ed.) *The Oxford handbook of psycholinguistics* (pp.361-370).  Oxford, UK: Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198568971.013.0021>

Glenberg, A. M., Jaworski, B., Rischal, M, & Levin, J.R. (2007). What brains are for: Action, meaning, and reading comprehension. In D McNamara (Ed), *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (pp. 221-240). Mahwah, NJ: Lawrence Erlbaum Publishers.

Mouilso, E., Glenberg, A. M., Havas, D. A., & Lindeman, L. M. (2007). Differences in action tendencies distinguish anger and sadness after comprehension of emotional sentences. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (pp. 1325-1330). Austin, TX: Cognitive Science Society.

Glenberg, A. M., (2008). Toward the integration of bodily states, language, and action. In G. R. Semin, & R. E. Smith (Eds.) *Embodied Grounding: Social, Cognitive, Affective, and Neuroscientific Approaches* (pp 43-70*).* New York: Cambridge University Press. <https://doi.org/10.1017/CBO9780511805837.003>

Glenberg, A. M. (2008).  Embodiment for education.  In P. Calvo and A. Gomila (Eds.), *Handbook of Cognitive Science: An Embodied Approach* (pp 355-372).   Elsevier: Amsterdam.<https://doi.org/10.1016/B978-0-08-046616-3.00018-9>

Glenberg, A. M. & Mehta, S. (2008). On the limits of learning from covariation: Structure but not meaning. In M. de Vega, A. M. Glenberg, and A. C. Graesser (Eds.) *Symbol, Embodiment, and Meaning* (pp. 11-32). Oxford, UK: Oxford University Press. [https://doi.org/10.1093/acprof:oso/9780199217274.003.0002](https://doi.org/10.1093/acprof%3Aoso/9780199217274.003.0002)

Glenberg, A. M., de Vega, M., & Graesser, A. C. (2008). Framing the debate. In M. de Vega, A. M. Glenberg, and A. C. Graesser (Eds.) *Symbol, Embodiment, and Meaning* (pp. 1-9). Oxford, UK: Oxford University Press. [https://doi.org/10.1093/acprof:oso/9780199217274.003.0001](https://doi.org/10.1093/acprof%3Aoso/9780199217274.003.0001)

de Vega, M., Glenberg, A. M., & Graesser, A. C. (2008). Reflecting on the debate. In M. de Vega, A. M. Glenberg, and A. C. Graesser (Eds.) *Symbol, Embodiment, and Meaning* (pp. 397-440). Oxford, UK: Oxford University Press. [https://doi.org/10.1093/acprof:oso/9780199217274.003.0019](https://doi.org/10.1093/acprof%3Aoso/9780199217274.003.0019)

Glenberg, A. M. (2008). Radical changes in cognitive process due to technology: A jaundiced view. In I. Dror and S. Harnad (Eds.), *Cognition Distributed: How cognitive technology extends our minds* (pp. 71-82). Amsterdam: John Benjamins Publishing Company. <https://doi.org/10.1075/bct.16.06gle>

Glenberg, A. M. (2012). Contributions of mirror mechanisms to the embodiment of cognition. In Schulkin, J. (Ed.) [*Action*, *Perception* and the *Brain*: *Adaptation* and *Cephalic Expression*](http://www.barnesandnoble.com/w/action-perception-and-the-brain-jay-schulkin/1110911091) (pp 164-189). Hampshire, UK: Palgrave Macmillan. <https://doi.org/10.1057/9780230360792_8>

Soliman, T., & Glenberg, A. M. (2014). The embodiment of culture. In L. Shapiro (Ed.), *The Routledge Handbook of Embodied Cognition* (pp 207-219).

Soliman, T., Munion, A. K., Goodwin, B., Gelbart, B., Blais, C., & Glenberg A. M. (2021). Joint action enhances subsequent social learning by strengthening a mirror mechanism.  In M. Robinson and L. Thomas (eds.), *Embodied Psychology: Thinking, Feeling, and Acting*. New York: Spring.

Gómez, L., & Glenberg, A. M. (2022). Embodied Classroom Activities for Vocabulary Acquisition. In S. L. Macrine and J. Fugate (Eds.) *Movement Matters: How Embodied Cognition Informs Teaching and Learning* (pp 403-422). Cham, Switzerland: Springer Nature Switzerland.

Yu, C. S. P., McBeath, M. K., & Glenberg, A. M. (2021). Phonemes convey embodied emotion. In M. Robinson and L. Thomas (eds.), *Embodied Psychology: Thinking, Feeling, and Acting* (pp 221-244). Cham, Switzerland: Springer Nature Switzerland.

Gómez, L., & Glenberg, A. M. (in press). Utilizando los principios de la corporeidad para mejorar la comprensión del lenguaje en niños hispanohablantes. In A. Dominguez, J. A. León, M.A. Alonso (Eds.) *Neurocognición del lenguaje* (pp125-138)*.* Madrid: Editorial Medica Panamericana.

Other publications

Glenberg, A. (1994). Crossing into Jordan. *The New York Times*, September 11, 1994, Section 5, page 30.

Glenberg, A. M., & Crowder, R. G. (1999). Arthur W. Melton. *Encyclopedia of Psychology*, American Psychological Association.

O’Connor, K. & Glenberg, A. M. (2002) Situated cognition. In B. French (Ed.) *Encyclopedia of Cognitive Science*. London: Nature Publishing Group.

Glenberg, A. M. (2008). Embodied Cognition.  *Scientific American: Mind Matters*. <http://science-community.sciam.com/blog-entry/Mind-Matters/Thinking-Body/400000391>

Glenberg, A. M. (2014). How acting out in school boosts learning. *Scientific American Mind Matters,* <http://www.scientificamerican.com/article/how-acting-out-in-school-boosts-learning/>

Glenberg, A. M., & Proffitt, D. R. (2015). Is a computerized brain far-fetched? *The New York Times*, October 19, 2015.

Glenberg, A. M. (2019). Hearing hate speech primes your brain for hateful actions. *The Conversation*, <https://theconversation.com/hearing-hate-speech-primes-your-brain-for-hateful-actions-107336>.

