

CHARLOTTE E R EDMUNDS

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Employment history

2022-present. Lecturer. Bath Spa University.

2021-2022. WBS teaching associate. University of Warwick.

2021-2022. Postdoctoral research fellow, University of Oxford. Supervisor: Dr. Nicholas Yeung.

2021 (July-August). Behavioural insights advisor, Public Health England.

2020-2021. Postdoctoral research fellow (DSTL funded), Queen Mary & UCL, University of London.

Supervisors: Dr. Magda Osman & Dr. Adam Harris.

2018-2020. Postdoctoral research fellow (ESRC funded), University of Warwick. Supervisors: Prof. Neil Stewart & Dr. Tim Mullett.

2018. Statistical consultant to Prof. Emmanuel Pothos. City, University of London.

2017-2018. Postdoctoral research associate, University of Plymouth (EU, and internally funded). 2017.

Research assistant. University of Plymouth. Supervisors: Prof. Tony Belpaeme & Dr. Séverin Lemaignan.

2017. Research assistant. University of Plymouth. Supervisors: Prof. Sue Denham & Dr. Mihaela Taranu.

2016-2017. Teaching, Open University. DE003 Investigating Psychology 3.

Qualifications

2017 - PhD "Processes of category learning" University of Plymouth. Supervisor: Prof. Andy J. Wills.

2013 - MSc Psychological Research Methods (Distinction, Dean's Award). University of Exeter.

2012 - BSc Psychology (1st class). University of Exeter.

2009 - BSc Mathematics with Applied Mathematics/Mathematical Physics (2:2). Imperial College London.

Professional memberships

Higher Education Academy Associate member

Experimental Psychology Society Member

Honory positions

2020-present. Visiting Fellow, Warwick Business School, University of Warwick.

2011. Honorary Research Fellow, University of Exeter. Supervisor: Dr. Fraser Milton.

2011. Honorary Research Fellow, University of Exeter. Supervisor: Dr. Tim Kurz.

Teaching experience

2022. School of Psychology, Bath Spa University.

PSY6010-20 Contemporary Applications of Psychological Science.

2022. School of Psychology, University of Plymouth, Two day long workshop on R and Bayesian Statistics for academic staff.

2021-2022. Warwick Business School, University of Warwick, undergraduate and postgraduate seminars.

IB150 Foundations of Data Analysis for Management.

IB94X0 Business Statistics.

MSc Dissertations.

2016-2017. Open University, course design, lecturing, tutorials.

DE003 Investigating Psychology 3.

2014-2017. University of Plymouth, undergraduate workshop delivery, marking.

PSYC201 Psychological Research Methods.

PSYC206 Conducting Psychological Research.

PSYC107PP Communicating Effectively.

PSYC108PP Psychobiological and Cognitive Aspects of Health Behaviour.

2014. University of Plymouth, undergraduate dissertation supervision.

Papers

162 total citations, h-index of 7, 41 citations of most cited paper.

Published

Edmunds, C. E. R., Harris, A. J. L., & Osman, M. Applying insights on categorisation, communication and dynamic decision-making: A case study of a 'simple' maritime military decision. *Review of General Psychology*.

