

EDUCATION

University of Illinois at Chicago, Chicago, IL Aug. 2016 - Present
PhD in Hispanic Linguistics, Interdepartmental Concentration in Neuroscience

- Doctoral dissertation: *Disentangling neural indices of implicit vs. explicit morphosyntax processing*
- GPA to date: 4.0

University of Cambridge, Cambridge, UK Sept. 2014 - June 2015
Master of Philosophy in Theoretical and Applied Linguistics

- Thesis: *Face recognition and bilingual lexical access: Familiarized faces prime performance in a written language-selection task*
- Funded via Gates Scholarship (<1% acceptance rate, top postgraduate award at U. of Cambridge)
- Graduated with Distinction

Princeton University, Princeton, NJ Sept. 2009 - June 2014
B.A. in Linguistics, Minor in Latin American Studies

- Senior thesis: *Language shift from Ixil Mayan to Spanish in a highland Guatemalan town*
- Junior independent project #1: *Heating up the debate, heating the debate up: Are phrasal verbs processed as one lexeme when the particle is separated?*
- Junior independent project #2: *Language brokering in a New Jersey Hispanic community*
- 3.94 GPA
- Graduated with Highest Honors (*Summa Cum Laude*)

Carnegie Mellon University, Pittsburgh, PA June – July 2008
Coursework in moral philosophy and academic writing through fully-funded Advanced Placement/Early Action program for minorities underrepresented in higher education

FUNDING

William Orr Dingwall Foundation Dissertation Fellowship in the Cognitive, Clinical, and Neural Foundations of Language (2020-2021).

American Philosophical Society John Hope Franklin Dissertation Fellowship (2020-2021).

National Science Foundation Doctoral Dissertation Improvement Award 1941189, Division of Behavioral and Cognitive Sciences. *Doctoral Dissertation Research: Disentangling neural indices of implicit vs. explicit second language processing* (2020-2022).

Woodrow Wilson National Fellowship Foundation - Mellon Mays Fellowship Travel and Research Grant (2020-2021).

University of Illinois at Chicago Provost Deiss Award for Graduate Research. *Input frequency and second language grammatical processing: An Event-Related Potential study* (2016-2017).

University of Illinois at Chicago University Fellowship (2016-2019).

Gates Cambridge Scholarship (2014-2015).

OTHER AWARDS

University of Illinois at Chicago Chancellor's Student Service and Leadership Award (2019-2020)

Recognized top-cited article in journal *Language Learning* (2018-2019) for article *Self-labelled replication in second language research: Narrative and systematic reviews, and recommendations for the field.*

Two-time Kavli Summer Institute in Cognitive Neuroscience Fellow (2017, 2018)

National Science Foundation Graduate Research Fellowship (2015) – Honorable mention

National Science Foundation Graduate Research Fellowship (2014) – Awarded but declined

Elected to membership in the Phi Beta Kappa Society (2014)

Shapiro Prize for Academic Excellence (awarded to top 3% of freshmen and sophomores at Princeton University; 2010)

Mellon Mays Undergraduate Fellow (2011-2014)

Princeton Institute for International and Regional Studies Undergraduate Fellow (2012-2013)

Princeton University German Book Prize (2011)

Princeton University Quin Morton '36 Essay Contest nomination for *Chatting or Chattering? A Look at Great Ape Language* (2009)

PUBLICATIONS

Published Work

Abugaber, D. (2020). Frequency and semantic prototypicality in Spanish learners' dative constructions. In D. Koike (Ed.), *Language Patterns in Spanish and Beyond: Structure, Context and Development*. New York: Routledge.

Ashburn, S., **Abugaber, D.**, Antony, J., Bennion, K., Bridwell, D., Cardenas-Iniguez, C., Doss, M., Fernández, L., Huijsmans, I., Krisst, L., Lapate, R., Layher, E., Leong, J., Li, Y., Marquez, F., Munoz-Rubke, F., Musz, L., Patterson, T., Powers, J., Proklova, D., Rapuano, K., Robinson, S., Ross, J., Samaha, J., Sazma, M., Stewart, A., Stickel, A., Stolk, A., Vilgis, V., Zirnstein, M. (2020). Towards a socially responsible, transparent, and reproducible cognitive neuroscience. In D. Poeppel, M. Gazzaniga, & R. Mangun (Eds.), *The Cognitive Neurosciences*, 6th edition. Cambridge, MA: MIT Press.

