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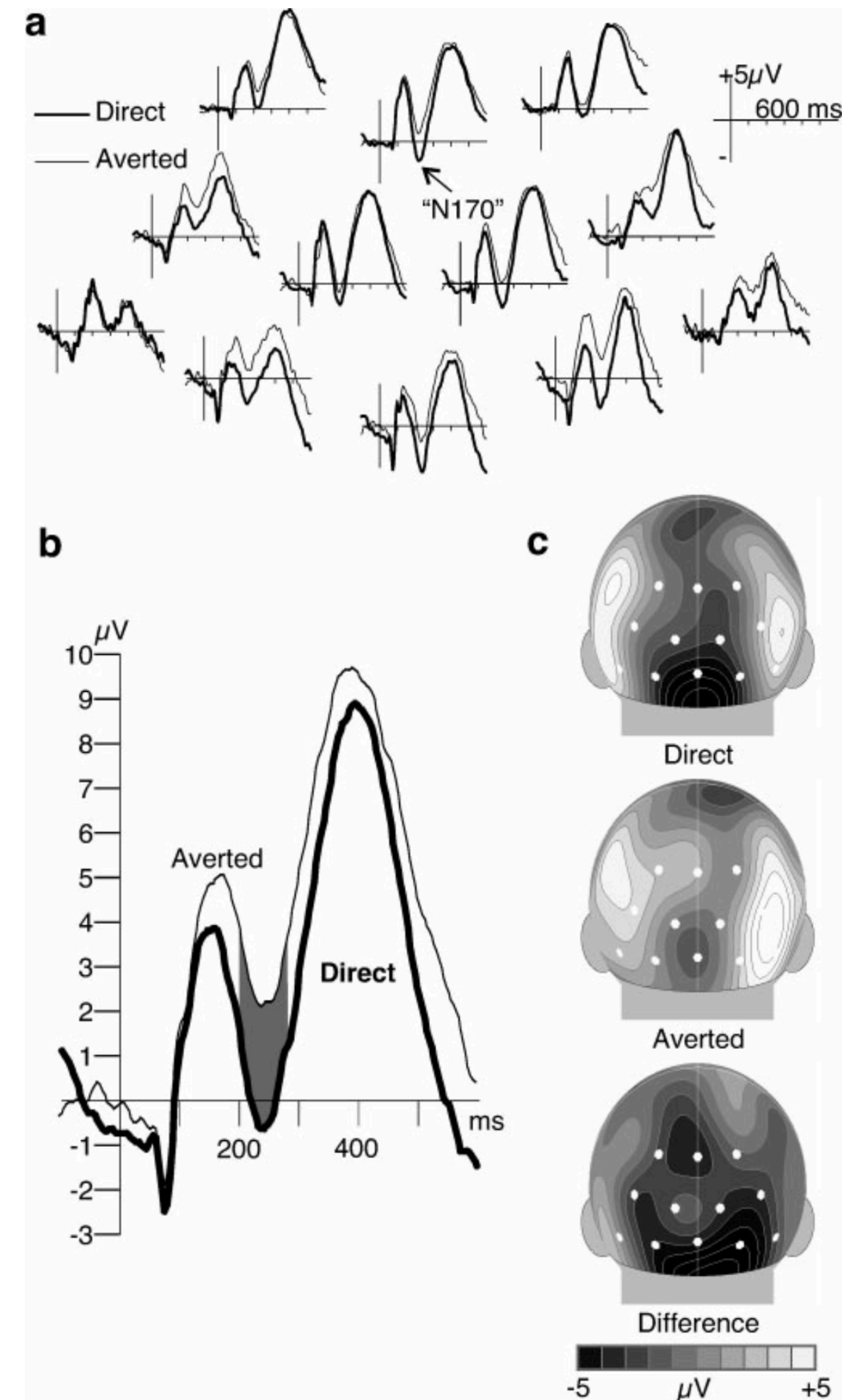
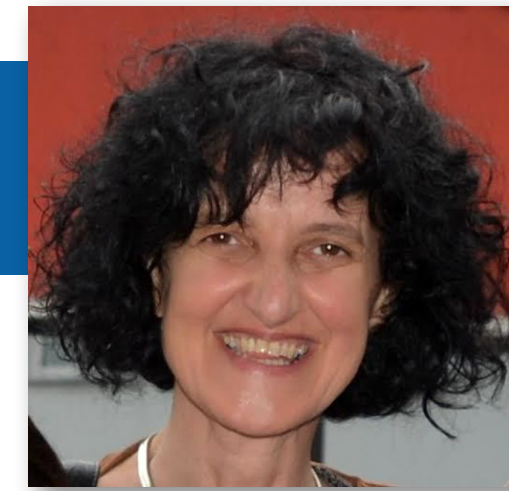
Proceedings of the
National Academy of Sciences
of the United States of America

Eye contact detection in humans from birth

Teresa Farroni*^{†‡}, Gergely Csibra*, Francesca Simion[†], and Mark H. Johnson*

*Centre for Brain and Cognitive Development, School of Psychology, Birkbeck College, University of London, Malet Street, London WC1E 7HX, United Kingdom; and [†]Dipartimento di Psicologia dello Sviluppo e della Socializzazione, University of Padua, Via Venezia 8, 35131 Padua, Italy

Edited by Michael I. Posner, University of Oregon, Eugene, OR, and approved May 16, 2002 (received for review March 19, 2002)



