

AMY PERFORNS

Associate Professor, University of Melbourne School of Psychological Sciences

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Research Interests

- Higher-order cognition and social reasoning: language, category and concept learning, and decision making; hypothesis testing and generation; computational (particularly Bayesian) approaches to these issues; language acquisition; word learning; induction; linguistic and cultural evolution

Career

- **University of Melbourne School of Psychology (2017-present)**
 - Hired as Associate Professor
- **University of Adelaide School of Psychology (2008 - 2017)**
 - Hired as Lecturer; Senior Lecturer in 2012; Associate Professor in 2016
- **Ph.D., MIT Department of Brain and Cognitive Sciences (2003 - 2008)**
 - Thesis title: *Learnability, representation, and language: A Bayesian approach.*
- **Santa Fe Institute, Complex Systems Summer School (2002)**
 - Coursework in the mathematics of nonlinear dynamical systems and applications of complexity theory. Included independent research work.
- **M.A., Stanford University Department of Linguistics (1999 - 2000)**
 - Thesis title: *Simulated evolution of communication: The emergence of meaning.*
- **B.S., Stanford University (1995 - 1999)**
 - Major: Symbolic systems (with distinction, with honours); Minor: Physics
 - Thesis title: *Slow and steady doesn't win the race: The relation between infant information processing skills and language comprehension.*

Grants

- 2014 - 2017: ARC Discovery Project, worth \$301,300. Chief Investigator. Title: *Learning from others: Inductive reasoning based on human-generated data.* 15-20% funding rate.
- 2016 - University of Adelaide Small Grant Scheme, worth \$20,000. Partner investigator. Title: *Decision-making in a high-risk, uncertain scenario: The case of vaccination.* 20% funding rate.
- 2011 - 2015: ARC Discovery Early Career Researcher Award (DECRA), worth \$375,000. Chief investigator. Title: *What shapes the structure of language? An experimental and computational investigation.* 15-20% funding rate.
- 2010 - 2014: ARC Discovery Project, worth \$454,995. Chief investigator. Title: *How are beliefs altered by data? Robust Bayesian models for human inductive learning.* 15-20% funding rate.
- 2007 - 2008: National Science Foundation (NSF) Graduate Research Fellowship: full tuition plus \$30,000 annual living stipend for two years, earned in 2004, deferred until 2007; 10% funding rate
- 2004 - 2006: National Defense Science and Engineering Graduate (NDSEG) Fellowship: full tuition plus \$30,000 annual living stipend for three years; 7% funding rate

Honours and Awards

- 2016 - COLING: Best Paper Award, De Deyne et al (2016)
- 2016 - *Language Learning & Development*: Peter Jusczyk Best Paper Award Winner, Perfors (2016)
- 2016 - Cognitive Science Conference: Marr Award for Best Student Paper, Vong et al (2016)
- 2011 - Executive Dean's Prize for Excellence in Teaching (University of Adelaide), awarded to five out of 700+ staff in the Faculty of Health Sciences
- 2007, 2006 - Walle Nauta Award for Continuing Dedication to Teaching (MIT)
- 2005 - Angus MacDonald Award for Excellence in Undergraduate Teaching (MIT)
- 2003 - Centennial TA Award, given to the top TA in each department (Stanford)
- 2000 - Center for Teaching and Learning Award for Excellence in Teaching (Stanford)
- 1999 - Firestone Medal for Excellence in Undergraduate Research (top 10% of honors theses)
- 1999 - Dean's Award for Academic Excellence, Stanford's most prestigious academic honor, annually awarded to eight undergraduates in the entire university

Book

1. Chater, N., Clark, A., Goldsmith, J., Perfors, A. (2015) Empiricism and language learnability. *Oxford University Press*. Author order determined alphabetically.

