

**GEORGE K. GEORGIU**  
**CURRICULUM VITAE**

**Address**

---

Department of Educational Psychology  
6-102 Education North  
University of Alberta  
Edmonton-AB  
Canada, T6G 2G5  
Email: georgiou@ualberta.ca

**ACADEMIC POSITIONS**

---

**June 2019**

Visiting Professor (Greek Diaspora Fellowship Program)

- Department of Education, University of Cyprus, Cyprus

**January 2019 – to present**

Director, J. P. Das Centre on Developmental and Learning Disabilities

- Faculty of Education, University of Alberta, Canada

**January 2018 – to June 2018**

Associate Dean, International Initiatives

- Faculty of Education, University of Alberta, Canada

**July 2017 – to present**

Professor

- Department of Educational Psychology, University of Alberta, Canada

**July 2015 – June 2018**

Adjunct Professor

- School of Psychology and Cognitive Science, East China Normal University, Shanghai, China

**September 2014 – November, 2014**

Visiting Professor

- School of Psychology, Beijing Normal University, China

**July 2012 – June, 2017**

Associate Professor

- Department of Educational Psychology, University of Alberta, Canada

**July 2008 – June 2012**

Assistant Professor

- Department of Educational Psychology, University of Alberta, Canada

**January 2008 – July 2008**

Post-Doctoral Fellow

- Department of Psychology, University of Jyväskylä, Finland

## **EDUCATION**

---

2004 – 2008

*University of Alberta, Canada*

- Doctor of Philosophy (PhD)
- Department: Educational Psychology
- Degree Program: Psychological Studies in Education

2002 – 2004

*University of Alberta, Canada*

- Master of Education (MEd)
- Department: Educational Psychology
- Degree Program: Psychological Studies in Education

1996 – 2000

*University of Cyprus, Cyprus*

- Bachelor of Education (BEd)
- Department: Education
- Degree Program: Primary School Education

## **AWARDS**

---

### **May 2020**

- Killam Professorship award (\$3,500 CAD)

### **July 2019**

- Alberta Teachers' Association Educational Research Award (\$5,000 CAD)

### **November 2018 to present**

- Member of the College of the Royal Society of Canada.

### **April 2018**

- McCalla Professorship award (\$20,000 CAD)

### **February 2015 (American Psychological Association, Division 15)**

- Richard E. Snow Early Career Contributions to Educational Psychology award.

### **September 2014**

- Martha Cook Piper Research Prize.

### **April 2012**

- Excellence & Innovation in the Use of Technology for Teaching and Learning award.

### **April 2012**

- Coutts-Clarke Research fellowship (\$10,000 CAD)

### **April 2010**

- Canadian Centre for Research in Literacy (CCRL) fellowship.

**July 2009**

- Canadian Psychological Association: Outstanding dissertation of 2008-2009.

**May 2006 – November 2007**

- Izaak Walton Killam Award (*\$35,000 CAD*)

**November 2005**

- Myer Horowitz Graduate Students' Association Award (*\$1,400 CAD*)

**September 2005**

- Graduate Intern Tuition Supplement (GITS) Award (*\$3,724 CAD*)

**September 2002-2004**

- The A. G. Leventis Foundation Scholarship (*\$15,000 US*)

**October 2001**

- Cyprus Academy of Sciences Research Award (*Second prize £600.00*)

**July 2000**

- Excellence in Undergraduate Studies (Faculty of Humanities and Social Sciences, University of Cyprus)

**June 1999**

- Cyprus Ministry of Education Research Award (*First Prize £1,200.00*)

**GRANTS**

---

**January 2019 to present**

- Alberta Education (*\$50,000 + \$60,000* matching funds from Edmonton Catholic and Fort Vermilion School Divisions + *\$5,000* matching funds from the Faculty of Education)  
Role: Principal investigator  
Project: Contrasting the effects of two teacher-delivered reading interventions to Grade 1 children in Alberta.

**September 2018 to present**

- Research Promotion Foundation Cyprus (*€149,960*)  
Role: Collaborator  
Project: Reading difficulties intervention: Scientific, technological and new community efforts.

**January 2018 to present**

- China Institute at the University of Alberta (*\$5,000 CAD*)  
Role: Principal Investigator  
Project: Ecological, psychological, and cognitive components of excellence in mathematics in Shanghai

**May 2017 to May 2018**

- Alberta Advisory Committee for Educational Research (*\$6,000 CAD*)  
Role: Collaborator  
Project: Examining interventions for persistently poor readers.

**May 2016 to April 2017**

- Support for the Advancement of Scholarship Grant (*\$6,976 CAD*)  
Role: Principal Investigator  
Project: Serial processing in reading fluency and dyslexia.

**May 2016 to present**

- Social Sciences and Humanities Research Council (SSHRC) grant (*\$300,126 CAD*)  
Role: Principal Investigator  
Project: Reading fluency: How does it develop and how can it be fostered?

**May 2015 to April 2018**

- Social Sciences and Humanities Research Council (SSHRC) grant (*\$500,000 CAD*)  
Role: Co-Investigator  
Project: Responding to intervention: Schools where all children are taught to read.

**May 2015 to April 2017**

- Ministry of Education, China (*\$80,000 CAD*)  
Role: Collaborator  
Project: Literacy development of Chinese children with ADHD.

**May 2014 to April 2018**

- Finnish Academy of Science (*€600,000 euro*)  
Role: Collaborator  
Project: Problems in reading and calculation fluency: Comorbidity, cognitive background, and neural mechanisms.

**May 2014 to May 2015**

- Alberta Advisory Committee for Educational Research (*\$6,000 CAD*)  
Role: Principal Investigator  
Project: How is reading fluency achieved?

**May 2014 to September 2015**

- RISE Catalyst Grant (*\$9,109 CAD*)  
Role: Principal Investigator  
Project: Tracing reading fluency development: An eye-movement study

**November 2013 to December 2014**

- Support for the Advancement of Scholarship Grant (*\$7,000 CAD*)  
Role: Principal Investigator  
Project: The functional investigation of rapid naming and reading.

**May 2013 to May 2014**

- Killam Cornerstone Grant (*\$6,840 CAD*)  
Role: Co-Investigator  
Project: Clarifying the RAN-reading relationship using fMRI

**January 2012 to May 2014**

- Cyprus Research Promotion Foundation (*€120,000 euro*)  
Role: Co-Investigator  
Project: Computer-based early remediation of reading difficulties in a consistent orthography.

**January 2012 – August 2012**

- University of Alberta International (*\$3,000 CAD*)  
Role: Principal Investigator  
Project: Web-based remediation of reading disabilities across languages.

**November 2011 to March 2013**

- Killam Cornerstone Grant (*\$6,485 CAD*)  
Role: Principal Investigator  
Project: Executive functions and their relationship to reading and writing in university students.

**May 2011 to April 2014**

- Finnish Academy of Sciences (*€600,000 euro*)  
Role: Collaborator  
Project: Development of student's academic performance and adjustment in three interpersonal contexts: Classrooms, homes, and peer groups.

**May 2011 to April 2012**

- Support for the Advancement of Scholarship Grant (*\$4,500 CAD*)  
Role: Principal Investigator  
Project: Why is RAN related to reading? An eye-tracking study.

**January 2011 to April 2012**

- China Institute (*\$5,000 CAD*)  
Role: Principal Investigator  
Project: Does IQ alone explain the achievements of Chinese children in reading and math?

**April 2010 to April 2014**

- Social Sciences and Humanities Research Council (SSHRC) grant (*\$159,049 CAD*)  
Role: Principal Investigator  
Project: Literacy development across languages.

**April 2010 to February 2012**

- SSHRC International Opportunity Research grant (*\$62,286 CAD*)  
Role: Co-Investigator  
Project: Processing speed: Links to cognitive processes and reading across languages.

**March 2009 and 2010**

- Roger Smith Research Award (*total of \$10,000 CAD*)  
Role: Principal Investigator  
Project: Why is rapid naming speed related to reading? Triangulation of evidence.

**January 2009**

- Support for the Advancement of Scholarship Grant (*\$3,000 CAD*)  
Role: Principal Investigator  
Project: Examining the cognitive determinants of dyslexia across languages.

### **November 2008**

- Killam Cornerstone Grant (\$5,900 CAD)  
Role: Principal Investigator  
Project: Working memory and reading comprehension in university students

### **November 2008**

- Professional Development Grant (TLEF) (\$5,000 CAD)

### **August 2005**

- AHEPA Educational Foundation Graduate Research Grant (\$2,000 US)  
Role: Principal Investigator  
Project: Examining the role of home literacy environment on reading across languages.

### **May 2004**

- Support for the Advancement of Scholarship Grant (\$6,000 CAD)  
Role: Co-Investigator  
Project: Phonological processing skills in English and Greek: A cross-linguistic comparison.

## **PROFESSIONAL AFFILIATIONS**

---

- Society for the Scientific Studies of Reading (2004 to present)
- American Psychological Association (2013 - 2016)
- International Reading Association (2008 - 2014)
- European Association of Research in Learning and Instruction (2004 to present)
- Text and Discourse (2009 – 2012)

## **RESEARCH**

### **INTERESTS**

---

- Reading development across languages
- Remediation of reading difficulties
- Rapid Automatized Naming (RAN)
- PASS theory of intelligence
- Executive Functioning
- Home literacy environment

### **PUBLICATIONS**

---

#### ***Unpublished Doctoral Dissertation***

---

Georgiou, G. (2008). *Why is rapid naming speed related to reading? Examining different theoretical accounts*. Unpublished doctoral dissertation, University of Alberta, Edmonton, Alberta, Canada.

#### ***Unpublished Master's Thesis***

---

Georgiou, G. (2004). *Rapid naming speed components and early reading acquisition*. Unpublished master's thesis, University of Alberta, Edmonton, Alberta, Canada.

### *Papers in Refereed Journals*

---

**Georgiou, G.,** Bulut, O., Dunn, K., Naglieri, J., & Das, J. P. (in press). Examining the relations between PASS processes and superior reading and mathematics performance. *Psychology in the Schools*.

**Georgiou, G.,** Kushnir, G., & Parrila, R. (in press). Moving the needle on literacy: Lessons learned from a school where literacy rates have improved over time. *Alberta Journal of Educational Research*.

**Georgiou, G.,** & Parrila, R. (in press). What mechanism underlies the RAN-reading relation? *Journal of Experimental Child Psychology*.

**Georgiou, G.,** Savage, R., Dunn, K., Bowers, P., & Parrila, R. (in press). Examining the effects of Structured Word Inquiry on the reading and spelling skills of persistently poor Grade 3 readers. *Journal of Research in Reading*.

**Georgiou, G.,** Wei, W., Inoue, T., & Deng, C. (in press). Are the relations of RAN with reading and mathematics accuracy and fluency bidirectional? Evidence from a 5-year longitudinal study with Chinese children. *Journal of Educational Psychology*.

