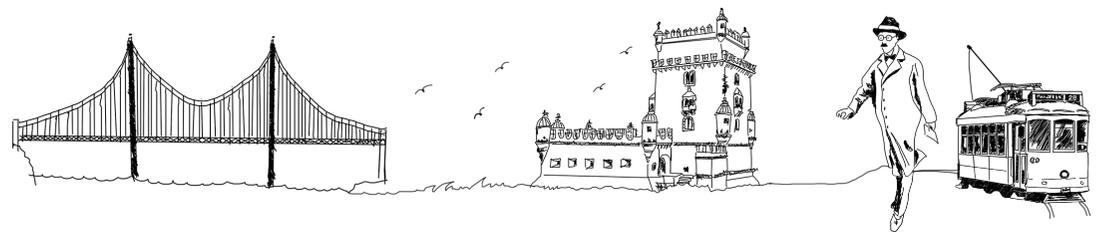


# I Workshop on Cognitive Science of Culture Literacy: an acculturation of the brain

2018, June 21-22, FP-ULisboa

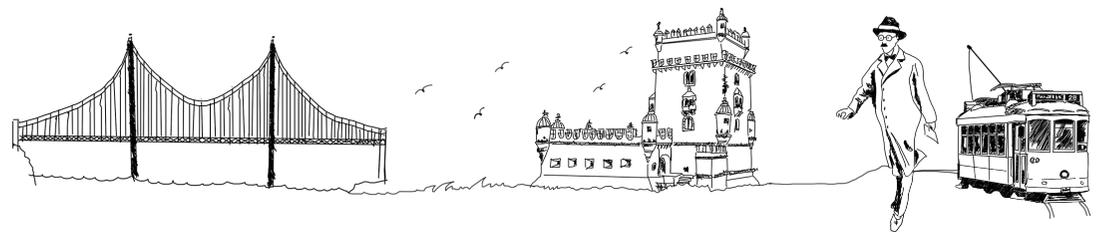


This meeting will be the first of a series of workshops to occur annually (the second one will happen in 2019, in Haifa, Israel, and the third in Goa, India) devoted to an emergent field of Cognitive Science addressed to research on the bidirectional relation between culture and cognition: how do culture inventions modulate the human brain and mind, and how the human brain and mind shape cultural acquisitions?

The first workshop to be held in 2018 in Lisbon, Portugal, will focus on literacy, i.e., written language acquisition. It will bring together an exclusive international group of leading researchers on literacy and will focus on the impact of this cultural acquisition in evolutionary older cognitive systems like oral language or visual object recognition. This is a topic of research on which Portugal has a long-standing tradition of excellence, with researchers from several national research centres and in different regions of Portugal (Lisbon, Porto, Faro, Braga) contributing with innovative research to the update scientific knowledge in this topic of Cultural Neuroscience. This workshop will focus on the synergies between cognitive, computational and neurobiological bases of literacy, from basic to higher order cognitive processing approaches. It will be open to graduate students and postgraduate researchers from complementary scientific fields, assisting in networking between young promising researchers and international leading experts. It will also aim to promote a scientific platform to explore new ideas, theoretical perspectives and empirical research on literacy from a cognitive science perspective.

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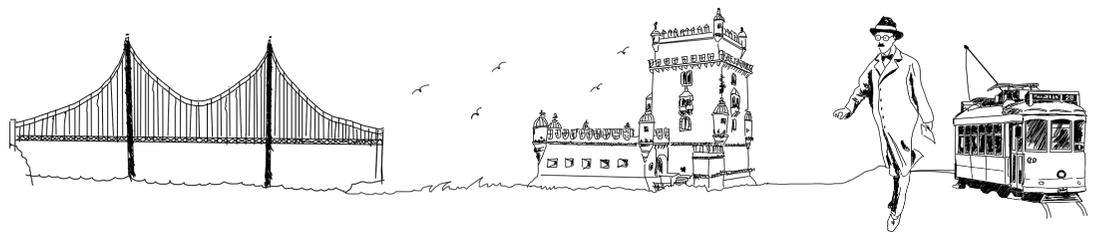
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**Organization:**

Tânia Fernandes (*Faculdade de Psicologia, ULisboa, Portugal*).

Susana Araújo (*Faculdade de Psicologia, ULisboa, Portugal*).

Falk Huettig (*Max Planck Institute for Psycholinguistics; Donders Institute for Brain, Cognition, and Behaviour, Nijmegen, Netherlands*).



## Alexandra Reis

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has been working as an associate Professor since 2000 at the University of Algarve, where she directs the Cognitive Neuroscience Research Group (Center for Biomedical Research, CBMR) and the Department of Psychology and Educational Sciences. Her research interests include the implications of literacy / illiteracy on the human brain (on its different levels - behavioural, functional and anatomical), reading development, reading disorders and visual cognition. Alexandra Reis is the author of over 50 scientific publications in major international journals (Brain, Brain and Cognition, Journal of Cognitive Neuroscience, Dyslexia, Psychological Science, Reading and Writing Disorders, European Journal of Neuroscience, Acta Psychologica, Journal of Educational Psychology), a PI in several national funded projects and collaborator in high-impact international projects, and supervised several PhD and Master thesis in the field.

