

# Erik Marsja | Curriculum Vitae

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**Home Address:**

Twistevägen 26, SE-907 36 Umeå, Sweden

☎ +4670-36 33 662

🌐 [www.marsja.se](http://www.marsja.se)

✉ [erik@marsja.se](mailto:erik@marsja.se)

🌐 [marsja](https://marsja.se)

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## Positions

Jan 2023 - **Assistant Professor**

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Disability Research Division, Department of Behavioural Sciences and Learning (IBL), Linköping University.

Jan 2022 -

Dec 2022 **Researcher**

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People in the transport system, Swedish National Road and Transport Research Institute, Linköping, Sweden. Working 80% of a full-time position.

Jan 2022 -

Nov 2021 **Postdoctoral Researcher**

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Disability Research Division, Department of Behavioural Sciences and Learning (IBL), Linköping University.

Analyzing data from a large database (i.e., n200) and preparing manuscripts in the field of cognitive hearing science. Conducting qualitative research and about digitalization, listening effort, and work-life (see Funding and Grants). Working 20% of a full-time position.

Jan 2019 -

Dec 2021 **Postdoctoral Researcher**

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Disability Research Division, Department of Behavioural Sciences and Learning (IBL), Linköping University.

Analyzing data from a large database (i.e., n200) and preparing manuscripts in the field of cognitive hearing science. Responsible for arranging the monthly HEAD/DRD seminar series (august 2020 – august 2021). This includes contacting national and international researchers, booking flights and hotels, and setting up equipment for streaming the seminars online. Teaching and supervising.

Aug 2018 -

Oct 2018 **Postdoctoral Research Assistant**

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Department of Psychology, Umeå University.

**Project:** How does humans perception of safety differ in a broken communication chain compared to an unbroken communication chain?

Literature study commissioned by SOS Alarm, an emergency agency (e.g., public-safety answering point), with the results disseminating in a report.

Oct 2012 -

June 2018     **PhD Student and Teaching Assistant**

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Department of Psychology, Umeå University.

Planning of studies, programming of experiments, literature search, data analysis, scientific communication, and many more. See the section "Teaching responsibilities" for an overview of my pedagogical experience.

June 2011     **Undergrad. Research Assistant**

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Department of Psychology, Umeå University.

Recruitment of participants and data collection, commenting on later manuscript that ended up in a published paper (see publication 2014).

## Degrees and Titles

2017

### Ph.D. in Psychology

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Department of Psychology, Umeå University.

**Thesis title:** Attention capture by sudden and unexpected changes: a multisensory perspective.

Available from the DiVA Database: <http://umu.diva-portal.org/smash/record.jsf?pid=diva2>

**Supervisors:** Associate Professor Jessica K. Ljungberg, Professor Gregory Neely, & Dr. Patrik Hansson

2012

### M.Sc. in Cognitive Science

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Department of Psychology, Umeå University.

**Thesis title:** Attention Capture: The Impact of Change in Spatial Sound Source on Behavior.

**Supervisor:** Associate Professor Jessica K. Ljungberg

2011

### B.Sc. in Cognitive Science

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Department of Psychology, Umeå University.

**Thesis title:** Attention Capture: Studying the Distracting Effect of One's Own Name.

Available from DiVA Database: <http://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-46607>.

**Supervisor:** Associate Professor Jessica K. Ljungberg

## Publications

### Accepted/In press/Published

Marsja, E., Holmer, E., Stenbäck, V., Micula, A., Tirado, C., Danielsson, H., & Rönnerberg, J. (2025). Fluid Intelligence Partially Mediates the Effect of Working Memory on Speech Recognition in Noise. *Journal of Speech, Language, and Hearing Research*, 68(1), 399–410. [https://doi.org/10.1044/2024\\_JSLHR-24-00465](https://doi.org/10.1044/2024_JSLHR-24-00465)

Elbe, P., Marsja, E., Sörman, D., Vega-Mendoza, M., Nyberg L., & Ljungberg K. J. (2024). Effects of Auditory and Tactile Distraction in Adults with Low and High ADHD Symptoms. *Journal of Cognitive Psychology*, 36(5), 645–656. <https://doi.org/10.1080/20445911.2024.2349331>.

