

**DR. SHIRLEY-ANN RÜSCHEMEYER**  
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#### **PERSONAL INFORMATION**

Date of Birth: October 28, 1974  
Nationalities: Irish, American  
Family: Married, 2 children

#### **EMPLOYMENT HISTORY**

2020-present *Project Coordinator*, EPICUR Alliance, University of Freiburg, Germany  
2019-2020 *Reader (Associate Professor)*, Department of Psychology, University of York, UK  
2019-2020 *Visiting Professor*, Department of Cognitive Science and Gender Studies, University of Freiburg, Germany  
2014-2019 *Senior Lecturer (Assoc. Professor)*, Department of Psychology, University of York, UK  
2011-2014 *Lecturer (Assistant Professor)*, Department of Psychology, University of York, UK  
2007-2011 *Postdoctoral Research Fellow*, Donders Centre for Cognition, Radboud University, Nijmegen, the Netherlands  
2005-2007 *Postdoctoral Research Fellow*, Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany

#### **EDUCATION**

2001-2005 Ph.D. (Dr. rer. nat.) Psychology, Universität Leipzig, Germany  
2002-2004 European Diploma in Cognitive Brain Sciences, Volkswagen Stiftung, Germany  
1997-2001 M.A. in Allgemeine Sprachwissenschaft, Psychologie & Germanistik, Universität Regensburg  
1993-1997 B.A. in International Relations and German, University of Colorado, U.S.A.

#### **EXTERNAL RECOGNITION OF ACADEMIC MERIT**

- Berufungen: 2. Place, Full Professor Cognitive Psychology, University of Salzburg, Austria 2018
- External Examiner for PhD and MSc theses (UK, Germany, the Netherlands)
- External Examiner for the Psychology Department, University of Hull, UK
- Quality control examiner for departments within the Faculty of Science, University of York, UK.
- Reviewer for numerous academic publications and grant funding agencies (e.g., DFG, ESRC)
- Action Editor for Royal Society Open Science

## UNIVERSITY MANAGEMENT

- 2018 - 2019 *Elected Member of the Faculty of Sciences Board, University of York, UK*
- Representative of the Psychology Department at the Faculty of Sciences Board
  - Development of strategic initiatives for the Faculty of Sciences
  - Implementation of decisions taken at the Faculty Board within the Psychology Department.
- 2014- 2019 *Nominated Member of the Departmental Management Team/Working Management Group, Psychology Department, University of York, UK*
- Responsible for contributing to the strategic and financial decision making surrounding management and governance of the Psychology Department.
  - Weekly meetings of the academic managers.
  - Responsibility for bringing topics relevant to the domain of teaching and learning to the working management group for discussion.
- 2014 - 2018 *Director of Teaching and Learning/Chair of Board of Studies, Psychology Dept, University of York, UK*
- Responsible for **Quality Assurance** of teaching provision according to both institutional and national frameworks (e.g., Annual Periodic Review, UK Teaching Excellence Framework).
  - Responsible for seeing through **accreditation of new and existing undergraduate and graduate courses** through e.g., the British Psychological Society, York internal accreditation.
  - Responsible for preparing and **chairing strategic teaching committee meetings** (e.g., Board of Studies Meeting, Teaching Away Day, Periodic Review Meeting).
  - Responsible for **allocating all teaching** in Department to academic staff.
  - Responsible for the **strategic development** and implementation of teaching in the Psychology Department (2 PhD, 5 MSc, 5 4-year undergraduate and 1 3-year undergraduate courses).
  - Responsible for the **recruitment and mentoring** of new academic staff.
  - Responsible for the mentoring of existing academic staff with respect to teaching.
  - Responsible for the **management of the department teaching budget**, including the preparation and support of funding applications for teaching related projects.
- 2016-2018 *Invited member of Board of Studies, Natural Sciences, University of York, UK*
- 2012-2014 *Deputy Director of Graduate School Board, Psychology Dept, University of York, UK*
- Responsible for **monitoring the progress of PhD students** within the Department.
  - Responsible for the **strategic development** of taught graduate modules within the PhD programmes offered in the Psychology Department.
  - Departmental liaison to White Rose Doctoral Training Centre.
  - Ombudswoman for the Early Career Researchers Forum (ECRF)
- 2011-2014 *Deputy Director of Research, Psychology Dept., University of York, UK*
- Responsible for **identifying and promoting funding opportunities**.
  - Responsible for **monitoring** departmental grant capture.
  - Responsible for encouraging and promoting grant applications, with particular focus on **early career researchers**.
  - Responsible for contributing to departmental **Research Excellence Framework** documentation.

