

2021 IOP Virtual Conference Hall Guide



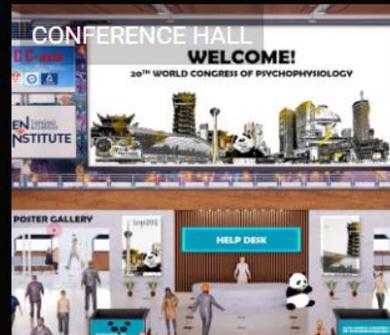
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ACTIONS



UPDATE PROFILE



CONFERENCE HALL



REGISTRATION



KEYNOTE SPEAKERS

ABOUT THE CONFERENCE



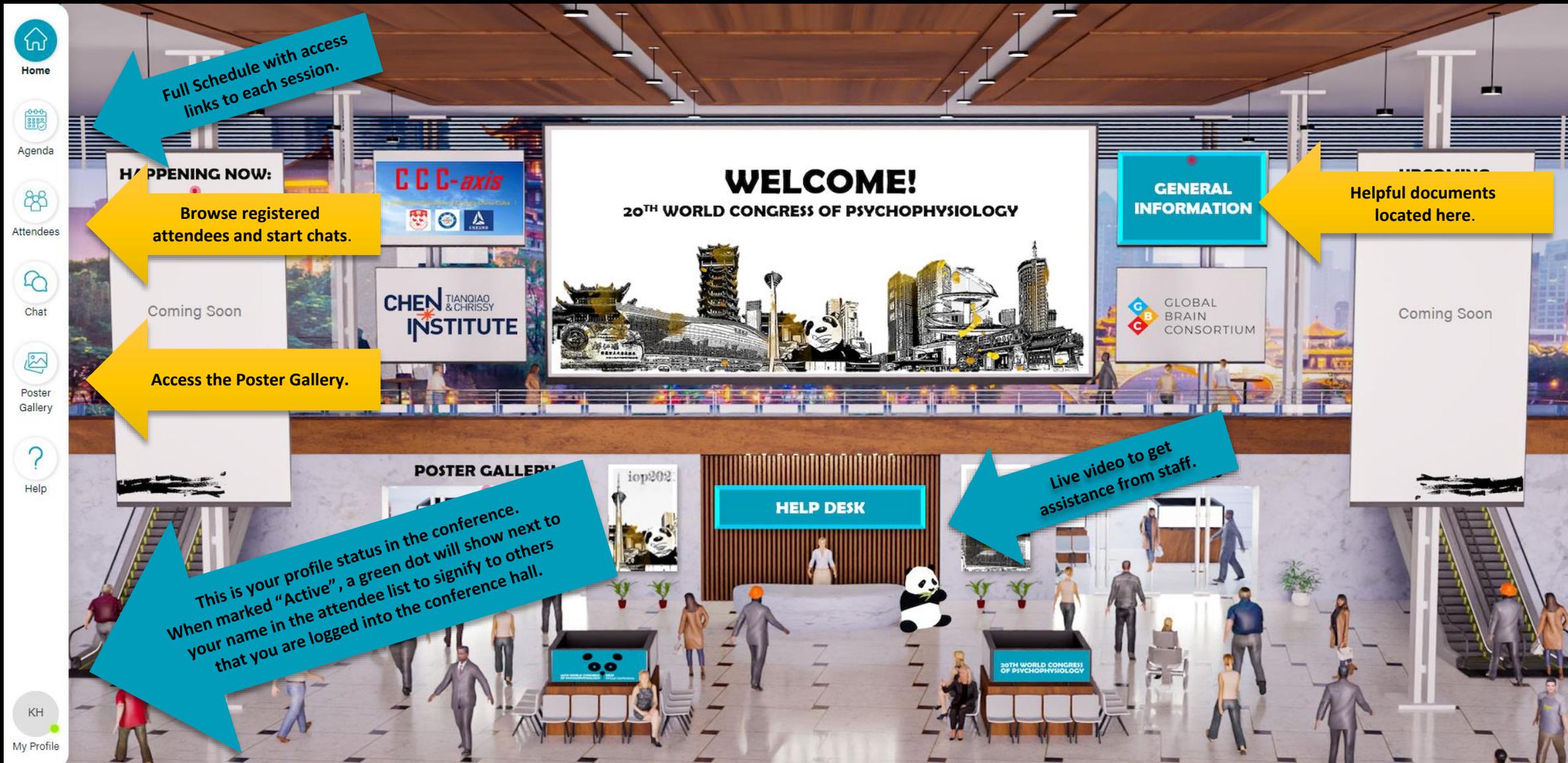
ABOUT THE CONFERENCE

PRESENTER & ATTENDEE RESOURCES



PRESENTER & ATTENDEE RESOURCES

IOP Virtual Conference Hall



AGENDA

This is where you will see the detailed schedule and be able to join the session rooms.

