

Angeline Sin Mei Tsui, Ph.D.

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EDUCATION & TRAINING

Postdoctoral Scholar | Department of Psychology | Stanford University (Dec 2018 – current)

Advisor: Dr. Michael C. Frank

Ph.D. | Experimental Psychology | University of Ottawa (2012 – 2018)

Thesis: Statistical learning in a bilingual environment

Advisor: Dr. Christopher T. Fennell

Postgraduate Certificate in Psychology | University of Hong Kong (2009 – 2011)

Thesis: Bimodal stimuli do not always facilitate infant rule learning

Advisor: Dr. Chia-huei Tseng

Bachelor of Economics and Finance | University of Hong Kong (2005 – 2008)

ACADEMIC AWARDS & HONORS

Meta-Analysis Challenge Winner, Metalab, *Berkeley Initiative for Transparency in the Social Sciences* (2018)

Student Travel Award, *A Canadian Conference on Developmental Psychology* (2018 – 2019)

Best Poster Award, Brain Health Research Day, *Brain and Mind Research Institute* (2017 – 2018)

Frances Degen Horowitz Millennium Scholars Program, *Society for Research in Child Development* (2017)

Student Travel Awards, *Society for Research in Child Development* (2017 – 2018)

Paula Menyuk Travel Award, *Boston University Conference on Language Development* (2016 – 2017)

Student Travel award, *Cognitive Development Society* (2013 – 2014)

Distinction, Postgraduate Certificate in Psychology, *University of Hong Kong* (2011)

First Class Honors, School of Economics and Finance, *University of Hong Kong* (2008)

Second runner up, Retirement plan competition, *Hong Kong Economic Times Limited* (2007 – 2008)

Dean's Honor List, School of Economics and Finance, *University of Hong Kong* (2005 – 2006, 2007 – 2008)

FELLOWSHIPS & GRANTS

Nicole Bégin-Heick Scholarship, *University of Ottawa* (2017 – 2018)

GSAED Academic Group Project Funding, *Chair of the Statistics Club, University of Ottawa* (2017 – 2018)

CUPE 2626 Solidarity Fund, *Chair of the Statistics Club, University of Ottawa* (2017 – 2018)

Campus Initiative Grant, *Chair of the Statistics Club, Canadian Psychological Association* (2016 – 2017)

Murray Brown Fund, *Chair of the Statistics Club, University of Ottawa* (2016 – 2018)

Faculty of Social Sciences Graduate Scholarship, *University of Ottawa* (2017 – 2018)

International Full Admission Scholarship, *University of Ottawa* (2013 – 2017)

FELLOWSHIPS & GRANTS (CONT'D)

International Partial Admission Scholarship, *University of Ottawa* (2012 – 2013)

Post-secondary education bursary, Police Children's Education Trust, *Hong Kong Government* (2007 –2008)

PUBLICATIONS

Tsui, A. S. M., Erickson, L., Thiessen, E., & Fennell, C. T. (invited revision). Dual Language Statistical Word Segmentation in Infancy: Simulating a Language-Mixing Bilingual Environment. *Development Science*. Data and analysis codes: <https://osf.io/u5vwk/>

Tsui, A. S. M., & Atance, C. (under review). Feeling Connected to their Future Selves Predicts Preschoolers' Saving Behavior. *Child Development*. Materials, data and analysis codes: <https://osf.io/C7546/>

Fennell, C. T., Tsui, A. S. M. (accepted). Multilingualism. *Encyclopedia of Child and Adolescent Development*. Wiley.

Tsui, A. S. M. & Fennell, C. T. (2019). Do Bilingual Infants Possess Enhanced Cognitive Skills? In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Conference of the Cognitive Science Society*, 3001-3007. Montreal, QB: Cognitive Science Society.

Tsui, A. S. M., Byers-Heinlein, K., & Fennell, C. T. (2019). Associative word learning in infancy: A meta-analysis of the switch task. *Developmental Psychology*, 55(5), 934-950. Methods, data, and code: <https://osf.io/uwe8g/>

Tsui, A. S. M., Erickson, L., Thiessen, E., & Fennell, C. T. (2017). Statistical learning from accented speech: A bilingual advantage. In M. LaMendola and J. Scott (Eds.), *Proceedings of the 41st annual Boston University Conference on Language Development*, 679-690. Somerville, MA: Cascadia Press.