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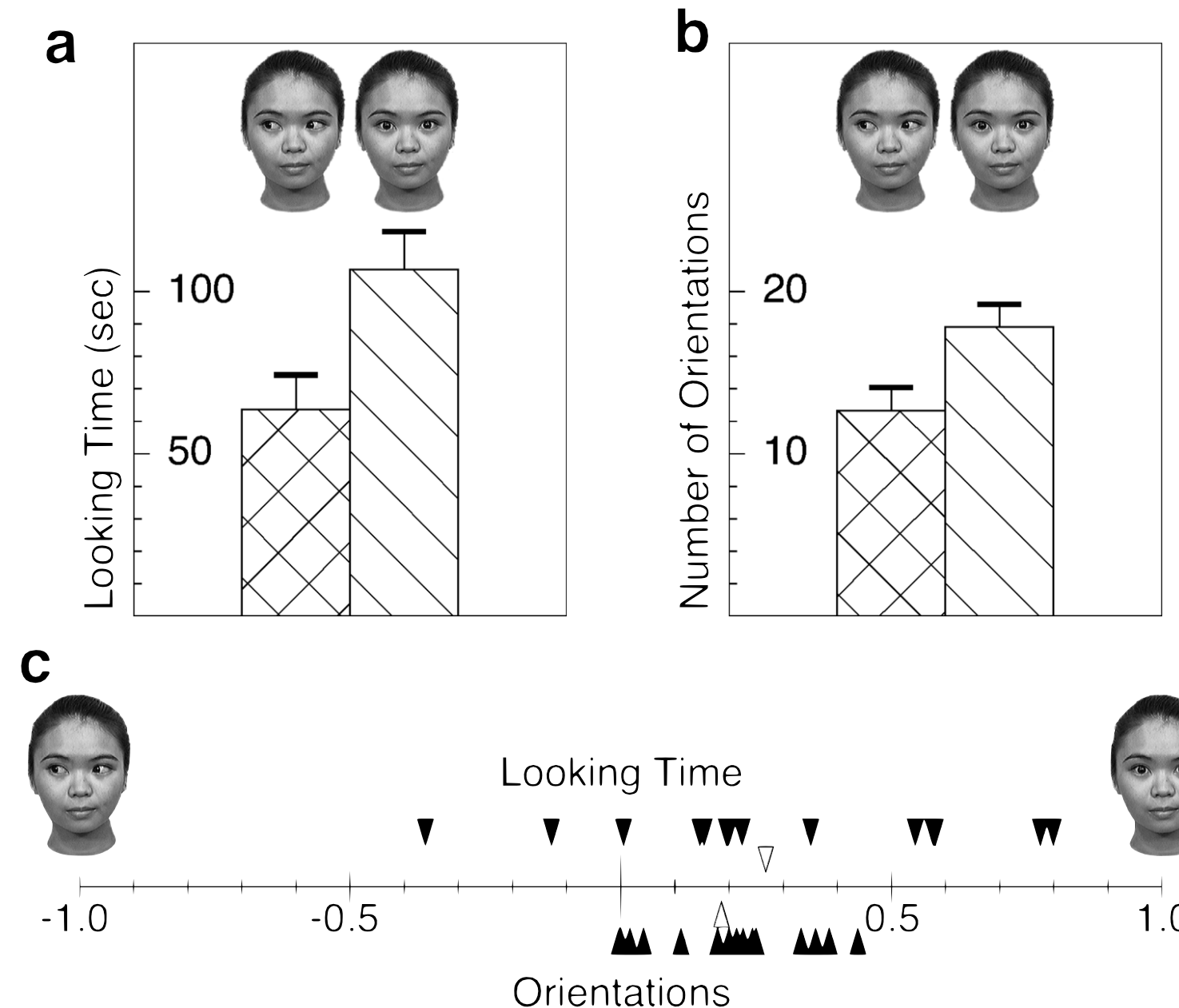
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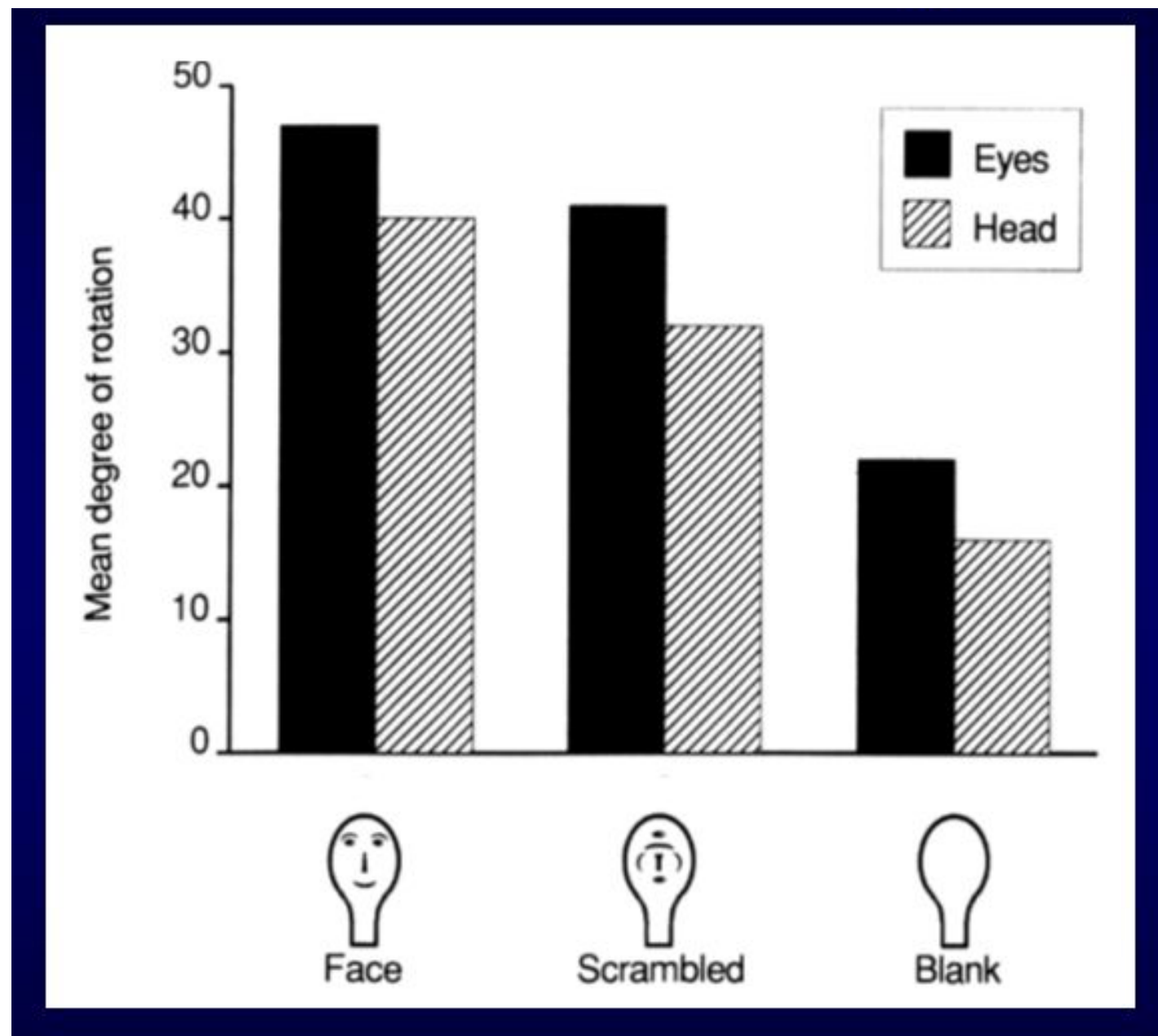
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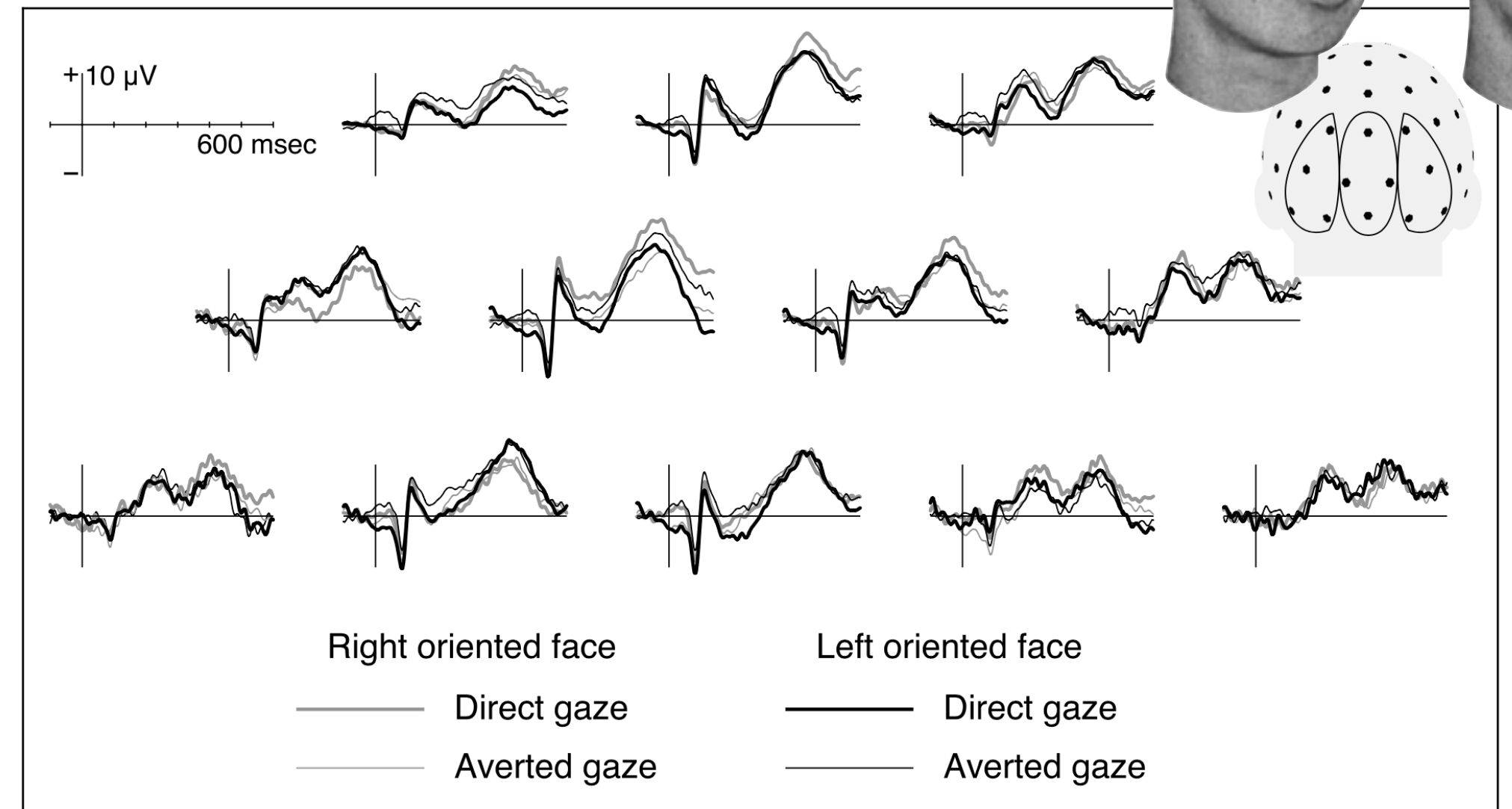
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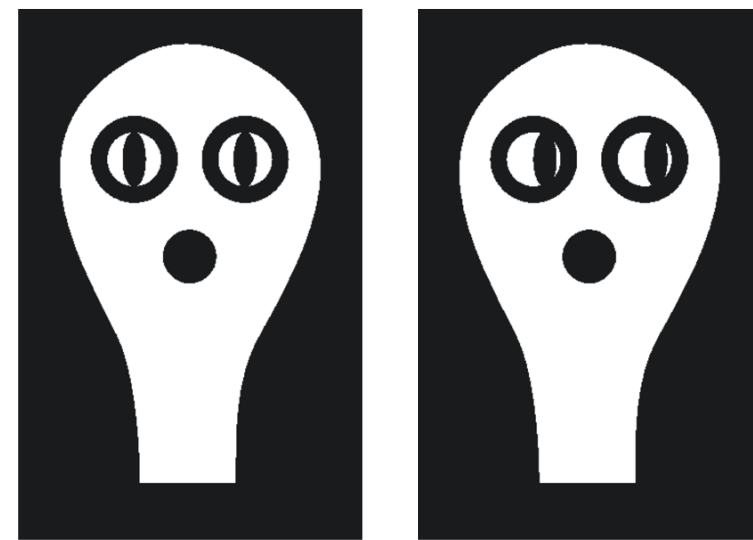