Schedule is broken down by day.

Pre-recorded Content

Day 1

Day 2

Day 3

Day 4

Search

TUESDAY, SEPTEMBER 7 All times are adjusted to local time

All Schedule

Only sessions added to your schedule will show here.

All times are automatically adjusted to your time zone.

2:00 AM - 3:00 AM

Virtual Poster Presentations

Attendees will view the digital poster and listen to the audio presentation of the abstract.



View Poster Schedule



View Poster Gallery

2:00 AM - 3:00 AM

Virtual Late-Breaking Abstract Presentations

Attendees will view the digital poster and listen to the audio presentation of the abstract.



View Poster Schedule



View Poster Gallery

3:00 AM - 3:30 AM

Opening Ceremony



Join Online Meeting

To join a session, click the video icon.

3:30 AM - 4:00 AM

Break

4:00 AM - 5:00 AM

Keynote Live Q&A 1



The Zoom app will open in a separate window, or a new tab on your browser.

5:00 AM - 5:30 AM

Break

Hover your mouse over a session and a Star will appear. Click the star to add sessions to your personal agenda.

5:30 AM - 6:00 AM

Symposia Live Q&A 1



6:00 AM - 6:30 AM

Break

ATTENDEE PORTAL

Home

Agenda

Attendees

Chat

Poster Gallery

Help

Search attendees

Select the drop down to filter through attendees.

All Attendees (565) ▾

Refresh

Arcara, Giorgio
Senior Researcher
IRCCS San Camillo Hospital, Venice, Italy
Venice, Italy

Areces Gonzalez, Ariosky
Master Student
University of Electronic Sciences and Techn...
Chengdu, China

Aviran
Director
Neurotherapy Clinic
Tel Aviv, Israel

Babiloni, Claudio
Associate Professor of Physiology
Department of Physiology and Pharmacolo...
Rome, Italy

Baeken, Chris
Associate Professor
Ghent University
Gent, Belgium

Bai, Shuang
student
Zhengzhou University
Zhengzhou, China

Baodan, Chen
Student
The Clinical Hospital of Chengdu Brain Scie...
Chengdu, China

Barry, Robert
Professor of Psychology
University of Wollongong
Wollongong, Australia

Bartosh, Olga

Chat with me!

CHAT

This is where you will access your chat conversations with other attendees.

The screenshot shows a web interface for chat. On the left is a vertical navigation menu with icons for Home, Agenda, Attendees, Chat, Poster Gallery, and Help. The main area is divided into 'Recent Chats' and 'Search Results'. The 'Search Results' section has a search bar and two chat cards. The first card is for 'Thanigs Muthu' with a message 'Thank you!' and a timestamp. The second card is for 'Catherine Wes' with a message 'Let's connect!' and a timestamp, and a green dot indicating she is online. A yellow arrow points to the search bar with the text 'Search for attendees to start a conversation.' A blue arrow points to the green dot with the text 'The green dot signifies the Person is online now.' A blue arrow points to the Chat icon in the navigation menu with the text 'Chat icon will blink as new messages come in.' On the right, a 'My Profile' dropdown menu is shown with options for 'Online Status: ACTIVE', 'Update Profile', and 'Logout'. A blue box next to it says 'To change your profile status, update your profile, or logout, click on "My Profile" in the left corner.' Below this, a legend shows three status options: 'Active' (green dot), 'Away' (yellow dot), and 'Busy' (red dot).

Search for attendees to start a conversation.

Search attendees

Recent Chats Search Results

Thanigs Muthu
Thank you!
Oct 14, 1:46 pm

Catherine Wes
Let's connect!
Oct 14, 1:46 pm

Chat icon will blink as new messages come in.

