

Curriculum Vitae
Paula Frances Marentette

Employment History

2011- Augustana Faculty, University of Alberta, Professor of Psychology
2007-2010 Augustana Faculty, University of Alberta, Associate Dean, Teaching and Research
2004-2011 Augustana Faculty, University of Alberta, Associate Professor of Psychology
2000-2004 Augustana University College, Associate Professor of Psychology
1993-2000 Augustana University College, Assistant Professor of Psychology
1987-1990 McGill University, Teaching Assistant

Education

1989-1996 McGill University, Montreal, Quebec
Ph.D. in Psychology, degree granted February 1996
Dean's Honour List
Dissertation Title: "It's in her hands: A case study of the emergence of phonology in American Sign Language"
Area of study: Developmental Psycholinguistics, Cognitive Psychology
Supervisory Committee: Dr. R. Mayberry, Dr. J. Macnamara, Dr. A. Bregman, Dr. F. Genesee

1989 Linguistic Institute, University of Arizona, Tucson, AZ, Jun-Aug
Linguistic Society of America

1987-1989 McGill University, Montreal, Quebec
M.A. in Psychology, degree granted November 1989
Thesis Title: "Babbling in sign language: Implications for maturational processes of language in the developing brain."
Supervisor: Dr. L.A. Petitto

1983-1987 Queen's University, Kingston, Ontario
B.A. Honours, degree granted June 1987
Major in Psychology

Grants and Awards

2021 Strategic Initiatives Grant, VP Research \$8500
"Wild Iconicity: Do gestures and signs share viewpoint?"

2018-2024 SSHRC, Co-applicant with Elena Nicoladis, Psychology, University of Alberta
\$261,7000 awarded for proposal entitled
"The development of viewpoint in children's gesture production"

2017 Strategic Initiatives Grant, VP Research, \$8500
"Pantomime and gesture in children: Are they distinct?"

2015 Teaching Faculty Award for the Support of Information Literacy

2015 TLEF Professional Development: \$2100

- 2012-2017 SSHRC, Co-applicant with Elena Nicoladis, Psychology, University of Alberta
\$414,772 awarded for proposal entitled
“Gesture as a potential cue to children’s verb learning”
- 2012-2013 McCalla Professorship, \$32,000 awarded for proposal entitled “Articulating and
Assessing Skills-Based Learning Outcomes: Focus on Collaboration”
- 2012 TLEF Professional Development: \$1539
- 2011 Augustana Faculty Research Committee, \$7200 awarded for Research Time Stipend
- 2010 Augustana Faculty Research Committee, \$1608 awarded for proposal entitled
“Preschool children’s picture naming”
- 2009-2012 SSHRC, Co-applicant with Elena Nicoladis, Psychology, University of Alberta
\$159,758 awarded for proposal entitled
“When gestures are not timed with language: inter- and intrapersonal effects”
- 2007 TLEF Professional Development: \$2395
- 2005 STEP grant, \$1000 for research assistant, UTRF project
- 2005 Summer Student Stipend, \$1100 for Lindsay Jack, Immersion Project
- 2005-2008 SSHRC Co-applicant with Elena Nicoladis, Psychology, University of Alberta
\$138,948 awarded for proposal entitled
“Do conventionality and mimesis precede iconicity in gesture?”
- 2005-2006 UTRF Co-applicant with John Hoddinott, Connie Varnhagen
\$7990 awarded for proposal entitled
“Shared language clarifies the link between teaching and research”
- 2005 Teaching Faculty Award for the Support of Information Literacy, Augustana Library
- 2002-2005 SSHRC Co-applicant with Elena Nicoladis, Psychology, University of Alberta
\$175 600 awarded for proposal entitled
“The Iconicity of Gestures Across Language, Modality, and Age”
- 1999 Faculty Research Grant (AUC)
\$5 100 awarded for a proposal entitled:
“Phonological acquisition in ASL: A research proposal”

Research

[ORCID: 0000-0002-4098-0571](https://orcid.org/0000-0002-4098-0571)

