

## Curriculum Vitae

W. Quin Yow  
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<b>EDUCATION HISTORY</b>	<p>Stanford University, Stanford, CA Ph.D. in Psychology (Developmental), 2010</p> <p>Stanford University, Stanford, CA M.A. in Psychology, 2007 M.S. in Statistics, 2007</p> <p>Nanyang Technological University, Singapore M.B.A (Strategic Development), 2002</p> <p>National University of Singapore B.Soc.Sci. (Honors in Psychology), 1996 B.A. (Merit) in Psychology &amp; Economics, 1995</p>
<b>PROFESSIONAL EXPERIENCE</b>	<p>Head, Humanities, Arts &amp; Social Sciences, 2023 – present</p> <p>Professor, Singapore University of Technology &amp; Design, 2023 - present</p> <p>Acting Head, Humanities, Arts &amp; Social Sciences, 2022 – 2023</p> <p>Associate Professor, Singapore University of Technology &amp; Design, 2018 – 2023</p> <p>Associate Head (Research), Humanities, Arts &amp; Social Sciences, 2018 – 2022</p> <p>Visiting Senior Academician, Changi General Hospital, 2020-2024</p> <p>Visiting Faculty, Tsinghua University, Oct-Nov 2021</p> <p>Assistant Professor, Singapore University of Technology &amp; Design, 2011 - 2017</p> <p>Visiting Faculty, Zhejiang University, May-June 2016</p> <p>Visiting Faculty, Massachusetts Institute of Technology, 2012-2013</p> <p>Teaching Assistant/Graduate Student, Stanford University, 2005-2010</p> <p>Founder &amp; Director, Performance Consulting International, 2003-2005</p> <p>Consultant, Mercer HR Consulting, 2001-2002</p> <p>Psychologist, Ministry of Defence, 1996-2000</p>

<b>GRANT, HONORS &amp; AWARDS</b>	<p>TL@SUTD SEED Research Project Grant, Assessing trust in different processes of the Observe, Orient, Decide and Act (OODA) loop using human robot interaction (HRI), Sep 2022-2023, PI, S\$100,000.</p>
<p><i>External - Competitive Grants</i></p>	<p>Academic Research Fund (AcRF) Tier 2, An Adaptive Compensatory Framework – How Social Cognition Changes with Aging, May 2021-2024, PI, S\$693,228.</p> <p>AME Programmatic Fund, NOURISH: Next-Generation Brain-Computer-Brain Platform – A Holistic Solution for the Restoration &amp; Enhancement of Brain Functions, Oct 2020-Sep 2024, Team PI/co-PI, S\$868,320 (one of 6 institutions involved totaled S\$9,950,280) (Grant number A20G8b0102; 48 months).</p> <p>TL@SUTD Research Project Grant, Project Coriolis: Multimodal Interaction Research and Simulator Development, 2020-2022, Task PI, S\$790,000. Completed.</p> <p>Land &amp; Liveability National Innovation Challenge (L2 NIC) Grant, The New Urban Kampong – Project Geo-sociographics to Redefine Segments of Residents, 2017-2020, PI, S\$1,376,120 (one of four projects totaled S\$5,383,519.66). Completed.</p> <p>Ministry of Health-National Innovative Challenge on Active and Confident Ageing Cognition Grant, A Novel Touch-based Bilingual Intervention to Stave Off Cognitive Decline in the Elderly: The Dual-language Intervention in Semantic memory - Computerized (DISC), 2017-2021, PI, S\$773,558.40. Completed.</p> <p>Singapore Millennium Foundation (SMF) Research Grant, Design and Develop a Tool to Support In-Situ Language Learning for Children with Dyslexia, 2017-2020, PI, \$670,300. Completed.</p>
<p><i>Internal - Competitive Grants/Awards</i></p>	<p>SUTD Kick-Starter Initiative Grant, Multilingual AI-powered Social platform for Older adults (MASO) for prevention and early detection of dementia, 2023-2026, PI of a multidisciplinary team, \$499,990.</p> <p>Defence Innovative Research Program, Improved Cognitive Performance by Design, 2015-2019, Lead PI, S\$1,137,480. Completed.</p> <p>Decentralised Gap Funding Award, DISC – The Dual-language Intervention in Semantic memory – Computerized, GAP-025, April 2023-2025, PI, S\$52,000.</p> <p>Research Translation Innovation Platform (RTIP) Funding, Dual-Language Intervention in Semantic Memory-Computerised (DISC), RTIP-2021-05, March 2022-2023, PI, S\$26,000. IP: TD/HASS/2022/227. Completed.</p> <p>Technology Disclosure – LEXICAID: A mobile app that functions as an assistive learning tool for children with dyslexia and/or reading difficulties. TD/HASS/2022/233. Yow Wei Quin, Tan Yee Ning, Tharshini Lokanathan.</p> <p>Technology Disclosure – DISC – The Dual-language Intervention in Semantic memory – Computerized. TD/HASS/2022/227. Yow Wei Quin, Chen Hui-Ching, Tharshini Lokanathan.</p>

<b>GRANT, HONORS &amp; AWARDS (cont'd)</b>	<p>SUTD Growth Plan Grant for Healthcare, Advanced Modeling of Social Cognitive Functioning to Enhance Wellness and Social Living, Nov 2019 – Oct 2022, PI, \$380,703. Completed.</p>
<p><i>Internal - Competitive Grants/Awards</i></p>	<p>SUTD-MIT International Design Centre Research Grant, Improving Cognition of the Elderly by Design, 2017-2020, PI, S\$138,012. Completed.</p> <p>SUTD-MIT International Design Centre Infrastructure Grant, Eye-tracking System, 2017-2018, PI, S\$59,082. Completed.</p> <p>Academic Research Fund (AcRF) Tier 1, Language, Cognitive Load, Stress Appraisal and Engineering Design Applications, 2016-2018, PI, S\$174,742. Completed.</p> <p>SUTD-MIT International Design Centre Research Grant, Incentive Mechanisms for Patient Routing to Control Crowding in Emergency Departments, 2015-2018, co-PI, S\$549,960. Completed.</p> <p>SUTD-MIT International Design Centre Research Grant, Pervasive Sensing-based Social Network Study, 2012-2015, PI, S\$794,700. Completed.</p> <p>SUTD-MIT International Design Centre Research Grant, Cognitive and Social Development in Monolinguals and Bilinguals, 2012-2015, PI, S\$49,800. Completed.</p> <p>SUTD-ZJU Research Collaboration Grant, Cognitive Effects and Executive Control in Monolingual and Bilingual Adults and the Elderly, 2012-2013, PI, S\$50,000. Completed.</p> <p>SUTD Start-up Grant, Cognitive and Social Development in Monolinguals and Bilinguals, 2011-2015, PI, S\$25,200. Completed.</p> <p>SUTD-MIT International Design Centre Equipment Grant, Optical Motion Tracking and Capture System, 2013-2014, Co-PI, \$400,000. Completed.</p> <p>SUTD-ZJU Joint Collaboration Grant, Living in an Aging World: In Search of New Elderly Housing and Neighbourhood Design Typology, 2012-2013, co-PI, \$50,000. Completed.</p> <p>SUTD-MIT International Design Centre Research Grant, Audio Aid Design for the Disabled People, 2012-2015, co-PI, \$418,900. Completed.</p>
<p><i>International/ National Awards</i></p>	<p>National Day Award – Public Administration Medal (Bronze), 2021</p> <p>GSA Diversity, Mentoring &amp; Career Development Fellowship, 2018</p> <p>SUTD Outstanding Education Award - Excellence in University Service, 2016</p> <p>Society of Personality and Social Psychology Teacher/Scholar Award, 2016</p> <p>Tan Kah Kee Postgraduate Scholarship Award, 2009/2010</p> <p>Stanford Humanities &amp; Sciences Graduate Research Opportunity Award, 2009/2010</p>

