

Curriculum Vitae C. Shawn Green

Professor and Associate Chair for Graduate Studies
Department of Psychology
University of Wisconsin-Madison

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EDUCATION

2008 Ph.D. in Brain and Cognitive Sciences, University of Rochester, Rochester, NY
2005 M.A. in Brain and Cognitive Sciences, University of Rochester, Rochester, NY
2001 B.A. in Brain and Cognitive Sciences, University of Rochester, Rochester, NY
1998 A.S. in Math/Science Studies, Genesee Community College, Batavia, NY

PROFESSIONAL EXPERIENCE

2021-Present Professor, UW-Madison
2017-2021 Associate Professor, UW-Madison
2011-2017 Assistant Professor, UW-Madison
2011-Present Affiliate, Eye Research Institute, UW-Madison
2008-2011 Post-Doctoral Fellow (PI: Daniel Kersten), University of Minnesota

TEACHING EXPERIENCE

UW-Madison

PSY 202: Introduction to Psychology (Undergraduate/Freshman)
PSY 211: Vision – From Biology to Culture (Undergraduate/Freshman)
PSY 411: The Psychology of Technology (Undergraduate/Senior)
PSY 711: MATLAB for Behavior and Neuroscience (Graduate)
PSY 711: Principles of Learning and Transfer (Graduate)

University of Minnesota

PSY 8036: Adaptation: Theory, Behavior and Neural Systems (Graduate)
PSY 8036: Causal models, learning & video games (Graduate)

PROFESSIONAL ORGANIZATIONS

American Psychological Association
Vision Sciences Society
Association for Psychological Science
Psychonomic Society

EDITORIAL RESPONSIBILITY

Editor-in-Chief: *Technology, Mind, and Behavior*

Associate Editor: *Journal for Cognitive Enhancement*

AD HOC REVIEWER

Acta Psychologica; Aging, Neuropsychology, and Cognition; Applied Cognitive Psychology; Attention, Perception, and Psychophysics; Behavioral Addiction; Canadian Journal of Behavioural Science; Canadian Journal of Experimental Psychology; Cerebral Cortex; Child Development; Children and Media; Cognition; Cognitive Brain Research; Cognitive Research: Principles and Implications; Communications Biology; Communication Research; Computers in Human Behavior; Consciousness and Cognition; Contemporary Educational Psychology; Criminal Justice and Behavior; Current Biology; Current Directions in Psychological Science; Cyberpsychology; Cyberpsychology and Behavior; Developmental Psychology; Developmental Review; Educational Psychologist; Experimental Brain Research; Experimental Psychology; Frontiers in Cognition; Frontiers in Psychology; Games for Health Journal; Human Factors; International Journal of Human-Computer Studies; International Journal of Comparative Psychology; Journal of Applied Cognitive Psychology; Journal of Clinical and Experimental Neuropsychology; Journal of Cognitive Enhancement; Journal of Cognitive Neuroscience; Journal of Cognitive Psychology; Journal of Experimental and Theoretical Artificial Intelligence; Journal of Experimental Psychology: Applied; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Human Perception and Performance; Journal of Experimental Social Psychology; Journal of Expertise; Journal of Media Psychology; Journal of Neuroscience; Journal of Psychology in the Public Interest; Journal of Vision; Media and Communication; Memory and Cognition; Nature; Nature: Human Behavior; Nature Neuroscience; Nature: Scientific Reports; Neural Computation; Neurobiology of Learning and Memory; Occupational Therapy International; Pediatrics; Perception and Motor Skills; Perception and Psychophysics; Perspectives on Psychological Science; PLoS Computational Biology; PLoS One; PNAS; Psychological Bulletin; Psychonomic Bulletin and Review; Psychological Research; Psychological Science; Social Psychology and Personality Science; Sports Science; Technology, Mind, and Behavior; Quarterly Journal of Experimental Psychology; Topics in Cognitive Sciences; Trends in Cognitive Science; Vision Research; Visual Cognition

GRANT REVIEW PANELS

2023 - NSF; Directorate for Education and Human Resources
2022 – NSF; Directorate for Education and Human Resources
2021 – NIH; Human Complex Mental Functions (ad-hoc)
2020 – NIH; Cognition and Perception Study Section (ad-hoc)
2020 – NSF; Directorate for Education and Human Resources
2019 – NIH; Cognition and Perception Study Section (ad-hoc)
2019 – NIH; Special Emphasis Panel (Perceptual Learning in Cancer Diagnosis)
2019 – Medical Research Council (MRC); UK
2017 – NIH; Cognition and Perception Study Section (ad-hoc)
2017 – NIH; Special Emphasis Panel (Perceptual Learning in Cancer Diagnosis)
2017 – Foundation for Polish Science
2015 – NSF; Science of Learning Program
2013 – NSF; Directorate for Social, Behavioral, and Economic Sciences
2013 – Agence Nationale de la Recherche (France); Human development and cognition
2012 – NSF; Directorate for Computer & Information Science & Engineering

FUNDING

<u>Source</u>	<u>Years</u>	<u>Role</u>	<u>Title</u>
NIH	2022-2027	PI	Examining the Potential for Placebo Effects in Cognitive Training (R01)
NIH	2022-2027	Co-PI	Defining and Optimizing Critical Interpretation Skills in Screening Mammography to Improve Cancer Detection (R01)
ONR	2022-2025	PI	Individual Differences and Behavioral Interventions to Improve Remote Vehicle Operation
NIH	2020-2025	PI	Mediators and Moderators of Perceptual Learning (R01)
NIH	2019-2020	PI	Examining the Potential for Placebo Effects in Cognitive Training (R56)
RSNA	2019-2021	Co-PI	How Informed Consent Affects Patients' Trust and Assessment of Risk: Effects of Message Framing, Denominator Neglect, Anchoring and Rhetoric
ONR	2016-2018	PI	Key components of action video games and their neural underpinnings (Young Investigator of the Year Award)
NSF	2016-2017	PI	Methods to Demonstrate the Efficacy of Cognitive Training Interventions
NIH	2015-2017	Co-PI	A neuroimaging framework for detection of neuroplasticity (R21)
ONR	2014-2016	Co-PI	Videogame factors that promote learning and transfer
NSF	2012-2016	Co-PI	'Hard fun' learning mathematics: An action game to stimulate number sense
NSF	2012-2013	Co-PI	Enhancing well-being and attentional control through games and interactive media: A neuroscientific approach

PUBLICATIONS

Peer Reviewed Publications: 97

Total Citations: 19,230

h-index: 48

i10-index: 89

Peer-Reviewed Articles

Yüksel, E.M., Green, C.S., & Vlach, H.A. (2024). Effect of instruction and experience on students' learning strategies. *Metacognition and Learning*. <https://doi.org/10.1007/s11409-023-09372-9>

Bowman, N.D., Klecka, H., Li, Z., Yoshimura, K., & Green, C.S. (in press). A Continuous-Space Description of Video Games: A Preliminary Investigation. *Psychology of Popular Media*.

Phillips, N. & Green, C.S. (in press). Associations Between Cognitive Performance and Extreme Expertise in Different Competitive eSports. *Journal of Expertise*.