Glenberg, A. M. (2021). Why Biden’s plans have popular appeal. *The New York Times*, May 10, 2021.

Glenberg, A. M., & Lanphier, E. (July/August 2021). Energizing the undergraduate pipeline. *Association for Psychological Science Observer*.

PRESENTATIONS

Invited Addresses

Retrieval factors and the lag effect. Symposium on spacing effects. Mathematical Psychology Meetings, Ann Arbor, 1974.

The illusion of knowing: A failure in the self-assessment of comprehension. Colloquium at Rice University, 1979.

Context and retrieval from memory. Colloquium at Northwestern University, 1980.

Temporally defined memory search. Symposium on Retrieval Processes in Human Memory. Midwestern

 Psychological Association, Chicago, May, 1984.

Temporal context and recency. Ebbinghaus Centennial Conference, Garden City, Long Island, New York,

 April, 1985.

Calibration of comprehension. ONR Contractor’s Meeting, Pittsburgh, June, 1985.

Enhancing calibration of comprehension. Colloquium at Miami University, November, 1986.

Temporal context and memory. Colloquium at Miami University, November, 1986.

Time, modality, and memory. Midwestern Psychological Association, Chicago, May 8, 1987.

Analogous and homologous processes in cognitive psychology. Colloquium at Purdue University, October, 1988.

Integration of pictures and discourse. Review of Air Force Sponsored Basic Research, November, 1989.

Building mental models from text: A simulation of comprehension and memory. ARMADILLO-II conference, Texas A&M University, May 1991.

Comprension del texto illustrado: los dibujos ayudan a crear modelos mentales. University of

 Salamanca, July 1991.

Building mental models from text: A simulation of comprehension and memory. Human

 Communication Research Centre, University of Edinburgh, July 1991.

Building mental models from text: A simulation of comprehension and memory. Colloquium at

 University of Iowa, October 1991.

Comprehension of illustrated text: Pictures help to build mental models. In A. M. Glenberg & M.

 McDaniel (Co-chairs), *Mental models, pictures, and text: integration of spatial and verbal*

 *information*. Symposium conducted at the meeting of the Midwestern Psychological Association,

 May 1991.

The knowledge used in calibrating comprehension. In J. Metcalfe (Chair), *Metacognition*. Symposium conducted at the International Conference on Memory, July, 1991.

Analogical processes in comprehension. Colloquium at University of Chicago, November, 1992.

Analogical processes in comprehension. Colloquium at Northwestern University, December, 1992.

Analogical processes in comprehension. Colloquium at ZiF, University of Bielefeld, Germany, January, 1993.

Analogical processes in comprehension. Colloquium at Department of Linguistics, University of Bielefeld, 1993.

Analogical processes in comprehension. Colloquium at University of Giessen, Germany, February, 1993.

Analogical processes in comprehension. Colloquium at CNRS, University of Paris-Sud, March, 1993.

Metaphor, models, and memory. Colloquium at University Rene Descartes, Paris, March, 1993.

Metaphor, models, and memory. Colloquium at University of Leuvan, Leuvan, Belgium, March 1993.

Analogical processes in comprehension. Colloquium at Max-Planck-Insititut for Psycholinguistik, Nijmegan, The Netherlands, March, 1993.

Metaphor, models, and memory. Workshop on Mental Models, ZiF, University of Bielefeld, Germany,

 April, 1993.

What are analogical components doing there? Festshrift for Walter Kintsch, University of Colorado,

 Boulder, CO, June 1993.

Suppressing the environment: A possible link between prediction, memory, and language comprehension.

 Invited symposium on The role of inhibition across psychological domains. Midwestern

 Psychological Association, Chicago, May, 1994.

Finding meaning in cognitive psychology. Colloquium at University of Minnesota, May, 1994.

Mental models are not (very) spatial. European Association for Research on Learning and Instruction/

 Special Interest Group. Helsinki, Finland, June, 1994.

Mental models are not (very) spatial. Lake Geneva Language Comprehension Conference, Lake Geneva,

 WI, July, 1994.

Finding meaning in cognitive psychology. Colloquium at National Institutes of Health, Bethesda, MD,

 September, 1994.

Mental models, space, and embodied cognition. Creative Cognition Conference, Texas A&M University,

 May 1995.

Comments on Keltner, Habel, and Kaup’s “Taking the functional aspect of mental models as a starting

 point for studying discourse comprehension.” Workshop on Mental Models, ZiF, University of

 Bielefeld, Germany, July, 1995.

Remembering behavior. Institute of Cognitive Science, University of Colorado, Boulder, October 1995.

Not propositions. Institute of Cognitive Science, University of Colorado, Boulder, December 1995.

Finding meaning in cognitive psychology. Department of Cognitive Psychology, University of La

 Laguna, Canary Islands, Spain, January 1996.

Not propositions. Department of Cognitive Psychology, University of La Laguna, Canary Islands,

 Spain, January, 1996.

Remembering behavior. Department of Cognitive Psychology, University of La Laguna, Canary Islands,

 Spain, January, 1996.

Suppressing the environment: A possible link between prediction, memory, and language

 comprehension. Department of Cognitive Psychology, University of La Laguna, Canary Islands,

 Spain, January 1996.

Finding meaning in cognitive psychology. School of Business, University of Wisconsin-Madison,

 March, 1996.

Finding meaning in cognitive psychology. Kansas State University, March, 1996.

Why a picture is worth 1000 words. Kansas State University, March, 1996.

What does it mean to mean? APA Summer Science Institute, July, 1997.

Embodied cognition. University of Colorado, February, 1997.

The meaning of meaning. Smithsonian/AAAS, February, 1997.

Indexical understanding. Conceptual structure, discourse, and language, III. Text panel. University of

 Colorado, May, 1997.

The meaning of meaning. American Psychological Association, Chicago, August, 1997.

Indexical understanding: An embodied approach to meaning, University of South Florida, January, 1998.

Grounding meaning in affordances: The indexical hypothesis. American Association for Artificial

 Intelligence Workshop on Grounding Word Meaning, August, 1998.

