

Curriculum Vitae

John P. Bunce

College of Letters, Arts, and Social Sciences
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EDUCATION

Ph.D in Developmental Psychology, University of California, Merced, 2017

Advisor: Rose Scott

Thesis title: "Have I seen you here before? Exploring the role of cross-situational information in word learning"

B.A. in Psychology with Honors, California State University, Dominguez Hills, 2011

CURRENT POSITION

Associate Professor in Human Development and Women's Studies, California State University, East Bay, July 2025- present

PREVIOUS POSITION

Post-doctoral Fellow, University of Manitoba, 2017- 2019

Assistant Professor in Human Development and Women's Studies, California State University, East Bay, August 2019 - June 2025

TEACHING EXPERIENCE

California State University, East Bay

Department of Human Development and Women's Studies

Courses Taught:

- **Child Language Development**
- **Lifespan Human Development**
- **Infant and Child Development**
- **Research Methods in Human Development**
 - Designed and facilitated upper-division courses using student-centered and inclusive teaching practices.
 - Integrated active learning strategies and applied projects to support engagement and real-world relevance.
 - Supported first-generation and diverse student populations through scaffolded instruction and accessible materials.
 - Consistently received teaching evaluations above the department average for clarity, organization, and student engagement.
 - 3 sections taught per term.

University of California, Merced
Department of Psychological Sciences
Courses Taught:

- **Developmental Psychology**
- **Atypical Child Psychology**
 - Delivered writing-intensive, upper-division courses with a focus on developmental theory and clinical application.
 - Employed backward design and case-based instruction to deepen conceptual understanding.
 - Developed clear, structured assignments aligned with learning outcomes and student success.
 - Received positive student feedback highlighting inclusive approachability and instructional clarity.

PUBLICATIONS

Journal Articles

- Rosemberg, C. R., Alam, F., Garber, L., Migdalek, M., Stein, A., Sie, T. C., Bunce, J. P., & Soderstrom, M. (under review). Cross-linguistic and Socioeconomic differences in the use of variation sets in children's communicative environments. *Journal of Child Language*.
- Bunce, J. P., Soderstrom, M., Bergelson, E., Rosemberg, C. R., Stein, A., Alam, F., Migdalek, M. J. Casillas, M. (2024). A cross-cultural examination of young children's everyday language experiences. *Journal of Child Language*.
<https://doi.org/10.31234/osf.io/723pr>
- Soderstrom, M., Casillas, M., Gornik, M., Bouchard, A., MacEwan, S., Shokrkon, A., & Bunce, J. P. (2021). English-Speaking Adults' Labeling of Child- and Adult-Directed Speech Across Languages and Its Relationship to Perception of Affect. *Frontiers in Psychology*.
- Soderstrom, M., Casillas, M., Bergelson, E., Rosemberg, C. R., Alam, fF, Warlaumont, A. S., & Bunce, J. P. (2021). Developing A Cross-Cultural Annotation System and MetaCorpus for Studying Infants' Real World Language Experience. *Collabra: Psychology*. 7 (1). <https://doi.org/10.1525/collabra.23445>
- Cristia, A., Lavechin, M., Scaff, C., Soderstrom, M., Rowland, C., Räsänen, O., Bunce, J. P., & Bergelson, E. (2021). A thorough evaluation of the Language Environment Analysis (LENA) system. *Behavior Research Methods*, 1-20.
- Räsänen, O., Seshadri, S., Karadayi, J., Riebling, E., Bunce, J., Cristia, A., Metze, F., Casillas, M., Rosemberg, C., Bergelson, E., & Soderstrom, M. (2019). Automatic word count estimation from daylong child-centered recordings in various language environments using language-independent syllabification of speech. *Speech Communication*. 43, 63-80.
- Spradlin, A., Cuttler, C., Bunce, J. P., & Carrier, L. M. (2019). #Connected: Social networking sites may facilitate face-to-face relationships for introverts.

Psychology of Popular Media Culture, 8(1), 34-40.
<http://dx.doi.org/10.1037/ppm0000162>

Bunce, J. P., Scott, R. M. (2017). Finding meaning in a noisy world: Exploring the effects of referential ambiguity and competition on 2.5-year-olds' cross-situational word learning. *Journal of Child Language*, 44, 650-676.

