Macarena Suárez Pellicioni

May 2020

CONTACT

Department of Educational Studies in Psychology, Research Methodology, and Counseling,
University of Alabama, Alabama, USA. 270 Kilgore Ln, Tuscaloosa, Alabama (35401).
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RESEARCH POSITIONS

Department of Educational Studies in Psychology, Research Methodology, and Counseling.
The University of Alabama
Assistant Professor — January 2020 - Present

Brain Development Lab
Department of Psychology and Human Development
Vanderbilt University, United States
Post-doctoral research associate
PI/Supervisor: Dr. James R. Booth — August 2017 - October 2019

Brain Development Lab
Department of Communication Sciences and Disorders
University of Texas at Austin, United States
Post-doctoral research associate
PI/Supervisor: Dr. James R. Booth — November 2015 - August 2017

Faculty of Psychology, University of Barcelona, Spain
Research assistant
PI/Supervisor: Dr. María Isabel Núñez Peña — September 2014 - March 2015

Human Performance Lab
Department of Psychology, University of Chicago, United States
Visiting Scholar
PI/Supervisor: Dr. Sian Beilock — February - May 2014

Faculty of Psychology, University of Barcelona, Spain
Pre-doctoral Student
PI/Supervisor: Dr. María Isabel Núñez Peña — September 2010 - August 2014

EDUCATION

Faculty of Psychology, University of Barcelona, Spain — 2010-2014
PhD in Psychology
Title of the thesis: "*Abnormal numerical processing in math anxious individuals: Evidence from event-related potentials*"

Faculty of Psychology, University of Barcelona, Spain — 2010-2011

Master in Cognitive Science and Language

Faculty of Psychology, University of Barcelona, Spain 2004-2008
Bachelor Degree in Psychology

GRANTS/FELLOWSHIPS

Title: Cognitive processing during arithmetic calculation: Study with behavioral and psychophysiological measures
Type: Pre-doctoral fellowship.
Funding Agency: Spanish Ministry of Science and Innovation.
PI: Dr. María Isabel Núñez-Peña
Duration: 4 years.

Title: Math anxiety: Its impact on performance and the brain.
Type: Research stay grant.
Funding Agency: Spanish Ministry of Science and Innovation.
PI: Sian Beilock. Human performance lab, Faculty of Psychology, University of Chicago.
Duration: 3 months.

COLLABORATION IN RESEARCH PROJECTS

Title: Math anxiety and difficulties in numerical processing: A study with behavioral and psychophysiological measures (English translation from Spanish).
Funding agency: Spanish Ministry of Economy and Competitiveness.
Period: 2013- 2015.
PI: Dr. María Isabel Núñez Peña.

Title: Cognitive processing during arithmetical calculation: Study with behavioral and psychophysiological measures (English translation from Spanish).
Funding agency: Spanish Ministry of Science and Innovation.
Period: 2010-2012.
PI: Dr. María Isabel Núñez Peña.

COLLABORATION IN EDUCATIVE INTERVENTION PROJECTS

Title: Correction templates as an instrument for continuous formative assessment in the Research Design course (English translation from Catalan).
Funding agency: University of Barcelona.
Period: 2015.
PI: Dr. Roser Bono.

Title: Continuous Evaluation in the Research Designs course: Reduction of the effect of math anxiety on students' academic achievement (English translation from Catalan).
Funding agency: University of Barcelona.
Period: 2013.
PI: Dr. María Isabel Núñez Peña.

PEER-REVIEWED PUBLICATIONS

19. **Suárez Pellicioni, M.**, Berteletti, I., & Booth, J.R. (2020). Early engagement of quantity mechanisms for solving large subtractions predicts longitudinal improvement in fluency in children. *Frontiers in Human Neuroscience* 14, 163.

18. **Suárez Pellicioni, M.**, Fuchs, L., & Booth, J.R. (2019). Tempo-frontal cortex activation during phonological processing predicts gains in arithmetic facts in young children. *Developmental Cognitive Neuroscience, 40, 100735.*

17. **Suárez Pellicioni, M.**, Lytle, M., Younger, J., & Booth, J.R. (2019). Data Descriptor: A longitudinal neuroimaging dataset on arithmetic processing in 8- to 16-year old children. *Scientific Data, 201*9; 6: 190040.

