

JULIE MARKANT, PH.D.
Department of Psychology
2007 Percival Stern Hall
Tulane University
New Orleans, LA 70118
Email: jmarkant@tulane.edu
Website: <https://lbdlab.tulane.edu/>

ACADEMIC APPOINTMENTS

- 2015 – present Assistant 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

EDUCATION

- 2010 – 2015 Postdoctoral Research Associate, Department of Cognitive, Linguistic, & Psychological Sciences, Brown University, Providence, RI
Mentor: Dima Amso, Ph.D.
- 2007 – 2010 Ph.D. in Child Psychology, Institute of Child Development, University of Minnesota, Minneapolis, MN
Mentor: Kathleen M. Thomas, Ph.D.; Dissertation committee members: Drs. Matthew Chafee, Michael Georgieff, & Melissa Koenig
- 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

- 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

- Simons Foundation Total Costs: \$500,000
Autism Research Initiative-Human Cognitive and Behavioral Science
12/1/2021 – 11/202023
Quantitative and remote methods to study early cognitive development and heterogeneity in ASD
Role: Consultant (PIs Drs. Elena Tenenbaum & Shafali Jeste)

Submitted, Pending

R01 HD108325-01A1

Total Costs: \$2,326,874

National Institute of Health (NICHD)

Dates: 9/1/22 – 8/31/27

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

Role: Principal Investigator

Scored at 24th percentile (PO 6/29/22: "score is within a fundable range for Early-Stage Investigators"; Council scheduled for 10/22)

Portuguese Foundation for Science and Technology (FCT)

Submitted March 2022

VisEnLearn: Exploring the influence of (ir)relevant visual environments on learning achievements of school-aged children

Role: Consultant (PI Dr. Pedro F.S. Rodrigues)

Submitted But Not Funded (Selected)

R01 HD108325-01

Total Costs: \$2,253,533

National Institute of Health (NICHD)

Dates: 4/1/22 – 3/31/27

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

Role: Principal Investigator

Scored at 26th percentile

National Science Foundation

Total Costs: \$711,196

Education and Human Resources Core Research Program

Dates: 7/1/22 – 6/30/26

Exploring STEM learning environments: Selective attention as a mechanism that optimizes learning from multiple relevant inputs in early childhood.

Role: Principal Investigator

R01 HD103846-01A1

Total Costs: \$1,717,759

National Institute of Health (NICHD)

Dates: 7/1/21 – 6/30/26

Identifying social-motivational predictors of attention orienting to caregivers in infancy

Role: Principal Investigator

Scored at 39th percentile

R01 HD103846-01

Total Costs: \$1,803,056

National Institute of Health (NICHD)

Dates: 9/1/20 – 8/31/25

Identifying social-motivational predictors of attention orienting to caregivers in infancy

Role: Principal Investigator

Jacobs Foundation

Total Costs: \$155,578

Research Fellowship Program

Dates: 1/1/21 – 12/31/23

Engaging attention to promote children's learning from complex environments

Role: Principal Investigator

Semi-finalist (top 15%)

Jacobs Foundation
Research Fellowship Program
Dates: 1/1/18 – 12/31/20
Neurobehavioral mechanisms linking attention and environmental complexity to individual differences in early learning
Role: Principal Investigator
Semi-finalist (top 15%)

Total Costs: \$150,000

Jacobs Foundation
Research Fellowship Program
Dates: 1/1/17 – 12/31/19
Impacts of genetics and socioeconomic status on individual differences in infants' attention and learning outcomes
Role: Principal Investigator
Semi-finalist (top 15%)

Total Costs: \$150,000

Louisiana Board of Regents
Research Competitiveness Subprogram
Dates: 6/1/17 – 5/31/20
Dopaminergic mechanisms of attentional learning in infant development
Role: Principal Investigator