Carrier, L. M., Spradlin, A., Bunce, J. P., & Rosen, L. (2015). Virtual empathy: Positive and negative impacts of going online upon empathy in young adults. *Computers in Human Behavior*, 52, 39-48.

Refereed Conference Proceedings

Bunce, J. P., Gordon, C., Abney, D. H., Fleming, M. M., Greenwood, M., Chiu, E., Spivey, M., & Scott, R. M. (2016). Mouse Tracking Reveals Knowledge of Multiple Competing Referents During Cross-situational Word Learning. *Supplemental Proceedings of the 40th Annual Boston University Conference on Language Development*.

Bunce, J. P., Abney, D. H., Gordon, C. L., Spivey, M. J., & Scott, R. M. (2016). Using motor dynamics to explore real-time competition in cross-situational word learning: Evidence from two novel paradigms. In *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Online Resources

Casillas, M., Bunce, J. P., Soderstrom, M., Rosemberg, C., Migdalek, M., Alam, F., Stein, A., & Garrison, H. (2018). Tutorials: Using the ACLEW DAS template. <https://osf.io/b2jep/wiki/home>.

Bergelson, E., Warlaumont, A., Cristia, A., Casillas, M., Rosemberg, C., Soderstrom, M., Rowland, C., Durrant, S. & Bunce, J. (2017). Starter-ACLEW Audio Corpus. *Databrary*. <http://doi.org/10.17910/B7.390>.

Manuscripts in Preparation

Biblin, C., Nicholas, K., Meyers, C., & Bunce, J. (in preparation). Noun today, verb tomorrow: Differences in expressive noun inventories of late talking and typically developing 30-month-olds predict expressive denominal verb inventories.

Bunce, J. P., & Scott, R. M. (in preparation). Learning the little things: Exploring the impact of referent salience on 2.5-year-olds' cross-situational verb learning.

PRESENTATIONS

Conference Workshops & Tutorials

Bergelson, E., Casillas, M., Bunce, J. P., Montag, J., Cristia, A., Peurey, L., & Lavechin, M. (2024, July) *Daylong Data: Raw Audio to Transcript Via Automated & Manual Open-science Tools*. Invited Daylong Tutorial presented at the International Congress for the Study of Child Language, Prague, Czech Republic.

Bunce, J. P., Bergelson, Warlaumont, A., Casillas, M. (2019, July) *Daylong Data: Raw Audio to Transcript Via Automated & Manual Open-science Tools*. Tutorial

presented at the 41st Annual Conference of the Cognitive Science Society, Montreal, Canada.

Conference Presentations

- Biblin, C., Nicholas, K., Meyers, C., & Bunce, J. P. (2023, July). *Noun today, verb tomorrow: Differences in noun production by late-talking and typically developing 30-month-olds predict denominal verb production*. Poster presented at the Annual Meeting of the Cognitive Science Society 2024, Sydney, Australia.
- Nicholas, K., Brooks, T., Hu, D., Okeke, O., & Bunce, J. (2023). Effects of varying actors and objects in verb-learning by two-and-a-half-year-olds. [Poster proposal accepted for the biannual Society for Research in Child Development, Salt Lake City, UT.]
- Nicholas, K., Higby, E., Okeke, O., Do, J., Bunce, J.P., Angstadt-Leto, E., Helen, P. & Jasso, J. (2022, November). *The development of plural and verbal morphology in Mandarin-English bilingual 30-month-olds*. Poster presented at the annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Biblin, C., Nicholas, K., Meyers, C., & Bunce, J. P. (2022, September). *Noun today, verb tomorrow: Differences in noun production by late-talking and typically developing 30-month-olds predict denominal verb production*. Virtual talk presented at International Developmental Language Disorder Research Conference, Brisbane, Australia.
- Nicholas, K., Higby, E., Okeke, O., Do, J., Bunce, J.P., Angstadt-Leto, E., Helen, P. & Jasso, J. (2022, June). *The development of plural and verbal morphology in Mandarin-English bilingual 30-month-olds*. Poster presented at the annual meeting of the Symposium in Research in Child Language Disorders, Madison, WI.
- Bunce, J. P., Soderstrom, M., Momin, A. & Casillas, M. (2019, July). *Who are you talking to like that? Exploring adults' ability to discriminate child- and adult-directed speech across languages*. Poster presented at 41st Annual Conference of the Cognitive Science Society, Montreal, Canada.
- Bunce, J. P., Casillas, M., Bergelson, E., Kirby, J., Rosenberg, C., Stein, A., Warlaumont, A., & Soderstrom, M. (2019, April). *A Cross-Cultural Examination of Child Directed Speech Across Development*. Presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Bergelson, E., Weisleder, A., Bunce, J. P., Rowland, C., Casillas, M., & Cristia, A. (2018, November) *How different is speech input and output across subgroups? First results from >14,000 hours of naturalistic recordings*. Poster presented at the 43rd Annual Boston University Conference on Language Development, Boston, MA.
- Bunce, J. P., & Scott, R. M. (2018, July). *Learning the little things: Exploring the impact of referent salience on 2.5-year-olds' cross-situational verb learning*. Poster presented at the 21th International Congress on Infant Studies, Philadelphia, PA.
- Bunce, J. P., & Scott, R. M. (2017, April). *Looking where the action is: 2-year-olds' follow gaze use of cross-situational information in verb learning*. Presented at the