- Bartlett, M. B., Edmunds, C. E. R., Belpaeme, T., & Thill, S. (2022) Have I got the power? A comparison of past and present reporting practice for replication in Human-Robot Interaction. *Transactions on Human-Robot Interaction*.
- Inkster, A., Milton, F., Edmunds, C. E. R., Benattayallah, A., & Wills, A. (2022). Neural Correlates of the Inverse Base Rate Effect. *Human Brain Mapping*. <https://doi.org/10.31234/osf.io/muqrh>
- Dome, L., Edmunds, C. E. R., Milton, F. & Wills, A. J. (2021) SUSTAIN captures category learning, recognition, and hippocampal activation in a unidimensional vs information-integration task. *Proceedings of the Cognitive Science Society*.
- Edmunds, C., Inkster, A., Jones, P. M., Milton, F., & Wills, A. (2020). Absence of cross-modality analogical transfer in perceptual categorization. *Open Journal of Psychology and Neuroscience*, 1–17.
- Wills, A. J., Edmunds, C. E. R., Le Pelley, M. E., Milton, F., Newell, B. R., Dwyer, D. M., & Shanks, D. R. (Online, 2019). Dissociable learning processes, associative theory, and testimonial reviews: A comment on Smith and Church (2018). *Psychonomic Bulletin & Review*, 1–15. doi: 10.3758/s13423-019-01644-3
- Bartlett, M., Edmunds, C. E. R., Lemaignan, S., Belpaeme, T., & Thill, S. (2019) What can you see? Identifying internal states from the kinematics of natural social interaction. *Frontiers in Human-Robot Interaction*. doi: 10.3389/frobt.2019.00049
- Edmunds, C. E. R., Wills, A. J., & Milton, F. N. (2019) Initial training with difficult items does not facilitate information-integration category learning. *Quarterly Journal of Experimental Psychology: Special Issue*, 72(2), 151-167. doi: 10.1080/17470218.2017.1370477
- Seabrooke, T., Hogarth, L., Edmunds, C. E. R., & Mitchell, C. J. (2019) Goal-directed cue-control in Pavlovian Instrumental Transfer. *Journal of Experimental Psychology: Animal Learning and Cognition*, 45, 95-101. doi: 10.1037/xan0000191
- Lemaignan, S., Edmunds, C. E. R., Senft, E., & Belpaeme, T. (2018) The PInSoRo dataset: supporting the data-driven study of child-child and child-robot social dynamics. *PLOS ONE*. doi: 10.1371/journal.pone.0205999
- Bartlett, M., Edmunds, C. E. R., Lemaignan, S., Belpaeme, T., & Thill, S. (2018) What can you see? Identifying cues on internal states from the kinematics of natural social interactions. *Interaction Design and Children Workshop*.
- Wallbridge, C. D., van den Berghe, R., Hernandez Garcia, D., Kanero, J., Lemaignan, S., Edmunds, C., & Belpaeme, T. (2018) Using a robot peer to encourage the production of spatial concepts in a second language. *HAI*.
- Edmunds, C. E. R., Milton, F. & Wills, A. J. (2018) Due process in dual process: Model-recovery simulations of decision-bound strategy analysis in category learning. *Cognitive Science*, 42, 833-860. doi: 10.1111/cogs.12607
- Wallbridge, C. D., Lemaignan, S., Senft, E., Edmunds, C. & Belpaeme, T. (2018) Spatial referring expressions in child-robot interaction: Let's be ambiguous! *HRI 2018*.
- Edmunds, C. E. R., Milton, F. & Wills, A. J. (2017) Due process in dual process: A model-recovery analysis of Smith et al. (2014). Proceedings of the 39th Annual Conference of the Cognitive Science Society.
- Wills, A. J., O'Connell, G., Edmunds, C. E. R. & Inkster, A. B. (2017) Progress in modeling through distributed collaboration: Concepts, tools, and category-learning examples. *Psychology of Learning and Motivation*.
- Edmunds, C. E. R., Wills, A. J. & Milton, F. (2016) Memory for exemplars in category learning. Proceedings of the 38th Annual Conference of the Cognitive Science Society.
- Edmunds, C. E. R., & Wills, A. J. (2016) Modelling category learning using a dual-system approach: A simulation of Shepard, Hovland and Jenkins (1961) by COVIS. Proceedings of the 38th Annual Conference of the Cognitive Science Society.
- Edmunds, C. E. R., Milton, F., & Wills, A. J. (2015). Feedback can be superior to observational training for both rule-based and information-integration category structures. *Quarterly Journal of Experimental Psychology*, 68(2), 1203-1222.

Under review

- Wills, A. J., Edmunds, C. E. R. & Milton, F. The rapid synthesis of integral stimuli. *Quarterly Journal of Experimental Psychology*. <https://doi.org/10.31234/osf.io/grfaj>
- Burton, R., Smolar, M., Gold, N., Walmsley, M., Henn, C., Egan, M., Tran, Anh., Harper, H., Dale, M. H., Brown, H., Londakova, K., Sheron, N., Edmunds, C. E. R., & Greaves, F. The effectiveness of alcohol label information for increasing knowledge and awareness: a rapid evidence review. *BMC Public Health*.