Xu, Y., Harms, M.B., Green, C.S., Wilson, R.C., & Pollak, S.D. (2023). Childhood Unpredictability and the Development of Exploration. *PNAS*, 120(49): e2303869120. <https://doi.org/10.1073/pnas.2303869120>

Green, C.S. & Vlach, H.A. (2023). Perceptual learning, cognitive learning, and learning from video games: Commonalities with children's learning from digital media. *Journal of Applied*

Research on Memory and Cognition. 12(4), 485-490. <https://doi.org/10.1037/mac0000148>

Cochrane, A., Cox, W., & Green, C.S. (2023). Robust within-session modulations of IAT scores may reveal novel dynamics of rapid change. *Scientific Reports*, 13, 16247. <https://doi.org/10.1038/s41598-023-43370-w>

Demko, Z., Liu, T., Curtis, B., & Green, C.S. (2023). Development of a Novel Method of Assessing Potential Loss of Control in Internet Gaming Disorder. *Technology, Mind, and Behavior*, 4(2). <https://doi.org/10.1037/tmbo000119>

Cochrane, A., Sims, C., Bejjanki, V., Green, C.S., & Bavelier, D. (2023). Multiple timescales of learning indicated by changes in evidence-accumulation processes during perceptual decision-making *npj Science of Learning*, 8:19. <https://doi.org/10.1038/s41539-023-00168-9>

Cochrane, A. & Green, C.S. (2023). Working memory is supported by learning to represent items as actions. *Atten Percept Psychophys*, 85, 1649-1660. <https://doi.org/10.3758/s13414-023-02654-z>

Parong, J., & Green, C.S. (2023). The forward testing effect after a 1-day delay across dissimilar video lessons. *Applied Cognitive Psychology*, 37(5), 1037–1044. <https://doi.org/10.1002/acp.4101>

Ji, M., Ward, E., Green, C.S. (2023). Realistic and complex visual chasing behaviors trigger the perception of intentionality. *PLoS ONE*, 18(4):e0284485. <https://doi.org/10.1371/journal.pone.0284485>

Bediou, B., Tipton, E., Rodgers, M.A., Mayer, R.E., Green, C.S., & Bavelier, D. (2023). Effects of Action Video Game Play on Cognitive Skills: A Meta-Analysis. *Technology, Mind, and Behavior*, 4(1). doi: 10.1037/tmbo000102

Jadallah, M., Zhang, J., & Green, C.S. (2023). Videogame Play: Any Association with Preteens' Cognitive Ability Test Performance? *Journal of Media Psychology: Theories, Methods, and Applications*, 35(4), 213–220. <https://doi.org/10.1027/1864-1105/a000364>

Pasqualotto, A., Parong, J., Green, C.S., & Bavelier, D. (2023). Video Game Design for Learning to Learn. *International Journal of Human – Computer Interaction*, 39(11), 2211-22228. <https://doi.org/10.1080/10447318.2022.2110684>

Seitz, A. R., Sekuler, A., Doshier, B., Wright, B. A., Huang, C.-B., Green, C.S., ... Kourtzi, Z. (2023). Perceptual Learning: Policy Insights From Basic Research to Real-World Applications. *Policy Insights from the Behavioral and Brain Sciences*, 10(2), 324-332. <https://doi.org/10.1177/23727322231195268>

Parong, J., Seitz, A.R., Jaeggi, S.M., & Green, C.S. (2022). Expectation effects in working memory training. *PNAS*, 119 (37). <https://www.pnas.org/doi/abs/10.1073/pnas.2209308119>

Raviv, L., Lupyan, G., & Green, C.S. (2022). How variability shapes learning and generalization. *Trends in Cognitive Sciences*, 26(6), P462-483. <https://doi.org/10.1016/j.tics.2022.03.007>

Cochrane, A., Green, C.S. (2021). Trajectories of performance change indicate multiple dissociable

links between working memory and fluid intelligence. *npj Science of Learning*. 6, 33. <https://doi.org/10.1038/s41539-021-00111-w>

- Cochrane A., Green C.S. (2021). Assessing the functions underlying learning using by-trial and by-participant models: Evidence from two visual perceptual learning paradigms. *Journal of Vision*, 21(13):5. doi: 10.1167/jov.21.13.5.
- Dale G., Cochrane A., Green C.S. (2021). Individual difference predictors of learning and generalization in perceptual learning. *Atten Percept Psychophys*, 83(5):2241-2255. doi: 10.3758/s13414-021-02268-3
- Zhang, R-Y., Chopin, A., Shibata, K., Lu, Z-L., Jaeggi, S.M., Buschkuhl, M., Green, C.S., & Bavelier, D. (2021). Action video game play facilitates “learning to learn.” *Communications Biology*, 4(1), 1154. doi: 10.1038/s42003-021-02652-7.
- Plate, R.C., Shutts, K., Cochrane, A., Green, C.S. & Pollak, S.D. (2021). Testimony bias lingers across development under uncertainty. *Developmental Psychology*. 57(12), 2150–2164. <https://doi.org/10.1037/dev0001253>
- Denkinger, S., Spano, L., Bingel, U., Witt, C.M., Bavelier, D. & Green, C.S. (2021). Assessing the Impact of Expectations in Cognitive Training and Beyond. *Journal of Cognitive Enhancement*, 5. <https://doi.org/10.1007/s41465-021-00206-7>.
- Vodyanyk, M., Cochrane, A., Coriveau, A., Demko, Z. & Green, C.S. (2021). No Evidence for Expectation Effects in Cognitive Training Tasks. *Journal of Cognitive Enhancement*. 5, 296-310. <https://doi.org/10.1007/s41465-021-00207-6>.
- Klecka, H., Johnston, I., Bowman, N.D. & Green, C.S. (2021). Researchers' commercial video game knowledge associated with differences in beliefs about the impact of gaming on human behavior. *Entertainment Computing*, 38. <https://doi.org/10.1016/j.entcom.2021.100406>.
- Kliewer, M.A., Hartung, M., Green, C.S. (2021). The Search Pattern of Abdominal Imaging Specialists for Abdominal Computed Tomography: Toward a Foundational Pattern for New Radiology Residents. *Journal of Clinical Imaging Science*, 11 (1), 1-6.
- Cochrane, A., Simmering, V. & Green, C.S. (2020). Modulation of compatibility effects in response to experience: Two tests of initial and sequential learning. *Atten Percept Psychophys*. 83(2):837-852. <https://doi.org/10.3758/s13414-020-02181-1>
- Pichon, S., Bediou, B., Antico, L., Jack, R., Garrod, O., Sims, C., Green, C.S., Schyns, P., and Bavelier, D. (2020). Emotion perception in habitual players of action video games. *Emotion*. 21(6):1324-1339. doi: 10.1037/em00000740.
- Green, C.S. (2020). Interventions to do real-world good: Generalization and persistence. *Psychological Science in the Public Interest*. 21(2), 43-49.
- Johnston, I.A., Ji, M., Cochrane, A., Demko, Z., Robbins, J.B., Stephenson, J.W., & Green, C.S. (2020). Perceptual Learning of Appendicitis Diagnosis in Radiological Images. *Journal of Vision*. 20(8): 16, 1-17.