Peer-Reviewed Publications

- Nicoladis, E., Marentette, P., & Lam, C. (2023). Co-speech gestures can interfere with learning new words. *Gesture*, 21(2/3), 239-263. <https://doi.org/10.1075/gest.18020.nic>
- Marentette, P., Furman, R., *Suvanto, M., & Nicoladis, E. (2020). Pantomime (not silent gesture) in multimodal communication: Evidence from children’s narratives. *Frontiers in Psychology*, 575952. doi:10.3389/fpsyg.2020.575952
- Graziano, M., Nicoladis, E., & Marentette, P. (2020). How referential gestures align with speech: Evidence from monolingual and bilingual speakers. *Language Learning*, 70(1), 266–304. doi: 10.1111/lang.12376
- Nicoladis, E., Marentette, P., & Pika, S. (2019). How many fingers am I holding up? The answer depends on children’s language background. *Developmental Science*, 22(4), e12781. doi: 10.1111/desc.12781
- Nicoladis, E., Nagpal, J., Marentette, P., & Hauer, B. (2018). Gesture frequency is linked to story-telling style: evidence from bilinguals. *Language and Cognition*, 10(4), 641–664. doi:10.1017/langcog.2018.25
- Nicoladis, E., Marentette, P., Pika, S., & Barbosa, P. G. (2018). Young children show little sensitivity to the iconicity in number gestures. *Language Learning and Development*, 14(4), 297-319. doi:10.1080/15475441.2018.1444486

- Marentette, P., Pettenati, P., Bello, A., & Volterra, V. (2016). Gesture and symbolic representation in Italian and English-speaking Canadian two-year-olds. *Child Development, 87*(3), 944-961. doi: 10.1111/cdev.12523
- Nicoladis, E., Marentette, P., & Navarro, S. (2016). Gesture frequency linked primarily to story length in 4–10-year old children's stories. *Journal of Psycholinguistic Research, 45*(2), 189–204. doi:10.1007/s10936-014-9342-2
- Laurent, A., Nicoladis, E., & Marentette, P. (2015). The development of storytelling in two languages with words and gestures. *International Journal of Bilingualism, 19*(1), 56-74. doi: 10.1177/1367006913495618
- Nicoladis, E., Song, J., & Marentette, P. (2012). Do young bilinguals acquire past tense morphology like monolinguals, only later? Evidence from French-English and Chinese-English bilinguals. *Applied Psycholinguistics, 33*(3), 457-479.
- Smithson, L., Nicoladis, E., & Marentette, P. (2011). Bilingual children's gesture use. *Gesture, 11*(3), 330-347.
- Marentette, P. & Nicoladis, E. (2011). Preschoolers' interpretations of gesture: Label or action associate? *Cognition, 121*, 386-399.
- Nagpal, J., Nicoladis, E., & Marentette, P. (2011). Predicting individual differences in L2 speakers' gesture. *International Journal of Bilingualism, 15*(2), 205-214.
- Laurent, A., Nicoladis, E., & Marentette, P. (2010). Discours, gestes et dominance linguistique : une étude développementale. *Enfance, 3*, 275-285.
- Nicoladis, E., Pika, S., & Marentette, P. (2010). Are number gestures easier than words for preschoolers? *Cognitive Development, 25*, 247-261.
- Nicoladis, E., Pika, S., & Marentette, P. (2009). Do French-English bilingual children gesture more than monolingual children? *Journal of Psycholinguistic Research, 38*, 573-585.
- Pika, S., Nicoladis, E., & Marentette, P. (2009). How to order a beer: Cultural differences in the use of conventional gestures for numbers. *Journal of Cross-Cultural Psychology, 40*, 70-80.
- Nicoladis, E., Palmer, A., & Marentette, P. (2007). The role of type and token frequency in using past tense morphemes correctly. *Developmental Science, 10*(2) 237-254.
- Nicoladis, E., Pika, S., Hui, & Marentette, P. (2007). Gesture use in story recall by Chinese-English bilinguals. *Applied Psycholinguistics, 28*, 719-733.
- Pika, S., Nicoladis, E., & Marentette, P. (2006). A cross-cultural study on the use of gestures: Evidence for cross-linguistic transfer? *Bilingualism: Language and Cognition, 9*(3), 319-327.
- Petitto, L.A., & Marentette, P.F. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science, 251*, 1493-1496.
- Republished in A. Slater & D. Muir (Eds.), *The Blackwell reader in Developmental Psychology* (pp.267-275). Oxford: Blackwell Publishers.