<b>GRANT, HONORS &amp; AWARDS (cont'd)</b>	<p>Society of Research in Child Development Travel Award, 2009</p> <p>Paula Menyuk Award, 2008</p> <p>Stanford Humanities &amp; Sciences Fellowship, 2005-2010</p>
<b>PUBLICATIONS – Peer-Reviewed Journals</b>	<p>Chen, H.C., &amp; <b>Yow, W.Q.</b> (in press). Understanding Different Approaches of Bilingualism on Task Switching Performance: Data from Cognitively Healthy Older Adults and Cognitively Impaired Older Adults. <i>Frontiers in Psychology</i> (Q1, IF: 4.23).</p> <p>Li, X., &amp; <b>Yow, W.Q.</b> (in press). Younger, Not Older, Children Trust an Inaccurate Human Informant More Than an Inaccurate Robot Informant. <i>Child Development</i>. (Q1, IF: 5.66, top 10%).</p> <p><b>Yow, W.Q.</b>, &amp; Li, X. (2023). Role of bilingual experience in children’s context-sensitive selective trust strategies. <i>Bilingualism, Language and Cognition</i>, 1-12, <a href="https://doi.org/10.1017/S1366728923000433">https://doi.org/10.1017/S1366728923000433</a> (Q1, IF: 4.76, top 10%).</p> <p>Durak, M., Karakose, S., &amp; <b>Yow, W.Q.</b> (2023). Late-Life Psychopathology. <i>Frontiers in Psychology</i>, 14, <a href="https://doi.org/10.3389/fpsyg.2023.1204202">https://doi.org/10.3389/fpsyg.2023.1204202</a> (Q1, IF: 4.23, editorial).</p> <p>Ng, Z.Z., Li, G., Flynn, S. &amp; <b>Yow, W.Q.</b> (2023). How Covid-19 News Affect Older Adults' Mental Health. <i>International Journal of Environmental Research and Public Health</i>, 20(5), 3950, <a href="https://doi.org/10.3390/ijerph20053950">https://doi.org/10.3390/ijerph20053950</a> (Q1, IF: 4.61, with high-school students as first authors).</p> <p>Tan, Y.N., Lokanathan, T., &amp; <b>Yow, W.Q.</b> (2022). Effectiveness of mobile assistive technology on improving the self-perceptions of students with dyslexia in Singapore. <i>Asia Pacific Journal of Developmental Differences</i>, 9(2), 248-278 (flagship journal published by the Dyslexia Association of Singapore).</p> <p>Koh, V.T.J., Ong, R.H.S., Chow, W.L., Tiah, L., Oh, H.C., <b>Yow, W.Q.</b>, Sharma, S., &amp; Yap, J.C.H. (2022). Understanding patients’ health seeking behavior for non-emergency conditions: A qualitative study. <i>Singapore Medical Journal</i> (collaboration with CGH clinicians and students).</p> <p>Asaba, M., Li, X., <b>Yow, W. Q.</b>, &amp; Gweon, H. (2022). Children selectively demonstrate their competence to a puppet when others depict it as an agent. <i>Cognitive Development</i>, 62, <a href="https://doi.org/10.1016/j.cogdev.2022.101186">https://doi.org/10.1016/j.cogdev.2022.101186</a> (Q1, IF: 2.97).</p> <p><b>Yow, W.Q.</b>, &amp; Li, X. (2021). Children consider a speaker’s information privilege and engage in adaptive selective trust in referential cues. <i>Cognitive Development</i>. <a href="https://doi.org/10.1016/j.cogdev.2021.101118">https://doi.org/10.1016/j.cogdev.2021.101118</a> (Q1, IF: 2.97).</p> <p>Li, X., Ng, K.K., Wong, J.J.Y., Lee, J.W., Zhou, J.H., &amp; <b>Yow, W.Q.</b> (2021). Bilingual language entropy influences executive functions through functional connectivity and signal variability. <i>Brain and Language</i>, 222, 1-14. <a href="https://doi.org/10.1016/j.bandl.2021.105026">https://doi.org/10.1016/j.bandl.2021.105026</a> (Q1, IF: 2.85).</p>

PUBLICATIONS –  
Peer-Reviewed  
Journals (cont'd)

Marakkalage, S.H., Chen, Q., Zhou, Y., Yuen, C., **Yow, W.Q.** and Chong, K.H. (2021). A Multi-Perspective Approach to Resident Segmentation Analysis for HDB Towns in Singapore. *Proceedings of the 6th International Conference on Big Data and Computing*, 192-199. <https://doi.org/10.1145/3469968.3470000>

Marakkalage, S.H., Lau., B.P.L., Zhou, Y., Liu, R., Yuen, C., **Yow, W.Q.**, Chong, K.H. (2021). WiFi fingerprint clustering for urban mobility analysis. *IEEE Access*, 9, 69527-69538. [10.1109/ACCESS.2021.3077583](https://doi.org/10.1109/ACCESS.2021.3077583) (Q1, IF: 3.48).

\*Chan, C., \***Yow, W.Q.**, Oei, A. (2020). Active bilingualism in aging: Balanced bilingualism usage and less frequent language switching relates to better conflict monitoring and goal maintenance ability. *Journal of Gerontology Series B: Psychological Sciences*, 75(9) e231, <https://doi.org/10.1093/geronb/gbaa058>

\*Both authors contribute equally (Q1, IF: 4.94, top 10%),

**Yow, W.Q.**, & Lim, Z.M.T. (2019). Sharing the Same Languages Helps Us Work Better Together. *Nature Palgrave Communications*, 5, 154. <https://doi.org/10.1057/s41599-019-0365-z> (Q1, IF: 2.71, top 4%).

**Yow, W.Q.**, & Priyashri, S. (2019). Computerized electronic features direct children's attention to print in single and dual language e-books. *AERA Open*, 5(3), 1-15. <https://doi.org/10.1177/2332858419878126> (Q1, IF: 3.42).

Priyashri, S., Chan, S. W. T., Chua, Y., **Yow, W.Q.**, & Nanayakkara, S. (2019). Going Beyond Performance Scores: Understanding Cognitive Affective States in Kindergarteners and Applications of Framework in Classrooms. *International Journal of Child Computer Interactions*, 21, 37-53. <https://doi.org/10.1016/j.ijcci.2019.04.002> (Q1, IF: 5.40).

Manivannan, A., **Yow, W.Q.**, Bouffanais, R., & Barrat A. (2018). Are the different layers of a social network conveying the same information? *EPJ Data Science*. <https://link.springer.com/article/10.1140/epjds/s13688-018-0161-9> (Q1, IF: 3.63).

Li, X. & **Yow, W.Q.** (2018). Willingness to revise own testimony: 3- and 4-year-olds' selective trust in unexpected testimony from accurate and inaccurate informants. *Journal of Experimental Child Psychology*, 173, 1-15. <https://doi.org/10.1016/j.jecp.2018.03.008> (Q1, IF: 2.55).

**Yow, W.Q.**, & Li, X. (2018). The influence of language behavior in social preferences and selective trust of monolingual and bilingual children. *Journal of Experimental Child Psychology*, 166, 635-651. <https://doi.org/10.1016/j.jecp.2017.09.019> (Q1, IF: 2.55).

**Yow, W.Q.**, Tan, S.H., & Flynn, S. (2017). Code-switching and its impact on linguistic competency in bilingual preschoolers. *Bilingualism: Language and Cognition*, 1-16. doi:10.1017/S1366728917000335 (Q1, IF: 4.76, top 10%).

**Yow, W.Q.**, Li, X., Lam, S., Gliga, T., Chong, Y.S., Kwek, K., & Broekman, B.F.P. (2017). A bilingual advantage in 54-month-olds' use of referential cues in fast mapping. *Developmental Science*, 20(1): n/a, e12482. [doi:10.1111/desc.12482](https://doi.org/10.1111/desc.12482) (Q1, IF: 4.93, top 10%).

PUBLICATIONS –  
Peer-Reviewed  
Journals (cont'd)

**Yow, W.Q., & Markman, E.M.** (2016). Children increase their sensitivity to a speaker's nonlinguistic cues following a communicative breakdown. *Child Development, 87*(2), 385-394 doi: [10.1111/cdev.12479](https://doi.org/10.1111/cdev.12479) (Q1, IF: 5.66, top 10%).

**Yow, W. Q.** (2015). Monolingual and bilingual preschoolers' use of gestures to interpret ambiguous pronouns. *Journal of Child Language, 42*, 1394-1407, doi: [10.1017/S0305000914000737](https://doi.org/10.1017/S0305000914000737)(Q1, IF: 2.70).

Hung, W., Patricia, F., & **Yow, W.Q.** (2015). Bilingual children weigh speaker's referential cues and word-learning heuristics differently in different language contexts when interpreting a speaker's referential intent. *Frontiers in Psychology, 6*:796, doi: [10.3389/fpsyg.2015.00796](https://doi.org/10.3389/fpsyg.2015.00796) (Q1, IF: 4.23).

