

Katie Von Holzen

Lecturer and Researcher

Curriculum Vitae
March 2023

📍 Bienroder Weg 80, 38106 Braunschweig, Germany
🏠 [Kvonholzen.github.io](https://kvonholzen.github.io)
✉ k.von-holzen@tu-braunschweig.de
🐦 @KatieVonHolzen
🌐 Kvonholzen

Education

2019 - in progress Habilitation, English Linguistics
Technische Universitaet Braunschweig, Germany

2010 - 2013 Dr. rer. nat. Psychology, magna cum laude
Georg-August-Universitaet Goettingen, Germany

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

Employment

2022 - - Wissenschaftliche Mitarbeiterin (Lecturer/Researcher) Group Head: Prof. Dr. Holger Hopp
Technische Universitaet Braunschweig, Germany

2023 - - Media Coordinator IASCL President Dr. Annick De Houwer
IASCL (International Association for the Study of Child Language)

2019 - 2022 Akademische Raetin (Lecturer/Researcher) Group Head: Prof. Dr. Sarah Schimke
Technische Universitaet Dortmund, Germany

2017 - 2019 Postdoctoral Researcher Mentor: Dr. Rochelle Newman
University of Maryland, USA

2014 - 2017 Postdoctoral Researcher Supervisor: Dr. Thierry Nazzi
Universite Paris Descartes, France

2010 - 2013 Wissenschaftliche Mitarbeiterin (Doctoral Researcher) Supervisor: Prof. Dr. Nivedita Mani
Georg-August-Universitaet Goettingen, Germany

Research Areas

Language acquisition Bilingual; First-language; Second-language; Foreign-language

(Phono)-Lexical processing Word recognition; Consonant bias; Speech segmentation; Phonological specificity

Methodology Event-Related Potentials (ERPs); Eyetracking (gaze); Longitudinal studies

Open Science Principles Meta-analyses; Reproducible code; Open data; Large-scale collaborations (Many Babies)

Publications

Published peer-reviewed papers

Average Impact Factor of 3.4

1. Von Holzen, K., van Ommen, S., White, K., & Nazzi, T. (2022). The impact of phonological biases on mispronunciation sensitivity and novel accent adaptation. *Language Learning and Development*. <https://doi.org/10.1080/15475441.2022.2071717>
2. 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>
3. 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>
4. 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>
5. 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/infa.12331>

6. 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>
7. 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
8. 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>
9. 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>
10. 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>
11. 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>
12. 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>
13. 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.2012.08.001>

Chapters in Books

1. Bobb, S. C., Drummond Nauck, L. Y., Altwater-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 SocietyScience society* (pp. 1157–1162). Cognitive Science Society, Inc.

Open Data

1. Von Holzen, K., van Ommen, S., White, K., & Nazzi, T. (2022). The impact of phonological biases on mispronunciation sensitivity and novel accent adaptation. Open Science Foundation. <https://doi.org/10.17605/OSF.IO/D6GWP>
2. Von Holzen, K., & Bergmann, C. (2021). Infant Mispronunciation Sensitivity Meta-Analysis (InMis-Sens). Open Science Foundation. osf.io/rvbjs

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-Universitaet Goettingen.

Manuscripts under revision or review

1. Kosie, J., Zettersten, M., & The ManyBabies5 Team. (n.d.). ManyBabies5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time. <https://doi.org/10.31234/osf.io/ck3vd>

Grants

2022-2025	Initial foreign speech segmentation in school-aged children HO 6614/3 - DFG Research Grant, Germany ➤ Primary Investigator	216,325 euros
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- 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, USA
 ➤ Postdoctoral Trainee as Primary Investigator
- 2009 The relationship between attractiveness rating and brain activity in males and females \$5,000
Psi Chi Association of Psychological Science Summer Research Grant, USA
 ➤ Primary Investigator mentored by Prof. Todd Heatherton

Awards

- 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
\$1,000
Shared with co-author Christina Bergmann
- 2014 GDR Neurosciences Cognitives du Developpement bourses de mobilite a des doctorants
Travel award for the Potsdam Summer School, Infant Studies on Language Development in
Europe (ISOLDE)
- 2013 Universitaetsbund Goettingen 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
Phi Eta Sigma is a National Honors Society
- 2009 Margaret Bernauer Psychology Research Award (2nd Place) \$200
Awarded for Poster Presentation at the Wisconsin Psychological Association Conference