Abugaber, D. (2018). Face recognition and bilingual lexical access: Familiarized faces prime performance in a written language-selection task. *Proceedings of the 40th Annual Meeting of the Cognitive Science Society 2018*. July 25-28. Madison, WI

Marsden, E., Morgan-Short, K., **Abugaber, D.**, & Thompson, S. (2018). Self-labelled replication in second language research: Narrative and systematic reviews, and recommendations for the field. *Language Learning*, 68(2), 321-391.

Abugaber, D. (2017). Using ARIMA for Time Series Analysis. In A. Demos (Ed.), *A language, not a letter: Learning statistics in R*. Available online at <https://ademos.people.uic.edu/Chapter23.html>

Citron, F., **Abugaber, D.**, & Herbert, C. (2016). Approach and withdrawal tendencies during written word processing: Effects of task, emotional valence, and emotional arousal. *Frontiers in Psychology*, 6, article #1935.

Unpublished Work

Abugaber, D. & Morgan-Short, K. (submitted). Differences between implicit vs. explicit grammar learning as revealed by drift diffusion modeling. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society 2021*. July 27-29. Vienna, Austria.

Morgan-Short, K., Finestrat, I., Luque, A., & **Abugaber, D.** (accepted). Exploring new insights into explicit and implicit second language processing: Event-related potentials analyzed by source attribution. *Language Learning*.

Work in Progress

Abugaber, D., Finestrat, I., Luque, A., & Morgan-Short, K. (manuscript in preparation). *Combining EEG with generalized additive mixed modeling to investigate word frequency effects on grammar processing*.

Abugaber, D., Finestrat, I., Luque, A., & Morgan-Short, K. (manuscript in preparation). *No evidence from mass univariate regressions on word frequency effects in EEG for single-route models of morphosyntax processing*.

Morgan-Short, K., Faretta-Stutenberg, M., Tanner, D., & **Abugaber, D.** (manuscript in preparation). *A study of the retest reliability of the N400 and P600 Event-related potential components.*

Finestrat, I., **Abugaber, D.**, Luque, A., & Morgan-Short, K. (manuscript in preparation). *Do first language neural processes for morphosyntax transfer to the second language? Using event-related potentials to expand the evidence of cross-linguistic influence.*

PEER-REVIEWED CONFERENCE TALKS AND POSTERS

Talks

Finestrat, I., Luque, A., **Abugaber, D.**, & Morgan-Short, K. (upcoming). *Is all explicit awareness equal?: Comparing instructed vs. induced rule knowledge in a semi-artificial language.* American Association for Applied Linguistics. March 20-23. Virtual. <https://youtu.be/jlaaKTpJ5qo>

Abugaber, D., Batterink, L., & Morgan-Short, K. (2019). *Implicit learning in an artificial language: A replication and extension of Batterink et al. (2014).* Second Language Research Forum 2019. September 20-22. East Lansing, MI.

Abugaber, D. (2018). *Frequency and semantic prototypicality in L2 Spanish dative constructions: A corpus study.* Hispanic Linguistics Symposium 2018. October 25-27. Austin, TX.

Finestrat, I., Luque, A., **Abugaber, D.**, & Morgan-Short, K. (2018). *Native language processing as an individual difference explaining variability in L2 processing: An event-related potential study.* American Association for Applied Linguistics 2018. March 24-27. Chicago, IL.

Abugaber, D. (2017). *Face priming and bilingual lexical access.* 11th International Symposium on Bilingualism. June 11 -15. Limerick, Ireland.

Marsden, E., Morgan-Short, K., **Abugaber, D.**, & Thompson, S. (2017). *Replication in L2 research: A systematic scoping review and lessons for the field.* American Association for Applied Linguistics 2017. March 18-21. Portland, OR.

Posters

Abugaber, D., Finestrat, I., Luque, A., & Morgan-Short, K. (2020). *Regression-based mass univariate EEG analyses suggest no word frequency effect in processing of regular inflections.* American Association for Applied Linguistics. March 20-23. Virtual. <https://youtu.be/UqG1gfKnBUM>

Finestrat, I., **Abugaber, D.**, Luque, A., & Morgan-Short, K. (2020). *Examining measures of individual variability in ERP responses and expanding the evidence to the L2.* Meeting of the Society for the Neurobiology of Language. October 21-24.