Indexical understanding: An embodied approach to meaning. Symposium on embodiment as a basis for

 cognition, Twentieth Annual Conference of the Cognitive Science Society, August, 1998.

The beginnings of a revolution: New approaches to meaning. Tri-State Research Conference, Loras

 University, October, 1998.

Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension.

 UW-Madison, Department of Communication Arts, March, 1999.

Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension.

 University of Memphis, April, 1999.

The beginnings of a revolution: New approaches to meaning. UW-Madison Undergraduate Research

 Conference, April, 1999.

Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension.

 UW-Waukesha, May, 1999.

Embodiment, meaning, and situation models: How ideas combine. In G. Radvansky (Chair), *Mental*

 *models*, Symposium conducted at the meeting of the Midwestern Psychological Association,

 Chicago, IL, May, 1999.

What language needs from memory (and vice versa). Presented at Principles of Learning and Memory:

 A Festschrift in honor of Robert G. Crowder, Yale University, June, 1999.

Constructing meaning: The role of affordances and grammatical constructions in sentence comprehension.

 UW-Madison, Chaos Seminar, February, 2000.

How language works. L’Chayim group. Madison, February, 2000.

How sentences become meanings. Society for the Scientific Study of Reading, Stockholm, July, 2000.

Embodied language understanding: Implications for the limits of knowledge. Paper presented at the Center for Interdisciplinary Research (ZiF) workshop, "Aspects of Language Processing." Bielefeld, Germany, July, 2000.

Grounding Language in Action. Max Planck Institute for Evolutionary Anthropology, Leipzig, July 2001.

Grounding Language in Action. Technical University of Dresden, Dresden, July 2001.

Grounding Language in Action. Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, December, 2001.

Grounding Language in Action. Columbia University, April, 2002.

Grounding Language in Action. Banff Annual Seminar in Cognitive Science (BASICS), Banff, CA, May, 2002.

Body Language: An Embodied Account of Language Comprehension. University of Arkansas, February, 2003.

Body Language: An Embodied Account of Language Comprehension. University of New Mexico, March, 2003.

Body Language: An Embodied Account of Language Comprehension. University of Arizona, March, 2003.

Body Language: An Embodied Account of Language Comprehension. Technical University of Dresden, July, 2003.

Grounding Language Comprehension in Bodily Action. Max Planck Institute for Psychological Research, Munich, November, 2003.

Body Language: An Embodied Account of Language Comprehension and Reading. University of Arizona, March, 2004.

The Embodiment of Early Reading Comprehension. IES CASL investigators meeting. Washington, D.C., May, 2004.

Lessons from the embodiment of language: Why simulating human language comprehension is hard. Keynote address at the ninth Neural Computing and Psychology Workshop, Plymouth, England, September, 2004.

Glenberg, A. M. (March,2005). How the body makes meaning: A new theory and its implications for education. J. R. Kantor Memorial Lecture, Denison University.

Glenberg, A. M. (March, 2005). Using emotion to understand language. Department of Psychology, Denison University.

Glenberg, A. M. (May, 2005). Using emotion to understand language. Department of Psychology, University of Memphis.

Glenberg, A. M. (May, 2005). How the body makes meaning: A new theory and its implications for education. Department of Psychology, University of Memphis.

Glenberg, A. M. (July, 2005). What it takes to make a neural network embodied. Lessons from Language Comprehension. Presented at the summer school on Neural network models of perception, action and embodied knowledge. Department of Psychology, University of Bologna.

Glenberg, A. M. (October, 2005). Using emotion to understand language. Center for Interdisciplinary Research (ZiF) workshop, "Embodied communication." Bielefeld, Germany, October, 2005.

Glenberg, A. M. (November, 2005). Using emotion to understand language. Technical University of Berlin

Glenberg,A. M. (November, 2005). Towards the integration of bodily states, language,and action. Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany.

Glenberg, A. M. (November, 2005). What brains are for. Department of Psychology, Ludwig Maximilians University, Munich, Germany.

Glenberg, A. M. (December, 2005). On the limits of covariation. Garachico Workshop, Garachico, Spain.

Glenberg, A. M. (January, 2006). Towards the integration of bodily states, language,and action. Department of Neuroscience, Parma, Italy.

Glenberg, A. M. (February, 2006). On the limits of covariation. Department of Psychology, University College London.

Glenberg, A. M. (March, 2006). What brains are for. Department of Psychology, University of California, Merced.

Glenberg, A. M. (March, 2006). What brains are for. Department of Psychology, University of Bologna.

Glenberrg, A. M. (May, 2006). Toward the integration of bodily states, language, and action. Embodied Cognition Workshop, Hoefslag, The Netherlands.

Glenberrg, A. M. (May, 2006). Toward the integration of bodily states, language, and action. Department of Social, Cognitive and Quantitative Sciences, Reggio Emilia, Italy.

Glenberg, A. M. (June, 2006). Toward the integration of bodily states, language, and action. University of Pavia, Italy.

Glenberg, A. M. (June 2006). The embodiment of abstract language in the motor system. University of Ferrara, Italy.

Glenberg, A. M. (October, 2006). Contributions of action systems to language. Keynote address at the Netherlands Organization for Scientific Research (NWO) meeting, Active Memory: Pathways through the brain in memory and action. Doorwerth, The Netherlands.

Glenberg, A. M. (January, 2007). Premotor cortex, action control, and language. Arizona State University.

Glenberg, A. M. (January, 2007). What brains are for: A new theory and its implications for education. Arizona State University, Arts, Media, and Education Program.

Glenberg, A. M. (February, 2007). Premotor cortex, action control, and language. University of North Carolina – Charlotte.

Glenberg, A. M. (April, 2007). What brains are for: A new theory and its implications for education. Florida State University.

Glenberg, A. M. (April, 2007). Premotor cortex, action control, and language. Florida State University.

Glenberg, A. M. (April, 2007). The intimate link between action and cognition. University of Memphis.

Glenberg, A. M. (April, 2007). What brains are for: A new theory and its implications for education. Arizona State University, Department of Psychology.