Total Costs: \$146,555

Completed, Internal

University Senate Committee on Research Fellowship
Dates: 2015 - 2016
Mechanisms of bidirectional attention-learning interactions in development
Role: Principal Investigator

Total Costs: \$10,000

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

Psi Chi Honor Society in Psychology
Jill King, \$1500, 2018 – 2019

Sigma Xi Grants-in-Aid of Research
Jill King, \$1000, 2019 - 2020

Tulane Honor's Program Undergraduate Summer Research Award
Matt Coleman, \$1000, Summer 2016
Leah Vaidya, \$2000, Summer 2019

Tulane Center for Engaged Learning and Teaching Summer Research Award
Savannah McNair, \$2000, Summer 2020
Savannah McNair, \$2055, Summer 2021 (*declined*)

PUBLICATIONS

*Denotes graduate mentee; underline denotes undergraduate mentee

Manuscripts Under Review

Swales, D.A., **Markant, J.**, Hennessey, E.P., Glueck, D.H., Hankin, B.L., & Davis, E.P.D (in revision). Infant negative affectivity and patterns of affect-biased attention.

Published Journal Articles

- Hunter*, B.K. & **Markant, J.** (in press). Caregiver faces capture 6- to 10-year-old children's attention orienting during an online visual search task. *Developmental Psychology*.
<https://doi.org/10.1037/dev0001420>
- King*, J. & **Markant, J.** (2022). Selective attention to lesson-relevant competing 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>
- Amso, D. & **Markant, J.** (2011). Self-regulation: A comprehensive overview of an interdisciplinary topic. *PsycCRITIQUES*, 56(48).

Book Chapters

- 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. & **Markant, J.** (in preparation). Own- and other-race faces capture 6- to 10-year-old children's attention orienting to a similar extent in an online visual search task.
- 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.
- King*, J., Marcus*, T., & **Markant, J.** (in preparation). Individual differences in selective attention and engagement shape students' learning from visual cues and instructor presence during online lessons.
- Marcus*, T., Hodel, A., Thomas, K.M., & **Markant, J.** (in preparation). Inhibition of return at 7 months predicts inhibitory control in early childhood.
- Tholen, K. & **Markant, J.** (in preparation). Differential effects of working memory on attention capture among musicians and non-musicians.

PRESENTATIONS

Peer-Reviewed Presentations

*Denotes graduate mentee; underline denotes undergraduate mentee

Marcus*, T., King, J., & **Markant, J.** (2022, November). *Attending to visual cues and peer videos differentially affects college students' learning during online lessons*. Poster submitted to the Psychonomics Society Annual Meeting, Boston, MA.

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 to be 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.

