

**Martin C. Zettersten**  
Postdoctoral Research Associate  
Department of Psychology  
Princeton University

**Contact**

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**Academic Appointments**

2020-        Postdoctoral Research Associate, Princeton University  
              Advisor: Casey Lew-Williams

**Education**

2013-2020    Ph.D., University of Wisconsin-Madison, Psychology  
                  Advisors: Jenny Saffran and Gary Lupyan

2007-2013    1<sup>st</sup> Staatsexamen, University of Heidelberg, Mathematics,  
                  English Language and Linguistics, and Psychology  
                  Advisors: Stefanie Hoehl and Sabine Pauen

**Research**

language and cognitive development, word learning, statistical learning,  
active learning, social cognition

**Fellowships, Awards**

2018        Poster Prize, Evolang XII, Torun

2017        Fellowship, Kavli Summer Institute in Cognitive  
              Neuroscience, University of California, Santa Barbara

2015-2018    NSF Graduate Research Fellowship

2015-2019    Hertz Travel Award, UW-Madison

2015        SRCF Student Travel Award

2013; 2018    University Fellowship, UW-Madison

2009-2010    Erasmus scholarship, University of Edinburgh, Linguistics  
                  and Psychology

2007-2013    Scholarship from the German National Scholarship  
                  Foundation for academic excellence ("Studienstiftung des  
                  Deutschen Volkes")

## Publications

- Lupyan, G., & Zettersten, M. (forthcoming). Does vocabulary help structure the mind? In Sera, M., & Koenig, M (Eds.). 40<sup>th</sup> Minnesota Symposium on Child Psychology. Preprint available at <https://psyarxiv.com/b74u9>
- Santolin, C., Garcia-Castro, G., Zettersten, M., Sebastian-Galles, N., & Saffran, J. (2021). Experience with research paradigms relates to infants' direction of preference. *Infancy*. doi: [10.1111/infa.12372](https://doi.org/10.1111/infa.12372)
- Zettersten, M., & Saffran, J. (2020). Sampling to learn words: Adults and children sample words that reduce referential ambiguity. *Developmental Science*. doi: [10.1111/desc.13064](https://doi.org/10.1111/desc.13064)
- Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, K., Kline, M., ..., Zettersten, M., & Soderstrom, M. (2020). Building a collaborative Psychological Science: Lessons from ManyBabies 1. *Canadian Psychology*, 61(4), 349-363. doi: [10.1037/cap0000216](https://doi.org/10.1037/cap0000216)
- Benitez, V., Zettersten, M., & Wojcik, E. (2020). The temporal structure of naming events differentially affects children's and adults' statistical word-referent learning. *Journal of Experimental Child Psychology*, 200, 104961. doi: [10.1016/j.jecp.2020.104961](https://doi.org/10.1016/j.jecp.2020.104961)
- Zettersten, M., Suffill, E., & Lupyan, G. (2020). Nameability predicts subjective and objective measures of visual similarity. Proceedings of the 42nd Annual Conference of the Cognitive Science Society. Austin, TX: Cognitive Science Society.
- Zettersten, M., Potter, C., & Saffran, J. (2020). Tuning in to non-adjacencies: Exposure to learnable patterns supports discovering otherwise difficult structures. *Cognition*, 202, 104283. doi: [10.1016/j.cognition.2020.104283](https://doi.org/10.1016/j.cognition.2020.104283)
- The ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*, 3(1), 24–52. doi: [10.1177/2515245919900809](https://doi.org/10.1177/2515245919900809)
- Zettersten, M., Schonberg, C., & Lupyan, G. (2020). What does a radical exemplar view not predict? A commentary on Ambridge (2020). *First Language*. doi: [10.1177/0142723720903895](https://doi.org/10.1177/0142723720903895)

