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*, Alexandra Reis1, Susana Araújo2
1CBMR and FCHS, Universidade do Algarve, Portugal; 2Faculdade de Psicologia and Center for Psychological Research, Universidade de Lisboa, Portugal.

2. Orthographic processing efficiency in dyslexia: An investigation of several dimensions
Filomena Inácio1*, 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 Soares12*, Rita Jerónimo1, Régine Kolinsky2, José Morais2
1ISCTE-IUL, CIS-IUL; 2Université Libre de Bruxelles, CRCN.

4. Can syllabic neighbourhood explain the syllable structure effect in visual word recognition?
Ana Duarte Campos1*, 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. Karipidis1*, Georgette Pleisch1, Silvia Brem1
1Department of Child and Adolescent Psychiatry and Psychotherapy, Psychiatric Hospital, University of Zurich, Switzerland.

M. Luísa Corbal1*, 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 Favier1*, 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 Vale1*, 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 Konerding1*, 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-Burraco1*, 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 Ventura1*, 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 Borges1*, 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 Araújo1*, Tânia Fernandes1 & Falk Huettig2
1Faculdade de Psicologia & Center for Psychological Research, Universidade de Lisboa, Portugal; 2Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.