Parrila, R., **Georgiou, G.,** & Papadopoulos, T. C. (in press). Dyslexia in a consistent orthography: Evidence from a reading-level match design. *Dyslexia*.

Wen, W., Li, J., **Georgiou, G.,** Huang, C., & Wang, L. (in press). Reducing the Halo effect by stimulating analytic thinking. *Social Psychology*.

Altani, A., Protopapas, A., Katopodi, K., & **Georgiou, G.** (2020). Tracking the serial advantage in the naming rate of multiple over isolated stimulus displays. *Reading and Writing: An Interdisciplinary Journal*, 33, 349-375.

Altani, A., Protopapas, A., Katopodi, K., & **Georgiou, G.** (2020). From individual word recognition to word list and text reading fluency. *Journal of Educational Psychology*, 112, 22-39.

Dunn, K., **Georgiou, G.,** & Das, J. P. (2020). The relationship of cognitive processes with reading and mathematics achievement in intellectually gifted children. *Roeper Review*, 42, 126-135.

**Georgiou, G.,** Guo, K., Naveenkumar, N., Vieira, A. P. A., & Das, J. P. (2020). PASS theory of intelligence and academic achievement: A meta-analytic review. *Intelligence*, 79, 101431.

**Georgiou, G.,** Torppa, M., Landerl, K., Desrochers, A., Manolitsis, G., de Jong, P. F., & Parrila, R. (2020). Reading and spelling development across languages varying in orthographic consistency: Do their paths cross? *Child Development*, 91, 266-279.

**Georgiou, G.,** Wei, W., Inoue, T., Das, J. P., & Deng, C. (2020). Cultural influences on the relation between executive functions and academic achievement. *Reading and Writing: An Interdisciplinary Journal*, 33, 991-1013.

- Inoue, T., **Georgiou, G.**, Muroya, N., Hosokawa, M., Maekawa, H., & Parrila, R. (2020). Modeling the early growth of word and nonword reading fluency in a consistent syllabic orthography. *Journal of Research in Reading, 43*, 364-381.
- Inoue, T., Manolitsis, G., de Jong, P. F., Landerl, K., Parrila, R., & **Georgiou, G.** (2020). Home literacy environment and early literacy development across languages varying in orthographic consistency. *Frontiers in Psychology, 11*:1923. doi: 10.3389/fpsyg.2020.01923.
- Parrila, R., Dudley, D., Song, S., & **Georgiou, G.** (2020). A meta-analysis of reading-level match dyslexia studies in consistent alphabetic orthographies. *Annals of Dyslexia, 70*, 1-26.
- Savage, R., **Georgiou, G.**, Parrila, R., Maiorino, K., Dunn, K., & Burgos, G. (2020). The effects of teaching complex grapheme-phoneme correspondences: Evidence from a dual site cluster trial with at-risk Grade 2 students. *Scientific Studies of Reading, 24*, 321-337.
- Zhang, S.-Z., **Georgiou, G.**, Inoue, T., Zhong, W.-W., & Shu, H. (2020). Do pinyin and character recognition help each other grow? *Early Childhood Research Quarterly, 53*, 476-483.
- Zhang, S.-Z., Inoue, T., Shu, H., & **Georgiou, G.** (2020). How does home literacy environment influence reading comprehension in Chinese? Evidence from a 3-year longitudinal study. *Reading and Writing: An Interdisciplinary Journal, 33*, 1745-1767.
- Georgiou, G.** (2019). Child and adolescent development in China: Not that different from Western countries after all? *New Directions in Child and Adolescent Development, 163*, 1-4.
- Inoue, T., **Georgiou, G.**, Muroya, N., Imanaka, H., Oshiro, T., Kitamura, H., Maekawa, H., & Parrila, R. (2019). Cross-script transfer of word reading fluency in Japanese: Evidence from a 2-year longitudinal study. *Applied Psycholinguistics, 40*, 235-251.
- Landerl, K., Freudenthaler, H. H., Heene, M., de Jong, P. F., Desrochers, A., Manolitsis, G., Parrila, R., & **Georgiou, G.** (2019). Phonological awareness and rapid automatized naming as longitudinal predictors of reading in five alphabetic orthographies with varying degrees of consistency. *Scientific Studies of Reading, 23*, 220-234.
- Ludwig, C., Kan, G., & **Georgiou, G.** (2019). Are reading interventions for English Language Learners effective? A meta-analysis. *Journal of Learning Disabilities, 52*, 220-231.
- Manolitsis, G., **Georgiou, G.**, Inoue, T., & Parrila, R. (2019). Are morphological awareness and literacy skills reciprocally related? Evidence from a cross-linguistic study. *Journal of Educational Psychology, 111*, 1362-1381.
- Savage R., **Georgiou, G.**, Parrila, R., Maiorino, K., Dunn, K., & Burgos, G. (2019). Promising new interventions for children who are at-risk of dyslexia. *Dyslexia Review, 29*(2), 8-11.
- Sideridis, G., Simos, P., Mouzaki, A., Stamovlasis, D., & **Georgiou, G.** (2019). Can the relationship between rapid automatized naming (RAN) and word reading be explained by a catastrophe? Empirical evidence from students with and without reading difficulties. *Journal of Learning Disabilities, 52*, 59-70.

- Zhang, S.-Z., **Georgiou, G.**, & Shu, H. (2019). What aspects of the home literacy environment differentiate Chinese children at risk for reading difficulties from their not at-risk controls? *Preschool and Primary Education*, 7, 1-18.
- Altani, A., Protopapas, A., & **Georgiou, G.** (2018). Using serial and discrete digit naming to unravel word reading processes. *Frontiers in Psychology*, 9: 524. doi:10.3389/fpsyg.2018.00524
- Cai, D., Viljaranta, J., & **Georgiou, G.** (2018). Direct and indirect effects of self-concept of ability on math skills. *Learning and Individual Differences*, 61, 51-58.
- Cai, D., Zhang, L., Li, Y., Wei, W., & **Georgiou, G.** (2018). The role of approximate number system in different mathematics skills across grades. *Frontiers in Psychology*, 9:1733. doi:10.3389/fpsyg.2018.01733.
- Desrochers, A., Manolitsis, G., Gaudreau, P., & **Georgiou, G.** (2018). Early contribution of morphological awareness to literacy skills across languages varying in orthographic consistency. *Reading and Writing: An Interdisciplinary Journal*, 31, 1695-1719.
- Dunn, K., **Georgiou, G.**, & Das, J. P. (2018). The PASS to superior reading performance. *High Ability Studies*, 29, 135-148.
- Georgiou, G.**, & Das, J. P. (2018). Direct and indirect effects of executive function on reading comprehension in young adults. *Journal of Research in Reading*, 41, 243-258.
- Georgiou, G.**, Ghazyani, R., & Parrila, R. (2018). Are RAN deficits in university students with dyslexia due to defective lexical access, impaired anchoring or slow articulation? *Annals of Dyslexia*, 68, 85-103.
- Inoue, T., **Georgiou, G.**, Muroya, N., Maekawa, H., & Parrila, R. (2018). Can earlier literacy skills have a negative impact on future home literacy activities? Evidence from Japanese. *Journal of Research in Reading*, 41, 159-175.
- Inoue, T., **Georgiou, G.**, Parrila, R., & Kirby, R. J. (2018). Examining an extended home literacy model: The mediating roles of emergent literacy skills and reading fluency. *Scientific Studies of Reading*, 22, 273-288.
- Liu, C.-N., **Georgiou, G.**, & Manolitsis, G. (2018). Modeling the relationships of parents' expectations, family's SES and home literacy environment with emergent literacy skills and word reading in Chinese. *Early Childhood Research Quarterly*, 43, 1-10.
- Papadopoulos, T. C., **Georgiou, G.**, Deng, C., & Das, J. P. (2018). Exploring the nature of speed of processing across cultures. *Advances in Cognitive Psychology*, 14, 112-125.
- Protopapas, A., Katopodi, K., Altani, A., & **Georgiou, G.** (2018). Word reading fluency as a serial naming task. *Scientific Studies of Reading*, 22, 248-263.
- Ruan, Y., **Georgiou, G.**, Song, S., Li, Y., & Shu, H. (2018). Does writing system influence the associations between phonological awareness, morphological awareness and reading? A meta-analysis. *Journal of Educational Psychology*, 110, 180-202.

- Savage, R., **Georgiou, G.**, Parrila, R., & Maorino, K. (2018). Preventative reading interventions teaching direct mapping of graphemes in texts and set-for-variability aid at-risk learners. *Scientific Studies of Reading, 22*, 225-247.
- Wang, X., **Georgiou, G.**, Qin, L., & Tavouktsoglou, A. (2018). Do Chinese children with math difficulties have a deficit in executive functioning? *Frontiers in Psychology, 9*: 906. doi: 10.3389/fpsyg.2018.00906
- Wei, W., Guo, L., **Georgiou, G.**, Tavouktsoglou, A., & Deng, C. (2018). Different subcomponents of executive functioning predict different growth parameters in mathematics: Evidence from a 4-year longitudinal study with Chinese children. *Frontiers in Psychology, 9*:1037. doi: 10.3389/fpsyg.2018.01037
- Zhang, S.-Z., **Georgiou, G.**, Xu, J.-N., Liu, J.-M., Li, M., & Shu, H. (2018). Different measures of print exposure predict different aspects of vocabulary. *Reading Research Quarterly, 53*, 443-454.
- Zhou, W., Xia, Z., **Georgiou, G.**, & Shu, H. (2018). The distinct roles of dorsal and ventral visual systems in naming Chinese characters. *Neuroscience, 390*, 256-264.
- Altani, A., **Georgiou, G.**, Deng, C.-P., Cho, J.-R., Katopodi, K., Wei, W., & Protopapas, A. (2017). Is processing of symbols and words influenced by writing system? Evidence from Chinese, Korean, English, and Greek. *Journal of Experimental Child Psychology, 164*, 117-135.
- Altani, A., Protopapas, A., & **Georgiou, G.** (2017). The contribution of executive functions in naming words, digits, and objects. *Reading and Writing: An Interdisciplinary Journal, 30*, 121-141.
- Cui, J., **Georgiou, G.**, Zhang, Y., Li, Y., Shu, H., & Zhou, X. (2017). Examining the relationship between rapid automatized naming and arithmetic fluency in Chinese kindergarten children. *Journal of Experimental Child Psychology, 154*, 146-163.
- Georgiou, G.**, Hirvonen, R., Manolitsis, G., & Nurmi, J.-E. (2017). Cross-lagged relations between parent- and teacher-ratings of children's task avoidance and different literacy skills. *British Journal of Educational Psychology, 87*, 438-455.
- Georgiou, G.**, Li, J., & Das, J. P. (2017). Tower of London: What level of planning does it measure? *Psychological Studies, 62*, 261-267.
- Georgiou, G.**, Liu, C.-N., & Xu, S. (2017). Examining the direct and indirect effects of visual-verbal paired associate learning on Chinese word reading. *Journal of Experimental Child Psychology, 160*, 81-91.
- Inoue, T., **Georgiou, G.**, Muroya, N., Maekawa, H., & Parrila, R. (2017). Cognitive predictors of literacy acquisition in syllabic Hiragana and morphographic Kanji. *Reading and Writing: An Interdisciplinary Journal, 30*, 1335-1360.
- Koponen, T., **Georgiou, G.**, Leskinen, M., Salmi, P., & Aro, M. (2017). A meta-analysis of the relation between RAN and mathematics. *Journal of Educational Psychology, 109*, 977-992.
- Liu, C.-N., & **Georgiou, G.** (2017). Cognitive and environmental correlates of rapid automatized naming in Chinese kindergarten children. *Journal of Educational Psychology, 109*, 465-476.