Chapters

- Marentette, P., *Inaba, C., & *Petrie, R. (2024). Symbolic distancing in three-year-old children's object-use pantomime. In P. Żywiczyński, J. Blomberg & M. Boruta-Żywiczyńska (Eds.), *Perspectives on Pantomime* (pp. 190-218). Benjamins. <https://doi.org/10.1075/ais.12>
- Marentette, P. & Nicoladis, E. (2012). Does ontogenetic ritualization explain early communicative gestures in human infants? In S. Pika & K. Liebal (Eds.) *Developments in Primate Gesture Research* (pp. 33-53). Benjamins.
- Marentette, P.F., & Mayberry, R.I. (2000). Principles for an emerging phonological system: A case study of a hearing child's acquisition of ASL. In Chamberlain, C., Morford, J.P., & Mayberry, R.I. (Eds.), *Language acquisition by eye* (pp. 71-90). Erlbaum.

Invited Presentations

- Marentette, P. (2021). Pantomime use in children: Symbolic or pragmatic? *Workshop: Perspectives on pantomime: Evolution, development, interaction*. Centre for Language Evolution Studies, Nicolaus Copernicus University, Toruń, Poland, November.
- Marentette, P. (2021). Body, hand, and voice as tools of depiction. Why do signer's gesture? Graduate colloquium, Linguistics Department, University of Alberta. February.
- Marentette, P. (2011). A hand up: How the hands support (and reveal) cognitive development. Distinguished Professorial Lecture, University of Alberta—Augustana Campus, September 29.
- Marentette, P. (2011). Gesture as label, gesture as action: How do preschoolers interpret gestures? Istituto di Scienze e Tecnologie della Cognizione. Consiglio Nazionale delle Ricerche (National Research Council). Rome, Italy. April 10.
- Marentette, P. (2011). Gesture as label, gesture as action: How do preschoolers interpret gestures? Deafness, Cognition and Language. University College London. London, England. March 17.
- Marentette, P. (2010). Why do signer's gesture? Graduate colloquium, Linguistics Department, University of Alberta. November 25.
- Marentette, P. (2009). Action gestures: Are they names for events? Graduate Colloquium, Dept of Speech and Hearing Science, University of Illinois, Urbana-Champaign, February 13.
- Marentette, P.F. (2005). Children's variable use of gesture: Cross-linguistic and cross-modal comparisons of iconic gesture. Dept of Psychology, University of Alberta, November 17.
- Marentette, P.F. (2005). The stories hands can tell: Gesture and language in signed narratives. Peikoff Chair in Deafness Studies Lecture, University of Alberta, Edmonton, January 20.
- Marentette, P.F. (2002). The shape of things to come: Questions of form in early sign and adult gesture. University of Calgary Cognitive Development Seminar, Psychology Department, Calgary, AB, November 25.

Conference Presentations (peer-reviewed abstracts)

- Nicoladis, E., Marentette, P., & St. Jean, J. (2024). Toddlers associate iconic gestures with actions not objects. *Proceedings of the Annual Meeting of the Cognitive Science Society*, xx. Retrieved from <https://escholarship.org/uc/item/xxxxxxxx>
- Nicoladis, E., Yin, H., & Marentette, P. (2023). Cross-cultural differences in gesture frequency. *Multimodality Symposium (MMSYM)*. Barcelona, Spain, April.
- *Bahmani, B., Nicoladis, E., & Marentette, P. (2022). Event properties that elicit iconic gestures and character-viewpoint. *International Society for Gesture Studies*. Chicago, IL, July.
- Nicoladis, E., & Marentette, P. (2019). Number development: Insights from cardinal number gestures. Paper presented at Society for Research in Child Development, Baltimore, MD, March 22.
- Marentette, P., Furman, R., *Suvanto, M., *MacLurg, A., & Nicoladis, E. (2018). Intra-individual differences in iconic gesture use in children's narratives. Paper presented at International Society for Gesture Studies, Cape Town, SA, July.
- Nicoladis, E., & Marentette, P. (2018). Do bilingual and monolingual children use iconic gestures in speech disambiguation? Paper presented at International Society for Gesture Studies, Cape Town, SA, July.
- Marentette, P. & *Inaba, C. (2017). Iconic representation of form and function in pantomime and gesture. Poster presented at Iconicity Focus Group workshop, Nijmegen, The Netherlands, July 7.
- Marentette, P., *Suvanto, M., Furman, R., & Nicoladis, E. (2017). Pantomime and gesture in children's narratives: Are they distinct? Poster presented at Language as a Form of Action, Rome, Jun 22.
- Nicoladis, E., Marentette, P., & Yang, Y. (2017). "How many fingers am I holding up?" The answer depends on children's experience. Paper presented at SRCO, Austin, TX, April 6-8