- Stewart, H. J., Martinez, J.I., Perdew, A., Green, C.S., & Moore, D.R. (2020). Auditory Cognition and Perception of Action Video Game Players. *Scientific Reports*, 10, 14410.
- Cochrane, A., Simmering, V., and Green, C.S. (2020). Load effects in attention: Comparing tasks and age groups. *Attention, Perception, and Psychophysics*. 82, 3072-3084.
- Dale, G., Bavelier, D., & Green, C.S. (2020). Cognitive abilities of action-videogame and role-playing videogame players: Data from a Massive Open Online Course. *Psychology of Popular Media Culture*. 9(3), 347-358.
- Dale, G., Joessel, A., Bavelier, D., & Green, C.S. (2020). A New Look at the Cognitive Neuroscience of Video Game Play. *Annals of the New York Academy of Sciences. Special Issue: The Year in Cognitive Neuroscience*. 1464, 192-203.
- Green, C.S. & Newcombe, N.S. (2020). Cognitive Training: How Evidence, Controversies, and Challenges Inform Education Policy. *Policy Insights from the Behavioral and Brain Sciences*. 7, 1, 80-86.
- Large, A.M., Bediou, B., Hart, Y., Bavelier, D., & Green, C.S. (2019). Cognitive and behavioral predictors of achievement in a complex multi-player video game. *Media and Communication*. 7, 198-212.
- Bavelier, D. & Green, C.S. (2019). Enhancing Attentional Control: Lessons from Action Video Games. *Neuron*. 104, P147-163.
- Cochrane, A., Simmering, V., and Green, C.S. (2019). Fluid intelligence is related to capacity in memory as well as attention: *PLoS One*. <https://doi.org/10.1371/journal.pone.0221353>
- Kattner, F. & Green, C.S. (2019). Enhanced early visual processing after evaluative conditioning. *Acta Psychologica*. 197, 1-9.
- Blumberg, F.C., Deater-Deckard, K., Calvert, S.L., Flynn, R.M., Green, C.S., Amold, D., Brooks, P.J. (2019). Digital games as a context for children's cognitive development: Research recommendations and policy considerations. *Social Policy Report*. 32(1). <https://doi.org/10.1002/sop2.3>
- Green, C. S., Bavelier, D., Kramer, A. F., Vinogradov, S., Ansorge, U., Ball, K. K., . . . Witt, C. M. (2019). Improving methodological standards in behavioral interventions for cognitive enhancement. *Journal of Cognitive Enhancement*. <https://doi.org/10.1007/s41465-018-0115-y>.
- Cochrane, A., Cui, L., Hubbard, E., Green, C.S. (2018). "Approximate number system" training: A perceptual learning approach. *Attention, Perception, & Psychophysics*. <https://doi.org/10.3758/s13414-018-01636-w>.
- Gorman, T.E., Gentile, D.A., & Green, C.S. (2018). Problematic gaming: A short primer. *American Journal of Play*. 10(3), 309-327.

- Bediou, B., Adams, D.M., Mayer, R.E., Green, C.S. & Bavelier, D. (2018). Meta-analysis of action video game impact on perceptual, attentional, and cognitive skills. *Psychological Bulletin*, 144(1), 77-110.
- Dale, G., Sampers, D., Loo, S. & Green, C.S. (2018). Individual differences in exploration and persistence: Grit and beliefs about ability and reward. *PLoS One*, <https://doi.org/10.1371/journal.pone.0203131>.
- Bavelier, D. Bediou, B., & Green, C.S. (2018). Expertise and generalization: Lessons from action video games. *Current Opinion in Behavioral Sciences*. 20, 169-173.
- Plate, R.C., Fulvio, J.M., Shutts, K., Green, C.S., & Pollak, S.D. (2018). Probability learning: Changes in behavior across time and development. *Child Development*, 89(1), 205-218.
- Kattner, F., Cochrane, A., Cox, C., Gorman, T.E., & Green, C.S. (2017). Perceptual learning generalization from sequential perceptual training as a change in learning rate. *Current Biology*, 27(6), 840-846.
- Green, C.S., Kattner, F., Eichenbaum, A., Bediou, B., Adams, D.M., Mayer, R.E., & Bavelier, D. (2017). Playing some video games but not others is related to cognitive abilities. *Psychological Science*, 28(5), 679-682.
- Kattner, F., Cochrane, A., Green C.S. (2017). Trial-dependent psychometric functions accounting for perceptual learning in 2-AFC discrimination tasks. *Journal of Vision*, 17(11):3, 1-16.
- Dale, G. & Green, C.S. (2017). The changing face of video games and video gamers: Future directions in the scientific study of video game play and cognitive performance. *Journal of Cognitive Enhancement*, 1(3), 280-294.
- Dale, G. & Green, C.S. (2017). Associations between avid action & real-time strategy game play and cognitive performance: A pilot study. *Journal of Cognitive Enhancement*, 1(3), 295-317.
- Anderson, C.A., Bushman, B.J., Bartholow, B., Cantor, J., Christakis D., Coyne, S., Donnerstein E., Brockmyer, J.F., Gentile, D.A., Green, C.S., Huesmann, R., Hummer, T., Krahé, B., Strasburger, V., Warburton, W., Wilson, B.J., Ybarra, M. (2017). Screen violence and youth behavior. *Pediatrics*, 140 (Supp. 2), S142-S147.
- Gentile, D.A., Bailey, K., Bavelier, D., Brockmeyer, J.F., Cash, H., Coyne, S.M., Doan, S., Grant, D.S., Green, C.S., Griffiths, M., Markle, T., Petry, N.M., Prot, S., Rae, C.D., Rehbein, F., Rich, M., Sullivan, D., Woolley, E., Young, K. (2017). Internet gaming disorder in children and adolescents. *Pediatrics*, 140 (2), S81-S85.
- Kattner, F., Cox, C.R. & Green, C.S. (2016). Transfer in rule-based category learning depends on the training task. *PLoS One*, 11(10), e0165260.
- Gorman, T.E. & Green, C.S. (2016). Short-term mindfulness intervention reduces the negative attentional effects associated with heavy media multitasking. *Scientific Reports*, 6, 24542; doi: 10.1038/srep24542.