- Zettersten, M., & Lupyan, G. (2020). Finding categories through words: More nameable features improve category learning. *Cognition*, 196, 104135. doi: [10.1016/j.cognition.2019.104135](https://doi.org/10.1016/j.cognition.2019.104135)
- Zettersten, M. (2019). Learning by predicting: How predictive processing informs language development. In Busse, B., & Moehlig-Falke, R. (Eds.). *Patterns in Language and Linguistics: New Perspectives on a Ubiquitous Concept* (pp. 255-288). Berlin: Mouton de Gruyter. doi: [10.1515/9783110596656-010](https://doi.org/10.1515/9783110596656-010)
- Lewis, M., Zettersten, M., & Lupyan, G. (2019). Distributional semantics as a source of visual knowledge: Commentary on Kim, Elli, and Bedny (2019). *Proceedings of the National Academy of Sciences*, 116(39), 19237-19238. doi: [10.1073/pnas.1910148116](https://doi.org/10.1073/pnas.1910148116)
- Zettersten, M., & Saffran, J. (2019). Sampling to learn words: Adults and children sample words that reduce referential ambiguity. Proceedings of the 41st Annual Conference of the Cognitive Science Society. Austin, TX: Cognitive Science Society.
- Koranda, M.\*, Zettersten, M.\*, & McDonald, M. (2018). Word frequency can affect what you choose to say. Proceedings of the 40th Annual Conference of the Cognitive Science Society. Austin, TX: Cognitive Science Society. \*equal authorship contribution
- Zettersten, M., Potter, C., & Saffran, J. (2018). Tuning in to non-adjacent dependencies: How experience with learnable patterns supports learning novel regularities. Proceedings of the 40th Annual Conference of the Cognitive Science Society. Austin, TX: Cognitive Science Society.
- Zettersten, M., Wojcik, E. W., Benitez, V., & Saffran, J. R. (2018). The company objects keep: Linking referents together during cross-situational word learning. *Journal of Memory & Language*, 99, 62-73. doi: [10.1016/j.jml.2017.11.001](https://doi.org/10.1016/j.jml.2017.11.001)
- Hoehl, S., Zettersten, M., Schleihau, H., Graetz, S., & Pauen, S. (2014). The role of social interaction and pedagogical cues for eliciting and reducing overimitation in preschoolers. *Journal of Experimental Child Psychology*. 122, 122-133. doi: [10.1016/j.jecp.2013.12.012](https://doi.org/10.1016/j.jecp.2013.12.012)

### **Manuscripts in preparation or under review**

Koranda, M., Zettersten, M., & McDonald, M. (under review). Good-enough production: Selecting easier words instead of more accurate ones.

Zettersten, M.\*, Weaver, H.\*, & Saffran, J. (Stage 1 registered report, under review). Becoming word meaning experts: Infants' processing of familiar words in the context of typical and atypical exemplars. \*equal authorship contribution

Zettersten, M., Bredemann, C., Kaul, M., Vlach, H., Kirkorian, H., & Lupyan, G. (in prep). Nameability supports rule-based category learning in children and adults.

Woodard, K., Zettersten, M., & Pollak, S.D. (in prep). Developmental changes in children's knowledge of facial configurations.

Zettersten, M., Choi, K., Kirkorian, H., & Saffran, J. (in prep). When and how active information-seeking helps word learning: Children actively select input tuned to past experience in service of learning new words.

### **Invited Talks**

Bergelson Lab Meeting, Duke University, 2020

Cognitive Area Meeting, Lehigh University, 2020

Baby BRAIN Group meeting, Donders Institute, 2020

Departmental Colloquium, University of Wisconsin-Madison, 2019

Language Brownbag, University of Illinois Urbana-Champaign, 2019

Princeton Baby Lab Meeting, Princeton University, 2019

Developmental Brownbag, University of Chicago, 2017

### **Conference Presentations**

Zettersten, M., Black, A., Bergmann, C., Bacon, D., Weaver, H., & Saffran, J. (2020). Investigating the relationship between infant learning and measured effect size in preferential looking paradigms. Poster presented at the Many Paths to Language (MPaL) virtual workshop.