Abugaber, D. (2020). *Differences in implicit vs. explicit grammar processing as revealed by hierarchical Weibull modeling of reaction times.* 42nd Annual Meeting of the Cognitive Science Society. July 29-August 1. https://youtu.be/FqC4xp_T to

Abugaber, D., Morgan-Short, K., & Batterink, L. (2020). *Bias-corrected reaction time analyses corroborate findings of implicit grammar learning in an artificial language experiment.* 32nd Annual Convention of the Association for Psychological Science. Chicago, IL.

Finestrat, I., **Abugaber, D.**, Luque, A., & Morgan-Short, K. (2020). *Do first language neural processes for morphosyntax transfer to the second language? Using event-related potentials to expand the evidence of cross-linguistic influence.* 33rd CUNY Conference on Human Sentence Processing. Amherst, MA.

Abugaber, D. (2020). *Thinking (about grammar), fast and slow: Exploring per-learner variability via analysis methods from cognitive psychology.* 12th Annual Meeting of the Illinois Language and Linguistics Society. Champaign-Urbana, IL.

- Morgan-Short, K., Luque, A., Finestrat, I., & **Abugaber**, D. (2019). *Exploring event-related potentials by subjective report as insight into explicit and implicit language grammatical knowledge*. Meeting of the Cognitive Neuroscience Society. March 23-26. San Francisco, CA.
- Abugaber, D. (2018). *Frequency, academic list, and psycholinguistic indices as measures of lexical sophistication in a Spanish EFL corpus*. American Association for Applied Linguistics 2018. March 24-27. Chicago, IL.
- Abugaber, D. (2018). *Face recognition and bilingual lexical access: Familiarized faces prime performance in a written language-selection task*. 40th Annual Meeting of the Cognitive Science Society. July 25-28. Madison, WI.
- Abugaber, D.**, Finestrat, I., Luque, A., & Morgan-Short, K. (2017). *Event-related potentials indicate a role for word frequency in L1 and L2 grammatical processing*. Meeting of the Society for the Neurobiology of Language. November 8-10. Baltimore, MD.
- Abugaber, D. (2014). *Child language brokering in a New Jersey Hispanic community*. Great Lakes Expo for Experimental and Formal Undergraduate Linguistics. April 11. East Lansing, MI.
- Abugaber, D. (2013). *“Puro ütʔ”: Spanish code-switching and borrowing in Ixil Mayan*. Great Lakes Expo for Experimental and Formal Undergraduate Linguistics. April 6. East Lansing, MI.

NON-PEER REVIEWED TALKS AND WORKSHOPS

- Abugaber, D. (2021). *What do evidence-accumulation models of cognition say about how we should design L2 learning tasks?* Paper presented at *In/Between* multidisciplinary conference, University of Illinois at Chicago. March 2. Chicago, IL.
- Morgan-Short, K., **Abugaber, D.**, Finestrat, I., & Luque, A. (2020). *Leveraging event-related potential data to examine language processing: Effects of L1-L2 transfer and word frequency on morphosyntax*. University of Illinois at Chicago Talks in Linguistics. October 30. Chicago, IL.
- Abugaber, D. (2020). *Differences between conscious vs. subconscious grammar learning as revealed by drift diffusion modeling*. Conference of Ford Fellows. October 8-10. Virtual.
- Abugaber, D. (2020). *Do we learn grammar based on rules or on memories of specific words?* Paper presented at *In/Between* multidisciplinary conference, University of Illinois at Chicago. February 21. Chicago, IL.
- Abugaber, D. (2019). *Linking behavioral response times to EEG indices of explicit second language processing*. Paper presented at the 3rd Chicago Area Sentence Processing Meeting. June 21. Chicago, IL.
- Abugaber, D. (2019). *Disentangling neural indices of implicit and explicit second language processing*. Invited talk, Intelligent Performance and Adaptation laboratory, Princeton University. June 4. Princeton, NJ.
- Abugaber, D.**, Batterink, L., & Morgan-Short, K. (2019). *Implicit learning in an artificial language: A replication and extension of Batterink et al. (2014)*. Paper presented at *In/Between* multidisciplinary conference, University of Illinois at Chicago. April 12. Chicago, IL.
- Abugaber, D.**, Finestrat, I., Luque, A., & Morgan-Short, K. (2018). *Event-related potentials indicate a role for word frequency in L1 and L2 grammatical processing*. Paper presented at the 3rd Chicago Area Sentence Processing Meeting. June 15. Chicago, IL.
- Abugaber, D. (2018). *Word collocations with hacer across dialects and generations of Chicago Spanish: A corpus study*. University of Illinois at Chicago Talks in Linguistics. May 4. Chicago, IL.