**Yow, W.Q., & Markman, E.M.** (2015). A bilingual advantage in how children integrate multiple cues to understand a speaker's referential intent. *Bilingualism: Language and Cognition, 18*(3), 391-399 <https://doi.org/10.1017/S1366728914000133> (Q1, IF: 4.76, top 10%).

**Yow, W.Q., & Li, X.** (2015). Balanced bilingualism and early age of second language acquisition as the underlying mechanisms of a bilingual executive control advantage: Why variations in bilingual experiences matter. *Frontiers in Psychology, 6*:164 <https://doi.org/10.3389/fpsyg.2015.00164> (Q1, IF: 4.23).

Chong, K. H., **Yow, W. Q.**, Loo, D., & Patricia, F. (2015). Senior activity center or coffeeshop? Perception of matured estate and socio-psychological wellbeing of the elderly. *Journal of Housing For The Elderly, 29* (3), 259-297. doi: [10.1080/02763893.2015.1055025](https://doi.org/10.1080/02763893.2015.1055025)

**Yow, W. Q.**, Li, X., Hung, W., Goldring, M., Cheng, L., Gu, Y. (2014). Predicting Social Networks and Psychological Outcomes from Mobile Phone Sensing. *IEEE ICC*. doi: [10.1109/ICC.2014.6883934](https://doi.org/10.1109/ICC.2014.6883934)

**Yow, W.Q.** (2012). Experience of communication breakdown increases preschoolers' sensitivity to communicative cues. *International Journal of Psychology, 47* (Special issue), 272-272 (Q1, IF: 2.29).

**Yow, W.Q., & Markman, E.M.** (2011). Young bilingual children's heightened sensitivity to referential cues. *Journal of Cognition & Development, 12*(1), 12-31 272 <https://doi.org/10.1080/15248372.2011.539524> (Q1, IF: 2.58).

**Yow, W.Q., & Markman, E.M.** (2011). Bilingualism and children's use of paralinguistic cues to interpret emotion in speech. *Bilingualism: Language and Cognition, 14*(4), 562-569 <https://doi.org/10.1017/S1366728910000404> (Q1, IF: 4.76, top 10%).

**Yow, W.Q., Ye, N.N., & Li, X.** (in press). Perspective-Taking Decline in Older adults With and Without Subjective Cognitive Decline. *Innovation in Aging*.

Johari, K., Chen, H.C., **Yow, W. Q.**, & Tan, U. (2023). Insights into Student Attention during Online Lectures: A Classification Approach using Eye Data *IEEE Frontiers in Education Conference (FIE)*.

Peer-Reviewed  
Conference  
Proceedings

Li, X., Ye, N.N., & **Yow, W.Q.** (2023). Investigating age-related changes in adults' cue-integration: An eye-tracking study. *Proceedings of the Annual Meeting of the Cognitive Society*, 45.

**Yow, W.Q.**, Lokanathan, T. Chong, W. (2022). How has COVID-19 shaped Singapore older adults' attitudes toward technology? *Innovation in Aging*, Volume 6, Issue Supplement\_1, 273, <https://doi.org/10.1093/geroni/igac059.1083>. (Q1, IF: 6.06, top 10%)

Ng, Z.Z. & **Yow, W.Q.** (2022). An Age-related Positivity Effect in Humor: An Asian Context. *Innovation in Aging*, Volume 6, Issue Supplement\_1, 197, <https://doi.org/10.1093/geroni/igac059.786> (with high school students) (Q1, IF: 6.06, top 10%)

**Yow, W.Q.**, Li, X., Ng, K.K., Koi, J.J.X., Zhou, J.H. (2022). Neurocorrelates Between Theory-of-Mind and Bilingualism in Gray Matter Volume of Young and Older Adults. *Innovation in Aging*. Volume 6, Issue Supplement\_1, 592, <https://doi.org/10.1093/geroni/igac059.2216> (Q1, IF: 6.06, top 10%)

Li, G., Ng, Z.Z., & **Yow, W.Q.** (2022). How Covid-19 News Affect Older Adults' Mental Health. *Innovation in Aging*, Volume 6, Issue Supplement\_1, 510, <https://doi.org/10.1093/geroni/igac059.1953> (with high school students) (Q1, IF: 6.06, top 10%)

Li, X., & **Yow, W.Q.** (2022). Bilingualism protects social cognition in aging: Effects of early bilingualism on older adult theory of mind. *Proceedings of the Annual Meeting of the Cognitive Society*, 44. <https://escholarship.org/uc/item/4kf2m5h3>

Lokanathan, T., & Chen, H.C. & **Yow, W.Q.** (2021). COVID-19 lockdown measures: Impact on older adults with dementia and their caregivers in Singapore. *Innovation in Aging*, Volume 5, Issue Supplement\_1, 2021, Page 142, <https://doi.org/10.1093/geroni/igab046.543> (Q1, IF: 6.06, top 10%)

**Yow, W.Q.**, Li, X.Q., & Lee, J.W. (2021). Bilingualism and healthy aging: Onset age of bilingualism as a predictor of older adult Theory-of-Mind. *Innovation in Aging*, Volume 5, Issue Supplement\_1, 2021, Pages 479–480, <https://doi.org/10.1093/geroni/igab046.1847> (Q1, IF: 6.06, top 10%)

**Yow, W.Q.**, Chen, H.C., & Lokanathan, T., (2021). The Dual-Language Semantic Computerized Program (DISC) maintained local switch costs in MCI older adults. *Innovation in Aging*, Volume 5, Issue Supplement\_1, 2021, Pages 520–521, <https://doi.org/10.1093/geroni/igab046.2003> (Q1, IF: 6.06, top 10%)

**Yow, W.Q.**, Lee, J.W., & Li, X.Q. (2021). Age-related decline in pragmatic reasoning of older adults. *Innovation in Aging*, Volume 3, Issue Supplement\_1, November 2019, Pages S882–S883, <https://doi.org/10.1093/geroni/igz038.3232> (Q1, IF: 6.06, top 10%)

Xie, Y., Wu, J., & **Yow, W.Q.** (2021). How can we encourage older adults to adopt digital services? *Innovation in Aging*, Volume 5, Issue Supplement\_1, 2021, Page 1017, <https://doi.org/10.1093/geroni/igab046.3609> (with high school students) (Q1, IF: 6.06, top 10%)

Peer-Reviewed  
Conference  
Proceedings (cont'd)

Khan, S., Achenbach, A.V., **Yow, W.Q.**, & Blessing, L. (2021). Case study on the Design of Touchscreen-based User Interfaces for Multilingual Older Adults from Southeast Asian Backgrounds. *Proceedings of The Asian CHI Symposium*. <https://doi.org/10.1145/3429360.3468204>

Lee, J., Li, X., & **Yow, W.Q.** (2021). Extent of bilingual experience in modulating young adults' processing of social-communicative cues in a cue integration task: An eye-tracking study. *Proceedings of the Annual Meeting of the Cognitive Society*, 43. <https://escholarship.org/uc/item/6mr6m02q>

Lien, D, Chan, C.G.H, **Yow, W.Q.** (2020). Attitudes toward older adults: A cross-cultural approach across residential towns in Singapore. *Innovation in Aging*, 4(Suppl 1), 929-930. Doi: [10.1093/geroni/igaa057.3409](https://doi.org/10.1093/geroni/igaa057.3409)

**Yow, W. Q.**, Lokanathan, T., & Chen, H. C. (2020). Older Adults-Friendly Multi-Modal Touch-Screen Platform Measures for Bilingual Cognitive Interventions. *Innovation in Aging*, 4(Suppl 1), 816. <https://doi.org/10.1093/geroni/igaa057.2972>

**Yow, W. Q.**, Chen, H. C., Lokanathan, T., Achenbach, A., & Blessing, L. (2020). A Novel Touch-Screen, Dual-Language Intervention Program for Older Adults. *Innovation in Aging*, 4(Suppl 1), 559. <https://doi.org/10.1093/geroni/igaa057.1839>

**Yow, W.Q.**, Li, X., & Lee, J. (2020). Developmental trajectory of theory-of-mind decline in older adults. *Innovation in Aging*, 4(Suppl 1), 362–363. <https://doi.org/10.1093/geroni/igaa057.1167>

**Yow, W.Q.**, Tan, Y.N., & Lokanathan, T. (2019). Understanding, Designing and Developing Assistive Technology for Students with Dyslexia in a Singapore Classroom. *Proceedings of the 11<sup>th</sup> Asian Conference on Education*.