Marsh, J.E., Vachon, F., Sörqvist, P., Marsja, E., Röer J.P., Richardson, B.H., & Ljungberg, K.J. (2024). Irrelevant Changing-state Vibrotactile Stimuli Disrupt Verbal Serial Recall: Implications for Theories of Interference in Short-term Memory. *Journal of Cognitive Psychology*, 36(1), 78–100. <https://doi.org/10.1080/20445911.2023.2198065>. (PDF).

Stenbäck, V., Marsja, E., Ellis, R., & Rönnerberg, J. (2023). Relationships between behavioural and self-report measures in speech recognition in noise. *International Journal of Audiology*, 62(2), 101–109. <https://doi.org/10.1080/14992027.2022.2047232>. (PDF).

Stenbäck, V., Marsja, E., Hällgren, M., Lyxell, B., & Larsby, B. (2022). Informational masking and listening effort in speech-recognition-in-noise – the role of working memory capacity and inhibitory

control in older adults with and without hearing impairment. *Journal of Speech, Language, and Hearing Research*, 65(11). [https://doi.org/10.1044/2022\\_JSLHR-21-00674](https://doi.org/10.1044/2022_JSLHR-21-00674). (PDF)

**Marsja**, E., Stenbäck, V., Moradi, S., Danielsson, H., & Rönnberg, J. (2022). Is Having Hearing Loss Fundamentally different? Multi-group structural equation modeling of the effect of cognitive functioning on speech identification. *Ear and Hearing*, 43(5). <https://doi.org/10.1097/AUD.0000000000001196>. (PDF)

Stenbäck, V., **Marsja**, E., Hällgren, M., Lyxell, B., & Larsby, B. (2021). The Contribution of Age, Working Memory Capacity, and Inhibitory Control on Speech Recognition in Noise in Young and Older Adult Listeners. *Journal of Speech, Language, and Hearing Research*, 64(11), 4513–4523. [https://doi.org/10.1044/2021\\_JSLHR-20-00251](https://doi.org/10.1044/2021_JSLHR-20-00251).

Rosa, E., **Marsja**, E., & Ljungberg, J. K. (2020). Exploring Residual Capacity: The Effectiveness of a Vibrotactile Warning During Increasing Levels of Mental Workload in Simulated Flight Tasks. *Aviation Psychology and Applied Human Factors*, 10(1), 13–23. <https://doi.org/10.1027/2192-0923/a000180>.

**Marsja**, E., Marsh, J.E., Hansson, P., & Neely, G. (2019). Examining the Role of Spatial Changes in Bimodal and Uni-Modal To-Be-Ignored Stimuli and How They Affect Short-Term Memory Processes. *Frontiers In Psychology*. <https://doi.org/10.3389/fpsyg.2019.00299>. (PDF)

**Marsja**, E., Neely, G., & Ljungberg, K.J. (2018). Investigating Deviance Distraction and the Impact of the Modality of the To-Be-Ignored Stimuli. *Experimental Psychology*, 65(2), 61–70. <http://doi.org/10.1027/1618-3169/a000390>. (R-Script & data available: <https://osf.io/amd2h/>)

Ljungberg, K. J., Parmentier, F. B. R., Jones, D. M., **Marsja**, E., & Neely, G. (2014). “What’s in a name?” “No more than when it’s mine own”. Evidence from auditory oddball distraction. *Acta Psychologica*, 150C, 161–166. <http://dx.doi.org/10.1016/j.actpsy.2014.05.009>.

### In Preparation/Submitted/Under Revision

**Marsja**, E., Brandén, M. Olsson, L., Granlund, M. & Danielsson, H. (In Preparation). The effect of having a child with disability and personal assistance on the income of the parents.

Ning R., **Marsja** E., & Holmer, E. (Submitted) Poorer sentence reading comprehension with increased reliance on working memory in adults with hearing loss.

**Marsja**, E., Thellman S., & Anund A. (Submitted). Trust in Automated Shuttle Buses Predicts Intentions to Use and Behavioral Expectations.

Stenbäck, V., Hällgren, M., & **Marsja**, E. (Submitted). The role of age and hearing ability on speech reception thresholds, and energetic and informational masking in two Swedish speech materials.

**Marsja** E., Signoret C., & Stenbäck V. (Submitted). The Digital Workplace and Meeting Accessibility: A Qualitative Study on Listening Effort in Video Meetings for Employees with Hearing Loss.

