

DR SUZANNE AUSSEMS

E-mail: s.aussems.1@warwick.ac.uk

Webpage: suzanneaussems.github.io

EMPLOYMENT

Assistant Professor

Department of Psychology, University of Warwick, UK

01/07/2020—present

Postdoctoral Researcher in Developmental Psychology

School of Psychology, Royal Holloway University of London, UK

01/10/2019—30/06/2020

Postdoctoral Research Fellow

Department of Psychology, University of Warwick, UK

01/10/2017—30/09/2019

EDUCATION

PhD in Psychology

Department of Psychology, University of Warwick, UK

28/09/2014—27/09/2017

MPhil in Language & Communication (with distinction)

Department of Communication and Information Sciences,
Tilburg University, The Netherlands

23/08/2012—22/08/2014

MA in Culture Studies (with distinction)

Department of Culture Studies, Tilburg University, The Netherlands

01/09/2010—31/08/2012

BA in Culture Studies

Department of Culture Studies, Tilburg University, The Netherlands

01/09/2007—31/08/2010

PUBLICATIONS

Peer-reviewed journal publications

Mumford, K. H., **Aussems, S.**, & Kita, S. (2022). Encouraging pointing with the right hand, but not the left hand, gives right-handed 3-year-olds a linguistic advantage. *Developmental Science*, e13315. Advance online publication. doi: 10.1111/desc.13315

Aussems, S., Mumford, K. H., & Kita, S. (2022). Prior experience with actions facilitates 3-year-old children's verb learning. *Journal of Experimental Psychology: General*, 151(1), 246–262. doi: 10.1037/xge0001071

- Bergmann, C., Dimitrova, N., ... **Aussems, S.**, et al. (2022). Young children's screen time during the first Covid-19 lockdown in 11 countries. *Scientific Reports*, 12, 1-15. doi: 10.1038/s41598-022-05840-5
- Kartushina, N., Mani, N., ... **Aussems, S.**, et al. (2022). COVID-19 first lockdown as a window into language acquisition: associations between caregiver-child activities and vocabulary gains. *Language Development Research*, 2, 1-36. doi: 10.34842/abym-xv34
- Zuniga-Montanez, C., Kita, S., **Aussems, S.**, & Krott, A. (2021). Beyond the shape of things: Infants can be taught to generalise nouns by function. *Psychological Science* 32(7), 1073-1085. doi: 10.1177/0956797621993107
- Aussems, S.**, & Kita, S. (2021). Seeing iconic gesture promotes first- and second-order verb generalization in preschoolers. *Child Development* 92(1), 124-141. doi: 10.1111/cdev.13392
- Aussems, S.**, & Kita, S. (2019). Seeing iconic gestures while encoding action events facilitates children's memory of these events. *Child Development*, 90(4), 1123-1137. doi: 10.1111/cdev.12988
- Aussems, S.** (2019). How seeing iconic gestures influences action event memory and verb learning in 3-year-old children [Dissertation notice]. *Language Acquisition*, 27(1), 68-70. doi: 10.1080/10489223.2019.1624759
- Aussems, S.**, Kwok, N., & Kita, S. (2018). GestuRe and ACtion Exemplar (GRACE) video database: stimuli for research on manners of human locomotion and iconic gestures. *Behavior Research Methods*, 50(3), 1270-1284. doi: 10.3758/s13428-017-0942-2
- Aussems, S.**, & Vogt, P. (2018). Adults use distributional statistics for word learning in a conservative way. *IEEE Transactions on Cognitive and Developmental Systems*, 12(2), 232-242. doi: 10.1109/TCDS.2018.2870161
- Vogt, P., Mastin, J. D., & **Aussems, S.** (2015). Early vocabulary development in rural and urban Mozambique. *Child Development Research*, e189195, 1-15. doi: 10.1155/2015/189195

Peer-reviewed conference proceedings

- Aussems, S.**, Chu, M., Kita, S., & van Zaanen, M. (2015). Applying pattern-based classification to sequences of gestures. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), proceedings of the 37th annual meeting of the Cognitive Science Society (pp. 124-129). Austin, TX: Cognitive Science Society.
- Aussems, S.**, & Vogt, P. (2015). Adults track multiple hypotheses simultaneously during word learning. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), proceedings of the 37th annual meeting of the Cognitive Science Society (pp. 118-123). Austin, TX: Cognitive Science Society.
- van Zaanen, M., van Huyssteen, G., **Aussems, S.**, Emmery, C., & Eiselen, R. (2014). The development of Dutch and Afrikaans language resources for compound boundary analysis. In N. Calzolari et al. (Eds.), proceedings of the 9th international conference on Language Resources and Evaluation (LREC) (pp. 1056-1062). Reykjavik, Iceland.
- Aussems, S.**, & Vogt, P. (2013). Exploring cross-situational learning and mutual exclusivity. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), proceedings of the 35th annual conference of the Cognitive Science Society (p. 3874). Austin, TX: Cognitive Science Society.