<http://gnc.cbmr.ualg.pt/alexandra-reis/>

## Alexandre Castro Caldas

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is the director of the Health Sciences Institute at Universidade Católica Portuguesa. In the past he was professor of neurology at the Faculty of Medicine of Lisbon and director of the Department of Neurology at the Hospital of Santa Maria (until 2004), president of the International Neuropsychological Society (2000 -2001), funded the Lisbon Neuroscience Center (in 1990), and was director of the Language Studies Laboratory (until 1988). He is a member of several international societies and consultant of national and international scientific journals. His main scientific interest relates to cognitive neurosciences, and specifically, literacy acquisition, language disorders and movement disorders. He conducted pioneering work in Portugal with literate and illiterate populations to study the impact of literacy acquisition on human brain and mind.

<https://www.clsbe.lisboa.ucp.pt/pt-pt/pessoa/alexandre-castro-caldas>



is Senior Investigator at the Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands. One of his main research interests is how cultural inventions like written words, numbers, music, and belief systems shape the mind and brain from the beginning of our lives. He believes that looking at the Literate Brain, the Predictive Brain, and the Multimodal Brain offers us a window into the culturally-shaped mind. In his empirical studies diverse groups, such as illiterates in India, young children, individuals with reading disorders and highly educated individuals, take part. He uses behavioural measures, functional and structural neuroimaging techniques, and computational modelling to ask to what extent culture determines what it means to think as a human.

<http://www.mpi.nl/people/huettig-falk>

is the founder of a NGO focusing on literacy acquisition in Brazil. He has created a successful teachers network inside Brazilian public schools for teaching learning to read using phonics instructions. work to create a conscious and more productive society starting with education. He and his NGO work to promote and strengthen the educational debate in Brazil by promoting the view that education only improves when there is social pressure to do so- especially from important and strategic sectors. Through their publications and actions, the NGO offers analyses that show whether and how educational policies and practices contribute to develop students' skills and essential competencies to make them progress satisfactorily at school and in the job market. In 2016 he was awarded with the Prize Darcy Ribeiro.

<http://www.alfaebeto.org.br/sobre/>



Jon Andoni Duñabeitia

*The impact of literacy beyond the print*

is a researcher in Cognitive Science of Language who currently works as a Full Professor at the Facultad de Lenguas y Educación of the Universidad Nebrija. He is also an Affiliated Researcher of the Basque Center on Cognition, Brain and Language (BCBL), where he directed for some time the research group Multilingual Literacy. His main research interests are the study of the neurobiological and cognitive substrates of multilingualism and reading throughout the life cycle. [www.jonandoni.com](http://www.jonandoni.com)

José Morais

is professor emeritus at Université Libre de Bruxelles. He is one of (or perhaps the) most influential researchers in the topic of the effects of how learning to read affects the illiterate mind. He has contributed for the discussion of Education Policies in Portugal, France, and Brazil, and was member of the scientific committee of the Portuguese Plano Nacional de Leitura, created to stimulate proficient reading acquisition in Portugal. He has published several scientific papers in highly prestigious peer-reviewed journals, including Science and Nature Reviews, and has published several books, not only for specialists, but also of scientific dissemination for the public at large. <http://crcn.ulb.ac.be/members/?q=36>



Laurent Cohen

*(Pending confirmation)*

is a professor of neurology at the Hôpital de la Salpêtrière (Paris), and director of the research team Neuropsychology and Neuroimaging at ICM Research Center, INSERM UMRS. His research is devoted to the brain mechanisms of specifically human cognitive functions, particularly language and reading. He combines the study of brain-damaged patients with various anatomical and functional brain imaging techniques. He also contributes to the diffusion of cognitive neuroscience to a wide audience, through two books (Odile Jacob Editions), and a regular chronicle on television.

<http://www.paris-neuroscience.fr/en/user/341>

Régine Kolinsky

is director of the Unité de Recherche en Neurosciences Cognitives at the Université Libre de Bruxelles. She is a leading neuroscientist with outstanding publications (e.g., in *Science* and *Nature Reviews*). She has recently edited a special issue of the journal *Language, Cognition, and Neuroscience* on the topic of literacy.

<https://crcn.ulb.ac.be/members/?q=19>



is full professor at the University of Porto, Faculty of Psychology and Education, where she directs the Neurocognition and Language Research Group. She was recipient, with Ana Sucena, of the Cegoc 2006 Award for the development of ALEPE, a battery of tests for the assessment of reading skills in Portuguese. Early on as a student of brain hemispheric asymmetries, more recently as a researcher on how speech and music may “flow from the same source”, a keen interest in language has been a constant in her professional life.

<https://www.fpce.up.pt/labfala/slcastro.htm>

is an internationally renown researcher at the Department of Child and Adolescent Psychiatry and Psychotherapy, Psychiatric Hospital, University of Zurich, Switzerland. Her research interests include the examination of brain networks and their development in healthy children and adolescents as well as patients suffering child-psychiatric disorders using non-invasive, child-friendly neuroimaging techniques such as electroencephalography (EEG), functional (fMRI) and structural (sMRI) magnetic resonance imaging or combined EEG-fMRI (sequential or simultaneous). The core patient groups include children suffering from developmental dyslexia and/or children at (familial) risk for developmental dyslexia, as well as children and adolescents suffering from attention deficit hyperactivity disorder (ADHD) or obsessive-compulsive disorder (OCD).

<http://www.kjpd.uzh.ch/de/multimod/neuroimaging/team/brem.html>



is the head of Center for Cognitive Science and director of the Graduate School of Cognitive Science at the University of Kaiserslautern. He's worked both with adult illiterates and children with reading disorders and published extensively on the topic. He has recently edited a special issue of the journal *Language, Cognition, and Neuroscience* on the topic of literacy.

<https://www.sowi.uni-kl.de/psychologie-ii/staff/lachmann/>



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