- Liu, Y., **Georgiou, G.**, Zhang, Y., Li, H., Liu, H., Song, S., Kang, C., Shi, B., Liang, W., Pan, J., & Shu, H. (2017). Contribution of cognitive and linguistic skills to word-reading accuracy and fluency in Chinese. *International Journal of Educational Research*, *82*, 75-90.
- Manolitsis, G., Grigorakis, I., & **Georgiou, G.** (2017). The longitudinal contribution of morphological awareness skills to reading fluency and comprehension in Greek. *Frontiers in Psychology*, *8*. doi: 10.3389/fpsyg.2017.01793.
- Muroya, N., Inoue, T., Hosokawa, M., **Georgiou, G.**, Maekawa, H., & Parrila, R. (2017). The role of morphological awareness in word reading skills in Japanese: A cross-orthographic perspective. *Scientific Studies of Reading*, *21*, 449-462.
- Rollans, C., Cheema, K., **Georgiou, G.**, & Cummine, J. (2017). Pathways of the inferior frontal occipital fasciculus in overt speech and reading. *Neuroscience*, *364*, 93-106.
- Torppa, M., **Georgiou, G.**, Niemi, P., Lerkkanen, M.-K., & Poikkeus, A.-M. (2017). The precursors of double dissociation between reading and spelling in a transparent orthography. *Annals of Dyslexia*, *67*, 42-62.
- Cai, D., **Georgiou, G.**, Wen, M., & Das, J. P. (2016). The role of planning in different mathematics skills. *Journal of Cognitive Psychology*, *28*, 234-241.
- Cummine, J., Cribben, I., Luu, C., Kim, E., Bahktiari, R., **Georgiou, G.**, & Boliek, C. A. (2016). Understanding the role of speech production in reading: Evidence for a print-to-speech neural network using graphical analysis. *Neuropsychology*, *30*, 385-397.
- Das, J. P., & **Georgiou, G.** (2016). Levels of planning predict different reading comprehension outcomes. *Learning and Individual Differences*, *48*, 24-28.
- Georgiou, G.**, Aro, M., Liao, C.-H., & Parrila, R. (2016). Modeling the relationship between rapid automatized naming and literacy skills across languages varying in orthographic consistency. *Journal of Experimental Child Psychology*, *143*, 48-64.
- Georgiou, G.**, & Das, J. P. (2016). What component of executive functions contributes to normal and impaired reading comprehension in young adults? *Research in Developmental Disabilities*, *49-50*, 118-128.
- Georgiou, G.**, Parrila, R., & Papadopoulos, T. C. (2016). The anatomy of the RAN-reading relationship. *Reading and Writing: An Interdisciplinary Journal*, *29*, 1793-1815.
- Papadopoulos, T. C., Spanoudis, G., & **Georgiou, G.** (2016). How is RAN related to reading fluency? A comprehensive examination of the prominent theoretical accounts. *Frontiers in Psychology*, *7*, 1217. doi: 10.3389/fpsyg.2016.01217.
- Song, S., **Georgiou, G.**, Su, M.-M., & Shu, H. (2016). How well do phonological awareness and rapid automatized naming correlate with reading accuracy and fluency in Chinese? A meta-analysis. *Scientific Studies of Reading*, *20*, 99-123.

- Torppa, M., **Georgiou, G.**, Lerkkanen, M.-K., Niemi, P., Poikkeus, A.-M., & Nurmi, J.-E. (2016). Examining the “simple view of reading” in a transparent orthography: A longitudinal study from Kindergarten to Grade 3. *Merrill Palmer Quarterly*, *62*, 179-206.
- van den Boer, M., **Georgiou, G.**, & de Jong, P. F. (2016). The naming of short words is (almost) the same as the naming of alphanumeric symbols. *Journal of Experimental Child Psychology*, *144*, 152-165.
- Cummine, J., Chouinard, B., Szepesvari, E., & **Georgiou, G.** (2015). An examination of the RAN-reading relationship using functional magnetic resonance imaging (fMRI). *Neuroscience*, *305*, 49-66.
- Deng, C., Silinskas, G., Wei, W., & **Georgiou, G.** (2015). Cross-lagged relationships between home literacy/numeracy environment and academic achievement in Chinese. *Early Childhood Research Quarterly*, *33*, 12-20.
- Georgiou, G.**, Aro, M., Liao, C.-H., & Parrila, R. (2015). The contribution of RAN pause time and articulation time to reading across languages: Evidence from a more representative sample of children. *Scientific Studies of Reading*, *19*, 135-144.
- Georgiou, G.**, & Das, J. P. (2015). University students with poor reading comprehension: The hidden cognitive processing deficit. *Journal of Learning Disabilities*, *48*, 535-545.
- Liao, C.-H., Deng, C.-P., Hamilton, J., Lee, S.-C., Wei, W., & **Georgiou, G.** (2015). The role of RAN in reading development and dyslexia in Chinese. *Journal of Experimental Child Psychology*, *130*, 106-122.
- Manolitsis, G., & **Georgiou, G.** (2015). The cognitive profiles of good readers/poor spellers and poor readers/good spellers in a consistent orthography. *Preschool and Primary Education*, *3*, 103-116.
- Wei, W., **Georgiou, G.**, & Deng, C. (2015). Examining the cross-lagged relationships between RAN and word reading in Chinese. *Scientific Studies of Reading*, *19*, 446-455.
- Cummine, J., Szepesvari, E., Chouinard, B., Hanif, W., & **Georgiou, G.** (2014). A functional investigation of RAN Letters, Digits, and Objects: How similar are they? *Behavioural Brain Research*, *275*, 157-165.
- Georgiou, G.**, & Das, J. P. (2014). Reading comprehension in university students: Relevance of PASS theory of intelligence. *Journal of Research in Reading*, *37*, S101-S115.
- Georgiou, G.**, Papadopoulos, T. C., & Kaizer, E. L. (2014). Different RAN components predict reading at different points in time. *Reading and Writing: An Interdisciplinary Journal*, *27*, 1379-1394.
- Al Dahhan, N., **Georgiou, G.**, Hung, R., Munoz, D., Parrila, R., & Kirby, R. (2014). Eye movements of university students with and without reading difficulties during naming speed tasks. *Annals of Dyslexia*, *64*, 137-150.

- Georgiou, G.**, Manolitsis, G., Zhang, X., Parrila, R., & Nurmi, J.-E. (2013). Examining the developmental dynamics between achievement strategies and different literacy skills. *International Journal of Behavioral Development, 37*, 173-181.
- Georgiou, G.**, Parrila, R., Cui, Y., & Papadopoulos, T. C. (2013). Why is rapid automatized naming related to reading? *Journal of Experimental Child Psychology, 115*, 218-225.
- Georgiou, G.**, & Stewart, B. (2013). Is rapid automatized naming automatic? *Preschool and Primary Education, 1*, 67-81.
- Georgiou, G.**, Tziraki, N., Manolitsis, G., & Fella, A. (2013). Is RAN related to reading and mathematics for the same reason(s)? A follow-up study from Kindergarten to Grade 1. *Journal of Experimental Child Psychology, 115*, 481-496.
- Liao, C.-H., **Georgiou, G.**, Zhang, X., & Nurmi, J.-E. (2013). Cross-lagged relations between achievement strategies and literacy skills in Chinese. *Learning and Individual Differences, 25*, 73-79.
- Manolitsis, G., **Georgiou, G.**, & Tziraki, N. (2013). Examining the effects of home literacy and numeracy environment on early reading and mathematics acquisition. *Early Childhood Research Quarterly, 28*, 692-703.
- Protopapas, A., Altani, A., & **Georgiou, G.** (2013). RAN backwards: A test of the visual scanning hypothesis. *Scientific Studies of Reading, 17*, 453-461.
- Protopapas, A., Altani, A., & **Georgiou, G.** (2013). Development of serial processing in reading and rapid naming. *Journal of Experimental Child Psychology, 116*, 914-929.
- Georgiou, G.**, Papadopoulos, T. C., Fella, A., & Parrila, R. (2012). Rapid naming speed components and reading development in a consistent orthography. *Journal of Experimental Child Psychology, 112*, 1-17.
- Georgiou, G.**, Papadopoulos, T. C., Zarouna, E., & Parrila, R. (2012). Are auditory and visual processing deficits related to developmental dyslexia? *Dyslexia, 18*, 110-129.
- Georgiou, G.**, Torppa, M., Manolitsis, G., Lyytinen, H., & Parrila, R. (2012). Longitudinal predictors of reading and spelling across languages varying in orthographic consistency. *Reading and Writing: An Interdisciplinary Journal, 25*, 321-346.
- Papadopoulos, T. C., **Georgiou, G.**, & Parrila, R. (2012). Low-level deficits in beat perception: Neither necessary nor sufficient for explaining developmental dyslexia in a consistent orthography. *Research in Developmental Disabilities, 33*, 1841-1856.
- Torppa, M., **Georgiou, G.**, Salmi, P., Eklund, K., & Lyytinen, H. (2012). Examining the double-deficit hypothesis in an orthographically consistent language: The effect of familial risk for dyslexia. *Scientific Studies of Reading, 16*, 287-315.
- Wang, X., **Georgiou, G.**, & Das, J. P. (2012). Examining the effects of PASS cognitive processes on Chinese reading accuracy and fluency. *Learning and Individual Differences, 22*, 139-143.