16. **Suárez Pellicioni, M**., Prado, J. & Booth, J.R. (2018). Lack of improvement in multiplication is associated with reverting from verbal retrieval to numerical operations. *NeuroImage*, 183, 859-871.

15. **Suárez Pellicioni, M.** & Booth, J.R. (2018). Fluency in symbolic arithmetic refines the approximate number system in parietal cortex**.** *Human Brain Mapping,* 39: 3956-3971.

14. Demir-Lira, Ö.E., **Suárez Pellicioni, M.,** Binzak, J.V. & Booth, J.R. (2018). Attitudes Towards Math is Differentially Related to the Neural Basis of Multiplication Depending on Math Skill. *Learning Disability Quarterly.*

13. Núñez-Peña, M.I., Tubau, E. & **Suárez Pellicioni, M.** (2017). Post-error response inhibition in high math-anxious individuals: Evidence from a multi-digit addition task. *Acta Psychologica,* 177, 17-22.

12. Núñez-Peña, M.I. & **Suárez Pellicioni, M.** (2015). Processing of multi-digit additions in high math-anxious individuals: Psychophysiological evidence. *Frontiers in Psychology,* 6 (1268).

11. **Suárez Pellicioni, M.,** Núñez-Peña, M.I. & Colomé, A. (2015). Math anxiety: A review of its cognitive consequences, psychophysiological correlates, and brain bases. *Cognitive, Affective and Behavioral Neuroscience,* 16(1), 3-22.

10. **Suárez Pellicioni, M.,** Núñez-Peña, M.I. & Colomé, A. (2015). Attentional bias in high math-anxious individuals: Evidence from an emotional Stroop task. *Frontiers in Psychology,* 6 (1577).

9. Núñez-Peña, M.I., Bono, R. & **Suárez Pellicioni, M.** (2015). Feedback on students' performance: A possible way of reducing the negative effect of math anxiety in higher education. *International Journal of Educational Research,* 70, 80-87.

8. Núñez-Peña, M.I. & **Suárez Pellicioni, M.** (2014). Less precise representation of numerical magnitude in high math-anxious individuals: An ERP study of the size and distance effects. *Biological Psychology,* 103, 176-183.

7. **Suárez Pellicioni, M.,** Núñez-Peña, M.I. & Colomé, A. (2014). Reactive recruitment of attentional control in math anxiety: an ERP study of the numeric conflict monitoring and adaptation. *PLoS ONE,* 9(6): e99579.

6. **Suárez Pellicioni, M.,** Núñez-Peña, M.I. & Colomé, A. (2013). Abnormal error monitoring in math-anxious individuals: evidence from error-related brain potentials. *PLoS ONE,* 8(11), e81143.

5. **Suárez Pellicioni, M.,** Núñez-Peña, M.I. & Colomé, A. (2013). Mathematical anxiety effects on simple arithmetic processing efficiency: An Event-related potential study. *Biological Psychology,* 94, 517-526.

4. Núñez-Peña, M.I., Guilera, G. & **Suárez Pellicioni, M.** (2013). The Single-Item Math Anxiety scale (SIMA): An alternative way of measuring mathematical anxiety. *Journal of Psychoeducational Assessment,* 32(4), 306-317.

3. Núñez-Peña, M.I., **Suárez Pellicioni, M**. & Bono, R. (2013). Effects of math anxiety on student success in higher education. *International Journal of Educational Research,* 58, 36-43.

2. Núñez-Peña, M.I., **Suárez Pellicioni, M**., Guilera, G. & Mercadé-Carranza, C. (2013). A Spanish version of the short Mathematics Anxiety Rating Scale (sMARS). *Learning and Individual Differences,* 24, 204-206.

1. Núñez-Peña, M.I. & **Suárez Pellicioni, M.** (2012). Processing false solutions in additions: differences between high- and lower-skilled arithmetic problem-solvers. *Experimental Brain Research,* 218(4), 655-663.

OTHER PUBLICATIONS: PRE-REGISTRATIONS

Macarena Suárez-Pellicioni, Ö. Ece Demir-Lira, Marisa Lytle, & James R. Booth. (July 3rd, 2019) Neurocognitive mechanisms of the role of math attitudes in predicting gains in subtraction skill in children. https://osf.io/d5rc9/?view_only=

OTHER PUBLICATIONS: PUBLISHED CONFERENCE ABSTRACTS

Núñez-Peña, M.I., Bono, R. & **Suárez Pellicioni, M**. (2015). Feedback in teaching: A factor associated with the reduction of the negative effect of math anxiety. (English translation from Spanish). *Revista de la Fundación Educación Médica,* 18(S1), S42-S43.