- Aussems, S.**, Goris, B., Lichtenberg, V., van Noord, N., Smetsters, R., & van Zaanen, M. (2013). Unsupervised identification of compounds. In proceedings of the 22nd annual Belgian-Dutch conference on machine learning (BENELEARN) (pp. 18-25). Nijmegen, The Netherlands.
- Aussems, S.**, Bruys, S., Goris, B., Lichtenberg, V., van Noord, N., Smetsters, R., & van Zaanen, M. (2013). Automatically identifying compounds. In book of abstracts of the 23rd meeting of Computational Linguistics in the Netherlands (CLIN) (p. 10). Enschede, The Netherlands.

FUNDING

- GRP Small Research Grant (PI)**, 25/01/2021, “Are words that are more iconic processed faster? Evidence from a lexical decision task and naming task”, Institutional Research Support Fund, £1,823.51.
- Marie-Curie Global Fellowship Grant (PI)**, 16/01/2020, “ORIGES: The origins of gestural communication in humans and chimpanzees”, European Commission, €265,000.
- Postdoctoral Fellowship Grant (PI)**, 01/10/2018—30/09/2019, “The role of gesture in language development and evolution”, ESRC: Economic and Social Research Council, £105,000
- GRP: Behavioural Science funding (Co-I)**, 08/05/2019—12/07/2019, “Audience effects in imperative pointing: When infants point to request objects, do they consider adult communication partners?”, £4,418
- Early Career Fellowship (PI)**, 01/10/2017—30/07/2018, IAS: Institute of Advanced Study, University of Warwick, UK, £6,560
- GRP: Behavioural Science funding (Co-I)**, 01/06/2017—30/07/2017, “Gesture as a window into the mind: Can pointing gestures reveal children’s psychological states during word learning?”, £1,350
- PhD Studentship**, 27/09/2014—27/09/2017, University of Warwick, Department of Psychology, UK, £45,000

TEACHING

Undergraduate (BSc Psychology)

Department of Psychology, University of Warwick, UK

Core Modules:

Research Methods (Year 1)

Developmental Psychology (Year 2)

Second-Year Project (Year 2)

Final-Year Project (Year 3)

Guest Lectures / Seminars on Optional Modules:

Psychology in the Real World (Year 1)

Persuasion and Influence (Year 3)

Theoretical Issues in Nonverbal Behaviour (Year 3)

Sleep and Health (Year 3)

Postgraduate (MSc Clinical Psychology / MSc Mental Health & Wellbeing)

Department of Psychology, University of Warwick, UK

Core Modules:

Advanced Quantitative Research Methods

Advanced Issues in Mental Health Research

AWARDS

Prizes

Postdoctoral Paper Award (1st Prize), 2019, Faculty of Science, University of Warwick, £500

PhD Dissertation Award (1st Prize), 2018, Faculty of Science, University of Warwick, £500

Student Paper Award (1st Prize), 2017, Faculty of Science, University of Warwick, £100

Student Poster Award (1st Prize), 2016, Department of Psychology, University of Warwick

Bursaries

Conference Bursary, 2018, BCCCD: Budapest CEU conference on Cognitive Development, €150

Conference Attendance Bursary, 2018, ISGS: International Society for Gesture Studies, £300

Postgraduate and Postdoctoral Workshop Funding, 2018, EPS: Experimental Psychology Society, University of Lancaster, UK, £1,200

Conference Bursary, 2017, IASCL: International Congress for the Study of Child Language, £250

Funding for Student-Led Conferences, 2017, RSSP: Research Student Skills Programme, University of Warwick, UK, £300

Grindley Grant for Conference Attendance, 2015, EPS: Experimental Psychology Society, University of Lancaster, UK, £500

Research Costs and Travel Expenses Bursary, 2013, Department of Communication & Information Sciences, Tilburg University, The Netherlands, €2,000

Academy of Arts and Sciences Bursary, 2012, KNAW: Royal Netherlands Academy of Arts and Sciences, Amsterdam, The Netherlands, €3,000

PRESENTATIONS

Invited talks

Aussems, S. (23/03/2022). What do iconic gestures and practical actions communicate to children? Invited talk in the Virtual Psycholinguistics Forum, The Chinese University of Hong Kong. <https://osf.io/w8p59>

Aussems, S. (12/01/2022). Seeing iconic gesture promotes first- and second-order verb generalization in preschoolers. LOT Winter School. <https://youtu.be/TUanh6MIXLM>

Aussems, S. (29/10/2021). Signals of the first humans. Evolutionary Pragmatics Forum.