- Allen, B., Hanley, T., Rokers, B., & Green, C. S. (2016). Visual 3D motion acuity predicts discomfort in 3D stereoscopic environments. *Entertainment Computing*, *13*, 1-9.
- Kattner, F. & Green, C.S. (2016). Transfer of dimensional associability in human contingency learning. *Journal of Experimental Psychology: Animal Learning and Cognition*, *42*, 15-31.
- Baranowski, T., Blumberg, F., Buday, R., DeSmet, A., Fiellin, L.E., Green, C.S., Kato, P.M., Shirong Lu, A., Maloney, A.E., Mellecker, R., Morrill, B.A., Peng, W., Shegog, R., Simons, M., Staiano, A.E., Thompson, D., & Young, K. (2016). Games for health for children: Current status and needed research. *Games for Health*, *5*, 1-12.
- Snell, N., Kattner, F., Rokers, B., & Green, C. S. (2015). Orientation transfer in vernier and stereoacuity training. *PLoS One*, *10*(12), e0145770.
- Allen, B., Haun, A. M., Hanley, T., Green, C. S., & Rokers, B. (2015). Optimal combination of the binocular cues to 3D motion. *Investigative Ophthalmology & Visual Science*, *56*(12), 7589-7596.
- Kattner, F., & Green, C. S. (2015). Cue competition in evaluative conditioning as a function of the learning process. *Acta Psychologica*, *162*, 40-50.
- Eichenbaum, A., Kattner, F., Bradford, D., Gentile, D.A., Choo, H., Chen, V.H.H., Khoo, A., & Green, C.S. (2015). The role of game genres and the development of Internet Gaming Disorder in school-aged children. *Journal of Addictive Behaviors, Therapy & Rehabilitation*, *4*:3. <http://dx.doi.org/10.4172/2324-9005.1000141>
- Green, C.S. & Seitz, A.R. (2015). The impacts of video games on cognition (and how the government can guide the industry). *Policy Insights from the Behavioral and Brain Sciences*, *2*(1), 101-110.
- Cardoso-Leite, P., Kludt, R., Vignola, G., Ma, W.J., Green, C.S. & Bavelier, D. (2015). Technology consumption and cognitive control: Contrasting action video game experience with media multitasking. *Attention, Perception, and Psychophysics*, *78*(1), 218-241.
- Eichenbaum, A., Kattner, F., Bradford, D., Gentile, D. A., & Green, C. S. (2015). Role-playing and real-time strategy games associated with greater probability of internet gaming disorder. *Cyberpsychology, Behavior, and Social Networking*, *18*, 480-485.
- Green, C.S., Kattner, F., Siegel, M.H., Kersten, D., & Schrater, P.R. (2015). Differences in perceptual learning as a function of training task. *Journal of Vision*, *15*(10), 1-14.
- Green, C.S. & Bavelier, D. (2015). Action video game training for cognitive enhancement. *Current Opinion in Behavioral Sciences*, *4*, 103-108.
- Yung, A., Cardoso-Leite, P., Dale, G., Bavelier, D., & Green, C. S. (2015). Methods to test visual attention online. *Journal of Visualized Experiments*, *96*, e52470-e52470.
- Cardoso-Leite, P., Green, C.S., & Bavelier, D. (2015). On the impact of new technologies on multitasking. *Developmental Review*, *35*, 98-112.

- Green, C. S., Strobach, T. & Strobach, T. (2014). On methodological standards in training and transfer experiments. *Psychological Research*, 78(6), 756-772.
- Eichenbaum, A., Bavelier, D. & Green, C.S. (2014). Video games: Play that can do serious good. *American Journal of Play*, 7(1), 50-72.
- Bejjanki, V.R., Zhang, R., Li, R., Pouget, A., Green, C.S., Lu, Z.L., & Bavelier, D. (2014). Action video game play facilitates the development of better perceptual templates. *PNAS*, 111(47), 16961-16966.
- Gentile, D. & Green, C.S. (2014). Video game addiction in children. *Frontiers for Young Minds*. 2(15), 1-5.
- Fulvio, J.M., Green, C.S., & Schrater P.R., (2014). Task-specific response strategy selection on the basis of recent training experience. *PLoS Computational Biology*, 10(1):e1003425.
- McDermott, A.F., Bavelier, D., & Green, C.S. (2014). Memory abilities in action video game players. *Computers in Human Behavior*, 34, 69-78
- Bavelier D., Green C.S., Seidenberg M.S. (2013) Cognitive development: gaming your way out of dyslexia? *Current Biology*, 23, R282-3.
- Bavelier, D., Green, C.S., Pouget, A., & Schrater, P. (2012). Brain plasticity through the life span: Learning to learn and action video games. *Annual Review of Neuroscience*, 35, 391-416.
- Green, C.S. & Bavelier, D. (2012). Learning, attentional control, and action video games. *Current Biology*, 22, R197-R206.
- Green, C.S., Sugarman, M.A., Medford, K., Klobusicky, E., & Bavelier, D. (2012). The effect of action video game experience on task-switching. *Computers in Human Behavior*, 28, 984-994.
- Bavelier, D., Green, C.S., Han, D.H., Renshaw, P.F., Merzenich, M.M. & Gentile, D.A. (2011). Brains on video games. *Nature Reviews Neuroscience*, 12, 763-768.
- Bavelier, D. & Green, C.S. (2011). Neuroscience: Browsing and the brain. *Nature*, 470, 37-38.
- Hubert-Wallander, B., Green, C.S., & Bavelier, D. (2011). Stretching the limits of visual attention: The case of action video game players. *WIREs Cognitive Science*, 2, 222-230.
- Hubert-Wallander, B., Green, C.S., Sugarman, M. & Bavelier, D. (2011). Changes in search rate but not in the dynamics of exogenous attention in action videogame players. *Attention, Perception, and Psychophysics*. 73, 2399-412
- Green, C.S., Benson, C., Kersten, D. & Schrater, P. (2010). Alterations in choice behavior by manipulations of world-model. *PNAS*, 107, 16401-16406.
- Green, C.S., Pouget, A., & Bavelier, D. (2010). Improved probabilistic inference as a general mechanism for learning with action video games. *Current Biology*, 23, 1573-1579.

- Bavelier, D., Green, C.S. & Dye, Matthew, W.G.D. (2010). Children, wired – for better and for worse. *Neuron*, 67, 692-701.
- Green, C.S., Li, R., & Bavelier, D. (2010). Perceptual learning during action video game playing. *Topics in Cognitive Science*, 2, 202-216.
- Dye, M.W.G., Green, C.S., & Bavelier, D. (2009). Increasing speed of processing with action video games. *Current Directions in Psychological Science*, 18, 321-326.
- Dye, M.W.G., Green, C.S., & Bavelier, D. (2009). The development of attention skills in action video game players. *Neuropsychologia*, 47, 1780-1789.
- Green, C.S. & Bavelier, D. (2008). Exercising your brain: A review of human brain plasticity and training-induced learning. *Psychology and Aging*, 23(4), 692-701.
- Achtman, R., Green, C.S., & Bavelier, D. (2008). Video games as a tool to train visual skills. *Restorative Neurology and Neuroscience*, 26, 435-446.
- Hauser, P.C., Dye, M.W.G., Boutla, M., Green, C.S., & Bavelier, D. (2007). Deafness and visual enumeration: Not all aspects of attention are modified by deafness. *Brain Research*, 1153, 178-187.
- Green, C.S. & Bavelier, D. (2007). Action video game experience alters the spatial resolution of attention. *Psychological Science*, 18(1), 88-94.
- Green, C.S. & Bavelier, D. (2006). Effect of action video games on the spatial distribution of visuospatial attention. *JEP:HPP*, 32(6), 1465-1478.
- Green, C.S. & Bavelier, D. (2006). Enumeration versus multiple object tracking: the case of action video game players. *Cognition*, 101(1), 217-245.
- Green, C.S. & Bavelier, D. (2003). Action video game modifies visual selective attention. *Nature*, 423, 534 –538.

