

GIDEON SALTER

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EDUCATION

- Sep 2017 - May 2022 PhD in Developmental Psychology, University of St Andrews, “The Developmental Origins of Joint Attention and Communication in Infancy”, with Professor Malinda Carpenter.
- Sep 2015 - Sep 2016 MSc in Language Sciences specialising in Language Development, Distinction (Dean’s List), University College London.
- Sep 2012 - Sep 2015 BA in Linguistics, First Class, University College London.

ACADEMIC POSITIONS

- Jan 2024 - present Research Associate, “The Development of Normative Prosociality across Diverse Societies”, with Dr Bailey House and Professor Katie Slocombe. Funded by the Leverhulme Trust. Department of Psychology, University of York.
- Sept 2022 - Jan 2024 University Teaching Associate in Developmental Psychology, Developmental Stream Lead, Employability Lead. Lecturing, UG/MSc project supervision, placement organisation, careers support. Department of Psychology, University of Sheffield.
- May 2022 - Jan 2024 Research Associate, “BBC Tiny Happy People Evaluation”, with Professor Danielle Matthews. Funded by BBC Education. Department of Psychology, University of Sheffield.

SELECTED PUBLICATIONS

Developmental Psychology

- Salter, G., ... Slocombe, K. & House, B. (in prep). The development of children’s knowledge of social norms: A cross-cultural study.
- Salter, G., ... Slocombe, K. & House, B. (in prep). The development of children’s conformity to and enforcement of social norms: A cross-cultural study.
- Salter, G., ... & Matthews, D. (in prep). Predicting early vocabulary development from infant prelinguistic communication and caregiver responses [pre-reg: <https://osf.io/j43bx/>]
- Salter, G., ... & Matthews, D. (under review). Learning mechanisms influencing infants’ early socio-pragmatic abilities. [pre-print: <https://osf.io/preprints/psyarxiv/4h36e>]
- Salter, G., & Carpenter, M. (2025). The Developmental Origins of Joint Attention: Infants’ Early Joint Attention Bids. *Infancy*, 30(2), e70012.
- Salter, G., & Carpenter, M. (2022). Showing and giving: From incipient to conventional forms. *Philosophical Transactions of the Royal Society B*, 377(1859), 20210102. <https://doi.org/10.1098/rstb.2021.0102>
- Salter, G., Altdörfer, T., Brown, G. and Carpenter, M. (2021). Meeting the challenges of public engagement, research impact and research participation as a baby and child lab. *Research for All*, 5(2), 420–37. <https://doi.org/10.14324/RFA.05.2.15>
- Salter, G. & Breheny, R. (2019). Removing shared information improves 3- and 4-year-olds’ performance on a change-of-location explicit false belief task. *Journal of Experimental Child Psychology*, 187, <https://doi.org/10.1016/j.jecp.2019.104665>

Interdisciplinary Research (selected)

- Cockayne, J. & Salter, G. (in press). *Why We Gather: Psychology, Theology, and Liturgical Practice*. Baylor University Press.
- Cockayne, J., & Salter, G. (2023). Group gratitude: a taxonomy. *The Journal of Value Inquiry*, 1-22. <https://doi.org/10.1007/s10790-022-09924-3>

Cockayne, J., & Salter, G. (2021). Feasts of memory: collective remembering, liturgical time travel and the actualisation of the past. *Modern Theology*, 37(2), 275-295.
<https://doi.org/10.1111/moth.12683>

SELECTED TALKS/PRESENTATIONS

- Symposium Talk: From pre-linguistic communication to early language use: The role of social contingency. *International Congress of Infant Studies* (Aug 2024)
- Invited talk: Understanding and promoting communication in infancy. *Departmental Seminar, University of Nottingham* (May 2024)
- Invited Talk: From pre-linguistic communication to early language use: The role of social contingency. *Social Contingency Consortium* (Aug 2023)
- Symposium Talk: Infants' earliest pragmatic abilities. *International Pragmatics Association, Panel on "Pragmatics and Theory of Mind"* (June 2023)
- Invited talk: From joint attention to language emergence. *Cognition and Language in Education Research Group, University of Manchester* (Apr 2023)

AWARDS AND HONOURS

- Education award nominations, "Student Experience" (2023) and "Employability" (2024) categories, University of Sheffield Education Awards.
- Nominated for the "Principal's Medal," a University of St Andrews prize for students awarded for academic excellence and contributions to university life (2020) and "Commendation for Outstanding Contribution to the School of Psychology and Neuroscience" (2021).
- "Highly Commended" award for public engagement in the "Best Newcomer" category, University of St Andrews Public Engagement awards (2019).
- MSc Language Sciences Research Project Prize; on Dean's List (2016).

FUNDING

- Co-I (PI: Professor Danielle Matthews), Nuffield Foundation, "Can digital parenting interventions benefit early language development?" (£402,673)
- Co-recipient (with Professor Danielle Matthews, Dr Silke Fricke), Knowledge Exchange QR funding, "Improving delivery of BBC Education Tiny Happy People Resources to Families with Young Children" (£118,651)
- PI: Undergraduate Research Experience funding (University of Sheffield, £5000; University of York, £1350)
- Co-recipient (with Dr Joshua Cockayne), John Templeton Foundation, Science-Engaged Theology Fellowship (£3,500) and funding for book preparation (New Visions in Theological Anthropology grant, £24,861.90)
- Co-recipient (with Dr Joshua Cockayne), John Templeton Foundation, "Children's participation in Religious Rituals" (£12,090.81) and "Group Gratitude to God" (£15,000)
- PI: Impact Support funding, University of St Andrews (£2,457)
- School of Psychology and Neuroscience PhD scholarship (approx. value of £55,000)

OTHER RELEVANT ACADEMIC EXPERIENCE

Sep 2022 - Dec 2024	Steering Group Member, Parents and Children Together for Children with Down Syndrome Project (PACT-DS: sites.manchester.ac.uk/pct/pact-ds/)
Sep 2020 - Mar 2021	Committee Chair, Scottish Developmental Psychology Network for Postgraduates (ScotDPN: scotdpn.wordpress.com)
Nov 2019 - July 2020	Committee Member, Postgraduate committee for the International Congress of Infant Studies (ICIS: https://infantstudies.org/)