TRACK 5 31:30

VERY POOR QUALITY TRACK. No Identified Speakers. One from University of College London.

Speaker 1 Unknown:
[INAUDIBLE 00:00:00 - 00:00:04] also indicate humanlike characteristics. Therefore, [INAUDIBLE 00:00:08] provide useful models to study [INAUDIBLE 00:00:10] laterality [INAUDIBLE 00:00:13]. Similarly, lateralities of [INAUDIBLE 00:00:16] offer several new possibilities, along with some [INAUDIBLE 00:00:20] relationships between the lateralities. [INAUDIBLE 00:00:25 - 00:00:32] human lateralities because the overall lack of [INAUDIBLE 00:00:35] specificity and the idiosyncratic response to environmental and genetic variables, such as [INAUDIBLE 00:00:42], whether or not they were handled when young [INAUDIBLE 00:00:45], and even the breeder of the animal. However, [INAUDIBLE 00:00:49] underlying asymmetric functions may be general enough to benefit [INAUDIBLE 00:00:54 - 00:00:58]. In examples of laterality in animals [INAUDIBLE 00:01:01 - 00:01:03] the functional lateralities [INAUDIBLE 00:01:04]. But we proclaimed that laterality in animals was less evolved than in humans, and therefore [INAUDIBLE 00:01:11] superior human abilities [INAUDIBLE 00:01:13] either quantitative or qualitative. The operation in more developed mechanisms [INAUDIBLE 00:01:21 - 00:01:24]. We suspect that the qualitative possibilities have vanished and traditional data accumulated [INAUDIBLE 00:01:30 - 00:01:35]. Thank you.

[Applause]

Speaker 2 Unknown:
[INAUDIBLE 00:01:39 - 00:02:06].

Speaker 1 Unknown:
We did another experiment [INAUDIBLE 00:02:07 - 00:02:12] all kinds of [INAUDIBLE 00:02:13 - 00:02:27]. Well, you might say [INAUDIBLE 00:02:28 - 00:02:33] they really did look longer and react more [INAUDIBLE 00:02:37 - 00:02:40].

Speaker 2 Unknown:
[INAUDIBLE 00:02:40 - 00:02:55].

Speaker 1 Unknown:
Exactly!

Speaker 2 Unknown:
[INAUDIBLE 00:02:56 - 00:03:10].

Speaker 1 Unknown:
[INAUDIBLE 00:03:11 - 00:03:20] and they had to learn that there was something different about that one thing [INAUDIBLE 00:03:25 - 00:03:30]. The reaction [INAUDIBLE 00:03:31 - 00:03:36].

Speaker 2 Unknown:
[INAUDIBLE 00:03:37 - 00:03:53].

Speaker 1 Unknown:
True, but [INAUDIBLE 00:03:54 - 00:04:12].

Speaker 3: [INAUDIBLE 00:04:14 - 00:04:30].

Speaker 1: [INAUDIBLE 00:04:30 - 00:04:36].

Speaker 3: [INAUDIBLE 00:04:37 - 00:04:46].

Speaker 1: [INAUDIBLE 00:04:46 - 00:04:57].

Speaker 4: [INAUDIBLE 00:04:58 - 00:05:40].

Speaker 1: [INAUDIBLE 00:05:41 - 00:05:50], although the concept [INAUDIBLE 00:05:51 - 00:05:58].

Speaker 5: [INAUDIBLE 00:06:00 - 00:06:30].

Speaker 1: See, in the video that was put up [INAUDIBLE 00:06:32 - 00:06:44]. But that's one of the [INAUDIBLE 00:06:46 - 00:06:57].

Speaker 5: [INAUDIBLE 00:06:57 - 00:07:01]...

Speaker 1: No.

Speaker 5: [INAUDIBLE 00:07:02].