- biennial meeting of the Society for Research in Child Development, Austin, TX.
- Spradlin, A., Cuttler, C., Bunce, J. P., & Carrier (2016, August) *#disconnected: Face to phone when face to face*. Poster presented at the Annual Conference of the American Psychological Association, Denver, CO.
- Bunce, J. P., & Scott, R. M. (2016, May). *Exploring the impact of referent salience on 2.5-year-olds' cross-situational verb learning*. Poster presented at the 20th International Congress on Infant Studies, New Orleans, LA.
- Bunce, J. P., & Scott, R. M. (2016, May). *Made you look: Gaze-following facilitates 2-year-olds' use of cross-situational information in verb learning*. Poster presented at the 20th International Congress on Infant Studies, New Orleans, LA.
- Bunce, J. P., Roby, E. M., & Scott, R. M. (2015, March). *Do competing referents interfere with cross-situational word learning? Evidence from real-world learning environments*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Roby, E. M., Bunce, J. P., & Scott, R. M. (2015, March). *Social input in the preschool classroom. How do teachers talk about the mind?* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Bunce, J. P., & Scott, R. M. (2014, July). *Eye gaze supports 2-year-olds' use of cross-situational information in verb learning*. Poster presented at the 19th International Conference on Infant Studies, Berlin, Germany.
- Bunce, J. P., & Scott, R. M. (2013, April). *Finding meaning in a noisy world: Can 3-year-olds learn nouns in challenging environments*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Spradlin, A., Bunce, J. P., Carrier, L. M., & Rosen, L. (2011, August). *Virtual friendships: a study of digital media usage and empathy*. Poster presented at the Annual Conference of the American Psychological Association, Washington D.C.
- Bunce, J. P., Spradlin, A., Carrier, L. M., & Rosen, L. (2011, April). *From paper to pixel: how reading modality affects metacognitive strategies*. Poster presented at the Annual Conference of the Western Psychological Association, Los Angeles, CA.
- Spradlin, A., Bunce, J. P., Carrier, L. M., & Rosen, L. (2011, April). *Virtual friendships: ^[1]_{SEP} a study of digital media usage and empathy*. Poster presented at the Annual Conference of the Western Psychological Association, Los Angeles, CA.
- Bunce, J. P., & Pitchon, A. (2011, January). *Competing ideologies, policy, and marine protected areas*. Poster presented at the Council of Oceanic Affairs Science and Technology (COAST), Long Beach, CA.

HONORS and AWARDS

California State University's Outstanding Researcher 24/25 (untenured)

Graduate Dean's Dissertation Fellowship, University of California, Merced, Late Spring

2017

Presidential Citation for Poster of Excellence, American Psychological Association, 2016

Graduate and Research Council Summer Research Grant, University of California, Merced, 2012

Psychology Student of the Year, California State University, Dominguez Hills, 2011

Best Presentation Student Research Day, California State University, Dominguez Hills, 2011

RESEARCH INTERESTS

Language acquisition

Cognitive development

AI in Early Childhood Teaching

Impact of technology and media on toddlers