Aussems, S., & Kita, S. (08/05/2019). Seeing iconic gestures promotes first- and second-order verb generalization in preschoolers. Invited talk in Susan Goldin-Meadow's Gesture Lab Meeting in the Department of Psychology at the University of Chicago, Chicago, USA

Aussems, S. (21/03/2019). How seeing iconic gestures facilitates action event memory and verb learning in 3-year-old children. Invited talk at the Cluster of Excellence Cognitive Interactive Technology (CITEC) at Bielefeld University, Bielefeld, Germany

Aussems, S. (19/06/2018). How seeing iconic gestures facilitates action event memory and verb learning in 3-year-old children. Invited talk in the Seminar Series of the Language and Cognition Group at the University of Birmingham, Birmingham, UK

Aussems, S., Mumford, K., & Kita, S. (28/10/2017). Can prior exposure to actions shape children's linguistic representation of action events? Invited talk at the Workshop "Event Representations in Brain Language and Development", Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands

Aussems, S., Mumford, K., & Kita, S. (25/11/2016). Prior experience with actions facilitates early verb learning when children are guided by iconic gestures. Invited talk at the conference "Multimodalité et interaction didactique en classe de langue", Institut National de Langues et Civilisations Orientales, Université Sorbonne Nouvelle, Paris, France

Conference presentations

Aussems, S., & Kita, S. (2022). Audience effects on infants' imperative pointing gestures. In proceedings of the 9th conference of the International Society of Gesture Studies (ISGS9), Chicago, USA.

Aussems, S., & Kita, S. (2022). A coding manual for infants' nonverbal behaviors during looking time experiments. In proceedings of the 9th conference of the International Society of Gesture Studies (ISGS9), Chicago, USA.

Zuniga-Montanez, C., Kita, S., **Aussems, S.**, & Krott, A. (2020). Training infants to focus on the function of objects facilitates word learning. In proceedings of the Virtual Meeting of the International Congress of Infant Studies.

Aussems, S., Mumford, K. H. & Kita, S. (2020). Seeing iconic gestures with unlabelled action exemplars facilitates children's verb learning. In proceedings of the Virtual Meeting of the Experimental Psychology Society.

Aussems, S., & Kita, S. (2019). Seeing iconic gesture promotes first- and second-order verb generalization in pre-schoolers. In proceedings of the Child Language Symposium (CLShelf19), University of Sheffield, UK.

Aussems, S., & Kita, S. (2019). Seeing iconic gesture promotes second-order verb generalization in pre-schoolers. In proceedings of the Budapest CEU Conference on Cognitive Development (BCCCD), Central European University, Budapest, Hungary.

Aussems, S., & Kita, S. (2018). Seeing iconic gestures promotes lasting word-category knowledge about verbs in children. In proceedings of the 8th conference of the International Society of Gesture Studies (ISGS8), Cape Town, South Africa.

Kita, S., **Aussems, S.**, & Mumford, K. H. (2018). Seeing iconic gestures helps three-year-olds learn verbs. In proceedings of the 8th conference of the International Society of Gesture Studies (ISGS8), Cape Town, South Africa.

Kita, S., **Aussems, S.**, & Mumford, K. (2018). Seeing iconic gestures helps three-year-olds learn verbs. Talk at the 8th conference of the International Society of Gesture Studies (ISGS8), Cape Town, South Africa

Aussems, S., & Kita, S. (2017). *Who did what?* How iconic gestures help young children to encode action events. Poster at the “Iconicity Focus Group Workshop”, Centre for Language Studies & Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands

Aussems, S., Mumford, K., & Kita, S. (2017). Prior experience with actions that were highlighted by iconic gestures facilitates verb learning in 3-year-olds. Poster at the 14th International Congress for the Study of Child Language (IASCL), Université Lyon, Lyon, France

Aussems, S., Mumford, K. H., & Kita, S. (2017). Seeing iconic gestures helps 3-year-olds link multiple exemplars for verb learning. Talk at the International Conference on Gesture and Multimodality (iGesto’17), University of Porto, Porto, Portugal

Aussems, S., & Kita, S. (2016). How iconic hand gestures can change children’s memory of action events. Poster at the 7th Conference of the International Society of Gesture Studies (ISGS7), Paris, France

ORGANISED EVENTS

Workshop: Gesture & Technology (primary organiser), 03/06/2018, University of Warwick, 57 participants

Workshop: The Role of Gesture in Cognitive and Linguistic Processes (primary organiser), 25/07/2017, University of Warwick, 27 participants

Workshop: Gesture in Language Development (co-organiser), 19/07/2015, University of Warwick, 80 participants. Pre-conference workshop organised for the Child Language Symposium

Workshop: Tilburg Gesture Research (TiGeR) (co-organiser), 19/06/2013—21/06/2013, Tilburg University, 250 participants

INTERNATIONAL RESEARCH VISITS

University of Chicago, 19/04/2019—12/05/2019, ESRC-funded research visit to Professor Susan Goldin-Meadow’s gesture lab, Department of Psychology, USA

University of Osnabrück, 12/03/2019—29/03/2019, ESRC-funded research visit to Professor Simone Pika’s bio cognition lab, Institute of Cognitive Science, Germany