Online Status: ACTIVE ▾
Update Profile
Logout

My Profile

To change your profile status, update your profile, or logout, click on "My Profile" in the left corner.

Online Status: ACTIVE ▾
Active
Away
Busy

POSTER GALLERY



Home



Agenda



Attendees



Chat



Poster Gallery



Help

KH

My Profile



Poster Gallery

20th World Congress of Psychophysiology

Filters

Use the filters to narrow down posters by session and category.

submission title, co-author, or key word

All Posters

22 posters

1 - 20 showing

Seasonal fluctuations of heart rate variability parameters in children aged 7-12 years

Nataliya Pankova, Mikhail Karginov
Research Institute of General Pathology and Pathophysiology, Laboratory of Physical, Chemical and Ecological Pathophysiology, Baitskaya Str. 8, 125115 Moscow, Russia

Introduction: Adaptation or modulation of the body can be assessed by activity of its regulatory systems. One of the manifestations of such activity is heart rate variability (HRV) as a correlate of autonomic regulation of the cardiovascular system. HRV parameters are sensitive to the influence of the physical environment (climate, geography, and climatological factors) and local conditions.

Methods: We measured the frequency of year-round changes of HRV indicators (the "HRV" of indicators, in % of the total level, as well as their spectrum HRV and the variability HRV). Being more pronounced before or after the start of the school year, which corresponds to the beginning of the school year, and to late September-early October, i.e. at the end of the school year. The volume of samples is 2000 (HRV) (total) or 100 (HRV) repeated measurements, in 2019-2020 (HRV) (total) or 100 (HRV) repeated measurements.

The school 1 and school 2 are different experimental, but both are elementary schools, located on the subject of Moscow. The above comparison is made once a year, with a preference for 10% of the highest population (HRV) and 10% of the lowest population (HRV) of children were assigned to the 1st and 2nd health groups and to the main physical culture group.

Results: All HRV and HRV parameters, seasonal fluctuations were observed only for 10% of the HRV (HRV) and HRV (HRV) parameters, seasonal fluctuations were observed only for 10% of the HRV (HRV) and HRV (HRV) parameters.

Figure legend: HRV (HRV) parameters with a red line. HRV (HRV) data are marked with a blue line. The shape of the HRV (HRV) parameters, seasonal fluctuations were observed only for 10% of the HRV (HRV) and HRV (HRV) parameters.

**Nataliya Pankova, Research Institute of General Pat...
6 Seasonal Fluctuations of Heart Rate Variability Parameters in Children Aged 7-12 Years**

Pigeon's behavior is goal-driven in spatial navigation

Xinyu Liu^{1,3}, Yuli Huang²

1. School of Intelligent Manufacturing, Huanghuai University, Zhumadian, China
2. School of Electrical Engineering, Zhengzhou University, Zhengzhou, China
3. Henan Engineering Research Center of Intelligent Human-Machine Interaction Equipment, Huanghuai University, Zhumadian, China

Introduction
Rodents and birds are the two most commonly used animals for spatial cognition and navigation in the laboratory. The behavioral characteristics of rodents have been deeply understood in spatial navigation, but that of birds in spatial navigation is rarely studied.

Methods
To uncover the behavior characteristics of birds, the pigeons were used as model animals to study it in free foraging task with or without goal by using small animal around the barrel as well as it is mainly concentrated on two vertical centerlines for the task with goal. And we have found that pigeon's movement has a strong purpose, and most of its trajectories focus on the path which is easy to get reward.

Results: The trajectories of pigeons in the task with goal are mainly concentrated on two vertical centerlines for the task with goal. And we have found that pigeon's movement has a strong purpose, and most of its trajectories focus on the path which is easy to get reward.

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**Xinyu Liu, Huanghuai University
7 Pigeon's Behavior is Goal-Driven in Spatial Navigation**

Effects of TDCS on Effort During a N-Back Task

David Framorando, Tianlan Cai, Yi Wang, Alan J. Pegna
School of Psychology, University of Queensland
Contact: David.Framorando@uq.edu.au

Introduction
research related to Transcranial Direct Current Stimulation (tDCS) has previously shown that mild stimulation of Dorsolateral Prefrontal Cortex (DLPFC) increases participants' ability to work memory task. Moreover, work related to effort has shown that perceived ability is a strong influence on effort: the lower the perceived ability, the higher the effort, as long as the task is perceived as feasible and the effort is justified. Based on these findings, the most experienced tested the idea that tDCS - through its influence on participants' ability - could also affect during a mental task.