**Yow, W.Q.**, Chen, H.C., & Lokanathan, T. (2019). Improvement in fine motor control in dementia elderly from a computerized touchscreen training program. *Innovation in Aging*, 3(Suppl 1), S910, <https://doi.org/10.1093/geroni/igz038.3320>

**Yow, W.Q.**, Lee, J.W., & Li, X. (2019). Age-related Declines in Social Cognitive Processes of Older Adults. *Innovation in Aging*, 3(Suppl 1), S882–S883. <https://doi.org/10.1093/geroni/igz038.3232>

Asaba, M., Li, X., **Yow, W. Q.**, & Gweon, H. (2019). A friend, or a toy? Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent. *Proceedings of the 41<sup>st</sup> Annual Meeting of the Cognitive Science Society* [https://masaba.github.io/files/2019\\_asaba\\_cogsci.pdf](https://masaba.github.io/files/2019_asaba_cogsci.pdf)

Setiawan, V., Chor, T., Lai, V., Wang, G., Yap, W.L., & **Yow, W.Q.** (2018). Transfer learning of cognitive control using mobile applications. *Proceedings of the 15<sup>th</sup> International Conference on Cognition and Exploratory Learning (CELD 2018)* (with UG).



Peer-Reviewed  
Conference  
Proceedings (cont'd)

Tamasi, K., & **Yow, W.Q.** (2018). Early onset of bilingualism and frequent language switching confers advantage in executive functioning: A study of two bilingual populations. *Proceedings of the 40<sup>th</sup> Annual Boston University Conference on Language Development*.

Tamasi, K., Zhang, L., & **Yow, W.Q.** (2018). Early onset of bilingualism and frequent language switching confers executive control advantage: A Principal Component Analysis of two bilingual populations. *Proceedings of the 7<sup>th</sup> Annual International Conference on Cognitive and Behavioral Psychology*, Singapore.

**Yow, W.Q.**, Sia, S., Lokanathan, T., & Achenbach, A.V. (2018). Gerontechnology enhances attitudes towards and interest in technology use of older adults with dementia. *Innovation in Aging*, 2(Suppl 1), 937.  
<https://doi.org/10.1093/geroni/igy031.3481>

Li, X., & **Yow, W.Q.** (2017). "I'm better than you at labeling!": Preschoolers use past reliability when accepting unexpected labels. *Proceedings of the 39<sup>th</sup> Annual Meeting of the Cognitive Science Society*.

**Yow, W.Q.**, A. Oei, & Li, X. (2017). Novel evidence for the bilingual advantage: Effects of language control on executive function in balanced and unbalanced dual-language users. *Proceedings of the 39<sup>th</sup> Annual Meeting of the Cognitive Science Society*.

**Yow, W.Q.**, Li, X., Lam, S., Gliga, T., Tan, K.H., Shek, L., Yap, F., Chong, Y.S., & Broekman, B.F.P. (2017). Effects of bilingualism on children's use of social cues in word learning. *Proceedings of the 40<sup>th</sup> Annual Boston University Conference on Language Development*.

**Yow, W.Q.**, & Oei, A. (2017). Cognitive mixing costs advantage in balanced bilingual elderly. *Proceedings of the 6<sup>th</sup> Annual International Conference on Cognitive and Behavioral Psychology*, Singapore.

Lim, Z., & **Yow, W. Q.** (2016). 'The Relations between Language Diversity and Similarity and Adults' Collaborative Creative Problem Solving'. World Academy of Science, Engineering and Technology, International Science Index, *Psychological and Behavioral Sciences*, 2(5), 577.

**Yow, W. Q.** & Patricia, F. (2015). Challenging the "linguistic incompetency hypothesis" - Code-switching positively impacts on lexical development in bilingual preschoolers. *Supplement Proceedings of the 39th Annual Boston University Conference on Language Development*.

**Yow, W. Q.** (2013). Monolingual and bilingual children's use of gestures and grammatical agreement in pronoun interpretation. In S. Baiz, N. Goldman, & R. Hawkes (Eds.), *Proceedings of the 37th Annual Boston University Conference on Language Development* (Vol. 2, pp. 482-494).

**Yow, W.Q.** & Markman, E. M. (2010). Bilingual children's integration of multiple cues to understand a speaker's referential intent. In K. Franich, K.M. Iserman, & L.L. Keil (Eds.), *Proceedings of the 34<sup>th</sup> Annual Boston University Conference on Language Development* (Vol. 2, pp. 480-490).

<p>Peer-Reviewed Conference Proceedings (cont'd)</p> <p>Invited Book Chapters/ Other Contributions</p>	<p><b>Yow, W.Q.</b> &amp; Markman, E. M. (2009). Understanding a speaker's communicative intent: Bilingual children's heightened sensitivity to referential gestures. In J. Chandlee, M. Franchini, S. Lord &amp; G. Rheiner (Eds.), <i>Proceedings of the 33<sup>rd</sup> Annual Boston University Conference on Language Development</i> (Vol. 2, pp. 646-657).</p> <p><b>Yow, W. Q.</b>, Patricia, F., &amp; Flynn, S. (2016). Code-switching in Childhood. In S. Montanari &amp; E. Nicoladis (Eds). <i>Lifespan Perspectives on Bilingualism</i> (pp. 81-100). Washington, DC, US: American Psychological Association.</p> <p><b>Yow, W.Q.</b> (2011, December 12). Bilingual education: Start earlier and change approach. <i>The Straits Times</i>, p. A21.</p> <p>Lepper, M.R., Master, A., &amp; <b>Yow, W.Q.</b> (2008). Intrinsic motivation in education. In M.L. Maehr, S. Karabinick, &amp; T. Urda (Eds.), <i>Advances in Motivation and Achievement</i> (Vol 15, pp. 521-555). Bingley, UK: Emerald.</p> <p><b>Yow, W.Q.</b> (2002). Leveraging on Human Capital. Mercer HR Consulting.</p>
<p><b>CONFERENCE PRESENTATIONS/ INVITED TALKS/ KEYNOTES</b></p>	<p><b>Yow, W.Q.</b>, Ye, N.N., &amp; Li, X. (2023). Perspective-Taking Decline in Older adults With and Without Subjective Cognitive Decline. <i>Paper presented the Gerontological Society of America, Florida.</i></p> <p><b>Yow, W.Q.</b> (2023). Utilizing Technology to Slow Down Cognitive Decline in Older Adults – a Dual-Language Approach, <i>Invited Speaker</i>, Singapore Gerontological Society.</p> <p>Li, X., Ye, N.N., &amp; <b>Yow, W.Q.</b> (2023). Investigating age-related changes in adults' cue-integration: An eye-tracking study. <i>Paper presented at the Annual Meeting of the Cognitive Society, 46.</i></p> <p>Li, X. &amp; <b>Yow, W.Q.</b> (2023). Younger, not older, children have a bias to trust human more than robot informants. <i>Paper presented at the Society of Research in Child Development, Salt Lake City, USA.</i></p> <p>Ong, S., &amp; Lee, C., &amp; <b>Yow, W.Q.</b> (2023). "I say liddis got problem meh?" A study on how code switching affects the phonological awareness of bilingual children. <i>Poster presented at the Society of Research in Child Development, Salt Lake City, USA (with high school students).</i></p> <p><b>Yow, W.Q.</b> (2023). Eye-tracking as a way to understand attention and learning in a cyberphysical classroom. <i>Invited Speaker. World Congress of Education, Sapporo, Japan.</i></p> <p><b>Yow, W.Q.</b> (2023). Leveraging Technology to Slow Down Cognitive Decline in Older Adults: A Novel Dual-Language Touch-screen Intervention, <i>Invited Speaker</i>, PoLAR Lab, Department of Language and Culture (ISK), UiT The Arctic University of Norway</p> <p><b>Yow, W.Q.</b> (2022). <b>Opening address and Keynote speaker.</b> <i>Singapore Conference in Applied Psychology (SCAP).</i></p> <p><b>Yow, W.Q.</b> (2022). Leveraging technology to slow down cognitive decline in older adults: A novel dual-language touch-screen intervention tool, <i>Invited Speaker</i>, LKCMedicine Seminar.</p>

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**Yow, W.Q.**, Lokanathan, T., & Chong, W. (2022). How has COVID-19 shaped Singapore older adults' attitudes toward technology? Mitigating Long-Term Consequences of COVID-19 on Older Adults in Hong Kong, Singapore, Thailand, and U.S.A. *Paper presented at the Gerontological Society of America, Indianapolis.*