Glenberg, A. M. (June, 2007). Premotor cortex, action control, and language. APA conference on Building Meaning from Language, Tufts University.

Glenberg, A. M. (June, 2007). Premotor cortex, action control, and language. Conference on Is a Neural Theory of Language Possible, Lecce, Italy.

Glenberg, A. M., Rüschemeyer, S-A., Kaschak, M. P., Sato, M., Cattaneo, L., Riggio, L., Buccino, G. (July, 2007). Grounding language in sensorimotor systems revealed by fMRI and TMS. Invited symposium on the neural science of discourse (A. Sanford, chair), Society for Text and Discourse, Glasgow, UK.

Glenberg, A. M. (March, 2008). Embodiment for Education. Invited address to Division C – Learning and Instruction, American Educational Research Association, New York, New York.

Glenberg, A. M. (May, 2008). Premotor cortex, action control, and language. University of Chicago.

Glenberg, A. M. (May, 2008). Gender, emotion, and language. University of California, San Diego.

Glenberg, A. M. (September, 2008). Who needs categories? Concepts from episodic representations. Integration and Transfer of Action and Language Knowledge Workshop. Rome, IT.

Glenberg, A. M. (February, 2009). Embodiment for Education. Applied Linguistics Prograsm, ASU.

Glenberg, A. M. (January, 2009). Embodiment as a unifying approach to psychology. Festschrift for Robert Bjork, Los Angeles.

Glenberg, A. M. (March, 2009). Embodiment as a unifying approach to psychology. CERI, ASU.

Glenberg, A. M. (May, 2009). Embodiment as a unifying approach to psychology. Invited Symposium on the Architecture of Cognition, Association for Psychological Science, San Francisco.

Glenberg, A. M. (July, 2009). Premotor cortex, action control, and language. Invited Keynote address, Society for Text & Discourse, Rotterdam, The Netherlands.

Glenberg, A. M. (October, 2009). Embodiment as a unifying approach to psychology. University of Nevada, Las Vegas.

Glenberg, A. M. (October, 2009). Premotor cortex, action control, and language. Math & Cognition seminar, ASU.

Glenberg, A. M. (October, 2009). Premotor cortex, action control, and language. CLL seminar, ASU.

Glenberg, A. M. (October, 2009). Using your body to understand language. Symposium on the Future of Cognitive Science, Festival della Scienza, Genoa, Italy.

Glenberg, A. M. (October, 2009). Embodiment as a unifying approach to psychology. University of Genoa, Italy.

Glenberg, A. M. (March, 2010). Embodiment for education. Middle Tennessee State University.

Glenberg, A. M. (March, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. New Mexico State University.

Glenberg, A. M. (March, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. Michigan State University.

Glenberg, A. M. (October, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. University of Arizona.

Glenberg, A. M. (October, 2010). Knowing beans: Human mirror mechanisms revealed through motor adaptation. San Francisco State University.

Glenberg, A. M. (October 2010). Premotor cortex, action control, and language. ARMADILLO conference, Texas A&M University.

Glenberg, A. M. (May, 2011). Knowing beans: Human mirror mechanisms revealed through motor adaptation. ASU, STEMnet.

Glenberg, A. M. (May, 2011). Knowing beans: Human mirror mechanisms revealed through motor adaptation. University of California, San Diego.

Glenberg, A. M. (May, 2011).  Moved by Reading:  Using embodied cognition to enhance early reading comprehension. Invited Address, Association for Psychological Science, Washington, D.C.

Soliman, T., & Glenberg, A. M. (September, 2011). Embodiment of culture revealed through visual perception. Paper presented at the invited symposium on Where embodiment is going, European Society for Cognitive Psychology, San Sebastian, Spain.

Glenberg, A M. (October, 2011). Adaptation reveals interactions between mirror mechanisms and language comprehension. Neurobiology of Embodied Language, Center for Interdisciplinary Studies, Bielefeld, Germany.

Glenberg, A. M. (September, 2012). *Moved by Reading*: Using Embodied Cognition to Teach Reading Comprehension. Paper presented in the symposium, How the Body Shapes the Mind, British Science Festival, Aberdeen, Scotland.

Glenberg, A. M. (September, 2012). Knowing beans: Human mirror mechanisms revealed through motor adaptation. University College London, London, UK.

Glenberg, A. M. (March, 2013). How Reading Comprehension is Embodied…and Why That Matters. Lindamood-Bell 18th International Conference, Anaheim, CA.

Soliman, T., Ferguson, R., & Glenberg, A. M. (April, 2012). “Wherever this flag is flown/We take care of our own…” Invited address, Institute for Humanities Research, Arizona State University, Tempe, AZ.

Glenberg, A. M. (September, 2013). Adaptation reveals interactions between mirror mechanisms and language comprehension. Embodied Language II, Christ College, Cambridge, UK.

Soliman, T., & Glenberg, A. M. (February, 2014). The embodiment of culture. Society for Personality and Social Psychology, Embodiment pre-conference. Austin, TX.

Glenberg, A. M. (July, 2014). Few believe the world is flat. Presidential Symposium, on Grounding conceptual knowledge: Embodiment and its alternatives. Canadian Society for Brain, Behaviour, and Cognitive Science. Toronto, CA.

Glenberg, A. M. (October, 2014). Embodiment for education. National Institute for Education Sciences, Beijing, China.

Glenberg, A. M. (November, 2014). Using embodied cognition to re-think the teaching of reading, math, and science. University of Salamanca, Salamanca, Spain.

Glenberg, A. M. (November, 2014). Sensorimotor processes (including prediction) fully constitute language comprehension. ThinkAct workshop, Heinrich Heine Universität, Dusseldorf, Germany.

Glenberg, A. M. (January, 2015). Extended consequences of joint action: The joint body schema hypothesis. University of Virginia.

Glenberg, A. M. (March, 2015). Consequences of joint action: Entanglement with your partner. Interdisciplinary Conference on Human Performance. Gold Canyon, AZ.

Glenberg, A. M. (September, 2015). Embodied cognition for kids. Embodied Cognition in Multi-Media Learning. Rotterdam, The Netherlands.

