

MATTHEW PETER SLOCOMBE

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EDUCATION

PhD Psychology, Birkbeck College, University of London, 2016 – June 2023.

PGDip Social Science Research Methods, UCL Institute of Education, 2016.

PGDip Child Development, UCL Institute of Education, 2015.

Graduate Certificate in Psychology, UCL Institute of Education, 2014.

PGCE Design and Technology Education, Sheffield Hallam University, 2009.

BA Furniture Design and Related Products, Sheffield Hallam University, 2007.

RESEARCH INTERESTS

PhD research: The role of conceptual development and cognitive control in children's analogical reasoning; the use of comparison tasks for supporting children's analogical reasoning; the use of comparison tasks for supporting children's learning of scientific concepts by analogy.

Broader interests: Analogy and analogical reasoning as mechanisms of cognitive development; language and conceptual development; language as mechanism of cognitive development, constructivist accounts of cognitive development; application of developmental psychology in education; the role of analogical inference in scientific reasoning; science communication.

RESEARCH EXPERIENCE

Research Assistant, Department of Psychology and Human Development, UCL Institute of Education, 2020-2021.

- Co-organisation of teacher-facing online events and panel discussions on misconceptions in neurodevelopmental conditions.
- Co-organisation and co-creation of teacher-facing resources on common neurodevelopmental conditions.

Graduate Student, Department of Psychological Sciences, Birkbeck College, University of London, 2016-present.

- Designing and conducting behavioural studies investigating the developmental of analogical reasoning in early childhood and the utility of comparison methods for teaching abstract concepts.

AWARDS AND SCHOLARSHIPS

Scholarship for the 25th International Summer School in Cognitive Science. Cognitive Science Society, 2018.

Poster prize winner. British Psychological Society Developmental Section Annual Conference, 2018.

PhD Studentship. Tuition fees and full-time stipend, Economic and Social Research Council, 2016.

PUBLICATIONS

In Preparation

Slocombe, M., Thomas, M. S. C., & Tolmie, A. The role of knowledge and executive functions in the children's analogical reasoning: Insights from a developmental trajectory analysis approach.

Slocombe, M. Learning about the Earth from a scotch egg: How the mind learns with analogies and how they can be used in the classroom.

PRESENTATIONS

Conference Talks

Slocombe, M., Thomas, M. S. C., & Tolmie, A. (2019). *How does the strength of children's concepts affect their reasoning decisions?* The 19th European Conference on Developmental Psychology. Athens.

Slocombe, M., Thomas, M. S. C., & Tolmie, A. (2018). *Towards a grounded cognition account of conceptual development.* The British Psychological Society Developmental Psychology Annual Conference. Liverpool.

Slocombe, M., Thomas, M. S. C., & Tolmie, A. (2018). *The role of words in a developing grounded conceptual system.* The 11th Embodied & Situated Language Processing Conference. Lancaster.

Conference Posters

Slocombe, M., Thomas, M. S. C., & Tolmie, A. (2019). *The balance between conceptual strength and semantic inhibition in children's analogical reasoning.* The Experimental Psychology Society Meeting. Bournemouth.

Slocombe, M., Thomas, M. S. C., & Tolmie, A. (2018). *The role of conceptual development in children's analogical reasoning.* The British Psychological Society Developmental Psychology Annual Conference. Liverpool.

Slocombe, M., Thomas, M. S. C., & Tolmie, A. (2017). *How do the salience and strength of existing relational concepts impact analogical reasoning ability in children?* The 4th International Conference on Analogical Reasoning. Paris.

Departmental Talks

Slocombe, M. (2019). *Analogies in the mind and in the classroom: Translating basic cognitive science into science education practice*. Centre for Educational Neuroscience, Birkbeck, University of London, UK.

Slocombe, M. (2018). *Cognitive workshops made from conceptual tools*. Developmental Neurocognition Lab, Birkbeck, University of London, UK.

Slocombe, M. (2018). *Knowing versus seeing: Misconceptions in children's analogical reasoning*. Centre for Educational Neuroscience, Birkbeck, University of London. London, UK.

Slocombe, M. (2018). *How can grounded cognition inform a developmental account of analogical reasoning?*. Developmental Neurocognition Lab, Birkbeck, University of London, UK.

Slocombe, M. (2017). *Relational structure, analogy, and categorisation*. Developmental Neurocognition Lab, Birkbeck, University of London, UK.