Tsui, A. S. M., Ma, Y., Ho, A., Chow, D., & Tseng, C.H. (2016). Bimodal emotion congruency is critical to preverbal infants' abstract rule learning. *Developmental Science*, 19, 382–393.

Fennell, C. T., Tsui, A. S. M., & Hudon, T. M. (2016). Speech perception in simultaneously bilingual infants. In S. Montanari & E. Nicoladis (Eds.) *Bilingualism across the lifespan: Factors moderating language proficiency*. Washington, USA: American Psychological Association.

ACCEPTED REGISTERED REPORTS

Frank et al., including Tsui, A. S. M., and other contributors in ManyBabies consortium. (Stage 2, under revision). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*.

Byers-Heinlein, K., Bergmann, C., Black, A.,... & Tsui, A. S. M. (Stage 1, pending data collection). A multi-lab study of bilingual infants: Exploring the preference for infant-directed speech. *Advances in Methods and Practices in Psychological Science*.

Soderstrom, M., Werker, J. F., Tsui, A. S. M.,..., Anderson, L. (Stage 1, pending data collection). Testing the relationship between preferences for infant-directed speech and vocabulary development: A multi-lab study. *Journal of Child Language*.

Kalashnikova, M[†]., Singh, L[†]., Tsui*, A. S. M.,..., Woo, Pei-Jun (Stage 1, under review). The development of tone discrimination in infancy: Evidence from a cross-linguistic, multi-lab report. *Developmental Science*.

[†]Co-first authors *Second author

PAPERS IN PREPARATION

Tsui, A. S. M., ..., & Frank, M. C. (in prep). Exploring variation in infants' preference for infant-directed speech: Evidence from a multi-site study in Africa.

Tsui, A. S. M., Frank, M. C., Brosseau-Liard, P. È. (in prep). The benefits and practical guidelines to log-transforming looking time data.

Tsui, A. S. M., Erickson, L., Thiessen, E., & Fennell, C. T. (in prep). Statistical word segmentation in a language mixing environment: A bilingual advantage.

Tsui, A. S. M., Fais, L., & Fennell, C. T. (in prep). Referential Mismatch Leads to Better Word-Object Association at 14 Months.

SELECTED CONFERENCE PRESENTATIONS (10 OF 24)

Tsui, A. S. M., Frank, M. C., Brosseau-Liard, P. È. (2019, Mar). *The benefits and practical guidelines to log-transforming looking time data*. Talk presented at the Biennial Meeting of the International conference on infant studies, Baltimore, Maryland, USA.

Tsui, A. S. M., & Fennell, C. T. (2018, May). *Does infant bilingualism improve inhibitory control?* Poster presented at Development 2018 Conference, Niagara Region, Canada.

Tsui, A. S. M., & Atance, C. M. (2017, Jun). *Is children's perception of their future selves associated with their future thinking, saving, and delay of gratification?* Poster presented at Brain Health Research Day, Ottawa, Canada.

Tsui, A. S. M. (Chair) (2017, May). *What's wrong with using the p values in psychological research?* Roundtable discussion at the Interdisciplinary Conference in Psychology, Ottawa, Canada.

Tsui, A. S. M., Erickson, L., Thiessen, E., & Fennell, C. T. (2017, Apr). *Infant speech segmentation from two accented languages.* Poster presented at SRCD Biennial Meeting in Austin, Texas, USA.

Tsui, A. S. M., Berthiaume, M., Erickson, L., Thiessen, E., & Fennell, C. T. (2016, Nov). *How language background and individuals' attentional processes contribute to the success of tracking two inputs in a statistical learning task.* Poster presented at the Annual Meeting of the Boston University Conference on Language Development, Boston, USA.

Tsui, A. S. M., Chamberlain, A., Erickson, L. C., Thiessen, E. D., & Fennell, C. T. (2016, Jun). *Learning two languages at once: The benefit of bilingualism.* Paper presented at the Annual Meeting of the Canadian Society for Brain, Behavior and Cognitive Science, Ottawa, Canada.

