

Katie Von Holzen

Akademische Rätin

Curriculum Vitae
April 2021

📍 Lehrstuhl Linguistik des Deutschen, Technische Universität Dortmund
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Education

2010 - 2013 **Dr. rer. nat. Psychology, magna cum laude**
Georg-August-Universität Göttingen, Germany

2006 - 2009 **B.S. Psychology, summa cum laude**
University of Wisconsin - Green Bay, USA

Employment

2019 - present	Akademische Rätin (Senior Postdoctoral Researcher) Technische Universität Dortmund, Germany	Group Head: Prof. Dr. Sarah Schimke
2017 - 2019	Postdoctoral Researcher University of Maryland, USA	Mentor: Prof. Rochelle Newman
2014 - 2017	Postdoctoral Researcher Université Paris Descartes, France	Supervisor: Dr. Thierry Nazzi
2010 - 2010	Scientific Staff Georg-August-Universität Göttingen	Supervisor: Prof. Dr. Nivedita Mani

Research Areas

- Language acquisition (bilingual and monolingual)
- Developmental language outcomes
- Event-Related Potentials (ERPs)
- Word/wordform recognition
- Speech segmentation
- Phono-lexical processing
- Foreign speech processing
- Bilingual lexical access
- Mispronunciation sensitivity
- Consonant bias in lexical processing
- Open Science Principles (Open Data, meta-analyses)

Publications

Published peer-reviewed papers

1. Von Holzen, K., & Bergmann, C. (2021). The development of infants' responses to mispronunciations: A Meta-Analysis. *Developmental Psychology*, 57(1), 1–18. <https://doi.org/10.1037/dev0001141>
2. Newman, R. S., Kirby, L. A., Von Holzen, K., & Redcay, E. (2021). Read my lips ! Perception of speech in noise by preschool children with autism and the impact of watching the speaker' s face. *Journal of Neurodevelopmental Disorders*, 13(4), 1–20. <https://doi.org/10.1186/s11689-020-09348-9>
3. Raneri, D., Von Holzen, K., Newman, R., & Ratner, N. B. (2020). Change in maternal speech rate to preverbal infants over the first two years of life. *Journal of Child Language*, 1–13. <https://doi.org/10.1017/S030500091900093X>
4. Von Holzen, K., & Nazzi, T. (2020). Emergence of a consonant bias during the first year of life: New evidence from own-name recognition. *Infancy*, 25(3), 319–346. <https://doi.org/10.1111/inf.12331>
5. ManyBabiesConsortium. (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. <https://doi.org/10.1177/2515245919900809>
6. O'Fallon, M., Von Holzen, K., & Newman, R. S. (2020). Preschoolers' word-learning during storybook reading interactions: Comparing repeated and elaborated input. *Journal of Speech Language and Hearing Research*, 1–13. https://doi.org/10.1044/2019_JSLHR-19-00189
7. Bobb, S. C., Von Holzen, K., Mayor, J., Mani, N., & Carreiras, M. (2020). Co-activation of the L2 during L1 auditory processing : An ERP cross-modal priming study. *Brain and Language*, 203, 104739. <https://doi.org/10.1016/j.bandl.2019.104739>

8. Von Holzen, K., Fennell, C. T., & Mani, N. (2019). The impact of cross-language phonological overlap on bilingual and monolingual toddlers' word recognition. *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S1366728918000597>
9. Von Holzen, K., Nishibayashi, L.-L., & Nazzi, T. (2018). Consonant and vowel processing in word form segmentation: An infant ERP study. *Brain Sciences*, 8(24), 1–15. <https://doi.org/10.3390/brainsci8020024>
10. Nazzi, T., Poltrock, S., & Von Holzen, K. (2016). The developmental origins of the consonant bias in lexical processing. *Current Directions in Psychological Science*, 25(4), 291–296. <https://doi.org/10.1177/0963721416655786>
11. Von Holzen, K., & Mani, N. (2014). Bilinguals implicitly name objects in both their languages: An ERP study. *Frontiers in Psychology*, 5(DEC), 1–12. <https://doi.org/10.3389/fpsyg.2014.01415>
12. Von Holzen, K., & Mani, N. (2012). Language nonselective lexical access in bilingual toddlers. *Journal of Experimental Child Psychology*, 113, 569–586. <https://doi.org/10.1016/j.jecp.2011.02.002>