Keenan*, B. & **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.
- 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.
- Keenan*, B., Offen, K., & **Markant, J.** (2018, November). *Reward learning biases selective attention among 9-to-12-month-old infants*. Poster presented at the International Society for Developmental Psychobiology, San Diego, CA.
- King*, J. & **Markant, J.** (2018, November). *Children's learning from distraction varies by selective attention ability*. Poster presented at the Society for Neuroscience, San Diego, CA.
- King*, J. & **Markant, J.** (2018, November). *Children's learning from distraction varies by selective attention ability*. Poster presented at the International Society for Developmental Psychobiology, San Diego, CA.
- Noonan*, C. & **Markant, J.** (2018, July). *Gaze cueing in six-month-olds following emotional infant-directed messages*. Poster presented at the International Congress on Infant Studies, Philadelphia, PA.
- King*, J. & **Markant, J.** (2017, November). *Distractor suppression and memory performance in school-aged children*. Poster presented at the International Society for Developmental Psychobiology, Washington, DC.
- Markant, J.**, Hodel, A., Offen, K., LaCoursiere, C., Hercules, H.J., & Thomas, K.M. (2017, April). *Socioeconomic status in infancy predicts concurrent learning outcomes and early childhood working memory performance*. Poster presented at the Society for Research in Child Development, Austin, TX.
- Markant, J.**, Hodel, A., Offen, K., Sherman, S.J., Senich, K.L., Cicchetti, D., & Thomas, K.M. (2017, April). *COMT genotype and infant attention and learning predict early childhood executive functions*. Poster presented at the Society for Research in Child Development, Austin, TX.
- Noonan*, C., & **Markant, J.** (2017, April). *Meaningfully distinct infant-directed faces influence gaze-cueing in six-month-olds*. Poster presented at the Society for Research in Child Development, Austin, TX.
- Offen, K., **Markant, J.**, Hodel, A.H., Hercules, H.J., LaCoursiere, C., & Thomas, K.M. (2017, April). *Socioeconomic status in infancy moderates the relationship between birth weight and early childhood IQ in a low-risk sample*. Poster presented at the Society for Research in Child Development, Austin, TX.
- Markant, J.**, Hodel, A., Offen, K., Sherman, S.J., Senich, K.L., Cicchetti, D., & Thomas, K.M. (2016, November). *Infant cognition and COMT genotype predict early childhood executive functions*. Paper presented at the International Society for Developmental Psychobiology, San Diego, CA.
- Gunther, K., **Markant, J.**, Martino, R., & Amso, D. (2016, May). *The relation between attention orienting in infancy and executive control in early childhood*. Poster presented at the International Congress on Infant Studies, New Orleans, LA.
- Nussenbaum, K., **Markant, J.**, & Amso, D. (2016, April). *Increasing distractor set size reduces conceptual interference during target encoding*. Poster presented at the Cognitive Neuroscience Society, New York, NY.

- Talge, N.M., Tudor, B., **Markant, J.**, & Kileny, P.K., (2016, June). *Auditory brainstem responses and their association with autism spectrum disorder: A systematic review*. Poster presented at the Society for Pediatric & Perinatal Epidemiologic Research Meeting, Miami, FL.
- Ackerman, L., **Markant, J.**, & Amso, D. (2015, March). *Selective attention mitigates the relationship between socioeconomic status and memory in infancy*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Andrews, L., MacDonald, J., **Markant, J.**, & Nyhus, E. (2015, March). *Selective attention and memory: Event-related potentials and the IOR effect*. Poster presented at the Cognitive Neuroscience Society, San Francisco, CA.
- LaPlante, M., Hodel, A., Senich, K., Friesen, **Markant, J.**, & Thomas, K.M. (2015, March). *Relationship between infant attention & temperament and later executive functions*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Andrews, L., MacDonald, J., **Markant, J.**, & Nyhus, E. (2014, November). *Selective attention and memory: Event-related potentials and the IOR effect*. Poster presented at the Society for Neuroscience, Washington, D.C.
- Markant, J.** & Amso, D. (2014, November). *An attentional but not racial bias underlies the other-race effect in infancy*. Paper presented at the International Society for Developmental Psychobiology, Washington, D.C.
- Markant, J.**, Oakes, L.M., & Amso, D. (2014, July). *Selection via suppression counteracts the other-race effect among 9-month-old infants*. Poster presented at the International Conference on Infant Studies, Berlin, Germany.
- Markant, J.** & Amso, D. (2013, April). *Attention modulates the effects of intelligence on recognition memory during the school years*. Paper presented at the Society for Research in Child Development, Seattle, WA.
- Markant, J.** & Amso, D. (2013, October). *Selective attention moderates 4-month-olds' categorization*. Poster presented at the Cognitive Development Society, Memphis, TN.
- Markant, J.** & Amso, D. (2013, September). *Attention moderates the effects of memory encoding and subsequent item recognition: Evidence from combined eye tracking and fMRI*. Poster presented at the Flux Congress on Integrative Developmental Cognitive Neuroscience, Pittsburgh, PA.
- Markant, J.**, Worden, M.S., & Amso, D. (2013, November). *Attention moderates the effects of memory encoding and subsequent item recognition: Evidence from combined eye tracking and fMRI*. Poster presented at the Society for Neuroscience, San Diego, CA.
- Amso, D., Tenenbaum, E., Haas, S., **Markant, J.**, & Sheinkopf, S. (2012, November). *Influences on gaze direction in autism*. Poster presented at the International Society of Developmental Psychobiology, New Orleans, LA.
- Markant, J.** & Amso, D. (2012, June). *Selective attention promotes category learning among 9-month-old infants*. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.
- Markant, J.**, Cicchetti, D., Hetzel, S.R., & Thomas, K.M. (2012, June). *COMT polymorphisms contribute to individual differences in infants' sensitivity to novel information*. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.
- Markant, J.**, Cicchetti, D., Hetzel, S.R., & Thomas, K.M. (2011, November). *Genetic contributions to cognitive flexibility in infancy*. Paper presented at the International Society of Developmental Psychobiology, Washington, DC.

