

I Workshop on Cognitive Science of Culture

Literacy: an acculturation of the brain

PROGRAM

June 21

9:00 Opening session

Luís Curral – Director of FP-ULisboa

9:10 José Morais Université Libre de Bruxelles (BE)

Critical literacy

10:10 Jon Andoni Duñabeitia Universidad Nebrija (ES)

The impact of literacy beyond the print

11:10-11:30 Coffee break ☕

11:30 Falk Huettig Max Planck Institute (NL)

The culturally co-opted mind and brain

12:30-14:00 Lunch time 🍴

14:00 Alexandra Reis Universidade do Algarve (PT)

*Reading and reading related skills in adults with dyslexia:
A review and meta-analysis*

15:00 Thomas Lachmann University of Kaiserslautern (DE)

Learning to read as functional coordination

16:00-16:30 Coffee break ☕

16:30 Silvia Brem University of Zurich (CH)

Literacy and development: How learning to read changes the brain

17:30 Régine Kolinsky Université Libre de Bruxelles (BE)

What language is ours?

18:30-19:30 Poster Session *

June 22

9:00 São Luís Castro Universidade do Porto (PT)

Literacy in music: Reading scores, reading words and phrasing

10:00 Manuel Perea Universitat de València (ES)

What can cognitive psychology do for us? The case of dyslexia

11:00-11:30 Coffee break ☕

11:30 Alexandre Castro Caldas Universidade Católica Portuguesa (PT)

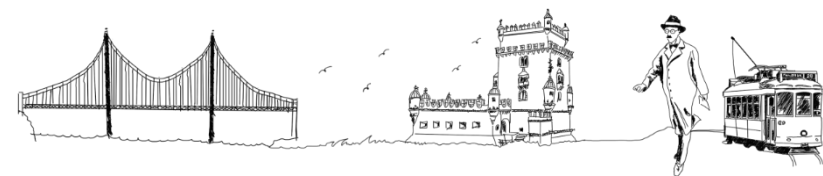
Literacy changes the brain

12:30 João Araújo Oliveira Instituto Alfa e Beto (BR)

*Independent valuation of a learning-to-read program in 71
municipalities across Brazil*

13:00 Closing session

Susana Araújo, Tânia Fernandes, & Falk Huettig – Organization
Committee



FP-ULisboa – Lisbon, Portugal

1. Early electroencephalographic markers of reading strategies

Luís Faísca^{1*}, Alexandra Reis¹, Susana Araújo²

¹CBMR and FCHS, Universidade do Algarve, Portugal; ² Faculdade de Psicologia and Center for Psychological Research, Universidade de Lisboa, Portugal.

2. Orthographic processing efficiency in dyslexia: An investigation of several dimensions

Filomena Inácio^{1*}, Luís Faísca¹, Filipe Fernandes², Alexandra Reis¹, Susana Araújo³

¹CBMR and FCHS, Universidade do Algarve, Portugal; ²Hospital Particular do Algarve, Portugal;

³Faculdade de Psicologia and Center for Psychological Research, Universidade de Lisboa, Portugal.

3. How different text formats shape cognition and science learning

Sara Soares^{12*}, Rita Jerónimo¹, Régine Kolinsky², José Morais²

¹ISCTE-IUL, CIS-IUL; ² Université Libre de Bruxelles, CRCN.



4. Can syllabic neighbourhood explain the syllable structure effect in visual word recognition?

Ana Duarte Campos^{1*}, Helena Mendes Oliveira¹, Ana Paula Soares¹

¹Laboratório de Cognição Humana, CIPsi, Universidade do Minho.

5. Longitudinal trajectory of letter–speech sound processing in the developing brain

Iliana I. Karipidis^{1*}, Georgette Pleisch¹, Silvia Brem¹

¹Department of Child and Adolescent Psychiatry and Psychotherapy, Psychiatric Hospital, University of Zurich, Switzerland.

6. Do motor letter representations assist mirror-image discrimination? Evidence on preliterate children playing tablet games

M. Luísa Corbal^{1*}, Luís Correia², Isabel Leite³, Tânia Fernandes¹

¹Faculdade de Psicologia, Universidade de Lisboa; ²Faculdade de Ciências, Universidade de Lisboa; ³Departamento de Psicologia, Universidade de Évora.

7. Does reading ability predict individual differences in the syntactic processing of spoken language?

Saoradh Favier^{1*}, Antje Meyer¹, Falk Huettig¹

¹Max Planck Institute for Psycholinguistics.

8. Exposure frequency effect on early orthographic representation: A longitudinal study of the spelling of phoneme /u/ in European Portuguese

Ana Paula Vale^{1*}, Bruno Martins¹, Ana Rita Silva¹

¹Unidade de Dislexia – UTAD.



9. Effects of the computer-based training program Lautarium on phonological awareness and reading and spelling abilities in German third-graders with dyslexia

Marita Kondering^{1*}, Kirstin Bergström¹, Thomas Lachmann¹, Claudia Steinbrink², Maria Klatte¹

¹University of Kaiserslautern; ²University of Erfurt.

10. Literacy, language complexity, and cognition in the past: An evolutionary approach

Antonio Benítez-Burraco^{1*}, Vera Kempe²

¹Department of Spanish, Linguistics, and Theory of Literature (Linguistics). Faculty of Philology. University of Seville (Spain); ²Division of Psychology. School of Social and Health Sciences. Abertay University (United Kingdom).

11. Holistic word processing is less penetrable than holistic face processing

Paulo Ventura^{1*}, Isabel Leite², Miguel Ferreira¹, António Farinha-Fernandes¹, João Delgado¹, Bruno Faustino¹, José C. Guerreiro¹, Isabel Raposo¹

¹Faculdade de Psicologia, Universidade de Lisboa; ²Universidade de Évora.

12. Impact of novel written scripts on the literate mind: Cross-sectional analysis of logographic and musical script processing in literate adults

Miguel Borges^{1*}, Alexis Hervais-Adelman¹², Falk Huettig¹³

¹Psychology of Language Department, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands; ²Department of Psychology, University of Zurich, Zurich, Switzerland; ³Donders Institute for Brain, Cognition and Behaviour, Nijmegen, The Netherlands.

13. Learning to read makes you faster: Literacy impacts in rapid automatized naming

Susana Araújo^{1*}, Tânia Fernandes¹ & Falk Huettig²

¹Faculdade de Psicologia & Center for Psychological Research, Universidade de Lisboa, Portugal; ²Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.