Ng, Z.Z. & **Yow, W.Q.** (2022). An Age-related Positivity Effect in Humor: An Asian Context. *Paper presented at the Gerontological Society of America, Indianapolis (with high school students).*

**Yow, W.Q.**, Li, X., Ng, K.K., Koi, J.J.X., & Zhou, J.H. (2022). Neurocorrelates Between Theory-of-Mind and Bilingualism in Gray Matter Volume of Young and Older Adults. *Poster presented at the Gerontological Society of America, Indianapolis.*

Li, G., Ng, Z.Z., & **Yow, W.Q.** (2022). How Covid-19 News Affect Older Adults' Mental Health. *Poster presented at the Gerontological Society of America, Indianapolis (with high school students).*

Ng, Z. Z., & **Yow, W.Q.** (2022). Where Age Matters in Appreciating Humor Among Southeast Asians. *Poster presented at the 2022 APS Annual Convention, Chicago, Illinois (with high school students).*

Li, X., & **Yow, W.Q.** (2022). Bilingualism protects social cognition in aging: Effects of early bilingualism on older adult theory of mind. *Flash talk at the CogSci 2022 44<sup>th</sup> Annual Conference, Toronto, Canada.*

**Yow, W.Q.**, (2022). *Invited Speaker*, Expert Panelist on Healthcare Innovation, HASH Innovation Summit, 2022

**Yow, W.Q.** (2021). COVID-19 lockdown measures: Impact on older adults with dementia and their caregivers in Singapore. *Keynote address at the Singapore Conference in Applied Psychology.*

**Yow, W.Q.**, Lokanathan, T., & Chen, H.C. (2021). COVID-19 lockdown measures: Impact on older adults with dementia and their caregivers in Singapore. *Paper presented at the Gerontological Society of America.*

**Yow, W.Q.**, Li, X.Q., & Lee., J.W. (2021). Bilingualism and healthy aging: Onset age of bilingualism as a predictor of older adult Theory-of-Mind. *Paper presented at the Gerontological Society of America.*

**Yow, W.Q.**, Chen, H.C., & Lokanathan, T., (2021). The Dual-Language Semantic Computerized Program (DISC) maintained local switch costs in MCI older adults. *Paper presented at the Gerontological Society of America.*

Xie, Y., Wu, J., **Yow, W.Q.**, (2021). How can we encourage older adults to adopt digital services? *Paper presented at the Gerontological Society of America.*

**Yow, W.Q.**, Lee, J.W., & Li, X.Q. (2021). Age-related decline in pragmatic reasoning of older adults. *Poster presented at the Gerontological Society of America.*

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Yan, L., Wu, S., Chen, X., Leung, J., & **Yow, W.Q.** (2021). Mining Relationships Between Personality, Emoji Usage Patterns and Interpretation. *Paper presented at the Singapore Conference in Applied Psychology (with UG).*

Chan, C.G.H., & **Yow, W. Q.** (2021). Perceptions of Technology among Singaporean adults: A large-scale community sample. *Paper presented at the Singapore Conference in Applied Psychology.*

Ha, ..... Chan, C.G.H., & **Yow, W. Q.** (2021). The impact of sense of belonging on neighbourliness and community contribution in Singapore Public Housing. *Paper presented at the Singapore Conference in Applied Psychology.*

Khan, S., Achenbach, A.V., **Yow, W.Q.**, & Blessing, L. (2021). Case study on the Design of Touchscreen-based User Interfaces for Multilingual Older Adults from Southeast Asian Backgrounds. *Paper presented at the Asian CHI Symposium 2021.*

Lee, J., Li, X., & **Yow, W.Q.** (2021). Extent of bilingual experience in modulating young adults' processing of social-communicative cues in a cue integration task: An eye-tracking study. *Poster presented at the Cognitive Society Conference 2021.*

Chan, C.G.H., & **Yow, W.Q.** (2021). Examining the value of mother tongue in bilingual Singapore through the Mother Tongue Perception Scale. Paper presented at the *International Symposium of Bilingualism, Poland.*

Chiu, S.F., Lai, X.L., Thia, Z.Y., Kang, A., & **Yow, W.Q.** (2021). Factors that affect the Chinese linguistic self-confidence of students studying in an integrated programme-Special Assistance Plan School: A study based on students' perceptions. *Paper presented at the International Symposium of Bilingualism, Poland (with high school students).*

Li, X., & **Yow, W.Q.** (2021). Children's language usage moderates the relationship between parental language-mixing attitudes and behaviors. *Paper presented at the International Symposium of Bilingualism, Poland.*

Li, X., Lee, J. W., & **Yow, W.Q.** (2021). Degree of bilingualism matters: Balanced dual language exposure enhances children's sensitivity to the context of a speaker's inaccuracy. *Paper presented at the SRCD 2021.*

Li, X., & **Yow, W.Q.** (2021). Children's beliefs about robot knowledgeability vary with their ascriptions of mind in robots. *Paper presented at the SRCD 2021.*

**Yow, W.Q.** (2021). *Invited Speaker.* Interdisciplinary research that cuts across psychology, engineering, & technology, Future Lab, Tsinghua University.

**Yow, W.Q.** (2021). *Invited Speaker.* Bilingualism and social cognitive development, Department of Psychology, Tsinghua University & Peking University.

**Yow, W.Q.** (2021). *Invited Speaker.* Bilingual language entropy influences executive functions through functional connectivity and signal variability, Center for Brain-Inspired Computing Research (CBICR), Tsinghua University

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- Xie, Y., Wu, J., & **Yow, W.Q.** (2021). How can we encourage older adults to adopt digital services? *Paper presented at the Gerontological Society of America.*
- Yow, W.Q.**, Lokanathan, T., & Chen, H.C. (2020). Older adults-friendly multi-modal touch-screen platform measures for bilingual cognitive interventions. *Paper presented at the Gerontological Society of America.*
- Yow, W.Q.**, Chen, H.C., Lokanathan, T., Achenbach, A., & Blessing, L. (2020). A novel touch-screen dual-language intervention program for older adults. *Paper presented at the Gerontological Society of America.*
- Yow, W.Q.**, Li, X., & Lee, J.W. (2020). Developmental trajectory of theory-of-mind decline in older adults. *Poster presented at the Gerontological Society of America.*
- Chan, C.G.H, & **Yow, W. Q.** (2020). Valuing, Using, and Learning Mother Tongue (MT): Perceptions, Practices, and Outcomes in English Bilingual Populations. *Paper to be presented at the American Psychological Society, Chicago, USA (conference cancelled).*
- Li, X., & **Yow, W. Q.** (2020). The Moderation Effect of Children's Language Usage on the Relationship between Parental Language-Mixing Attitudes and Behaviors. *Paper to be presented at the American Psychological Society, Chicago, USA (conference cancelled).*
- Li, X., & **Yow, W.Q.** (2020). Which robot knows more? Children evaluate how robots learn to guide their selective learning. *Poster presented at the BCCCD, Budapest, Hungary.*
- Yow, W.Q.**, Lee, J.W., & Li, X. (2019). Age-related Declines in Social Cognitive Processes of Older Adults. *Poster presented at the Gerontological Society of America (GSA) Annual Scientific Meeting, Austin, USA.*
- Yow, W.Q.**, Chen, H.C., & Lokanathan, T. (2019). Improvement in fine motor control in dementia elderly from a computerized touchscreen training program. *Poster presented at the Gerontological Society of America (GSA) Annual Scientific Meeting, Austin, USA.*
- Yow, W.Q.**, Tan, Y.N., & Lokanathan, T. (2019). Understanding, Designing and Developing Assistive Technology for Students with Dyslexia in a Singapore Classroom. *Paper presented at the 11<sup>th</sup> Asian Conference on Education, Tokyo, Japan.*
- Asaba, M., Li X., **Yow, W.Q.**, & Gweon, H. (2019). A friend, or a toy? Four-year-olds strategically demonstrate their competence to a puppet but only when others treat it as an agent. *Paper presented at the 40<sup>th</sup> Annual Meeting of the Cognitive Science Society, Montreal, Canada.*
- Li X., & **Yow, W.Q.** (2019) Do children really have a trust bias? Preschoolers reject labels from previously inaccurate robots but not inaccurate humans. *Poster presented at the 40<sup>th</sup> Annual Meeting of the Cognitive Science Society, Montreal, Canada.*