## UNIVERSITY TEACHING EXPERIENCE

### TEACHING AWARDS

- 2018 YUSU Excellence in Teaching and Supervision Awards, Promoting the Student Voice (Nominated)
- 2017 University of York Vice Chancellor's Teaching Award (Winner)
- 2014 UK National Teaching Award, United Kingdom (Departmental Nomination)
- 2013 YUSU Excellence in Teaching and Supervision Awards
  - Outstanding Feedback (Winner)
  - Teacher of the Year (Highly Commended)
  - Innovative Use of Technology (Highly Commended).

### DEVELOPING TEACHING FOR PEERS:

- Teaching Away Day: 2015/16- 2017/18: Organization and chairing of Departmental event focussed on teaching and learning for all faculty members.
- Teaching Skills Workshop: 2014/15-2019/20: Organization and chairing of session sharing good practice within the Psychology Department. Sessions held on: digital feedback on assessments, tutorial development, collecting electronic feedback in lectures, writing MCQs, supporting student presentations.
- E-learning "Show & Tell": 2014/15: Presentation of Advanced Module design. A link to a summary of this project is used at present in PGCAP teaching.
- NISSL: Psycholinguistics Research and Second Language Classrooms: 2014/15: Contributor to workshop disseminating psycholinguistics research to L2 educators within the University of York.

### SUPERVISION OF UNDERGRADUATE ACADEMIC TUTEES

I provided academic and pastoral support to four cohorts of 30 undergraduate BSc students (120 students in total) as academic mentor from beginning to end of their studies.

### SUPERVISION OF UNDERGRADUATE DISSERTATIONS (BSC)

I have supervised over 40 undergraduate dissertations and independent literature surveys at the University of York since 2011.

### SUPERVISION OF POSTGRADUATE THESES (MSc)

1. Rossi Redgrave (University of York, 2018)
2. Aisling Kenny (University of York, 2018)
3. Andrea Fernanda Rodriguez Rios (University of York, 2018)
4. Chloe Rudge (University of York, 2018)
5. Dristi Manandhar (University of York, 2018)
6. Louise Keane (University of York, 2018)
7. \*Nicolas Majerus (University of York, 2015)
8. \*Ainsley Temudo (University of York, 2015)
9. \*James Siklos-Whillans (University of York, 2015)
10. Nicole Acton (University of York, 2015)
11. Emily Dixon (University of York, 2015)
12. Jane Lyu (University of York, 2015)
13. Barney Chen (University of York, 2015)
14. Tom Atkinson (University of York, 2014)
15. \*Alexandra Westley (University of York, 2014)
16. Colin Chambers (University of York, 2014)
17. \*Areti Smaragdi (University of York, 2013)
18. Naoki (University of York, 2013)
19. \*Tom Gardner (University of York, 2012)

20. \*Catherine Stoner (University of York, 2012)
  21. Sanne Schoenmaker (Eindhoven Technical University, NL, 2011)
  22. \*Flora Vanlangendonck (Radboud University, NL, 2011)
  23. \*Markus van Ackeren (Radboud University, NL, 2011)
  24. Alina Latserva (Radboud University, NL, 2010)
  25. \*Margriet van Dijk (Radboud University, NL, 2010)
  26. Florian Krause (Radboud University, NL, 2009)
  27. Giacomo Novembre (Radboud University, NL, 2009)
  28. \*Christian Pfeiffer (Free University of Berlin, Germany, 2008)
  29. \*Daan van Rooij (Radboud University, NL, 2008)
  30. Katrin Wrede (University of Potsdam, Germany, 2006)
  31. \*Agnes Nojack (University of Halle, Germany, 2006)
  32. \*Maxi Limbach (University of Leipzig, Germany, 2006)
  33. Katrin Büsing (Technical University of Braunschweig, Germany, 2004)
- \*Indicates that co-authored publication(s) arose from project/thesis work.