Chapters in Books

1. Bobb, S. C., Drummond Nauck, L. Y., Altvater-Mackensen, N., Von Holzen, K., & Mani, N. (2016). Listening with your cohort: Do bilingual toddlers co-activate cohorts from both languages when hearing words in one language alone? In *Cognitive control and consequences of multilingualism* (pp. 47–69). John Benjamins Publishing Company.

Peer-Reviewed Conference Proceedings

1. Von Holzen, K., & Bergmann, C. (2018). A meta-analysis of infants' mispronunciation sensitivity development. In T. T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th annual conference of the cognitive science society-science society* (pp. 1157–1162). Cognitive Science Society, Inc.

Open Data

1. Von Holzen, K., & Bergmann, C. (2018). *Infant Mispronunciation Sensitivity (InMisSens) Meta-Analysis - Cognitive Science Society Submission*. Open Science Foundation. osf.io/nvc8m

PhD Thesis

1. Von Holzen, K. (2013). *The initial and long-lasting effects of early bilingual language acquisition on lexical access: Evidence from ERP and eye-tracking studies* [Unpublished doctoral dissertation]. Georg-August-Universität Göttingen.

Grants

- | | |
|----------------|---|
| under review - | Initial foreign speech segmentation in school-aged children
(183,358 €) DFG Research Grant |
| 2017 - 2019 | The role of infant- and adult-directed registers in initial foreign speech segmentation
Comparative and Evolutionary Biology of Hearing, NIH Postdoc Training Grant, 5T32DC00046 – 23 |
| 2009 - | The relationship between attractiveness rating and brain activity in males and females
(\$5,000) Psi Chi Association of Psychological Science Summer Research Grant |

Awards

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| 2019 | Society for Improvement of Psychological Science Mission Award
For improving psychological science in the face of challenge, as contributor to the ManyBabies1 Collaboration |
| 2018 | Berkeley Initiative for Transparency in the Social Sciences (BITSS) Meta-Analysis Challenge Winner
(\$1,000) Shared with co-author Christina Bergmann |
| 2014 | GDR Neurosciences Cognitives du Développement bourses de mobilité à des doctorants
For the Potsdam Summer School, "Infant Studies on Language Development in Europe (ISOLDE)" |
| 2013 | Universitätsbund Göttingen Travel Grant
For the International Workshop on Bilingualism and Cognitive Control in Krakow, Poland |
| 2011 | Paula Menyuk Travel Award
(\$300) For BUCLD 2011 |
| 2010 | Phi Eta Sigma National Honor Society Graduate Scholarship
(\$7,000) |
| 2009 | Margaret Bernauer Psychology Research Award (2nd Place)
(\$200) Awarded for Poster Presentation at the Wisconsin Psychological Association Conference |