Glenberg, A. M. (November, 2015). Embodied cognition for kids. Washington University, St. Louis

Goodwin, B., Marino, A., Soliman, T., Munion, A., Blais, C., & Glenberg A. M. (January, 2016). Joint action ramps-up the mirror neuron system in the service of social learning. SPSP Preconference on Embodiment, San Diego, CA.

Glenberg, A. M. (March, 2016). Embodied cognition for kids. Tilburg University, The Netherlands.

Glenberg, A. M. (May, 2016). Joint action ramps-up the mirror neuron system in the service of social learning. University of California – Riverside.

Glenberg, A. M. (June, 2016). A theoretical introduction to embodied cognition. Presented at the International Closure Conference of the IDEX “The contribution of embodiment to literary and scientific teaching environments” Body, Cognition and Knowledge. Sorbonne Universités, Paris.

Goodwin, B., Marino, A., Soliman, T., Munion, A., Blais, C., & Glenberg A. M. (June, 2016). Joint action ramps-up the mirror neuron system in the service of social learning. Universidad de Salamanca, Spain.

Glenberg, A. M. (May, 2017). Embodied cognition for kids. Colorado State University.

Glenberg, A. M. (June, 2017). Individual differences reveal the embodied nature of language. Universidad de Salamanca, Spain.

Glenberg, A. M. (September, 2017). Individual differences reveal the embodied nature of language. Invited symposium, European Society for Cognitive Psychology, Potsdam, Germany.

Glenberg, A. M. (September, 2017). How embodiment explains abstract concepts (such as algebraic topology). Berlin School of Mind and Brain, Berlin, Germany.

Glenberg, A. M. (October, 2018). Embodiment for Education. Keynote address at dedication of research center, National Institute of Education Sciences, Qingyun, China.

Glenberg, A. M. (March, 2018). Embodied Cognition, Applied: Helping Children Read with Comprehension. Computer Assisted Language Learning, Arizona State University.

Glenberg, A. M. (March, 2018). Embodied Cognition, Applied: Helping Children Read with Comprehension. Arizona Psychology Undergraduate Research Conference, Arizona State University.

Glenberg, A. M. (May, 2018). Joint Action Ramps-up the Mirror Neuron System in the Service of Social Learning. Shirley Ryan Ability Lab, Northwestern University Medical Center, Chicago, Il.

Glenberg, A. M. (March, 2019). Embodied Cognition in Theory and Practice: How Behavior Becomes Thought. Gettysburg College, Gettysburg, PA.

Glenberg, A. M. (May, 2019). Embodied Cognition in Theory and Practice: How Behavior Becomes Thought. B. F. Skinner Lecture, ABAI, Chicago, IL.

Glenberg, A. M. (October, 2019). The Promise of Embodiment for Education. Embodiment and School conference, Salerno, Italy.

Glenberg, A. M. (October, 2019). Embodied Cognition Supercharges Technology-Enhanced Language Learning. Shanghai International Studies University, Shanghai, China.

Glenberg, A. M. (October, 2019). Embodiment and Learning of Abstract Concepts. Shanghai International Studies University, Shanghai, China.

Glenberg, A. M. (March, 2021). The Centrality of Emotion to Language. University of Tübingen, Tübingen, Germany.

Glenberg, A. M. (September, 2021). Embodied Cognition Supercharges Technology-Enhanced Language Learning. University of Tübingen Tübingen, Germany.

Glenberg, A. M. (September, 2021). Are ACEs High or Low? Embodied and Situated Language Processing conference.

Glenberg, A. M. (October, 2021). The Centrality of Emotion to Language. University of Salamanca, Salamanca, Spain.

Glenberg, A. M. (January, 2023). Embodied Cognition for Kids: Applying Principles of Embodiment to Education. Psychonomic Society One World Cognitive Psychology Seminar Series.

Conference Papers (all but most recent deleted to save paper)

Glenberg, A. M. (2005). *Meaning connects hand to speech*. In S. Goldin-Meadow and M Alibali (chairs), Does Gesture help learners learn? Symposium conducted at the meeting of the Society for Research in Child Development, April 2005.

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2005, Apr.). *Can text-relevant motor activity improve the recall of learning-disabled Native American children*? Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Jaworski, B. & Glenberg, A. M. (2005, April). *Making the connection between math & reading*. In E. Albro (Chair), Introduction to CASL program of research. Symposium conducted at the meeting of the American Educational Research Association, Montreal.

Glenberg, A. M. (July, 2005). *On the limits of covariation: How much grounding is enough*. Presented in A. M. Glenberg (chair), Symposium on Conceptual grounding in cognitive processes. Cognitive Science Society, Stresa, Italy.

Glenberg, A. M., & Brown, M. (2006, April). *The process of language comprehension: From abstract words to concrete ideas.* New perspectives on the role of concreteness in cognitive development and early education. Symposium conducted at the meeting of the American Educational Research Association, San Franciso.

Brown, M., & Glenberg, A. M. (2006, June). *Enhancing the Reading Comprehension of Small Groups Using a Manipulation Strategy* IES Research Conference, Washington, D.C.

Marley, S. C., Levin, J. R., & Glenberg, A. M.(2006, Aug.) *Improving Native American children's processing of written text through concrete visual representations*. Paper presented at the annual meeting of the American Psychological Association, New Orleans.

Glenberg, A. M. (2006, Nov). *Embodiment and education*. Paper presented at the annual meeting of the Psychonomic Society, Houston.

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Aug). *Improving Native American children's processing of written text through concrete visual representations.* Paper accepted (but not presented because of air traffic complications) at the American Psychological Association, New Orleans.

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Apr.). *Can text-relevant manipulations differentially improve Native American children's memory for atypical narrative events*? Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Angrave, L. C., & Glenberg, A. M. (2007, August). *Infant gestures predict verb production one year later.* Paper presented at the annual meeting of the American Psychological Association.

Marley, S. C., Levin, J. R., & Glenberg, A. M. (2007, Apr.) *Can Text-Relevant Manipulations Improve Native American Children’s Memory for Narrative Events?* Paper presented at the annual meeting of the Associatian for Psychological Science, Washington, D.C.