- Wang, X., **Georgiou, G.**, Das, J. P., & Qing, L. (2012). Cognitive processing skills and developmental dyslexia in Chinese. *Journal of Learning Disabilities, 45*, 526-537.
- Georgiou, G.**, Hirvonen, R., Liao, C.-H., Manolitsis, G., Parrila, R., & Nurmi, J.-E. (2011). The role of achievement strategies on literacy acquisition across languages. *Contemporary Educational Psychology, 36*, 130-141.
- Georgiou, G.**, Parrila, R., Manolitsis, G., & Kirby, J. (2011). Examining the importance of assessing rapid automatized naming (RAN) speed for the identification of children with reading difficulties. *Learning Disabilities: A Contemporary Journal, 9*, 5-26.
- Li, M., Kirby, J., & **Georgiou, G.** (2011). Rapid naming speed components and reading comprehension in bilingual children. *Journal of Research in Reading, 34*, 6-22.
- Manolitsis, G., **Georgiou, G.**, & Parrila, R. (2011). Revisiting the home literacy model of reading development in an orthographically consistent language. *Learning and Instruction, 21*, 496-505.
- Georgiou, G.** (2010). PASS cognitive processes: Can they explain the RAN-reading relationship? *Psychological Science (Chinese), 33*, 1291-1298.
- Georgiou, G.**, Manolitsis, G., Nurmi, J.-E., & Parrila, R. (2010). Does task-focused versus task avoidance behavior matter for literacy development in an orthographically consistent language? *Contemporary Educational Psychology, 35*, 1-10.
- Georgiou, G.**, Protopapas, A., Papadopoulos, T. C., Skaloumbakas, C., & Parrila, R. (2010). Auditory temporal processing and dyslexia in an orthographically consistent language. *Cortex, 46*, 1330-1344.
- Hirvonen, R., **Georgiou, G.**, Lerkkanen, M., Aunola, K., & Nurmi, J.-E. (2010). Task-focused behavior and literacy development: A reciprocal relationship. *Journal of Research in Reading, 33*, 302-319.
- Kirby, R., **Georgiou, G.**, Martinussen, R., & Parrila, R. (2010). Naming speed and reading: A review of the empirical and theoretical literature. *Reading Research Quarterly, 45*, 341-362.
- Georgiou, G.**, Das, J. P., & Hayward, D. (2009). Revisiting the “simple view of reading” in a group of children with poor reading comprehension. *Journal of Learning Disabilities, 42*, 76-84.
- Georgiou, G.**, Parrila, R., & Kirby, J. (2009). RAN components and reading development from Grade 3 to Grade 5: What underlies their relationship? *Scientific Studies of Reading, 13*, 508-534.
- Papadopoulos, T. C., **Georgiou, G.**, & Kendeou, P. (2009). Investigating the double-deficit hypothesis in Greek: Findings from a longitudinal study. *Journal of Learning Disabilities, 42*, 542-547.
- Manolitsis, G., **Georgiou, G.**, Stephenson, K., & Parrila, R. (2009). Beginning to read across language varying in orthographic consistency: Comparing the effects of cognitive and non-cognitive predictors. *Learning and Instruction, 19*, 466-480.
- Das, J. P., **Georgiou, G.**, & Janzen, T. (2008). Influence of distal and proximal cognitive processes on word reading. *Reading Psychology, 29*, 366-393.

- Das, J. P., Hayward, D., **Georgiou, G.**, Janzen, T., & Boora, N. (2008). Comparing the effectiveness of two reading intervention programs for children with reading disabilities. *Journal of Cognitive Education and Psychology*, 7, 199-222.
- Georgiou, G.**, Das, J. P., & Hayward, D. (2008). Comparing the contribution of two tasks of working memory to reading in relation to phonological awareness and rapid naming speed. *Journal of Research in Reading*, 31, 302-318.
- Georgiou, G.**, Parrila, R., Kirby, J., & Stephenson, K. (2008). Rapid naming components and their relationship with phonological awareness, orthographic knowledge, speed of processing, and reading. *Scientific Studies of Reading*, 12, 325-350.
- Georgiou, G.**, Parrila, R., & Liao, C.-H. (2008). Rapid naming speed and reading across languages that vary in orthographic consistency. *Reading and Writing: An Interdisciplinary Journal*, 21, 885-903.
- Georgiou, G.**, Parrila, R., & Papadopoulos, T. (2008). Predictors of word decoding and reading fluency in English and Greek: A cross-linguistic comparison. *Journal of Educational Psychology*, 100, 566-580.
- Klassen, R., & **Georgiou, G.** (2008). Spelling and writing performance and self-efficacy of Indo Canadian and Anglo Canadian early adolescents. *Journal of International Migration and Integration*, 9, 311-326.
- Liao, C.-H., **Georgiou, G.**, & Parrila, R. (2008). Rapid naming speed and Chinese character recognition. *Reading and Writing: An Interdisciplinary Journal*, 21, 231-253.
- Stephenson, K., Parrila, R., **Georgiou, G.**, & Kirby, R. (2008). Effects of home literacy, parents' beliefs, and children's task-focused behaviour on emergent literacy and word reading skills. *Scientific Studies of Reading*, 12, 24-50.
- Anderson, C., Klassen, R., & **Georgiou, G.** (2007). Inclusion in Australia: What teachers say they need and what school psychologists can offer. *School Psychology International*, 28, 131-147.
- Das, J. P., Janzen, T., & **Georgiou, G.** (2007). Correlates of Canadian native children's reading performance: From cognitive profiles to cognitive processes. *Journal of School Psychology*, 45, 589-602.
- Parrila, R., **Georgiou, G.**, & Corkett, J. (2007). University students with a significant history of reading difficulties: What is and is not compensated? *Exceptionality Education Canada*, 17, 195-220.
- Georgiou, G.**, Parrila, R., & Kirby, J. (2006). Rapid naming speed components and early reading acquisition. *Scientific Studies of Reading*, 10, 199-220.

#### ***Articles Submitted for Publication in Refereed Journals***

---

- Chen, Y.-J., Thompson, C., Xu, Z., Irey, R., & **Georgiou, G.** (submitted). Rapid automatized naming and spelling performance in alphabetic languages: A meta-analysis. *Manuscript submitted for publication to a refereed journal.*

**Georgiou, G.**, Inoue, T., Papadopoulos, T. C., & Parrila, R. (submitted). Examining the growth trajectories and cognitive predictors of reading in a consistent orthography: Evidence from a 10-year longitudinal study. *Manuscript submitted for publication to a refereed journal.*

**Georgiou, G.**, Inoue, T., & Parrila, R. (submitted). Developmental relations between home literacy environment, reading interest, and reading skills: Evidence from a 3-year longitudinal study. *Manuscript submitted for publication to a refereed journal.*

Huschka, S. S., **Georgiou, G.**, Brandenburg, J., Ehm, J.-H., & Hasselhorn, M. (submitted). Examining the contribution of RAN components to reading fluency, reading comprehension, and spelling in German. *Manuscript submitted for publication to a refereed journal.*

Inoue, T., **Georgiou, G.**, Maekawa, H., & Parrila, R. (submitted). Cultural influences on the relationship between self-concept, interest, task-focused behavior and reading skills? *Manuscript submitted for publication to a refereed journal.*

Inoue, T., Zhang, S.-Z., & **Georgiou, G.** (submitted). Direct and indirect effects of cognitive and environmental factors on reading development in pinyin. *Manuscript submitted for publication to a refereed journal.*

Li, Y.-M., Xu, C., **Georgiou, G.**, & Li, J. (submitted). The effects of immersion in virtual reality environment on oral English learning for Chinese students. *Manuscript submitted for publication to a refereed journal.*

Martinez, D., **Georgiou, G.**, Inoue, T., Falcón, A., & Parrila, R. (submitted). How does rapid automatized naming influence orthographic knowledge? *Manuscript submitted for publication to a refereed journal.*

Naveenkumar, N., **Georgiou, G.**, Vieira, A. P. A., Carreón, S. R., & Parrila, R. (submitted). A systematic review on quality indicators of RCT reading fluency intervention studies. *Manuscript submitted for publication to a refereed journal.*

Sergiou, S., Georgiou, G., & Charalambous, C. (submitted). Examining the relations of Cognitive Assessment System (CAS)-2: Brief with mathematics and reading performance. *Manuscript submitted for publication to a refereed journal.*

van Viersen, S., Protopapas, A., **Georgiou, G.**, Parrila, R., Ziaka, L., & de Jong, P. F. (submitted). Lexicality and word-length effects on orthographic learning in beginning and advanced readers of Dutch: An eye-tracking study. *Manuscript submitted for publication to a refereed journal.*

Zhou, W., Xia, Z., **Georgiou, G.**, & Shu, H. (submitted). Shared and unique functional connectivity underpinning RAN and character reading in Chinese. *Manuscript submitted for publication to a refereed journal.*

#### ***Articles in Non-Refereed Journals***

---

**Georgiou, G.**, & Parrila, R. (2008). Speed of processing, rapid naming and reading in adult compensated dyslexics. *International Journal of Psychology, 43*, 18.

Manolitsis, G., **Georgiou, G.**, & Parrila, R. (2008). Examining the home literacy model of reading in Greek. *International Journal of Psychology, 43*, 578.

**Georgiou, G.** (2007). The development of reading ability across languages. *Parevasi, 22*, 4-5. [In Greek]

**Georgiou, G.** (2003). The future of the Greek language in Canada: A sociolinguistic perspective. *Hellenic Echo, 4*, 11.

Papadopoulos, T. C., **Georgiou, G.**, & Parrila, R. (2000). Phonological and cognitive correlates of reading acquisition under two different instructional approaches. *International Journal of Psychology, 35*, 4.

### **Research Reports**

---

Parrila, R., **Georgiou, G.**, & Aunio, P. (2010). *A meta-analysis of mathematics interventions for students in upper elementary and high school with learning difficulties*. Submitted to Alberta Education (75 pages).

Parrila, R., McQuarrie, L., Klassen, R., **Georgiou, G.**, & Odishaw, J. (2010). *Effective interventions for adolescent struggling readers: A research review with implications for practice*. Submitted to Alberta Education (148 pages).

### **Book Reviews**

---

**Georgiou, G.** (2006). Dyslexia across languages: Commonalities and differences. A review of “International Book of Dyslexia: A cross language comparison and practice guide” edited by Ian Smythe, John Everatt, & Robin Salter, Chichester, UK: Wiley Press, 2004, Xii + 210 pages, ISBN: 0-471-49841-6. *Dyslexia, 12*, 226-229.

**Georgiou, G.** (2006). The effect of orthography on literacy development: Evidence from studies in different languages. A review of “Handbook of orthography and literacy” edited by M. Joshi & P. G. Aaron, Mahwah, NJ: Lawrence Erlbaum Associates, 2006, xiv + 802 pages, ISBN: 0-8058-5467-3. *Journal of Research in Reading, 29*, 457-458.

### **Book Chapters**

---

**Georgiou, G.** (in press). Executive functions: Rediscovering their roots with the help of writing. In T. Limpo & T. Olive (Eds.) *Executive functions and writing* (pp. xx-xx). Oxford, UK: Oxford University Press.

Papadopoulos, T. C., **Georgiou, G.**, & Apostolou, T. (2020). The role of distal and proximal cognitive processes in literacy skills in Greek. In R. Alves, T. Limpo, & M. Joshi (Eds.), *Reading-writing connections* (pp. 171-184). New York: Springer.