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**Yow, W.Q.**, Li X., Tan, Y.N., & Sia, S. (2019). Are Bilingual Children Better Able to Integrate a Speaker's Information Access and Past Accuracy in Communicative Cues Than Monolingual Children? *Paper presented at the International Symposium on Bilingualism 12 (ISB12), Edmonton, Canada.*

Chan, C., & **Yow, W.Q.** (2019). Taxing Language Control Processes Through Elicited Codeswitching Negatively Impacts Executive Control. *Paper presented at the International Symposium on Bilingualism 12 (ISB12), Edmonton, Canada.*

Poulin-Dubois, Vanderbilt, K., & **Yow, W.Q.** (2019). To trust or not to trust? A conversation on children's selective trust. *Roundtable presented at the Society of Research in Child Development, Baltimore.*

Li, X., & **Yow, W.Q.** (2019). Do children consider the reasons for inaccuracy when deciding to trust or not to trust a speaker's communicative cues? *Paper presented at the Society of Research in Child Development, Baltimore.*

Chen, H.C., Lokanathan, T., & **Yow, W.Q.** (2019). Understanding attitudes towards and interest in technology use with elderly with dementia. *Poster presented at the International Symposium on Cognition and Neuroscience (ISCN), Singapore.*

**Yow, W.Q.**, Sia, S., Lokanathan, T., & Achenbach, A.V. (2018). Gerontechnology enhances attitudes towards and interest in technology use of older adults with dementia. *Poster presented at the Gerontological Society of America (GSA) 2018 Annual Scientific Meeting, Boston, USA.*

Ong, H.S.R., Chow, W.L., Sharma, S., Oei, C.M.A., Oh, H.C., Tiah, L., Courcoubetis, C., **Yow, W.Q.**, Das, B., Lim, Z.M.T., & Gupta, M.K. (2018). Exploration of factors influencing choice of health care provider for non-emergency conditions. *Poster presented at 13<sup>th</sup> Public Health and Occupational Medicine Conference (PHOM), Singapore (won 3<sup>rd</sup> prize).*

**Yow, W.Q.** (2018). Dual-modality features in electronic books improves children's attention to print. *Poster presented at the 30<sup>th</sup> APS Annual Convention, San Francisco.*

Setiawan, V., Chor, T., Lai, V., Wang, G., Yap, W.L., & **Yow, W.Q.** (2018). Transfer learning of cognitive control using mobile applications. *Paper presented at the 15th International Conference on Cognition and Exploratory Learning (CELDA 2018), Budapest, Hungary.*

Tamasi, K., & **Yow, W.Q.** (2018). Early onset of bilingualism and frequent language switching confers advantage in executive functioning: A study of two bilingual populations. *Poster presented at the 40<sup>th</sup> Annual Boston University Conference on Language Development.*

Lim, Z.M., & **Yow, W. Q.** (2018). Bilingualism and appraisal mediate the relationship between stress and mental well-being. *Poster presented at the 30<sup>th</sup> APS Annual Convention, San Francisco.*

Priyashri, S., & **Yow, W.Q.** (2018). Triangulation of physiological, behavioural and observational data offers better insights into cognitive-emotional states in learning. *Poster presented at the 30<sup>th</sup> APS Annual Convention, San Francisco.*

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- Tamasi, K., Zhang, L., & **Yow, W.Q.** (2018). Early onset of bilingualism and frequent language switching confers executive control advantage: A Principal Component Analysis of two bilingual populations. *Paper presented at the 7<sup>th</sup> Annual International Conference on Cognitive and Behavioral Psychology, Singapore.*
- Yow, W.Q.**, & Tan, S.H. (2017). Is selective trust real? Do children accept and subsequently use the communicative cues of an accurate or inaccurate speaker? *Poster presented at the Cognitive Development Society Conference, Oregon.*
- Li, X., & **Yow, W.Q.** (2017). Children's own belief trumps testimony from an inaccurate adult: Effects of informant reliability on preschoolers' belief revision. *Poster presented at the Cognitive Development Society Conference, Oregon.*
- Yow, W.Q.**, A. Oei, & Li, X. (2017). Novel evidence for the bilingual advantage: Effects of language control on executive function in balanced and unbalanced dual-language users. *Paper presented at the 39<sup>th</sup> Annual Meeting of the Cognitive Science Society, London.*
- Li, X., & **Yow, W.Q.** (2017). "I'm better than you at labeling!": Preschoolers use past reliability when accepting unexpected labels. *Poster presented at the 39<sup>th</sup> Annual Meeting of the Cognitive Science Society, London.*
- Yow, W.Q.**, & Flynn, S. (2017). Code-switching with peers is positively associated with language competency. *Paper presented at the Society of Research in Child Development, Texas.*
- Yow, W.Q.** (2017). Language and Cognition. **Keynote Speaker**, *Singapore Congress of Applied Psychology, Singapore.*
- Yow, W.Q.**, Li, X., Lam, S., Gliga, T., Chong, Y.S., Kwek, K., & Broekman, B.F.P. (2016). Effects of bilingualism on children's use of social cues in word learning. *Poster presented at the Boston University Conference on Language Development, Boston.*
- Yow, W. Q.** (2016). Social cognitive and language development in bilingual children. **Invited Speaker**, *Zhejiang University, Hangzhou, China.*
- Yow, W.Q.**, & Flynn, S. (2016). Bilingual children's code-switching as a mark of linguistic competency. *Paper presented at the Interdisciplinary Perspectives on Code-switching, Cambridge, UK.*
- Yow, W. Q.** (2016). Language learning and mindsets. *Paper presented at the American Educational Research Association Conference, Washington DC.*
- Yow, W. Q.** (2016). Dual-language books and biliteracy – Do enhanced features in e-books help? *Paper presented at the American Educational Research Association Conference, Washington DC.*
- Oei, A. C., & **Yow, W. Q.** (2016). Balanced dual language use is associated with reduced cognitive cost in the elderly. *Paper presented at the International Congress of Psychology, Yokohama, Japan.*

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Lim, Z.M., & Yow, W. Q. (2016). Do we work better if we speak similarly? The relations between language diversity and similarity and adults' collaborative creative problem solving. *Poster presented at the 18<sup>th</sup> International Conference on Applied Psychology, Yokohama, Japan.*

Lim, Z. M. T., & Yow, W. Q. (2016). Bilingual advantage in Collaborative Problem Solving: The role of sharing similar languages. *Poster presented at 31st International Congress of Psychology 2016, Yokohama, Japan.*

Yow, W. Q. (2016). Intervention strategies in academic performance – Role of growth mindset and a sense of purpose. *Poster presented at the 24<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioral Development, Lithuania.*

Yow, W. Q. (2016). Role of mindsets in language learning. *Poster presented at the 24<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioral Development, Lithuania.*

Yow, W. Q. (2016). Co-evolution of social networks and language use. *Poster presented at the Society of Personality and Social Psychology, San Diego.*

Li, X.Q., Lam, S., Broekman, B.F.P., & Yow, W. Q. (2016). Multilingual children's sensitivity to referential cues in fast mapping: Evidence from 54-month-old monolinguals, bilinguals and trilinguals. *Poster presented at the Budapest CEU Conference on Cognitive Development, Budapest.*

Yow, W.Q. (2015). Effects of code-switching on language mastery and competence in bilingual preschoolers. *Panel Discussion, Psychological Assessment and Research Branch, Ministry of Education, Singapore.*

Yow, W.Q. (2015). Social cognitive development in bilingual children. *Invited speaker, Education and Cognitive Development (CDL) Symposium, Nanyang Technological University, Singapore.*

Yow, W.Q. (2015). How nonverbal references to print impact children's visual attention during independent reading in single- and dual-language books. *Invited Speaker, International Conference on e-Learning and New Media Application & 6<sup>th</sup> Educational Informatization Forum of Zhejiang University(数字化学习与新媒体应用学术研讨会,暨浙江大学第六届教育信息化论坛), Hangzhou, China.*

Yow, W.Q. (2015). Language and Mindsets. *Keynote Speaker, Asian Congress of Applied Psychology, Singapore.*

Yow, W.Q. (2015). Bilingual code-switching in spoken discourse and written texts. *Invited Speaker, Asian Festival of Children's Content, National Library Board, Singapore.*

Yow, W. Q., & Li, X.Q. (2015). Bilingual children's social preferences towards people who code-mix in two languages. *Paper presented at the Society of Research in Child Development, Philadelphia.*



