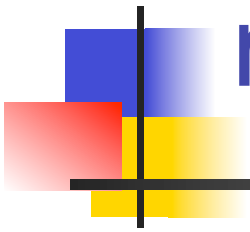


# Reflections on presenting a 22 minute talk





# Is this a good model for a student presentation?

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- Partly, not entirely; depends on the purpose
  - + for a symposium presentation that tries to communicate an issue, argument, or program of research; students sometimes get to do this
  - - for a presentation aimed
    - at changing beliefs: careful data & error bars!
    - at obtaining a job: mix with demonstrations of creative approaches to solid research (error bars)
    - **as 30 minute cognitive brown bag: need less breadth, more depth**



# So, what to take away?

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- In a short talk
  - Highlight main points and technical detail (unless technical points are main points!)
  - But for any audience
    - Value of a story
    - Value of context
    - Value of contrast

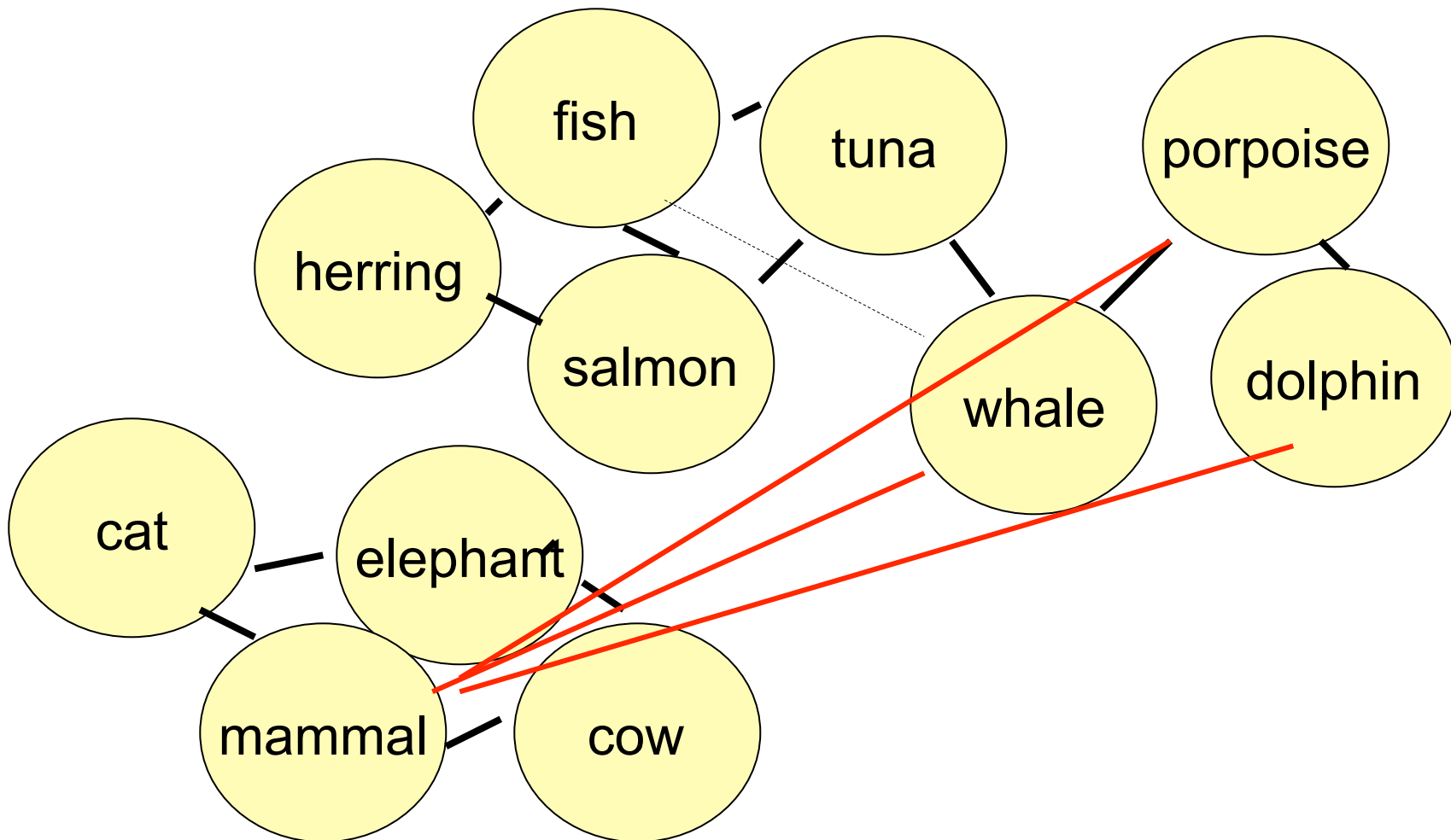


# Word Episodes after the onset of literacy

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- A general framework based on word episodes
- Episodic effects in reading
- 1. ***Modality effects in word episodes***
- 2. ***Word episodes for word meanings (detected through ERPs)***
- 3. ***Episodes for learning meanings: sentence contexts definitions, context variety***
- 4. Episodes for learning word forms: sentence contexts and isolated words
- 5. Prior episodes: Familiarity and novelty in word learning
- Generalizations about word learning