Brown, M., Glenberg, A. M., & Levin, J.R. (March, 2007). *Physical Manipulation Leads to Better Memory for New Words*. Paper presented at the meeting of the Society for Research in Child Development, Boston.

Scorolli, C., Glenberg, A., Borghi, A., Setti, A. (2007).*Language comprehension influences perception*. Workshop on Concepts, Actions, and Objects: Functional and Neural Perspectives. Rovereto, 19-22 April 2007.

Richmond, E. K., Brown, M. C., & Glenberg, A. M. (2007) *Learning science from text: The importance of grounding written words*. Poster presented at the Institute of Education Sciences, Washington.

Glenberg, A. M., Cattaneo, L., & Sato, M. (July, 2007).  *Grounding abstract language in action? Beans!*

Paper presented at the joint meeting of the Experimental Psychology Society and the Psychonomic Society, Edinburgh, UK.

Richmond, E. K., Glenberg, A., & Levin, J. (2008, March). *Learning science from text: The importance of grounding written words*. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association to be held in New York, NY.

Marley, S. C., Szabo, Z. R., Levin, J. R., and Glenberg, A. M. (2008, March). *Activity, Observed Activity, and Children’s Recall of Orally Presented Narrative Passages*. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association to be held in New York, NY.

Sato, M., Brisebois, A., Grabski, K., Basirat, A, Ménard, L, Glenberg, A. M., & Cattaneo, L. (October, 2008). Paper presented at the Speech and Face to Face Communication Workshop, Grenoble, France*.*

Glenberg, A. M., Lopez-Mobilia, G., Toma, M., McBeath, M., Sato, M., Cattaneo, L. (March, 2009). A behavioral method for studying mirror neurons: Repetitive action affects visual perception. Poster presented at the meeting of the Cognitive Neuroscience Society, San, Francisco.

Sato, M., Grabski,K., Brisebois, A., Glenberg, A. M., Basirat, A., M é nard, L., Cattaneo, L. (October, 2009). Use-induced motor plasticity affects speech perception. Poster presented at the Neurobiology of Language conference, Chicago.

Marsh, E. R., Glenberg, A. M., & Valdez, A. (November, 2009). The embodied statistician. Poster presented at the meeting of the Psychonomic Society, Boston, MA.

Havas, D.A. & Glenberg, A. M. (January,2010). Embodied mechanisms of social cognition: Cosmetic use of botulinum toxin affects emotional language processing. Symposium on Feeling, thinking, and the body: Developments in embodied cognition, Society for Personality and Social Psychology, Las Vegas, NV.

Perea, E. F.  & Glenberg, A.M. (2010). *Active Learning in Intro to Stats*. Refereed/ Competitively Selected Roundtable Presentation at the Annual Teaching Preconference Meeting of the Society of Personality and Social Psychology, Las Vegas, NV.

Wolford, J., Glenberg, A. M., Gibson, B. R., Goldberg A. B., & Zhu, X. (2010). Improving reading to improve math. Poster presented at the meeting of the Society for Text & Discourse, Chicago, IL.

Soliman, T., Gibson, A., & Glenberg, A. M. (November, 2010). Culture affects visual distance estimation. Paper presented at the meeting of the meeting of the Psychonomic Society, St. Louis, MO.

Marsh, E. R., & Glenberg, A. M. (November, 2010). Head orientation contributes to visual statistical learning. Poster presented at the meeting of the meeting of the Psychonomic Society, St. Louis, MO.

Glenberg, A. M., & Zarr, N. (December, 2011). (Almost) definitive evidence for a mirror neuron system contribution to language comprehension. Paper presented at the ASUofA Cognitive Science Conclave, Tucson, AZ.

 Zarr, N., & Glenberg, A. M. (August, 2011). (Almost) definitive evidence for a mirror neuron system contribution to language comprehension. Poster presented at the Embodied and Situational Language Processing conference, Newcastle Upon Tyne, UK.

Soliman, T., Ferguson, R., & Glenberg, A. M. (November, 2012). “Wherever this flag is flown/We take care of our own…” Paper presented at the meeting of the meeting of the Psychonomic Society, Minneapolis, MN.

Soliman, T., Ferguson, R., & Glenberg, A. M. (March, 2013). “Wherever this flag is flown/We take care of our own…” Paper presented at the meeting of the meeting of the Society for Experimental Psychologists, Providence, RI.

Yun, D., Marcanti, M., Tsinajinie, E., Charles, T., Kupfer, A. S., & Glenberg, A. M. (2013, April). Teaching Listening Skills to Preschool Children Through the Use of Embodied Cognition. Poster session presented at the 6th annual conference of the Four Corners Association for Behavior Analysis, Flagstaff, AZ.

Glenberg, A.M. & Johnson-Glenberg, M. (April, 2013). Concrete models in teaching reading comprehension and physics. Paper presented at the meeting of the meeting of the Society for Research in Child Development, Seattle, WA.

Adams, A., Restrepo, M. A., & Glenberg, A.M. (November, 2013). An English-Only & Bilingual Version of the Moved by Reading Intervention in an ELL Population. Poster presented at the meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Danielescu, A., Walker, E., Glenburg, A., Restrepo, M.A., & Adams, A. (2014). Using Embodied Cognition to Teach Reading Comprehension to ELLs. Paper presented at the  Gesture-based Interaction Design: Communication and Cognition Workshop at CHI 2013. Toronto, Canada.

Adams, A., Restrepo, M. A., & Glenberg, A.M., Walker, E., & Danielescu, L. (July, 2014). An English-Only & Bilingual Version of the Moved by Reading Intervention in an ELL Population. Poster presented at the meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Adams, A., Restrepo, A., & Glenberg, A. (October, 2014). An embodied intervention enhances Spanish reading comprehension. Experimental Psycholinguistics Conference, Madrid, Spain.

Goodwin, B., Marino, A., Soliman, T., Munion, A., Blais, C., & Glenberg, A. (December, 2015). Joint action ramps-up the mirror neuron system in the service of social learning. ASUofA Cognitive Science Conclave, Tucson, AZ.

