

CURRICULUM VITAE

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Employment

2004-present Assistant Professor, Department of Psychology
Carnegie Mellon University

Education

2004 Ph.D., Department of Psychology
University of Wisconsin-Madison

1999 A.B. (with honors), Psychology,
Stanford University

Honors and Awards

2005 Berkman Faculty Development Award
2004 Graduate Student Mentor Award
2001 Waisman Center Research Award, University of Wisconsin-Madison
2000 Schwartz Cognitive Psychology Fellow, University of Wisconsin-Madison
1999 University Graduate Fellowship, University of Wisconsin-Madison
1999 Phi Beta Kappa

Professional Affiliations

Society for Research on Child Development
Association for Psychological Science

Service Activities

Faculty Adviser, CMU Women's Lacrosse Club, 3/2007 - Present
Meeting of the Minds Psychology competition coordinator, 4/2006 – Present
Psychology graduate committee, 5/2006 – Present
New Faculty Orientation Panel, 8/2006
Faculty Senator, 5/2005 – 4/2007

Conference Reviews

Submission reviewer, International Conference on Spoken Language
Processing, 2006
Submission Reviewer, CogSci 2007
Scientific Review Committee, Interspeech 2007

Ad Hoc Reviewer

Child Development
Cognition
Cognitive Science

Journal of Memory and Language
Journal of Phonetics
Language Learning and
Development

Developmental Psychology
Developmental Review
Infancy
Journal of the Acoustical Society of America

Memory and Cognition
Music Perception
Perception and Psychophysics
Phonetica

Journal of Child Language

Psychological Science

Journal of Experimental

Psychonomic Bulletin and Review

Psychology: Learning, Memory,
and Cognition

Quarterly Journal of Experimental

Journal of Experimental Child
Psychology

Psychology

External Grant Funding

NSF BCS-0642415, "CAREER: Infants' statistical learning of systems with multiple levels of organization." Total costs: 450,000. 8/15/07-7/31/12

NIH NRSA Award, "Infant learning of acoustic cues to word boundaries." Funded by NIDCD. Total costs: \$48,336. 9/1/02-8/30/04.

Publications

Thiessen, E.D. (in press) Statistical learning. To appear in E. Bavin (Ed.), Cambridge Handbook of Child Language.

Thiessen, E.D. (in press) Speech perception in infants. To appear in P. Hogan (Ed.) Cambridge Encyclopedia of Language Sciences.

Thiessen, E.D. (2007). The effect of distributional information on children's use of phonemic contrasts. *Journal of Memory and Language*, 56, 16-34.

Thiessen, E. D., & Saffran, J. R. (2007). Learning to learn: Acquisition of stress-based strategies for word segmentation. *Language Learning and Development*, 3, 75-102.

Saffran, J.R., & Thiessen, E.D. (2007). Domain general learning capacities. In E. Hoff and M. Schatz (Eds.) *Blackwell Handbook of Language Development*, pp. 68-86. Oxford: Blackwell Publishing.

Thiessen, E.D., Hill, E.A., & Saffran, J.R. (2005). Infant directed speech facilitates word segmentation. *Infancy*, 7, 49-67.

Thiessen, E.D., & Saffran, J.R. (2004). Spectral tilt as a cue to word segmentation in infancy and adulthood. *Perception and Psychophysics*, 66, 779-791.

Thiessen, E.D., & Saffran, J.R. (2004). Infants' acquisition of stress-based word segmentation strategies. In A. Brugos, L. Micciulla, C. Smith (Eds.), *BUCLD 28: Proceedings of the 28th annual Boston University Conference on Language Development*, 2, 608-619.

Thiessen, E.D., & Saffran, J.R. (2003). When cues collide: Use of statistical and stress cues to word boundaries by 7- and 9-month-old infants. *Developmental Psychology*, 39, 706-716.

Saffran, J.R., & Thiessen, E.D. (2003). Pattern induction by infant language learners. *Developmental Psychology*, 39, 484-494.

Manuscripts under review

Thiessen, E.D. Rule learning from non-linguistic stimuli is facilitated by cross-modal stimuli. *Infancy*

Manuscripts in preparation

Thiessen, E.D., & Yee, M.N. Dogs, Bogs, Labs, and Lads: How phonemic generalization provides insight into the nature of children's early word-form representations

Thiessen, E.D. Effects of visual information on infants' statistical learning.

Conference Presentations: Invited

Thiessen, E.D. (2007). Effects of redundant cross-modal information on infants' statistical learning from complex input. Paper presented at University of Calgary workshop on Current Issues in Language Acquisition: Artificial and statistical language learning. June, 2007.

Saffran, J.R., & Thiessen, E.D. (2005). Learning how to learn: The acquisition of stress-based word segmentation strategies by infants. Paper presented at the ISCA Workshop on Plasticity in Speech Perception, June, 2005.

Thiessen, E.D. (2005). Distributional information and infants' use of phonemic contrasts for word learning. Poster presented at Duke workshop on New Approaches to Infant Learning and Infant Cognition, May, 2005.

Seidenberg, M., Thiessen, E.D., and Sahni, S.D. (2005). Understanding infants' acquisition of phonemic contrasts. Roundtable discussion led at the Interdisciplinary Behavior Science Center, Pittsburgh, PA, February, 2005.

Conference Presentations: Contributed

Saffran, J.R., & Thiessen, E.D. (2008). How the melody facilitates the message, and vice versa, in infant learning and memory. Paper presented at The Neurosciences and Music, June 2008.

- Thiessen, E.D. (2008). Redundant cross-modal cues facilitate visual rule learning. Paper presented at the International Conference on Infant Studies, March 2008.
- Thiessen, E.D., & Yee, M.N. (2008). Evidence that variability in lexical frames affects children's use of phonemic contrasts. Paper presented at the International Conference on Infant Studies, March 2008.
- Thiessen, E.D., Hill, E.,A. Emerson, D.R., & Saffran, J.R. (2005). Effects of prosodic structure on infants' statistical learning. Paper presented at the Cognitive Development Society, October 2005.
- Thiessen, E.D., & Saffran, J.R. (2004). Infants' discovery of regular lexical stress patterns in probabilistic input. Paper presented at the International Conference on Infant Studies, April, 2004.
- Thiessen, E.D., & Saffran, J.R. (2003). Infants' acquisition of stress-based word segmentation strategies. Paper presented at the Boston University Conference on Language Development, November 2003.
- Saffran, J.R., & Thiessen, E.D. (2003). Induction of phonotactic patterns by infant language learners. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa Bay, FL, April, 2003.
- Thiessen, E.D., & Saffran, J.R. (2003). Representation of lexical stress cues by infants and adults. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa Bay, FL, April 2003.
- Thiessen, E.D., & Saffran, J. R. (2001). Infant use of stress cues versus statistical cues to word segmentation at 7, 9, and 11 months. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN, April, 2001.
- Thiessen, E.D., & Fernald, A. (2000). Focus stress effects on 24-month-old sentence processing. Poster presented at the Stanford University Conference on Language Development, Stanford, CA, April, 2000.
- Thiessen, E.D., Liu, J.L., & Fernald, A. (1999). Do 24-month-old children use sentence stress cues in sentence processing? Poster presented at the Society for Research in Child Development, Albuquerque, NM, April, 1999.

Teaching Experience

Course

Cognitive Psychology

Year

Spring, 2007

	Summer, 2008 (CMU- Qatar)
Language Acquisition in Infancy and Childhood	Fall, 2005 Fall, 2006 Fall, 2007
Cognitive Research Methods	Spring, 2006
Developmental Research Methods	Fall, 2004 Spring, 2008