MASTER 2 Neurosciences Fondamentales et Cliniques
UCB Lyon 1, Lyon, France

Internship proposal 2020-2021
(internship from January to end of May 2021)

Host laboratory:

Centre de Recherche en Neurosciences de Lyon
Centre Hospitalier Le Vinatier - Batiment 462 - Neurocampus
95, boulevard Pinel - 69675 Bron Cedex

Host team:
MEMO team - https://www.memoteam.org/

Internship supervisors:
Dezso Nemeth – Head of the team, research director – nemethd@gmail.com
Lison Fanuel – Post-doctoral researcher – lison.fanuel-feuillas@univ-lyon1.fr

Project title: Enhancing implicit learning: the role of environment
Cognitive mechanisms of implicit learning

Project summary (approx 10 lines**):**
Implicit probabilistic learning corresponds to the development of knowledge about regularities embedded in the environment without awareness nor intention of learning (e.g., Cleeremans & Jiménez, 1998; Howard et al., 2004). The aim of the internship project will be to explore environmental factors (e.g., sensory modality, exposure duration) influencing and/or benefiting implicit learning in healthy young adults. The project will be based on behavioral techniques to investigate cognitive mechanisms underlying implicit learning. Depending on his/her interest, the intern can also be associated to currently ongoing studies investigating neural mechanisms of implicit learning using electrophysiology and transcranial magnetic stimulation.

3-5 recent publications:
Nemeth, D., Janacsek, K., Polner, B., & Kovacs, Z. A. (2013). Boosting human learning by hypnosis. Cerebral cortex, 23(4), 801-805.
Kóbor, A., Janacsek, K., Takács, Á., & Nemeth, D. (2017). Statistical learning leads to persistent memory : Evidence for one-year consolidation. Scientific Reports, 7(1).
Simor, P., Zavecz, Z., Horvath, K., Éltető, N., Török, C., Pesthy, O., ... & Nemeth, D. (2019). Deconstructing procedural memory: Different learning trajectories and consolidation of sequence and statistical learning. Frontiers in psychology, 9, 2708.
Kiss, Nemeth, & Janacsek (2019). Stimulus presentation rates affect performance but not the acquired knowledge—Evidence from procedural learning. BioRxiv.

Please send your proposal to emiliano.macaluso@univ-lyon1.fr and marion.richard@univ-lyon1.fr for publication on the website.