Abugaber, D. (2018). *Between-subjects, within-subjects, and mixed-design analyses of variance in R*. University of Illinois at Chicago Talks in Linguistics. April 13. Chicago, IL.

Abugaber, D. (2017). *Faces can orient individuals towards a particular language*. Illinois African American and Latino Diversity Dialogue and Research Forum. April 12. Chicago, IL.

Abugaber, D. (2014). *New experimental methods in language learning research*. Gates Cambridge Internal Research Symposium. November 7. Cambridge, UK. Available online at goo.gl/7x2UEF

Abugaber, D. (2013). *The psycholinguistics of grammatical gender in non-native Spanish*. Princeton University Tertulia Lingüística (Hispanic linguistics group). October 20. Princeton, NJ.

Abugaber, D. (2013). *Child language brokering in a New Jersey Hispanic community*. Princeton University Translation Lunch Series. March 4. Princeton, NJ.

UNIVERSITY-LEVEL TEACHING

Elementary Spanish II, U. of Illinois at Chicago - Instructor of Record, three sections	2017-2018
Spanish for Bilinguals I, U. of Illinois at Chicago - Instructor of Record, one section	Fall 2018
Introduction to Hispanic Linguistics, U. of Illinois at Chicago - Teaching Assistant	Spring 2019
Elementary Italian II, U. of Illinois at Chicago - substitute instructor	Spring 2020
Second Language Learning - guest lecture, <i>Semantic diversity effects in EEG</i>	Fall 2020
Meaning in Language, U. of Illinois at Chicago - guest lecture, <i>Slang and the semantic sense of identity</i>	Spring 2020

MENTORING

Graduate student mentor for (to date) twelve undergraduate research assistants in the Cognition of Second Language Acquisition laboratory at the University of Illinois at Chicago. Training and supervision for all stages of research (preparing stimuli, recruiting participants, running experiment sessions, pre-processing data, writing analysis scripts, interpreting results, writing research reports, etc.). Advising for funding applications, submission of research assignments, and general career decisions. Matchmaking with outside academics/professionals based on mentees' stated career goals so as to catalyze networking with potential additional mentors. Sharing of personal advice and insights about mental health concerns and avoiding toxicity in academia while fostering a healthy sense of competition and self-worth.

Supervised University of Illinois at Chicago Honors College undergraduate capstone research projects:

- *The role of personality in implicit second language learning*. Hannah Chaddah, Summer 2019.
- *Language experience as a predictor of implicit/explicit artificial language learning*. Sarah Hassan, Spring 2021.
- *Predicting second language proficiency with resting-state brain rhythms*. Victoria Ogunniyi, Spring 2022
- *Disentangling ADHD effects on second language learning via drift-diffusion modeling*. Gayatri Chavan, Spring 2022

Supervised University of Illinois at Chicago Summer Research Opportunity Program project:

- *Predicting second language proficiency with resting-state brain rhythms*. Victoria Ogunniyi, Summer 2020

Co-author on research assistants' successful submissions to peer-reviewed undergraduate journals:

- Ogunniyi, V., Abugaber, D., & Morgan-Short, K. (in press). Predicting second language proficiency with resting-state brain rhythms. *Columbia Undergraduate Science Journal*.

Mentoring of successful applications to University of Illinois at Chicago Liberal Arts & Sciences Undergraduate Research Initiative (LASURI) funding mechanism:

- *Disentangling ADHD effects on second language learning via drift-diffusion modeling.*
Gayatri Chavan, 2021-2022
- *Language experience as a predictor of implicit/explicit artificial language learning.*
Sarah Hassan, 2020-2021

SERVICE

Reviewer for journal **Lingua** (2020-present).