- Marentette, P., Furman, R., MacLurg, A., Suvanto, M., & Nicoladis, E. (2016). Children's use of depiction in autobiographical and fictional narratives. Paper presented at the Embodied and Situated Language Processing Conference, Pucón, Chile, October 6-9.
- Furman, R., Marentette, P., & Nicoladis, E. (2016). Individual differences in children's iconic gesture use: The role of cognitive abilities and personality. Poster presented at the Lancaster Conference in Infant and Child Development, Preston, UK, August 25-27.
- Furman, R., Marentette, P., & Nicoladis, E. (2016). Predicting individual differences in children's iconic gesture use. Paper presented at International Society for Gesture Studies, Paris, July 18.
- Marentette, P., Nicoladis, E., & Nagpal, J. (2016). Gesture frequency is linked to storytelling style: Evidence from bilinguals. Paper presented at International Society for Gesture Studies, Paris, July 20.
- *Ferguson, C., & Marentette, P. (2016). Preschool children's use of symbolic representation in gesture. Poster presented at the Association for Psychological Science, Chicago, May 29, 2016.
- *Suvanto, M., & Marentette, P. (2016). Symbolic representation in children: A meta-analysis of elicited pantomime research. Poster presented at the Association for Psychological Science, Chicago, May 29, 2016.
- Furman, R., Marentette, P., & Nicoladis, E. (2015). Do you see what I mean? Children use iconic gestures in speech disambiguation. Poster presented at the Child Language Symposium, Warwick, UK, July 21.
- Furman, R., Marentette, P., & Nicoladis, E. (2015). How do young children use iconic gestures in speech disambiguation? Paper presented at the Deutschen Gesellschaft für Sprachwissenschaft. Leipzig, Germany, March 5.
- Marentette, P., Pettenati, P., Bello, A., & Volterra, V. (2014). A cross-cultural examination of frequency and form in two-year-olds' gestures. Paper presented at the International Society for Gesture Studies, San Diego, CA.
- *MacLurg, A., Marentette, P., Furman, R., & Nicoladis, E. (2014). Gesture use in children's fictional and autobiographical narratives. Poster presented at the International Society for Gesture Studies, San Diego, CA.
- Nicoladis, E., St. Jean, J., & Marentette, P. (2014). Children associate gestures with action. Poster presented at Action Development: Theory and Methods (ICIS preconference). Berlin, Germany.
- Nicoladis, E., Marentette, P., & Navarro, S. (2012). Children's use of gestures in telling stories. Conceptual Structure Discourse and Language Conference. Vancouver, BC, CANADA.
- Graziano, M., & Marentette, P. (2012). The rhetoric nature of asynchrony between speech and gesture. Evidence from monolingual and bilingual speakers. Paper presented at the *International Society for Gesture Studies*, Lund Sweden, July 25.
- Marentette, P., Bello, A., Volterra, V., & Pettenati, P. (2012). Differences in frequency and similarities in form between English- and Italian-speaking children's representational gesture. Paper presented at the International Society for Gesture Studies. Lund, Sweden. July.
- Marentette, P. & Nicoladis, E. (2012). Does ontogenetic ritualization explain early communicative gestures in human infants? Jean Piaget Society, Toronto, June.
- Nicoladis, E., Marentette, P., & Navarro, S. (2012). Children's use of gestures in telling stories. Conceptual Structure Discourse and Language Conference 2012. Vancouver, BC, May.
- Nicoladis, E., St. Jean, J., & Marentette, P. (2011). A longitudinal case study of the acquisition of symbolic gestures as object labels. Paper presented at International Association for Study of Child Language. Montréal, July.
- Nicoladis, E., Laurent, A., & Marentette, P. (2011). The development of storytelling in two languages with words and gestures. Jean Piaget Society. Berkeley, CA, June.

