

## ACADEMIC APPOINTMENTS

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- 2024- Current      Tenure-track Assistant Professor  
                         Department of Education (primary position)  
                         Joint appointment in the Department of Psychology  
                         University of California, Los Angeles
- 2022-2024      Postdoctoral Scholar  
                         Harvard Graduate School of Education  
                         Mentor: Nadine Gaab

## EDUCATION

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- 2017-2022      Ph.D. Psychology and Human Development  
                         Vanderbilt University  
                         *Dissertation Title: The longitudinal relation between the neural basis of phonological awareness and reading skill in developing children.*
- 2016-2017      Communication Sciences & Disorders  
                         The University of Texas at Austin  
                         Mentor: James R. Booth
- 2013-2016      MS. Institute of Psychology  
                         Chinese Academy of Sciences, China  
                         Mentor: Deng Yuan
- 2009-2013      BA. Applied Psychology  
                         Beijing Forestry University, China

## GRANTS & FELLOWSHIPS

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- 2026-2027      The UCLA Staglin Center for Cognitive Neuroscience (CCN) Pilot Funds Program  
                         *A free 12 hours of scan time for the toddler fMRI task reliability and feasibility test.*
- 2026-2027      The UCLA Faculty Career Developmental Award  
                         *A one-year allocation of \$15,000 to support early-career faculty's research development. Funded project: "Mandarin English Dual Immersion programs: building community-engaged neuroscience research."*
- 2026-2027      The University of California's Early Career Faculty Research Excellence Award  
                         *A one-time allocation of \$50,000 to support research and creative activity that advances a milestone accomplishment. Only 6 UCLA faculty members are awarded out of nearly 100 applications for the competition.*

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<sup>1</sup> Updated on 5/15/2026.

*Funded project: “Identifying the neural basis of phonological, semantic, and syntactic processing in 18-to-36-month-old awake toddlers: a passive-listening fMRI study.”*

- 2025-2026      The UCLA Academic Senate’s Council on Research (COR)  
*Research Allowance Program of \$5,000*
- 2020-2021      Abby and Jon Winkelried Fellowship  
*This fellowship is a 1-semester funding to award the top 2 graduate students in the department who have shown excellent research records, which covers students' tuition and health insurance.*
- 2018-2019      Vanderbilt Psychology and Human Development Research-Achievement Fellowship  
*This fellowship is a 1-year funding to support the top 2 graduate students in the department who propose to conduct research that is independent of their mentor's grants, which covers tuition, stipend, and insurance.*

## HONORS & AWARDS

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- 2022      Dissertation Award at the Society of Neurobiology of Language  
*The Dissertation Award, a very prestigious award in the community of Neurobiology of Language, honors only one researcher a year who completed outstanding research leading to their PhDs and holds the promise of making significant contributions to the field.*
- 2022      Vanderbilt Hardy Culver Wilcoxon Award  
*Honor the best graduating student in the Department of Psychology and Human Development who presents the most distinguished doctoral dissertation in any area of psychological inquiry.*
- 2022      Vanderbilt Graduate Leadership Anchor Award  
*Recognize top1 graduate student leaders on a school-wide level and have made a positive impact through their actions and leadership.*
- 2021      Vanderbilt Psychology and Human Development Hard-Working Graduate Student Award
- 2020      Vanderbilt Psychology and Human Development Excellence in Research Award
- 2019      Student Travel Award from FLUX Congress in New York
- 2018      Vanderbilt Kennedy Center Travel Award
- 2016      Graduate Fellowship at The University of Texas at Austin
- 2015      China National Scholarship for Graduates at the Chinese Academy of Sciences
- 2013      Best Undergraduate Thesis at Beijing Forestry University
- 2012      China National Scholarship for Undergraduates at Beijing Forestry University
- 2009-2011      First-Class Scholarship and Best Student Cadres at Beijing Forestry University

## PUBLICATIONS

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1. Ding, J., Chen, S., **Wang, J.**, Feng, C., Allan, E., & Li, S. (2026). Cortical Thickness and Functional Connectivity in Occipitotemporal and Frontal Regions Are Critical for Chinese Children’s Reading Development. *NeuroImage*, 122197.
2. Compton, A. B., Banaszkiewicz, A., **Wang, J.**, Booth, J. R. (2026). The relation of home literacy environment to brain specialization for phonological and semantic processing. *Journal of Speech, Language, and Hearing Research*, 1-20. (Pre-registrations at <https://osf.io/btgm7> and <https://osf.io/prhbg>).