# Change in Knowledge: Portions of an English semantic network with new connections





# Why choose this one?

---

- **Because**

- a) It provides contrast with the main story line
- b) It grounds the story line in a context
- c) The network diagram shows very important information
- d) a and b.

# Spoken word episodes begin at birth



And infants get  
very good at  
spoken words!



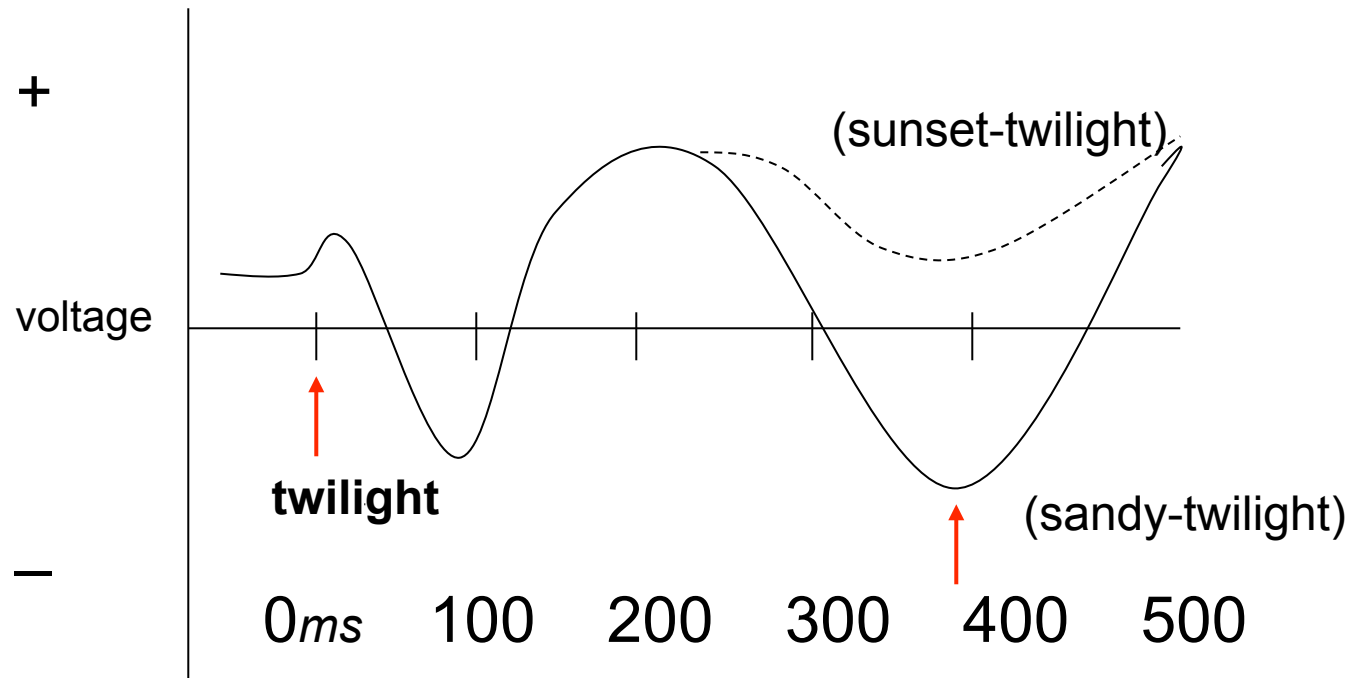
# Why choose this one?

---

- **Because**
  - a) It grounds the story line in a context
  - b) It's really cute
  - c) a and b