Tsui, A. S. M., Fais, L., & Fennell, C. T. (2015, Oct). *Words are not enough: Referential links are key to enhancing infants' word learning at 14 months.* Poster presented at the Cognitive Development Society Biennial Meeting in Columbus, OH, USA.

Tsui, A. S. M., Fennell, C. T., Byers-Heinlein, K., & Atkinson, C. L. (2014, Jul). *Factors affecting infants' word-object associations: A meta-analysis of results from the Switch task.* Poster presented at the Biennial Meeting of the International conference on infant studies, Berlin, Germany.

Tsui, S. M., & Tseng, C. (2011, Jul). Bimodal stimuli do not always facilitate infants' rule learning. *i-Perception*, 2(4), 232. Paper presented at the Asia-Pacific Conference on Vision, Hong Kong, China.

INVITED TALKS

Departmental Brownbag Seminar, Department of Psychology, Stanford University (Apr, 2019)

Symposium on Language and Cognitive Development, Tsinghua University, China (Sep, 2018)

Developmental area meeting, University of Ottawa (Mar, 2017)

Developmental area meeting, University of Ottawa (Oct, 2016)

TEACHING EXPERIENCE

Guest Lectures

Cognitive Development (undergraduate level), University of Ottawa (Oct 2017, Oct 2018)

Statistics for Linguistics Research (graduate level), University of Ottawa (Mar 2018)

Lifespan Psychology (undergraduate level), University of Ottawa (Jan 2016, Sep 2016)

Advanced statistics in Multivariate in data analysis (graduate level), University of Ottawa (Apr 2015, Apr 2016)

Teaching Assistantship

Hierarchical Linear Modeling (graduate level), University of Ottawa (2017 – 2018)

Advanced Statistics in Multivariate Data Analysis (graduate level), University of Ottawa (2014 – 2017)

Quantitative Methods in Psychology II (undergraduate level), University of Ottawa (2016 – 2017)

Research Methods and Ethics (undergraduate level), University of Ottawa (2015 – 2016)

Advanced Statistics in Univariate Data Analysis (graduate level), University of Ottawa (2014 – 2015)

Quantitative Methods in Psychology I (undergraduate level), University of Ottawa (2013 – 2015)

Research in Developmental Psychology (undergraduate level), University of Ottawa (2012 – 2013)

Advanced Corporate Finance, (undergraduate level), University of Hong Kong (2008 – 2010)

Investment and Portfolio Analysis, (undergraduate level), University of Hong Kong (2008 – 2010)

Mentoring

Advised 2 undergraduate students for their theses, 5 undergraduate student research assistants (2012 – 2018)

ACADEMIC LEADERSHIP & SERVICE

Chair, Statistics Club, School of Psychology, University of Ottawa (2014 – 2018)

Chair, Pre-conference event, Canadian Society for Brain, Behavior and Cognitive Science (2015 – 2016)

Chair, Peer-Review Committee, the Interdisciplinary Conference in Psychology (2013 – 2016)

Campus graduate student representative, Canadian Psychological Association (2014 – 2016)

Hiring process representative, Graduate Association, University of Ottawa (2014 – 2015)

AD-HOC REVIEWER EXPERIENCE

Developmental Psychology, The International Congress of Infant Studies, Society for Research in Child Development, OLBI Working papers: Proceedings of the 2016 CCERBAL Conference: Bilingual from Birth: Process, Pedagogy and Policy, The Interdisciplinary Conference in Psychology

SKILLS

Statistical knowledge: General linear regression, Multilevel linear modeling, Meta-analysis, factor analysis

Software: R, SPSS

Languages: Cantonese (native), English (near-native), Mandarin (fluent)

REFERENCES

Dr. Michael C. Frank (Postdoctoral supervisor)

David and Lucile Packard Professor of Human Biology, Stanford University

Email: mcfrank@stanford.edu

Phone: 1-650-724-4003

Dr. Christopher T. Fennell (Doctoral supervisor)

Full Professor, School of Psychology, University of Ottawa

Email: fennell@uottawa.ca

Phone: 613-562-5800 x4445

Dr. Veronika Huta (Teaching supervisor)

Associate Professor, School of Psychology, University of Ottawa

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Phone: 613-562-5800 x4805