3. Mathur, A., **Wang, J.**, and Booth, J. R. (2025). Does connectivity between frontotemporal areas at age 7 predict specialization for phonological and semantic processing at age 9? *Imaging Neuroscience*, 3, IMAG-a (pre-registration <https://osf.io/zae62/>).
4. **Wang, J.**, Booth, J. R. (2025). Development and disorders of phonological processing in the brain. Book chapter in *Encyclopedia of Human Brain – Language*, edited by Binder, J. Elsevier, pages 326-241, <https://doi.org/10.1016/B978-0-12-820480-1.00119-4>
5. **Wang, J.**, Wagley, N., Rice, M., Gaab, N., Booth, J. R. (2024). Semantic and syntactic specialization in 9- to 10-year-old children during auditory sentence processing. *Scientific Report*, 14, 26965. (Pre-registration <https://osf.io/gm9uj/>).
6. **Wang, J.**, Turesky, T., Loh, M., Barbera, J., Hue, V., Escalantea, E., Medinaa, A., Zuk, J., Gaab, N. (2024). Left-lateralization of activation in the superior temporal gyrus during speech perception in sleeping infants was associated with subsequent language skills in kindergarten: a passive-listening task-fMRI study. *Brain and Language*, 257, 105461.
7. Dębska, A., **Wang, J.**, Dzięciel-Fivet, G., Chyl, K., Wójcik, M., Jednoróg, K., Booth, J. R. (2023). The development of orthography and phonology coupling in ventral occipitotemporal cortex and its relation to reading. *Journal of Experimental Psychology: General*. 153(2), 293–306.
8. **Wang, J.**, & Joanisse, M. F., Booth, J. R. (2023). Reading skill strengthens the functional connectivity between ventral occipitotemporal cortex and superior temporal gyrus during an auditory phonological awareness task in developing children. *Journal of Speech, Language, and Hearing Research*, 1-15.
9. **Wang, J.**, Tong, F., Joanisse, M. F., Booth, J. R. (2023). A sculpting effect of reading on later representational quality of phonology revealed by multi-voxel pattern analysis in young children. *Brain and Language*, 239, 105252.
10. **Wang, J.**, Yamasaki, B. L., Booth, J. R. (2023). Phonological and semantic specialization in 9- to 10-year-old children during auditory word processing. *Neurobiology of Language*, 1-28. (Pre-registration at <https://osf.io/5p3es/>)
11. **Wang, J.**, Lytle, M.N., & Booth, J.R. (2022). A longitudinal neuroimaging dataset on language processing in children median ages 6, 7.5, and 9 years old. *Scientific Data*, 9(1), 1-13.
12. **Wang, J.**, Wagley, N., Rice, M. L., & Booth, J. R. (2021). Semantic and syntactic specialization during auditory sentence processing in 7-8-year-old children. *Cortex*, 145, 169-186. (Registered Report at <https://osf.io/8jqc7/>)
13. **Wang, J.**, Yamasaki, B. L., Weiss, Y., & Booth, J. R. (2021). Both frontal and temporal cortex exhibit phonological and semantic specialization during spoken language processing in 7- to 8-year-old children. *Human Brain Mapping*, 42 (11), 3534-3546.
14. **Wang, J.**, Pines, J., Joanisse, M., & Booth, J. R. (2021). Reciprocal relations between reading skill and the neural basis of phonological awareness in 7-to 9-year-old children. *NeuroImage*, 236, 118083.