UIC Spanish Mentoring Network: co-organizer (2020-present)

UIC “R Hours”: free stats/code tutoring within Spanish dept. (2020)

Bilingualism Matters, Chicago chapter: founding member (2019-present)

UIC Talks in Linguistics: organizing committee member (2017-present)

UIC Weekly Spanish Conversation Hour: organizer (2017-present)

UIC Graduate Student Council: representative for the Spanish and Italian department (2019-2020)

UIC Bilingualism Forum: volunteer with preparation for and hosting of biennial graduate student-organized conference (2016, 2018, 2020)

OTHER RESEARCH EXPERIENCE

Language in Contact Research Group, Chicago, IL April 2020 - present
Statistics consulting for Dr. Kim Potowski at the University of Illinois at Chicago analyzing phonological, lexical, grammar, and discourse features from an oral Spanish corpus of Mexican, Puerto Rican, and MexiRican speakers

Multilingual Phonology Lab, Chicago, IL July 2020 - present
Statistics consulting for Dr. Jen Cabrelli at the University of Illinois at Chicago fitting smoothing spline ANOVA on formant values for nasal phonemes in L1 and L2 speakers

Psychology of Multilingualism Lab, Chicago, IL Aug. 2020 - present
Research assistantship with Dr. David Miller at the University of Illinois at Chicago. Design and oversee Internet-based data collection for Stroop and self-paced reading experiments on emotional word processing in L1 and L2.

Language shift from Ixil Mayan to Spanish in a highland Guatemalan town May 2014
Undergraduate thesis based on summer research in rural Guatemalan town of Nebaj; involved interviews with local bilinguals, representatives from Mayan language organizations, teachers, translators, etc.

Stacey Sinclair Social Psychology Lab, Princeton, NJ Sept. 2012 - May 2013
Analyzed Excel data for study on roughly 500 New Jersey high school students' friendship networks

Nicole Shelton Social Psychology Lab, Princeton, NJ Oct. 2010 – May 2011
Ran social psychology experiments on ethnicity and impression formation for PhD. candidate

Language brokering in a New Jersey Hispanic community Dec. 2009
Designed, administered, and analyzed results of sociolinguistic survey about children who translate for their parents in the Hispanic immigrant community around Princeton, New Jersey

OTHER TEACHING

International Language Academy, Ho Chi Minh City, Vietnam Oct. 2015 – May 2016
Taught English full-time at a Cambridge ESOL- and NEAS-certified language training center

Gyechang Elementary School, Changnyeong, South Korea Jan. – Aug. 2012

Taught English at a public elementary school in rural South Korea through the Teach and Learn in Korea government program while on a year off from college

EZLearn, Rio de Janeiro, Brazil June – Aug. 2011
Interned with an e-startup to help develop an online English-learning program for Brazilians; taught a hybrid online/offline English course in two public high schools in Rio de Janeiro using said program

Peer Tutoring Program, Princeton, NJ Oct. 2010 – May 2014
Tutored Princeton University students one-on-one for their Spanish and Portuguese language classes

OTHER WORK EXPERIENCE

Conversaciones Escritas 2020
Ad hoc contributor for Spanish heritage language textbook (Potowski, K. [in press]. *Conversaciones Escritas: Lectura y redacción en contexto*, 3rd edition. Wiley Global Education.). Authored texts include:

Abugaber, D. & Potowski, K. (in press). Cuando desinforman y decepcionan deliberadamente. In K. Potowski (Ed.), *Conversaciones Escritas: Lectura y redacción en contexto*, 3rd edition. Wiley Global Education.

Abugaber, D. & Potowski, K. (in press). La regla de oro y las tres responsabilidades corporativas. In K. Potowski (Ed.), *Conversaciones Escritas: Lectura y redacción en contexto*, 3rd edition. Wiley Global Education.

Spanish4Texas, Austin, TX June – Aug. 2020
Consulting for online Spanish pronunciation module for educational non-profit (spanish4texas.org)

Popkrn Korean, Daegu, South Korea 2017 - 2018
Co-author of Korean-as-a-second-language textbook:

Park, D., Park, K., Lim, B., Bae, J., Nam, A., **Abugaber, D.**, Gorseger, G., Worthington, A., Parker, P., Inman, B., & Jang, H. [2019] *Easy Korean book: through Korean movies*. Daegu, South Korea: Popkrn.