Núñez-Peña, M.I**.** & **Suárez Pellicioni, M.** (2014). Differences in the representation of numerical magnitude related to math anxiety: Psychophysiological evidence. (English translation from Spanish). *Psicológica,* 35, Special report, 1-238.

Suárez Pellicioni, M., Núñez-Peña, M.I**.** & Colomé, A. (2014). Attentional bias in high math-anxious individuals: A study with the emotional Stroop task. (English translation from Spanish). *Psicológica,* 35, Special report, 1-238.

Suárez Pellicioni, M., Núñez-Peña, M.I**.** & Colomé, A. (2014). Numeric conflict monitoring and adaptation in high math-anxious individuals: An event-related potential study. (English translation from Spanish). *Psicológica,* 35, Special report, 1-238.

Bono, R., Núñez-Peña, M.I., **Suárez Pellicioni, M.** & Arnau, J. (2013). Evaluation of academic performance in Research Designs course. (English translation from Spanish). *Revista de la Fundación Educativa Médica,* 16, Supplement 1.

Suárez Pellicioni, M., Núñez-Peña, M.I**.** & Colomé, A. (2013). Abnormal error monitoring in math anxious individuals: Evidence from error-related brain potentials. *Psychophysiology,* 50, Supplement 1, S1-S150.

Suárez Pellicioni, M., Núñez-Peña, M.I**.** & Colomé, A. (2013). Individual differences in error monitoring in high math-anxious individuals. *Personality and Individual Differences,* 60, S59.

Núñez-Peña, M.I., Guilera, G. & **Suárez Pellicioni, M**. (2013). The Single-Item Math Anxiety scale (SIMA): An alternative way of measuring mathematical anxiety. *Personality and Individual Differences,* 60, S59.

Núñez-Peña, M.I**.** & **Suárez Pellicioni, M.** (2012). The Effect of arithmetic proficiency on solving subtractions: ERP evidence. *International Journal of Psychophysiology,* 85(3), 279-430.

Suárez Pellicioni, M. & Núñez-Peña, M.I. (2011). Differences between high- and lower-skilled arithmetic problem solvers when solving incongruities in additions. *Frontiers in Human Neuroscience*. Conference Abstract: XI International Conference on Cognitive Neuroscience (ICON XI).

Núñez-Peña, M.I**.**, **Suárez Pellicioni, M.,** Gracia-Bafalluy, M. & Tubau, E. (2011). Individual differences in the arithmetic ability reflected in event-related potentials*.* (English translation from Spanish). *Revista de Neurología,* 52(5), 306-315.

Suárez Pellicioni, M. & Núñez-Peña, M.I. (2011). Split effect in arithmetic: Individual differences in the ERPs pattern*.* (English translation from Spanish). *Revista de Neurología,* 52(5), 306-315.

PRESS RELEASE

Suárez Pellicioni, M. & Booth. J.R. (2019). Researcher shares largest neuroimaging dataset on math development. https://news.vanderbilt.edu/2019/03/05/researcher-shares-largest-neuroimaging-dataset-on-math-development/

Suárez Pellicioni, M. & Booth. J.R. (2018). Scientists discover the power of math education in modeling the primal brain. https://news.vanderbilt.edu/2018/07/23/babies-instinctive-counting-skills-may-not-predict-future-math-smarts/

Suárez Pellicioni, M. & Booth. J.R. (2018). Scientists discover the power of math education in modeling the primal brain (2018). *Research News @ Vanderbilt*. *Neuroscience News*. *Anygator*. *MedicalXPress*. https://neurosciencenews.com/arithmetic-quanity-primal-brain-9605/

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, A. (2014). Numeric errors: How they affect people with high math anxiety? (English translation from Spanish). *Ciencia Cognitiva,* 8(2), 28-31.

OUTREACH

Bridges's 11th Annual Wellfest for deaf, hard of hearing, deaf-blind and hearing. April 6th, 2019, Nashville, Tennessee.