15. **Wang, J.**, Joanisse, M. F., & Booth, J. R. (2021). Letter fluency in 7-8-year-old children is related to the anterior, but not posterior, ventral occipito-temporal cortex during a phonological awareness task. *Developmental Cognitive Neuroscience*, 47, 100898.
16. **Wang, J.**, Joanisse, M. F., & Booth, J. R. (2020). Neural representations of phonology in temporal cortex scaffold longitudinal reading gains in 5-to 7-year-old children. *NeuroImage*, 207, 116359.
17. **Wang, J.**, Rice, M. L., & Booth, J. R. (2020). Syntactic and semantic specialization and integration in 5-to 6-year-old children during auditory sentence processing. *Journal of Cognitive Neuroscience*, 32(1), 36-49.
18. **Wang J.**, Deng Y., & Booth, J. R. (2019). Automatic semantic influence on early visual word recognition in the ventral occipito-temporal cortex. *Neuropsychologia*, 133, 107188.
19. **Wang, J.**, Joanisse, M. F., & Booth, J. R. (2018). Reading skill related to left ventral occipitotemporal cortex during a phonological awareness task in 5- to 6-year old children. *Developmental Cognitive Neuroscience*, 30, 116-122.
20. Cao, F., Yan, X., Wang, Z., Liu, Y., **Wang, J.**, Spray, G. J., & Deng, Y. (2017). Neural signatures of phonological deficits in Chinese developmental dyslexia. *NeuroImage*, 146: 301-311.
21. Deng, Y., Wu, Q., **Wang, J.**, Feng, L., & Xiao, Q. (2016). Event-related potentials revealed an early and independent activation of grammatical information. *Neuroscience Letters*, 631: 19-23.
22. **Wang, J.**, Tang, H., & Deng, Y. (2016). Novel symbol learning-induced Stroop effect: evidence for a strategy-based, utility learning model. *Journal of Psycholinguistic Research*, 45(5), 1161-1171.
23. **Wang J.**, & Deng Y. (2014). The effect of language system on different numerical systems in human cognition. *Progress in Psychological Science*, 22(6): 926-933. (In Chinese)

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## PAPER IN PREPARATION

1. **Wang, J.**, Hu, E., Ansari, D., Gaab, N. The neural basis of numerical processing in kindergarteners and its relation to familial risk status. (In progress, Pre-registration <https://osf.io/wm4kn/>).
2. **Wang, J.**, Wagley, N., Hu, H. Longitudinal relations between the neural basis of semantic processing and word-reading skills. (Under Revision, Pre-registration <https://osf.io/u3kvb>).
3. **Wang, J.**, Yamasaki, B., Hu, H. The neurocognitive mechanisms underlying the relation between syntactic processing and reading comprehension in 7- to 9-year-old children. (In progress, Pre-registration <https://osf.io/v73uj/overview> ).
4. Hu, H., **Wang, J.** The integrative processes of naturalistic language processing during fMRI movie watching and their relation to individual differences. (In progress, using open-access adult data and Child Mind Institute children's data).

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## CONFERENCE PRESENTATIONS

1. Chambers, V., Hu, H., **Wang, J.** (Sept. 2026). Identifying the neural basis of phonological, semantic, and syntactic processing in awake toddlers using passive-listening fMRI: a feasibility study. Poster presented at FLUX, La Jolla, CA. USA.