Journal articles

2. Kennedy, L., Navarro, D., Perfors, A., Briggs, N. (in press) Not every credible interval is credible: On the importance of robust methods in Bayesian data analysis. *Behavioral Research Methods*.
3. Smith, K., Perfors, A., Feher, O., Samara, A., Swoboda, K., Wonnacott, E. (2017) Language learning, language use, and the evolution of linguistic variation. *Philosophical Transactions of the Royal Society B: Biological Sciences* 372
4. Tauber, S., Navarro, D., Perfors, A., Steyvers, M (2017) Bayesian models of cognition revisited: Setting optimality aside and letting data drive psychological theory. *Psychological Review* 124(4): 410-441
5. Perfors, A. (2016) Adult regularization of inconsistent input depends on pragmatic factors. *Language Learning & Development* 12: 138-155 ***Peter Jusczyk Best Paper Award Winner***
6. Ransom, K., Perfors, A., Navarro, D. (2016) Leaping to conclusions: Why premise relevance affects argument strength. *Cognitive Science* 40(7): 1775-1796
7. Perfors, A. (2016) Piaget, probability, causality, and contradiction. *Human Development* 59: 26-33
8. De Deyne, S., Navarro, D., Perfors, A., Storms, G. (2016) Structure at every scale: A semantic network account of the similarities between very unrelated concepts. *Journal of Experimental Psychology: General* 145(9): 1228-1254
9. Gökaydin, D., Navarro, D., Ma-Wyatt, A., Perfors, A. (2016) The structure of sequential effects. *Journal of Experimental Psychology: General* 145: 110-123
10. Hendrickson, A., Navarro, D., Perfors, A. (2016) Sensitivity to hypothesis size during information search. *Decision* 3: 62-80
11. Vong, W.K., Perfors, A., Navarro, D. (2016) The helpfulness of category labels in semi-supervised learning depends on category structure. *Psychonomic Bulletin & Review* 23: 230-238

12. Voorspoels, W., Navarro, D., Perfors, A., Ransom, K., Storms, G. (2015) How do people learn from negative evidence? Non-monotonic generalizations and sampling assumptions in inductive reasoning. *Cognitive Psychology* 81: 1-25
13. Perfors, A. (2014) Representations, approximations, and limitations within a computational framework for cognitive science. *Physics of Life Reviews* 11 : 369-370
14. Perfors, A., Navarro, D. (2014) Language evolution can be shaped by the structure of the world. *Cognitive Science* 38 (4): 775-793
15. Navarro, D., Perfors, A., Vong, W.K. (2013) Learning time-varying categories. *Memory and Cognition* 41 : 917-927
16. Perfors, A. (2012) When do memory limitations lead to regularization? An experimental and computational investigation. *Journal of Memory and Language* 67: 486-506
17. Perfors, A. (2012) Bayesian models of cognition: What's built in after all? *Philosophy Compass* 7 (2): 127-138
18. Shafto, P., Eaves, B., Perfors, A., Navarro, D. (2012) Epistemic trust: Modeling children's reasoning about others' knowledge and intent *Developmental Science* 15 (4): 436-447
19. Perfors, A. (2012) Levels of explanation and the workings of science. *Australian Journal of Psychology* 64: 52-59
20. Navarro, D., Perfors, A. (2011) Enlightenment grows from fundamentals. *Behavioral and Brain Sciences* 34: 207-208
21. Perfors, A., Tenenbaum, J.B., Griffiths, T., Xu, F. (2011) A tutorial introduction to Bayesian models of cognitive development. *Cognition* 120. 302-321
22. Navarro, D., Perfors, A. (2011) Hypothesis generation, hypothesis testing, and the emergence of the positive test strategy. *Psychological Review* 118: 120-134
23. Perfors, A., Tenenbaum, J.B., Regier, T. (2011) The learnability of abstract syntactic principles. *Cognition* 118 (3): 306-338
24. Griffiths, T., Chater, N., Kemp, C., Perfors, A., Tenenbaum, J. (2010) Probabilistic models of cognition: Exploring representations and inductive biases. *Trends in Cognitive Sciences* 14 (8): 357-364
25. Navarro, D., Perfors, A. (2010) Similarity, feature discovery, and the size principle. *Acta Psychologica* 133: 256-268
26. Perfors, A., Tenenbaum, J., Wonnacott, E. (2010) Variability, negative evidence, and the acquisition of verb argument constructions. *Journal of Child Language* 37: 607-642
27. Foraker, S., Regier, T., Khetarpal, N., Perfors, A., Tenenbaum, J.B. (2009) Indirect evidence and the poverty of the stimulus: The case of anaphoric one. *Cognitive Science* 33 (2): 287-300
28. Kemp, C., Perfors, A., Tenenbaum, J.B. (2007) Learning overhypotheses with hierarchical Bayesian models. *Developmental Science* 10 (3): 307-321
29. Fernald, A., Perfors, A., Marchman, V. (2006) Picking up speed in understanding: How increased efficiency in on-line speech processing relates to lexical and grammatical development in the second year. *Developmental Psychology* 42 (1): 98-116
30. Perfors, A. (2002) Simulated evolution of language: A review of the field. *Journal of Artificial Societies and Social Simulation* 5 (2)