4-month-olds

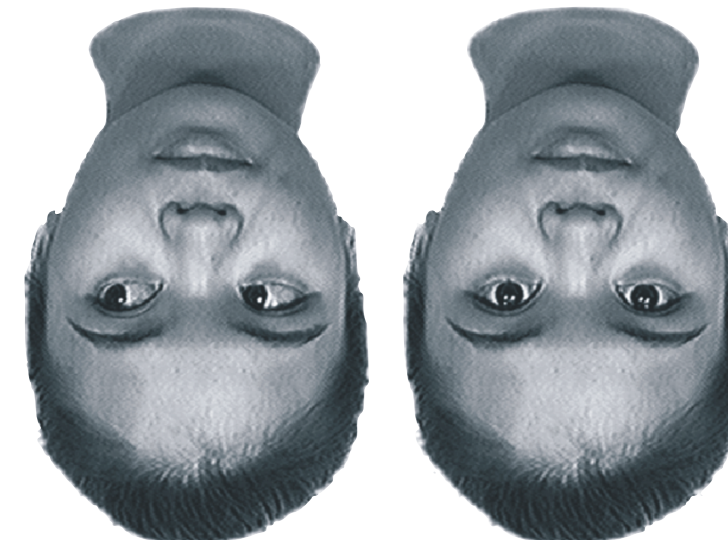


Farroni et al., 2004

Newborns



✓

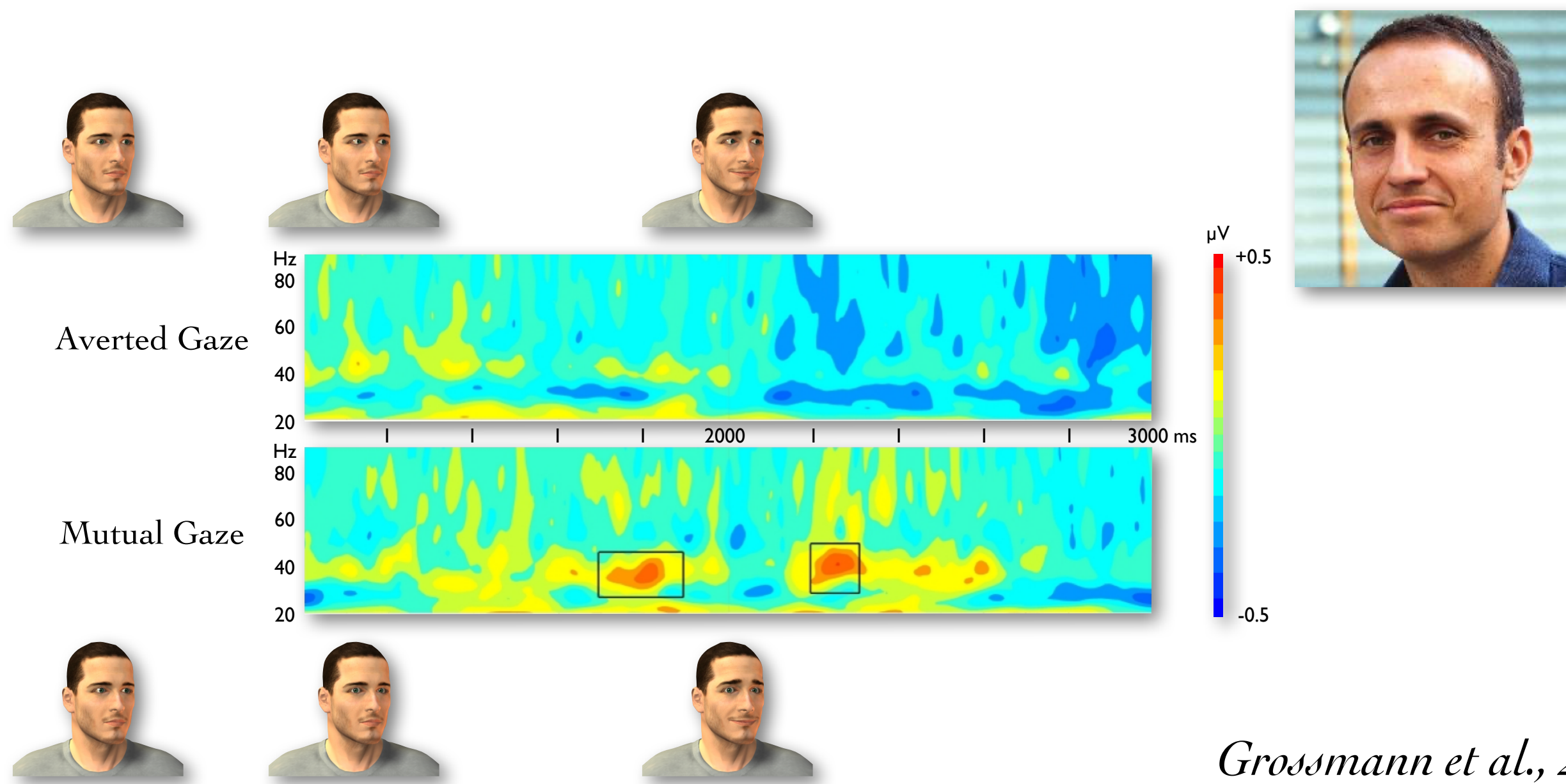


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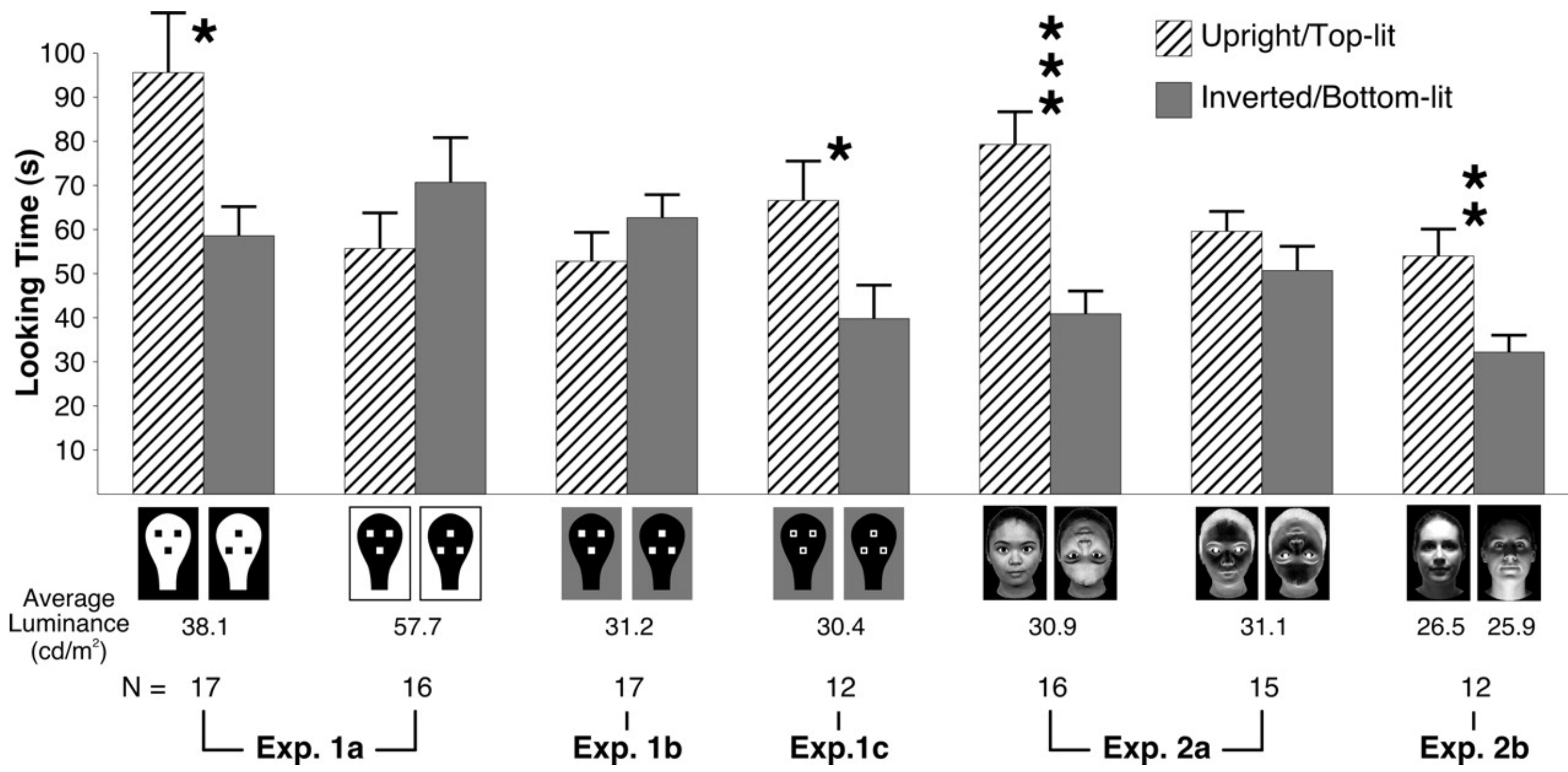
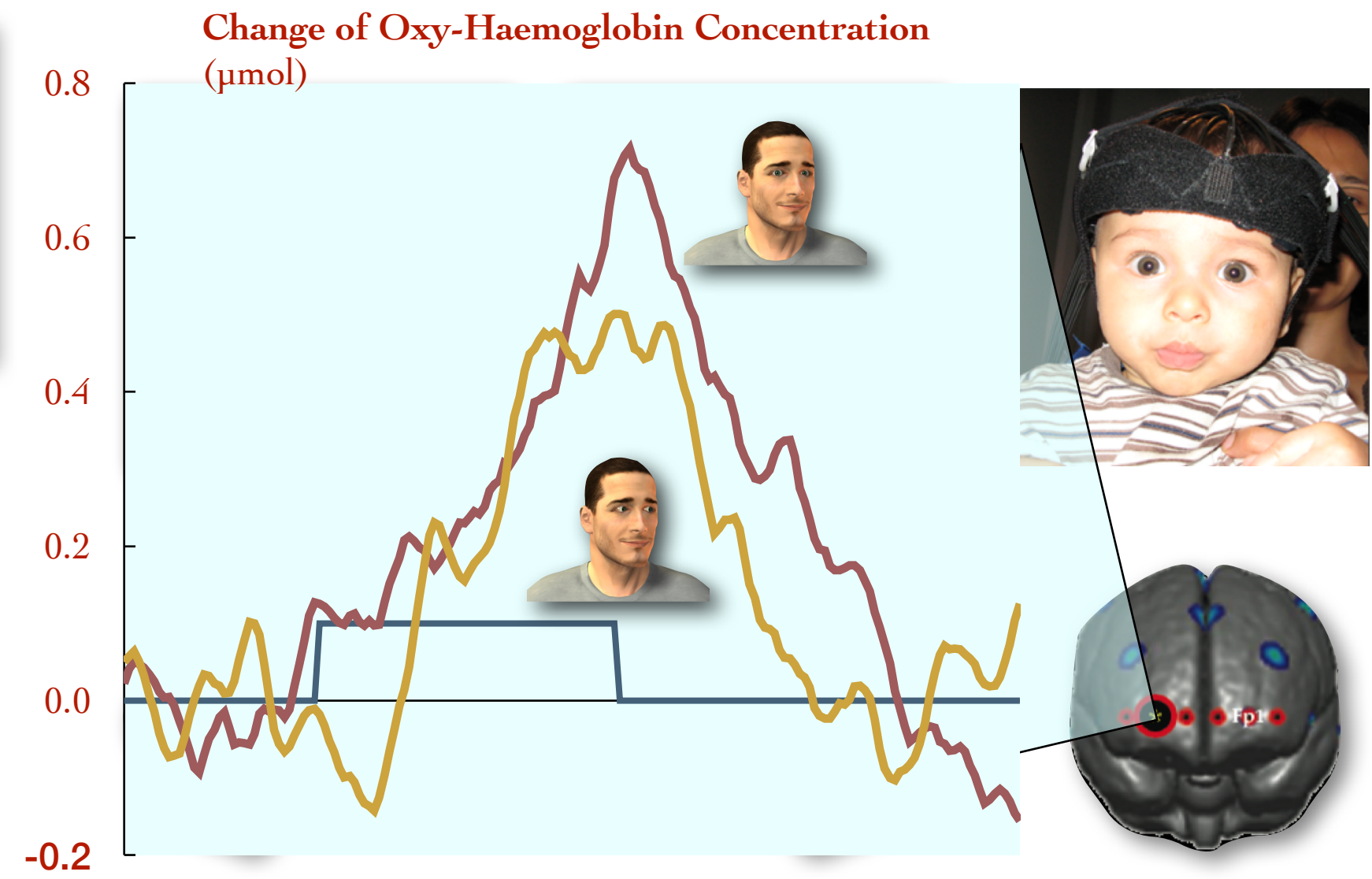


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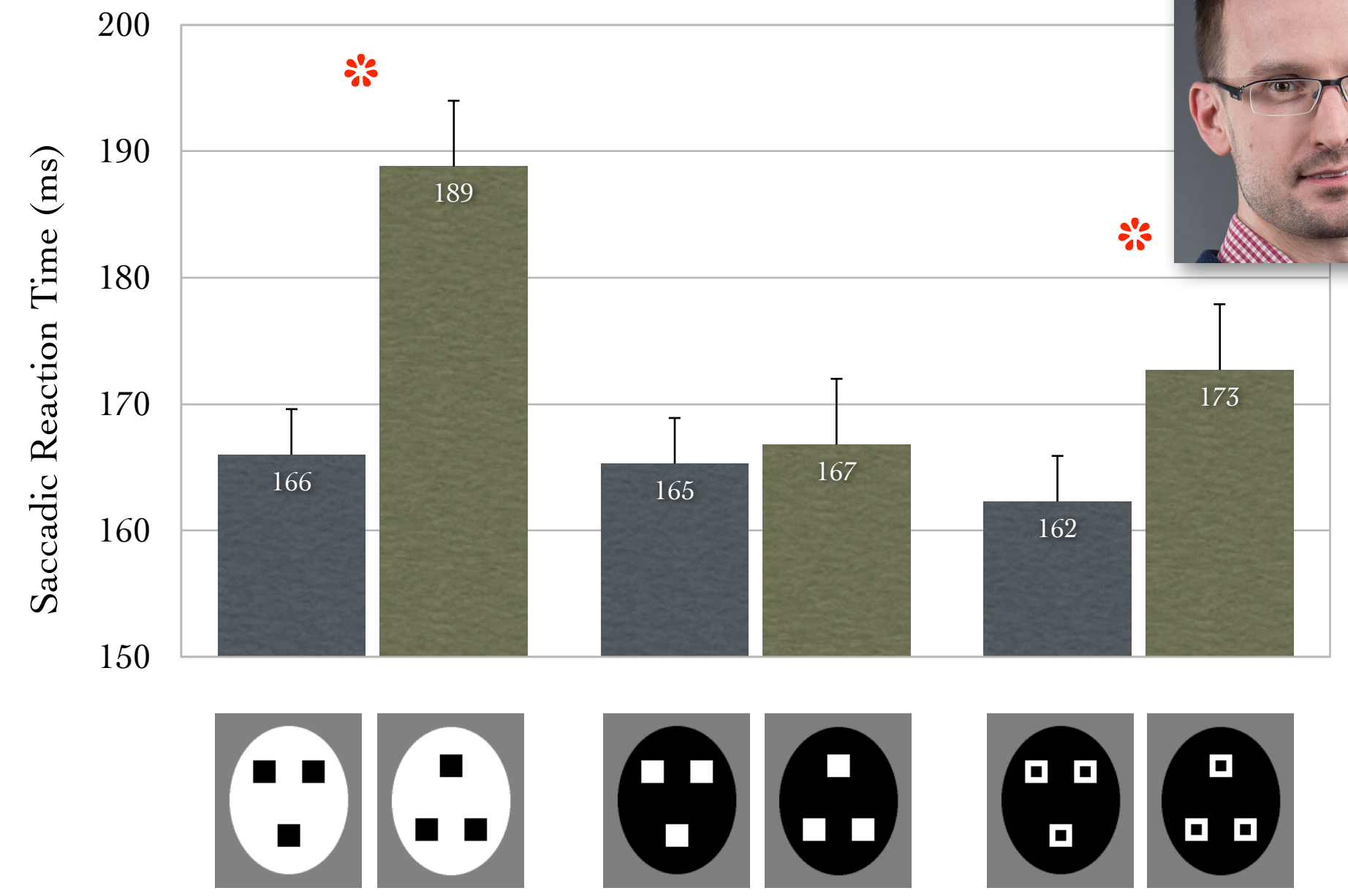
Farroni et al., 2004, 2006