2. **Wang, J.**, Wagley, N., Hu, H. (Sept. 2026). Longitudinal relations between the neural basis of semantic processing and word-reading skills. Poster presented at FLUX, La Jolla, CA. USA.
3. Hu, H., **Wang, J.** (Sept. 2026). The integrative processes of naturalistic language processing during fMRI movie watching and their relation to individual differences. Poster presented at International Mind Brain Education (IMBES), San Diego, CA. USA.
4. **Wang, J.** (Jul. 2025). The reciprocal relationship between the neural basis of phonological awareness and word reading skills in children from kindergarten to elementary school. **Invited Symposium Speaker** presented at the Society of Scientific Study of Reading, Calgary, Canada.
5. Compton, A. B., Banasziewicz, A., **Wang J.**, Booth J. R. (Nov. 2024). The relation of home literacy environment to brain specialization for phonological and semantic processing for children 5-8 years old. **Stage (talk) presentation** at the 49th Boston University Conference on Language Development. Boston, Massachusetts. USA.
6. **Wang, J.** (Oct. 2024). Left-lateralization of activation in the superior temporal gyrus during speech perception in sleeping infants was associated with subsequent language skills in kindergarten: a passive-listening task-fMRI study. **Invited Symposium Speaker** presented at Society of Neuroscience, Chicago, USA.
7. **Wang, J.**, Hu, E., Ansari, D., Gaab, N. (Sept. 2024). The neural basis of numerical processing in kindergarteners and its relation to familial risk status. Poster presented at FLUX Congress, Baltimore, USA.
8. **Wang, J.** (Sept. 2024). Grant Writing Panel **Organizer and Moderator** at FLUX Congress, pre-conference, Baltimore, USA.
9. **Wang, J.**, Turesky, T., Loh, M., Barbera, J., Hue, V., Escalante, E., Medinaa, A., Gaab, N., (Sept. 2023). Left-lateralization of the superior temporal gyrus during speech processing in sleeping infants predicts language skills in kindergarten: a task-based fMRI study. **Flash talk** presented at FLUX Congress and Fit'NG: Santa Rosa, USA.
10. Banasziewicz, A., Compton, A. B., **Wang, J.**, Booth, J. R. (Aug. 2023). The relation of home literacy environment to brain specialization for phonological and semantic processing. Poster presentation at the 29<sup>th</sup> AMLaP conference, Architectures and Mechanisms for Language Processing, San Sebastian, Spain.
11. **Wang, J.**, Booth, J. R., Gaab, N. (Jul. 2023). The longitudinal relationship between the neural basis of phonological awareness and reading development in children from infancy to kindergarten to elementary school. **Invited Symposium Speaker** for the accepted symposium "Oral language – neural correlates and implications for typical and divergent reading development" at the Society of Scientific Study of Reading, Port Douglas, Australia (canceled due to international visa issue).
12. Yamasaki, B. L., **Wang, J.**, Booth, J. R. (Jul. 2023). The role of earlier neural specialization in predicting later reading development. Symposium speaker at the Society of Scientific Study of Reading, Port Douglas, Australia.