Teaching and Mentorship

Courses Taught

Seminars

- 2022- Listening in the L1 and L2
Bachelors in English Studies, TU Braunschweig
 ➤ Average Evaluation: 1,3 (German grading system)
- 2022- Introduction to Linguistics
Bachelors in English Studies, TU Braunschweig
 ➤ Average Evaluation: 1,3 (German grading system)
- 2021-2022 Wortsegmentierung: Erkenntnisse aus der Psycho- und Neurolinguistik (Word segmentation:
Findings from Psycho- and Neurolinguistics)
Masters in Germanistik, TU Dortmund
 ➤ Average Evaluation: 2,0 (German grading system)
- 2019-2022 Einfuehrung in die Sprachwissenschaft (Introduction to Linguistics)
Bachelors in Germanistik, TU Dortmund
 ➤ Average Evaluation: 1,65 (German grading system)
- 2019-2021 Zwei Sprachen, ein Gehirn: Bilingualismus und dessen Konsequenzen (Two Languages, One
Mind: Bilingualism and its Consequences)
Masters in Germanistik, TU Dortmund
 ➤ Average Evaluation: 2,00 (German grading system)
- 2012 Language Acquisition and Processing
Bachelors in Germanistik, Georg-August-Universitaet Goettingen
 ➤ No evaluation available

- ### Supervision/Mentorship

- 2021-2022 Julia Lumpe TU Dortmund
Beitrag "foreigner-directed speech" einen Vorteil beim lernen? Auswirkung auf den Fremdspracherwerb am Beispiel deutscher Chinesischlerner (Does foreigner-directed speech offer an advantage in learning? An examination of foreign language acquisition in German learners of Chinese)
- 2021 Antonia Gutland TU Dortmund
Der Zusammenhang zwischen dem sozioökonomischen Status, der Häufigkeit des Vokabelinputs und dem Wortschatz von bilingualen Kindern (The relationship between SES, input frequency, and vocabulary in bilingual children)
- 2021 Franziska Schlage TU Dortmund
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)
- 2020 Judith Boveleth TU Dortmund
The Difference in the Vocabulary Size of Children with and without Down Syndrome: A Meta-Analysis
- 2012 Deborah Wolff Georg-August-Universität Göttingen
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)

Bachelor students

- 2022 Lea Pauls TU Dortmund
Erweiterung einer Studie von Golinkoff & Alioto (1995) zur Rolle akustisch-prosodischer Sprachmodifikationen im Prozess des fremdsprachlichen Wortlernens (Extension of Golinkoff & Alioto (1995) on the role of acoustic-prosodic speech modifications on word learning in a foreign language)
- 2021 Hicran Tekin TU Dortmund
Das Vereinfachen der Wortsegmentation bei Zweitsprachlernenden: Eine Neigung zur kindgerechten und/oder erwachsenengerechten Sprechweise (The facilitation of L2 word segmentation: The role of infant- and adult-directed speech)
- 2021 Victoria Harnischmacher TU Dortmund
Einfluss des Zweitsprachniveaus auf den Erwerb ihrer Phonotaktik (The Influence of L2 proficiency on L2 phonotactic acquisition)
- 2021 Maren Wilhelm TU Dortmund
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?)
- 2020 Nina Schuster TU Dortmund
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)
- 2013 Fabienne Kremer Georg-August-Universität Göttingen
Associating a language with a speaker: Bilingual production is influenced by speaker language

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 Heather Wibberley, Taylor Trent, Jillian Doherty, Maggie Roman, Dominique Jenkins, Jessica Mooney	University of Maryland
2017	French-learning infants' adaptation to a novel accent: The role of consonant/vowel asymmetry Universite Paris Descartes Rosalie Delille	
2014-2017	Consonant and vowel processing in word form segmentation: An infant ERP study Universite 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 Universite Paris Descartes Safyya Larinouna, Henry Cheng	