McGraw Center English Language Program, Princeton, NJ Feb. 2011 - May 2014
Helped international graduate students at Princeton practice English through weekly conversation sessions and evaluated their performance in oral proficiency tests

Office of International Programs, Princeton, NJ April – May 2011
Created promotional video for study abroad and international internship programs at Princeton University. Conducted interviews with undergraduates and edited footage into video shown to incoming freshmen

Fundación Centro de Servicios Cristianos, San Lucas, Guatemala July - Aug. 2010
Interned with a Guatemalan non-profit organization that works with indigenous subsistence farming communities; tasks included fundraising, promotional material design, video editing, website management, spreadsheet design, and training coworkers in use of office software

OTHER VOLUNTEERING

Interpreting and translation, Chicago, IL Sept. 2016 – Present
Volunteer interpreter/document translator for various Chicago non-profits: Heartland Alliance, Legal Assistance Foundation, Chicago Volunteer Legal Services, Midwest Workers Assoc., Unite Here Local 1

El Centro ESL, Trenton, NJ Sept. 2012 – May 2014
Taught English to Hispanic immigrants on a weekly basis as part of a student volunteer program

Princeton University Language Project, Princeton, NJ Feb. 2010 – May 2014
Spanish-language editor and translator for program that provides free translation services for non-profits

Princeton University Medical Center, Princeton, NJ

Jan. 2010 – May 2014

Interpreted for Spanish monolingual patients at a local hospital every week on a volunteer basis

Pa'delante English Classes, Princeton, NJ

Oct. 2009 – May 2011

Served as teacher and (starting in September 2010) as coordinator for a student volunteer ESL program; advertised the program to nearby Hispanic communities, designed lesson plans and other ESL materials, and recruited and oversaw a group of 18 regular student volunteers

PROFESSIONAL DEVELOPMENT

Chicago Language Symposium. Daylong second language pedagogy workshop held jointly across universities in the Chicago area. April 2018, April 2019, April 2020. Chicago, IL.

Seminario para el desarrollo profesional de profesores de español, Instituto Cervantes de Chicago ‘Cervantes Institute of Chicago Professional Development Seminar for Spanish teachers.’

October 7, 2017. Cervantes Institute. Chicago, IL

The 21st Century Visual Learner: How to capture and engage their attention in your classes no matter what you teach. September 28 and October 12, 2018. University of Illinois at Chicago Graduate College.

Vision and purpose of the Spanish basic language program. Spring 2018. University of Illinois School of Literatures, Cultural Studies, and Linguistics.

LANGUAGES

Spanish (native): raised in bilingual Spanish-English household

English (native): raised in bilingual Spanish-English household

Brazilian Portuguese (native-like): advanced-level coursework as undergraduate; full-time use of Portuguese as working language over course of summer 2011 internship in Rio de Janeiro

German (advanced): equivalent of three semesters of coursework as undergraduate followed by summer study at Goethe Institute in Munich through immersive Princeton in Munich program

Italian (advanced): two semesters of elementary coursework as undergraduate; two semesters of advanced-level film and literature classes as graduate student at University of Illinois at Chicago

French (advanced): one-semester accelerated course as undergraduate; weekly practice through informal club meetings in Chicago

Korean (advanced): two years of coursework as undergraduate; placed Level 4 of 6 on South Korean government's TOPIK proficiency exam in February 2017 and again in February 2018; daily practice with partner

Vietnamese (intermediate): six months of intensive study at Vietnam National University (Jan. - May 2016) up to B2 intermediate level (as per Common European Framework); ten months cumulative experience with Vietnamese-monolingual host family in Ho Chi Minh City

Russian (beginner): 101-102 sequence at University of Illinois at Chicago (2019-2020).

Mandarin Chinese (beginner): 101-102 sequence at University of Illinois at Chicago (2019-2020).

COMPUTER SKILLS

SRILM: UNIX-based toolkit for building n -gram language models

Python: analysis of semantic networks via WordNet

PsychoPy: Python-based software for psychology experiments

R: open-source data analysis and visualization software

MATLAB: computation software used for EEG and reaction time analyses

SPSS: software for data analysis and statistics

GPower: software for performing statistical power analyses based on sample sizes and effect sizes

NBS Presentation: software for running psychology experiments

OTHER INTERESTS

Classical guitar, chess, Japanese jiu-jitsu, aikido, virtual reality platforms, consumer EEG, weightlifting, running, mental health advocacy.