Dr Andrew J. Stewart

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Current and Previous Positions

2016 - Senior Lecturer, Division of Neuroscience and Experimental Psychology, University of
Manchester.
2010 - 2016, Senior Lecturer, School of Psychological Sciences, University of Manchester.
2003 - 2010, Lecturer, School of Psychological Sciences, University of Manchester.
1999 - 2003, Scientist, Consumer Research Group, Unilever Research Port Sunlight.
1999, Post-doctoral researcher at the University of Wales, Bangor.
1998, Post-doctoral researcher at the University of Glasgow.

Education

1994-1998, Ph.D. Cognitive Science, University of Glasgow, Scotland.
1990-1994, B.Sc. (Hons.) Psychology First Class, University of Glasgow, Scotland.

Leadership and Service

Internal Roles

2020 – current, Academic Sponsor and Chair of Project E – Collaborations and Networking,
University of Manchester.
2019 - current, Co-organiser of the University of Manchester R Users' Group
2019 – current, Member, University of Manchester Open Research Strategy Group.
2018 – current, Co-founder and co-chair of the Open Research Working Group at the University of
Manchester.
2018 – current, University of Manchester Representative to the UK Reproducibility Network.
2017 – current, REF UoA4 Lead for the University of Manchester.
2016 – current, Member of the Athena SWAN committee (School of Psychological Sciences and
School of Biological Sciences).
2016 – 2018, Member, steering committee for the ESRC project "Which Fathers Are Involved in
Looking After Their Children? Identifying the Conditions Associated with Paternal Involvement"
(ES/N011759/1)
2015 – 2016, Section Lead, Cognitive Neuroscience and Experimental Psychology in the School of
Psychological Sciences, University of Manchester.

2013 – 2016, Director of Research in the School of Psychological Sciences, University of Manchester.
2013 – 2018, ESRC IAA Panel Committee Member.
2013, Director of Postgraduate Research in the School of Psychological Sciences.
2012, Member, School of Psychological Sciences Head of School Appointment Committee.
2005 – 2013, Member, Faculty of Medical and Human Sciences Research Degrees Panel.
2005 – 2012, School of Psychological Sciences Postgraduate Research Tutor.
2004 – 2005, School of Psychological Sciences Postgraduate Trainer.
2004 – 2013, Member, School of Psychological Sciences Postgraduate committee.
2004 – 2013, Member, Faculty of Medical and Human Sciences Postgraduate committee.

External Roles

2019 - current, mentor, Software Sustainability Institute.
2019 - current, mentor, Open Life Sciences.
2016 – current, Member, EPSRC Associate Peer Review College.
2015 – 2018, External Examiner, M.Res. in Psychological Methods, University of Sussex.
2012 – 2015, External Examiner, M.Sc. in Psychological Research Methods, University of Leicester.
2012 – 2015, Experimental Psychology Society Committee Member and Conference Secretary.

Awards

Fellow of the Software Sustainability Institute (awarded 2019).

Memberships

Qualified Instructor in Software and Data Carpentry.
Member, UK Research Software Engineer Association.
Member, Experimental Psychology Society.

Open Research Courses, Workshops, and Talks

- Using R and Binder for Fully Reproducible Research, University of Chester R Users Group, May 2020.
- Keynote on Open Research, Collaborations Workshop 2020 (CW20), Queen's University Belfast, March 2020.
- Open Source Software in Research, Webinar for https://openlifesci.org, February 2020.
- Text Mining and Twitter Scraping using R, University of Chester R Users Group, September 2019.
- Introduction to R, Keele University, September 2019.
- Workshop on Reproducible Data Visualizations Using R and Binder, Society for the Improvement of Psychological Science, Rotterdam, July 2019.
- Basic Statistical methods using R, CarpentyConnect, University of Manchester, June 2019.
- Reproducible Data Visualisations using R, Lancaster University, June 2019.
- Reproducibility and Psychology, Keele and Staffordshire University PGR Conference, May 2019.
- Data Wrangling, Visualisation, and Mixed Models in R, Keele University, July 2018.

