

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 <i>Dissertation Title:</i> "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 <i>Thesis Title:</i> "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 SRCD, 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