Savage, R., **Georgiou, G.**, Parrila, R., Côté, M. F., Maiorino, K., & Dunn, K. (2020). Interventions to improve the literacy skills of children at risk of dyslexia. In J. A. Washington, D. L. Compton, &

P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 161-171). Baltimore, MA: Brookes Publishing Co.

**Georgiou, G., & Das, J. P.** (2019). A cognitive framework for tracing the roots of reading disabilities among university students. In D. Perin (Ed.), *The Wiley handbook of adult literacy* (pp. 215-236). London, UK: Wiley.

**Georgiou, G., & Das, J. P.** (2019). PASS theory of intelligence: A frozen dinner or a moving feast? In D. McFarland (Ed.), *General and specific mental abilities* (pp. 153-175). Cambridge: Cambridge Scholars Publishing.

**Georgiou, G.** (2016). The foundations of literacy acquisition across languages: One-size theory does not fit all. In L. Wenling & H. Shu (Eds.), *The world of children's reading* (vol. 1) (pp. 33-61). Beijing, China: Beijing Normal University Press.

Deng, C., & **Georgiou, G.** (2015). Establishing measurement invariance of Cognitive Assessment System across cultures. In T. C. Papadopoulos, R. Parrila, & J. R. Kirby (Eds.), *Cognition, intelligence, and achievement* (pp. 137-148). New York: Elsevier.

**Georgiou, G., Manolitsis, G., & Tziraki, N.** (2015). Is intelligence relevant in reading “μόνα” and in calculating “3 + 5”? In T. C. Papadopoulos, R. Parrila, & J. R. Kirby (Eds.), *Cognition, intelligence, and achievement* (pp. 225-243). New York: Elsevier.

Sideridis, G., **Georgiou, G., Simos, A., Mouzaki, A., & Stamovlasis, D.** (2015). The role of rapid automatized naming in reading disruption: An application of the Cusp catastrophe. In P. McCardle & C. Connor (Eds.), *Reading Intervention: From Research to Practice to Research* (pp. 49-60). Baltimore, MA: Brookes Publishing Co.

**Georgiou, G., & Parrila, R.** (2013). Rapid naming and reading: A review. In H. L. Swanson, K. Harris, & S. Graham (Eds.), *Handbook of Learning Disabilities* (pp. 169-185). New York: The Guilford Press.

Papadopoulos, T. C., & **Georgiou, G.** (2010). Orthographic processing and cognitive development. In A. Protopapas & A. Mouzaki (Eds.), *Spelling: Learning and disorders* (pp. 53-67). Athens: Gutenberg.

Papadopoulos, T. C., **Georgiou, G., & Douklias, S.** (2009). Is a unitary model of dyslexia possible? In H. D. Friedman & P. K. Revera (Eds.), *Abnormal psychology: New research* (pp. 47-81). Hauppauge, NY: Nova Science Publishers.

**Georgiou, G., & Das, J. P.** (2007). Phonological awareness and rapid automatized naming: Two cores of the same fruit? In J. P. Das (Ed.), *Reading difficulties and dyslexia: An interpretation for teachers* (pp. 182-191). Edmonton, AB: J. P. Das Developmental Disabilities Centre.

### ***Chapters in Conference Proceedings***

---

Manolitsis, G., **Georgiou, G., & Parrila, R.** (2006). The effect of non-cognitive processes on emergent literacy skills: Evidence from a cross-linguistic study with kindergarten children. In Xatzidemou, D., Mpikos, K., Stravakou, P., & Xatzidemou, K. (Eds.), *Proceedings of the 5th Pan-Hellenic*

*Conference of Educational Research* (pp. 87-96). Thessalonica, Greece: Kyriakidi Brothers [In Greek].

Laouris, Y., Makris, P., & **Georgiou, G.** (2002). MAPS (Mental Attributes Profiling System): A computerized, psychometric system for cognitive analysis. In A. Gagatsis, L. Kyriakides, N. Tsagaridou, & E. Ftiaka (Eds.), *Proceedings of the VII Pancyriot Conference of Educational Research* (pp. 225-233), University of Cyprus [In Greek].

Papadopoulos, T. C., & **Georgiou, G.** (2000). Parameters of reading development in Greek language. In S. Georgiou, L. Kyriakides, & K. Christou (Eds.), *Proceedings of the VI Pancyriot Conference of Educational Research* (pp. 241-248), University of Cyprus [In Greek].

**Georgiou, G.** (2000). The application of theatrical play in language teaching. In Vamvukas, M., & Papadogiannakis, N. (Eds.), *Proceedings of the International Conference of Greek Language Teaching* (pp. 220-225), University of Crete [In Greek].

### ***Tests and Remedial Programs***

---

Papadopoulos, T. C., **Georgiou, G.**, Kendeou, P., & Spanoudis, G. (2008). *Standardization in Greek of the Das-Naglieri Cognitive Assessment System*. Department of Psychology, University of Cyprus. (Original work published in 1997).

Papadopoulos, T. C., **Georgiou, G.**, & Kendeou, P. (2008). *Standardization in Greek of the Dyslexia Early Screening Test-Second Edition (DEST-2)*. Department of Psychology, University of Cyprus. (Original work published in 2004).

Papadopoulos, T. C., & **Georgiou, G.**, & Spanoudis, G. (2008). *Standardization in Greek of the Dyslexia Screening Test-Junior (DST-J)*. Department of Psychology, University of Cyprus. (Original work published in 2004).

### **CONFERENCE PRESENTATIONS (refereed)**

---

Georgiou, G. (2020, June). *Are we creating a generation of illiterate Indigenous students?* Paper presented at the Colloquium on Indigenous-Engaged Research and Scholarship, Edmonton, Canada.

Georgiou, G. (2019, October). *Contrasting the effects of two teacher-delivered reading interventions to Grade 1 poor readers*. Paper presented at the annual conference of the Alberta Research Network, Edmonton, Canada.

Georgiou, G., & Kierstead, M. (2019, October). *Eliminating reading difficulties by training classroom teachers and literacy consultants on best practices: Evidence from a pilot study*. Paper presented at the annual conference of the Alberta Research Network, Edmonton, Canada.

Altani, A., Protopapas, A., Boonstra, M., Ryan, B., & Georgiou, G. (2019, July). *Serial naming and reading tasks yield greater deficits in poor readers*. Paper presented at the 26<sup>th</sup> annual conference of the Society for the Scientific Studies of Reading, Toronto, Canada.

Dunn, K., Georgiou, G., Naglieri, J., & Das, J. P. (2019, July). *What cognitive processes contribute to superior reading and math performance?* Poster presented at the 26<sup>th</sup> annual conference of the Society for the Scientific Studies of Reading, Toronto, Canada.

- Georgiou, G., Savage, R., Dunn, K., Bowers, P., & Parrila, R. (2019, July). *Examining the effects of Simplicity principle and Structured Word Inquiry interventions on the reading and spelling skills of Grade 3 poor readers*. Paper presented at the 26<sup>th</sup> annual conference of the Society for the Scientific Studies of Reading, Toronto, Canada.
- Inoue, T., Georgiou, G., Imanaka, H., Kitamura, H., Maekawa, H., & Parrila, R. (2019, July). *Task-focused behavior and reading development in Japanese: A latent growth curve analysis*. Poster presented at the 26<sup>th</sup> annual conference of the Society for the Scientific Studies of Reading, Toronto, Canada.
- Martinez, D., Falcon, A., Brito, A., & Georgiou, G. (2019, July). *Rapid Automated Naming and its contribution to orthographic knowledge*. Poster presented at the 26<sup>th</sup> annual conference of the Society for the Scientific Studies of Reading, Toronto, Canada.
- Protopapas A., Katopodi, K., Altani, A., Sagris, D., Kolotoura, I., & Georgiou, G. (2019, July). *Diving deeper into serial naming: Articulation as a rate-limiting factor*. Paper presented at the 26<sup>th</sup> annual conference of the Society for the Scientific Studies of Reading, Toronto, Canada.
- Antoniuk, A., & Georgiou, G. (2019, June). *The need for speed: Fluency's effects on early years reading*. Poster presented at the 80<sup>th</sup> annual conference of the Canadian Psychological Association, Halifax, Canada.
- Georgiou, G., Bulut, O., & Dunn, K. (2019, April). *A neurocognitive approach to the identification of superior readers and mathematicians*. Poster presented at the 33<sup>rd</sup> Joseph R. Royce psychology research conference, Edmonton, Canada.
- Li, J., Wen, W., Huang, C., Wang, L., & Georgiou, G. (2019, April). *Reducing the halo effect by stimulating analytic thinking*. Paper presented at the 33<sup>rd</sup> Joseph R. Royce psychology research conference, Edmonton, Canada.
- Dunn, K., Georgiou, G., & Das, J. P. (2019, March). *The PASS to superior reading performance*. Poster presented at the 12th Annual G. M. Dunlop Educational Psychology Graduate Student Research Conference, Edmonton, Canada.
- Naveenkumar, N., Vieira, A. P. A., & Georgiou, G. K. (2019, March). *A meta-analysis on the relation between PASS cognitive processes and reading/mathematics ability*. Poster presented at the 12th Annual G. M. Dunlop Educational Psychology Graduate Student Research Conference, Edmonton, Canada.
- Vieira, A. P. A., Facci, M. G. D., & Georgiou, G. K. (2019, March). *Psychological assessments of intelligence or knowledge? A comparison between WISC-V and CAS-2*. Poster presented at the 12th Annual G. M. Dunlop Educational Psychology Graduate Student Research Conference, Edmonton, Canada.
- Georgiou, G. (2019, March). *What schools should do to eliminate reading difficulties?* Paper presented at the annual GETCA conference, Edmonton, Canada.
- Zhang, S.-Z., Inoue, T., & Georgiou, G. (2019, February). *How does home literacy environment affect Chinese children's reading performance?* Paper presented at the 3<sup>rd</sup> annual conference of the Association for Reading and Writing in Asia (ARWA), Goa, India.
- Georgiou, G., & Kushnir, G. (2018, November). *Assessing and remediating reading difficulties in Edmonton public schools*. Paper presented at the annual conference of the Alberta Research Network, Edmonton, Canada.
- Protopapas, A., Katopodi, K., Altani, A., & Georgiou, G. (2018, November). *Freedom from interference and serial naming advantage as indices of processing automaticity: A cross-linguistic exploration with dice and digits*. Paper presentation at the 59th meeting of the Psychonomic Society, New Orleans, LA, USA.