Book Chapters

- Parong, J., Vodyanynk, M., Seitz, A.R, Jaeggi, S.M., & Green, C.S. (2023). Experimenter Effects. In Nichols, A.L. & Edlund, J., eds. *The Cambridge Handbook of Research Methods and Statistics for the Social and Behavioral Sciences, Volume 1: Building a Program of Research*. Cambridge University Press.
- Parong, J., Seitz, A.R, Jaeggi, S.M., & Green, C.S. (2023). Expectations and Placebo Effects in Behavioral Interventions for Cognitive Enhancement: Lessons from Outside Domains and Current Research. In Colloca L, Seneviratne C, Noel J, Franklin PD, eds. *Placebo Effects Through the Lens of Translational Research*. 1st ed. New York, NY: Oxford University Press.
- Cunningham, Emma G.; Green,C. Shawn. (2023). “Cognitive Skills Acquired from Video Games.” In Matthew Powers (Ed.), *Oxford Research Encyclopedia of Communication*. New York and

- Parong, J., Holman, C., Cunningham, E., Green, C.S., & Bavelier, D. (2021). Video games and higher cognition. In O'Neil, H.F., Baker, E.L., Perez, R.S., & Watson, S.E. (eds), *Using Cognitive and Affective Metrics in Educational Simulations and Games*. Routledge, New York.
<https://doi.org/10.4324/9780429282201>
- Cochrane, A. & Green, C.S. (2020). New Directions in Training Design. In T. Strobach & J. Karbach (Eds.), *Cognitive training, 2nd Edition: An overview of features and applications*. New York, NY: Springer.
- Bediou, B., Bavelier, D., & Green, C.S. (2020). Action video-game training and its effects on perception and attentional control. In T. Strobach & J. Karbach (Eds.), *Cognitive training, 2nd Edition: An overview of features and applications*. New York, NY: Springer.
- Cochrane, A., Prot, S., Blanco, J., Green, C.S., & Gentile, D.A. (2020). Positive effects of video gaming on human behavior. In M.N. Potenza, D. Faust, & K.A. Faust (Eds.), *Oxford Handbook of Digital Technologies and Mental Health*.
- Altarelli, I., Green, C.S., & Bavelier, D. (2020). Action video games: from effects on cognition and the brain to potential educational applications. In D. Mareschal, I. Dumontheil, & M. Thomas (Eds.), *Educational Neuroscience: Development Across the Life Span*. New York, NY: Routledge.
- Eichenbaum, A., Bavelier, D., & Green, C.S. (2019). Fundamental questions surrounding efforts to improve cognitive function through video game training. In M. Bunting & J. Novick (Eds.), *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development*. New York, NY: Oxford University Press.
- Green, C.S. (2018). Video Games and Cognitive Skills. In N.D. Bowman (Ed.), *Video Games: A Medium That Demands Our Attention*. New York: Routledge.
- Green, C.S., Banai, K., Lu, Z-L., & Bavelier, D. (2018). Perceptual learning. In J. Serences (Ed.), *Steven's handbook of experimental psychology II: Sensation, perception & attention*. New York, NY: John Wiley & Sons.
- Gorman, T.E. & Green, C.S. (2017). Young minds on video games. In F. Blumberg & P. Brooks, (Eds.), *Cognitive development in digital contexts*. New York, NY: Elsevier.
- Green, C.S. Gorman, T.E., & Bavelier, D. (2016). Action video-game training and its effects on perception and attentional control. In T. Strobach & J. Karbach (Eds.), *Cognitive training: An overview of features and applications*. New York, NY: Springer.
- Bavelier, D., Yanguéz, M., Dye, M.W.G., & Green, C.S. (2016). Children wired: for better and for worse. In S.J. Lipina, M. Sigman, & D.F. Slezak, (Eds.), *Thinking the ICT's from cognitive science and neuroscience perspectives*. Barcelona: Gedisa.

- Dale, G. & Green, C.S. (2015). Video games and cognitive performance. In R. Kowert & T. Quandt (Eds.), *The video game debate: Unraveling the physical, social, and psychological effects of digital games*. New York, NY: Routledge.
- Green, C.S. (2014). The perceptual and cognitive effects of action video game experience. In F. Blumberg (Ed.), *Learning by playing: Video gaming in education*. New York, NY: Oxford University Press.
- Bavelier, D. & Green, C.S. (2010). Video games. In E.B. Goldstein, (Ed.), *SAGE Encyclopedia of Perception*. Thousand Oaks, CA: Sage Publications.
- Bavelier, D., Green, C.S., & Dye, M.W.G. (2009). Exercising your brain: Training-related brain plasticity. In M. Gazzagina, (Ed.), *The cognitive neurosciences, 4th edition*. Cambridge, MA: The MIT Press.
- Cohen, J.E., Green, C.S., & Bavelier, D. (2008). Training visual attention with video games: Not all games are created equal. In H.F. O'Neil, & R.S. Perez (Eds.), *Computer games and team and individual learning*. Amsterdam: Elsevier.
- Green, C.S. & Bavelier, D. (2006). The cognitive neuroscience of video games. In P. Messaris & L. Humphreys (Eds.), *Digital media: Transformations in human communication*. New York, NY: Peter Lang.

CONFERENCE/MEETING PRESENTATIONS

Conference Presentations

- Cunningham, E., Bavelier, D., & Green, C.S. (2023). Minimal Correlations Found between Multidisciplinary Metrics of Planning and Planning Related Games. Association for Psychological Science annual convention, Washington, D.C.
- Yüksel, E.M., Knabe, M., Ellis, K., Kornell, N., Green, C.S., & Vlach, H.A. (2023). Looking less and learning more: Assessing patterns of visual attention and item memory in blocked and interleaved schedules. Psychonomic Society annual meeting, San Francisco, CA.
- Cunningham, E., Anthony, L.E., Kasten, L.A., Yüksel, E.M., & Green, C.S. (2023). Individual differences in learning a complex visuo-motor task. Psychonomic Society annual meeting, San Francisco, CA.
- Yüksel, E.M., Knabe, M., Kornell, N., Green, C.S., & Vlach, H.A. (2023). Patterns of visual attention in blocked and interleaved learning: Effects on category learning and recognition memory. European Society for Cognitive Psychology, Porto, Portugal.
- Phillips, N. & Green, C.S. (2023). Competitive eSports as a New Paradigm for Cognitive Science: Current State and Future Directions. Cognitive Science Society annual meeting, Sydney, Australia.
- Green, C.S. (2023). Assessing planning ability via traditional psychology tasks and mini-video games. Cog Sci. Cognitive Science Society annual meeting, Sydney, Australia.

