

CURRICULUM VITAE

Personal Details

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Professional Experience

Post-Doctoral Research Fellow, 01/10/2018—30/09/2019, Department of Psychology, University of Warwick, UK, *Supervisor:* Professor Thomas Hills

Research Assistant, 01/10/2017—30/09/2018, University of Warwick, Department of Psychology, UK, *Supervisor:* Professor Sotaro Kita

Early Career Fellow, 01/10/2017—30/07/2018, Institute of Advanced Study, University of Warwick, UK, *Supervisor:* Professor Sotaro Kita

Teaching Assistant, 27/09/2014—27/09/2017, University of Warwick, Department of Psychology, UK, *Module(s):* Research Methods (1st year undergraduate), Persuasion and Influence (3rd year undergraduate), Theoretical Issues in Nonverbal Behaviour (3rd year undergraduate), Advanced Statistics in R (postgraduate)

Research Assistant, 01/05/2014—30/08/2014, Tilburg University, Department of Communication and Information Sciences, The Netherlands, *Supervisor:* Dr Menno van Zaanen

Teaching Assistant, 01/09/2013—30/04/2014, Tilburg University, Department of Communication and Information Sciences, The Netherlands, *Module(s):* Academic Writing and Methodology (1st year undergraduate).

Research Assistant, 01/09/2012—30/08/2013, Tilburg University, Department of Communication and Information Sciences, The Netherlands, *Supervisor:* Dr Paul Vogt

Education

Third-level education

PhD in Psychology, 28/09/2014—27/09/2017, University of Warwick, United Kingdom

Defence passed with no corrections on 08/12/2017 and degree obtained on 29/01/2018

Dissertation: “*How seeing iconic gestures facilitates action event memory and verb learning in 3-year-old children*”, *Supervisors:* Professor Sotaro Kita & Dr Katherine Messenger

MPhil in Language & Communication, 23/08/2012—22/08/2014, Tilburg University, The Netherlands

First-class degree obtained on 22/08/2014

Dissertation: “*Cross-situational learning and working memory capacity*”, *Supervisor:* Dr Paul Vogt

MA in Culture Studies, 01/09/2010—31/08/2012, Tilburg University, The Netherlands

First-class degree obtained on 02/07/2012

BA in Culture Studies, 01/09/2007—31/08/2012, Tilburg University, The Netherlands

Degree obtained on 30/08/2010

International research visits

University of Chicago, 19/04/2019—12/05/2019, ESRC-funded research visit to Prof Susan Goldin-Meadow's gesture lab, Department of Psychology, United States of America.

University of Osnabrück, 12/03/2019—29/03/2019, ESRC-funded research visit to Prof Simone Pika's bio cognition lab, Institute of Cognitive Science, Germany.

Publications

Peer-reviewed scientific journal publications

Aussems, S. (2019). How seeing iconic gestures influences action event memory and verb learning in 3-year-old children. *Language Acquisition*. Advanced online publication. Doi: 10.1080/10489223.2019.1624759

Aussems, S., & Vogt, P. (2018). Adults use distributional statistics for word learning in a conservative way.

IEEE Transactions on Cognitive and Developmental Systems. Advanced online publication. Doi: 10.1109/TCDS.2018.2870161

Aussems, S., & Kita, S. (2017). Seeing iconic gestures while encoding action events facilitates children's memory of these events. *Child Development*. Advanced online publication. Doi: 10.1111/cdev.12988

Aussems, S., Kwok, N., & Kita, S. (2017). GestuRe and ACTION Exemplar (GRACE) video database: stimuli for research on manners of human locomotion and iconic gestures. *Behavior Research Methods*, 50(3), 1270-1284. Doi: 10.3758/s13428-017-0942-2

Vogt, P., Mastin, J. D., & **Aussems, S.** (2015). Early vocabulary development in rural and urban Mozambique. *Child Development Research*, vol. 2015, Article ID 189195, 15 pages. Doi: 10.1155/2015/189195.

Manuscripts under review

Aussems, S., & Kita, S. (revise and resubmit). Seeing iconic gestures promotes first- and second-order verb generalization in pre-schoolers. *Child Development*.

Aussems, S., Mumford, K., & Kita, S. (under review). Seeing iconic gestures helps 3-year-olds use unlabelled action exemplars for verb learning. *Cognition*.

