

GLENN WILLIAMS

ACADEMIC POSITIONS & EDUCATION

Post-doctoral Research Fellow. Abertay University (September 2016 – present).

Project Title: Literacy Acquisition in Situations of Dialect Exposure.

Principal Investigator: Prof. Vera Kempe.

Research Assistant. The University of Dundee (April 2016 – September 2016).

Principal Investigator: Dr. Yuki Kamide.

PhD Doctoral Research in Psychology. The University of Dundee (September 2012 – June 2016).

Thesis Title: Language-mediated Event Representations.

Advisor: Dr. Yuki Kamide.

Summary of research: Several eye-tracking experiments addressed how space is represented when understanding narrative events, and the influence this has on accessibility for information during language comprehension. This research established that, in the absence of an overt task, comprehenders maintain a categorical representation of space; segmenting information into separate ‘event models’ on a room-by-room basis. This resulted in (i) reduced accessibility for potential referents within a visual scene if a protagonist was described as moving outside of the scene, (ii) interference on access for an object described as moving from one location to another if this movement occurred between two rooms rather than one, and (iii) reduced competition between semantic competitors if narratives described the competitors in separate locations rather than the same location. Largely, these findings supported and expanded upon recent models of event cognition.

MRes Language & Cognition: Distinction. Northumbria University (September 2011 – September 2012).

Dissertation Title: Embodying Abstract Concepts.

BSc Psychology (Hons): First Class. Northumbria University (September 2008 – July 2011).

Dissertation Title: Evaluative Reactions of Regional Accents: An Evolutionary Perspective.

RESEARCH INTERESTS

Language comprehension, mental models, language learning, language variation, embodied cognition.

PEER-REVIEWED JOURNAL ARTICLES

Williams, G. P., Kukona, A., & Kamide, Y. (in preparation). Spatial effects on semantic competition in discourse processing.

Williams, G. P., Kukona, A., & Kamide, Y. (in preparation). Representing spatial shifts in discourse processing.

Stainer, M. J., Scott-Brown, K. C., **Williams, G. P.,** & Tatler, B. W. (in preparation). Multiple narrative tracking: Oculomotor strategies for integrating information from multiple sources across space and time.

PEER-REVIEWED CONFERENCE PROCEEDINGS

Williams, G. P., Kukona, A., & Kamide, Y. (2015). Event structure influences on object accessibility during competitive retrieval. In Ansorge, U., Ditye, T., Florack, A., & Leder, H. (Eds.) Abstracts of the 18th European Conference on Eye Movements, 2015, Vienna. *Journal of Eye Movement Research*, 8(4):1, 56. (<http://www.jemr.org/online/8/4/1>)

Williams, G. P., Kukona, A., & Kamide, Y. (2014). Representing spatial shifts in event processing. In Bello P., Guarini M., McShane M., & Scassellati, B. (Eds.) *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (3107-3112). Austin TX: Cognitive Science Society. (<http://mindmodeling.org/cogsci2014/papers/536/paper536.pdf>)