- Harms, M., Xu, Y., Woodard, K., Wilson, R., Green, C.S., & Pollak, S. (2023). Changes in Exploration Tendencies and Links to Perceived Stress and Loneliness in Adolescence. SRCD.
- Ji, M., Ward, E. J., Green, C. S. (2022). Metacognitive understanding of visual motion cues to intentionality. Vision Sciences Society Annual Meeting, St. Pete Beach, FL.
- Cochrane, Green, Sims, Bejjanki, & Bavelier (2022) Drift diffusion models of perceptual learning indicate long-term improvements in sensitivity and short-term fluctuations in caution. Vision Sciences Society annual meeting, St. Pete Beach, FL.
- Anthony, L. E., Cochrane, A., Ji, M. & Green C. S. (2022, May 13-18) Temporal dependencies in sequences of perceptual learning stimuli impact choice behavior in Gabor orientation discrimination task [Poster Session]. Vision Sciences Society (VSS), St. Pete Beach, Florida, USA.
- Anthony, L. E., Green C. S., & Alibali, M. W. (2022, June 1-3) Examining the effects of pattern experience on algebraic problem-solving strategies in young adults [Poster Session]. The Mathematical Cognition and Learning Society (MCLS), Antwerp, Belgium.
- Anthony, L. E., Green C. S., & Alibali, M. W. (2021) Examining the Effects of Equations in Sequence on Problem-Solving Performance and Relational Reasoning [Lightning Talk]. The *Mathematical Cognition and Learning Society (MCLS)*, Virtual Meeting.
- Anthony, L. E., Green C. S., & Alibali, M. W. (2021) Experience with Equations in Sequence Promotes Procedural Fluency [Poster Session]. *Cognitive Science Society Annual Meeting*, Virtual Meeting.
- Bowman, N. D., Yoshimura, K., Klecka, H. Li, Z., & Green, C.S. (2021). One of these things is just like the others: An application of machine learning to understand retro and modern video game genres. Top Papers in Game Studies at the *National Communication Association*, Seattle.
- Herce Castañón, S., Cardoso-Leite, P., Altarelli, I., Green, C.S., Schrater, P. and Bavelier, D. (2021). Humans rely on a Mixture Model Learning strategy to solve a multi-task sequential learning problem. Abstract presented at the annual meeting of *COSYNE*, USA.
- Ji, M., Ward, E., & Green, C. S. (2021). Learning to identify visual signals of intentionality. *VSS*.
- Plate, R.C., Shutts, K., Cochrane, A., Green, C.S. & Pollak, S.D. (2021). How Children Weight Social and Nonsocial Information When Searching for Rewards. *Society for Research in Child Development*, Virtual Meeting.
- Parong, J., Green, C. S., Jaeggi, S., & Seitz, A. (2021, May 26-28). Explicit and Associative Learning Based Expectations in Cognitive Training. In C. S. Green (Chair), Expectation/Placebo Effects in Behavioral Interventions for Cognitive Enhancement: Lessons from Outside Domains and Current Research [Symposium]. *3rd International Conference of the Society for Interdisciplinary Placebo Studies (SIPS)*. Baltimore, MD (online).
- Parong, J., Green, C. S., Seitz, A., & Jaeggi, S. (2021). Placebo Effects in Working Memory Training

[Poster Presentation]. *62nd Annual Meeting of the Psychonomic Society. New Orleans, LA (online).*

Cochrane, A. & Green, C.S. (2020). The functional forms of perceptual improvement: A multi-paradigm comparison of by-trial, subject-level models. *VSS*.

Zhang, R-Y., Chopin, A., Shibata, K., Lu, Z-L., Jaeggi, S.M., Buschkuhl, M., Green, C.S. & Bavelier, D. (2020). Action video game play facilitates “learning to learn.” *VSS*.

Shibata, K., Chopin, A., Zhang, R-Y., Jaeggi, S.M., Buschkuhl, M., Green, C.S. & Bavelier, D. (2020). Facilitating cognitive and perceptual learning through action video game play. *Federation of European Neuroscience Societies (FENS)*.

Plate, R.C., Shutts, K., Cochrane, A., Green, C.S. & Pollak, S.D. (2020). Choice Strategies in a Changing Social Learning Environment. *Cognitive Sciences Society*.

Harms, M.B., Woodard, K., Green, C.S., & Pollak, S.D. (2019). Measuring exploration and exploitation across development. *Cognitive Development Society annual meeting*.

Patrick, A.M., Dean, D.C., III, Gorman, T.E., Green, C.S., & Alexander, A.L. (2019). Assessment of Microstructural Changes Induced via Repeated Videogame Training as a Measure of Neuroplasticity in Normal Developing, College-age Brains. *International Society for Magnetic Resonance in Medicine*

Cochrane, A. & Green, C.S. (2019). Individual differences in learning: Relations between cognition, personality, and responsiveness to perceptual training. *VSS, St. Petersburg, FL*.

Robbins, J.B., Stephenson, J.W., Johnston, I.A., & Green, C.S. (2019). Perceptual Learning Techniques to Teach CT Interpretation of the Appendix to Novice Learners. *Association of University Radiologists Annual Meeting, Baltimore, MD*.

Dean III, D.C., Patrick, A., Gorman, T.E., Green, C.S., & Alexander, A. (2018). Neuroplastic Changes of Myelin Microstructure with Video Game Play. *International Society for Magnetic Resonance in Medicine, Paris, France*.

Green, C.S. (2018). Asymmetric Transfer Across Viewing Distance. *Biannual International Workshop on Perceptual Learning. Moorea, French Polynesia*.

Edwards, J.D., Karbach, J., & Green, C.S. (2018). How Do We Move the Field Forward? *Alzheimer's Association International Conference, Chicago, IL*.

Bowman, N. D., Johnston, I., & Green, C. S. (2018). All your Games Are Belong to Us: Using Machine Learning to Define Game Genres. *National Communication Association Game Studies Division Pre-Conference, Salt Lake City, Utah*.

Stewart, H.J., Martinez, J.L., Perdew, A., Green, C.S. & Moore, D.R. (2018). No benefit of video game training for hearing in older adults. *American Auditory Society Annual Meeting. Scottsdale, AZ*.

Cochrane, A., Simmering, V. R., Austerweil, J. L., & Green, C. S. (2018). Rapid Learning

in *Early Attentional Processing: Bayesian Estimation of Trial-by-Trial Updating*. In *Proceedings of the Annual Meeting of the Cognitive Science Society* (Vol. 40, pp. 232–237). Madison, WI.

- Cochrane, A., Simmering, V., & Green, C.S. (2017). Visual cognitive sub-processes predicting reasoning in middle childhood and adulthood. *Society for Research on Child Development, Austin, Texas*.
- Cochrane, A., Green, C.S., & Simmering, V. (2017). Attentional capacity and selection: Comparing middle childhood to adulthood. *Society for Research on Child Development annual conference, Austin, Texas*.
- Green, C.S. (2017). Generalization and Specificity in Cognitive Training: Lessons from Action Video Games. *Winter Conference on Brain Research, Big Sky, MT*.
- Bediou B, Green CS, Adams DM, Mayer RE & Bavelier D. (2016). Effects of Action Video Games on Perception, Attention and Cognition: A Meta-Analysis. *Jean Piaget Conference, Geneva, Switzerland*.
- Cochrane, A., Green, C.S., & Simmering, V. (2016). Mapping the links between working memory and fluid reasoning in school-aged children. *Annual conference of the Jean Piaget society, Chicago, IL*.
- Kattner, F., White, P., & Green, C. S. (2015). Cue competition effects in evaluative conditioning. *Meeting on Associative and Propositional Learning, Warsaw, Poland*.
- Dale, G. & Green, C.S. (2015). Cognitive and dispositional predictors of learning and transfer. *Psychonomics, Chicago, IL*.
- Cochrane, A.K., Green, C.S., & Simmering, V. (2015). Developmental contributions of attention and working memory to higher cognition. *Cognitive Development Society, Columbus, OH*.
- Plate, R.C., Fulvio, J.M., Shutts, K., Green, C.S., Pollak, S.D. (2015). Decision making under uncertainty: Evolution of strategy use across development. *Cognitive Development Society, Columbus, OH*.
- Cardoso-Leite, P., Schrater, P., Goldstone, R., Green, C.S. & Bavelier, D. (2015). Using online experiments to investigate individual differences in learning. *International Convention of Psychological Science, Amsterdam, The Netherlands*.
- Cardoso-Leite, P., Schrater, P., Goldstone, R., Green, C.S. & Bavelier, D. (2015). Cognitive mechanisms underlying performance improvements after videogame-based training. *59th Scientific Annual Meeting of the German Society for Clinical Neurophysiology and Functional Imaging (DGKN), Tübingen, Germany*.
- Bediou, B., Adams, D.M., Mayer, R.E., Green, C.S., Bavelier, D. (2015). Meta-analysis of the impact of action video games on cognition. *19th Conference of the European Society for Cognitive Psychology (ESGOP), Cyprus*.