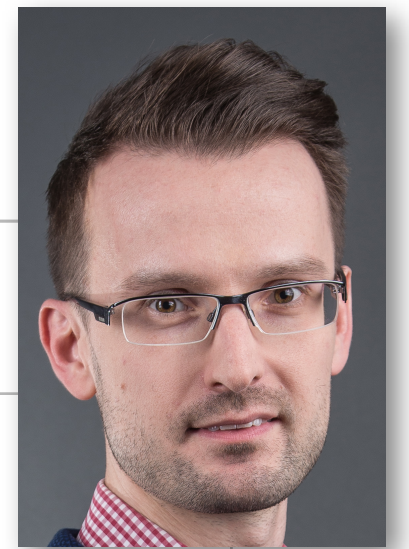
Grossmann et al., 2008



Farroni et al., 2005



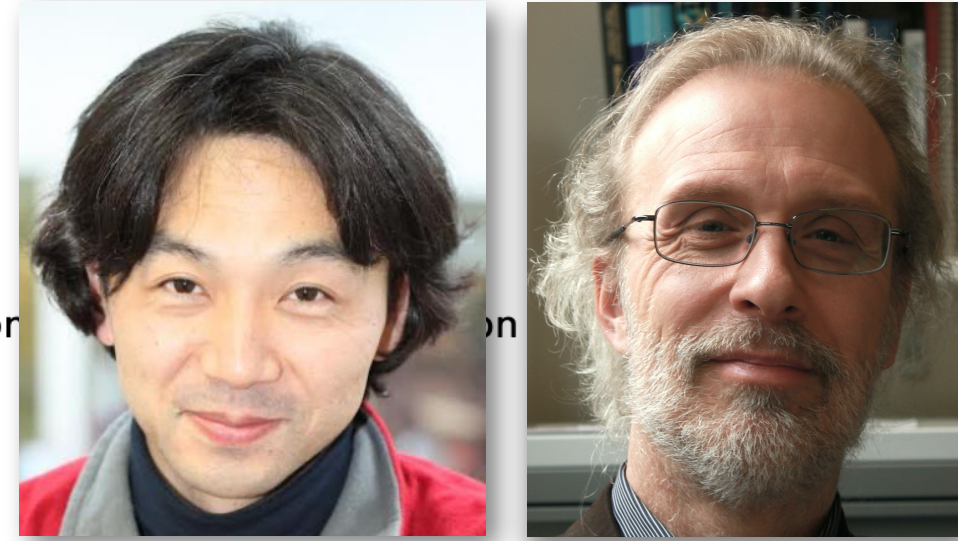
Tomalski et al., 2009



The eye contact effect: mechanisms and development

Atsushi Senju and Mark H. Johnson

Centre for Brain and Cognitive Development, Birkbeck, University of London



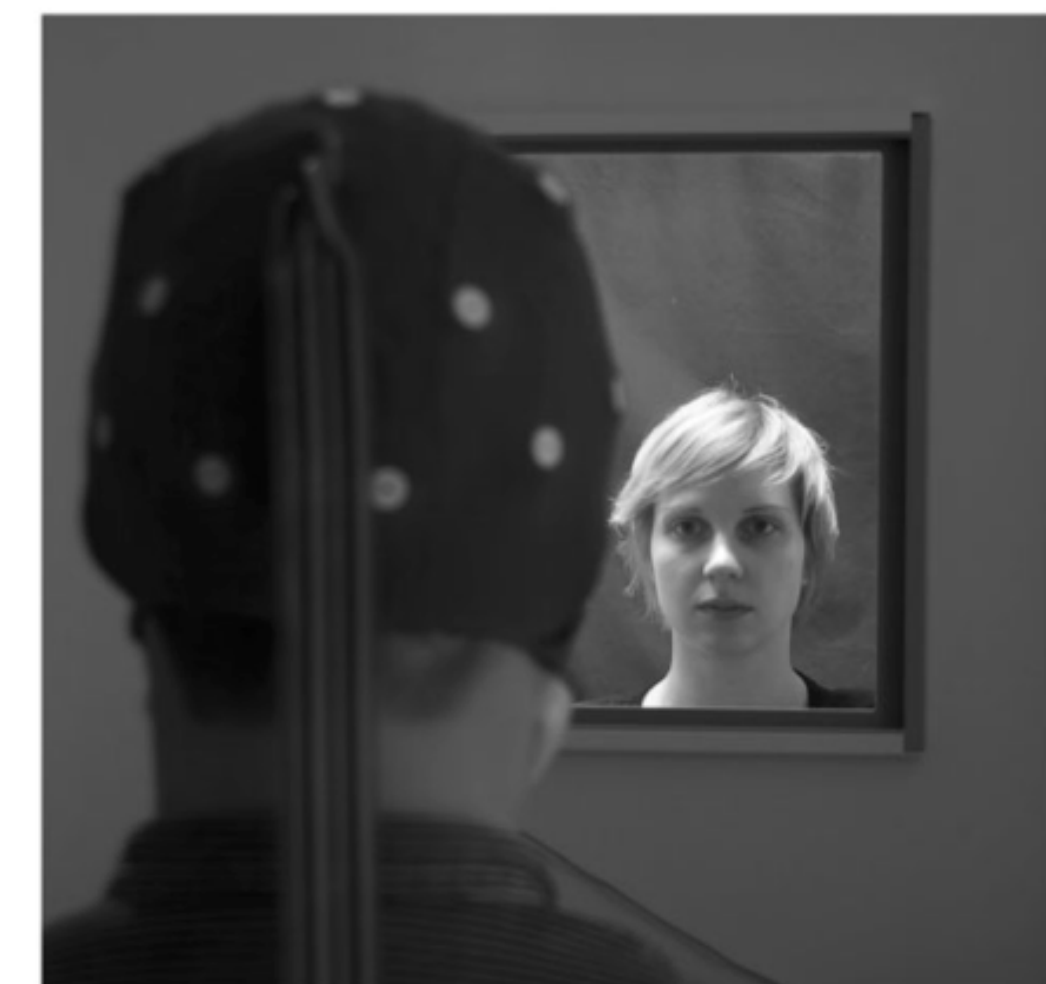
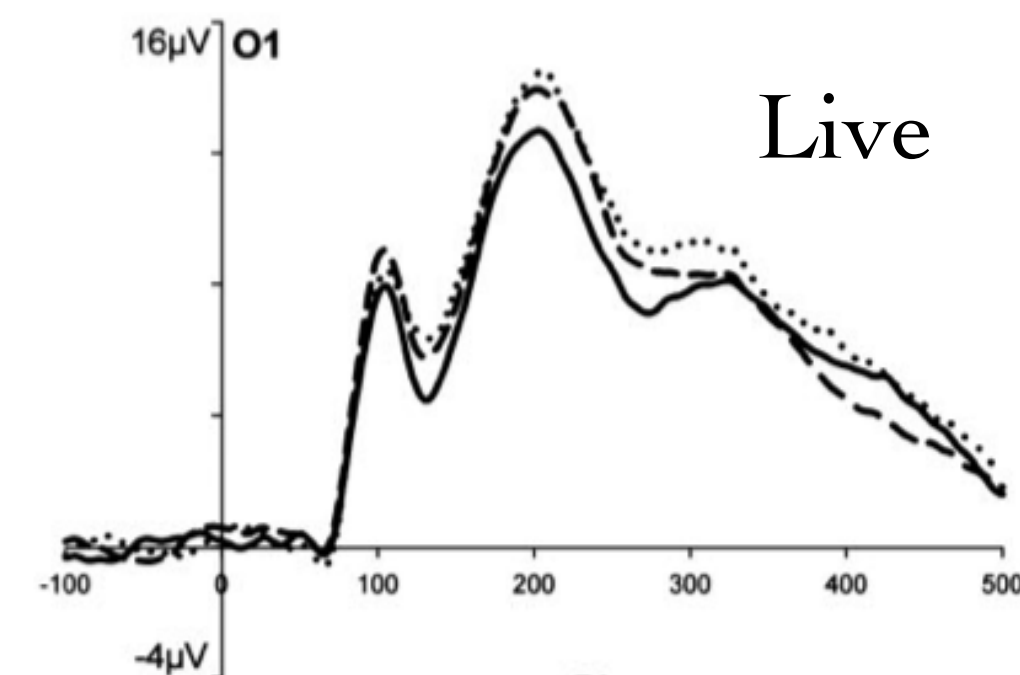
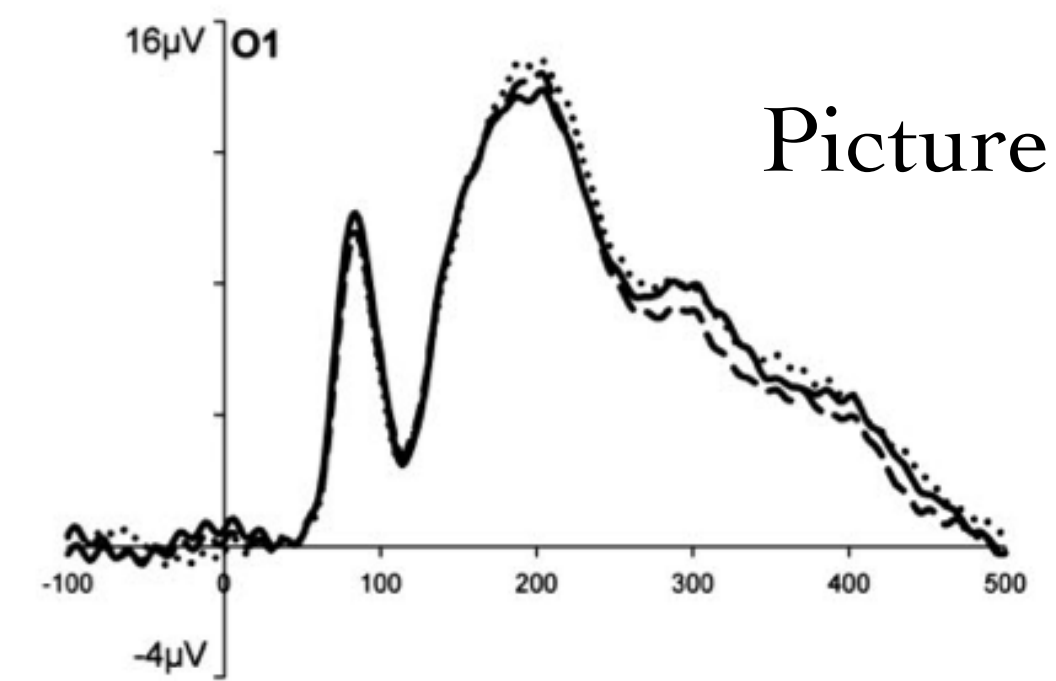
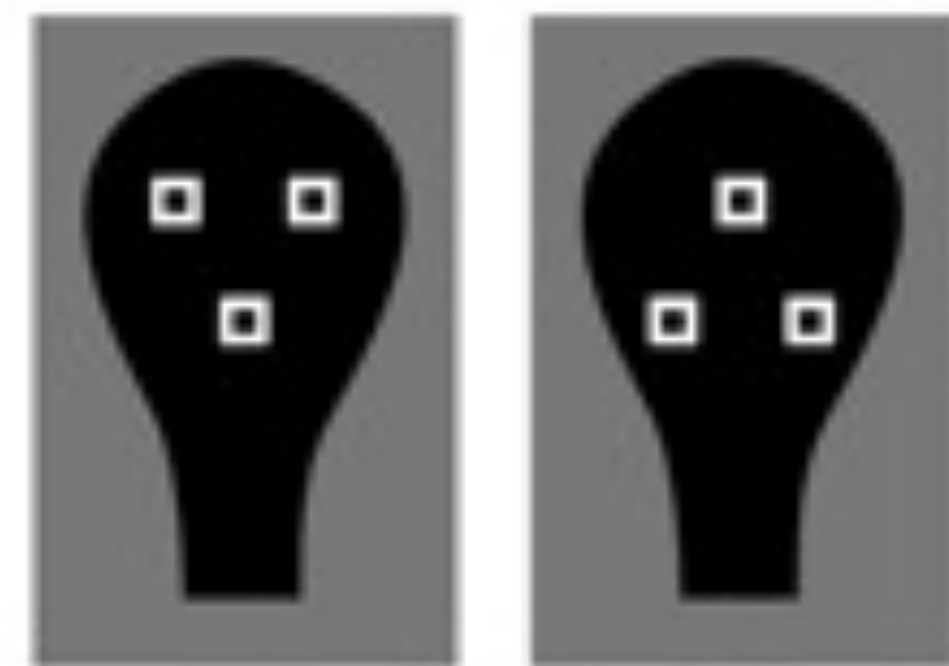