Zettersten, M., Suffill, E., & Lupyan, G. (2020). Nameability predicts subjective and objective measures of visual similarity. Talk to be presented at 42nd Annual Meeting of the Cognitive Science Society.

Woodard, K., Zettersten, M., & Pollak, S.D. (2020). Developmental changes in children's knowledge of facial configurations. Poster to be presented at 42nd Annual Meeting of the Cognitive Science Society.

Zettersten, M., Black, A., Bergmann, C., Bacon, D., Weaver, H., & Saffran, J. (2020). Investigating the relationship between infant learning and measured effect size in preferential looking paradigms. Poster presented at the Biennial International Congress of Infant Studies (vICIS). Virtual conference.

Schreiner, M., Lippold, M., & ManyBabies Consortium Test-Retest (2020). Assessing test-retest reliability of the infant preference measures. Poster presented at the Biennial International Congress of Infant Studies (vICIS). Virtual conference.

Santolin, C., Garcia-Castro, G., Zettersten, M., Sebastian-Galles, N., & Saffran, J. (2020). Prior experience with the Headturn Preference Procedure relates to infants' direction of preference in learning studies Poster presented at the Biennial International Congress of Infant Studies (vICIS). Virtual conference.

Woodard, K., Zettersten, M., & Pollak, S.D. (2020). Developmental changes in children's knowledge of facial configurations. Paper presented in the symposium "Bridging Developmental and Affective Science in the Study of Emotion Understanding" at the Annual Conference of the Society for Affective Science\*, San Francisco, CA. (\*cancelled due to COVID-19)

Benitez, V., Zettersten, M., & Saffran, J. (2019). Preschooler's remembering and learning from predictable and unpredictable events. Talk presented at the 11th Biennial Meeting of the Cognitive Development Society. Louisville, KY.

Zettersten, M., Choi, K., Kirkorian, H., & Saffran, J. (2019). How does active sampling support learning new words? Poster presented at the 11th Biennial Meeting of the Cognitive Development Society. Louisville, KY.

Zettersten, M., & Saffran, J. (2019). Sampling to learn words: Adults and children sample words that reduce referential ambiguity. Talk presented at the 41st Annual Conference of the Cognitive Science Society. Montreal, CA.

Zettersten, M., Bredemann, C., Kaul, M., Vlach, H., Kirkorian, H., & Lupyan, G. (2019). Verbal labels support rule-based category learning in children. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Baltimore, MD.

Zettersten, M., & Saffran, J. (2018). How do infants sample novel object-label associations? Symposium Talk presented at the XXI Biennial International Congress of Infant Studies. Philadelphia, PA.

Koranda, M., Zettersten, M., & McDonald, M. (2018). Word frequency can affect what you choose to say. Talk presented at 40<sup>th</sup> Annual Meeting of the Cognitive Science Society. Madison, WI.

Zettersten, M., Potter, C., & Saffran, J. (2018). Tuning in to non-adjacent dependencies: How experience with learnable patterns supports learning novel regularities. Poster presented at 40<sup>th</sup> Annual Meeting of the Cognitive Science Society. Madison, WI.

Hopman, E. & Zettersten, M. (2018). Immediate feedback is critical for learning from your own productions. Poster to be presented at Psycholinguistics in Flanders. Ghent, Belgium

Zettersten, M., & Lupyan, G. (2018). Using language to discover categories: More nameable features improve category learning. Poster presented at EvoLang XII. Torun, Poland.

Zettersten, M., & Saffran, J. (2017). Choosing words wisely: How infants strategically seek information when learning novel words. Poster presented at the 10th Biennial Meeting of the Cognitive Development Society. Portland, OR.

Zettersten, M., Potter, C., & Saffran, J. (2017). Tuning in to non-adjacent dependencies. Poster presented at the International Conference on Interdisciplinary Advances in Statistical Learning. Bilbao, Spain.

Zettersten, M., Benitez, V., & Saffran, J. (2017). When prediction violation boosts memory: 5-year-olds remember images involved in unexpected events better. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Austin, TX.