Manuscripts in preparation

Aussems, S., Archer, S., & Kita, S. A coding manual for infants' communicative nonverbal behaviours during looking time experiments.

Aussems, S., & Kita, S. What 13-16-month-old infants' communicative nonverbal behaviours can tell us about sound symbolism.

Aussems, S., & Kita, S. The effects of the presence and knowledgeability of adult communication partners on 8-14-month-old infants' pointing to request objects.

Aussems, S., & Kita, S. How iconicity in speech and gesture influences 14-17-month-old infants' understanding of size concepts 'big' and 'little'.

Zuniga, C., Krott, A., Kita, S., & **Aussems, S.** Attention to function as a word learning strategy.

Peer-reviewed international conference proceedings

Aussems, S., Chu, M., Kita, S., & van Zaanen, M. (2015). Applying pattern-based classification to sequences of gestures. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *Proceedings of the 37th Annual Meeting of the Cognitive Science Society* (pp. 124-129). Austin, TX: Cognitive Science Society.

Aussems, S., & Vogt, P. (2015). Adults track multiple hypotheses simultaneously during word learning. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *Proceedings of the 37th Annual Meeting of the Cognitive Science Society* (pp. 118-123). Austin, TX: Cognitive Science Society.

van Zaanen, M., van Huyssteen, G., **Aussems, S.**, Emmery, C., & Eiselen, R. (2014). The development of Dutch and Afrikaans language resources for compound boundary analysis. In N. Calzolari et al. (Eds.), *Proceedings of the 9th International Conference on Language Resources and Evaluation* (pp. 1056-1062). Reykjavik, Iceland.

Aussems, S., Goris, B., Lichtenberg, V., van Noord, N., Smetsers, R., & van Zaanen, M. (2013). Unsupervised identification of compounds. In *Proceedings of the 22nd Annual Belgian-Dutch Conference on Machine Learning* (pp. 18-25). Nijmegen, The Netherlands.

Invited Presentations

Invited talks

Aussems, S., & Kita, S. (08/05/2019). Seeing iconic gestures promotes first- and second-order verb generalization in pre-schoolers. Invited talk in Susan Goldin-Meadow's Gesture Lab Meeting in the Department of Psychology at the University of Chicago, United States of America.

Aussems, S. (21/03/2019). How seeing iconic gestures facilitates action event memory and verb learning in 3-year-old children. Invited talk at the Cluster of Excellence Cognitive Interactive Technology (CITEC) at Bielefeld University, Germany.

Aussems, S. (19/06/2018). How seeing iconic gestures facilitates action event memory and verb learning in 3-year-old children. Invited talk in the Seminar Series of the Language and Cognition Group at the University of Birmingham, UK.

Aussems, S., Mumford, K., & Kita, S. (28/10/2017). Can prior exposure to actions shape children's linguistic representation of action events? Invited talk at the Workshop "Event Representations in Brain Language and Development", Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

Aussems, S., Mumford, K., & Kita, S. (25/11/2016). Prior experience with actions facilitates early verb learning when children are guided by iconic gestures. Invited talk at the conference “Multimodalité et interaction didactique en classe de langue”, Institut National de Langues et Civilisations Orientales, Université Sorbonne Nouvelle, Paris, France.

International Conference Presentations

Aussems, S., & Kita, S. (2019). Seeing iconic gesture promotes first- and second-order verb generalization in pre-schoolers. Talk at the Child Language Symposium (CLShef19), University of Sheffield, UK.

Aussems, S., & Kita, S. (2019). Seeing iconic gesture promotes second-order verb generalization in pre-schoolers. Poster at the Budapest CEU Conference on Cognitive Development (BCCCD), Central European University, Budapest, Hungary.

Aussems, S., & Kita, S. (2018). Seeing iconic gestures promotes lasting word-category knowledge about verbs in children. Talk at the 8th conference of the International Society of Gesture Studies (ISGS8), Cape Town, South Africa.

Kita, S., Aussems, S., & Mumford, K. (2018). Seeing iconic gestures helps three-year-olds learn verbs. Talk at the 8th conference of the International Society of Gesture Studies (ISGS8), Cape Town, South Africa.