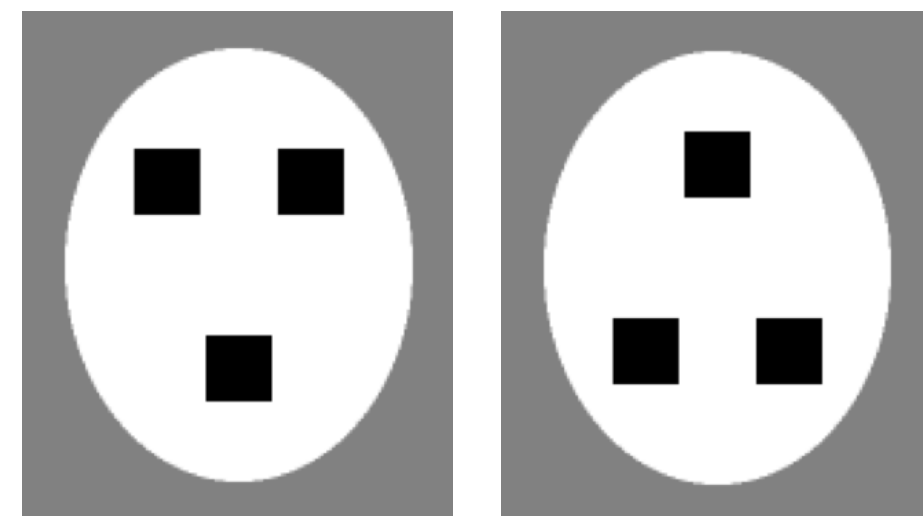
C. von Hofsten & K. Rosander (Eds.)
Progress in Brain Research, Vol. 164
ISSN 0079-6123
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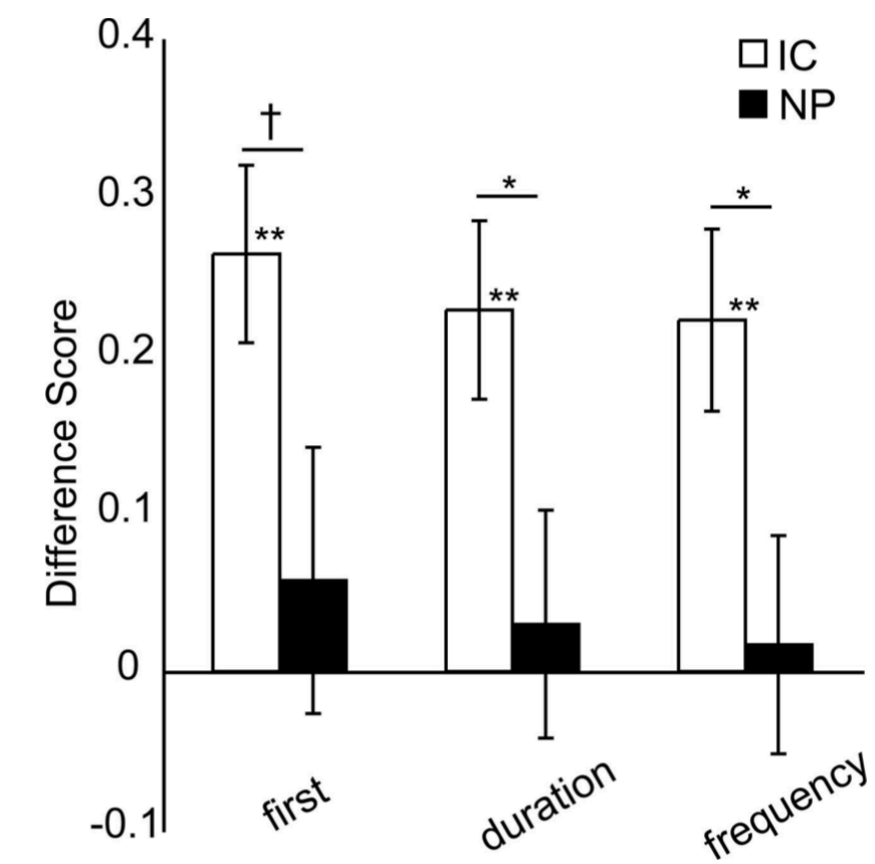
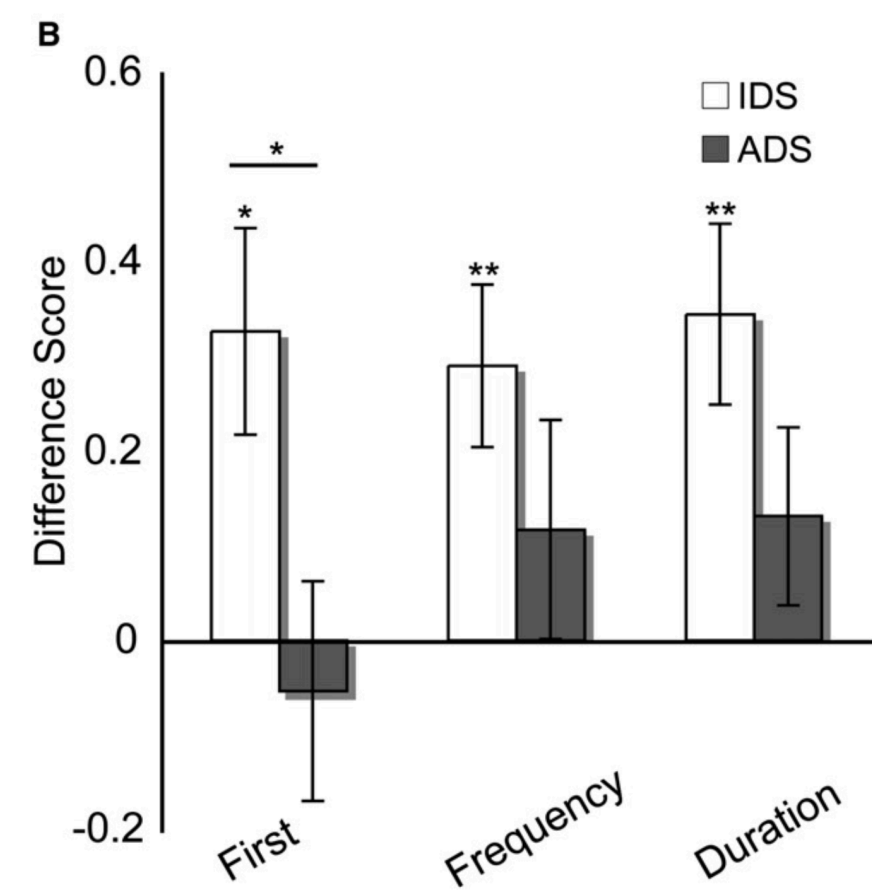
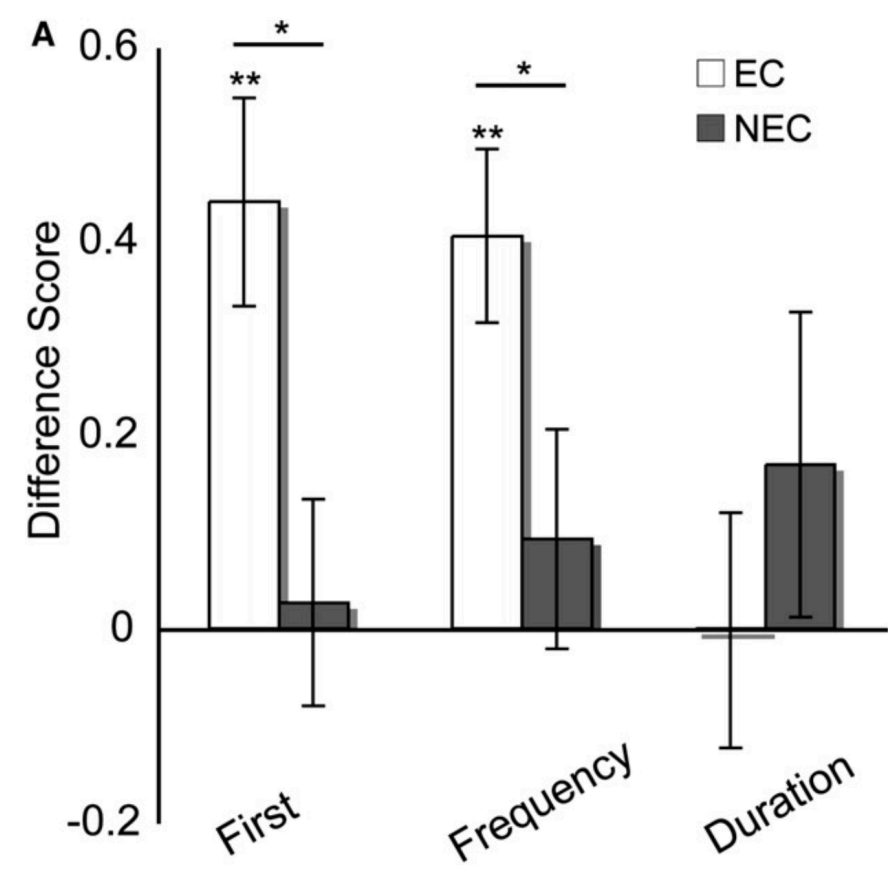
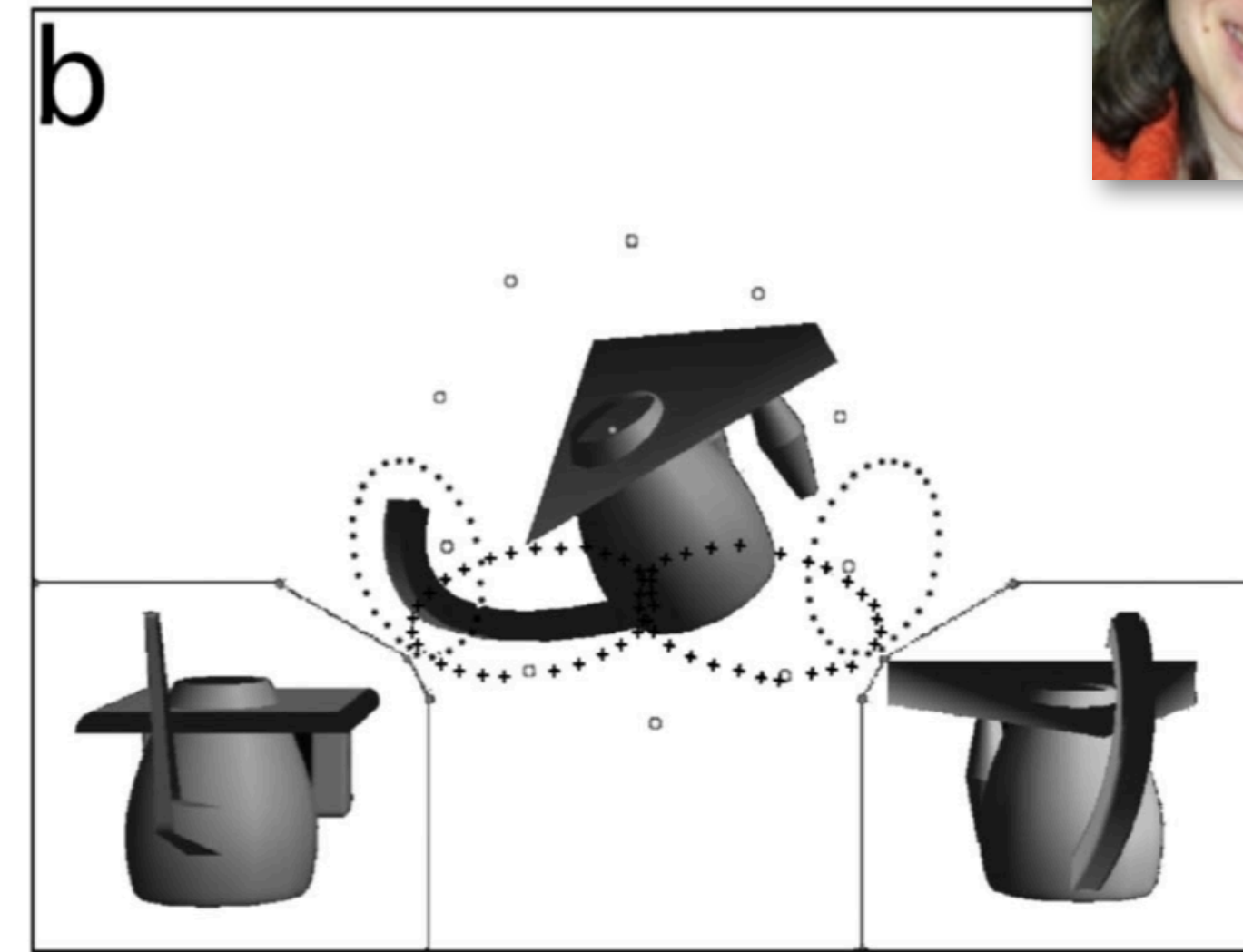
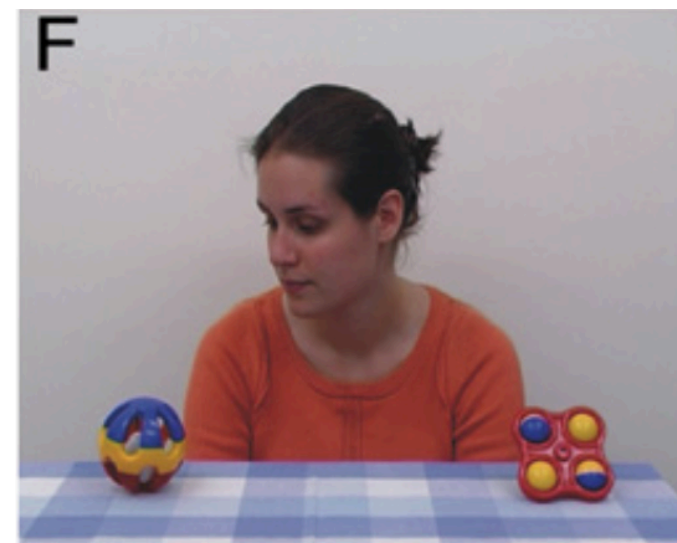
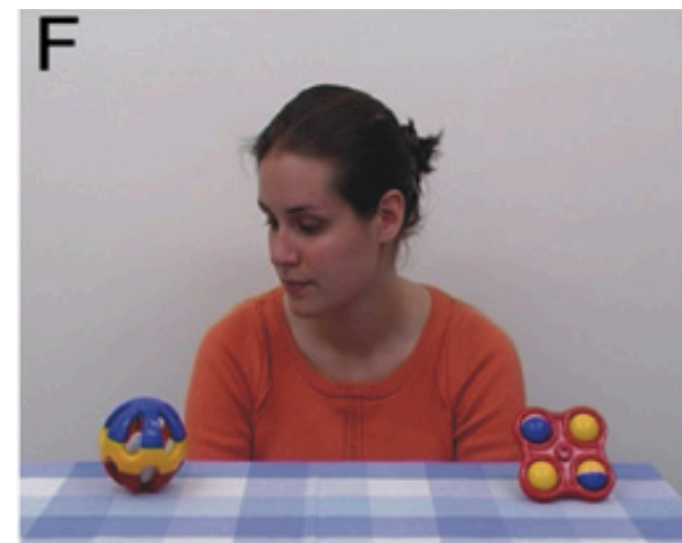
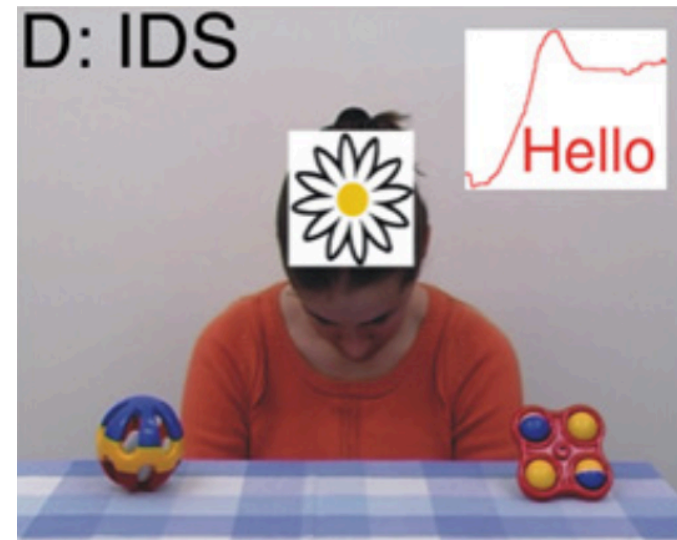