Invited Talks

1. Von Holzen, K. (2021). *Babies know words, even when they're mispronounced: An introduction to meta-analyses*. Presented at the German Seminar Colloquium, Albert-Ludwigs Universität Freiburg, Germany.
2. Von Holzen, K. (2020). *Babies know words, even when they're mispronounced: A meta-analysis of mispronunciation sensitivity studies*. Presented at the Team Meeting of the Language and Cognition Group, The Institute of Neuroscience and Cognition, Paris Descartes Université, Paris, France.
3. Von Holzen, K. (2019). *On the road to bilingualism: Foreign speech processing at first exposure in early childhood*. Presented at the Psychology Institute Colloquium, Johannes Gutenberg Universität Mainz, Germany.
4. Von Holzen, K. (2019). *Babies know words, even when they're mispronounced: A meta-analysis of mispronunciation sensitivity*. Presented at the Linguistics Department, City University of New York, USA.
5. Von Holzen, K. (2018). *On the road to bilingualism: The role of age in foreign speech processing*. Presented at the Team Meeting of the Language and Cognition Group, The Institute of Neuroscience and Cognition, Paris Descartes Université, Paris, France.
6. Von Holzen, K. (2016). *Phonological and lexical processing in first language and multilingual acquisition*. Presented at the Linguistics Faculty, Potsdam, Germany.
7. Von Holzen, K., & Nazzi, T. (2016). *Origine de l'asymétrie consonne/voyelle lors du traitement lexical*. Presented at the Agence nationale de la recherche meeting of the grant funding programme BLANC 2013, Paris, France.
8. Von Holzen, K. (2014). *Segmentation of infant- and adult-directed speech in 12-month-olds: An erp study*. Presented at the Concordia Infant Research Laboratory Team Meeting, Montreal, Canada.
9. Von Holzen, K. (2012). *The cognate facilitation effect in bilingual and monolingual toddlers*. Presented at the Workshop on Monolingual and Bilingual Word Recognition and Learning in Infants and Adults, Basque Center on Cognition, Brain, and Language, San Sebastian, Spain.
10. Von Holzen, K. (2012). *Learning phonemes from faces: The role of speaker identity in non-native phoneme discrimination*. Presented at the Workshop on Monolingual and Bilingual Word Recognition and Learning in Infants and Adults, Basque Center on Cognition, Brain, and Language, San Sebastian, Spain.
11. Von Holzen, K. (2012). *Mechanisms underlying lexical processing in monolingual and bilingual toddlers*. In L. Polka (Chair), Comparing monolingual and bilingual language acquisition during infancy. Invited symposium conducted at the XVIIIth Biennial International Conference on Infant Studies, Minneapolis, MN.

Conference Activity

Talks Presented

1. Boveleth, J., & Von Holzen, K. (2021). *The difference in the vocabulary size of children with and without down syndrome: A meta analysis*. Presented at the Münster Conference Linguistic Representations and Language Processing, Münster, Germany.
2. Von Holzen, K., & Bergmann, C. (2019). *Can a dog be a dog? A meta-analysis of experimental factors influencing infants' mispronunciation sensitivity*. In Gonzalez-Gomez, N. (Chair), Big ideas to tackle small samples. Presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, USA.
3. Von Holzen, K., & Bergmann, C. (2018). *A meta-analysis of infants' mispronunciation sensitivity development*. Presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI, USA.
4. Von Holzen, K., & Newman, R. (2018). *On the road to bilingualism: The role of native language knowledge in foreign speech processing*. In Koosra, G. J. and Bosma, E. (Chairs), Cross-language activation in bilingual children. Presented at the Conference on Multilingualism, Ghent, Belgium.
5. Von Holzen, K., Nishibayashi, L.-L., & Nazzi, T. (2017). *An erp study of consonant and vowel processing of newly segmented word forms*. Presented at the Workshop on Infant Language Development, Bilbao, Spain.
6. Von Holzen, K., & Nazzi, T. (2015). *The role of consonants and vowels in 5- and 8-month-old own name recognition: Implications for lexical development*. Presented at the second Workshop on Infant Language Development, 2015, Stockholm, Sweden.
7. Von Holzen, K., Wolff, D., & Mani, N. (2014). *Segmentation of infant- and adult-directed speech in 12-month-olds: An erp study*. In K. Von Holzen (Chair), Segmenting words from continuous speech: Examining varied input sources for infants. Symposium conducted at the XIXth Biennial International Conference on Infant Studies, Berlin, Germany.
8. Von Holzen, K., Wolff, D., & Mani, N. (2013). *Segmentierungsfähigkeit von infant- und adult-directed speech bei 12 Monate alten Kindern (segmentation of infant- and adult-directed speech in 12-month-old infants)*. Presented at the 22nd Deutsches EEG/EP Mapping Meeting, Giessen, Germany.
9. Von Holzen, K., & Mani, N. (2012). *Learning phonemes from faces: The role of speaker identity in non-native phoneme discrimination*. In K. Von Holzen (Chair), Infant phonetic learning in context: The influence of faces, objects, and words. Symposium conducted at the XVIIIth Biennial International Conference on Infant Studies, Minneapolis, MN.
10. Von Holzen, K., & Mani, N. (2012). *The cognate facilitation effect in bilingual toddlers*. Presented at the International Workshop Bilingual and Multilingual Interaction, Bangor, Wales.
11. Von Holzen, K., & Mani, N. (2012). *Language non-selective lexical access in bilingual toddlers*. Presented at the International Workshop Bilingual and Multilingual Interaction, Bangor, Wales.