- Bediou, B., Adams, D., Mayer, R., Green, C.S., & Bavelier, D. (2015). Meta-analysis of action video games impact. *10th Alpine Brain Imaging Meeting*, Champéry, Switzerland
- Fulvio, J.M., Green, C.S., & Schrater, P. (2013). Specificity in perceptual learning: Blame the paradigm. *VSS*, Naples, FL.
- Zhang, R., Lu, Z., Green, C.S., & Bavelier, D. (2013). Speeding up learning: Action video games and perceptual learning. *VSS*, Naples, FL.
- Bejjanki, V.R., Sims, C.R., Green, C.S., & Bavelier, D. (2012). Evidence for action video-game induced “learning to learn” in a perceptual decision making task. *VSS*, Naples, FL.
- Zhang, R., Bejjanki, V.R., Lu, Z., Green, C.S., & Bavelier, D. (2012). Action video game playing improves learning to learn in perceptual learning. *VSS*, Naples, FL.
- Fulvio, J.M., Green, C.S., & Schrater, P. (2012). Control allows confidence learning, *CoSyNe*, Salt Lake City, UT.
- Green, C.S., Fulvio, J.M., Siegel, M., Kersten, D., & Schrater, P. (2011). Action selection requires predicting future uncertainty. *VSS*, Naples, FL.
- Fulvio, J.M., Green, C.S., & Schrater, P. (2011). Optimality predicts transition to specificity in perceptual learning. *VSS*, Naples, FL.
- Medford, K., Sugarman, M., Green, C.S., Klobusicky, L., & Bavelier, D. (2011). Reducing task switch cost with action video games. *VSS*, Naples, FL.
- Green, C.S., Kersten, D., & Schrater, P. (2011). Model-based decision making in human observers. *CoSyNe*, Salt Lake City, UT.
- Fulvio, J.M., Green, C.S., & Schrater, P. (2011). Control limits model learning. *CoSyNe*, Salt Lake City, UT.
- Green, C.S., Kersten, D., & Schrater, P. (2010). Transfer in perceptual learning as extrapolation. *VSS*, Naples, FL.
- Fulvio, J.M., Green, C.S., & Schrater, P. (2010). Promoting generalization by hindering policy learning. *VSS*, Naples, FL.
- Anderson, A.F., Green, C.S., & Bavelier, D. (2010). Speed-accuracy tradeoffs in cognitive tasks in action game players. *VSS*, Naples, FL.
- Hubert-Wallander, B., Green, C.S., Sugarman, M., & Bavelier, D. (2010). Altering the rate of visual search through experience: The case of action video game players. *VSS*, Naples, FL.
- Acuna, D., Green, C.S., & Schrater, P. (2010). The rational control of aspiration in learning. *CoSyNe*, St. Lake City, UT.

- Green, C.S., Zhang, P., Daw, N.D., Kersten, D., He, S., & Schrater, P. (2010). Activity in the ventral striatum consistent with model-based, rather than model-free prediction errors. *CoSyNe*, St. Lake City, UT.
- Acuna, D., Green, C.S., Schrater, P. (2010). Decision-making in unbounded environments using nonparametric Bayesian Reinforcement Learning', *NIPS 2010 Workshop on Bounded-rational analyses of human cognition: Bayesian models, approximate inference, and the brain*, Vancouver, B.C. Canada.
- Green, C.S., Benson, C., Kersten, D., & Schrater, P. (2009). Promoting Optimal Decision Making By Reducing Unexplained Variability in Outcome. *VSS*, Naples, FL.
- Benson, C., Green, C.S., Kersten, D., & Schrater, P. (2009). The effect of reward structure on sequential decision-making. *VSS*, Naples, FL.
- Schrater, P., Green, C.S., Benson, C., & Kersten, D. (2009). Causal model attribution in sequential decision-making. *CoSyNe*, St. Lake City, UT.
- Dye, M. & Green, C.S. (2007). Brain plasticity and multiple object tracking. *British Psychological Society Cognitive Section Conference*, Aberdeen, Scotland.
- Green, C.S., Pouget, A., & Bavelier, D. (2007). Action video game playing improves Bayesian inference for perceptual decision-making. *VSS*, Sarasota, FL.
- Green, C.S. & Bavelier, D. (2006). Ability to task-switch in action video game players. *VSS*, Sarasota, FL.
- Green, C.S. & Bavelier, D. (2005). Effects of video game playing on visual processing across space. *VSS*, Sarasota, FL.
- Cohen, J., Green, C.S., & Bavelier, D. (2005). Training visual attention with video games: Are all games created equal? *CNS*, New York, NY.
- Green, C.S. & Bavelier, D. (2004). The effect of action video game playing on the Useful Field of View. *CVS Fall Vision Meeting*, Rochester, NY.
- Bavelier, D. & Green, C.S. (2004). Effects of video game playing on visual functions. *CVS Fall Vision Meeting*, Rochester, NY.
- Green, C.S. & Bavelier, D. (2004). Does action video game play really enhance the number of items that can be simultaneously attended? *VSS*, Sarasota, FL.
- Bavelier, D. & C.S. Green (2003). When video game playing expands your mind's eye. *VSS*, Sarasota, FL.
- Ginchereau, F., Green, C.S., Cohen, J., Merigan, W., & Bavelier, D. (2003). Does video game playing improve visual performance by altering visual attention or sensory thresholds? *Cognitive Neuroscience Society*, New York, NY.

Green, C.S. & Bavelier, D. (2002). Video Game Playing: Rot your brain or expand your mind? *Cognitive Neuroscience Society*, San Francisco, CA.

Invited Conference/Meeting Presentations/Talks

Green, C.S. (2023). Harnessing the power of games for learning. *Games, Brains, Learning and Beyond*. University of Hong Kong.

Green, C.S. (2023). Reconceptualizing the “space” of commercial video games. *Games, Brains, Learning and Beyond*. University of Hong Kong.

Green, C.S. (2023). Every task is a learning task (and should be treated as such). University of Hong Kong. Hong Kong.

Green, C.S. (2023). Video games for complex learning. *INC Day 2023: Neuroscience and Education*. Universite Paris Cite.

Green, C.S. (2023). Complex video game training: A route to enhanced cognition and learning to learn. *Office of Naval Research Basic Research Forum*.

Green, C.S. (2023). Harnessing the power of games for learning. *Holtz Center*. University of Wisconsin-Madison.