#### SUPERVISION OF POSTGRADUATE RESEARCH DISSERTATIONS (PHDS)

1. \*Zdenko Kohut (completed April 2019)
  2. \*Tim Vestner (completed 2018)
  3. \*Charlotte Murphy (completed 2017)
  4. \*Kevin Lam (completed 2016)
  5. \*Markus van Ackeren (completed 2014)
  6. \*Nan Vonmeerenendonck (completed 2013)
  7. \*Wessel van Dam (completed 2012)
- \*Indicates that co-authored publication(s) arose from project/thesis work

#### TEACHING EVALUATIONS

##### *Undergraduate Teaching*

Module Title	Dates	Role in module	Student Numbers	Ratings
Brain and Behaviour	2018/19-2019/20	Wrote and delivered lectures on social and emotional neuroscience; prepared tutorials on economic games (delivered by GTAs)	240/year	4.5/5
Language and Development	2011/12-2017-18	Wrote and delivered lectures and tutorials.	200/year	4.4/5
Developmental Cognitive Neuroscience	2012/13-2014/15	Developed new course; wrote and delivered lectures and seminar sessions.	40/year	4.89/5
Research Skills: Research Project	2016/17-2019/20	Oversight of design, data analysis and presentation of student-led research projects.	15/year	4.8/5
Literature Survey Supervisor	2011/12-2019/20	Aiding students in independent research into a topic area of their choice.	7/year	4.9/5
Final Year Project Supervisor	2011/12-2019/20	Aiding students in design, execution, analysis and interpretation of independent research projects.	7/year	4.95/5
Embodied Cognition	2009-2010	Wrote and delivered seminar sessions on embodied language.	40/year	Not avail.
Developmental Neuropsychology	2008-2011	Wrote and delivered seminar sessions.	40/year	Not avail.
Individual Differences	2009-2010	Teaching Assistant	40/year	Not avail.

*Postgraduate Teaching*

Module Title	Dates	Role in module	Student Numbers	Ratings
Advanced Developmental Cognitive Neuroscience	2013/14-2019/20	Developed new course, wrote and delivered lectures and seminar sessions	40/year	4.67/5
Topics in Psychological Research:	2011-2015	Contributed individual seminar sessions on perspective taking during communication.	40/year	Not avail.
Topics in Cognitive Neuroscience:	2011-2015	Contributed and delivered individual lecture/seminars	40/year	Not avail.
Transferable Skills	2014/15-2019/20	Organizer of PGT module taught by myself and others.	100/year	Not avail.
Gesture and Sign Language	2009-2010	Wrote and delivered seminar sessions	40/year	Not avail.
Neurocognition of Language Acquisition	2003	Wrote and delivered seminar sessions on first and second language acquisition.	40/year	Not avail.

## RESEARCH

### RESEARCH INTEREST

My research interest is in the cognitive and neural processes underlying communication. Over the past decade I developed and ran the **Social Language Lab** at the University of York: my lab members and I investigated the neurocognitive processes supporting our ability to use social information during language comprehension using a range of state-of-the-art neuroimaging methods (e.g., EEG, MEG, fMRI, eye tracking).

### THIRD PARTY FUNDING AWARDED

- 2017 – Unilever Industry Grant (“Oral Hygiene and Face Processing”; £20.000, together with Steven Tipper)
- 2015 – British Academy/Leverhulme Small Research Grant (“The neural mechanisms of perspective taking during communication”; 10.000, together with Jonny Smallwood)
- 2011-2015 – Brain & Cognition, Dutch Research Council (*“Understanding and improving the development of language skills in primary school children”*; 500.000 Euros, together with Harold Bekkering and Rolf Zwaan)
- 2009-2012 – BSI/DCC open competition, Radboud University (*„Acting on Emotional Language: On the role of action systems in understanding emotional words “*; 204.000 Euros, funds Ph.D. student for 4 years)
- 2008-2011 – VENI, Dutch research council (*„Featuring Action: On the Semantic Relationship Between Action and Language“*; 208.000 Euros, funds own position)
- 2008-2011 – NICI open competition, Radboud University (*“Motion is Meaning: On the Semantic Representation of Action-Related Objects”*; 204.000 Euros, funds Ph.D. student)
- 2008-2011 – NICI open competition, Radboud University (*“Is there a ‘stand’ in ‘understanding’? The processing of morphologically complex words in beginning and proficient L2 speakers. ”*; 204.000 Euros, granted together with Kristin Lemhofer, funds Ph.D. student)