- Altani, A., Protopapas, A., Katopodi, K., Ryan, B., Sagris, D., Kolotoura, I., & Georgiou, G. (2018, July). *Word-list reading is more than single word reading accuracy and speed*. Poster presented at the 25<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Brighton, UK.
- Eberharther, P., & Georgiou, G. (2018, July). *Is RAN capturing the efficiency of processing multiple stimuli presented in serial fashion? Evidence from an eye-movement study*. Poster presented at the 25<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Brighton, UK.
- Inoue, T., Georgiou, G., Sato, K., Beppu, S., Maekawa, H., Parrila, R., & Muroya, N. (2018, July). *Early growth in word and nonword reading fluency in a transparent syllabary*. Poster presented at the 25<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Brighton, UK.
- Malonitsis, G., Kyriacou, A., & Georgiou, G. (2018, July). *Long-term effects of early morphological awareness instruction on reading and spelling skills*. Paper presented at the 25<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Brighton, UK.
- Protopapas, A., Katopodi, K., Altani, A., Sagris, D., Kolotoura, I., & Georgiou, G. (2018, July). *Articulation and pause time in discrete naming and reading: Where do interrelations come from?* Paper presented at the 25<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Brighton, UK.
- Altani, A., Protopapas, A., Boonstra, M., Katopodi, K., & Georgiou, G. (2017, July). *Cross-linguistic serial advantage in rapid naming tasks*. Poster presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Halifax, Canada.
- Apostolou, T., Papadopoulos, T. C., & Georgiou, G. (2017, July). *The role of distal and proximal cognitive processes in literacy skills in Greek*. Paper presented at the 39<sup>th</sup> annual conference of the International School Psychology Association, Manchester, England.
- Georgiou, G. (2017, July). *Why is RAN related to reading?* Poster presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Halifax, Canada.
- Inoue, T., Georgiou, G., Muroya, N., Oshiro, T., Imanaka, H., Maekawa, H., & Parrila, R. (2017, July). *Cross-lagged relations between word reading fluency in syllabic Hiragana and morphosyllabic Kanji*. Poster presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Halifax, Canada.
- Ludwig, C., Brown, H., & Georgiou, G. (2017, July). *Are reading interventions for English language learners effective? A meta-analysis*. Poster presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Halifax, Canada.
- Manolitsis, G., Georgiou, G., & Desrochers, A. (2017, July). *Morphological awareness interactions with reading and spelling across languages*. Paper presented at the 20th European Conference on Literacy, Madrid, Spain.
- Muroya, N., Inoue, T., Hosokawa, M., Georgiou, G., Maekawa, H., & Parrila, R. (2017, July). *The role of morphological awareness skills in Japanese*. Poster presented at the 24<sup>th</sup> annual meeting of the Society for the Scientific Studies of Reading, Halifax, Canada.
- Eberharther, P., Turgeon, K.-L., Altani, A., & Georgiou, G. (2017, May). *Eye movements in RAN and reading: What do they have in common?* Poster presented at the Banff Annual Seminar in Cognitive Science (BASICS), Banff, Canada.
- Georgiou, G., Savage, R., Dunn, K., Maiorino, K., & Parrila, R. (2017, March). *Response to intervention: Schools were all children learn to read*. Poster presented at the ENGAGE research showcase, Edmonton, Canada.
- Turgeon, K.-L., Altani, A., Eberharther, P., Hung, R., & Georgiou, G. (2017, March). *Eye movements during RAN in university students with and without dyslexia*. Poster presented at the 31<sup>st</sup> annual

Joseph R. Royce psychology research conference, Edmonton, Canada. **Voted by delegates as the best poster of the conference.**

- Wei, W., Deng, C., & Georgiou, G. (2017, February). *The role of PASS cognitive processes in Chinese word reading and reading comprehension: A 4-year longitudinal study*. Paper presented at the fifth annual meeting of the Association for Reading and Writing in Asia, Hong Kong, China.
- Liu, C.-N., Georgiou, G., & Manolitsis, G. (2017, February). *The role of home literacy environment in emergent literacy skills and character recognition in Chinese*. Poster presented at the fifth annual meeting of the Association for Reading and Writing in Asia, Hong Kong, China.
- Georgiou, G. (2016, October). How can we best teach Greek as a second language? Paper presented at the 4<sup>th</sup> Western Canadian Hellenic Education conference, Edmonton, Canada.
- Georgiou, G. (2016, August). *The role of cognitive and non-cognitive factors in learning to read across languages*. Paper presented at the 124<sup>th</sup> annual conference of the American Psychological Association, Denver, USA.
- Georgiou, G., & Das, J. P. (2016, August). *Executive functions: The unity is important but diversity makes things interesting*. Poster presented at the 124<sup>th</sup> annual conference of the American Psychological Association, Denver, USA.
- Cai, D., Georgiou, G., & Viljaranta, J. (2016, July). *The role of task-focused behavior, self-concept and math interest in mathematics performance of Chinese children*. Poster presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Deng, C., Wei, W., Das, J. P., Tavouktsoglou, A., & Georgiou, G., (2016, July). *Does culture influence the role of distal cognitive processes in reading and mathematics?* Paper presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Georgiou, G., Li, J., Zhang, B., & Das, J. P. (2016, July). *Is Tower of London assessing planning?* Poster presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Georgiou, G., Landerl, K., Desrochers, A., Manolitsis, G., de Jong, P., & Parrila, R. (2016, July). *Does orthographic consistency influence the growth of reading?* Paper presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Muroya, N., Inoue, T., Hosokawa, M., Georgiou, G., Parrila, R., & Maekawa, H. (2016, July). *Morphological awareness and literacy skills in Japanese first and second grade children*. Poster presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Inoue, T., Georgiou, G., Muroya, N., Oshiro, T., Imanaka, H., Kitamura, H., Hosokawa, M., Maekawa, H., & Parrila, R. (2016, July). *Cognitive predictors of early literacy skills in syllabic Hiragana and logographic Kanji*. Paper presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
- Altani, A., Protopapas, A., Deng, C.-P., Cho, J.-R., Boonstra, M., Wei, W., Katopodi, K., & Georgiou, G. (2016, July). *Serial superiority effect in naming across different writing systems*. Paper presented at the 23<sup>rd</sup> annual conference of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Dunn, K., & Georgiou, G. (2016, July). *Cognitive processes of gifted children in reading and mathematics*. Poster presented at the 23<sup>rd</sup> annual conference of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Manolitsis, G., Georgiou, G., & Landerl, K. (2016, July). *Developmental relations between home literacy environment and word reading across languages*. Paper presented at the 23<sup>rd</sup> annual conference of the Society for the Scientific Studies of Reading, Porto, Portugal.

- Protopapas, A., Katopodi, K., Altani, A., & Georgiou, G. (2016, July). *Serial superiority in rapid naming as a model of fluency development*. Paper presented at the 23<sup>rd</sup> annual conference of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Ruan, Y., Georgiou, G., Song, S., Li, X., & Shu, H. (2016, July). *Does writing system influence the association between phonological awareness, morphological awareness, and reading? A meta-analysis*. Paper presented at the 23<sup>rd</sup> annual conference of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Ansell, N., Georgiou, G., & Parrila, R. (2016, June). *Social capital and early literacy development*. Poster presented at the annual conference of the Canadian Psychological Association, Victoria, Canada.
- Boonstra, M., Altani, A., & Georgiou, G. (2016, June). *Naming continuous lists of stimuli as an early indicator of reading fluency*. Poster presented at the annual conference of the Canadian Psychological Association, Victoria, Canada.
- Cheema, K., Cummine, J., Georgiou, G., Shu, H., Xia, Z., Jhala, S., & Cribben, I. (2016, June). *Examining the neural correlates of RAN subtasks in Chinese and English*. Poster presented at the Faculty of Rehabilitation Medicine Research day, Edmonton, Canada.
- Dunn, K., Georgiou, G., & Das, J. P. (2016, June). *Examining the cognitive profile of gifted children*. Poster presented at the annual conference of the Canadian Psychological Association, Victoria, Canada.
- Georgiou, G., & Liu, C.-N. (2016, June). *The relationship between storybook reading and vocabulary in Chinese kindergarten children*. Paper presented at the second Edmonton Chinatown conference, Edmonton, Canada.
- Rollans, C., Georgiou, G., & Cummine, J. (2016, March). *The role of white matter microstructure in basic reading processes: A DTI study*. Poster presented at the Neuroscience and Mental Health Institute research day, Edmonton, Canada.
- Altani, A., Boonstra, M., & Georgiou, G. (2016, March). *The effect of serial vs. isolated serial processing on good and poor readers' naming performance*. Poster presented at the 30<sup>th</sup> annual Royce conference, Edmonton, Canada.
- Georgiou, G., Dunn, K., & Das, J. P. (2016, March). *Gifted children: When numbers do not tell the whole story*. Paper presented at the 30<sup>th</sup> annual Royce conference, Edmonton, Canada.
- Georgiou, G. (2016, February). *Effective reading interventions for elementary school children*. Presentation at GETCA, Edmonton, Canada.
- Liu, C.-N., & Georgiou, G. (2016, February). *Examining the relationship between sound-symbol learning and rapid automatized naming*. Poster presented at the fourth annual meeting of the Association for Reading and Writing in Asia, Seoul, Korea.
- Cheema, K., Cummine, J., Georgiou, G., & Shu, H. (2015, October). *Knowing versus using two languages: Neural plasticity in passive bilinguals*. Poster presented at the Campus Alberta Neuroscience symposium, Calgary, Canada.
- Jhala, S., Freitag, J., Boliek, C., Georgiou, G., & Cummine, J. (2015, October). *Determining the neural correlates of Rapid Automatized Naming (RAN) in dyslexia*. Poster presented at the 7<sup>th</sup> annual conference of the Society for the Neurobiology of Language, Chicago, USA.
- Papadopoulos, T. C., Georgiou, G., Deng, C. & Das, J. P. (2015, September). *Speed of processing: Speed or processing?* Paper presented at the 19<sup>th</sup> conference of the European Society for Cognitive Psychology in Paphos, Cyprus.