Method
participants received anodal, cathodal, and sham stimulation via the DLPFC in three sessions before working on a 2-back task calculated as difficult based on a previous trial-to-trial time interval (ITI), systolic blood pressure (SBP), diastolic blood pressure (DBP), heart rate (HR), and task performance were recorded while participants performed the task.

Results
Anodal stimulation resulted in lower BTT reactivity compared to cathodal and sham stimulation.

Figure legend: Anodal stimulation resulted in lower BTT reactivity compared to cathodal and sham stimulation.

**David Framorando, The University of Queensland
8 Effect of tDCS on Effort-Related Cardiovascular Measures**

The EEG Signature of Emotionally Gifted- Hypermirroring Children- The mu-Rhythm, the Mirroring Frequency of the Brain?

Theresia Stoeckl-Drax, Pediatric Neurodevelopmental Practice, Gauting, Munich, Germany

Background: Hypermirroring is characterized by increased affective empathy and high social awareness and engagement related to connectivity changes in the quantitative EEG.

Methods: The quantitative EEG of children and adolescents with hypermirroring is characterized by increased affective empathy and high social awareness and engagement related to connectivity changes in the quantitative EEG.

Figure legend: Here are the EEG examples of mu rhythm: Fig. 1 Typical Mu Waves. The anterior waves which are biggest.

**Theresia Stoeckl-Drax, Pediatric Neurodevelopmental Practice, Gauting, Munich, Germany
9 The EEG Signature of Emotionally Gifted- Hypermirroring Children- The mu-Rhythm, the Mirroring Frequency of the Brain?**

Inverted U-shape relationship between odor concentration and olfactory short-term memory

Xinyu Gong, Mingang Zhang, Xiaochun Wang
School of Psychology, Shanghai University, Shanghai, China

Objective: Olfactory, the oldest sense in human evolution, has been proved to have the parallel sensory activation sequence, as do with the short term memory of sensory modality such as auditory and visual. However, it is not clear how the main factors of odor, such as odor pleasantness and odor concentration, affect olfactory short-term memory. Therefore, this study aims to explore the effects of odor pleasantness and odor concentration on olfactory short-term memory.

Result: In the early phase of olfactory memory encoding, we found that odor stimulation with medium concentration induced more significant negative amplitude in the frontocentral region (The anterior cingulate cortex/frontal eye field associated with short-term memory) compared to odor stimulation with high and low concentrations. At the same time, in the late phase of olfactory memory maintenance, we still found the sustained activation of medium concentration of odor stimulation in the frontocentral region. In addition, our study also showed that the pleasantness of odor had no significant effect on olfactory short-term memory, and the encoding and maintenance of olfactory short-term memory were not affected by external distracted information.

Conclusion: An inverted U-shaped relationship between odor concentration and olfactory short-term memory.

**Xinyu Gong, Mingang Zhang, Xiaochun Wang
10 Inverted U-shape relationship between odor concentration and olfactory short-term memory**

Social exclusion modulates neural dynamics of monetary and social reward processing

Mingxi Xu, Zhenhong Wang
School of Psychology, Shaanxi Normal University, Xi'an, 710062, xumx@snnu.edu.cn

