

## Current Topics in Perception: Multisensory Integration

### I) Course information

Course number: PSYD51H3

Wednesdays, 10 am – 12 pm  
Section: L01 2007 S  
Place: MW 223

Prerequisites: PSYB51 & PSYC08

### II) Instructor:

Dr. Matthias Niemeier  
1265 Military Trail S572  
phone: 416-287-7466  
e-mail: niemeier@utsc.utoronto.ca I will respond within two working days.  
Office Hours: Wed, 12:30 pm – 1:30 pm and by appointment. Contact me by e-mail to set up a time.

I received my MA at the University of Hamburg (Germany) and my PhD at the University of Tübingen (Germany). From October 2000 – June 2003 I've been working as a postdoctoral fellow at UofT's Department of Physiology. Since July 2003 I'm an assistant professor at UTSC.

### III) Course coverage and goals

The world around us is multimodal. How do we join our senses (vision, audition, touch, olfaction, balance etc.) together to obtain a coherent percept of the world? In the past few years, multisensory integration has become a topic of major research interest. The course provides a survey of the recent developments. Selected readings will cover neurophysiological results, psychological and neuropsychological findings, synaesthesia, and an introduction to the Bayesian mechanisms of multisensory integration.

### IV) Web pages

#### Course Web Site: intranet page

Here you will find the syllabus, instructions for the papers, the most up-to-date version of the lecture schedule, and announcements.

Please check on a regular basis for announcements.

### V) Evaluation

One aim of this course is to be closer to the real world of science than that is possible in your normal course. That is, there won't be exams nor a textbook (there are none on multisensory integration anyway). There won't even be a regular lecture. Instead, your active participation in the course is requested. We will have a reading list of original research papers, and every week there will be presentations and discussions on them. Also, we will have assignments; every week a short thought paper on one of the research papers from the reading list, and at the end of the course there will be a research proposal on a topic of multisensory integration.

**20% Presentation.** On one day you are asked to present one of the research papers for the respective day and then lead a group discussion on that paper. The presentation (including discussion) will be 45 min. I strongly recommend make it a free presentation. You can use notes but reading from a manuscript just doesn't work, not for you and not for others. The exact structure of the presentations will vary from paper to paper. But it should have the following three parts:

- (a) a brief introduction to the topic (~5 min)
- (b) a summary of the methods, results and conclusions of the paper. I will make figures available on the intranet (~25 min)
- (c) a group discussion led by you (~15 min)

To choose a topic, please refer to the Schedule and the reading list. Topics will be assigned on a first-come-first-serve basis. So, please email me your first choice – and perhaps a second and third choice as well.

**15% Participation in group discussions on research papers.** Science lives from discussions. Here is your chance to contribute your own thoughts. Do you agree with the authors? Do you have concerns about confounds or gaps in the study? Or maybe, were you impressed with something about the study? Do you have ideas about how to extend the research? – Note that discussions can be many things. I don't expect each contribution to be the thought of a genius (though that wouldn't hurt either). Even if there was something in the paper that you didn't understand that could be worth talking about. There is a good chance that others had the same problem. Last thing: in order to score on the participation scale it will be necessary to actually to be there ...

**45% Thought papers.** Every week you are expected to read the respective literature (2 papers) and to write about one of them 1-2 pages of your own thoughts. These thought papers serve three main purposes. (a) They should make you read the literature in the first place and help you prepare for the course. (b) They should train you to write scientifically. (c) They should encourage you to develop your own thoughts on the particular topic. Please note that I have relatively detailed expectations as to how a thought paper should look like in terms of structure. Therefore, please make sure that you check out the instructions provided on the Intranet (“How to write a thought paper”). This information sheet also contains the grading system that I will be using. Each thought paper is due for the respective seminar, 10 am. The 45% will be calculated as follows: I will score each of your papers with a point system. Maximum score will be 10 points. Then I will select your 9 best thought papers, and each of them will be worth 5% of the total grade. Since the purpose of the paper is to be prepared for class I have to deduct 1 scoring point (out of 10) per day.

**20% Research proposal.** The proposal is due on March 31, 2006. Please go to the Intranet for tips and instructions on “How to write a research proposal”.

#### VI) Schedule

The schedule is subject to changes as we go along. The most up-to-date version will be on the Intranet.

Day	Topic	Literature
9 Jan	Introduction	--
16 Jan	Neural mechanisms of multisensory integration	Falchier et al. (2002), Bremmer et al. (2001)
23 Jan	Crossmodal cueing of attention	Spence & Driver (1997) Ward et al. (2000)
		Newell et al. (2001),

30 Jan	Multisensory object perception	Amedi et al. (2001)
6 Feb	Optimal multisensory integration	--- <i>Introduction to Maximum Likelihood Estimation</i> --- Ernst et al. (2002)
13 Feb	Optimal sensorimotor combination	Niemeier et al. (2003), Trommershauser et al. (2003)
27 Feb	Vision and sound in space	Alais & Burr (2004), Fujisaki et al. (2004)
5 Mar	Vision and touch in space	Avillac et al. (2005), Macaluso et al. (2002)
12 Mar	Body schema	Pavani et al. (2000), Ehrsson et al. (2004)
19 Mar	Learning & plasticity	Wallace et al. (2004), Zwiers et al. (2003)
26 Mar	Neuropsychological deficits	Spence et al. (2001), Valenza et al. (2004)
2 Apr	Synaesthesia	Mattingley et al. (2001), Hubbard et al. (2005)

#### VII) References

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- Avillac M, Deneve S, Olivier E, Pouget A, Duhamel JR (2005). Reference frames for representing visual and tactile locations in parietal cortex. *Nat Neurosci* 8:941-949.
- Bremmer F, Schlack A, Shah NJ, Zafiris O, Kubischik M, Hoffmann K, Zilles K, Fink GR (2001). Polymodal motion processing in posterior parietal and premotor cortex: a human fMRI study strongly implies equivalencies between humans and monkeys. *Neuron* 29:287-296.
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- Ehrsson HH, Spence C, Passingham RE (2004). That's my hand! Activity in premotor cortex reflects feeling of ownership of a limb. *Science* 305:875-877.
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- Falchier A, Clavagnier S, Barone P, Kennedy H (2002). Anatomical evidence of multimodal integration in primate striate cortex. *J Neurosci* 22:5749-5759.
- Fujisaki W, Shimojo S, Kashino M, Nishida S (2004). Recalibration of audiovisual simultaneity. *Nat Neurosci* 7:773-778.
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- Niemeier M, Crawford JD, Tweed DB (2003). Optimal transsaccadic integration explains distorted spatial perception. *Nature* 422:76-80.
- Pavani F, Spence C, Driver J (2000). Visual capture of touch: out-of-the-body experiences with rubber gloves. *Psychol Sci* 11:353-359.
- Shore DI, Simic N (2005). Integration of visual and tactile stimuli: top-down influences require time. *Exp Brain Res* 166:509-517.

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- Trommershauser J, Maloney LT, Landy MS (2003). Statistical decision theory and the selection of rapid, goal-directed movements. *J Opt Soc Am A Opt Image Sci Vis* 20:1419-1433.
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- Zwiers MP, Van Opstal AJ, Paige GD (2003). Plasticity in human sound localization induced by compressed spatial vision. *Nat Neurosci* 6:175-181.

#### **VIII) Course Policies**

For academic regulations (such as UTSC's official grading practices policy, petitions, code of behaviour on academic matters etc.) please refer to the UTSC calendar.