Fohlin, M., Åkerman A-K, & **Marsja**, E. (Submitted). Exploring the Applicability of the Emotional Availability Scales in Dyads of Adolescents and their Foster Care Parent.

Ingo, E., Luccini, F., Stenbäck, V., Holmer, E., Danielsson, H., & **Marsja**, E. (in Preparation). Psychometric Evaluation and Validation of Different Versions of the Speech, Spatial, and Quality Questionnaire in Swedish.

**Marsja** E., & Andin, J. (in Preparation). Temporal Relationships Between Episodic Memory and Hearing Loss.

Ning R., **Marsja** E., Holmer, E., & Rönnberg, J. (in Preparation). The strength of association between cognitive capacity and effective speech recognition in noise is moderated by noise and task conditions.

Tirado, C., Holmer, E., & **Marsja**, E. (in Preparation). Cognitive speed as a potential moderator of the relationship between WMC and SPiN in hearing aided individuals.

**Marsja**, E., Neely, G., & Ljungberg, K.J (in Preparation). Deviance distraction in the auditory and tactile modalities after repeated exposure: differential aspects of tactile and auditory deviants.

## Conference Presentations

**Marsja**, E., Ning, R., & Holmer E. (2025, January). The role of noise type and task demand in moderating the effect of hearing aid signal processing for speech in noise perception. Speech in Noise Workshop, Lancaster, United Kingdom **Poster**.

Ning, R., **Marsja**, E. & Holmer E. (2025, January). Testing the moderating effect of interference control on the impact of fluid intelligence on SPiN. Speech in Noise Workshop, Lancaster, United Kingdom **Poster**.

Holmer E., Ning, R., & **Marsja**, E. (2025, January). The strength of association between cognitive capacity and effective speech recognition in noise is moderated by noise and task conditions. Speech in Noise Workshop, Lancaster, United Kingdom **Poster**.

Thurén, F., Wadenholt, G., & **Marsja**, E. (2024, October). Towards a Self-Driving Future: A study on the factors influencing behavioral intentions to use autonomous buses. PROCEEDINGS OF THE 19TH SWECOG CONFERENCE, s. 135-137 **Poster (Short paper)**.

**Marsja**, E., Holmer, E., & Danielsson, H. (2024, January). Interplay between working memory and speech recognition declines over time. Speech in Noise Workshop, Potsdam, Germany. **Poster**.

Danielsson, H., & **Marsja**, E. (2024, January). Speech in noise in the n200 study in Linköping Sweden. Speech in Noise Workshop, Potsdam, Germany. **Oral presentation** (Danielsson presented).

**Marsja**, E., Lucchini, F., Stenbäck, V., Holmer, E., & Danielsson, H. (2023, August). Exploring The Validity Of The Speech, Spatial, And Qualities Of Hearing Questionnaire In Swedish: A Psychometric Analysis. International Symposium on Auditory and Audiological Research, Nyborg Strand, Denmark. **Poster**.

Thellman, S., **Marsja**, E., Anund, A., & Ziemke, T. (2023). Will It Yield: Expectations on Automated Shuttle Bus Interactions With Pedestrians and Bicyclists. Companion of the 2023 ACM/IEEE International Conference on Human-Robot Interaction, 292–296. **Late-Breaking Report** (Short paper). <https://doi.org/10.1145/3568294.3580091>

**Marsja**, E., Danielsson, H., Stenbäck, V., Moradi, S., & Rönnberg, J. (2019, November). Examining how Cognitive Functioning, Aging, and Hearing Loss, Affect Speech-in-Noise Performance. Aging and Speech Communication conference, Tampa, Florida, USA. **Poster**.

Stenbäck, V., **Marsja**, E., Danielsson, H., & Rönnberg, J. (2019, November). Logical and Auditory Inference Making: Performance in the HINT in normally-hearing and hearing-impaired listeners. Aging and Speech Communication conference, Tampa, Florida, USA. **Poster**.

Bampouni, E., **Marsja**, E., Sörman, D.E., & Ljungberg, K.J (2019, November). Do Action Gamers Have Enhanced Visual Search Skills? a Realistic Task Approach. The 15th SweCog conference of the Swedish Cognitive Science Society, Umeå, Sweden. **Poster**.