- Graziano, M., Nicoladis, E., & Marentette, P. (2011). Do bilingual speakers produce more asynchronous gestures than monolinguals? Paper presented at the Third Nordic Symposium on Multimodal Communication. Helsinki, Finland, May.
- Nicoladis, E., Nagpal, J., & Marentette, P. (2011). Language proficiency and culture affect bilinguals' gesture frequency. American Association for Applied Linguistics. Chicago, IL, March.
- Marentette, P. & Nicoladis, E. (2010). Children's use of gesture: Label or action associate? Paper presented at the International Society for Gesture Studies, Frankfurt (Oder), Germany, July.
- Nicoladis, E., Pika, S., & Marentette, P. (2010). "Ich sehe two fingers": Bilingual children understand the one-to-one correspondence in number gestures earlier than monolingual children. Paper presented at the International Society for Gesture Studies, Frankfurt (Oder), Germany, July.
- Lam, C., Nicoladis, E., & Marentette, P. (2010). Brief training with co-speech gestures lends a hand to verb learning in a foreign language. Poster talk presented at the International Society for Gesture Studies, Frankfurt (Oder), Germany, July.
- Laurent, A., Nicoladis, E., & Marentette, P. (2010). Speaking with or without gestures: which function(s) do gestures serve in bilinguals. Poster talk presented at the International Society for Gesture Studies, Frankfurt (Oder), Germany, July.
- Marentette, P. & Nicoladis, E. (2009). Comprehension of iconic and arbitrary gestures by preschoolers. Paper presented at Multimodalité de la communication chez l'enfant: gestes, émotions, langage, et cognition, Toulouse, France, July.
- Marentette, P. & Nicoladis, E. (2008). Iconicity and simultaneity in the gesture-language link: A comparison of ASL signers and English speakers. Paper presented at the Deutschen Gesellschaft für Sprachwissenschaft (DGfS) Workshop: Gesture: A comparison of signed and spoken languages. Bamberg, Germany, February.
- Nicoladis & Marentette (2006). The origin of gestures in infancy. Poster presented at International Society for Gesture Studies, Chicago, June.
- Pika, Nicoladis & Marentette (2006). Evidence for cross-linguistic transfer in gestures. Paper presented at International Society for Gesture Studies, Chicago, June.
- Marentette (2006). Gesture precedes sign: The role of motoric vs. cognitive ease. Paper presented at International Society for Gesture Studies, Chicago, June.
- Marentette, Pika, Lakhani-Vogelsang, Nicoladis (2006). The transparency of iconic gestures: Differences in viewpoint and language modality. Paper presented at Theoretical Issues in Sign Language Research, Florianopolis, Brazil, December.
- Marentette, P., Roy, N., & Nicoladis, E. (2006). Familiarity and iconicity in preschool children's reference. Paper presented at the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Saskatoon, June.
- Nicoladis, E., & Marentette, P. (2006). Are non-arbitrary number symbols easier than conventional ones? Paper presented at the Jean Piaget Society, Baltimore, MD, June.
- Tuck, N., & Marentette, P. (2005). Embodied gesture in Deaf and hearing native signing preschoolers. Poster presented at the International Association for Studies in Child Language, Berlin, Germany, July.
- Nicoladis, E., Pika, S., Marentette, P. (2005). Gesturing bilingually: French-English bilingual children's gestures. Paper presented at the International Association for Studies in Child Language, Berlin, Germany, July.
- Nicoladis, E., Pika, S., & Marentette, P. (2005). Are iconic gestures associated with words or units larger than words? Poster presented at International Society for Gesture Studies, Lyons, France, June.
- Pika, S., Nicoladis, E., & Marentette, P. (2005). How would you order a beer? Cultural differences in the use of conventional gestures for numerals. Poster presented at International Society for Gesture Studies, Lyons, France, June.
- Marentette, P., Tuck, N., Nicoladis, E., & Pika, S. (2004). The effects of language, culture, and