Peer-reviewed conference publications

32. De Deyne, S., Perfors, A., Navarro, D. (2017) Predicting human similarity judgments with distributional models: The value of word associations. *Proceedings of the 26th International Joint Conference on Artificial Intelligence*. 4806-4810, Melbourne, Australia
33. Langsford, S., Hendrickson, A., Perfors, A., Navarro, D. (2017) When do learned transformations influence similarity and categorization? In G Gunzelmann, A Howes, T Tenbrink, and E Davelaar (Eds.) *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. 2530-2535. Austin, TX: Cognitive Science Society
34. Navarro, D., Perfors, A., Kary, A., Brown, S., Donkin, C. (2017) When extremists win: On the behavior of iterated learning chains when priors are heterogeneous. In G Gunzelmann, A Howes, T Tenbrink, and E Davelaar (Eds.) *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. 847-852. Austin, TX: Cognitive Science Society
35. Ransom, K., Voorspoels, W., Perfors, A., Navarro, D. (2017) A cognitive analysis of deception without lying. In G Gunzelmann, A Howes, T Tenbrink, and E Davelaar (Eds.) *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. 992-997. Austin, TX: Cognitive Science Society
36. De Deyne, S., Perfors, A., Navarro, D. (2016) Predicting human similarity judgments with distributional models: The value of word associations. *26th International Conference on Computational Linguistics (COLING 2016)*, Osaka, Japan: 1861-1870 ***Best Paper Award Winner***
37. Vong, W.K., Hendrickson, A., Perfors, A., Navarro, D. (2016) Do additional features help or harm during category learning? An exploration of the curse of dimensionality in human learners. In In A Papafragou, D Grodner, D Mirman and JC Trueswell (Eds.) *Proceedings of the 38th Annual Conference of the Cognitive Science Society*. 2471-2476. Austin, TX: Cognitive Science Society. ***Marr Prize Winner for Best Student Paper***
38. De Deyne, S., Verheyen, S., Perfors, A., Navarro, D. (2015) Evidence for widespread thematic structure in the mental lexicon. In R. Dale, C. Jennings, P. Maglio, T. Matlock, D. Noelle, A. Warlaumont, J. Yoshimi (Eds.) *Proceedings of the 37th Annual Conference of the Cognitive Science Society*. 518-523. Austin, TX: Cognitive Science Society.
39. Perfors, A., Ransom, K., Navarro, D. (2014) People ignore token frequency when deciding how far to generalize. In P. Bellow, M. Guarini, M. McShane, B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of the Cognitive Science Society*: 2759-2764. Austin, TX: Cognitive Science Society.
40. Hendrickson, A., Navarro, D., Perfors, A. (2014) Adaptive information source selection during hypothesis testing. In P. Bellow, M. Guarini, M. McShane, B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of the Cognitive Science Society*: 607-612. Austin, TX: Cognitive Science Society.
41. Langsford, S., Hendrickson, A., Perfors, A., Navarro, D. (2014) People are sensitive to hypothesis sparsity during category discrimination. In P. Bellow, M. Guarini, M. McShane, B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of the Cognitive Science Society*: 2531-2536. Austin, TX: Cognitive Science Society.
42. Vong, W.K., Perfors, A., Navarro, D. (2014) The relevance of labels in semi-supervised learning depends on category structure. In P. Bellow, M. Guarini, M. McShane, B. Scassellati (Eds.) *Proceedings of the 36th Annual Conference of the Cognitive Science Society*: 1718-1723. Austin, TX: Cognitive Science Society.
43. Vong, W.K., Hendrickson, A., Perfors, A., Navarro, D. (2013) The role of sampling assumptions in generalization with multiple categories. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.) *Proceedings of the 35th Annual Conference of the Cognitive Science Society*: 3699-3704. Austin, TX: Cognitive Science Society.
44. Perfors, A. (2012) Probability matching vs. over-regularization in language: Participant behavior depends on their interpretation of the task. In Miyake, N., Peebles, D., & Cooper, R. (eds) *Proceedings of the 34th Annual Conference of the Cognitive Science Society*: 845-850. Austin, TX: Cognitive Science Society.