**Marsja**, E., Danielsson, H., Stenbäck, V., Moradi, S., & Rönnberg, J. (2019, June). Examining Relationship Amongst Cognition, Hearing Loss, Age, & Speech in Noise. Cognitive Hearing Science

for Communication, Linköping, Sweden. **Poster.**

Stenbäck, V., Moradi, S., **Marsja**, E., Danielsson, H., & Rönnberg, J. (2019, June). Logical and auditory inference-making in normally-hearing and hearing-impaired listeners. Cognitive Hearing Science for Communication, Linköping, Sweden. **Poster.**

**Marsja**, E., Marsh, J.E., Neely G., Hansson P., & Ljungberg K.J. (2017, April). Domain-general or domain-specificity of the short-term memory: insights from a multisensory distraction paradigm. Re-thinking the Senses Spring School, Dubrovnik, Croatia. **Poster.**

**Marsja**, E., Marsh, J.E., Neely G., Hansson P., & Ljungberg K.J. (2016, September). Do Spatial Changes in Sounds and Vibrations Affect Visuo-spatial and Verbal Short-Term Memory? Attention and Control: Insights from Distraction, Workshop, University of Central Lancashire, Preston, UK. **Invited presentation.**

**Marsja**, E., Marsh, J.E., Neely G., Hansson P., & Ljungberg K.J. (2016, June). Spatial Change in Multisensory Distractors Impact on Verbal and Spatial Short Term Memory. International Multisensory Research Forum 17<sup>th</sup> annual meeting, Suzhou, CHN. **Oral presentation.**

**Marsja**, E., Neely G., Ma, L., & Ljungberg K.J., (2015, August). Cross-modality matches of intensity and attention capture dimensions of auditory and vibrotactile stimuli. Fechner Day 2015. The 31<sup>st</sup> Annual Meeting of the International Society for Psychophysics, Québec, CA. **Poster.**

**Marsja**, E., Neely, G., Parmentier, F.B.R., & Ljungberg, K.J. (2014, October) Deviance Distraction Is Contingent on Stimuli Being Presented within the Same Modality. Psychonomic Society's 55<sup>th</sup> Annual Meeting. Long Beach, CA, USA. **Poster.**

Ljungberg, K.J., Parmentier, F.B.R., **Marsja**, E., Neely, G. & Jones, D., (2014, January). Any Tom, Dick, or Harry will do: Hearing one's own name distracts no more than any other in a cross-modal oddball task. Experimental Psychology Society Meeting. London, UK. **Poster.**

**Marsja**, E., Neely, G., Parmentier, F.B.R., & Ljungberg, K.J. (2013, October). Maintenance of the distractive effect of deviating vibrotactile stimuli in a cross-modal oddball paradigm. The 29<sup>th</sup> Annual meeting of the International Society of Psychophysics, Freiburg, DE. **Poster.**

## Popular Science and Education-Related Articles

**Marsja**, E. (2016, July). Python Programming in Psychology – From Data Collection to Analysis. *JEPS Bulletin - The Official Blog of the Journal of European Psychology Students*. **Invited Blog Post.** Retrieved from <http://blog.efpsa.org/2016/07/12/python-programming-in-psychology-from-data-collection-to-analysis/>

## Science Outreach

**Marsja**, E. (October, 2024). Listening Effort in Video Meetings: Positive and Negative Experiences of Employees with Hearing Loss. Presentation for Employed (Professional) Members of the Swedish Association of the Hard of Hearing People, Linköping, Sweden.

**Marsja**, E. (November, 2022). The Contribution of Age, Hearing Status, Cognition, Background Masker on Speech Recognition in Noise and Listening Effort. Presentation at the Journal Club at Oticon Medical, Nice, France.

**Marsja**, E., & Stenbäck, V., (June, 2022). Current and Ongoing Projects on Hearing loss, Cognition, Psychosocial Perspectives, Video Meetings and Listening Effort. Presentation for the Hearing Clinics (Öron- näs- och halsklinikerna), Region Östergötland, Sweden.

## Funding and Grants

**3 391 904 SEK** from Afa Försäkring for the project *Digital Arbetsmiljö för Alla – Riktlinjer och Policyrekommendationer för Delaktighet vid Hörselnedsättning (Digital Work Environment for All – Guidelines and Policy Recommendations for Participation for People with Hearing Loss)*, 2025.

**4 170 000 SEK** from the Swedish Research Council for the project *The temporal architecture of imitative interaction during the first three months of life* (PI: Prof. Emeritus Heimann), 2023.