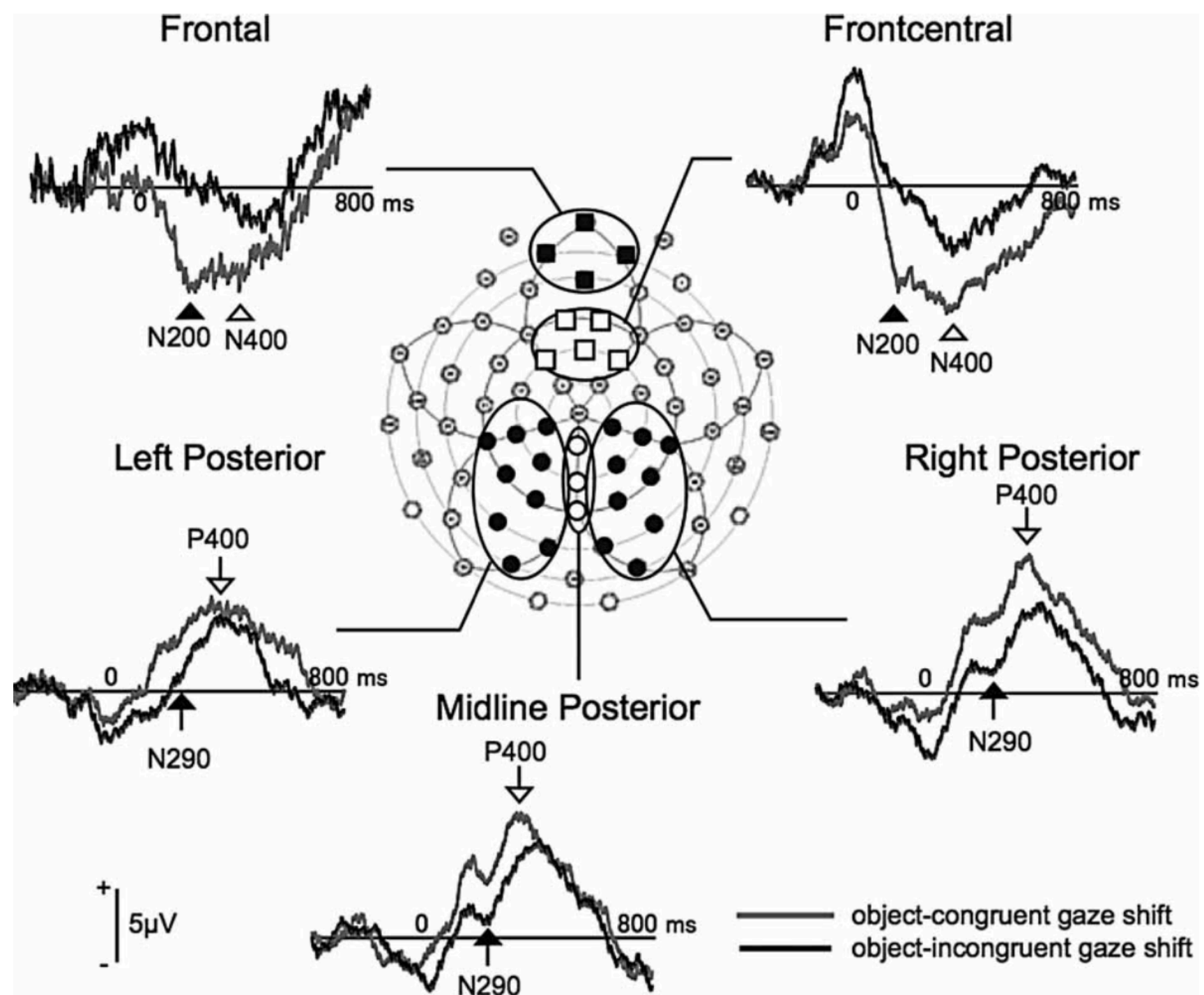
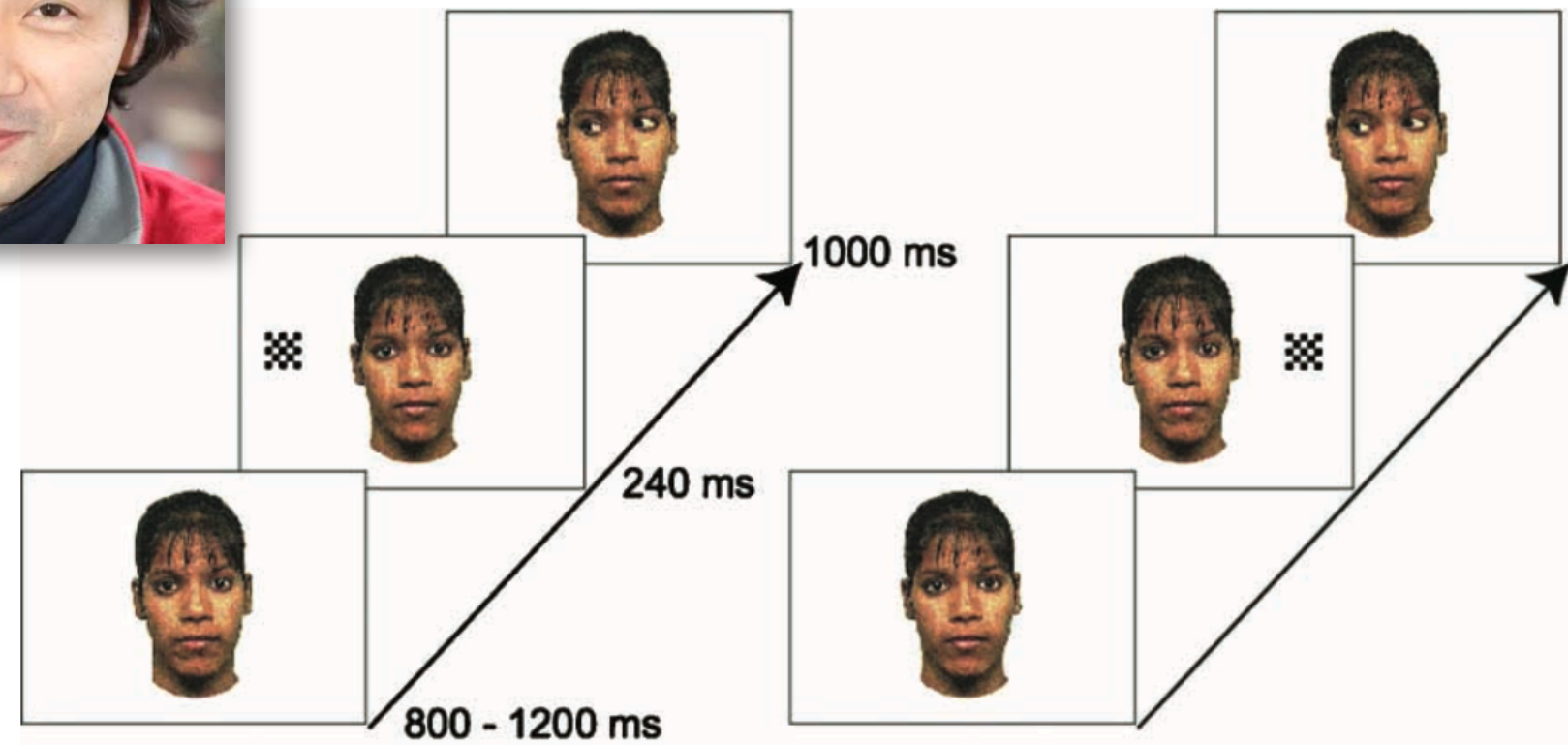
CHAPTER 18