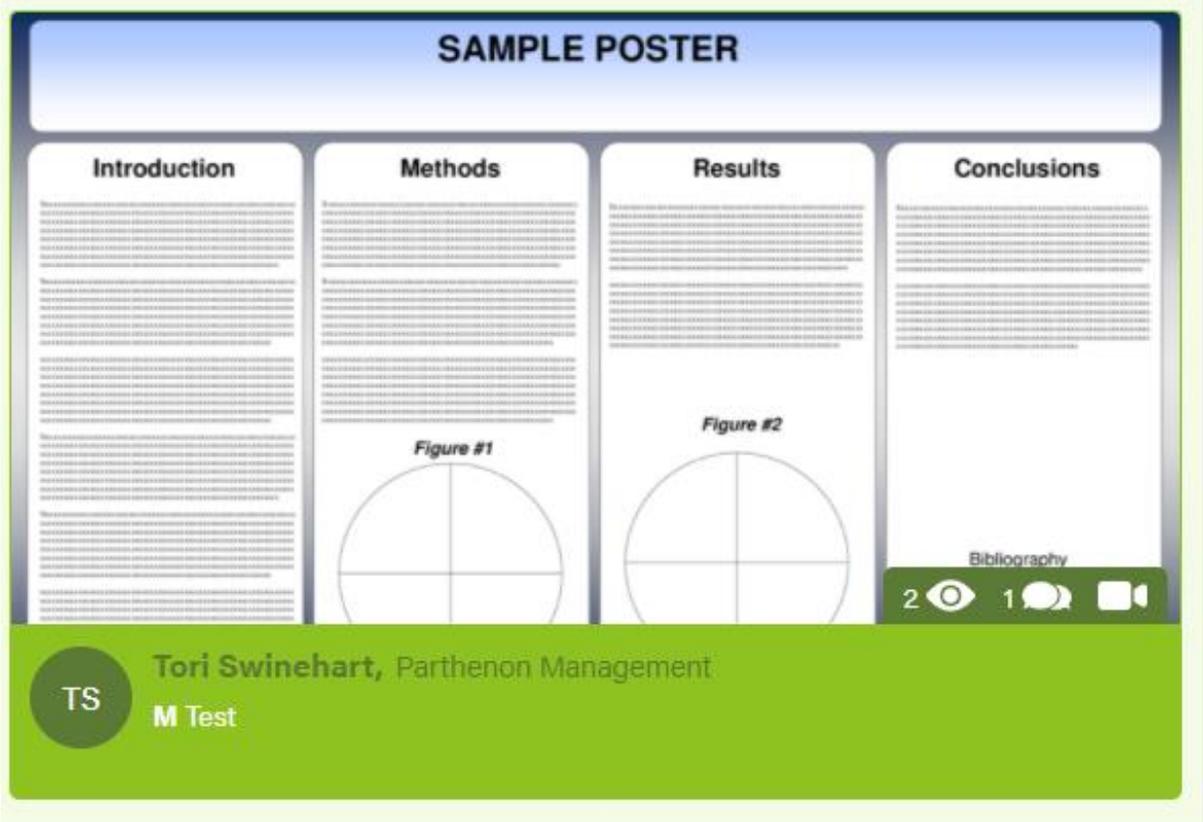
Introduction: Evidence has suggested that social exclusion increases one's sensitivity to monetary and social reward. However, whether and how social exclusion modulates neural dynamics of reward processing remains unknown. The current study aimed to address this gap by systematically investigating if social exclusion evokes differential influences on various stages of monetary and social reward processing.

Methods: Forty-five female undergraduate students were recruited and randomly assigned to either the exclusion or the inclusion group, which were manipulated by the Cyberball game. To disentangle the anticipatory and consummatory reward stages, we recorded event-related potentials (ERPs) during two incentive delay tasks, one with monetary reward (MD) and one with social reward (SD). In these tasks, a cue is presented indicating the reward contingency (cue-P). After a short anticipation period (cue-P), either a negative variation of CNV, a target is present that requires a behavior response, followed by another short anticipation prior to feedback onset (cue-F) stimulus preceding negativity or SPN). Finally, a feedback stimulus is presented, which varies based on subjects' performance (elicits reward positivity or ReP, feedback-related P300 or Re-P3).

Results: During the anticipatory stage, a larger CNV was observed for the exclusion than for the inclusion group, regardless of monetary or social reward. In contrast, both the ReP and the P300 components were larger for the inclusion than for the exclusion group.

**Mingxi Xu, Zhenhong Wang
11 Social exclusion modulates neural dynamics of monetary and social reward processing**

e-Poster Gallery Thumbnail View



of Poster Views (only displayed for presenter)



of Comments/Questions in the Discussion Forum

e-Poster Gallery Discussion Forum

Tori Swinehart, Parthenon Management

Test

Mon, 12:00 PM to 01:00 PM - Biostatistics / Bioinformatics

Co-Authors: Tori Swinehart



Discussion Forum

TS Tori Swinehart
Test Comment edit delete
Add Reply

Presenters will be able to delete comments.

Click "Add Reply" to respond to a comment.

Ask a question, or leave a comment

Leave a question or comment for the presenter.

Click here to view enter the discussion forum.

Welcome



66 posters



Discussion Forum