Brain Blast. March 16th, 2019. Nashville, Tennessee.

Bridges's 10th Annual Wellfest for deaf, hard of hearing, deaf-blind and hearing. April 7th, 2018, Nashville, Tennessee.

Brain Blast. March 17th, 2018. Nashville, Tennessee.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, A. (2013). "Psychophysiological correlates of math anxiety" (English translation from Spanish). One hour talk for the "University of Experience" class, comprising eldery students (more than 65 years old). April 2013, University of Barcelona.

INVITED UNIVERSITY TALKS

The University of Alabama, Department of Educational Studies in Psychology, Research Methodology, and Counseling. Neurocognitive mechanisms supporting successful math performance and math improvement in children. (February, 2019).

Arizona State University, Department of Psychology. Neurocognitive mechanisms supporting successful math performance and math improvement in children. (March, 2019).

CONFERENCE PRESENTATIONS

Suárez Pellicioni, M., Berteletti, I. & Booth, J.R. (2020). Early engagement of quantity mechanisms predict gains in subtraction fluency in children. Abstract accepted for the Math Cognition and Learning Society. Dublin, Ireland. (Conference was canceled due to COVID-19).

Soylu, F. & **Suárez Pellicioni, M.** (2020). Gray matter correlates of mathematical fluency in children. Abstract accepted for the Math Cognition and Learning Society. Dublin, Ireland. (Conference was canceled due to COVID-19).

Suárez Pellicioni, M., Berteletti, I. & Booth, J.R. (2019). Neurocognitive Mechanisms Supporting Successful Math Performance and Math Improvement in Children. Talk given at the 8th Annual Alabama Advanced Imaging Consortium. Alabama, USA.

Suárez Pellicioni, M., Prado, J. & Booth, J.R. (2019). Lower math gains are associated with lack automaticity of multiplication facts in long-term memory. Paper symposium presented at the 2019's meeting of the Society for Research in Child Development. Baltimore, Maryland, USA.

Suárez Pellicioni, M. & Booth, J.R. (2018). Fluency in symbolic arithmetic refines the approximate number system in parietal cortex. Poster presented at the Neuroscience Graduate Program IGP/QCB orientation day. Vanderbilt University, Nashville, Tennessee, USA.

Suárez Pellicioni, M. & Booth, J.R. (2018). Fluency in symbolic arithmetic refines the approximate number system in parietal cortex. Poster presented at the Flux conference. Chapel Hill, North Carolina, USA.

Suárez Pellicioni, M. & Booth, J.R. (2018). Fluency in symbolic arithmetic refines the approximate number system in parietal cortex. Poster presented at the 12th Annual Vanderbilt University Postdoctoral Association. Nashville, Tennessee, USA.

Suárez Pellicioni, M. & Booth, J.R. (2017). The longitudinal brain changes associated with improvement in multiplication depend on verbal IQ. Poster presented at the 2017's Math Cognition and Learning Conference. Nashville, Tennessee, USA.

Demir-Lira, Ö. E., **Suárez Pellicioni, M.** & Booth, J.R. (2017). Relations between attitudes towards math and neural basis of arithmetic processing vary with parental socioeconomic status. Talk presented by Dr. Demir-Lira at the 2017's Biennial Meeting of the Society for Research in Child Development (SRCD). Austin, Texas, USA.

Suárez Pellicioni, M. & Booth, J.R. (2017). The recruitment of brain regions over time depends both on improvement and verbal ability. Poster presented at the 2017's Biennial Meeting of the Society for Research in Child Development (SRCD). Austin, Texas, USA.

Demir-Lira, Ö.E., **Suárez Pellicioni, M.,** Binzak, J. & Booth, J.R. (2016). The neural basis of multiplication varies depending on math skill and attitudes towards math. Short talk given at the Fifth Annual Communication Sciences and Disorders Research Blitz. Austin, Texas, USA.

Cerda, V., **Suárez Pellicioni, M.,** Dickson DS, Booth JR, Wicha NYY. (2017) Processing Multiplication in Different Languages Involves Activation of the Same Temporal Cortices in Spanish-English Bilingual Adults. Poster presented at the UTSA College of Sciences Research Conference; Oct 2017; San Antonio, TX.