Seeing the face through the eyes: a developmental perspective on face expertise

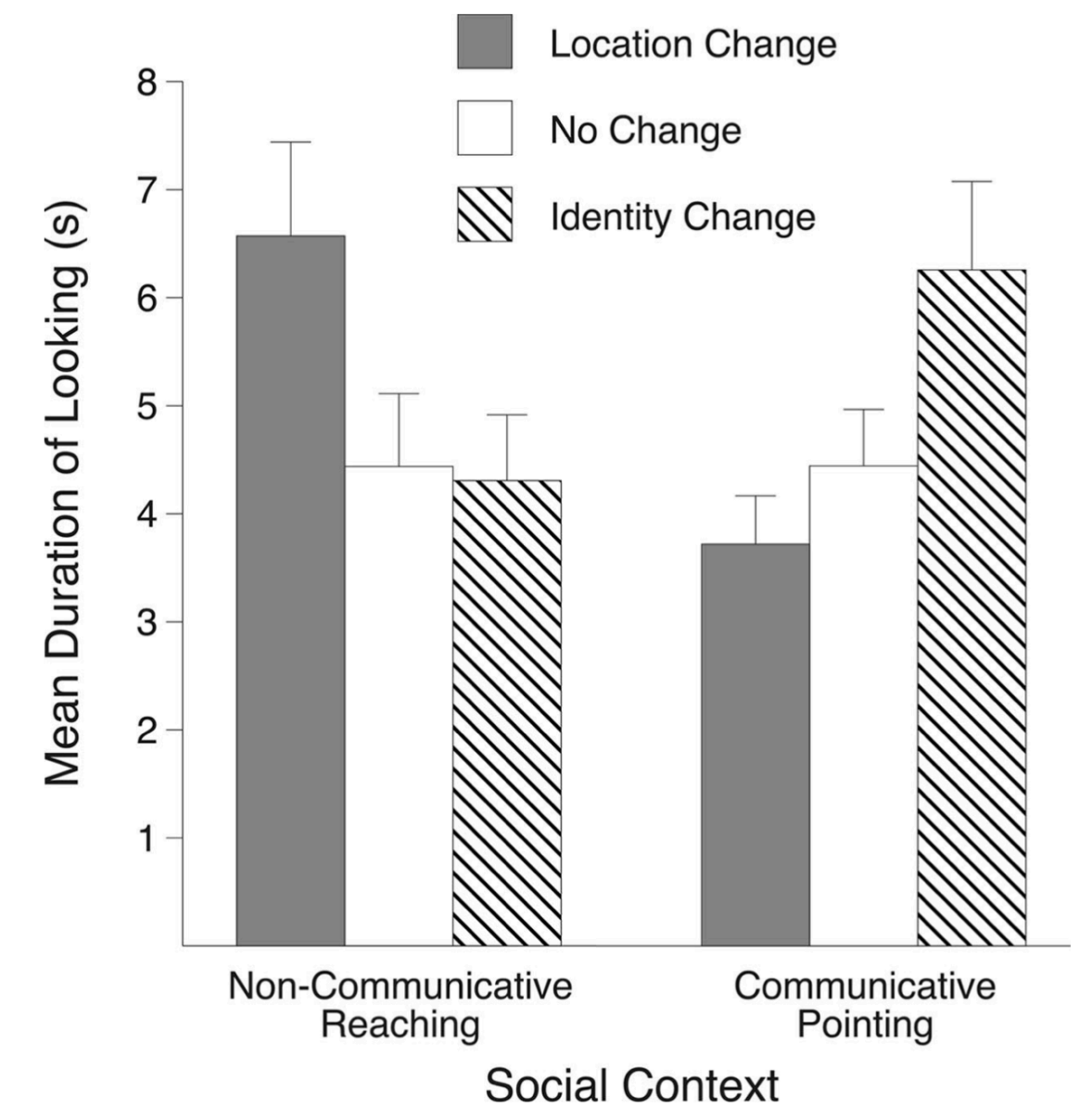
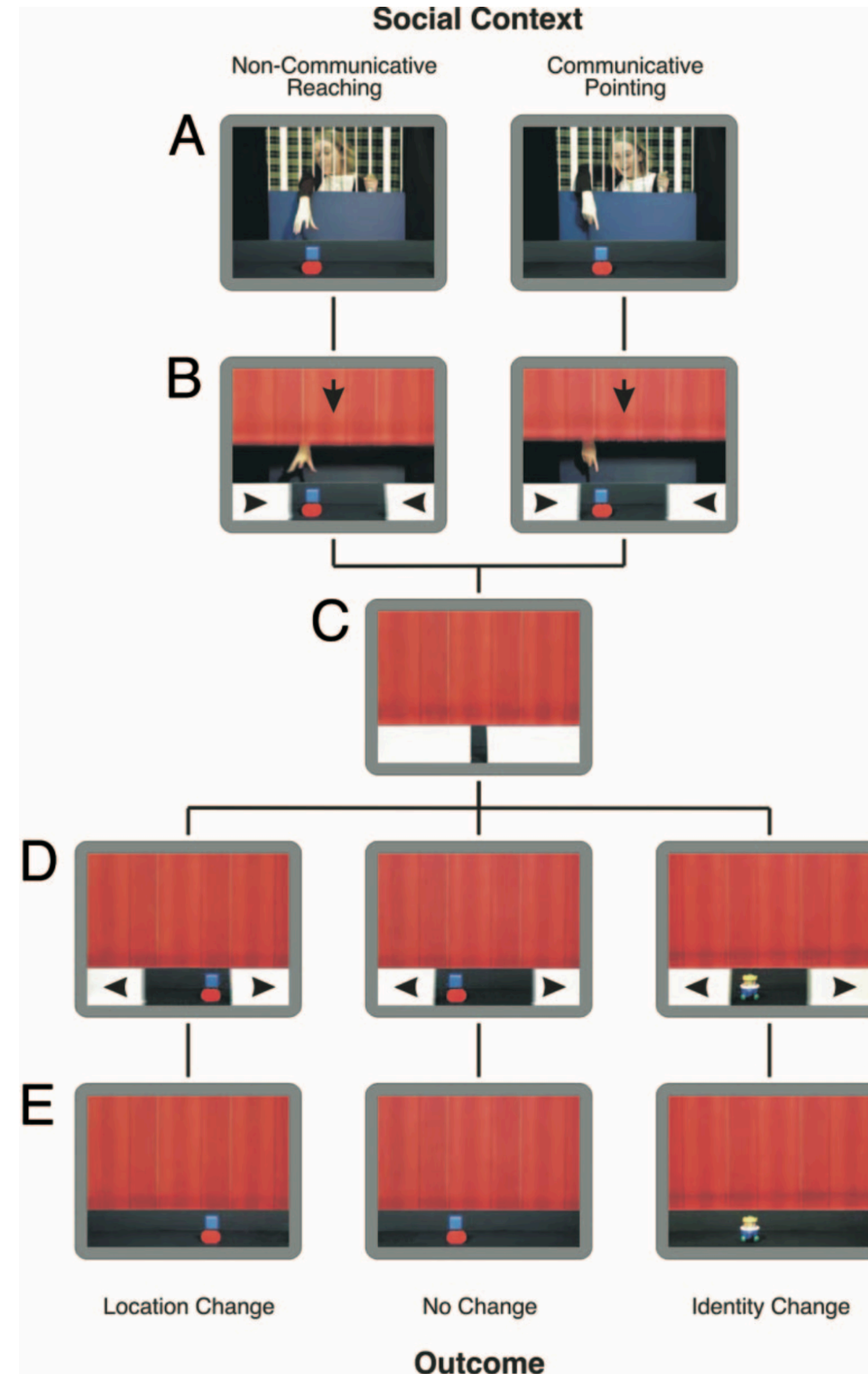
Teodora Gliga* and Gergely Csibra