- embodiment on signed stories. Poster presented at the Eighth Theoretical Issues in Sign Language Research Conference, Barcelona, Spain, September 30 – October 2.
- Tuck, N. Marentette, P., Nicoladis, E. (2004). Bodily enactment differences between language groups in storytelling. Paper presented at Deaf Canada Conference, Winnipeg, Manitoba, July.
- Marentette, P., Lakhani, N., Nicoladis, E., & Pika, S. (2004). Are signers' gestures more transparent than speakers' gestures? Paper presented to the Fifth International Conference on the Evolution of Language, Leipzig, Germany, March 31-April 3.
- Kwong, O., Nicoladis, E., & Marentette, P.F. (2003). Who do kids gesture for? The development of gesture in bilingual children. Paper in a symposium entitled "The function of gesture relative to speech: Developmental and cross-linguistic perspectives". Society for Research in Child Development, Tampa, FL, April.
- Marentette, P.F. (2003). Phonological development of ASL in a preschool Deaf child. Poster presented to Society for Research in Child Development, Tampa, FL, April.
- Marentette, P.F. (2003). Embodied phonology: The nature of location in the acquisition of sign phonology. Paper presented to Linguistic Society of America, Atlanta, GA, January.
- Marentette, P.F. (2000). Individual differences cross modalities in language acquisition. Paper presented at the Texas Linguistics Society, Austin TX, February.
- Marentette, P.F. (1996). The emergence of phonology in American Sign Language: A case study. Paper presented at the Fifth International Conference on Theoretical Issues in Sign Language Research, Montreal, Quebec, September.
- Marentette, P.F. (1995). Acquisition of American Sign Language phonology: A case study of a hearing child of deaf parents. Poster presented at the Society for Research in Child Development, Indianapolis, IN, March 30 - April 2.
- Petitto, L.A. & Marentette, P.F. (1991). Are first signs acquired earlier than first words? Paper presented at the Society for Research in Child Development, Seattle, WA, April.
- Petitto, L.A., & Marentette, P.F. (1990). The timing of linguistic milestones in sign language acquisition: Are first signs acquired earlier than first words? Paper presented at the 15th Annual Boston University Conference on Child Language Development, Boston, MA, October.
- Marentette, P.F. (1990). Manual babbling: Implications for the ontogeny of language in the developing brain. Paper presented at the Graduate Student Colloquium of the D.O. Hebb Lecture Series. Department of Psychology, McGill University, September.
- Marentette, P.F., Girouard, P.C., & Petitto, L.A. (1990). Hand preference as evidence for laterality of language in the earliest stages of sign language acquisition. A poster presented at the 7th International Conference on Infant Studies, Montreal, Quebec, April.
- Marentette, P.F., & Petitto, L.A. (1989). Babbling in sign language: Implications for the ontogeny of language in the developing brain. Paper presented at the 14th Annual Boston University Conference on Child Language Development, Boston, MA, October.
- Petitto, L.A., & Marentette, P.F. (1989). The equi-potentiality of speech and gesture for language: Evidence from deaf children's babbling in sign language. Paper presented at the Society for Research in Child Development, Kansas City, MO, April.
- Murray, D.J., Marentette, P.F., & Richards, J.E. (1988). Translation efficiency, word frequency, and word availability. Paper presented at the Experimental Psychology Society, Edinburgh, Scotland, July.

Teaching Experience

- PSY 101 Basic Psychological Processes
 PSY 102 Individual and Social Behaviour
 PSY 205 Psychological Seminar I
 PSY 213/STA 213 Statistical Methods for the Social Sciences
 PSY 256 Developmental Psychology

PSY 263 Memory and Cognition
 PSY 267 Sensation and Perception
 PSY 271/373 Psychology of Language
 PSY 302 Developmental Seminar
 PSY 361 Cognition
 PSY 362 Cognitive Development
 PSY 365 Cognitive Seminar
 PSY 471 Language Acquisition
 IDS 384/5 Women and Science
 LAN 101/200 Introduction to Linguistic Analysis
 PSY 497/499 Independent Study (Full year thesis projects)

Presentations on Pedagogy

- Marentette, P. (2014, August 13). Supporting and assessing team skills. Invited workshop presented at *Think Outside the Lecture: Strategies for active learning*. CTL, University of Alberta.
- Marentette, P. (2014, March 21). How to support and assess team skills: The Team Skills Framework. Workshop presented at the *Olive Yonge Teaching and Learning Scholarship Day*. University of Alberta.
- Marentette, P. (2014, March). Achieving good article status in Wikipedia. *APS Observer*. <http://bit.ly/1qu5pup>
- Marentette, P., Owens, A., & Friesen, L. (2013, May). Improving teamwork: The Team Skills Framework. Poster presented at the APS-STP Teaching Institute, Washington, DC.
- Marentette, P. (2012, July 30). Using Wikipedia Writing in Psychology Classes. *Association for Psychological Science Wikipedia Initiative*. Webinar. [presenter and panel discussion].
- Marentette, P. with J. Brown, A. Evarts, E. Heiberg, A. Lindsay, A. Owens, N. Rebkowich, & L. Theelen (2012, May). Translating knowledge out of the classroom: The highs and lows of Wikipedia as a platform for student writing. Invited presentation at Association for Psychological Science, Chicago.
- Marentette, P. with J. Brown, A. Evarts, E. Heiberg, A. Lindsay, A. Owens, N. Rebkowich, & L. Theelen (2012, March). Using Wikipedia as a platform for developing “knowledge translation” skills. Festival of Teaching, University of Alberta.
- Harde, R. & Marentette, P. (2011). Introduction to and practical working knowledge of Team-Based Learning (TBL). *Augustana Teaching Seminar Series*, November 14.
- Marentette, P. & Harde, R. (2009). Using Team-Based Learning in the Social Sciences and Humanities. Workshop presented at *Society for Teaching and Research in Higher Education*, Fredericton, New Brunswick, June 17.
- Hoddinott, J., Varnhagen, C., Marentette, P. & Tolton, A. J. (2006). Students’ perspectives on the linking of teaching and research. Workshop presented at the *Canadian Summit on the Integration of Research, Teaching, and Learning*, Edmonton, Alberta, May 4-6.
- Marentette, P.F., & Neff, P. (2000). Developing library research skills in undergraduate psychology courses. Paper presented at the *Alberta Teachers of Psychology*, College Heights, AB, May 11-12.