45. Perfors, A., Ong, J. (2012) Musicians are better at learning non-native sound contrasts even in non-tonal languages. In Miyake, N., Peebles, D., & Cooper, R. (eds) *Proceedings of the 34rd Annual Conference of the Cognitive Science Society*: 839-844. Austin, TX: Cognitive Science Society.
46. De Deyne, S., Navarro, D., Perfors, A., Storms, G. (2012) Strong structure in weak semantic similarity: A graph based account. In Miyake, N., Peebles, D., & Cooper, R. (eds) *Proceedings of the 34rd Annual Conference of the Cognitive Science Society*: 1464-1469. Austin, TX: Cognitive Science Society.
47. Navarro, D., Perfors, A. (2012) Anticipating changes: Adaptation and extrapolation in category learning. In Miyake, N., Peebles, D., & Cooper, R. (eds) *Proceedings of the 34rd Annual Conference of the Cognitive Science Society*: 809-814. Austin, TX: Cognitive Science Society.
48. Perfors, A., Navarro, D. (2011) Language evolution is shaped by the structure of the world: An iterated learning analysis. In Carlson, L., Hölscher, C., & T. Shipley (eds) *Proceedings of the 33rd Annual Conference of the Cognitive Science Society*: 477-482. Austin, TX: Cognitive Science Society.
49. Perfors, A.. (2011) Memory limitations alone do not lead to over-regularization: An experimental and computational investigation. In Carlson, L., Hölscher, C., & T. Shipley (eds) *Proceedings of the 33rd Annual Conference of the Cognitive Science Society*: 3274-3279. Austin, TX: Cognitive Science Society.
50. Gökyaydin, D., Ma-Wyatt, A., Navarro, D., Perfors, A.. (2011) Humans use different statistics for sequence analysis depending on the task. In Carlson, L., Hölscher, C., & T. Shipley (eds) *Proceedings of the 33rd Annual Conference of the Cognitive Science Society*: 543-548. Austin, TX: Cognitive Science Society.
51. Yuan, S., Perfors, A., Xu, F., Tenenbaum, J. (2011) Learning individual words and learning about words simultaneously. In Carlson, L., Hölscher, C., & T. Shipley (eds) *Proceedings of the 33rd Annual Conference of the Cognitive Science Society*: 3280-3285. Austin, TX: Cognitive Science Society.
52. Montague, R., Navarro, D., Perfors, A., Shafto, P. (2011) To catch a liar: The effects of truthful and deceptive testimony on inferential learning. In Carlson, L., Hölscher, C., & T. Shipley (eds) *Proceedings of the 33rd Annual Conference of the Cognitive Science Society*: 1312-1317. Austin, TX: Cognitive Science Society.
53. Maurits, L., Perfors, A., Navarro, D. (2010) Why are some word orders more common than others? A uniform information density account. *Advances in Neural Information Processing Systems 23*: 1585-1593. Cambridge, MA: MIT Press.
54. Perfors, A., Burns, N. (2010) Adult language learners under cognitive load do not over-regularize like children. In R. Camtrabone & S. Ohlsson (eds) *Proceedings of the 32nd Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 2524-2529.
55. Perfors, A., Dunbar, D. (2010) Phonetic training makes word learning easier. In R. Camtrabone & S. Ohlsson (eds) *Proceedings of the 32nd Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 1613-1618.
56. Perfors, A., Navarro, D. (2010) How does the presence of a label affect attention to other features? In R. Camtrabone & S. Ohlsson (eds) *Proceedings of the 32nd Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 1834-1839.
57. Stephens, R., Perfors, A., Navarro, D. (2010) Social context effects on the impact of category labels. In R. Camtrabone & S. Ohlsson (eds) *Proceedings of the 32nd Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 1411-1416.
58. Perfors, A., Navarro, D. (2009) Confirmation bias is rational when hypotheses are sparse. In N. Taatgen, H. van Rijn, L. Schomaker, & J. Nerbonne (eds). *Proceedings of the 31st Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 2471-2476.