Zettersten, M., & Saffran, J. (2016). Choosing words wisely: How infants strategically seek information when learning novel words. Talk presented at the XX Biennial International Congress of Infant Studies. New Orleans, LA.

Zettersten, M., & Lupyan, G. (2015). The role of language in categorical statistical learning. Poster presented at the 56th Annual Meeting of the Psychonomic Society. Chicago, IL.

Zettersten, M., Paul, J., & Lupyan, G. (2015). Language augments relational reasoning. Talk presented at the 9th Biennial Meeting of the Cognitive Development Society. Columbus, OH.

Zettersten, M., Wojcik, E., Benitez, V., & Saffran, J. (2015). Learning multiple kinds of associations during cross-situational word learning. Poster presented at the 37th Annual Conference of the Cognitive Science Society. Pasadena, CA.

Zettersten, M., Paul, J., & Lupyan, G. (2015). Language augments relational reasoning: The effect of late exposure to a standardized language. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Philadelphia, PA.

Schleihauf, H., Zettersten, M., Pauen, S., & Hoehl, S. (2015). Both causal and social reasoning underlies overimitation in five-year-olds. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Philadelphia, PA.

Pleyer, M. & Zettersten, M. (2012). From cognition to corpus, from corpus to cognition: How corpus research in child language can benefit from research in developmental psychology, and vice versa. Poster presented to the 11th Biannual Meeting of the German Cognitive Science Society. Bamberg, Germany.

### **Teaching & Mentoring Experience**

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|------|---|
| 2019 | Guest Lecturer, Psychology 711: "Language Acquisition in Infancy and Early Childhood" |
| 2019 | Lecturer, Psychology 601 (Capstone) seminar: "Developing babies, building robots"     |

- 2019 Guest Instructor, Psychology Department: Design & Analysis of Psychological Experiments
- 2018 Guest Lecturer, Psychology 601 (Capstone) seminar: "Language Development"
- 2018 Wellton research apprenticeship mentor, a UW program to provide sophomores with summer research experience  
Student: Andrew Kressin
- 2016 – 2017 Teaching assistant, Psychology Department: Design & Analysis of Psychological Experiments (2-semester graduate statistics course; weekly lab sections)
- 2015 Mentor in the NSF-funded PREP summer research program, Department of Psychology, UW-Madison  
Student: Nicholas Baird
- 2015 Guest Lecturer, Psych 521: The Structure of Human Thought
- 2014-2015 DELTA teacher training program: Informal Science Education. Designed and taught weekly science classes in elementary school classrooms.
- 2012-2013 Teaching Assistant, English Department, University of Heidelberg: Introduction to Linguistics (1 semester – discussion sections)
- 2010-2012 Teaching Assistant, English Department, University of Heidelberg: Introduction to English Literature (3 semesters – discussion sections)
- 2010-2011 Teaching Assistant, Mathematics Department, University of Heidelberg: Linear Algebra I (1 semester – discussion sections)

### **Professional Activities**

- 2018 Local Arrangements Chair, 40<sup>th</sup> Annual Meeting of the Cognitive Science Society in Madison
- 2016 - 2017 President, Psychology Colloquium Series Committee, UW-Madison
- 2013-2018 Member, Psychology Colloquium Series Committee, UW-Madison
- 2016 Co-Creator and Organizer, Psychology Department Writing Workshop
- 2014 - 2015 Young Science Scholar volunteer in kindergarten science classes as part of the Adult Role Models in Science program at UW-Madison



- 2013 - Treasurer and committee member, Psychology Colloquium Series Committee, UW-Madison
- 2013 - 2015 Session Organizer, Expanding Your Horizons event for girls exploring math and science careers, UW-Madison
- 2013 Organizing Committee, 3rd Linguistic Conference for Doctoral Students (“Sprachwissenschaftliche Tagung fuer Promotionsstudierende”), Heidelberg, Germany
- 2009 Summer Internship, Neurocognition of Language Processing Research Group, Max Planck for Human Brain and Cognitive Sciences (Angela Friederici)