Speaker 1: [INAUDIBLE 00:07:03 - 00:07:10] and when we gave them [INAUDIBLE 00:07:11 - 00:07:16]. Some of them [INAUDIBLE 00:07:17 - 00:07:20]. In fact, what we did was we had [INAUDIBLE 00:07:22 - 00:07:26]. Some of the [INAUDIBLE 00:07:26] generalizations involved [INAUDIBLE 00:07:28 - 00:07:32]. The second test involved [INAUDIBLE 00:07:33 - 00:07:36]. And similarly [INAUDIBLE 00:07:37 - 00:08:01]. But every patient [INAUDIBLE 00:08:03 - 00:08:21]. The reason we used [INAUDIBLE 00:08:22 - 00:08:45].

Speaker 6: [INAUDIBLE 00:08:46 - 00:09:03].

Speaker 1: We haven't done any [INAUDIBLE 00:09:05] experiments in [INAUDIBLE 00:09:07 - 00:09:29] and we recorded [INAUDIBLE 00:09:31 - 00:09:38]. And we recorded [INAUDIBLE 00:09:40 - 00:10:13].

Speaker 7: [INAUDIBLE 00:10:14 - 00:10:19].

Speaker 1: Yeah. Yeah, but there's two different studies there [INAUDIBLE 00:10:23 - 00:10:29].

Speaker 8: Thank you very much. Our next and last speaker is [INAUDIBLE 00:10:43] from the University College London talking about [INAUDIBLE 00:10:49].

Speaker 9 [From UCL]:

[INAUDIBLE 00:11:09 - 00:14:30]. I'd like to [INAUDIBLE 00:14:31 - 00:14:46]. The right brain's [INAUDIBLE 00:14:47 - 00:15:13]. That's why you and I [INAUDIBLE 00:15:15 - 00:16:28] cerebellum [INAUDIBLE 00:16:29 - 00:16:35]. And, in fact, [INAUDIBLE 00:16:36 - 00:17:07] cerebellum [INAUDIBLE 00:17:08 - 00:17:15]. Bear in mind that the most profound [INAUDIBLE 00:17:18 - 00:18:44]. And so if you look at that [INAUDIBLE 00:18:46 - 00:18:53] and you try to...and you try to interpret [INAUDIBLE 00:18:56 - 00:19:00]. For example, the [INAUDIBLE 00:19:02 - 00:20:21]. So, I've just showed you [INAUDIBLE 00:20:22 - 00:20:25], again, [INAUDIBLE 00:20:26 - 00:20:47] even though [INAUDIBLE 00:20:48 - 00:21:58]. The next step in this example [INAUDIBLE 00:22:00 - 00:22:52]. I won't show you those on the slides [INAUDIBLE 00:22:55 - 00:23:22] and the reason I show it [INAUDIBLE 00:23:22 - 00:23:45]. One is that visual [INAUDIBLE 00:23:47 - 00:24:00]. The second issue is that the [INAUDIBLE 00:24:03 - 00:24:11] and that the laterality [INAUDIBLE 00:24:12] looking for [INAUDIBLE 00:24:13 - 00:25:00]. The next slide will [INAUDIBLE 00:25:02 - 00:25:07]. That's [INAUDIBLE 00:25:08 - 00:25:20] it's very different from other [INAUDIBLE 00:25:22 - 00:25:34]. Again, [INAUDIBLE 00:25:35 - 00:25:47]. And finally, [INAUDIBLE 00:25:47 - 00:25:50], which I think maybe [INAUDIBLE 00:25:51 - 00:26:06] published [INAUDIBLE 00:26:07 - 00:26:12] briefly [INAUDIBLE 00:26:13 - 00:27:29]. The middle graph says that after a few tries [INAUDIBLE 00:27:31 - 00:27:40]. The following graph says [INAUDIBLE 00:27:42 - 00:28:01] is still pushing the [INAUDIBLE 00:28:03 - 00:28:27].

[Applause]

Speaker 10: [INAUDIBLE 00:28:32]?

Speaker 11: [INAUDIBLE 00:28:39 - 00:28:44].

Speaker 9: All of the...All of the [INAUDIBLE 00:28:47 - 00:29:41].

Speaker 12: [INAUDIBLE 00:29:45 - 00:30:12].

Speaker 9: [INAUDIBLE 00:30:12 - 00:31:13].

Speaker 13: [INAUDIBLE 00:31:16 - 00:31:27].