- Papadopoulos, T. C., Georgiou, G., & Spanoudis, G. (2015, September). *Demystifying the RAN-reading relationship: Beyond unitary explanations*. Paper presented at the 17<sup>th</sup> European Conference on Developmental Psychology in Braga, Portugal.
- Manolitsis, G., & Georgiou, G. (2015, August). *Longitudinal effects of phonological and morphological awareness skills on reading development*. Paper presented at the 30<sup>th</sup> biennial conference of the European Association for Learning and Instruction in Limassol, Cyprus.
- Manolitsis, G., & Georgiou, G. (2015, August). *Is intelligence relevant in reading “mama” and in calculating “3+5”?* Paper presented at the 30<sup>th</sup> biennial conference of the European Association for Learning and Instruction in Limassol, Cyprus.
- Altani, A., de Jong, P. F., Manolitsis, G., Desrochers, R., Parrila, R., & Georgiou, G. (2015, July). *The role of phonological awareness, phonological short-term memory, and rapid naming in reading accuracy and spelling across languages varying in orthographic consistency*. Paper presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Desrochers, A., Manolitsis, G., & Georgiou, G. (2015, July). *The development and contribution of word morphology to reading in three alphabetic languages*. Paper presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Georgiou, G., Zhang, B., Landerl, K., Desrochers, A., Manolitsis, G., de Jong, P. F., & Parrila, R. (2015, July). *The growth of reading and spelling across languages varying in orthographic consistency*. Paper presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Inoue, T., Muroya, N., Oshiro, T., Imanaka, H., Georgiou, G., Parrila, R., & Maekawa, H. (2015, July). *The cognitive predictors of literacy skills in Japanese kana*. Poster presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Landerl, K., Gorecki, B., de Jong, P. F., Desrochers, A., Manolitsis, G., & Georgiou, G. (2015, July). *The impact of phonological awareness in learning to read in different orthographies*. Paper presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Muroya, N., Inoue, T., Hosokawa, M., Kitamura, H., Georgiou, G., Parrila, R., & Maekawa, H. (2015, July). *Relationship between morphological awareness and literacy in Japanese children*. Poster presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Song, S., Georgiou, G., Su, M., & Shu, H. (2015, July). *A meta-analysis of the effects of phonological awareness and rapid naming in Chinese reading accuracy and fluency*. Poster presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Tsantali, A., & Georgiou, G. (2015, July). *What is the mechanism underlying the RAN-orthographic processing relationship?* Paper presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- van den Boer, M., Georgiou, G., & de Jong, P. F. (2015, July). *The relation of serial and discrete RAN with word and nonword reading in two languages varying in orthographic consistency*. Paper presented at the 22<sup>nd</sup> annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
- Cummine, J., Georgiou, G., & Cribben, I. (2015, June). *Exploring the neural networks associated with rapid naming: A graphical model approach*. Poster presented at the annual meeting of the Organization for Human Brain Mapping, Honolulu, Hawaii, USA.

- Georgiou, G., Deng, C., Wei, W., & Das, J. P. (2015, May). *Cognitive Assessment System: Does it work the same way across cultures?* Paper presented at the 15<sup>th</sup> Hellenic Psychological Research Conference in Nicosia, Cyprus.
- Georgiou, G., & Manolitsis, G. (2015, May). *The role of intelligence in early reading and math skills.* Paper presented at the 15<sup>th</sup> Hellenic Psychological Research Conference in Nicosia, Cyprus.
- Manolitsis, G., & Georgiou, G. (2015, May). *Examining the role of phonological processing and morphological processing in reading acquisition: Does orthographic consistency matter?* Paper presented at the 15<sup>th</sup> Hellenic Psychological Research Conference in Nicosia, Cyprus.
- Papadopoulos, T. C., Georgiou, G., Kendeou, P., & Spanoudis, G. (2015, May). *PASS theory of intelligence in Greek: The standardization of CAS and a review of relevant studies.* Paper presented at the 15<sup>th</sup> Hellenic Psychological Research Conference in Nicosia, Cyprus.
- Cai, D., Georgiou, G., Wen, M., & Das, J. P. (2015, April). The role of cognitive planning in mathematics ability. Poster presented at the 29<sup>th</sup> annual Joseph R. Royce psychology research conference, Edmonton, Canada.
- Manolitsis, G., & Georgiou, G. (2014, September). *Home literacy environment and early literacy acquisition across languages.* Paper presented at the 24<sup>th</sup> annual conference of the European Early Childhood Education Research Association in Crete, Greece.
- Cummine, J., Cribben, I., Hanif, W., Bahktiari, R., Georgiou, G., & Boliek, C. A. (2014, August). *Exploring neural networks associated with reading and speech production.* Poster presented at the 6<sup>th</sup> annual meeting of the Society for the Neurobiology of Language in Amsterdam, Netherlands.
- Altani, A., Protopapas, A., & Georgiou, G. (2014, July). *Executive control in rapid naming and reading.* Paper presented at the 21<sup>st</sup> annual meeting of the Society for the Scientific Studies of Reading, Santa Fe, USA.
- Deng, C., Das, J. P., Papadopoulos, T. C., & Georgiou, G. (2014, July). *What cognitive processes are influenced by slow processing speed?* Paper presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Deng, C., Wu, Q., Hang, Y., Tavouktsoglou, T., & Georgiou, G. (2014, July). *The effect of home learning environment on academic achievement in Chinese is moderated by socioeconomic status.* Poster presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Georgiou, G., Manolitsis, G., Zhang, X., Parrila, R., & Nurmi, J.-E. (2014, July). *Examining the developmental dynamics between achievement strategies and different literacy skills.* Paper presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Georgiou, G., Papadopoulos, T. C., Deng, C., & Das, J. P. (2014, July). *Does executive functioning have a place within cognitive planning?* Paper presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Liao, C.-H., Altani, A., & Georgiou, G. (2014, July). *Rapid automatized naming and reading in Chinese: A highly specific and stable relationship.* Poster presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Manolitsis, G., & Georgiou, G. (2014, July). *Does the assessment of cognitive skills in early childhood predict reading comprehension from Grade 2 to Grade 5?* Poster presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.

- Papadopoulos, T. C., Georgiou, G., Deng, C., & Das, J. P. (2014, July). *Investigating the factor structure of processing speed as an intelligence measure across languages*. Paper presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Parrila, R., Georgiou, G., & Papadopoulos, T. C. (2014, July). *Dyslexia in a consistent orthography: Why can't we find a cause?* Paper presented at the 21<sup>st</sup> annual meeting of the Society for the Scientific Studies of Reading, Santa Fe, USA.
- Parrila, R., & Georgiou, G. (2014, July). *Is phonology in the route between RAN and reading?* Paper presented at the 21<sup>st</sup> annual meeting of the Society for the Scientific Studies of Reading, Santa Fe, USA.
- Protopapas, A., Altani, A., & Georgiou, G. (2014, July). *Suppression of individual-item naming variance in the RAN-reading relationship*. Paper presented at the 21<sup>st</sup> annual meeting of the Society for the Scientific Studies of Reading, Santa Fe, USA.
- Tsantali, A., Altani, A., & Georgiou, G. (2014, July). *Examining the relationship between rapid naming and orthographic processing*. Poster presented at the 24<sup>th</sup> annual meeting of the Canadian Society for Brain, Behaviour and Cognitive Science in Toronto, Canada.
- Wei, W., Deng, C., & Georgiou, G. (2014, July). *The role of PASS processing skills in Chinese reading acquisition*. Poster presented at the 23<sup>rd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Shanghai, China.
- Altani, A., Protopapas, A., & Georgiou, G. (2014, June). *RAN backwards: A test of the visual scanning hypothesis*. Poster presented at the 75<sup>th</sup> annual meeting of the Canadian Psychological Association, Vancouver, Canada.
- Das, J. P., & Georgiou, G. (2014, June). *The factor structure of executive functions in university students*. Poster presented at the 75<sup>th</sup> annual meeting of the Canadian Psychological Association, Vancouver, Canada.
- Georgiou, G., Altani, A., & Das, J. P. (2014, June). *What does Rapid Alternating Stimulus (RAS) task measure?* Poster presented at the 75<sup>th</sup> annual meeting of the Canadian Psychological Association, Vancouver, Canada.
- Georgiou, G., Papadopoulos, T. C., & Kaizer, E. (2014, May). *Longitudinal predictors of reading comprehension*. Paper presented at the 4<sup>th</sup> Hellenic conference of Developmental Psychology in Crete, Greece.
- Papadopoulos, T. C., Spanoudis, G., & Georgiou, G. (2014, May). *Examining the relationship between rapid naming and reading: From a direct relationship to a mediated interpretation*. Paper presented at the 4<sup>th</sup> Hellenic conference of Developmental Psychology in Crete, Greece.
- Das, J. P., & Georgiou, G. (2014, April). *Examining the factor structure of executive functions and its association with complex problem solving*. Paper presented at the 28<sup>th</sup> annual Joseph R. Royce research conference in Edmonton, Canada.
- Georgiou, G., & Ghazyani, R. (2014, April). *Rapid naming deficits in university students with dyslexia: A challenge for the anchoring-deficit hypothesis*. Paper presented at the 28<sup>th</sup> annual Joseph R. Royce research conference in Edmonton, Canada.
- Tsantali, A., & Georgiou, G. (2014, February). *The role of rapid naming in orthographic processing*. Paper presented at the 7<sup>th</sup> annual G. M. Dunlop colloquium, Edmonton, Canada.
- Cummine, J., Szepesvari, E., Chouinard, B., & Georgiou, G. (2013, November). A functional investigation of the RAN-reading relationship in university students with and without dyslexia.

Paper presented at the fifth annual meeting of the Society for the Neurobiology of Language in San Diego, USA.

- Georgiou, G., Abougoush, M., Walker, M., Hamilton, J., Boyd, E., Alcock, J., et al. (2013, July). *How could intelligence become appealing again to reading researchers? The role of PASS theory in reading comprehension*. Paper presented at the Paper presented at the 20th conference of the Society for the Scientific Studies of Reading (SSSR), Hong Kong, China.
- Georgiou, G., Protopapas, A., & Altani, A. (2013, July). *Development of serial processing in reading and rapid naming*. Paper presented at the Paper presented at the 20th conference of the Society for the Scientific Studies of Reading (SSSR), Hong Kong, China.
- Hung, R., Georgiou, G., & Parrila, R. (2013, July). *Orthographic learning in adults with reading difficulties*. Paper presented at the Paper presented at the 20th conference of the Society for the Scientific Studies of Reading (SSSR), Hong Kong, China.
- Altani, A., Protopapas, A., & Georgiou, G. (2013, May). *The development of serial processing in rapid naming and in word reading*. Paper presented at the 14<sup>th</sup> annual conference of the Hellenic Psychological Society, Alexandroupoli, Greece.
- Georgiou, G., & Liao, C.-H. (2013, March). *Examining the developmental dynamics between rapid naming and reading in Chinese*. Paper presented at the annual conference of the Association for Asian Studies, San Diego, USA.
- Georgiou, G., Papadopoulos, T. C., & Parrila, R. (2012, July). *The role of phonological and orthographic processing on reading and spelling development in a consistent orthography*. Poster presented at the 22<sup>nd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- Georgiou, G., Tziraki, N., Manolitsis, G., & Fella, A. (2012, July). *Why is RAN related to reading and mathematics? Evidence from a longitudinal study with Greek preschoolers*. Paper presented at the 19th conference of the Society for the Scientific Studies of Reading (SSSR), Montreal, Canada.
- Georgiou, G., & Das, J. P. (2012, July). *Specific reading comprehension deficits in university students: How important is working memory?* Paper presented at the 22<sup>nd</sup> annual meeting of the Society for Text and Discourse, Montreal, Canada.
- Liao, C.-H., Georgiou, G., & Hamilton, J. (2012, July). *RAN components and reading in Chinese: Is it all similar to English?* Paper presented at the 19th conference of the Society for the Scientific Studies of Reading (SSSR), Montreal, Canada.
- Liao, C.-H., Georgiou, G., Zhang, X., & Nurmi, J.-E. (2012, July). *Cross-lagged relationships between achievement strategies and literacy skills in Chinese*. Poster presented at the 22<sup>nd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- Manolitsis, G., Georgiou, G., & Tziraki, N. (2012, July). *Does home literacy and numeracy environment predict early reading and math skills?* Poster presented at the 22<sup>nd</sup> biennial meeting of the International Society for the Study of Behavioural Development, Edmonton, Canada.
- Papadopoulos, T. C., Georgiou, G., & Parrila, R. (2012, May). *Low-level deficits in beat perception: Neither necessary nor sufficient for explaining developmental dyslexia in a consistent orthography*. Paper presented at the 4<sup>th</sup> world conference of NeuroTalk in Beijing, China.
- Georgiou, G., Wang, X., & Das, J. P. (2012, April). *PASS theory of intelligence: Can it explain the reading ability of gifted Chinese children?* Paper presented at the 2<sup>nd</sup> biennial conference of the Transcultural Dialogues, Edmonton, Canada.