Núñez Peña, M.I., Bono, R. & **Suárez Pellicioni, M.** (2017). Anxiety towards exams and higher education achievement: Differences between sexes? (English translation from Spanish). Poster presented at the 9a Trobada de Professorat de Ciències de la Salut. Barcelona, Spain.

Bono, R., Núñez Peña, M.I. & **Suárez Pellicioni, M.** (2017). Continuous assessment with rubrics and in-class feedback: perceived utility in Research Designs students. (English translation from Spanish). Poster presented at the 9a Trobada de Professorat de Ciències de la Salut. Barcelona, Spain.

Núñez Peña, M.I., **Suárez Pellicioni, M.** & Bono, R., (2016). Gender differences in test anxiety and its impact on higher education students' academic achievement. Poster presented at the 2nd International Conference on Higher Education Advances (HEAD). Valencia, Spain.

Bono, R., Núñez-Peña, M.I. & **Suárez Pellicioni, M.** (2016). Rubrics and in-class feedback: students' perceived usefulness for learning in a research designs course. Poster presented at the 2016's Royal Statistical Society (RSS) International Conference. Manchester, England.

Núñez-Peña, M.I. & **Suárez Pellicioni, M**. (2015). Psychological correlates of multi-digit additions processing in high math-anxious individuals. Poster presented at the 16th Congress of the Spanish Society of Neuroscience. Granada, Spain.

Bono, R., Núñez-Peña, M.I. & **Suárez Pellicioni, M.** (2015). Teachers' feedback as a factor associated with academic performance: The Research Designs case. (English translation from Spanish). Poster presented at the IV Congreso Internacional de Docencia Universitaria (CINDU). Vigo, Spain.

Núñez-Peña, M.I. & **Suárez Pellicioni, M**. (2015). Processing of multi-digit additions in high math-anxious individuals: An event-related potential study. Poster presented at the 2015's European Brain and Behaviour Society EBBS Joint Meeting**.** Verone, Italy.

Suárez Pellicioni, M., Núñez Peña, M.I. & Colomé, À. (2015). Attentional bias in high math anxious: a study with the Emotional Stroop task. (English translation from Spanish). Poster presented at the 3rd Jornada de Doctorat de la Facultat de Psicologia. Barcelona, Spain.

Bono, R., Núñez-Peña, M.I., **Suárez Pellicioni, M**., González, C. & Bayés, I. (2015). Continous formative assessment in the Research Designs course: Application of a correction template system. (English translation from Spanish). Poster presented at the XIV Congreso de Metodologia de las Ciencias Sociales y de la Salud. Mallorca, Spain.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, À. (2014). Differences in the representation of numeric magnitude related to math anxiety: Psychophysiological evidence. (English translation from Spanish). Poster presented at the X Congress of the Spanish Society of

Experimental Psychology (SEPEX) and IX Congress of the Spanish Society of Psychophysiology and Cognitive and Affective Neuroscience (SEPNECA). Murcia, Spain.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, À. (2014). Numeric conflict monitoring and adaptation in high math-anxious individuals: An event-related potential study. (English translation from Spanish). Poster presented at the X Congress of the Spanish Society of Experimental Psychology (SEPEX) and IX Congress of the Spanish Society of Psychophysiology and Cognitive and Affective Neuroscience (SEPNECA). Murcia, Spain.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, À. (2014). Attentional bias in high math-anxious individuals: A study with the emotional Stroop task. (English translation from Spanish). Poster presented at the X Congress of the Spanish Society of Experimental Psychology (SEPEX) and IX Congress of the Spanish Society of Psychophysiology and Cognitive and Affective Neuroscience (SEPNECA). Murcia, Spain.

Núñez-Peña, M.I., Bono Cabré, R. & **Suárez Pellicioni, M**. (2014). Formative assessment in higher education: Impact in students with high level of math anxiety. (English translation from Spanish). Poster presented at the International Congress for University Teaching and Innovation. Tarragona, Spain.

Núñez-Peña, M.I. & **Suárez Pellicioni, M**. (2014). Event-related potentials reveal math anxiety effects on elementary numerical cognition. Poster presented at the 9th Forum of Neuroscience (FENS). Milan, Italy.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, À. (2014). Reactive recruitment of attentional control in math anxiety: An ERP study. Poster presented at the 2nd International Conference of the European Society for Cognitive and Affective Neuroscience (ESCAN). Dortmund, Germany.