Green, C.S. (2022). Overcoming the “Curse of Specificity”: Transfer and Learning to Learn in Perceptual Learning. *Adaptive Vision Symposium*. Tu Darmstadt. Darmstadt, Germany.

Green, C.S. (2022). Every task is a learning task (and should be treated as such). HMU Potsdam. Potsdam, Germany.

Green, C.S. (2022). Every task is a learning task (and should be treated as such). MSH Hamburg. Hamburg, Germany.

Green, C.S. (2022). The cognitive neuroscience of E-Sports. TU Darmstadt. Darmstadt, Germany.

Green, C.S. (2022). Deeper inferences in perceptual learning from considering time-continuous behavior. *Biennial Perceptual Learning workshop*. Aleskya, Alaska.

Green, C.S. (2021). Reconsidering the “Space” of Commercial Video games. University of Geneva. Geneva, Switzerland.

Green, C.S. (2021). Placebo effects in cognitive training. University of Geneva. Geneva, Switzerland.

Green, C.S. (2020). Behavioral Training Methods to Enhance Perceptual and Cognitive Skills. *The Future of Neuroscience in National Security meeting (NAS/ODNI)*. Online meeting.

Green, C.S. (2019). Twenty years of change in the commercial game space: Impact on the study of games and human cognition. *Annual Meeting of the Broadcast Education Association*. Las Vegas, NV.

- Green, C.S., (2019). Improving Methodological Standards in Behavioral Interventions for Cognitive Enhancement. *International Conference on Psychological Science*. Paris, France.
- Green, C.S. (2019). Transfer and Learning to Learn in Perceptual and Cognitive Learning. University of Rochester, Rochester, NY.
- Green, C.S. (2019). Cognitive Training: Consensus Methods and Investigations into Possible Placebo Effects. University of Geneva, Geneva, Switzerland.
- Green, C.S. (2018). Consensus on Methods to Optimize Human Cognitive Training Studies. *Cognitive Training Institute*. University of Minnesota, Minneapolis, MN.
- Green, C.S. (2018). Enhancements in Cognitive and Perception via Action Video Game training. Northeastern University, Boston, MA.
- Green, C.S. (2017). Perceptual learning generalization as transfer and learning to learn. *Vision Science and Optometry Oxyopia Talk Series*. University of California-Berkeley, Berkeley, CA.
- Green, C.S. (2017). Examining Individual Differences in Perception/Cognition in Online Populations. *Beyond the Lab: Using Big Data to Discover Principles of Cognition*. University of Wisconsin-Madison, Madison, WI.
- Green, C.S. (2017). A Discussion of Best Practices in the Field of Human Learning with Respect to Behavioral Interventions to Enhance Cognition. *Methods to Demonstrate the Efficacy of Cognitive Training Interventions*. Boston, MA.
- Green, C.S. (2017). Generalization and Specificity in Cognitive Learning: Lessons from Action Video Games. *Annual Meeting of the Broadcast Education Association*. Las Vegas, NV.
- Green, C.S. (2017). Generalization and Specificity in Cognitive Learning: Lessons from Action Video Games. *Winter Conference on Brain Research*. Big Sky, MT.
- Green, C.S. (2017). A review of best practices in the field of human learning with respect to behavioral interventions to enhance cognition. *Workshop on Methods in Cognitive Enhancement*. University of Vienna, Vienna, Austria.
- Green, C.S. (2016). Training perceptual and cognitive abilities: Lessons from commercial action video games and lab-based interventions. *Sensorimotor, Perceptual Learning and Training workshop*. Boston University, Boston, MA.
- Green, C.S. (2016). The perceptual, attentional, and cognitive effects of action video games. *Human performance enhancement workshop*. American Academy of Arts and Sciences, Boston, MA.
- Green, C.S. (2014). Neurogaming: Enhancing perception, attention, and cognition with 'entertainment' video games. *Learning & the Brain Conference: "Teaching Focused Minds,"* Boston, MA.
- Green, C.S. (2014). The effects of modern technology use on perceptual and cognitive skills. *Latin American School for Education, Cognitive, and Neural Sciences*. Punta Del Este, Uruguay.

- Green, C.S. (2014). Transfer and learning to learn as routes to generalizable learning. *5th Annual Invitation Only Perceptual Learning Workshop*, Jongy, Switzerland.
- Green, C.S. (2014). *Army Surgeon General Consortium on Brain Health*, Arlington, VA.
- Green, C.S. (2014). Changes in video games and what that means for studying cognitive training. *NSF Sponsored Meeting on video games and learning (HOST)*, Arlington, VA.
- Green, C.S. (2014). Action video games and learning to learn. *Southern Psychology and Philosophy Conference*, Charleston, S.C.
- Green, C.S. (2013). Action video games and learning to learn. *American Psychological Association Annual Conference*, Honolulu, HI.
- Green, C.S. (2013). Games for Learning to Learn. *Entertainment Software and Cognitive Neurotherapeutics Annual Conference*, University of Southern California, Los Angeles, CA.
- Green, C.S. (2013). Neuroscience of games and designing games for learning about learning to learn. *Games Learning Society Annual Conference*, University of Wisconsin, Madison, WI.
- Green, C.S. (2012). Inter-individual differences in video game play and player types. *Conference on Enhancing Well-being and Attentional Control through Games and Interactive Media: A Neuroscientific Approach*, White House, Washington, DC.
- Green, C.S. (2012). Action video games and learning to learn. *New Directions in Brain Training: Effectiveness, methodology, and application of cognitive interventions*, Humboldt University, Berlin, Germany.
- Green, C.S. (2012). Video games, learning to learn, and brain plasticity. *International Society for Neurofeedback and Research*, Orlando, FL.
- Green, C.S. (2012). Video games as training environments. *Telemedicine and Advanced Technology Research Center/Office of Naval Research Workshop: The development of a roadmap for use of games and simulation during medical education and training*, UCLA, Los Angeles, California.
- Green, C.S. (2012). Video games as exceptional learning tools. *National Alliance of Community and Technical Colleges Conference*, Minneapolis, MN.
- Green, C.S. (2012). Video games, transfer, and learning to learn. *SharpBrains Virtual Summit*.
- Green, C.S. (2012). Depression, neural plasticity, and video games. *Innovative Therapeutics for Depression Symposium*, Johnson & Johnson, Philadelphia, PA.
- Green, C.S. (2011). Transfer and Learning with Action Video Game Play. *First International Workshop on Cognitive and Working Memory Training*, University of Maryland, Center for the Advanced Study of Language, College Park, MD.

Green, C.S.

- Green, C.S. (2011). Transfer and Learning to Learn in Perceptual Learning. *Asia-Pacific Conference on Vision*, Hong Kong University, Hong Kong.
- Green, C.S. (2010). What is learned when playing action video games? *Academic Lessons from Video Game Learning Conference*, Fordham University, New York, NY.
- Green, C.S. (2010). Learning, video games, and brain plasticity. *International Conference on Teaching and Learning*, Jacksonville, FL.
- Green, C.S. (2010). Complex learning and skill transfer with video games. *International Conference on Teaching and Learning*, Jacksonville, FL.
- Green, C.S. & Bavelier, D. (2004). Playing video games enhances visual attention. *Power Users of Technology Summit*, United Nations, NYC, NY.