59. Maurits, L., Perfors, A., Navarro, D. (2009) Joint acquisition of word order and word reference. In N. Taatgen, H. van Rijn, L. Schomaker, & J. Nerbonne (eds). *Proceedings of the 31st Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 1728-1733.
60. Navarro, D., Perfors, A. (2009) Learning time-varying categories. In N. Taatgen, H. van Rijn, L. Schomaker, & J. Nerbonne (eds). *Proceedings of the 31st Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 419-424.
61. Perfors, A., Tenenbaum, J.B. (2009) Learning to learn categories. In N. Taatgen, H. van Rijn, L. Schomaker, & J. Nerbonne (eds). *Proceedings of the 31st Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 136-141.
62. Ejova, A., Navarro, D., Perfors, A. (2009) When to walk away: The effect of variability on keeping options viable. In N. Taatgen, H. van Rijn, L. Schomaker, & J. Nerbonne (eds). *Proceedings of the 31st Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 1258-1263.
63. Foraker, S., Regier, T., Khetarpal, N., Perfors, A., Tenenbaum, J.B. (2007) Indirect evidence and the poverty of the stimulus: The case of anaphoric one. In D. McNamara & J. Trafton (eds.) *Proceedings of the 29th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 275-281.
64. Perfors, A., Tenenbaum, J., Regier, T. (2006) Poverty of the stimulus? A rational approach. In R. Sun & N. Miyake (eds.) *Proceedings of the 28th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 663-668.
65. Kemp, C., Perfors, A., Tenenbaum, J. (2006) Learning overhypotheses. In R. Sun & N. Miyake (eds.) *Proceedings of the 28th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 417-422.
66. Perfors, A., Kemp, C., Tenenbaum, J. (2005) Modeling the acquisition of domain structure and feature understanding. In B. Bara, L. Barsalou, & M. Bucciarelli (eds.) *Proceedings of the 27th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 1720-1725.
67. Kemp, C., Perfors, A., Tenenbaum, J. (2004) Learning domain structures. In K. Forbus, D. Gentner, & T. Regier (eds.) *Proceedings of the 26th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society: 672-677.

Invited chapters

68. Perfors, A. (2016) Bayesian techniques in linguistics. *Oxford Research Encyclopaedia of Linguistics* Oxford University Press
69. Perfors, A. (2014) Induction in language learning. In P. Brooks & V. Kempe (eds). *Encyclopedia of Language Development*. Sage Publications. 281-283
70. Perfors, A. (2014) Bayesian inference in word learning. In P. Brooks & V. Kempe (eds). *Encyclopedia of Language Development*. Sage Publications. 46-49
71. Perfors, A. Navarro, D. (2012) What Bayesian modelling can tell us about statistical learning: What it requires and why it works. In P. Rebuschat & J. Williams (eds). *Statistical learning and language acquisition*. Mouton de Gruyter. 383-408.
72. Perfors, A. Wonnacott, E. (2011) Bayesian modeling of sources of constraint in language acquisition. In I. Arnon & E. Clark (eds). *Experience, Variation, and Generalization: Learning a first language*. John Benjamins Publishing Company. 277-294
73. Perfors, A. (2011) Simplicity and fit in grammatical theory. In E. Bender & J. Arnold (eds). *Language from a cognitive perspective: Grammar, usage, and processing*. CSLI Publications: Stanford University. 99-120

74. Perfors, A., Tenenbaum, J.B., Gibson, E., Regier, T. (2010) How recursive is language? A Bayesian exploration. In H. van der Hulst (ed). *Recursion and Human Language*. Berlin: Mouton de Gruyter: 159-175.
75. Xu, F., Dewar, K., Perfors, A. (2009) Induction, overhypotheses, and the shape bias: Some arguments and evidence for rational constructivism. In B. Hood & L. Santos (eds.) *The origins of object knowledge*. Oxford University Press: 263-284.
76. Wasow, T., Perfors, A., Beaver, D. (2005) The puzzle of ambiguity. In O. Orgun and P. Sells (eds) *Morphology and the Web of Grammar: Essays in Memory of Steven G. Lapointe*. CSLI Publications: 265-282.

Teaching

Note: For student evaluations (SELTs), I have reported my mean and median out of 7 plus the percentage of students giving positive ratings (i.e., over 4) the last time SELTs were given. Courses were team taught but the SELT numbers here apply to myself alone.