Núñez-Peña, M.I. & **Suárez Pellicioni, M**. (2013). Individual differences in Event-related brain potentials in a number-matching task. Poster presented at the 45th European Brain and Behavioral Society Meeting. Munich, Germany.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, A. (2013). Abnormal error monitoring in math-anxious individuals: evidence from error-related brain potentials. Poster presented at the 53rd Annual meeting of the Society for Psychophysiological Research. Florence, Italy.

Núñez-Peña, M.I., Guilera, G. & **Suárez Pellicioni, M**. (2013). SIMA: A single-item math anxiety scale. (English translation from Spanish). Poster presented at the XIII Congress of Health and Social Sciences Methods. Tenerife, Spain.

Núñez-Peña, M.I., **Suárez Pellicioni, M**., Bono, R. & Arnau, J. (2013). Continuous learning by means of feedback and correction of errors in the Research Designs course. (English translation from Spanish). Poster presented at the XIII Congress of Health and Social Sciences Methods (AEMCCO). Tenerife, Spain.

Núñez-Peña, M.I., Guilera, G. & **Suárez Pellicioni**, M. (2013). The Single-Item Math Anxiety scale (SIMA): An alternative way of measuring mathematical anxiety. Poster presented at the International society for the study of individual differences meeting (ISSID). Barcelona, Spain.

Suárez Pellicioni, M., Núñez-Peña, M.I & Colomé, À. (2013). Individual differences in error monitoring in high math-anxious individuals. Poster presented at the International society for the study of individual differences meeting. Barcelona, Spain.

Bono, R., Núñez, M.I., **Suárez Pellicioni, M.** & Arnau, J. (2013). Evaluation of academic performance in the Research Designs course. (English translation from Spanish). Communication presented by Dr. Bono at the 7th Meeting of the Health Science Teachers. Barcelona, Spain.

Núñez-Peña, M.I. & **Suárez Pellicioni, M.** (2012). The effect of arithmetic proficiency on solving subtractions: ERP evidence. Poster presented at the 16th World Congress of Psychophysiology. Pisa, Italy.

Núñez-Peña, M.I., **Suárez Pellicioni, M.,** Guilera, G. & Mercadé-Carranza, C. (2012). A Spanish Version of the Short Mathematics Anxiety Rating Scale (sMARS). Poster presented at the V European Congress of Methodology. Santiago de Compostela, Spain.

Suárez Pellicioni, M. & Núñez-Peña, M.I. (2012). Arithmetic ability effect on the processing of false solutions in subtractions. Poster presented at the 8th Forum of Neuroscience (FENS). Barcelona, Spain.

Núñez-Peña, M.I., **Suárez Pellicioni, M**., Bono, R. & Mercadé-Carranza, C. (2012). The effect of emotional and attitudinal factors in Superior Education achievement. (English translation from Spanish). Poster presented at the VIII International Congress of University Teaching and Innovation (CIDUI2012). Barcelona, Spain.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, A. (2012). Maths anxiety effect on simple arithmetic processing: An event-related potential study. (English translation from Spanish). Poster presented at the VIII Congress of the Spanish Society of Psychophysiology and Cognitive and Affective Neuroscience. Barcelona, Spain.

Suárez Pellicioni, M., Núñez-Peña, M.I. & Colomé, A. (2012). Math anxiety effects on the processing of incorrect solutions in simple arithmetic. Poster presented at the First Conference of the European Society for Cognitive and Affective Neuroscience. Marseille, France.

Suárez Pellicioni, M. & Núñez-Peña, M.I. (2011). Differences between high- and lower skilled arithmetic problem solvers when solving incongruities in additions. Poster presented at the XI International Conference on Cognitive Neuroscience (ICON). Palma de Mallorca, Spain.

Núñez-Peña, M.I, Colomé, A., Tubau, E., **Suárez Pellicioni, M**. & Johnson, E. (2011). Cognitive processing during arithmetic calculation: Study with behavioural and psychophysiological measures. (English translation from Spanish). Poster presented at the First Meeting of Research in Brain, Cognition, Behavior and Mental Health. Barcelona, Spain.

Suárez Pellicioni, M. & Núñez-Peña, M.I. (2010). Split effect in arithmetic: Individual differences in the pattern of event-related potentials. (English translation from Spanish). Poster presented at the VII National Congress of the Spanish Society of Psychophysiology and Cognitive and Affective Neuroscience (SEPNECA). Valencia, Spain.