**299 235 SEK** from Hörselforskningsfonden (the Hearing Research Fund) for the project *Lyssningsansträngning hos individer med hörselnedsättning på grund av ökad digitalisering i arbetslivet (Listening effort in individuals with hearing impairment due to increased digitalisation in working life)*, 2021.

**6000 SEK** from the Department of Psychology, Umeå University, for participating in the Re-thinking the Senses Spring School, Dubrovnik, Croatia, 2017.

**15000 SEK** from Lars Hiertas Minnesfond for the project *Är korttidsminnet domän-generellt eller domän-specifikt? (Is short-term memory domain-general or domain specific?)*, 2016.

**12 000 SEK** from the Faculty of Social sciences, Umeå University, for participating in the workshop Attention and Control: Insights from Distraction, and visiting a researcher at the University of Central Lancashire, Preston, UK, 2016.

**8000 SEK** from the Department of Psychology, Umeå University, for participating in the conference 17<sup>th</sup> International Multisensory Research Forum 15-18 June, Suzhou, China, 2016.

**10 000 SEK** from JC Kempes minnesfond for the project *Is everyday distractibility related to attention capture by vibrating deviants?*, 2014.

**9 000 SEK** from Knut och Alice Wallenbergs Stiftelse for participating in the conferences Psychonomic Society's 55<sup>th</sup> Annual Meeting, 20-23 November, and APCAM, 20 November, Long Beach, USA, 2014.

**6000 SEK** from the Department of Psychology for participating in the conference Fechner Day 2013 (the 29<sup>th</sup> Annual Meeting of the International Society for Psychophysics) 21-25 October, Freiburg i.Br., Germany, 2013.

## Peer-Reviewed for Journals:

- Acta Psychologica
- Auditory Perception & Cognition
- Behavior Research Methods
- BMC Psychology
- Experimental Gerontology
- Frontiers in Psychology
- The Journal of the Acoustical Society of America
- Journal of Cognitive Psychology
- Journal of Speech, Language, and Hearing Research
- Scientific Reports

## Skills & Training

### Training

2017 Spring School *Re-Thinking the Senses*, Inter-University Centre, Dubrovnik, Croatia

### Teaching

Primarily in:

- Research Methods & Statistics
- Cognitive Psychology (attention, perception, & working memory)

All lectures, seminars, lab demonstrations, supervision of group projects (both involving empirical and applied projects), and supervision of thesis' have been given at the Department of Psychology, Umeå University, Sweden (2014 - 2017) and the Department of Behavioral Science and Learning, Linköping University (2019 - ). At Linköping University, I have also held workshops and supervised projects. I have taught 1794 and 950 clock hours at Linköping and Umeå University, respectively. See Table 1 for an overview of my teaching responsibilities, clock hours, and courses.

### Supervision of Bachelor Students (Undergraduate Level)

Pernodd, J. (2024). Department of Computer and Information Science, Linköping University. "Påverkan av Hörselnedsättning på Äldres Ögonrörelsemönster och Upplevelse i Kollektivtrafiken (The Effect of Hearing Impairment on Eye Movement Patterns and Experience in Public Transportation for the Elderly)". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Pusker, M. (2024). Department of Computer and Information Science, Linköping University. "Lyssna på Tystnaden: En studie om upplevelserna av att resa med autonom kollektivtrafik för individer med hörselnedsättning (Listen to the Silence : A Study on the Experiences of Traveling with Autonomous Public Transport for Individuals with Hearing Impairment)". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Turén, F. (2024). Department of Computer and Information Science, Linköping University. "Mot en Självkörande Framtid: En studie i vilka faktorer som påverkar beteendemässiga intentioner att användasjälvkörande bussar (Towards a Self-Driving Future : A study on the factors influencing behavioral intentions to use autonomous buses)". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Fernlund, F. (2023). Department of Computer and Information Science, Linköping University. "Examining the effects of text support and noise during video meetings on listening effort and comprehension". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Lundgren, E. (2023). Department of Computer and Information Science, Linköping University. "Delays in Videoconferencing - The Effects of Asynchronous Speech on Listening Effort and Comprehension". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Bernsland, A. (2023). Department of Computer and Information Science, Linköping University. "Disgusting pictures' - A study exploring webpages' experienced credibility based upon their visual design elements." Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Jerdhaf, O. (2021). Department of Computer and Information Science, Linköping University. "Discovering Implant Terms in Medical Records". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Bridal, O. (2021). Department of Computer and Information Science, Linköping University. "Named-entity recognition with BERT for anonymization of medical records". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*