### REVIEWER FOR JOURNALS

Bilingualism: Language and Cognition, Brain and Language, Brain Research/ Cognitive Brain Research, Cerebral Cortex, Human Brain Mapping, Journal of Cognitive, NeuroImage Neuroscience, Neuropsychologia, Frontiers in Cognition, Language and Cognition, Nature Reviews Neuroscience, Social Cognitive and Affective Neuroscience, European Journal of Neuroscience, Journal of Memory and Language, Current Biology, Cognition, Psychonomic Bulletin and Review, Journal of Neuroscience

## EDITOR FOR JOURNALS

Sept 2014-2020

Action Editor for Royal Society Open Science

## PUBLICATIONS

### *Peer Reviewed Journals*

#### 2020

Nieuwland M, et al. (2020). Dissociable effects of prediction and integration during language comprehension: evidence from a large-scale study using brain potentials. *Philosophical Transactions of the Royal Society B* 375 (1791), 20180522.

Vanlangendonck F, Peeters D, **Rueschemeyer S-A**, Dijkstra T. (2020). Mixing the stimulus list in bilingual lexical decision turns cognate facilitation effects into mirrored inhibition effects. *Bilingualism: Language and Cognition*, 1-9.

#### 2019

Murphy C, **Rueschemeyer S-A**, Smallwood J, Jefferies E (2019). Imagining sounds and images: Decoding the contribution of unimodal and transmodal brain regions to semantic retrieval in the absence of meaningful input. *Journal of Cognitive Neuroscience*, 31 (11), 1599-1616.

Peeters D, Vanlangendonck F, **Rueschemeyer S-A**, Dijkstra T. (2019). Activation of the language control network in bilingual visual word recognition, *Cortex*, 111, 63-73.

Vestner T, Tipper S, Hartley T, Over H, & **Rueschemeyer S-A** (2019). Bound Together: Social binding leads to faster processing, spatial distortion and enhanced memory of interacting partners. *JEP: General. General* 148 (7), 1251

#### 2018

Nieuwland M, Politzer-Ahles S, Heyselaar E, Segaert K, Darley E, Kazanina N, von Grebner zu Wolfsthrun S, Bartolozzi F, Kogari V, Ito A, Meziere D, Barr D, Rousselet G, Gergusson H, Busch-Moreno S, Fu X, Tuomainen J, Kulakova E, Husband EM, Donaldson D, Kohút Z, **Rueschemeyer S-A**, Huettig F. (2018). Large-scale replication study reveals a limit on probabilistic prediction in language comprehension. *eLife*, 7, e33468. <https://doi.org/10.1101/111807>.

Murphy C, Jefferies E, **Rueschemeyer S-A**, Sormaz M, Wang H, Margulies D, Smallwood J. (2018). Distant from input: Evidence of regions within the default mode network supporting perceptually-decoupled and conceptually-guided cognition. *NeuroImage*, 171, 393-401.

#### 2017

Murphy C, **Rueschemeyer S-A**, Watson D, Karapanagiotidis T, Smallwood J, Jefferies E. (2017). Fractionating the anterior temporal lobe: MVPA reveals differential responses to input and conceptual modality. *NeuroImage*, 147, 19-31.

Westley, Kohút, **Rueschemeyer** S-A (2017). I know something you don't know: Discourse and social context effects on the N400 in adolescents. *Journal of Experimental Child Psychology*, 164, 45-54.

## 2016

Lam K, Bastiaansen M, Dijkstra T, **Rueschemeyer** SA (2016) Making sense: motor activation and action plausibility during sentence processing. *Language, Cognition and Neuroscience*, 1-11.

Van Ackeren, Smaragdi A, **Rueschemeyer** S-A (2016) Neuronal interactions between mentalizing and action systems during indirect request processing. *Social Cognitive and Affective Neuroscience*, 11(9), 1402-1410.

## 2015

Boeckler A, Eskenazi, T., Sebanz N., & **Rueschemeyer**, S-A. (2015). (How) observed eye-contact modulates gaze following. An fMRI study. *Cognitive Neuroscience*. DOI: 10.1080/17588928.2015.1053442.