12. Von Holzen, K., & Mani, N. (2011). *Bilingual phonological priming: An erp study investigating interconnectivity of activation in the bilinguals two lexicons at different points in development*. In J. Mayor (Chair), *The emergence of lexical networks in the second year of life*. Symposium conducted at the 17th Meeting of the European Society for Cognitive Psychology, San Sebastian, Spain.

Posters Presented

1. Von Holzen, K., & Newman, R. (2021). *The recognition of foreign words at first exposure in early language development: The role of phonological similarity*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual Conference. <https://doi.org/10.6084/m9.figshare.14381984.v1>
2. Von Holzen, K., & Bergmann, C. (2018). *A meta-analysis of mispronunciation sensitivity in infancy*. Presented at the XXIth Biennial International Conference on Infant Studies, Philadelphia, PA.
3. Von Holzen, K., Van Ommen, S., White, K., & Nazzi, T. (2018). *French-learning infants' adaptation to a novel accent: The role of consonant/vowel asymmetry*. Presented at the XXIth Biennial International Conference on Infant Studies, Philadelphia, PA.
4. Von Holzen, K., & Bergmann, C. (2017). *Babies know words, even when they are mispronounced: A meta-analytic view*. Presented at the Workshop on Infant Language Development, Bilbao, Spain. <https://doi.org/10.6084/m9.figshare.5492464.v1>
5. Von Holzen, K., Rider, D., & Nazzi, T. (2017). *Consonant and vowel processing in 5-, 8-, and 11-month-olds own name recognition: The role of acoustic/phonetic and lexical factors*. Presented at the Congress of the International Association for the Study of Child Language, Lyon, France.
6. Von Holzen, K., Nishibayashi, L.-L., & Nazzi, T. (2017). *Neural bases of phonological processing of newly segmented word forms*. Presented at the 2017 Boston University Conference on Language Development, Boston, MA.
7. Von Holzen, K., Fennell, C. T., & Mani, N. (2014). *The cognate facilitation effect in bilingual and monolingual toddlers*. Presented at the XIXth Biennial International Conference on Infant Studies, Berlin, Germany.
8. Von Holzen, K., Wolff, D., & Mani, N. (2013). *Segmentation of ids and ads in 12-month-olds: An erp study*. Presented at the Workshop on Infant Language Development, San Sebastian, Spain.
9. Von Holzen, K., Kremer, F., & Mani, N. (2013). *Associating a language with a speaker: Bilingual production is influenced by speaker language*. Presented at the International Workshop on Bilingualism and Cognitive Control, Krakow, Poland.
10. Von Holzen, K., & Mani, N. (2013). *Native and non-native phoneme perception in bilingual toddlers: A longitudinal study*. Presented at the Workshop on Infant Language Development, San Sebastian, Spain.
11. Von Holzen, K., & Mani, N. (2011). *Learning phonemes from faces: The role of speaker identity in non-native phoneme discrimination*. Presented at the 2011 Boston University Conference on Language Development, Boston, MA.
12. Von Holzen, K., & Mani, N. (2011). *Word-word relationships between languages and across development*. Presented at the 2011 CNS Annual Meeting, San Francisco, CA.
13. Von Holzen, K., & Mani, N. (2010). *Phonological priming across language borders: No passport required?* Presented at the Donostia Workshop on Neurobilingualism, Donostia-San Sebastian, Spain.