Mattila, M. (2021). Department of Computer and Information Science, Linköping University. "Synthetic Image Generation Using GANs – Generating Class-Specific Images of Bacterial Growth". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Rombo, A. (2020). Department of Computer and Information Science, Linköping University. "Self-determination perceived by users in support services pursuant to LSS - An analysis on a municipal level. Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Lindberg, F. (2020). Department of Computer and Information Science, Linköping University. "Hur ungas attityder kring hörselnedsättningar orsakade av fritidsbuller påverkas av deras koppling till sitt framtida jag." (How young people's attitudes to hearing impairments caused by leisure noise are affected by their connection to their future selves.) Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

Dahlgren, S. (2020) Department of Computer and Information Science, Linköping University. "The association between cognition and speech-in-noise perception - Investigating the link between speech-in-noise perception and fluid intelligence in people with and without hearing loss". Bachelor's Thesis in Cognitive Science (18 ECTS). *Main supervisor*

### Supervision of Master Students (Graduate Level)

Andersson, J. & Sjöström, G. (2024). Department of Behavioural Sciences and Learning, Linköping University. "Visuellt brusreducerande glasögon - kan det hjälpa elever med intellektuell funktionsnedsättning att rikta och bibehålla fokus/uppmärksamhet? (Can QuietFrames Glasses Help Students with Intellectual Disabilities to Retain Focus/Attention?)". Master's Thesis in Special Needs (15 ECTS). *Main supervisor*

Carlbring, J. (2020) Department of Computer and Information Science, Linköping University. "Inclusive Design for Mobile Devices with WCAG and Attentional Resources in Mind". Master's Thesis in Cognitive Science (30 ECTS). *Main supervisor*

Ma, L. (2015). Department of Psychology, Umeå University. "Cross-Modal Matching of Distractibility in Auditory and Tactile Stimuli". Master's Thesis in Cognitive Science (15 ECTS). *Co-supervisor*

Blide, M. (2014). Department of Psychology, Umeå University. "Att orka lämna ett misshandelsförhållande: Anknytningens beydelse (To cope leaving abusive relationships: The importance of attachment). Master's Thesis in Clinical Psychology (30 ECTS). *Co-supervisor*

### Teaching Workshops

Oct 2018      **R Workshop "Step-by-Step"**

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Department of Psychology, Umeå University.

An introduction to R statistical programming language - presented to senior researchers with a focus on basic programming and the R environment.

### Additional skills

- Extensive knowledge in statistical software such as SPSS, JASP, and R statistical programming environment
- Strong scripting skills in Python (v2.7.x & v3.x.x) and R
- Substantial skills in programming and performing experiments using both E-prime and Python (i.e., PsychoPy, OpenSesame, & Expyriment)
- Good skills in Microsoft Word and Excel

- Basic programming skills in Visual Basic, E-basic (E-prime), MATLAB, Bash, JavaScript, and PHP
- Basic skills in Markdown (e.g., RMarkdown) and L<sup>A</sup>T<sub>E</sub>X

### **Responsibilities**

- Organizer of the monthly HEAD/DRD Seminar Series (e.g., contacting and inviting national and international researchers, booking tickets and accommodation)
- Elected chairperson of the Ph.D. students Council of the Department of Psychology, Umeå University.

Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc.

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
VT 2014	Scientific communication, research methods, research ethics	Lectures, seminars, supervision	60	Psychological test and research methods/Statistical and Empirical Methods, the Clinical Psychologist program/the Bachelor's Program in Cognitive Science	UG	Swe
	Cognitive Psychology	Supervision of projects	20	Introduction to Psychology, the Clinical Psychologist Program	UG	Swe
HT 2014	Clinical Psychology	Co-supervision of thesis project	20	Master Thesis in Psychology, 30 ECTS, the Clinical Psychologist Program	G	Eng
	Applied Cognitive Science	Supervision of projects	40	Project in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
	Cognitive Psychology	Supervision of projects	20	Introduction to Psychology, the Clinical Psychologist Program	UG	Swe
VT 2015	Cognitive Psychology	Supervision of projects	24	Introduction to Psychology, the Clinical Psychologist Program	UG	Swe
	Cognitive Psychology	Lectures, seminars, supervision of projects	20	Basic psychology and sport psychology, the Coaching Program	UG	Swe
	Cognitive Psychology	Supervision of thesis project	15	Master Thesis in Cognitive Science, 15 ECTS, the Master's Program in Cognitive Science	G	Eng
	Applied Cognitive Science	Supervision of projects	110	Project in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
HT 2015	Cognitive Psychology	Supervision of projects	24	Cognitive Psychology, the Clinical Psychologist Program	UG	Swe

Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc. (*continued*)

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
VT 2016	Qualitative methods	Seminars	20	the Psychology of Organizations, Environment and Work, the Clinical Psychologist Program	UG	Swe
	Cognitive Psychology	Lab demonstrations	30	2:1 Cognition, the Clinical Psychologist Program	UG	Eng
	Cognitive Psychology: Attention	Lectures, seminars, supervision of projects	60	Applied Cognitive Psychology, the Bachelor's Program in Cognitive Science	UG	Swe
	Applied Cognitive Science	Supervision of projects	110	Project in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
HT 2016	Qualitative and Quantitative methods	Seminars, computer labs	30	the Psychology of Organizations, Environment and Work, the Clinical Psychologist Program	UG	Swe
	Cognitive Psychology	Lab demonstrations	30	2:1 Cognition, the Clinical Psychologist Program	UG	Eng
	Qualitative and Quantitative methods	Seminars, computer labs	30	the Psychology of Organizations, Environment and Work, the Clinical Psychologist Program	UG	Swe
	Cognitive Psychology: Perception, Attention, and Consciousness	Lectures	24	Perception, the Bachelor's Program in Cognitive Science	UG	Swe
	Clinical Psychology	Seminars	9	Master Thesis in Psychology, 30 ECTS, the Clinical Psychologist Program	G	Swe

Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc. (*continued*)

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
HT 2017	Cognitive Psychology	Lab demonstrations	30	2:1 Cognition, the Clinical Psychologist Program	UG	Eng
VT 2017	Cognitive Psychology, Applied: Attention	Lectures, seminar	20	Applied Cognitive Psychology, the Bachelor's Program in Cognitive Science	UG	Swe
	Applied Cognitive Science	Supervision of projects	40	Project in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
	Qualitative and Quantitative research methods	Seminars, computer labs	30	the Psychology of Organizations, Environment and Work, the Clinical Psychologist Program	UG	Swe
	Clinical Psychology	Seminars	30	Master Thesis in Psychology, 30 ECTS, the Clinical Psychologist Program	G	Swe
	Cognitive Psychology	Lab demonstrations	30	2:1 Cognition, the Clinical Psychologist Program	UG	Eng
	Cognitive Psychology: Attention and Consciousness	Lectures, seminars	24	Perception, the Bachelor's Program in Cognitive Science	UG	Swe
	Developmental Psychology	Seminar leader	50	Learning and teaching, pedagogy	UG	Swe
VT 2019	Research Methods	Workshops in SPSS	18	Human Resources, Special Pedagogists	G	Swe
	Applied Cognitive Science	Supervision of Projects	24	Applied Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Eng
	Pedagogy	Examination of Thesis	6	Master Thesis in Special Pedagogy, 30 ECTS, the Specialist Pedagogy Program	G	Swe

Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc. (*continued*)

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
HT 2019	Quantative methods, theory of science	Seminar leader, grading exams	62	Theory of Science and Research Methods, Pedagogy	UG	Swe
	Cognitive Science	Seminar leader, grading exams	20	Cognitive Science - Methods, the Master's Program in Cognitive Science	G	Swe
	Disability Research	Lectures, workshops, examining	40	Theory of Science and Research Methods, Disability Research II and III	UG	Swe
	Perception	Lectures	12	Neuropsychology and Neuroscience, the Clinical Psychologist Program	G	Swe
	Applied Learning Disabilities	Supervision of groups (Problem-based learning)	16	Cognitive Psychology, the Clinical Psychologists Program	UG	Swe
	Adult life and Aging	Supervision of groups (Problem-based learning)	20	Developmental Psychology, the Clinical Psychologists Program	UG	Swe
HT and VT 2020	Quantative methods	Lectures	92	Methods for Research and Development in Educational Institutions, Pedagogy	G	Swe
VT 2020	Applied Cognitive Science	Supervision	24	Applied Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Eng
	Cognitive Science	Supervision, Examining	45	Bachelor's Thesis in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
	Cognitive Science	Supervision	20	Masther's Thesis in Cognitive Science, the Master's Program in Cognitive Science	G	Swe

Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc. (*continued*)

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
HT 2020	Disability Research	Lectures, workshops, examining	80	Theory of Science and Research Methods, Disability Research II and III	UG	Swe
	Quantative methods, theory of science	Seminar leader, grading exams	50	Theory of Science and Research Methods, Pedagogy	UG	Swe
VT 2021	Applied Cognitive Science	Supervision	20	Applied Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Eng
		Supervision of research project	8	Research Project, the Master's Programme in Cognitive Science	G	Swe
	Cognitive Science	Supervision, Examining	45	Bachelor's Thesis in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
	Disability Research	Supervision of theses	30	University Diploma Thesis, Disability Research II	UG	Swe
HT 2021	Disability Research	Lectures, workshops, examining	80	Theory of Science and Research Methods, Disability Research II and III	UG	Swe
	Disability Research	Lectures, examination	40	Introduction to Research methods and Ethics	UG	Swe
	Research Methods	Supervision of groups (Problem-based learning)	36	Research Methods, the Clinical Psychologists Program	UG	Swe
	Applied Learning Disabilities	Supervision of groups (Problem-based learning)	16	Cognitive Psychology, the Clinical Psychologists Program	UG	Swe
	Adult life and Aging	Supervision of groups (Problem-based learning)	20	Developmental Psychology, the Clinical Psychologists Program	UG	Swe
VT 2022	Applied Cognitive Science	Supervision	20	Applied Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Eng

Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc. (*continued*)

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
VT 2023	Cognitive Science	Course leader, Lectures, Seminars, Supervision, Examiner	80	Evaluation and Cognitive Measurement	G	Swe
	Cognitive Science	Course leader, Lectures, Seminars, Supervision, Examiner	80	Advanced Statistics	G	Swe
	Cognitive Science	Course leader, Seminar Leader, Supervision, Examiner	68	Cognitive Science Project I	G	Swe
	Disability Research	Supervision	46	Disability Research II	UG	Swe
	Cognitive Science	Supervision, Examining	45	Bachelor's Thesis in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
HT 2023	Cognitive Science	Course Leader, Lectures, Seminars, Examiner	231	Quasi-Experimentation and Statistical Analysis	UG	Eng
	Cognitive Science	Seminars, Group supervisions	36	Cognitive Science - Methods	G	Swe
	Clinical Psychology	Supervision of groups (Problem-based learning)	16	Cognitive Psychology 2 - Neuropsychology and Cognitive Neuroscience	UG	Swe
	Clinical Psychology	Supervision of groups (Problem-based learning)	16	Developmental Psychology 2 - Infants and preschool age	UG	Swe
	Clinical Psychology	Supervision of groups (Problem-based learning)	16	Organizational psychology 1 - foundations and theories	UG	Swe
	Clinical Psychology	Supervision of groups (Problem-based learning)	16	Group and Social Psychology – Applied knowledge	UG	Swe
	Clinical Psychology	Run R-scripts, read reports	20	Research Methods	UG	Swe
VT 2024	Disability Research	Supervision of theses	36	Disability Research II	UG	Swe
	Cognitive Science	Course leader, Seminar Leader, Supervision, Examiner	45	Cognitive Science Project I	G	Swe



Table 1: Teaching responsibilities - an overview of type of teaching, hours, etc. (*continued*)

Period	Subject	Type	Clock Hours	Course/Program	Level	Language
	Cognitive Science	Course Leader, Lectures, Seminars, Examiner	30	Evaluation and Cognitive Measurement	G	Swe
	Applied Cognitive Science	Supervision	42	Applied Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Eng
	Cognitive Science	Supervision, Examining	47	Bachelor's Thesis in Cognitive Science, the Bachelor's Program in Cognitive Science	UG	Swe
	Human Resources Program	Lecture, seminars, labs	56	Research Methodology	UG	Swe
	Special Education	Supervision of thesis project	24	Final Thesis	G	Swe

*Note:*

Total of clock hours: 2744 , UG = Undergraduate, G = Graduate, VT = Spring term, HT = autumn term, \* = two courses.