Davey J. **Rueschemeyer**, S-A, Costigan, A., Murphy NL, Kreiger-Redwood K, Hallam G., & Jefferies, E. (2015) Shared neural processes support semantic control and action understanding. *Brain and Language*, 142, 24-35

Eskenazi T, **Rueschemeyer** SA, de Lange F, Knoblich G, Sebanz N. (2015). Neural correlates of observing joint actions with shared intentions. *Cortex*, 70, 90-100.

Lam, K., Dijkstra, T. & **Rueschemeyer**, S.-A. (2015). Object feature activation during word recognition: action, visual and associative semantic priming effects. *Frontiers in Psychology*, 6, 659, 1-7.

**Rueschemeyer**, S.-A., Gardner, T., & Stoner, C. (2015). The Social-N400 effect: how the presence of other affects language comprehension. *Psychonomic Bulletin and Review*, 22, 128-134.

## 2014

De Grauwe, S., Willems, R., **Rueschemeyer**, S.-A., Lemhofer, K., & Schriefers, H. (2014) Embodied language in first and second language speakers: Neural correlates of processing motor verbs. *Neuropsychologia*, 56, 334-349.

Mueller J, **Rueschemeyer** S-A, Ono K, Sugiura M, Sadato N, & Nakamura A. (2014). Neural networks involved in learning lexical-semantic and syntactic information in a second language. *Frontiers in Psychology*, 5, 1209, 1-14.

**Rueschemeyer**, S.-A., Eckmann, M., van Ackeren, & Kilner, J. (2014). Observing, performing and understanding actions: Revisiting the role of cortical motor areas in processing of action words. *Journal of Cognitive Neuroscience*, 26(8), 1644-1653.

Van Ackeren, M, Schneider, T, Muesch, K & **Rueschemeyer**, S.-A. (2014). Oscillatory neuronal activity reflects lexical-semantic feature integration within and across sensory modalities in distributed cortical networks. *Journal of Neuroscience*, 34(43), 14318-23.

Van Ackeren, M. & **Rueschemeyer**, S.-A. (2014). Theta power and beta coherence predict multimodal semantic integration at different cortical scales. *PLOS ONE*, 9(7), e101042. doi:10.1371/journal.pone.0101042



Van Dam, W., Brazil, I., Bekkering, H. & **Rueschemeyer, S.-A.** (2014). Flexibility in embodied language processing: context effects in lexical access. *Topics in Cognitive Science*, 6, 407-424.

## 2013

Adank, P., **Rueschemeyer, S.-A.**, & Bekkering, H. (2013). Vocal imitation supports sensorimotor integration in speech comprehension. *Frontiers in Human Neuroscience*, 7(634), 1-13.

Van Dam, W., **Rueschemeyer, S.-A.**, Bekkering, H. & Lindemann, O. (2013). Embodied grounding of memory: toward the effects of motor execution on memory consolidation. *Quarterly Journal of Experimental Psychology*. DOI: 10.1080/17470218.2013.777084

Van Meerendonck, N., **Rueschemeyer, S.-A.**, & Kolk, H. (2013). Not only syntactic and semantic anomalies but also word degradation co-localize with the Stroop task in Broca's area. *Brain and Language*. 126(3), 291-301.

## 2012

Van Ackeren, M., Casasanto, D., Hagoort, P., Bekkering, H., & **Rueschemeyer, S.-A.** (2012). Pragmatics in Action: Indirect Requests Engage Theory of Mind Areas and the Cortical Motor Network. *Journal of Cognitive Neuroscience*, 24(11), 2237-2247.

Van Dam, W. O., van Dijk, M., Bekkering, H., **Rueschemeyer, S.-A.** (2012). Flexibility in embodied lexical-semantic representations. *Human Brain Mapping*, 33(10), 2322-2333.

Van Dam, W., van Dongen, E., Bekkering, H. & **Rueschemeyer, S.-A.** (2012). Context-dependent changes in the functional connectivity of auditory cortices during comprehension of object words. *Journal of Cognitive Neuroscience*, 24(10), 2108-2119.