Aussems, S., & Kita, S. Who did what? How iconic gestures help young children to encode action events. Poster at the “Iconicity Focus Group Workshop”, Centre for Language Studies & Max Planck Institute for Psycholinguistics Workshop, Nijmegen, The Netherlands.

Aussems, S., Mumford, K., & Kita, S. (2017). Prior experience with actions that were highlighted by iconic gestures facilitates verb learning in three-year-olds. Poster at the 14th International Congress for the Study of Child Language (IASCL), Université Lyon, France.

Aussems, S., Mumford, K. H., & Kita, S. (2017). Seeing iconic gestures helps 3-year-olds link multiple exemplars for verb learning. Talk at the International Conference on Gesture and Multimodality (iGesto'17), University of Porto, Portugal.

Aussems, S., & Kita, S. (2016). How iconic hand gestures can change children's memory of action events. Poster at the 7th conference of the International Society of Gesture Studies (ISGS7), Paris, France.

Funding

Postdoctoral Fellowship Grant, 01/10/2018—30/09/2019, “The role of gesture in language development and evolution”, ESRC: Economic and Social Research Council, £105,000

GRP: Behavioural Science funding, 08/05/2019—12/07/2019, “Audience effects in imperative pointing: When infants point to request objects, do they consider adult communication partners?”, £4,418

Early Career Fellowship, 01/10/2017—30/07/2018, IAS: Institute of Advanced Study, University of Warwick, UK, £6,560

GRP: Behavioural Science funding, 01/06/2017—30/07/2017, “Gesture as a window into the mind: Can pointing gestures reveal children's psychological states during word learning?”, £1,350

Departmental PhD Studentship, 27/09/2014—27/09/2017, University of Warwick, Department of Psychology, UK, £45,000 stipend + £3,000 budget for research expenses

Organisation of International Research Events

Workshop: Gesture & Technology (organiser), 03/06/2018, University of Warwick, 57 participants.

Workshop: The Role of Gesture in Cognitive and Linguistic Processes (organiser), 25/07/2017, University of Warwick, 27 participants.

Workshop: Gesture in Language Development (co-organiser), 19/07/2015, University of Warwick, 80 participants. Pre-conference workshop organised for the Child Language Symposium.

Workshop: Tilburg Gesture Research (TiGeR) (co-organiser), 19/06/2013—21/06/2013, Tilburg University, 250 participants.

Prizes & Bursaries

Prizes

Postdoctoral Paper Award (1st Prize), 2019, Faculty of Science, University of Warwick, £500

PhD Dissertation Award (1st Prize), 2018, Faculty of Science, University of Warwick, £500

Student Paper Award (1st Prize), 2017, Faculty of Science, University of Warwick, £100

Student Poster Award (1st Prize), 2016, Department of Psychology, University of Warwick

Bursaries

Conference Bursary, 2018, BCCCD: Budapest CEU conference on Cognitive Development, €150

Conference Attendance Bursary, 2018, ISGS: International Society for Gesture Studies, £300

Postgraduate and Postdoctoral Workshop Funding, 2018, EPS: Experimental Psychology Society, University of Lancaster, UK, £1,200

Conference Bursary, 2017, IASCL: International Congress for the Study of Child Language, £250

Funding for Student-Led Conferences, 2017, RSSP: Research Student Skills Programme, University of Warwick, UK, £300

Grindley Grant for Conference Attendance, 2015, EPS: Experimental Psychology Society, University of Lancaster, UK, £500

Research Costs and Travel Expenses Bursary, 2013, Department of Communication and Information Sciences, Tilburg University, The Netherlands, €2,000

Academy of Arts and Sciences Bursary, 2012, KNAW: Royal Netherlands Academy of Arts and Sciences, Amsterdam, The Netherlands, €3,000

Supervision

Over the past five years, I have supervised **eight Aston University placement students** during their one-year placements in the Warwick Research with Kids Group. I have also co-supervised **one BSc dissertation project** and **one MSc dissertation project** student. Additionally, I have supervised **two summer placements** via the Undergraduate Research Support Scheme (URSS), **one Erasmus placement student** from METU University in Turkey, and **one Year 12 placement student from Myton school** in Warwick. During the summer of 2019, I am supervising **two Year 12 Nuffield placement students**.