Community Presentations

- Marentette, P. (2017). Raising a reader. Presentation to *Camrose Public Library, Sahakarini*, Sept.
- Marentette, P. (2005). A recipe for signs: How children master the handshape, location, and movement aspects of sign phonology. Workshop prepared for the *Alberta School for the Deaf*. January.
- Tuck, N., Marentette, P., & Nicoladis, E. (2003). The relationship between language and gesture. Poster presented at *Deaf Expo Alberta*, Edmonton, Alberta, October.
- Marentette, P. (2000). Looks like language: Studying the acquisition of signed languages. Presentation to Alumni, *Homecoming Weekend*, Augustana University College, October.

Marentette, P.F. (1997). It's in her hands: A case study of the emergence of phonology in American Sign Language. Paper presented at the colloquium series of the *Centre for Interdisciplinary Research in the Liberal Arts*, Augustana University College, Camrose, AB, March.

Administrative and Committee Work

- Quality Assurance Review of Augustana's Academic Program, Advisory Committee (2022-2023)
- Ad Hoc Committee: Augustana Academic Plan (Dean's appt. general factotum, 2019-2020)
- First Year Seminar Coordinating Committee, appointment (2015-2017)
- Administrative assignment (program analysis), Dean's office (2015)
- University Teaching Awards Committee (2014 – 2017)
- Undergraduate Research Initiative, Faculty Ambassador (2014 – 2017)
- Writing Centre Steering Committee (2014 – 2015)
- Presidential Transition Committee (2014 - 2015)
- Chair, Committee on Academic Skills Assessment ((2013 – 2015)
- Chair, Task Force on Academic Skills Assessment (2012-2013)
- CLE Subcommittee on Attributes and Competencies (2011-2013)
- Mentoring Subcommittee of Teaching, Learning and Technology Council (2010, 2011)
- Associate Dean, Teaching and Research, Augustana Faculty (2007-2010, see service dossier for details)
- Theme Committee, Augustana Faculty, *Food: From Field to Fork* (2008-2009)
- CLE Subcommittee on Teaching Evaluations (2007-2009, Co-chair)
- Space Planning, Augustana Faculty (2007-2010)
- Emergency Preparedness Planning, Augustana Faculty (2007-2009)
- Ad Hoc Committee on Academic Development Plan, Augustana Faculty (April 2006 – May 2007)
- Research Committee, Augustana Faculty, Ethics representative (2004-2007)
- Education, Extension, Augustana Research Ethics Board, 2004 -2007
- Committee on Research, Scholarship, and Creative Work (2002 – 2004, Chair)
- Augustana University College, Board of Regents Long Range Planning Committee (2000)
- Augustana University College Faculty Association, Vice-President (2000-2001)
- Augustana University College–The Bethany Group, Research Ethics Board (1999-2001, Chair)
- Academic Regulations Committee (1997-1998)
- President's Advisory Committee on Sexual Harassment (Chair, 1994-2002)
- Library Committee (1993-1996)
- Hiring Committees (Biology, Chair–Social Sciences, Computer Science, Economics, Psychology; 1996-2010, 20 searches)

Membership in Professional Organizations

Association for Psychological Science
International Society for Gesture Studies
Society for Research in Child Development
Cognitive Development Society