- Introduction to R and Mixed Models, University of Chester, July 2017.

Research Statement: A Commitment to Open and Reproducible Research

I am an experimental psychologist and data scientist at the University of Manchester interested in experimental pragmatics, open science, and reproducible research. My current research projects include how people understand data visualisations, how readers understand meaning that is implied by a linguistic utterance (rather than that which is conveyed explicitly), the mechanisms by which conditional information is processed and mentally represented, and (more generally) how meaning is integrated across sentences. My research involves the use of eye-tracking to examine moment-by-moment processing. I teach data science and statistical methods to students in Psychology and Biological Sciences with an emphasis on R and reproducibility. I am also an associate member of the eScience lab in the School of Computer Science at the University of Manchester.

In 2019 I was awarded a Fellowship from the Software Sustainability Institute (SSI) that has allowed me to develop and advocate for an open research community across the North West of England. I co-founded and organise the University of Manchester Open Research Working Group, sit on the University Open Research Strategy Group, organised the February 2020 NW Open Research Hub "Beware: Results May Vary" event on Open Research Practices and Reproducibility, and work closely with others engaged in advocating for the adoption of open research practices in nearby institutions. I mentor junior colleagues who are working in the open research space including as part of the SSI and the Mozilla-funded Open Life Sciences programme.

Undergraduate and M-Level Teaching

- M.Sci., Reproducible Data Science, Module Leader (2019-current).
- M.Sci., Reproducible Data Science (2019-current).
- M.Res. Advanced Workshops in Statistics, Module Leader (2012-current).
- M.Res. Advanced Workshops in Statistics, (2012-current).
- M.Res. Advanced Data Skills, Open Science, and Reproducibility, Module Leader (2019-current).
- M.Res. Advanced Data Skills, Open Science, and Reproducibility (2019-current).
- M.Sc., Clinical and Health Psychology Statistics (2010-2013).
- Third Year Projects (2003-current).
- Third Year Issues in Language Research (2005-2013).
- Second Year Statistics (2004-2008).
- Second Year Current Issues in the Psychology of Language & Communication, Module Leader (2010-2016).
- First Year Introduction to the Psychology of Language & Communication (2013-2016).
- First Year Introduction to Cognition, Module Leader (2016-2019).

Ph.D. Supervision

- Duncan Bradley, 2020-current (primary supervisor)
- Christopher Heath, 2019-current (co-supervisor)

- Elizabeth Le-luan. 2017-current (primary supervisor).
- Amber Muhinyi. 2016-2019 (co-supervisor, completed).
- Emily Williams. 2015-2019 (co-supervisor, completed).
- Ronan McGarrigle. 2012-2015 (co-supervisor, completed).
- Kelly Tate. 2011-2014 (primary supervisor, completed).
- Jeffrey Wood. 2009-2015 (pt) (primary supervisor, completed).
- Matthew Haigh. 2007-2010 (primary supervisor, completed).
- Julie Kirkham. 2006-2010 (co-supervisor, completed).
- Ruth Goodman. 2005-2008 (co-supervisor, completed).

Ph.D. Examination Committee

- Reem Alyahya, University of Manchester, 2019. Examiner.
- Alexander Strukelj, Lund University, Sweden, 2018. Examiner.
- Ryan Blything, University of Manchester, 2016. Examiner.
- Briony Banks, University of Manchester, 2015. Examiner.
- Lindsey Thiel, University of Manchester, 2015. Examiner.
- George Farmer, University of Manchester, 2014. Examiner.
- Rebecca Jackson, University of Manchester, 2014. Examiner.
- Sarah Davies, University of Manchester, 2012. Chair.
- Latifa Shamsan, University of Manchester, 2011. Examiner.
- Alexis Makin, University of Manchester, 2010. Chair.
- Donna Ghezzi, University of Manchester, 2010. Examiner.
- Jennifer Thompson, University of Manchester, 2010. Chair.
- Lorna Fontaine, University of Manchester, 2009. Chair.
- Grzegorz Krajewski, University of Manchester, 2008. Examiner.
- Ben Ambridge, University of Manchester, 2004. Examiner.