Senju et al., 2006



Yoon et al., 2008

Natural pedagogy

Gergely Csibra and György Gergely

Department of Philosophy, Central European University, Nádor u. 9., H-1051 Budapest, Hungary



Developmental Science

Developmental Science (2016), pp 1–9

DOI: 10.1111/desc.12485

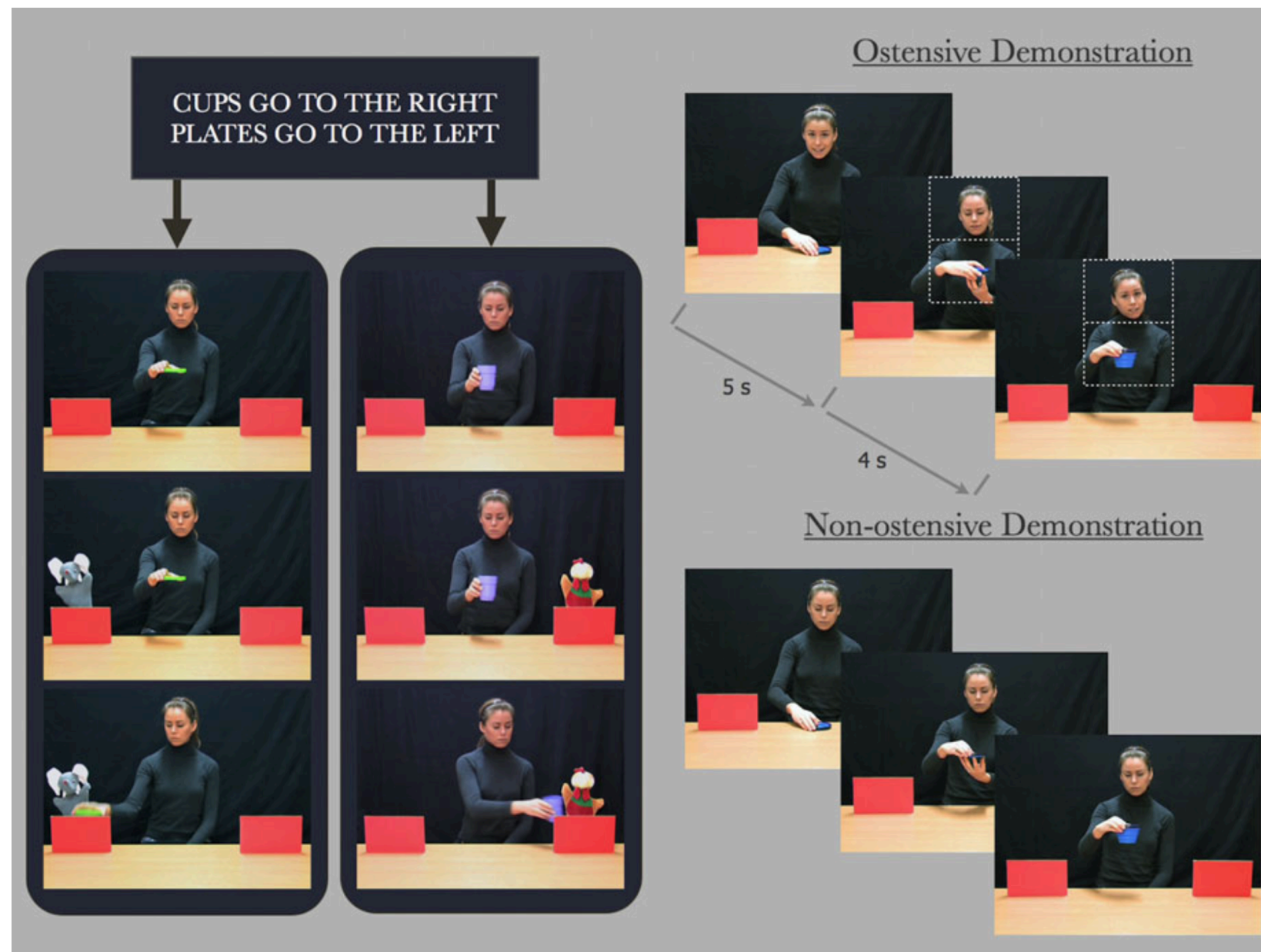
SHORT REPORT

Seeing behind the surface: communicative demonstration boosts category disambiguation in 12-month-olds

Ágnes M. Kovács,¹ Ernő Téglás,¹ György Gergely¹ and Gergely Csibra^{1,2}

¹ Cognitive Development Center, Department of Cognitive Science, Central European University, Budapest, Hungary

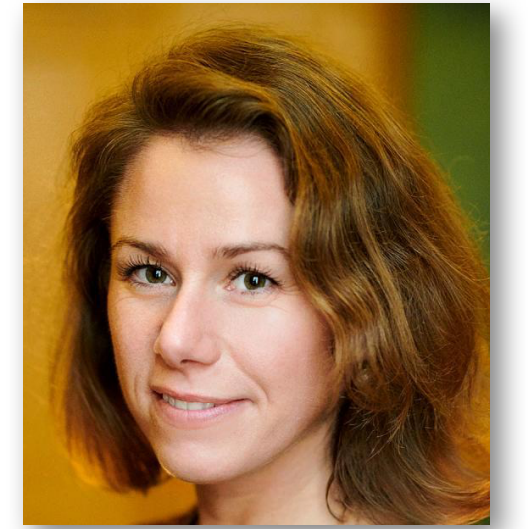
² Department of Psychological Sciences, Birkbeck, University of London, UK



Toddlers Favor Communicatively Presented Information over Statistical Reliability in Learning about Artifacts

Hanna Marno^{1*}, Gergely Csibra^{2,3}

¹ Language, Cognition and Development Lab, SISSA, Trieste, Italy, ² Cognitive Development Center, Central European University, Budapest, Hungary, ³ Department of Psychological Sciences, Birkbeck, University of London, London, United Kingdom



Infants learn enduring functions of novel tools from action demonstrations

Mikołaj Hernik^{a,*}, Gergely Csibra^{a,b}

^a Cognitive Development Center, Central European University, 1051 Budapest, Hungary

^b Centre for Brain and Cognitive Development, Birkbeck, University of London, London WC1E 7HX, UK

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Pink Banana-healer



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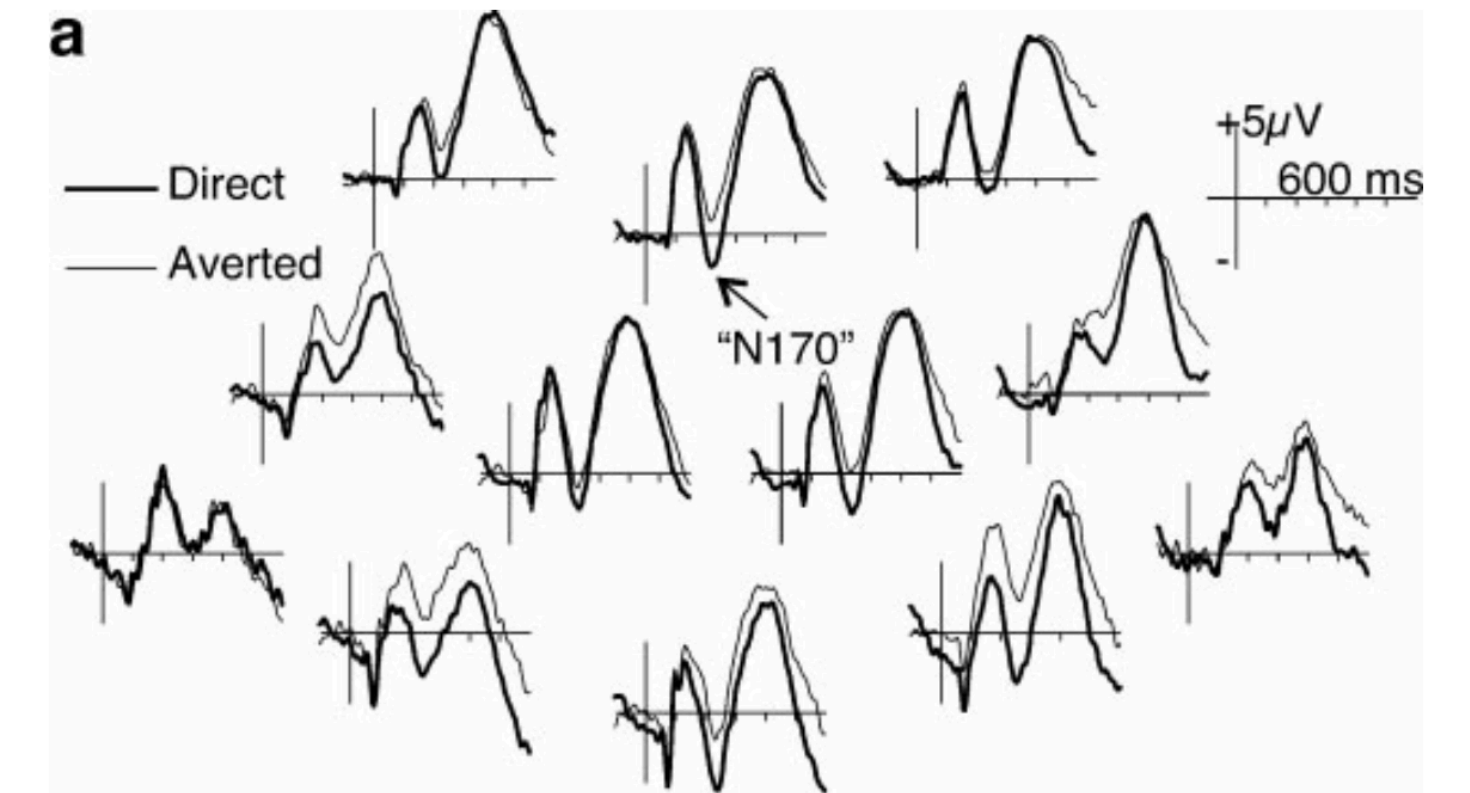
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Teresa Farroni^{*†‡}, Gergely Csibra^{*}, Francesca Simion[†], and Mark H. Johnson^{*}

^{*}Centre for Brain and Cognitive Development, School of Psychology, Birkbeck College, University of London, Malet Street, London WC1E 7HX, United Kingdom; and [†]Dipartimento di Psicologia dello Sviluppo e della Socializzazione, University of Padua, Via Venezia 8, 35131 Padua, Italy

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