PEER-REVIEWED CONFERENCE PRESENTATIONS

- Williams, G. P.,** Panayotov, N., & Kempe, V. (2018). The Impact of Dialect Exposure on Artificial Literacy Learning in Transparent and Opaque Orthographies. Poster presented at the 3rd Psychonomics International conference. Beurs van Berlage, Amsterdam, the Netherlands: May 2018.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2017). Modulating Conceptual (but not Perceptual) Competition in the Visual World. Poster presented at the 23rd Annual Architectures and Mechanisms for Language Processing (AMLaP) conference. Lancaster University, Lancaster, UK: September 2017.
- Williams, G. P.,** Panayotov, N., & Kempe, V. (2017). Introducing the Artificial Literacy Learning Paradigm for Literacy Acquisition Research. Poster presented at the 23rd Annual Architectures and Mechanisms for Language Processing (AMLaP) conference. Lancaster University, Lancaster, UK: September 2017.
- Williams, G. P.,** Panayotov, N., & Kempe, V. (2017). Does exposure to dialect variation help or hinder literacy acquisition? Symposium talk presented at the 20th Annual Conference of the European Society for Cognitive Psychology (ESCoP). The University of Potsdam, Potsdam, Germany: September 2017.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2015). Spatial effects on semantic competition in discourse comprehension. Poster presented at the 21st Annual Architectures and Mechanisms for Language Processing (AMLaP) conference. The University of Malta, Valletta, Malta: September 2015.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2015). Event structure influences on object accessibility during competitive retrieval. Talk presented at the 18th Biennial European Conference on Eye Movements (ECEM). The University of Vienna, Vienna, Austria: August 2015.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2014). Spatial influences on object accessibility in discourse processing. Poster presented at the 20th Annual Architectures and Mechanisms for Language Processing (AMLaP) conference. The University of Edinburgh, UK: September, 2014.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2014). Event structure influences on object updating: Accessing new representations in the visual world. Talk presented at the 7th Annual Embodied and Situated Language Processing (ESLP) conference. Rotterdam, The Netherlands: August, 2014.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2014). Representing spatial shifts in event processing. Poster presented at the 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada: July, 2014.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2014). Event structure modulates accessibility for updated object representations during discourse processing. Talk presented at the Experimental Psychology Society (EPS) summer meeting. Newcastle University, Newcastle-Upon-Tyne, UK: July, 2014.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2013). Distinctive events outweigh distance: Representing spatial-shifts in discourse processing. Poster presented at the 19th Architectures and Mechanisms for Language Processing (AMLaP) conference. Aix-Marseille Université, Marseille, France: September, 2013.
- Williams, G. P.,** Kukona, A., & Kamide, Y. (2013). Representing distance and event-boundary shifts in language: Evidence from the blank-screen paradigm. Talk presented at the Fife-Tay Vision Group meeting. The University of Dundee, Dundee, UK: May, 2013.

INVITED TALKS

- 2017:** Are You More Likely to Find Your Key if the Lock is in Another Room? Effects of Spatial Configuration on Information Retrieval in Language Comprehension. Talk presented at Northumbria University, Newcastle-upon-Tyne, UK: 10th May 2017.
- 2015:** Representing Space in Discourse Processing. Talk presented at the University of Glasgow, Glasgow, UK: 15th May 2015.

OPEN LEARNING RESOURCES

- Williams, G. P.** (2018). R for Psych. Web-book aimed at teaching R for data wrangling, analysis, and presentation for psychological research. (<http://glennwilliams.me/r4psych/>)

AWARDS, GRANTS, & SCHOLARSHIPS

- 2017:** ESRC grant application (in preparation): Embodying education: Grounding Abstract Concepts in Physical Activity in a Classroom Setting, Williams, G. P., Taylor, L. J., & Tatler, B. W.
- 2017:** ESRC grant application (in preparation): Understanding Stories in Movies: Combining Visual Information and Prior Knowledge in Narrative Comprehension, Stainer, M. J., & Williams, G. P.
- 2017:** £10,000 Carnegie Trust Research Incentive Grant application (submitted): "Din-donian: Does Dundonian's distinctive sound make it more intelligible in background noise?", Kirk, N. W., & Williams, G. P.
- 2015:** £400 Leng Trust Travel Award for conference attendance: ECEM 2015, University of Vienna, Vienna, Austria.
- 2015:** £120,128 Education Endowment Foundation grant application: Actively Looking for Learning, Williams, G. P., Taylor, L. J., & Tatler, B. W. (unsuccessful; highly rated).
- 2014:** £500 EPS Grindley Grant for conference attendance: EPS 2014, Newcastle University, Newcastle-upon-Tyne, UK.
- 2013:** £500 EPS Grindley Grant for conference attendance: AMLaP 2013, Aix-Marseille Université, Marseille, France.
- 2012:** £51,500 Full doctoral scholarship covering course fees and monthly bursary: School of Psychology, University of Dundee.
- 2011:** £3,300 Full Masters scholarship covering course fees: Department of Psychology, Northumbria University.
- 2011:** £1000 Undergraduate thesis award: Department of Psychology, Northumbria University.
- 2011:** Award and prize for *Best Student Performance in BSc Psychology*: Northumbria University.

TEACHING EXPERIENCE

- 2018:** Instructor and Module Creator for the R for Statistical Computing course for post-graduate students and staff, Abertay University: 20 hours of teaching per academic year. Tasked with creating a 10 lesson program with workshop-based and online content. Class size of approximately 20 students.
- 2018:** Instructor for level 3 honours Developmental Psychology (PY302), Abertay University: 14 hours of teaching per academic year, distributed across 5 workshops and 2 lectures. Class size of approximately 30 students for workshops and 100 for lectures.

2017: Instructor for level 2 honours Thoughts on Psychology (PY202), Abertay University: 10 hours of teaching per academic year, class size of 14 students.