## 2011

Hirotsu, M., Makuuchi, M., **Rueschemeyer, S.-A.**, & Friederici, A.D. (2011). Who is the agent: The Neural Correlates of Thematic Reanalysis during Sentence Comprehension. *Human Brain Mapping*, 32(11), 1775-1787.

Lindemann, O., Nuku, P., **Rueschemeyer, S.-A.**, & Bekkering, H. (2011). Grasping the other's attention: The role of animacy in action cueing of joint attention. *Vision Research*, 51(8), 940-4.

## 2010

Brass M. & **Rueschemeyer S.-A.** (2010). Mirrors in Science. *Cortex*, 46, 139-143.

Holle, H., Obleser, J., **Rueschemeyer, S.-A.** & Gunter, T. (2010). Integration of gesture and speech in inferior frontal and posterior temporal brain areas. *NeuroImage*, 49(1), 875-884.

Lindemann, O., **Rueschemeyer, S.-A.** & Bekkering, H. (2010). Symbols in Numbers: From Numerals to Magnitude Information. *BBS Commentary*. 32(3-4), 341-342.

**Rueschemeyer, S.-A.**, Glenberg, A., Kaschak, M., Mueller, K., & Friederici, A.D. (2010). Listening to sentences describing visual motion activates MT/V5. *Frontiers in Psychology*, 1(183), 1-11.

**Rueschemeyer, S.-A.**, Lindemann, O., van Rooij, D., van Dam, W. & Bekkering, H. (2010). Effects of intentional motor actions on embodied language processing. *Experimental Psychology*, 57(4), 260-266.

**Rueschemeyer, S.-A.**, van Rooij, D., Lindemann, O., Willems, R. & Bekkering, H. (2010). The Function of Words: Distinct neural correlates for words denoting differently manipulable objects. *Journal of Cognitive Neuroscience*, 22(8), 1844-1851.

**Rueschemeyer, S.-A.**, Pfeiffer, C. & Bekkering, H. (2010). Body Schematics: On the role of the body schema in embodied lexical representations. *Neuropsychologia*, 48(3), 774-781.

Van Dam, W., **Rueschemeyer, S.-A.**, & Bekkering, H. (2010). Context effects in embodied lexical-semantic representations. *Frontiers in Cognition*.

Van Dam, W., **Rueschemeyer, S.-A.**, & Bekkering, H. (2010). Action specificity reflected in embodied lexical-semantic representations. *NeuroImage*, 53(4), 1318-1325.

2009

Heim, S., Friederici, A.D., Schiller, N.O., **Rüschemeyer, S.-A.** & Amunts, K. (2009). The selection of determiner forms for overt language production is supported by cytoarchitectonic left BA44. *Human Brain Mapping*, 30, 928-940.

**Rueschemeyer, S.-A.**, Lindemann, O., van Elk, M., & Bekkering, H. (2009). Embodied cognition: The interplay between automatic resonance and selection-for-action mechanisms. *European Journal of Social Psychology*, 39(7), 1180-1187.

2008

Holle, H., Gunter T., **Rüschemeyer, S.-A.**, Hennenlotter A., Iacoboni, M. (2008). An fMRI investigation of the processing of co-speech gestures. *NeuroImage*, 39, 2010-2024.

**Rüschemeyer, S.-A.**, Nojack, A. & Limbach, M. (2008). A Mouse with a Roof? Effects of Phonological Neighbors on Processing of Words in Sentences in a Non-Native Language. *Brain and Language*, 104, 132-144.

2007-2003

Friederici, A.D., **Rüschemeyer, S.-A.**, Hahne, A. & Fiebach, C.J. (2003). The role of left inferior frontal and superior temporal cortex in sentence comprehension: Localizing syntactic and semantic processes. *Cerebral Cortex*, 13, 170-177.

Mueller, J., **Rüschemeyer, S.-A.** & Friederici, A.D. (2006). Aktivitätsmuster im Gehirn: Unterschiede und Gemeinsamkeiten beim Verstehen von Erst- und Zweitsprache. *Neuroforum*, 2, 176-184.

**Rüschemeyer, S.-A.**, Brass, M. & Friederici, A.D. (2007). Comprehending Prehending: Neural Correlates of Processing Verbs with Motor Stems. *Journal of Cognitive Neuroscience*, 19(5), 855-865

**Rüschemeyer, S.-A.** (2006). Die Verarbeitung von gesprochenen Sätzen von Mutter- und Fremdsprachlern. *Materialien Deutsch als Fremdsprache*, 71, 85-101.