• University of Adelaide

- 2016-2017: Doing Research in Psychology: Intro to Statistics. 2nd year, ~300 students.
Student evaluation: 92% positive, mean: 6.4, median: 7
- 2008-2017: Foundations of Perception & Cognition. 2nd year, ~300 students.
Student evaluation: 94% positive, mean: 6.7, median: 7
- 2009-2014: Perception & Cognition. 3rd year, ~200 students:
Student evaluation: 94% positive, mean: 5.8, median: 6
- 2010-2014: Computational Cognitive Science. 3rd year, ~15 students.
Student evaluation: 100% positive, mean: 5.9, median: 6
- 2010-2011: Doing Research in Psychology: Advanced Statistics. 3rd year, ~200 students.
Student evaluation: 100% positive, mean: 6.2, median: 6
- 2009-2011: Statistics and critical issues. Honours, ~50 students.
Student evaluation: 100% positive, mean: 6.0, median: 6
- 2008-2011: Introduction to Psychology. 1st year, ~500 students.
Student evaluation: 94% positive, mean: 5.9, median: 6

• Massachusetts Institute of Technology

- 2005-2008: Guest lecturer
Cognitive science lab (graduate level)
Language and Mind (upper level undergraduate)
Psycholinguistics (upper level undergraduate)
- Teaching assistant
2007: Core class in cognitive science (9.012, graduate level)
2005: Computational cognitive science (9.66, graduate level)
2004: Introduction to Psychology (9.00, 1st year)

• Stanford University

- Department of Human Biology
2002-2003: Head course assistant, Human Biology Core (2nd year)
1999-2000: Course assistant, Human Biology Core (2nd year)

• Peace Corps (Mozambique)

- 2000-2001: Secondary School Biology and English Teacher
Taught 450+ students per semester (in Portuguese); lived nearby in the village.
Spearheaded an initiative to begin construction of a community library.

Supervision

Note: Within the Australian system, honours is an intense one-year program similar to a US Master's degree. Approximately 40-50% of honours students attain first-class honours, with a first-class degree usually being necessary in order to pursue a PhD. At all levels, I list only those students and postdocs that I worked closely with.

- **Postdoctoral associates**
 - Current: Simon De Deyne (previous DECRA award winner)
 - Former: Andrew Hendrickson (now Lecturer at Tilburg University)
Sean Tauber (now postdoctoral associate at UNSW, Sydney)
Wouter Voorspoels (now postdoctoral associate at University of Leuven)
- **PhD students**
 - Current: Keith Ransom
 - Former: Steven Langsford (now postdoctoral associate at University of Michigan)
Lauren Kennedy (now postdoctoral associate at Columbia University)
Wai Keen Vong (now postdoctoral associate at Rutgers University)
Dinis Gökaydin (now in mathematics program at Warwick University)
Luke Maurits (now postdoctoral associate in Finland)
Rachel Stephens (now postdoctoral associate at UNSW)
- **Honours students**
 - 2016: Jing Qian, Peter Davies, Micah Cearns
 - 2014: Zhe Khor (1st)
 - 2013: Hazel Craig (1st), Lauren Kennedy (1st)
 - 2012: Angela Vause (2nd), Wai Keen Vong (1st)
 - 2011: Natalie May (1st), Tin Yim Chuk (1st), Joey Ong (1st), Erica Behrens (2nd)
 - 2010: Alexandra Christopher (1st), Pamela Lee (1st)
 - 2009: David Dunbar (1st), Melissa de Vel (1st), Nick Colebatch (2nd), Xin Wei Sim (2nd)
- **Undergraduates and summer students**
 - 2015: Siok Ling Chin
 - 2012: Lauren Kennedy, Beatrice Speck, Angela Vause, Timothy Larden, Daniel Carabellese
 - 2011: Kym McCormick, Tin Yim Chuk
 - 2009-2010: Wai Keen Vong, Natalie May, Joey Ong
 - 2008: Wylie Li