Publications in Peer-Reviewed Journals

- Phillips, M., Wilcoxson, J.M., Howard, E., du Sautoy, M., Willcox, P., Jones, L.A., Stewart, A.J., & De Roure, D. (under revision). What determines the perception of segmentation in contemporary music? *Frontiers in Psychology*.
- Muhinyi, A., Hesketh, A., Stewart, A.J., & Rowland, C. (in press). Story choice matters for caregiver extratextual talk during shared reading with preschoolers. *Journal of Child Language*.
- Williams, E., Yüksel, E.M., Stewart, A.J., & Jones, L.A. (2019). Modality differences in timing and the filled-duration illusion: testing the pacemaker rate explanation. *Attention, Perception, & Psychophysics, 81,* 823–845.
- Stewart, S.L.K., Schepman, A., Haigh, M., McHugh, R., & Stewart, A.J. (2019). Affective theory of mind inferences contextually influence the recognition of emotional facial expressions. *Cognition & Emotion, 33,* 272-287.
- Vass, C., Rigby, D., Tate, K., Stewart, A., & Payne, K. (2018). Investigating the presentation of risk in a discrete choice experiment: an exploratory application of eye- tracking methods. *Medical Decision Making, 38,* 658-672.
- Wood, J., Haigh, M., & Stewart, A.J. (2018). An eye-tracking examination of readers' sensitivity to pragmatic scope information during the processing of conditional inducements. *Canadian*

Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale, 72, 197-207.

- Stewart, A.J., Wood, J.S., Le-luan, E., Yao, B., & Haigh, M. (2018). "It's hard to write a good article." The online comprehension of excuses as indirect replies. *Quarterly Journal of Experimental Psychology, 71,* 1265-1269.
- Stewart, A.J., Le-luan, E., Yao, B., Wood, J., & Haigh, M., (2018). Comprehension of indirect requests is influenced by their degree of imposition. *Discourse Processes, 55,* 187-196.
- McGarrigle, R.A., Dawes, P., Stewart, A.J., Kuchinsky, S.E., & Munro, K.J. (2017). Measuring listening-related effort and fatigue in school-aged children using pupillometry. *Journal of Experimental Child Psychology, 161,* 95-112.
- McGarrigle, R.A., Dawes, P., Stewart, A.J., Kuchinsky, S.E., & Munro, K.J. (2017). Pupillometry reveals changes in physiological arousal during a sustained listening task. *Psychophysiology, 54,* 193-203.
- Wray, H., Wood, J., Haigh, M., & Stewart, A.J. (2016). Threats may be negative promises (but warnings are more than negative tips). *Journal of Cognitive Psychology, 28,* 593-600.
- Haigh, M., Wood, J., & Stewart, A.J. (2016). Slippery Slope Arguments imply opposition to change. *Memory & Cognition, 44,* 819-836.
- Wood, J., Haigh, M., & Stewart, A.J. (2016). "This isn't a promise, it's a threat": eye movements reveal pragmatic scope differences in conditional inducements. *Experimental Psychology, 63,* 89-97.
- Tate, K., Stewart, A.J., & Daly, M. (2014). Influencing green behaviour through environmental goal-priming: the mediating role of automatic evaluation. *Journal of Environmental Psychology, 38,* 225-232.
- McGarrigle, R.A., Munro, K., Dawes, P.D., Stewart, A.J., Moore, D., Barry, J, & Amitay, A. (2014). Listening effort and fatigue: what exactly are we measuring? A British Society of Audiology Cognition in Hearing Special Interest Group 'white paper'. *International Journal of Audiology, 53,* 433-445.
- Haigh, M., Ferguson, H.J., & Stewart, A.J. (2014). An eye-tracking investigation into readers' sensitivity to expected versus actual utility in the comprehension of indicative conditionals. *Quarterly Journal of Experimental Psychology, 67,* 166-185.
- Stewart, A.J., Haigh, M., & Ferguson, H.J. (2013). Sensitivity to speaker control in the online comprehension of conditional tips and promises: an eye-tracking study. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 39,* 1022-1036.
- Kirkham, J., Kidd, E., & Stewart, A.J. (2013). Concurrent and longitudinal relationships between development in graphic, language and symbolic play domains from the fourth to the fifth year. *Infant and Child Development, 22*, 297-319.
- Adank, P., Stewart, A.J., Connell, L., & Wood, J. (2013). Accent imitation positively affects language attitudes. *Frontiers in Psychology,* 4: 280.
- Bonnefon, J.-F., Haigh, M., & Stewart, A.J. (2013). Utility templates for the interpretation of conditional statements. *Journal of Memory and Language, 68,* 350-361.
- Haigh, M., Stewart, A.J., & Connell, L. (2013). Reasoning as we read: Establishing the probability of causal conditionals. *Memory & Cognition, 41*, 152-158.
- Eliades, M., Mansell, W., Stewart, A.J., & Blanchette, I. (2012). An investigation of belief-bias and logicality in reasoning with emotional contents. *Thinking and Reasoning, 18,* 461-479.
- Haigh, M., Stewart, A.J., Wood, J., & Connell, L. (2011). Conditional advice and inducements: are readers sensitive to implicit speech acts during comprehension? *Acta Psychologica, 136,* 419-424.

