The relevance of visual information on learning sounds in infancy

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Citation for published version (APA):
ter Schure, S. M. M. (2016). The relevance of visual information on learning sounds in infancy
AUTHOR CONTRIBUTIONS

Chapters 1 and 5 were written solely by S.M.M. ter Schure. Chapters 2, 3 and 4 are based on journal articles with the PhD candidate as the first author. Below, the contributions of the PhD candidate and the co-authors are described to allow for a full assessment of the candidate’s work. For all three chapters, it holds that S.M.M. ter Schure wrote the general body of text supported by editing and comments from the co-authors.

Chapter 2:

This chapter was co-authored by Dr. D.J. Mandell, Dr. P. Escudero, Prof. M.E.J. Raijmakers and Prof. S.P. Johnson. MR, SJ, PE and DM designed the experiment. Data collection was carried out by B. Nguyen at the UCLA Babylab under supervision of SJ and in close contact with StS. StS prepared the eye tracking data files for further analyses, carried out descriptive and statistical analyses and wrote the paper. DM carried out the GEE-analysis, which replaced a repeated-measures analysis performed by StS, and provided the corresponding figures. Discussions with all authors informed the interpretation of the results.

Chapter 3:
Semantics guide infants’ vowel learning: computational and experimental evidence.
To appear in *Infant Behavior and Development.*

This chapter was co-authored by Dr. C.M.M. Junge and Prof. P.P.G. Boersma. StS designed and created the experiment, recruited infant participants, conducted the experiment, performed the analyses of the experimental data and wrote the paper. PB carried out all simulations described in paragraph 2 and carried out supplementary analyses in paragraph 3 (the ANCOVA). CJ collected the vocabulary data for the infants at 18 months. Discussions with all authors informed interpretation of the results.
Chapter 4:
Learning vowels from multimodal, auditory or visual information: effects on infants’ looking patterns and discrimination. To appear in *Frontiers in Psychology*.

This chapter was co-authored by Dr. C.M.M. Junge and Prof. P.P.G. Boersma. StS designed and created the experiment, recruited infant participants, conducted the experiment, performed the analyses of the experimental data and wrote the paper. Discussions with the co-authors informed interpretation of the results.