Invited Talks and Conference Activity

Invited Talks

1. Von Holzen, K. (2022). Doyouunderstandwhatimsaying : How learners break into speech stream segmentation. Presented at the HaBilNet2 Workshop, Frankfurt, Germany.
2. Von Holzen, K. (2022). Using cluster-based permutation tests to analyse eye-tracking data. Presented at the CLaS Eye-tracking Workshop 2, Macquarie University, Australia.
3. Von Holzen, K. (2022). DoyouunderstandwhatIamsaying? How learners break into speech segmentation. Presented at the LinguisTisch Seminar Series, Sociolinguistics Lab, Universität Duisburg-Essen, Germany.
4. Von Holzen, K. (2022). DoyouunderstandwhatIamsaying? How learners break into speech segmentation. Presented at the Linguistics Colloquium, TU Braunschweig, Germany.
5. 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 Universitaet Freiburg, Germany.
6. 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 Universite, Paris, France.
7. 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 Universitaet Mainz, Germany.
8. 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.
9. 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 Universite, Paris, France.
10. Von Holzen, K. (2016). Phonological and lexical processing in first language and multilingual acquisition. Presented at the Linguistics Faculty, Potsdam, Germany.
11. Von Holzen, K., & Nazzi, T. (2016). Origine de l'asymetrie consonne/voyelle lors du traitement lexical. Presented at the Agence nationale de la recherche meeting of the grant funding programme BLANC 2013, Paris, France.
12. 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.
13. 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.
14. 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.
15. Von Holzen, K. (2012). Mechanisms underlying lexicalprocessing 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 Talks

1. Von Holzen, K., Bergmann, C., & ManyBabies-AtHome-Consortium. (2022). ManyBabies-AtHome looking while listening: Constructing an online, cross-linguistic investigation of word recognition. Presented at the 52nd Congress of the German Psychological Society, Hildesheim, Germany.
2. Von Holzen, K., & ManyBabies-AtHome-Consortium. (2022). ManyBabies-AtHome. Presented at the 2022 Big Team Science Conference, Virtual Conference.
3. Schlage, F., & Von Holzen, K. (2021). From boomer to digital native: The influence of anglicisms in german social media language on language processing. Presented at the 2021 Conference Architectures and Mechanisms for Language Processing (AMLap), Paris, France.
4. 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 Muenster Conference Linguistic Representations and Language Processing, Muenster, Germany.
5. Von Holzen, K., Harnischmacher, V., & Schuster, N. (2021). Phonetic cues in L2 speech segmentation. Presented at the 2021 Conference Architectures and Mechanisms for Language Processing (AMLap), Paris, France.
6. Von Holzen, K., & Bergmann, C. (2019). Can a tog 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.
7. 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.
8. Von Holzen, K., & Newman, R. (2018). On the road to bilingualism: The role of native language knowledge in foreign speech processing. In Koostra, G. J. and Bosma, E. (Chairs), Cross-language activation in bilingual children. Presented at the Conference on Multilingualism, Ghent, Belgium.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. Von Holzen, K., & Mani, N. (2012). The cognate facilitation effect in bilingual toddlers. Presented at the International Workshop Bilingual and Multilingual Interaction, Bangor, Wales.
15. 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.
16. 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.

Conference Posters

1. Von Holzen, K. (2022). The role of speech modifications in ab initio learners' initial speech segmentation. 4th International Symposium on Bilingual and L2 Processing in Adults and Children, Tromsø, Norway.
2. Von Holzen, K., Bergmann, C., & ManyBabies-AtHome-Consortium. (2022). ManyBabies-AtHome looking while listening: Constructing an online, cross-linguistic investigation of word recognition. Presented at the 2022 Workshop on Infant Language Development, San Sebastian, Spain.

3. 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>
4. 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.
5. 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.
6. 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>
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. Von Holzen, K., & Mani, N. (2011). Word-word relationships between languages and across development. Presented at the 2011 CNS Annual Meeting, San Francisco, CA.
15. 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.

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	Intermediate expertise (lapsed) Designing experiments, including EEG experiments
Eprime	Beginner expertise Designing experiments, including EEG experiments

Statistical/Data Analysis Experience

R	Proficient expertise Advising colleagues on statistical analysis, data wrangling; Conducting tutorials; 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 (lapsed) ANOVA analyses

Service

Institutional Service

2022-present	Leadership Board ManyBabies-AtHome
2021-present	Project manager of the Looking-While-Listening sub-project of ManyBabies-AtHome
2021-2022	Consulting Editor at the Journal Child Development
2020-2022	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) Universite Paris Descartes
2014-2016	Co-Chair, Student and Post-doc Talks (SPOT) Universite Paris Descartes

Professional Service

For a complete record of my peer-review service, view my Publons Peer Review Profile (<https://www.webofscience.com/wos/author/record/1483321>)

Professional Memberships

2022 - present	Member of the German Psychological Society
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

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| 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 |