Núñez-Peña, M.I., **Suárez Pellicioni, M**., Gracia-Bafalluy, M. & Tubau, E. (2010). Individual differences in arithmetical ability shown in event-related potentials. (English translation from Spanish). Communication presented by Dr. Núñez-Peña at the VII National Congress of the Spanish Society of Psychophysiology and Cognitive and Affective Neuroscience (SEPNECA). Valencia, Spain.

TEACHING EXPERIENCE

Advanced Educational Psychology (2019-2020; Summer). University of Alabama. Role: Instructor.

Methods and Trends in Educational Neuroscience (2019-2020; Spring semester). University of Alabama. Role: Instructor.

Research techniques (2013-2014). University of Barcelona. Role: Taught practical classes for the last month of the course.

Mathematical cognition and numeric processing dysfunctions (2012-2013). University of Barcelona. Role: Taught three theory classes as a substitute for the instructor.

Research designs (2010-2011, 2012-2013). University of Barcelona. Role: Taught practical classes for the last month of the course.

STUDENT TRAINING FOR DATA COLLECTION PURPOSES

Clara Mercadé (Undergraduate students, University of Barcelona)
Elisabet Gimeno (Undergraduate students, University of Barcelona)
Cristina Gallusca (Undergraduate students, University of Barcelona)
Alba Riu (Undergraduate students, University of Barcelona)
Antonis Fillipousis (Undergraduate students, University of Barcelona)
Catherine Huertas (Undergraduate students, University of Barcelona)
Carmen Prieto (Undergraduate students, University of Barcelona)
José Manuel Álvarez (Undergraduate students, University of Barcelona)
Carla Torrijos (Undergraduate students, University of Barcelona)
Marina Gonzalez (Undergraduate students, University of Barcelona)

MENTORING

Safa Mohamed (Undergraduate student, University of Texas at Austin). Project: fMRI data quality control, reorientation of images and quantification of movement.

Nicole Paradis (Undergraduate student, Vanderbilt University). Project: Brain correlates of two-digit subtraction processing.

Chuyan Qu (Undergraduate student, Beijing Normal University visiting at Vanderbilt University) Project: Do children improve in single-digit subtraction over time by relying on verbal or quantity manipulation mechanisms?

Arnav Pillai (Undergraduate student, Vanderbilt University). Project: Brain correlates of attitudes towards math: A longitudinal perspective.

OTHER TEACHING MERITS

Núñez-Peña, M.I., Bono, R. & **Suárez Pellicioni, M. (2013)** Research Designs in Psychology: Students' Autonomous activity. (English translation from Spanish).
http://hdl.handle.net/2445/45192

AWARDS

International mention of PhD: Awarded to PhD theses written and defended in English, with one of three committee members being from outside the institution and another member being from outside the country.

2014's PhD Extraordinary Award from the Faculty of Psychology, University of Barcelona (Spain) given to the best PhD thesis of the year in each discipline.

"*Abnormal error monitoring in math-anxious individuals: evidence from error-related brain potentials"* published in PLoS ONE, was chosen as the "*Article of the month*" in April 2014, by the members of the Institute for Brain, Cognition and Behaviour (IR3C).

AD-HOC REVIEWER

Social Cognition and Affective Neuroscience
Frontiers in Psychology
Thinking and Reasoning
Cognition
Journal of Numerical Cognition

CONFERENCE REVIEWER COMMITTES

Member of the Program Committee for the 3rd International Conference on Higher Education Advances. June 21 - 23, 2017. Valencia, Spain.

PROFESSIONAL ORGANIZATIONS

International Mind, Brain and Education Society (IMBES)
Society for Research in Child Development (SRCD)

TECHNIQUES OR SPECIALITIES

ERP data collection and analysis: EEMagine V2.2.0.3, EEProbe V3.1, sLORETA
Stimuli presentation: E-prime 2.0
Data analysis: Excel, SPSS
fMRI data collection: fMRI safety trainings in multiple institutions (University of Chicago, University of Texas at Austin and Vanderbilt University). Experience in data acquisition with children.
fMRI data analysis: MATLAB, AFNI, SPM, FSL, MRIcron.

REFERENCES

Available by request.