- Markant, J.** & Amso, D. (2011, October). Selective attention promotes learning and memory across development. In J. Markant & D. Amso (Co-Chairs), *Attention and memory interactions across development*. Symposium conducted at the Cognitive Development Society, Philadelphia, PA.
- Markant, J.** & Thomas, K.M. (2011, October). *Selective attention constrains infants' learning of competing information*. Poster presented at the Cognitive Development Society, Philadelphia, PA.
- Van Den Heuvel, S.E., Hodel, A.S., **Markant, J.**, & Thomas, K.M. (2011, March). *Effects of procedural variations on implicit sequence learning in preschool-aged children: Role of task pace and accuracy feedback*. Poster presented at the Society for Research in Child Development, Montreal, QC Canada.
- Hodel, A.S., **Markant, J.**, & Thomas, K.M. (2010, March). *Development of covert attention in low-risk preterm infants*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Kummer, K.K., **Markant, J.**, Cicchetti, D., Hetzel, S., Van Den Heuvel, S.E., Hodel, A.S., & Thomas, K.M. (2010, March). *Genetic polymorphisms contributing to individual differences in infants' selective attention*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Markant, J.**, Hodel, A.S., Van Den Heuvel, S.E., & Thomas, K.M. (2010, March). *Stability of spatial selective attention among 7-month-old infants*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Quinn, A., **Markant, J.**, Hodel, A.S., Van Den Heuvel, S.E., & Thomas, K.M. (2010, March). *Cognitive and behavioral correlates of infants' birth weight and rate of growth*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
- Hodel, A.S., Cirilli, J., **Markant, J.**, & Thomas, K.M. (2009, April). *Implicit sequence learning in preschool-aged children: A comparison of fixed- and self-paced paradigms*. Poster presented at the Society for Research in Child Development, Denver, CO.
- Markant, J.**, Hodel, A.S., & Thomas, K.M. (2009, April). *The role of eye movements in spatial learning*. Poster presented at the Society for Research in Child Development, Denver, CO.
- Markant, J.**, Grubba-Derham, J.J., Cirilli, J., & Thomas, K.M. (2007, March). *Domain-specific development of implicit sequence learning*. Poster presented at the Society for Research in Child Development, Boston, MA.
- Aslin, R.N., Fiser, J., Lathrop, A., Rothkopf, C., & **Markant, J.** (2006, July). *An infant's eye view of the world: Implications for learning in natural contexts*. Paper presented at the International Conference on Infant Studies, Kyoto, Japan.