# Meaning indicators: N400

## ■ N400



*Sunset---twilight vs sandy---twilight*

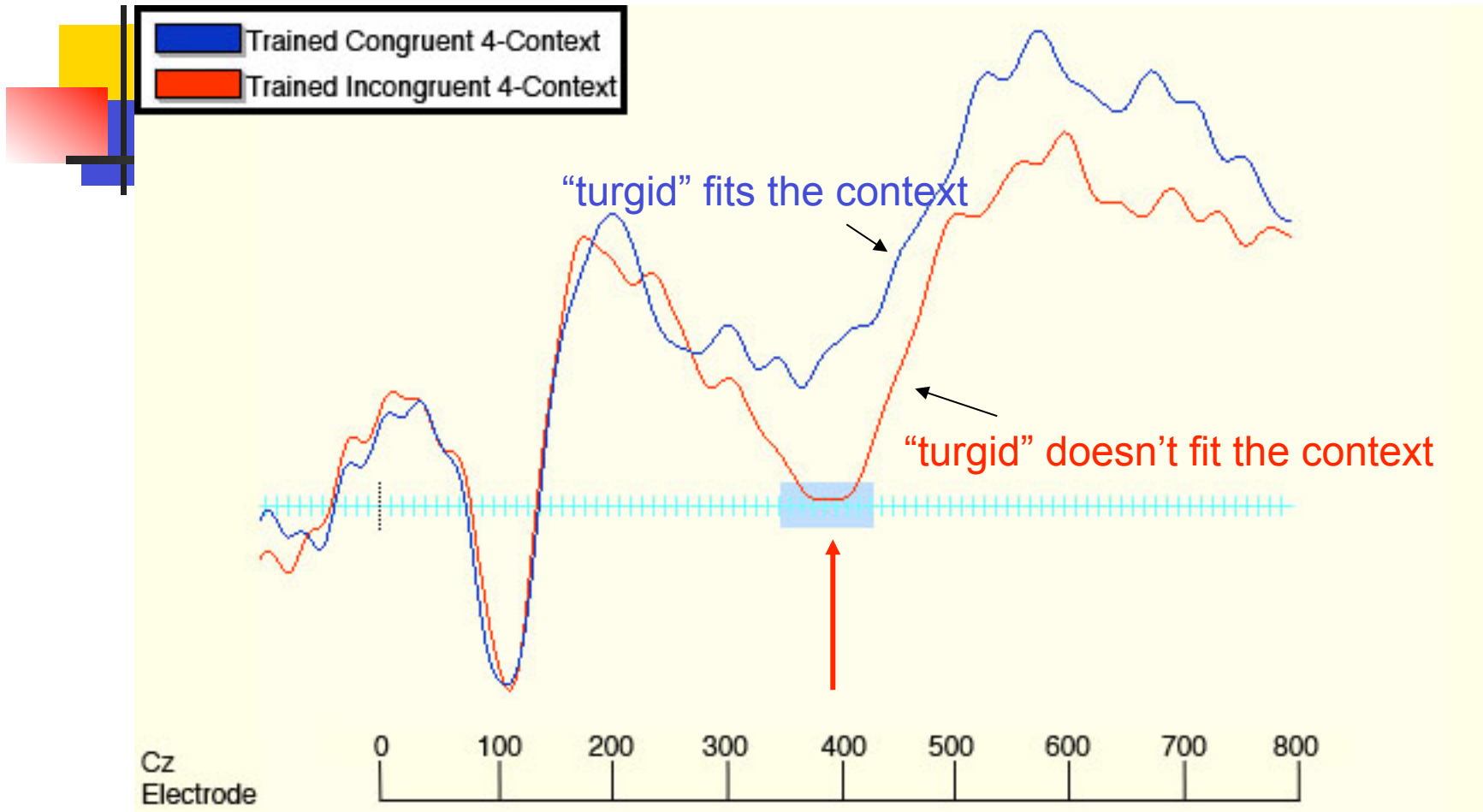


# Why choose this one?

---

- Because
  - a) It allows a **quick** understanding of the N400 and what to expect
  - b) Real ERP data graphs are ugly
  - c) a and b

# Trained words experienced in 4 different contexts



**TRAINED WORDS** experienced in 4 varied contexts show reduced N400 when word appeared in congruent context.



# Why choose this one?

---

- It seems to contradict the idea of no ugly ERP data
  - a) It's actually sort of pretty
  - b) Its interpretation has been well set up by the previous more schematic slides
  - c) You need to show that you really do have some data, as opposed to making things up
  - d) All of the above

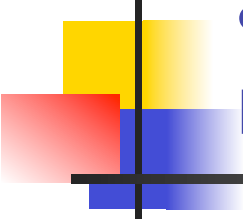


# Words as episodes: Some generalizations

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## 2. *Written Context effects.*

1. *Sentence Context Effect.* Words that are experienced in sentence contexts produce easier comprehension (better fits) in new sentence contexts compared with words experienced in definitions contexts.
2. *Contextual Variety Effect.* Word learning is supported by variety in carrier sentences (as opposed to repeated experience).
3. *Definitions Effect.* Dictionary definitions compensate for the effects of contextual variety.



Why show these? They repeat information already presented. And you only have 20 minutes!

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- **Because**
  - a) Repetition is important to learning
  - b) People might not have been paying attention when the results were presented
  - c) They raise the conclusions from the results level to (possible) generalizations
  - d) All of the above