- Haigh, M., & Stewart, A.J. (2011). The influence of clause order, congruency and probability on the processing of conditionals. *Thinking and Reasoning, 17,* 402-423.
- Kidd, E., Stewart, A.J., & Serratrice, L. (2011). Children do not overcome lexical biases where adults do: the role of the referential scene in garden-path recovery._ Journal of Child Language, 38,_ 222-234.
- Stewart, A.J., Haigh, M., & Kidd, E. (2009). An investigation into the online processing of counterfactual and indicative conditionals. *Quarterly Journal of Experimental Psychology, 62,* 2113-2125.
- Stewart, A.J., Kidd, E., & Haigh, M. (2009). Early sensitivity to discourse-level anomalies during reading: evidence from self-paced reading. *Discourse Processes, 46,* 46-69.
- Goodman, R. L., Webb, T. L., & Stewart, A. J. (2009). Communicating Stereotype-Relevant Information: Is Factual Information Subject to the Same Communication Biases as Fictional Information? *Personality and Social Psychology Bulletin, 35,* 836-852.
- Makin, A.D.J., Stewart, A.J., & Poliakoff. E. (2009). Typical object velocity influences motion extrapolation. *Experimental Brain Research, 193,* 137-142.
- Makin, A.D.J., Poliakoff, E., Chen, J., & Stewart, A.J. (2008). The effect of previously viewed velocities on motion extrapolation. *Vision Research, 48,* 1884-1893.
- Stewart, A.J., Holler, J., & Kidd, E. (2007). Shallow processing of ambiguous pronouns: evidence for delay. *Quarterly Journal of Experimental Psychology, 60,* 1680-1696.
- Branigan, H.P., Pickering, M.J., McLean, J.F., & Stewart, A.J. (2006). The role of local and global syntactic structure in language production: evidence from syntactic priming. *Language and Cognitive Processes, 21,* 974-1010.
- Sturt, P., Sanford, A.J., Stewart, A., & Dawydiak, E. (2004). Linguistic focus and good-enough representations: an application of the change detection paradigm. *Psychonomic Bulletin and Review, 11,* 882-888.
- Stewart, A.J., Pickering, M.J., & Sturt, P. (2004). Using eye movements during reading as an implicit measure of the acceptability of brand extensions. *Applied Cognitive Psychology, 18,* 697-709.
- Pothos, E., Chater, N., & Stewart, A.J. (2004). Information about the logical structure of a category affects generalization. *British Journal of Psychology, 95*, 371-386.
- Sanford, A.J., Fay, N, Stewart, A., & Moxey, L.M. (2002). Perspective in statements of quantity, with implications for consumer psychology. *Psychological Science, 13,* 130-134.
- Rayner, K., Rotello, C., Stewart, A.J., Keir, J., & Duffy, S.A. (2001). Integrating text and pictorial information: eye movements when looking at print advertisements. *Journal of Experimental Psychology: Applied, 7,* 219–226.
- Stewart, A.J., Pickering, M.J., & Sanford, A.J. (2000). The time course of the influence of implicit causality information: focusing versus integration accounts. *Journal of Memory and Language, 42,* 423-443.
- Branigan, H.P., Pickering, M.J., Stewart, A.J., & McLean, J.F. (2000). Syntactic priming in spoken production: linguistic and temporal interference. *Memory & Cognition, 28,* 1297-1302.
- Pickering, M.J., Branigan, H.P., Cleland, A.A., & Stewart, A.J. (2000). Activation of syntactic information during language production. *Journal of Psycholinguistic Research, 29,* 205-216.
- Branigan, H.P., Pickering, M.J., Liversedge, S.P., Stewart, A.J. & Urbach, T.P. (1995). Syntactic priming: investigating the mental representation of language. *Journal of Psycholinguistic Research, 24,* 489-506.