Professional Activities

- **Editorial**
 - 2015-present: Action editor at *Cognitive Science*
 - 2015-present: Editorial board of *Cognition*
 - 2016-present: Editorial board of *Open Mind*
 - 2016-present: Associate editor at *Journal of Language Evolution*
- **Reviewing**
 - Grants: Review for grant agencies in five countries (Australia, UK, US, Netherlands, Israel)
 - Journals: Review for 25+ journals including some of the best ones in the field like *Brain & Behavioral Sciences*, *Cognitive Psychology*, *Developmental Science*, *Trends in Cognitive Sciences*, *PNAS*, and *Psychological Review*.
 - Conferences: Review for eight conferences in cognitive science, computational linguistics, language evolution, and machine learning

- **External advising**

- 2016: Dissertation external member for Gabriel Tillman, University of Newcastle
- 2016: Dissertation external member for Pragati Vasuki, Macquarie University
- 2014: Dissertation external member for Vanessa Ferdinand, University of Edinburgh
- 2014: Dissertation external member for Ben Borschinger, Macquarie University
- 2010: Dissertation external member for Magdalena Dimitru, Macquarie University

- **Service**

- 2017-present: Deputy Director of Complex Human Data Hub, Univ. Melbourne
- 2016-2017: Member, Faculty of Health Sciences research committee (Univ. Adelaide)
- 2015-2017: Convenor and Chair, School research committee (Univ. Adelaide)
- 2009-2011, 2015-2017: Organiser, School seminar (Univ. Adelaide)
- 2010-2011: Member, School infrastructure support committee (Univ. Adelaide)
- 2008-2009: Member, School Occupational Health & Safety Committee (Univ. Adelaide)
- 2005-2006: Member, Dept of Brain & Cognitive Sciences Faculty Search Committee (MIT)
- 2004-2005: Graduate student representative, Dept of Brain & Cognitive Sciences (MIT)

Selected invited talks (does not include department colloquia, conferences, or symposia)

1. *Data, language, and the mind: How people (and computers) learn, communicate, and reason about a complex world.* University of Rochester and UC Irvine. January 2017
2. *Who said that, and why? How assumptions about socially-generated data drive human learning.* Rational Inferences Workshop, CCD Developing Mind Series. Macquarie University. October 2016
3. *An exploration of when adults regularise, when they don't, and why.* Language Evolution and Computation Group, University of Edinburgh, UK. July 2014
4. *Levels of representation.* NeuroCog collective, Coffs Harbour. June 2014
5. *On the informational value of negative evidence.* Stanford workshop on Gradience in Grammar, Stanford University. January 2014
6. *Acquisition of linguistic structure and regularity: What can the models tell us?* Mayfest conference on the role of computational models in linguistic theory, University of Maryland. May 2012
7. *Language acquisition, representation, and use: What can we learn from computational and experimental evidence?* Harvard-Australia Workshop on Language, Learning, and Logic, Macquarie University. Aug 2011
8. *Comparing adult and child learners: The case of over-regularisation* Stanford University Computational Language Group, Stanford University. July 2011
9. *Language evolution is shaped by the structure of the world* Language Evolution and Computation Group, University of Edinburgh, UK. July 2011
10. *For better or for worse? Exploring the source of differences between adult and child language acquisition* Macquarie Centre for Cognitive Science, Macquarie University. October 2010
11. *What's innate, and how much input is enough?* Probabilistic Models of Cognitive Development Workshop, Banff, Canada. May 2009
12. *Learnability in language acquisition* Berkeley Workshop on Connectionist and Probabilistic Models of Cognition, Berkeley, CA. August 2008
13. *Word learning: Bayes, labels, and inductive constraints.* Workshop on New Directions in Word Learning, York, UK. April 2008

14. *A Bayesian approach to the poverty of the stimulus*. Machine Learning and Cognitive Science of Language Acquisition Workshop, University College London. June 2007
15. *Hierarchical phrase structure and recursion: A Bayesian exploration of learnability*. Recursion in Human Languages Workshop, Normal, IL. April 2007

Miscellaneous

- **Family**

Mother to two children, Sam and Luke, born in October 2012 and July 2015

- **Citizenship**

Australian, American

- **Rugby**

Old Collegian's Women's Rugby Team (2009-2010), Adelaide

MIT Women's Rugby Team (2003-2006); flanker/scrumhalf and captain (2005)

San Francisco Women's Rugby Club (captain and MVP) (2000, 2002)

Stanford Women's Rugby: Division I National Champions (1999) and runners-up (1998)