13. **Wang, J.** (Oct. 2022). How does the neural mechanism of language processing develop in children? **Symposium Oral Presentation** at the Society of Neurobiology of Language at Philadelphia, PA. USA. (Served as a **Symposium Organizer and Speaker**, and invited other speakers such as Alexis N. Bosseler, Sheri Choi, & Janet Werker, Alexander Enge, Julie M. Schneider, Saloni Krishnan, only 3 symposiums were accepted for the whole conference).
14. **Wang, J.** (Oct. 2022). The longitudinal relation between the neural basis of phonological awareness and reading skill in developing children. **Invited Dissertation Award Talk** at the Society of Neurobiology of Language in Philadelphia, PA. USA (only 1 award winner each year).
15. **Wang, J.,** Yamasaki, B. L., Booth, J. R. (Sept. 2022). Phonological and semantic specialization in 9- to 10-year-old children during auditory word processing. Poster presentation at FLUX Congress: Online.
16. **Wang, J.,** & Joanisse, M. F., Booth, J. R. (Apr. 2022). Reciprocal relation between reading skill and automatic orthographic processing during an auditory phonological awareness task in developing children. Poster presentation at Society of Cognitive Neuroscience: San Francisco, CA. USA.
17. **Wang, J.,** Wagley, N., Rice, M. L., & Booth, J. R. (Oct. 2021). Semantic and syntactic specialization during auditory sentence processing in 7-8-year-old children. Slide Slam at Society of Neurobiology for Language: Online.
18. **Wang, J.,** Pines, J., Joanisse, M., & Booth, J. R. (Sept. 2021). Reciprocal relations between reading skill and the neural basis of phonological awareness in 7-to 9-year-old children. Poster presentation at FLUX Congress: Online.
19. **Wang, J.,** Joanisse, M. F., & Booth, J. R. (Oct. 2020). *Reading acquisition refines phonological processing in the inferior frontal cortex in children from 7 to 9 years old.* Poster presentation at Society of Neurobiology for Language: Philadelphia, USA.
20. **Wang, J.,** Joanisse, M. F., & Booth, J. R. (Sept. 2020). *Reading skill in 7-8-year-old children is related to the anterior, but not posterior, ventral occipito-temporal cortex during a phonological awareness task.* Poster presentation at Association of Reading Writing in Asia: Beijing, China.
21. **Wang J.,** Joanisse, M. F., & Booth, J. R. (Sep. 2019). *Neural representations of phonology in temporal cortex scaffold reading gains in 5- to 7- year-old children.* **Oral presentation** at Vanderbilt Kennedy Center Science Day: Vanderbilt University. Only top 3 presentations at the university level were selected as oral presentation.
22. **Wang J.,** Joanisse, M. F., & Booth, J. R. (Aug. 2019). *Neural representations of phonology in temporal cortex scaffold reading gains in 5- to 7- year-old children.* **Flash talk** presented at FLUX Congress: New York City, USA.
23. **Wang J.,** & Booth J. R. (Aug. 2018). *Syntactic and semantic specialization in 5-6-year-old children during auditory sentence processing.* Poster presented at Society for Neurobiology of Language: Quebec City, Canada.
24. **Wang, J.,** Joanisse, M. F., & Booth, J. R. (Apr. 2018). *Reading skill related to left ventral*

*occipitotemporal cortex during a phonological awareness task in 5–6-year-old children.* **Invited**

**Symposium Speaker** at American Educational Research Association: New York City, USA.

25. **Wang J.**, Joanisse M & Booth J.R. (Jan. 2018). *Reading skill affects the specialization of left ventral occipitotemporal cortex during phonological awareness task in 5-6-year-old children.* Poster presented at Vanderbilt Kennedy Center Science Day: Nashville, TN.
26. **Wang J.**, & Deng Y. (Oct. 2015). *The top-down semantic influence on ventral occipitotemporal cortex in the early stages of Chinese reading.* Poster presented at Society of Neurobiology for Language: Chicago, USA.

## INVITED TALKS

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1. **Wang, J.** (Jun. 30<sup>th</sup>, 2025). Development of the linguistic brain and its relationship with reading skills. Invited talk by the Nanyang Technological University, School of Social Science, Singapore.
2. **Wang, J.** (Jun. 19-20<sup>th</sup>, 2025). The impact of reading acquisition on the development of language processing in children's brains from kindergarten to elementary school. Invited talk by Peking University, Department of Psychology, Beijing, China (canceled due to political concerns).
3. **Wang, J.** (June 10<sup>th</sup>, 2025). The Neural Specialization Development in Phonology, Semantics, and Syntactic Processing in Developing Children from Infancy to Later Elementary Years. Invited talk by the UCLA Brain Research Institute, Los Angeles, CA. USA.
4. **Wang, J.** (Jun. 6<sup>th</sup>, 2025). The longitudinal relationship between the neural basis of semantic processing and word reading skills in children from kindergarten to elementary years. Invited by the Department of Education, Early Career Scholar Talk Series at the University of California, Los Angeles, CA., USA.
5. **Wang, J.** (Apr. 1<sup>st</sup>, 2025). The impact of learning to read on language processing in children's brains from kindergarten to elementary school. Invited by the Department of Psychology, Developmental Psychology Colloquium at the University of California, Los Angeles, CA., USA.
6. **Wang, J.** (Mar. 3<sup>rd</sup>, 2025). The impact of learning to read on language processing in children's brains from kindergarten to elementary school. Invited by the Department of Education, Human Development and Psychology Colloquium at the University of California, Los Angeles, CA., USA.
7. **Wang, J.** (Oct. 21<sup>st</sup>, 2024). The impact of learning to read on language processing in children's brains from kindergarten to elementary school. Invited by the Bilingual Mind and Brain Lab Talk Series led by Professor Judith Kroll at the University of California, Irvine, CA., USA.
8. **Wang, J.** (Feb. 16<sup>th</sup>, 2024). The neural basis of phonological awareness and its relationship to reading skill from infancy to kindergarten to elementary school. Invited by the "Reading and the Brain" conference at the University of South Carolina Institute for Mind and Brain, Columbia, SC., USA.
9. **Wang, J.** (Apr. 3<sup>rd</sup>, 2023). The neural basis of phonological awareness and its relationship to reading skill from infancy to kindergarten to elementary school. Invited by the Language & Cognition Talk