Journal Service

Reviewer for: *Behavior Research Methods, Brain Research, British Journal of Psychology, Cognition, Cognitive Processing, Discourse Processes, Experimental Psychology, Journal of Cognitive Psychology, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Language and Social Psychology, Journal of Memory and Language, Journal of Pragmatics, Journal of Research in Reading, Language and Cognitive Processes, Linguistics and Language Compass, Memory & Cognition, Neuropsychologia, PLoS ONE, Psychonomic Bulletin and Review, Quarterly Journal of Experimental Psychology, Spanish Journal of Psychology, Thinking and Reasoning, AMLaP, Cognitive Science Society, Society for Text and Discourse,* Economic and Social Research Council (reviewer and rapporteur).

Project Funding

- 2018-2019 The role of message-level prediction during the processing of written language: An eye-tracking investigation. (Principal Investigator). Experimental Psychology Society £3,500
- 2015-2016 The time course of sensitivity to indirect replies. (Principal Investigator). Experimental Psychology Society £2,500
- 2014-2015 Bilinguals' access to L1 in L2 comprehension. (Co-investigator). British Academy/The Leverhulme Trust £9,174
- 2013-2018 Centre for Sustainable Energy Use in Food Chains. (Co-investigator). EPSRC £5,699,187
- 2010-2011 Reasoning as we read: are readers sensitive to conditional probabilities during online conditional processing? (Principal Investigator). The Leverhulme Trust £42,171
- 2007-2008 Constraints on the construction of counterfactual representations during reading. (Principal Investigator). British Academy £1,700
- 2006-2007 The influence of readers' goals on the online construction of situation models. (Principal Investigator). Graded outstanding. ESRC £39,881
- 2005-2006 Tracking moving objects. (Co-investigator). British Academy £5,210
- 2004-2005 Velocity Priming and Representation: An Interdisciplinary Approach to Human Interaction with Dynamic Objects. (Co-investigator). FMHS Research Fund £9,628
- 2004 Do abandoned pronoun assignments influence understanding? (Principal Investigator). British Academy £2,200
- 2001-2002 Applying change blindness to language processing. (industrial collaborator, with Prof. A.J. Sanford, Dr P. Sturt & Dr A. Archambault, Glasgow). ESRC £40,000