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**Yow, W. Q., & Patricia, F.** (2015). Code-switching and its impact on linguistic competency in bilingual preschoolers from two different language environments. *Paper presented at the Society of Research in Child Development, Philadelphia.*

Kang, C., **Yow, W. Q.**, Flynn, S., & Lust, B. (2015). Patterns in English-Chinese Children's Code Switching in Singapore. *Paper presented at the Society of Research in Child Development, Philadelphia.*

Kang, C., Li, N., **Yow, W. Q.**, & Lust, B. (2015). Code-switching in Singaporean English-Mandarin 5-6-year-olds reveals grammatical interaction. *Paper presented at the International Symposium of Bilingualism, Rutgers.*

Dietz, S. & **Yow, W. Q.** (2015). Longitudinal changes in Asian university students: Language code switching as a moderator in college adaptation. *Paper presented at the American Educational Research Association Conference, Chicago.*

**Yow, W. Q.** & Patricia, F. (2014). Challenging the "linguistic incompetency hypothesis" - Code-switching positively impacts on lexical development in bilingual preschoolers. *Poster presented at the Boston University Conference on Language Development, Boston.*

**Yow, W. Q.**, & Li, X. Q. (2014). Effects of L2 Age-of-acquisition, Usage, and Proficiency on Executive Control in Bilinguals. *Paper presented at the 23<sup>rd</sup> Biennial Meeting of the International Society for the Study of Behavioral Development, Shanghai, China.*

**Yow, W.Q.** (2014). "I want to eat 炒饭!" – How does code-switching impact on language development in preschoolers? *Invited Speaker, Mother Tongue Languages Symposium, Singapore.*

**Yow, W.Q.**, Goldring, M. Hung, W. Y., Li, X.Q. (2014). Mobile phone usage and physical colocation predicts friendship patterns, language group preferences, and psychological maladjustment. *Poster presented at the Society of Personality and Social Psychology, Texas.*

**Yow, W.Q.** (2013). Role of Bilingualism and Mindsets in Early Childhood Development and Academic Motivation. *Keynote Speaker, Mother Tongue Languages Symposium, Singapore.*

**Yow, W.Q.** (2013). Learning two languages – The Truths and Myths of Bilingualism. *Invited speaker, Creative O, Singapore.*

**Yow, W.Q.**, Xu, Q.M., Li, X.Q., Wang, Y.Y. (2013). Age-of-acquisition effects on executive control in bilinguals. *Paper presented at the International Symposium of Bilingualism, Singapore.*

**Yow, W.Q.**, & Flynn, S. (2013). Navigating two languages: Bilingual children's use of language context. *Symposium presented at the Society of Research in Child Development, Seattle.*

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**Yow, W.Q., & Hung, W.Y.** (2013). Impact of bilingual (code-switching) experience on preschoolers? Sensitivity to pragmatic cues. *Paper presented at the Society of Research in Child Development, Seattle.*

**Yow, W.Q.** (2012). Monolingual and bilingual children's use of gestures and grammatical agreement in pronoun interpretation. *Paper presented at the Boston University Conference on Language Development, Boston.*

**Yow, W.Q.** (2012). Experience of communication breakdown increase preschoolers' sensitivity to communicative cues. *Paper presented at the International Congress of Psychology, South Africa.*

**Yow, W.Q.** (2012). It's More Than What You Say. Monolingual and Bilingual Children's Integration of Multiple Cues to Determine a Speaker's Communicative Intent. *Invited speaker, Department of Psychology Seminar, National University of Singapore, Singapore.*

**Yow, W.Q.** (2011). Challenges in the Brave New World – Some Perspectives from Developmental Psychology. *Invited speaker, Singapore HR Reunion, Singapore.*

**Yow, W.Q., & Markman, E.M.** (2009). Bilingual children's integration of multiple cues to understand referential intent. *Paper presented at the Boston University Conference on Language Development, Boston.*

**Yow, W.Q., & Markman, E.M.** (2009). What do you mean? Bilingual children's heightened awareness of pragmatic cues to speaker's communicative intent. *Paper presented at the Society Research in Child Development, Colorado.*

**Yow, W.Q., & Markman, E.M.** (2009). What you say is not what you mean: Bilingual children's better use of paralinguistic cues to determine emotion in speech. *Poster presented at Society of Research in Child Development, Colorado.*

**Yow, W.Q., & Markman, E.M.** (2009). Bilingual children's integration of multiple cues to a speaker's referential intent. *Poster presented at Biennial Conference of the Cognitive Development Society, Texas.*

Master, A., **Yow, W. Q.**, Chan, J., & Lepper, M. R. (2009). The relationship between academic goals and intrinsic and extrinsic motivational orientations across cultures. *Poster presented at the Society for Personality and Social Psychology (SPSP), Florida.*

**Yow, W.Q., & Markman, E.M.** (2008). Understanding speaker's communicative intent – Bilingual children's heightened sensitivity to referential gestures. *Paper presented at the Boston University Conference on Language Development, Boston.*

**Yow, W.Q., & Markman, E.M.** (2008). Understanding speaker's communicative intent – Bilingual children's heightened sensitivity to referential gestures. *Paper presented at the Conference on Bilingual Acquisition in Early Childhood, Hong Kong.*

<p><b>CONFERENCE PRESENTATIONS/ INVITED TALKS/ KEYNOTES</b> (cont'd)</p>	<p><b>Yow, W.Q.</b>, &amp; Markman, E.M. (2008). Bilingual children's heightened social awareness of referential gestures. <i>Poster presented at the International Conference in Infant Studies, Vancouver.</i></p> <p><b>Yow, W.Q.</b>, &amp; Markman, E.M. (2007). Monolingual and bilingual children's use of mutual exclusivity assumption and pragmatic cues in word learning. <i>Poster presented at Society of Research in Child Development, Boston.</i></p> <p><b>Yow, W.Q.</b>, &amp; Fernald, A. (2007). How fast is fast-mapping? Frequency effects in word learning by 2.5-year-olds. <i>Poster presented at Society of Research in Child Development, Boston.</i></p> <p><b>Yow, W.Q.</b> (2006). Singapore developmental continuum in social and emotional learning. <i>Paper presented at the Psychological Assessment &amp; Research Branch, Ministry of Education, Singapore.</i></p> <p><b>Yow, W.Q.</b> (2006). How fast is fast-mapping exactly? Frequency effects in word learning in children. <i>Presented at Developmental Brownbag.</i></p>
<p><b>TEACHING &amp; ADVISING EXPERIENCES</b></p>	<p>MOE HSSRP 2021, 2022, 2023, 2024 Chairperson</p> <p>MOE HSSRP 2020, 2021, 2022, 2023, 2024 Expert-Mentor</p> <p>SUTD Undergraduate Research Opportunities Program (UROP) - Mentor</p> <p>HASS 02.218 Introduction to Psychology, Instructor, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, SUTD</p> <p>HASS 02.216 Interactions Between Behavior, Technology &amp; Design, Instructor, 2021, 2022, SUTD</p> <p>HASS 02.003 Theorizing Society, the Self and Culture, Instructor, Term 1, 2016-2019, SUTD</p> <p>HASS 02.216 Understanding the Interactions Between Human Behavior, Technology &amp; Design, co-Instructor with SMU, Term 8, 2015, SUTD</p> <p>HASS 02.203 Psychological Approaches in Bilingualism, Instructor, Term 5/7 (Spring) 2014-2015, SUTD</p> <p>EPD Independent Study Module, Instructor, Term 5/7, 2018, 2020, 2021, SUTD</p> <p>EPD 30.600 Special Topics in Psychology, Instructor, Term 5/7 (Spring) 2015, SUTD</p> <p>HASS 02.204 Technology &amp; Self, Instructor, Term 5/7 (Spring) 2014, SUTD</p> <p>HASS101 World Civilizations and Texts, Instructor, May 2012, SUTD</p> <p>24.S90 Research Methods in Childhood Bilingualism, Co-Instructor with Professor Suzanne Flynn, Spring 2013, MIT</p> <p>STS.043 Technology &amp; Self: Science, Technology, Memoir, Co-Instructor with Professor Sherry Turkle, Fall 2012, MIT</p>