Invited Presentations

- Markant, J.** (2022). *Focus and flexibility in developing selective attention control*. Talk presented at Centre for Brain and Cognitive Development, Birkbeck, University of London. .
- Markant, J.** (2022). *Focus and flexibility in developing selective attention control*. Talk presented at Department of Psychology, University of New Orleans, New Orleans, LA.
- Markant, J.** (2019). *Learning from relevant distraction during early childhood*. Talk presented at Child and Adolescent Psychiatry Grand Rounds, Tulane University, New Orleans, LA.
- Markant, J.** (2019). *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). *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). *Learning from distraction during development*. Talk presented at Department of Psychology, Louisiana State University, Baton Rouge, LA.
- Markant, J.** (2017). *Attention and memory interactions across development*. Talk presented at Child and Adolescent Psychiatry Grand Rounds, Tulane University, New Orleans, LA.
- Markant, J.** (2016). *Selective attention and memory across development*. Talk presented at the Tulane University Neuroscience Seminar Series, New Orleans, LA.
- Markant, J.** (2014). *Selective attention and memory across development*. Talk presented at Department of Psychology, Bowdoin College, Bowdoin, Maine.
- Markant, J. & Amso, D.** (2012). *Attention and memory interactions across development*. Talk presented at the Mortimer D. Sackler Winter Conference on Developmental Psychobiology, Kōhala, Oahu, Hawaii.
- Markant, J.** (2009). *Look and learn: The role of eye movements in implicit spatial learning*. Talk presented at the Center for Cognitive Sciences Spring Research Day, University of Minnesota, Minneapolis, MN.
- Markant, J.** (2008). *Covert attention and learning across development*. Talk presented at the Center for Cognitive Sciences Spring Research Day, University of Minnesota, Minneapolis, MN.
- Markant, J.** (2007). *Domain-specific development of implicit sequence learning*. Talk presented at the Center for Cognitive Sciences Spring Research Day, University of Minnesota, Minneapolis, MN

Local/Non-Peer Reviewed Presentations

*Denotes graduate mentee; underline denotes undergraduate mentee

- 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

Tholen, K. & Markant, J. (2018, August). *Examining the relationship between working memory and selective attention among musicians and non-musicians*. Poster presented at the Tulane University Research Program in Neuroscience Summer Program, New Orleans, LA.

Coleman, M., Markant, D., Offen, K., & Markant, J. (2018, February). *The interaction of positive prediction error and active learning on memory*. Poster presented at the Tulane University Health Sciences Research Day, 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

- Cruse, A. & Markant, J. (2016, August). *Visual spatial selective attention and musical experience*. Poster presented at the Tulane University Research Program in Neuroscience Summer Program, New Orleans, LA.
- Sherman, S.J., Hodel, A.S., **Markant, J.**, & Thomas, K.M. (2015). *Effects of genes on individual differences in executive function development in preschool-aged children*. Poster presented at the University of Minnesota Undergraduate Research Symposium, University of Minnesota.
- Markant, J.** (2010, April). *Selective attention and individual differences in infant learning*. Poster presented at the Doctoral Dissertation Fellowship Research Showcase, University of Minnesota.
- Lathrop, A.L., **Markant, J.**, & Aslin, R.N. (2005, April). *Eye movements as a measure of pattern learning in six-month-old infants*. Poster presented at the ESRC Symposium on the Development of Object Knowledge, Yale University.

RESEARCH MENTORSHIP

Doctoral Research Supervisor

- 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, University of California, 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 Research Supervisor

- 2022 – present Sarah Bender, Neuroscience, Tulane University
- 2022 – present Joy Fu, Psychology, Tulane University
- 2022 – present Carson Heward, Public Health, Tulane University
- 2022 – present Keerthana Krishnan, Public Health & Psychology, Tulane University
- 2021 – present Fiona McDermut, Psychology, Tulane University
- 2022 – present Sophia Nahabedian, Psychology & Art Studio, Tulane University
- 2022 – present Carsyn Olivier, Psychology & Spanish, Tulane University
- 2021 – present Anna Wood, Psychology, Tulane University