Díez-Álamo, A. M., Díez, E., Alonso, M. A., Glenberg, A. M., & Fernandez, A. (July, 2016). The action-sentence compatibility effect (ACE): Implication for long-term memory. International Conference on Memory, Budapest, Hungary.

Adams, A., Glenberg, A., & Restrepo, M. A. (December, 2016). An Embodied Reading Interventionfor Spanish Monolinguals. Paper presented at the ASUofA Cognitive Science Conclave, Tempe, AZ.

Walker, E., Wong, A., Fialko, S., Restrepo, M. A., & Glenberg, A. M. (June, 2017). EMBRACE: Applying Cognitive Tutor Principles to Reading Comprehension. Poster presented at Artificial Intelligence in Education, Wuhan, China.

Morey, R.D., Glenberg, A. M., Kaschak, M. P., Lakens, D., Zwaan, R. A. (November, 2018) Testing the action-sentence compatibility effect: A pre-registered, multi-lab, Collaborative replication. Paper presented at the Annual Meeting of the Psychonomic Society, New Orleans.

Gomez, L., Restrepo, M., Walker, E., Glenberg, A. (March, 2019). Enhancing Latino Parent Question-Asking Strategies During Shared Reading. Society for Research in Child Development. Baltimore, MD.

Adams, A., Restrepo, M. A., Glenberg, A., Peter, B. (July, 2019). The role of oral and manual fine motor skills in predicting language and reading performance among dual language learners. Society for the Scientific Study of Reading, Toronto, CA

Glenberg, A.M., Marji, M.L., Schwartz, C., Kupfer, A., Nguyen, T., & Blais, C. (December, 2019). *Learning to Listen*. [Poster presentation]. Annual ASU/UA Cognitive Science Conclave, Tucson, AZ, United States.

Gómez, L. E., Glenberg, A. M., Badilla, M., Restrepo, Ma. L., & Walker, E. (December, 2019). *Action, not technology enhances comprehension*. Annual ASU/UA Cognitive Science Conclave, Tucson, AZ, United States

Gómez, L., Narayanan, A., Nguyen, T., Blais, C., Walker, E., Restrepo, M., Glenberg, A. (April, 2021). Using EMBRACE to Encourage Dual-Language Dialog and Reading Comprehension. Society for Research in Child Development.

Gómez, L. E., Glenberg, A. M. (September, 2021). *Two types of action improve children’s informational text comprehension*. Embodied and Situated Language Processing.

Chennupati, S., Acosta, J., Restrepo, M. A., Glenberg, A., Gómez, L., Walker, E. (2022, November 17-19). *Parent Teaching Using Intelligent Tutoring System to Improve Question-Asking during Shared Reading in Latine Families.* American Speech-Language-Hearing Association Convention, New Orleans, LA.

Research Grants

Principal Investigator, NIMH Grant No. MH 26643, Repetition Effects in Human Memory, 1975-1981.

Principal Investigator, University of Wisconsin Graduate School Grant No. 160076, Repetition Effects in Human Memory, 1976-1977.

Principal Investigator, University of Wisconsin Graduate School Grant No. 180299, Human Experimental Psychology: Visual Perception, Learning, and Memory, 1977-1978.

Co-Principal Investigator (with W. Epstein and A. Wilkinson), Spencer Foundation Grant, The Illusion of Knowing, 1978-1979.

Principal Investigator, Biomedical Research Support Grant 101061, The Illusion of Knowing, 1979-1980.

Principal Investigator, University of Wisconsin Graduate School Grant No. 120150, Long-term Recency and Retrieval from Episodic Memory, 1981.

Co-Principal Investigator, Biomedical Research Support Grant No. 111135, Tolerance to the Disruptive Effects of Alcohol on Human Cognitive Processes, 1981.

Co-Principal Investigator, Wisconsin Research and Development Center (NIE), The Illusion of Knowing: Failure in the Self-Assessment of Comprehension of Expository Text, 1981-1985.

Principal Investigator, Biomedical Research Support Grant No. 131153, Department of Psychology, Computer-Controlled Auditory Stimulus Laboratory, 1982-1983.

Principal Investigator, University of Wisconsin Graduate School Grant No. 130614, A Retrieval-Based Explanation of Echoic Persistence, 1982-1983.

Co-Principal Investigator, Office of Naval Research, Calibration of Comprehension, 1985-1986.

Principal Investigator, National Science Foundation, Temporally Guided Retrieval from Memory, 1985-1988.

Principal Investigator, University of Wisconsin Graduate School Grant No. 890200, Time and Mind: Representation and Use of Temporal Codes in Information Processing, 1988-1989.

Principal Investigator, Air Force Office of Scientific Research, Integration of Pictures and Discourse, 1989-1992.

Principal Investigator, Air Force Office of Scientific Research, AASERT Grant, Processes Involved in

the Integration of Pictures and Discourse, 1992-1995.

Principal Investigator, University of Wisconsin Graduate School, Understanding Pictures and Text, 1993.

Principal Investigator, University of Wisconsin Graduate School, Measuring Suppression in

Language Comprehension and Recollective Memory, 1994-1995.

Principal Investigator, University of Wisconsin Graduate School, Indexical Understanding of

Instructions, 1998-99.

Co-Principal Investigator (with Wayne Becker, Biology), DoIT Teaching and Learning with Technology: "3D Interactive Software for Teaching Cell Biology." 2000.

Principal Investigator, Vilas Associates Award, “Indexical Approach to Reading Comprehension in First and Second Grade Readers,” 2001-2002.

Principal Investigator, University Industry Relations, I&EDR Grant, “Enhancing Early Reading Comprehension,” 2003

Principal Investigator, National Science Foundation, “Embodied Processing of Verbal and Numerical Information,” 2003-2006.

Principal Investigator, National Science Foundation, “Perception and action systems in high-level cognition” 2003-2007.

Principal Investigator, Department of Education, “Training indexing to enhance meaning extraction in young readers” 2003-2007.