<p><b>TEACHING &amp; ADVISING EXPERIENCES (cont'd)</b></p>	<p>Educ 234/Educ 134/Psych 192 Career and Personal Counselling, Teaching Assistant, Spring 2010, Stanford University</p> <p>Psych 60 Developmental Psychology, Teaching Assistant, Fall, 2009, Stanford University</p> <p>Psych 70 Social Psychology, Teaching Assistant, Spring 2009, Stanford University</p> <p>Psych 123S Learning Two Languages: The Scientific Study of Bilingualism, Instructor, Summer 2008, Stanford University</p> <p>Psych 252 Statistical Methods for Behavioral and Social Sciences, Teaching Assistant, Fall 2007, Stanford University</p> <p>Psych 60 Developmental Psychology, Teaching Assistant, Fall 2007, Stanford University</p> <p>Psych 131S Introduction to Developmental Psychology, Instructor, Summer 2007, Stanford University</p> <p>Psych 10 Introduction to Statistical Methods, Teaching Assistant, Winter 2007, Stanford University</p> <p>Psych 141 Cognitive Development, Teaching Assistant, Fall 2006, Stanford University</p> <p>Guest lecture, Cognitive Development, Nanyang Technological University, 2015</p> <p>Guest lecture, Psych 60, Developmental Psychology, Fall, 2009, Stanford University</p> <p>Guest lecture, Psych 70, Social Psychology, Spring 2009, Stanford University</p> <p>Supervised 5 postdoctoral fellows, 4 graduate students, 14 undergraduate students, and 11 full-time research assistants</p>
<p><b>SERVICE (International)</b></p> <p><b>SERVICE (International – cont'd)</b></p>	<p><b><u>Developmental:</u></b></p> <p>Publications Committee, co-Chair, <i>Society of Research in Child Development</i>, 2023 – 2027</p> <p>Publications Committee, Open Science Subcommittee Chair, <i>Society of Research in Child Development</i>, 2021-2023</p> <p>Consulting Editor, <i>Child Development</i>, 2023 –</p> <p>Editorial Board, <i>Cognitive Development</i>, 2021- 2025</p> <p>Guest Editor, <i>Cognitive Development</i>, Special Issue on Multilingualism, 2023-2024</p> <p><i>Co-Chair for Symposium SRCD, 2023</i>, Children’s selective trust across domains, agents, and cultures.</p>

**SERVICE  
(International –  
cont'd)**

Review Editor for *Frontiers in Psychology* since 2015

**Aging:**

Associate Editor, *Innovation in Aging*, 2024-

Editorial Board, *Innovation in Aging*, 2023 – 2025

Associate Guest Editor, *Frontiers in Psychology – Psychology of Aging*, 2022

Co-convenor, GSA-Aging Among Asians, 2022 – 2025

Demystifying Peer Review, Editorial Boards, & Editorships Workgroup 2023

**General:**

*ISB14* 2023 Reviewer, Scientific Committee

*ISB13* (International Symposium for Bilingualism) Program Committee 2021

Chair, Thematic Section: Mother Tongue (MT) in English-Prevalent Communities: Perceptions, Practices, and Outcomes, *International Symposium for Bilingualism 13*, Warsaw, Poland.

*ISB12* Scientific Committee, 2019

*Chair for Symposium ISB*, 2019

Reviewer for

- *Journal of Experimental Psychology: General*
- *Developmental Science*
- *Child Development*
- *Developmental Psychology*
- *Journal of Experimental Child Psychology*
- *Journal of Child Language*
- *Cognitive Development*
- *Bilingualism: Language and Cognition*
- *Journal of Cognition and Development*
- *Aging, Neuropsychology and Cognition*
- *International Journal of Bilingualism*
- *Input and Experience in Bilingual Development*
- *Journal of Applied Developmental Psychology*
- *Sage Open*
- *Gerontological Society of America Conference 2020 - 2023*
- *Boston University Conference of Language Development 2013 - 2023*
- *American Education Research Association Conference 2020, 2023*
- *Society of Research in Child Development Conference 2013*
- *IEEE TALE 2012*
- *IEEE ICC 2014 – SAC – Social Networking*

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*Chair for Symposium: Behavioral Social Science Session II. Gerontological Society of America (Nov 2023)*

<p><b>SERVICE (International – cont'd)</b></p>	<p><i>Organizing Committee</i> for the 2017 International Symposium on Mechanism of Learning – Early Language and Cognitive Development, Zhejiang University,</p> <p><i>Chair for Symposium Track: Cognitive Control.</i> Annual Meeting of the Cognitive Science Society (July 2017)</p> <p><i>Chair for Symposium: “Language in the Eye of the Beholder” – Social Preferences in Bilingual Children.</i> Biennial Society of Research in Child Development Conference (March 2015)</p> <p><i>Chair for Symposium: Navigating two languages: Bilingual children’s use of language context.</i> Biennial Society of Research in Child Development Conference (April 2013)</p>
<p><b>SERVICE (National)</b></p>	<p>Chairperson, MOE Humanities and Social Science Research Program, 2021, 2022, 2023, 2024</p> <p>Research Advisory Board, Lee Kuan Yew Fund for Bilingualism, 2019-2024</p> <p>NIE-ERFP Evaluation and Approval Panel, 2022</p> <p>Advisory Committee for Lianhe Zaobao, 2012 - 2020</p> <p>Thesis Examiner for NIE, 2020</p> <p>Thesis Examiner for Department of Psychology, NTU, 2019</p> <p>Thesis Examiner for Department of Psychology, NUS, 2014</p>
<p><b>SERVICE (University)</b></p> <p><i>University- appointments</i></p>	<p>Head, HASS, 2023 –</p> <p>Acting Head, HASS, 2022 – 2023</p> <p>Associate Head (Research), HASS, 2018-2022</p> <p>Board Member, University Research Board, 2018-2025</p> <p>URA-SUTD Strategic Collaboration Steering Comm, 2022-</p> <p>URA-SUTD Strategic Collaboration Working Comm, 2022</p> <p>SUTD-IRB Deputy Chair, 2014-2018</p> <p>Acting Cluster Lead (Research/Graduate Program) for HASS, 2013-2014</p> <p>SUTD Kick-Started Initiative Evaluation Panel, 2022</p> <p>Risk Committee Lead (HASS) 2022-</p> <p>Risk Coordinator (HASS) 2019-2022</p> <p>Chairperson, Scholarship Panel, 2019-2023</p>

<p><b>SERVICE (University - cont'd)</b></p> <p><i>Service/Ad-Hoc committees</i></p>	<p>Pedagogy Leadership Committee 2019-2022</p> <p>SAA Selection Committee 2021, 2022</p> <p>Tenure Evaluation Committee, 2018-2023</p> <p>SHARP Program Committee 2018-2019</p> <p>Chair, Operations and Budget Committee, HASS, 2016-2017</p> <p>Graduate Affairs Committee, HASS, 2016-2017</p> <p>Chair, Research and Cross-Unit Collaboration Committee, HASS, 2014-2016</p> <p>Faculty Appointments Committee, HASS, 2014-2016</p> <p>SUTD-IRB Committee Member, 2012-2017</p> <p>SUTD-MIT Design Centre, Co-Lead with MIT, Global Collaboration, 2012 – present</p> <p>Academic mentor, Student Affairs, SUTD, 2012 - present</p> <p>Academic mentor, UROP, SUTD, 2012-2022</p> <p>Co-Academic mentor, UROP, MIT, 2013-2016</p> <p>Faculty representative in PhD Programs, SUTD, 2012-2014</p> <p>Faculty representative in Faculty Job Search Committee, SUTD, 2011-2014</p> <p>Innovation Champion, SUTD, 2011-2013</p> <p>Faculty representative for Scholarship Candidate Selection, SUTD, 2011-2014</p> <p>Faculty Lead in Women in Technology Workshop, SUTD, 2011-2016</p> <p>Stanford University, Department of Psychology, Faculty Job Search Committee, Graduate Representative (2009-2010)</p> <p><i>Chair for Symposium: Pragmatic Understanding in Bilingual Children</i> Biennial Society of Research in Child Development Conference (April 2009)</p> <p>Stanford University, Department of Psychology, Developmental Admissions Committee, Graduate Representative (2008-2009)</p> <p>Stanford-Berkeley-Santa Cruz Developmental Conference, Coordinator (2007-2008)</p> <p>Stanford University, Department of Psychology, Developmental Brownbag Coordinator (2006-2007)</p> <p>Stanford Undergraduate Psychology Association Conference, <i>Chair for Personality Psychology</i> (Spring 2006)</p>
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