Past

Neuroscience: Rachel Aber (2018 - 2019), Roumina Adab (2020 – 2022); Christina Attia (2016 - 2018), Matt Coleman (2015 - 2018); Kimberly Cortez (2018 - 2019), Sydney Greenlee (2019-2020), Monica Holler (2016 - 2018), Jackie Kandalaft (2018 - 2019), 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), Samantha Loberg (2017), Savannah McNair (*Louis Stokes LA Alliance for Minority Participation Scholar*, 2018 – 2021), Ramal Rauf (2021 – 2022); Mary Snellings Inabnett (2019 - 2020), Samantha Spirt (2021), Leah Vaidya (2018 – 2020)

Public Health: Daisy Ellis (2019 -2021)

Dissertation Committees Chaired

- 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

- In progress **Taylor Marcus** (Neuroscience)
- 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

- In progress **Anna Wood** (Psychology)
- 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; Current position: Lab Manager, Michigan State University
- 2020 **Leah Vaidya** (Psychology), The effects of selective attention and socioeconomic status on science knowledge among 3- to 5-year-old children.
Current position: Lab Coordinator, Wesleyan University
- 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; Current position: Medical Student, LSU Health Shreveport
- 2018 **Matt Coleman** (Neuroscience), The interaction of positive prediction error and active learning on memory.
Awarded the Arnold Gerall Prize in Neuroscience; Current position: Ph.D. Student, Department of Psychology, Northeastern University
- 2018 **Monica Holler** (Psychology & Neuroscience), Effects of prior reward learning on temporal attention allocation in an attentional blink task.
Current position: Research Assistant, Yale School of Medicine

2017 **Alyssa Cruse** (Neuroscience), The effects of musical experience on spatial visual selective attention.
Current position: Internal Medicine Resident, Emory School of Medicine

Dissertation Committee Member

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: Maria Kinsey (Neuroscience)

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

Masters Thesis Committee Member

In progress: Caroline Mayberry (Psychology)

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

Undergraduate Honors Thesis Committee Member

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

TEACHING

Courses Taught at Tulane

Undergraduate

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

PSYC 7030	<i>Cognitive Neuroscience</i>	Spring 2021
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, Fall 2018
NSCI 6660	<i>Psychedelics</i>	Spring 2022
NSCI 6730	<i>Neurodevelopment & Disease</i>	Spring 2020, Spring 2021, Spring 2022
Tulane Med Sch	<i>Child Psychiatry Fellows Seminar</i>	Fall 2017, Fall 2019

Courses Taught Outside Tulane

Undergraduate

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

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 Reviewer for Federal Funding Agencies

2022	National Science Foundation - Developmental Sciences Program
2021	National Science Foundation - Developmental Sciences Program
2020	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>
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, 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 Neurodevelopmental Disorders, Memory and Cognition, Nature Scientific Reports, PLOS One, Psychological Science, Research in Developmental Disabilities, Vision Research*

Other Review Activities

2022	International Congress on Infant Studies, Panel #6 Attention, Learning, Memory
2021	Society for Research in Child Development, Panel #1 Attention, Learning, Memory
2020	International Congress on Infant Studies, Panel #7 Cognitive Development
2019	Society for Research in Child Development, Panel #4 Cognitive Processes
2019	University of Rochester Del Monte Neuroscience Pilot Grant Program
2017	Cognitive Science Society Annual Meeting
2017	Society for Research in Child Development, Panel #1 Attention Learning & Memory

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

2022 – present	Member, Graduate Training Committee
2016 – present	Member, Early Childhood Degree Committee

2021 – 2022 Member, Search Committee (Tenure-track Assistant Professor in Cognitive Neuroscience)
2019 – 2021 Member, Floweree Funds Committee
2016 – 2017 Member, Strategic Growth Committee
2015 – 2022 Member, Colloquium Committee

School of Science and Engineering, Tulane University

2021 – present Member, Graduate Studies Committee

COMMUNITY PARTNERSHIPS

2020 – present Advisory Committee Member, Louisiana Children’s Museum’s First 1000 Days Program

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