**Rüschemeyer, S.-A.**, Zysset, S. & Friederici, A. (2006). Native and non-native reading of sentences: An fMRI Experiment. *Neuroimage*, 31, 354-365.

**Rüschemeyer, S.-A.,** Fiebach, C.J., Kempe, V. & Friederici, A.D. (2005). Processing lexical semantic and syntactic information in first and second language: fMRI evidence from German and Russian. *Human Brain Mapping*, 25, 266-286.

#### *Books and Book Chapters*

**Rueschemeyer** & Gaskell (2018). *Oxford Handbook of Psycholinguistics*. Oxford: Oxford University Press.

Friederici, A.D. & **Rüschemeyer, S.-A.** (2008). Gehirn und Spracherwerb: Biologische und kulturelle Implikationen. In: G. Blanken & Ziegler, W. (Eds.), *Neurolinguistik. Zeitschrift für Aphasieforschung und -therapie*, 22(2), 114-132. Hochschulverlag: Mainz.

Friederici, A.D. & **Rüschemeyer, S.-A.** (2006). Language Acquisition: Biological versus Cultural Implications for Brain Structure. In P.B. Baltes, P. Reuter-Lorenz & F. Rösler (Eds.) *Lifespan Development and the Brain: The Perspective of Biocultural Co-Constructivism*. New York: Cambridge University Press.

**Rüschemeyer, S.-A.** (2005) The Processing of Lexical Semantic and Syntactic Information in Spoken Sentences: Neuroimaging and Behavioral Studies of Native and Non-Native Speakers. *Max Planck Series in Cognitive Neuroscience*, 60.

**Rueschemeyer, S.-A.** & Bekkering, H. (2012). Embodied representations: Flexible tools for predicting the future. In Y. Coello & A. Bartolo (Eds.) *Language and Action in Cognitive Neurosciences*.

#### INVITED RESEARCH TALKS

##### *Invited Plenary/Keynote Lectures*

- Keynote Lecture: “Perspective Taking During Communicative Acts”, Opening of RTG Situated Cognition, Bochum, Germany (July 2017).
- Keynote Lecture: “Perspective Taking During Conversation”, MODELACT Conference, Rome, Italy (July 2016).
- Keynote Lecture: Neuroscience of Dialogue”, Reciprocity Workshop, Charité, Berlin, Germany (March 2015).
- Plenary Lecture: Flexibility in Embodied Language, NOEL Workshop, Bochum, Germany (October 2011).

##### *Invited Lectures/Talks (since 2010)*

- Dec 2020      University of Freiburg, Germany
- July 2019      University of Sheffield, UK
- March 2019    University of Ghent, Ghent, Belgium
- Jan 2019      EPS, London, UK
- Sept 2018     BACN Conference, Glasgow, UK
- July 2018      University of Tübingen, Germany
- July 2018      University College London, UK
- Jan 2018      University of Salzburg, Austria
- Nov 2017      University of Zürich, Switzerland
- June 2017     University of Osnabrück, Germany

- April 2017 University of Poitiers, France
- March 2017 University of Leeds, UK
- March 2017 CBU-MRC, Cambridge, UK
- June 2016 University of Lund, Sweden
- April 2016 TeaP Conference, Heidelberg, Germany
- Sept 2015 ESCOP Conference, Cyprus, Greece
- June 2015 University of Würzburg, Germany
- Feb 2014 University of Bangor, UK
- Feb 2014 University of Glasgow, UK
- Jan 2014 Northumbria University, Newcastle, UK
- Jan 2014 University of Potsdam, Germany
- Sept 2013 ESCOP conference, Budapest, Hungary
- Feb 2013 York St. Johns University, York, UK
- Feb 2013 University of Hull, UK
- Jan 2013 Central European University, Budapest, Hungary
- March 2012 University of Manchester, Manchester, UK
- Nov 2011 University of Düsseldorf, Germany
- May 2011 Max Planck Institute for Psycholinguistics, Nijmegen, NL
- March 2011 TeaP Conference, Halle, Germany
- Dec 2010 University of Aachen, Aachen, Germany