Principal Investigator, National Science Foundation, “Symbols, embodiment, and meaning: A workshop and debate,” 2005-2007.

Principal Investigator, University of Wisconsin Graduate School, Hand-on Comprehension in School Environments, 2007-2008.

Training Faculty, Training in Language: Integrating Acquisition and Adult Performance, funded by the National Institute of Child Health and Human Development, 2005-2007.

Training Faculty, Interdisciplinary Training Program in Education Sciences, Department of Education

Principal Investigator, National Science Foundation, “Symbol Grounding as an Educational Tool,” 2008-2010.

Co-PI, MacArther Foundation, “Gaming *SMALLab*: a game-like approach to embodied learning,” 2008-2009.

Co-PI, National Science Foundation, “Embodied STEM learning across technology-based learning environments,” 2010-2015.

Co-PI, Institute for Humanities Research, “Altering Implicit Stereotypes through Performance: The Role of Motor Resonance in Shaping Unconscious Associations,” 2012-2013.

PI, CLAS Research Scholarship, “Using the Joint Body Schema to Measure and Reduce Cross-Cultural Prejudice,” 2013.

PI, National Science Foundation, “DIP: EMBRACEing English Language Learners with Technology,” 2013-2017.

PI, National Science Foundation, “Parent-EMBRACE: An Embodied ITS for Improving Comprehension during Parent-Child Shared Reading,” 2019-2021.

ASU Service

 2008 – elected to PAC

* Honors Committee
* Cognitive Psychology search committee (West Campus)
* Mentor for Assistant Professor Serena Carpenter (Downtown Campus)

 2009 – elected to FEC

 2009 – elected chair of Personnel Committee

 2010 – ad hoc Human Subjects Committee

 2010/11 – Senior Scientist Learning Science Institute Search Committee

 2010/11 – Human Neuroscience Search Committee

 2011/12 – Regents’ Professorship Nominating Committee (Chair, 2012)

 2011 – elected chair of Cognitive Science area

ASU Student Committees

 2008/2009 Graduate

 Eric Hessler (PhD)

 Christine Covas (PhD)

 Thomas Crawford (Master’s)

 Ryan Ferguson (Master’s)

 Laura Gonzales (Master’s)

 Megan Papesh (Masters ,Comps, dissertation)

 Anthony Barnhart (Masters)

 Andre Valdez (PhD)

 Chad Mortensen (PhD)

 Elizabeth Marsh (First Year, Chair)

 Tamer Soliman (First Year, Chair)

 Matt Lancaster (comps)

 Undergraduate

 Lyndsey Cwikla

 Sarah Foley (Honors thesis)

 Daniel Forrest

 Namratha Gudemaranahalli

 Gabriel Lopez-Mobilia (Honors thesis)

 Matt Moffat

 Tristan Platt

 Brandon Raehl

 Lida Rahimi-Basir

 Michael Toma

 Maria Tourtchaninova

 Jon Willford (Honors Thesis)

 Amanda Winkler

 Sarah Jensen

 Chelsea Spaulding

 Jenel Murry

 Jessica Duenski

 Omid Vasefi

 Desha Ervin

 David Head

 Adam Brodie

 Noah Zarr (Honors thesis)

 Mathew Dexheimer

 Alison Gibson (Senior Thesis)

 Ashley Eaton

 Devan Watson

 Kristen Pantermarakis

 Hannah Rakestraw

 Mark Strom

 Kelsey Corallo

 Kelsey Glavee

ASU Courses Taught

 2008

 Psychology 591 – Embodied Cognition

 Psychology 230 – Introduction to Statistics

 2009

 Psychology 230 - Introduction to Statistics

 Psychology 591 – Mirror neurons

 2010

 Psychology 498/591 – Embodied Cognition

 Psychology 497 – Honors Seminar

 Psychology 598 – CAP Seminar

 2011

 Psychology 598 – CAP Seminar

 Psychology 230 - Introduction to Statistics

 2012

 Psychology 598 – CAP Seminar

 Psychology 498/591 – Embodied Cognition

Media Contacts

 February, 2021, The Dissenter, [https://youtu.be/HYvy1XIF8sA](https://urldefense.com/v3/__https%3A/youtu.be/HYvy1XIF8sA__;!!IKRxdwAv5BmarQ!J_CCUsbTitvqY4Bjz5MmEo2JZEMaSGdcqZO0jDJcTwjxZs3VF1wl_bydoUyX-i_figXOZA$)

 July, 2019, Academic Minute Broadcast, WAMC Northeast Public Radio

 May, 2019, Der Spiegel 25. Mai 2019, Warum Sie sich an die schönsten Tage Ihrer Kindheit nicht erinnern

 February, 2019, Midnight in the Desert broadcast

 January, 2019, Quartz

 January, 2019, The Conversation. This piece was reprinted in (among others): Undark, Business Insider, The Raw Story, HuffPost, HoffPost Mexico, Medical Xpress, Flipboard, Univsion, Newsify, InnerSelf, San Francisco Chronicle, Lee Enterprises, Inoreader, Albany Times-Union, Idaho Press-Tribune, Houston Chronicle, Menafn, Laredo Morning Times, San Antonio Express-News, Seattle Post-Intelligencer, Bozeman Daily Chronicle

 October, 2017, *The Hechinger Report*, When Body Meets Mind in Learning

 September, 2016, *Nautilus*, For Kids, Learning is Moving

 January, 2016, *Scientific American Mind*, Can Another Body be Seen as an Extension of Your Own?

 October, 2015, *The New York Times*

 October, 2014, *Scholastic Parent & Child*

July, 2014, *Scientific American Mind*

 July, 2014, *Slate* (Future Tense), The Body Learns

 April 22, 2014 *Scientific American*, Language moves your inner dancer

 April 21, 2014 *The Brilliant Blog*, Making stories come alive

 March 14, 2013, *APS News,* On how the body affects the mind

 March 8, 2013, *CBS News SmartPlanet*, On how the body affects the mind

 January, 2011, *Scientific American Mind*, Body of Thought

 2009, *Brain Science Podcast*, Embodied Cognition