Teaching and Mentorship

Courses Taught

Seminars

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|----------------|---|
| 2019 - present | Zwei Sprachen, ein Gehirn: Bilingualismus und dessen Konsequenzen (Two Languages, One Mind: Bilingualism and its Consequences)
German Masters Program, TU Dortmund
➤ Average overall evaluation: 2,2 (German grading system) |
| 2019 - present | Einführung in die Sprachwissenschaft (Introduction to Linguistics)
German Bachelors Program, TU Dortmund
➤ Average overall evaluation: 1,84 (German grading system) |
| 2012 - | Language Acquisition and Processing
German Bachelors Program, Georg-August-Universität Göttingen |

Lecture-based Courses

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| 2018 | Should I Buy That? Comparing Media Claims with Scientific Evidence from Brain & Behavior Research
Bachelor students, University of Maryland
➤ Student evaluations 'I learned a lot from this course': 3.03 (Disagree - 0 to Strongly Agree (4)) |
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2011 **Experimental Methods for Testing Language Comprehension**
German Bachelor Program, Georg-August-Universität Göttingen

Tutorials

I've written a suite of Tutorials available on my website (<https://kvonholzen.github.io/Tutorials.html>) for creating experiments in Open Sesame, analyzing data in R, working in Praat, and preprocessing EEG/ERP data in EEGLab/ERPLab.

2017 **Setting up and analyzing an eye-tracking experiment: From Open Sesame to Eyelink to R**
Doctoral students, postdoctoral researchers, and faculty, Université Paris Descartes

2017 **Time Course Analysis in R**
Doctoral students, Research Training Group 2070, Georg-August-Universität Göttingen

2016 **EEG Pre-processing and Analysis Using EEGLAB and ERPLAB**
Doctoral students, postdoctoral researchers, and faculty, Université Paris Descartes

Students Mentored

Doctoral students

2020 - present **Child Foreign Speech Processing** TU Dortmund
Marie-Christin Flohr

Master students

in progress **Von Boomer zum Digital Native: Wie der Einfluss fremdsprachlicher Elemente der Jugendsprache in den sozialen Medien die Sprachverarbeitung beeinflusst (From Boomer to Digital Native: How foreign language elements of German youth slang in social media influence language processing)** TU Dortmund
Franziska Schlage

2020 **The Difference in the Vocabulary Size of Children with and without Down Syndrome: A Meta-Analysis**
TU Dortmund
Judith Boveleth

2012 **Segmentierungsfähigkeit von infant- und adult-directed speech bei 11-13 Monate alten Kindern. Eine ERP-Studie. (Segmentation abilities in infant- and adult directed speech in 11-13 month old children: An ERP study)** Georg-August-Universität Göttingen
Deborah Wolff

Bachelor students

in progress **Einfluss des Zweitsprachniveaus auf den Erwerb ihrer Phonotaktik (The Influence of L2 proficiency on L2 phonotactic acquisition)** TU Dortmund
Victoria Harnischmacher

in progress **Mehrsprachigkeit im Schulalltag: Inwiefern beziehen Lehrkräfte die Erstsprache von Schülerinnen und Schülern im deutsch-sprachigen (Fach-)Unterricht mit ein? (Multilingualism in schools: To what extent do teachers use students' L1 in the classroom?)** TU Dortmund
Maren Wilhelm

2020 **Phonotaktische Segmentierung der L2 - Wie wirken L1-Merkmale deutscher Muttersprachler auf die Segmentierung des Sprachflusses und die Worterkennung in der L2 Englisch ein?. (Phonotactic segmentation in the L2: How do L1 characteristics influence the segmentation and word recognition of the the L2 English speech stream in L1 German learners)** TU Dortmund
Nina Schuster

2013 **Associating a language with a speaker: Bilingual production is influenced by speaker language** Georg-August-Universität Göttingen
Fabienne Kremer

