COGNITIVE SCIENCE COLLOQUIUM

Friday, April 8, 2016
12:00 – 1:30 p.m.
Speech, Language, and Hearing Sciences Building, Room 205

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TITLE—Sleep: The beloved teacher?

ABSTRACT: In recent years there has been a resurgence of an age-old idea that adequate sleep is needed for healthy cognition and behavioral development. Numerous studies have pointed to sleep quality as a correlate of a child’s level of executive function and behavior, language development, and school performance (Beebe, 2011; Bernier et al., 2013; Edgin et al., 2015). There is also evidence that knowledge may be consolidated across sleep periods (Gomez et al., 2006; Henderson et al., 2012). More recent work has pointed to the provocative notion that sleep might actually serve a mechanistic role in how the brain refines networks important for higher-level cognitive function (Huber & Born, 2014; Walker, 2006). In this talk I will discuss some knowns and unknowns regarding the relationship between sleep quality, physiology, and learning. I will draw examples from my research program, which examines the effects of early sleep quality on memory and learning in typical and atypical development.