2016: Adjunct faculty for Biological Psychology, Dundee University Access to Learning (DUAL) Summer School, University of Dundee: 5 hours of teaching per academic year, 5 hours of direct contact per academic year. Five classes per week with a class size of approximately 30 students.

2015: Adjunct faculty for level 3 honours Cognitive Psychology (PY31001), University of Dundee: 10 hours of teaching per academic year, 10 hours of direct contact per academic year. Tasked with developing a program for 5 lessons.

2015: Instructor and co-ordinator for the Cognitive Psychology, DUAL On-line Summer School, University of Dundee: 20 hours of direct contact per academic year, class size of 11 students.

2012 – 2015: Demonstrator for level 2 honours Research skills for Psychologists (PY22003), University of Dundee: 40 hours teaching per academic year, 10 hours direct contact per academic year. Four classes per week with a class size of approximately 30 students.

SUPERVISION EXPERIENCE

2015 – 2016: MSc practicum project. Kerlin Pedak (MSc Psychological Research Methods, University of Dundee): Eye-tracking and Psycholinguistics.

2015 – 2016: BSc (Hons) dissertation project. Hara Voulgarakis (University of Dundee): Eye-tracking and Psycholinguistics.

2015: Erasmus work placement scheme. Francesca Viscido (University of Tampere, Finland): Eye-tracking and Psycholinguistics.

2014 – 2015: MSc practicum project. Ruth Corps (MSc Psychology of Language, University of Dundee): Eye-tracking and Psycholinguistics.

OTHER TEACHING-RELATED EXPERIENCE

2012 – 2015: Level 1 and Level 2 marking duties, University of Dundee: 100 hours per academic year.

2014: Level 2 and Level 3 examination invigilation, University of Dundee.

PUBLIC ENGAGEMENT

2015: Using Eye Movements in Psychological Research. Demonstration presented at the Psychology Department Open Day; a student recruitment program for the University of Dundee. Dundee, UK, 11th March 2015.

2014: The Visual World Paradigm. Demonstration presented at the Psychology Department Open Day; a student recruitment program for the University of Dundee. Dundee, UK, 18th December 2014.

2014: Understanding Eye Movements (Workshop). Co-presented with Shane Lindsay and Ross Macdonald at Engage Dundee; a public engagement event for primary school children (aged 8-10 years). University of Dundee, UK, 6th May 2014.

2014: Eye Movements and Communication. Demonstration co-presented with Ross Macdonald at Test Drive Dundee; a student recruitment program for the University of Dundee. Dundee, UK, 29th April 2014.

2013: Eye Movements and the Mind (Workshop). Co-presented with Shane Lindsay and Ross Macdonald at Engage Dundee; a public engagement event for primary school children (aged 8-10 years). University of Dundee, UK, 15th May 2013.

PROFESSIONAL CONTRIBUTIONS

2013 – 2014: Postgraduate representative, School of Psychology: University of Dundee.

2008 – 2011: Undergraduate representative, School of Psychology: Northumbria University.

ADDITIONAL TRAINING COURSES

2017: Bayesian Statistics: From Concept to Data Analysis. University of California, Santa Cruz (via Coursera).

2017: Improving your statistical inferences. Eindhoven University of Technology (via Coursera).

2014: Growth Curve Analysis: A Hands-On Tutorial on Using Multilevel Regression to Analyze Time Course Data. CogSci 2014, Quebec City: Canada.

2014: Practical Presentation Skills for Researchers. University of Dundee.

2014: Write that Journal Article in 7 Days. University of Dundee.

2014: Using the Internet and Social Media to Turbo-charge your Research Life. University of Dundee.

2013: SUPPORT: Eye-tracking methodologies. University of St. Andrews.

2012: Advanced Excel – Functions, Tricks, and Short-cuts. University of Dundee.

2012: Digital Image Manipulation – Photoshop. University of Dundee.

TECHNICAL SKILLS

Experimental Creation and Design

HTML, CSS, JavaScript, Python, SR Research Experiment Builder, PsychoPy, Open Sesame, Audacity and Praat sound editing software, GIMP and Photoshop image editing suites, Opus Pro digital workshop development suite.

Eye-tracking Systems

Desk Mounted: Eyelink-1000, Eyelink-1000 Plus

Head Mounted: EyeLink-II

Portable: Positive Science

Data Analysis/Presentation

Python, R, SR Research Data Viewer, Yabus, SPSS, WEFT-QDA, Microsoft Excel, L^AT_EX.

REFERRALS

Available on request.