Series, organized by the Psychology Department at Harvard University, Cambridge, MA. USA.

10. **Wang, J.** (Jan. 24<sup>th</sup>, 2023). The impact of different written language systems on children's reading development in terms of grain sizes. Invited by Bilingual and Multilingual Development Talk Series, organized by the Bilingual and Multilingual Development Lab (PI: Monika Molnar) at University of Toronto, Toronto, Canada.
11. **Wang, J.** (Nov. 9<sup>th</sup>, 2022). The neural development of phonological, semantic, and syntactic processing in typically developing children. Invited by the ALBA language neurobiology lab (PI: Marilu Gorno Tempini) at University of San Francisco, San Francisco, USA.
12. **Wang, J.** (Oct. 25<sup>th</sup>, 2022). The longitudinal relation between the neural basis of phonological awareness and reading skill in developing children. Invited by the Rowe Lab (PI: Meredith Rowe) at Harvard Graduate School of Education, Cambridge, USA.
13. **Wang, J.** (Oct. 20<sup>th</sup>, 2022). The development of language and reading neural networks in typically developing children from kindergarten to elementary years. Invited by the Cui's Lab (PI: Zaixu Cui) at Chinese Institute for Brain Research, Beijing, China.

## TEACHING, TRAINING, AND EXPERIENCE

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### Instructor

Literacy Development and Individual Differences. (EDU256a, Winter 2027).

Quantitative Research in Education: Claims and Evidence (EDU150, Winter 2026, Winter 2027)

Language, Literacy, and Academic Development: Educational Considerations for Multilingual and English Language Learners (EDU126, Spring 2025; Fall 2025, Fall 2026).

Neuroscience and Education (EDU256B, Winter 2025; EDU218, Spring 2026, Spring 2027).

### Guest Lecturer

Research Practicum: Education (EDUC 299B, Fall 2024, Instructor: Alison Bailey)

Theories and Methods in Developmental Science (EDUC 249, Fall 2024, Instructor: Anna Markowitz)

Language and the Brain (CSD 350, Spring 2017, Instructor: James R. Booth)

### Teaching Assistant

Children with Learning and Developmental Differences (T250, Spring 2024)

Cognitive Psychology (PSY2200, Fall 2018)

Language and the Brain (CSD 350, Spring 2017)

Language and the Brain (CSD 350, Fall 2016)

Introduction to Communication Science and Disorders (CSD 306K, Fall 2016)

### Training and Certificate

*An Introduction to Evidence-based Undergraduate STEM Teaching Course*, taught by the Center for the Integration of Research, Teaching, and Learning, MOOC. (Jun. to Aug. 2023)

*College Teaching in Special Education*, taught by Dr. Diane P Bryant, The University of Texas at Austin. (Spring, 2017).