Internships and project assistantships

2018 - 2019	A fast note about slow rate in IDS: Maternal speech rate to preverbal infants facilitates early language development	University of Maryland
	Sara Cusick, Mary Murphy, Kayla Whitlock, Jennifer Zuhl, Julia Grable, Alexia Proctor	
2018 - 2019	Utterance alignment of a large, longitudinal corpus in CLAN/CHAT	University of Maryland
	Heather Wibberley, Taylor Trent, Jillian Doherty, Maggie Roman, Dominique Jenkins, Jessica Mooney	
2017 -	French-learning infants' adaptation to a novel accent: The role of consonant/vowel asymmetry	Univer-
	sité Paris Descartes	
	Rosalie Delille	
2014 - 2017	Consonant and vowel processing in word form segmentation: An infant ERP study	Université Paris Descartes
	Sofia Carrion, Elisa Moulin, Jeanne Charoy, Marion Lafargue	
2014 - 2016	Emergence of the C-bias during the first year of life: New evidence from own name recognition	Univer-
	sité Paris Descartes	
	Safyya Larinouna, Henry Cheng	

Skills

Experiment Programming Experience

Open Sesame/Python

- Intermediate expertise
- Designing experiments, including lexical decision (adults), visual world paradigm (with and without an eye-tracker) and preferential listening (infants)
- Experience advising colleagues on experimental design
- Conducting tutorials with colleagues and students
- Launching experiments online
- Used to promote Open Science practices

Presentation (Neurobehavioral Systems)

- Intermediate expertise
- Designing experiments, including EEG experiments

EPrime (Psychology Software Tools, Inc.)

- Beginner expertise
- Designing experiments, including EEG experiments

Statistical/Data Analysis Experience

R

- Proficient expertise
- Advising colleagues on statistical analysis, data wrangling
- Conducting tutorials on eye-tracking data
- Growth growth curve modeling (lmer package)
- Mixed effects models (lmer package)
- ANOVA analyses (ez package)
- Producing beautiful graphics (ggplot2 package)
- Analyzing vocabulary data corpora (wordbankr package)
- Power analysis (pwr package)
- Creating RMarkdown files to promote collaboration and accuracy
- Used to promote Open Science practices

Praat

- Intermediate expertise
- Scripting to automatically analyze sounds (pitch, duration, intensity)
- Stimuli creation
- Interfacing with CLAN output to analyze corpora
- Interfacing with a forced aligner (Easy Align)
- Used to promote Open Science practices

CHAT/CLAN

- Intermediate expertise
- Analyzing length of utterance
- Time-locking transcripts to audio recordings

- Interfacing with Praat

EEG/ERPlab

- Intermediate expertise
- Preprocessing EEG data
- Conducting tutorials
- Related MATLAB scripting to automatically analyze EEG/ERP data

SPSS

- Intermediate expertise
- ANOVA analyses

Service

Institutional Service

2021 - present	Manager of the Looking-While-Listening sub-project of ManyBabies-InHome
2020 - present	Executive Board Member of the Department for Language, Literature, and Culture TU Dortmund
2019 -	Member of the Cultural and Linguistic Diversity Committee University of Maryland
2018 -	Panel judge for Graduate Research Appreciation Day University of Maryland
2014 - 2017	Co-founder and organizer, Parisian BabyLab Meetings (PaBaLa) Université Paris Descartes
2014 - 2016	Co-Chair, Student and Post-doc Talks (SPOT) Université Paris Descartes

Professional Service

For a complete record of my peer-review service, view my Publons Peer Review Profile (<https://publons.com/researcher/1230020/katie-von-holzen/peer-review/>)

Professional Memberships

2019 - present	Member of the Deutscher Hochschulverband
2017 - present	Member of the National Postdoctoral Association (USA)
2012 - present	Member of Women in Cognitive Science (WICS)

Languages

- English, native
- German, fluent (C1)
- French, beginner (A2)

Community Involvement/Outreach

2018 - 2019	Rosa Parks Elementary School, Hyattsville Education Advisory Committee's Summer Reading Program Volunteer
2014 -	Winneconne Elementary School, "Being a scientist and living in a foreign country" Presenter
2012 -	Preschool Immersion Event, "Bilingual Language Development at ASC Kinderbewegungshaus" Presenter