Invited Talks

Slocombe, M. (2022). *Analogies in the construction of scientific knowledge*. Brunel Education Department, Brunel University, UK.

Slocombe, M. (2021). *Thinking critically about cognitive science in education*. Teach First, UK.

Slocombe, M. (2021). *Analogies in the mind and in the classroom*. ResearchED National Conference, London, UK.

Slocombe, M. (2020). *Analogies in the mind and in the classroom: Translating basic cognitive science into science education practice*. Child Development and Learning Centre, University of Oxford, UK.

Slocombe, M. (2019). *The balance between conceptual and inhibitory systems in children's analogical reasoning*. The Seed Lab, University of St Andrews, UK.

Slocombe, M. (2019). *Learning about the Earth from a scotch egg: How children learn with analogies and how to teach with them effectively*. International Primary Science Education Conference, Edinburgh, UK.

Slocombe, M. (2018). *Conceptual strength as a developmental constraint in children's analogical reasoning*. Centre for Cognitive Science, New Bulgarian University, Bulgaria.

Slocombe, M. (2018). *Grounding development: Constructing a conceptual system from sensorimotor representations*. Cognition, Genes and Developmental Variability Lab, University College London, UK.

SCIENCE COMMUNICATION AND MEDIA

Slocombe, M., Van Herwegen, J., & Talaga, A. (2021). *Facts and Myths about Attention Deficit Hyperactivity Disorder*. Article and video explainer for the Centre for Educational Neuroscience, University of London. Article [here](#) and video [here](#).

Slocombe, M., Van Herwegen, J., & Talaga, A. (2021). *Facts and Myths about Autism*. Article and video explainer for the Centre for Educational Neuroscience, University of London. Available [here](#) and video [here](#).

Slocombe, M., & Bell, D. (2020). *Closing the gap between science and practice in education: From metaphorical bridges to concrete common ground*. Blog article for Learnus. Available [here](#).

Turvey, K., Frederick, K., Watson, A., Slocombe, M., Harrison, C., Ellis, V., Kutnick, P., & Cowley, S. (2019). *Total Recall? The ITE content framework, research and teachers' understandings of learning*. Blog article for the British Education Research Association. December 2019. Available [here](#).

Guest on the Conceptually Speaking education podcast, 2022. Available [here](#).

Guest on the Psychology in the Classroom Podcast by Changing States of Mind and the British Psychological Society, 2021. Available [here](#).

Interviewed for: Powell, J. (2020). The struggle for the heart of the early years. *The Times Education Supplement*. Available [here](#).

Science advisor for the Learning Zone, an online platform for discussion between teachers and researchers on the science of learning, Wellcome Trust, 2017.

PROFESSIONAL ACTIVITIES

Co-organiser (with Yinyuan Zheng) of the “Cross-Cultural Research in Analogical Reasoning” online symposium. Analogical Minds Seminar, 2022.

Co-organiser (with Margarita Pavlova and Yinyuan Zheng) of the Analogical Minds weekly online seminar for research in analogy and analogical reasoning, 2020 – present. More information [here](#).

Co-organiser (with Margarita Pavlova) of the Analogy Trainees online seminar group for trainee researchers in analogy and analogical reasoning, 2021 – present. More information [here](#).

Co-organiser (with Jo Van Herwegen, Michael Thomas, and Chloë Marshall) of the “Addressing Neuromyths in SEND” online workshop. Centre for Educational Neuroscience, University of London, 2021.

Co-organiser (with Jo Van Herwegen, Michael Thomas, and Chloë Marshall) of the “Making Sense of Neuromyths in SEND” online workshop. Centre for Educational Neuroscience, University of London, 2021.

Development and administration of the Analogy List mailing list and repository for research in analogy and analogical reasoning, 2019 – present.

Communications and ad hoc convening and chairing for the Centre for Educational Neuroscience Seminar, Birkbeck University of London, 2018 – present.

Council Member at the education thinktank Learnus, 2019 – 2021.

Organiser of the symposium on analogical reasoning development at the European Conference on Developmental Psychology, Athens, 2019.

Ad hoc peer reviewing for: British Journal of Developmental Psychology; Cognition; Cognitive Science; Journal of Experimental Child Psychology; Journal of the Chartered College of Teaching; Mind, Brain, and Education; PLOS One.

PROFESSIONAL MEMBERSHIP

Cognitive Science Society; Cognitive Development Society; Chartered College of Teaching.