Preprints

- Edmunds, C. E. R., Bose, D., Camerer, C., Mullett, T. L., & Stewart, N. Accumulation is late and brief in preferential choice. *PNAS*. <https://doi.org/10.31234/osf.io/sa4zr>
- Edmunds, C. E. R., Mullett, T. L. & Stewart, N. Attention plays similar role in binary choice and preference estimation tasks. *Decision*.
- Edmunds, C. E. R., Harris, A. J. L., & Osman, M. Perceptual effects underlie uncertainty benefit in maritime military change detection. *Journal of Experimental Psychology: Human Perception and Performance*.
- Inkster, A. B., Edmunds, C. E. R. & Wills, A. J. Failure to model canonical dual-system evidence using COVIS. *Journal of Mathematical Psychology*.
- Edmunds, C. E. R., Carpenter, K. L., Wills, A. J. & Milton, F. Deferred feedback does not sharply dissociate implicit and explicit category learning. *Psychological Science*.

Conferences

Invited:

- Symposium, Tagung Experimentell Arbeitender Psychologen** London Metropolitan University, April 2019. "Due process in dual process theories of category learning."
- Symposium, Cognition Institute Conference** University of Plymouth, UK, June 2018. "Due process in dual process theories of category learning."
- Workshop, University of Exeter** University of Exeter, UK, July 2017. "Due process in dual process: The pitfalls of using strategy analyses in dual-system models of category learning"
- International Convention of Psychological Science (ICPS)** Amsterdam, Holland, March 2015. "Dual-system approaches to cognition: Some thoughts and concerns"

Organised:

- MINDFIELD: 6th Annual School of Psychology Conference** Plymouth University, UK, June 2014.

Regular presentation:

- Experimental Psychology Society Meeting** London, UK, January 2019. "Recognition performance after rule-based and information-integration categorization." Edmunds, C. E. R., Milton, F. N., & Wills, A. J.
- Annual Meeting of the Psychonomics Society** New Orleans, US, November 2018. "Due process in dual-process theories of category learning." Edmunds, C. E. R., Milton, F. N., & Wills, A. J.
- Cognitive Science Society 38th Annual Conference** Philadelphia, US, August 2016. "Memory for exemplars in category learning." Edmunds, C. E. R., Wills, A. J. & Milton, F.
- Associative Learning Symposium XVII** Gregynog, Wales, March 2015. "Initial training with difficult items does not facilitate information-integration category learning" Edmunds, C. E. R. & Wills, A. J.
- Experimental Psychology Society Meeting** London, UK, January 2015. "Feedback is superior to observational training for both rule-based and information-integration category learning" Edmunds, C. E. R., Milton, F. N., & Wills, A. J.
- Associative Learning Symposium XVI** Gregynog, Wales, March 2014. "Feedback is superior to observational training for both rule-based and information-integration category learning" Edmunds, C. E. R., Milton, F. N., & Wills, A. J.

Posters:

- Cognitive Science Society 39th Annual Conference** London, UK, August 2017. "Due process in dual process: A model-recovery analysis of Smith et al. (2014)" Edmunds, C. E. R., Milton, F. & Wills, A. J.
- Experimental Psychology Society Meeting** London, UK, January 2017. "Modelling category learning using a dual-system approach: A simulation of Shepard, Hovland and Jenkins (1961) by COVIS." Edmunds, C. E. R., & Wills, A. J.
- Cognitive Science Society 38th Annual Conference** Philadelphia, US, August 2016. "Modelling category learning using a dual-system approach: A simulation of Shepard, Hovland and Jenkins (1961) by COVIS." Edmunds, C. E. R., & Wills, A. J.
- Associative Learning Symposium XVIII** Gregynog, Wales, March 2016. "Comparison of recognition memory for exemplars between rule-based and information-integration category structures" Edmunds, C. E. R., Wills, A. J. & Milton, F.

Workshops:

- MathPsych/ICCM** University of Warwick, July 2017

“A Practical Introduction to Distributed Collaboration for Formal Modeling” Wills, Edmunds, Kurtz & Honke.