## SERVICES

### Department Services

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Committee on Degrees and Academic Standing (CDAS) Committee Member (2024-2026)

Developmental Science Collaborative Member (2025-2026)

Department Curriculum Redesign Member (2024-2025)

### Dissertation Committee

Jiaao Liu (mentored by Prof. Edith Umiwami)

Erika Yagi (mentored by Prof. Edith Umiwami)

Zoe Mao (mentored by Prof. Jennie Grammar)

### Editorial Board Member

Mind, Brain, and Education (2026-)

### Reviewer

Nature Communications | Child Development | Journal of Child Psychology and Psychiatry

Developmental Science | Journal of Learning Disabilities | Developmental Cognitive Neuroscience

Imaging Neuroscience | NeuroImage | Human Brain Mapping | Frontiers in Neurosciences | Cortex

Reading and Writing | Scientific Study of Reading | Mind, Brain, and Education | Brain Communications

Neurobiology of Language | Language Development Research | Language and Cognition | Brain and Language

### International Conference Services

FLUX conference, Award Committee member (2025-2026). Trainee Committee member (2023-2024).

## OUTREACH

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2025 Panelist-Global Education, Equity & Engagement Collaborative at UCLA.

2022 Harvard Undergraduate Research Opportunities in Science Fair, Cambridge, MA.

2022 Brain Blast held by Brain Institute, Nashville Public Library.

2019 DeafNation Expo & Conference, Nashville.

2019 Camp Vandy (Sheep Brain activity) held by Brain Institute, Vanderbilt University, Nashville.

2019 WellFest held by Bridges for Deaf and Hard of Hearing, Nashville.

2019 Brain Blast held by Brain Institute, Nashville Public Library.

2018 Brain Blast held by Brain Institute, Vanderbilt Health One Hundred Oaks, Nashville.

2018 School Speech-Language Pathology Conference, Vanderbilt University, Nashville.

2011-2012 Hosted National College Students' Innovation and Entrepreneurship Project, Beijing, China

## MENTORSHIP

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2026. Tianpai Jia, master's student

- 2025 Hongjuan Hu, Virginia Chambers, Ph.D students, Chi Chen, Hayoung Ahn, master's students
- 2024 Qikai Feng, Research Assistant, Hoffman2 fMRI data-analysis pipeline set up.
- 2023 Colby Weiss, Harvard Neuroscience Student Honors thesis.
- 2022 Victoria Hue, Adrian Medina, JaKala Barber, BabyBOLD infant data organization and analysis.
- 2022 Elizabeth Escalante, CALC project BIDS organization, task design.
- 2021 Helen Yang, Soon Woo Kwon, 3- to 4-year-olds recruitment, standardized testing, data collection.
- 2021 Audrey Scudder. Literature review, coding, and neuroimaging basics.
- 2020 Minji Kim. Literature review, fMRI data analysis, and manuscript writing.
- 2020 Abigail Snow, Lilah Given, Tyjah Johnson. Brain Imaging Data Structure (BIDS) organization.
- 2019 Julia Pines. Literature review, fMRI data analysis, and manuscript writing.
- 2019 Casey J. Hamilton. Literature review, fMRI data analysis.
- 2018 Nicholas L. Powell. Diffusion-weighted imaging quality check.

## MANAGED PROJECTS

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- 2022-2024 **Project:** CALC, examining the neural mechanism of reading and math development  
*Role: Hypothesis formation, task design, data organization, analysis, and manuscript writing.*
- 2022-2024 **Project:** BabyBOLD, examining longitudinal brain changes from infancy  
*Role: Hypothesis formation, data organization, analysis, and manuscript writing.*
- 2021-2022 **Project:** Late Talker  
*Role: Lead in task design, pilot testing, MRI data collection on 3-4-year-olds, and data analyses.*
- 2016-2020 **Project:** Early Language Project  
*Role: MRI data collection on 5-10-year-olds, lead in data sharing organization, code maintenance and data descriptor write-up.*
- 2013-2016 **Project:** Functional magnetic neuroimaging study on Chinese character recognition in adults  
*Role: Lead in research idea formation, task design and revision, MRI data collection in adults, data analysis, and manuscript writing.*
- Project:** The neural mechanism of Chinese developmental dyslexia during phonological tasks.  
*Role: Facilitator for recruitment, MRI data collection on 10-12-year-olds.*
- Project:** The relation between language and math skills in Chinese and American children  
*Role: Translation of standardized testing to Chinese, behavioral data collection on 4-year-olds.*