- Georgiou, G., Abougoush, M., Hamilton J., Bagnall, V., Thaberge, D., & Graham-Violenus, A. (2012, March). *Developing a reading intervention program: From theory to practice*. Poster presented at the Festival of Teaching, Edmonton, Canada.
- Georgiou, G. (2011, July). *Is rapid automatized naming automatic?* Paper presented at the 17th conference of the Society for the Scientific Studies of Reading (SSSR), St. Petersburg, USA.
- Torppa, M., Georgiou, G., Lerkkanen, M. K., Niemi, P., Poikkeus, A. M., Siekkinen, M., & Nurmi, J.-E. (2011, July). *Examining the simple view of reading in a consistent orthography*. Paper presented at the 17th conference of the Society for the Scientific Studies of Reading (SSSR), St. Petersburg, USA.
- Lee, S.-C., Georgis, R., Georgiou, G., & Das, J. P. (2011, June). *Cognitive determinants of specific reading comprehension deficits*. Poster presented at the 3<sup>rd</sup> International Mind, Brain and Education conference, in San Diego, California, US.
- Fella, A., Georgiou, G., Papadopoulos, T. C., & Parrila, R. (2011, June). *Amplitude rise time discrimination and developmental dyslexia in Greek*. Poster presented at the 7<sup>th</sup> British Dyslexia Association (BDA) conference at Harrogate, York, England.
- Liao, C.-H., Kuo, B.-C., Georgiou, G. K., & Jao, L.-H. (2011, January). *Orthographic knowledge, multi-character word processing, and literacy skills: Evidence from Grade 4 Chinese readers*. Paper presented at the annual conference of the International Academy for Research in Learning Disabilities in Taipei, Taiwan.
- Fella, A., Papadopoulos, T. C., & Georgiou, G. (2010, July). *RAN components and reading development in Greek: What underlies their relationship*. Poster presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Berlin, Germany.
- Georgiou, G., Parrila, R., Papadopoulos, T. C., & Scarborough, H. (2010, July). *Why is RAN related to reading? Manipulating the demands and the format of RAN tasks*. Paper presented in the 17th conference of the Society for the Scientific Studies of Reading (SSSR), Berlin, Germany.
- Liao, C.-H., Kuo, B.-C., & Georgiou, G. (2010, July). *Task-focused versus task avoidance behaviour and Chinese literacy development*. Poster presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Berlin, Germany.
- Liao, C.-H., Kuo, B.-C., & Georgiou, G. (2010, July). *The development of phonetic awareness and word chunking skills in Chinese children*. Poster presented at the conference on Research in Reading Chinese, Toronto, Canada.
- Manolitsis, G., Georgiou, G., & Parrila, R. (2010, July). *Early phonological predictors of spelling achievement in Greek*. Paper presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Berlin, Germany.
- Fella, A., Georgiou, G., Papadopoulos, T. C., & Parrila, R. (2010, May). *RAN and its predictive relationship to reading and spelling in Greek*. Paper presented at the 2<sup>nd</sup> Panhellenic Conference of Developmental Psychology, Alexandroupoli, Greece.
- Hirvonen, R., Georgiou, G., Lerkkanen, M.-K., Aunola, K., & Nurmi, J.-E. (2009, August). *The reciprocal relationship of task-focused behavior and literacy skills at elementary school*. Paper presented in the XIV European Conference of Developmental Psychology, Vilnius, Lithuania.
- Georgiou, G., Parrila, R., & Hung, R. (2009, June). *Rapid naming speed components and reading in adult compensated dyslexics and controls*. Paper presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Boston, USA.

- Miao, L., Kirby, J., & Georgiou, G. (2009, June). *RAN components and reading comprehension across languages*. Paper presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Boston, USA.
- Parrila, R., Georgiou, G., & Papadopoulos, T. (2009, June). *Auditory temporal processing, phonological deficit, and poor phonological decoding*. Paper presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Boston, USA.
- Salmi, P., Torppa, M., Eklund, K., Georgiou, G., & Lyytinen, H. (2009, June). *A retrospective examination of the double-deficit hypothesis in an orthographically consistent language*. Paper presented in the 16th conference of the Society for the Scientific Studies of Reading (SSSR), Boston, USA.
- Manolitsis, G., Georgiou, G., & Parrila, R. (2008, November). *The effect of phonological processing on orthographic processing: A four-year longitudinal study*. Paper presented at the 2nd Hellenic Conference of Cognitive Psychology in Thessalonica, Greece.
- Georgiou, G., & Parrila, R. (2008, July). *Speed of processing, rapid naming, and reading in adult compensated dyslexics*. Paper presented at the 29<sup>th</sup> International Congress of Psychology, Berlin, Germany.
- Manolitsis, G., Georgiou, G., & Parrila, R. (2008, July). *Examining the home literacy model of reading development in Greek*. Paper presented at the 29<sup>th</sup> International Congress of Psychology, Berlin, Germany.
- Georgiou, G., Parrila, R., & Papadopoulos, T. C. (2008, May). *The moderating effect of risk status on RAN-reading relationship*. Paper presented at the 1<sup>st</sup> Panhellenic conference of Developmental Psychology, Athens, Greece.
- Manolitsis, G., Georgiou, G., & Parrila, R. (2008, May). *Cognitive determinants of reading development: A longitudinal study from kindergarten until grade 2*. Paper presented at the 1<sup>st</sup> Panhellenic conference of Developmental Psychology, Athens, Greece.
- Georgiou, G., Parrila, R., Papadopoulos, T. C., & Zarouna, E. (2008, March). *Cognitive underpinnings of dyslexia in an orthographically consistent language*. Poster presented at the 7<sup>th</sup> British Dyslexia Association (BDA) conference at Harrogate, York, England.
- Das, J. P., Hayward, D., & Georgiou, G. (2007, July). *What is the role of working memory in reading relative to phonological awareness, and rapid naming*. Paper presented in the 14th conference of the Society for the Scientific Studies of Reading (SSSR), Prague, Czech Republic.
- Georgiou, G., & Parrila, R. (2007, July). *Why is rapid naming speed related to reading ability? Contrasting the phonological processing, the orthographic processing, and the speed-of-processing hypotheses*. Poster presented in the 14th conference of the Society for the Scientific Studies of Reading (SSSR), Prague, Czech Republic.
- Manolitsis, G., Georgiou, G., Parrila, R., & Stephenson, K. (2007, July). *Early cognitive and non-cognitive predictors of reading fluency, spelling, and reading comprehension skills in Greek and English*. Paper presented in the 14th conference of the Society for the Scientific Studies of Reading (SSSR), Prague, Czech Republic.
- Parrila, R., & Georgiou, G., & Liao, C.-H. (2007, July). *RAN components and reading: Evidence from English, Greek, and Chinese*. Poster presented in the 14th conference of the Society for the Scientific Studies of Reading (SSSR), Prague, Czech Republic.
- Klassen, R., & Georgiou, G. (2007, June). *The development of small group motivation in early adolescence: A mixed methods inquiry*. Poster presented at the Annual Convention of the Canadian Psychological Association in Ottawa, Canada.

- Manolitsis, G., Georgiou, G., Parrila, R., & Stephenson, K. (2006, November). *The effect of non-cognitive processes on emergent literacy skills: Evidence from a cross-linguistic study with kindergarten children*. Paper presented at the 5th Pan-Hellenic Conference of Educational Research in Thessalonica, Greece.
- Das, J. P., Georgiou, G., & Janzen, T. (2006, July). *Single and double-deficits in reading: An analysis of the effects of phonological awareness, rapid naming speed, and distal cognitive processes*. Poster presented in the 13th conference of the Society for the Scientific Studies of Reading (SSSR), Vancouver, Canada.
- Georgiou, G., Manolitsis, G., Parrila, R., & Stephenson, K. (2006, July). *Comparing the effects of cognitive and non-cognitive factors on early reading acquisition in English and Greek*. Paper presented in the 13th conference of the Society for the Scientific Studies of Reading (SSSR), Vancouver, Canada.
- Klassen, R., Georgiou, A., & Georgiou, G. (2006, July). *Teacher motivation, job satisfaction, and job stress in Canada and Cyprus*. Paper presented at the International Association Cross-Cultural Psychology conference in Spetses, Greece.
- Parrila, R., & Georgiou, G. (2006, July). *Does rapid naming speed measure phonological or orthographic processing?* Paper presented in the 13th conference of the Society for the Scientific Studies of Reading (SSSR), Vancouver, Canada.
- Klassen, R., & Georgiou, G. (2006, March). *Individual and collective efficacy of South-Asian immigrant adolescents*. Paper presented at the British Psychological Society conference in Bristol, UK.
- Georgiou, G. (2005, August). *RAN components and early reading acquisition*. Paper presented at the Junior Researchers (JURE) EARLI conference in Nicosia, Cyprus.
- Georgiou, G., Parrila, R., & Papadopoulos, T. (2005, August). *Predictors of word fluency in English and Greek*. Paper presented at the 11<sup>th</sup> Biennial EARLI (European Association for Research on Learning and Instruction) conference in Nicosia, Cyprus.
- Papadopoulos, T., Georgiou, G., & Parrila, R., & Anastasiou, E. (2005, August). *Phonological awareness, naming speed, and working memory as predictors of reading comprehension in Greek*. Paper presented at the 11<sup>th</sup> Biennial EARLI conference in Nicosia, Cyprus.
- Georgiou, G., & Parrila, R., & McQuarrie, L. (2005, July). *Phonological processing skills of adult compensated dyslexics*. A poster presented at the 3<sup>rd</sup> International Multilingualism and Dyslexia conference in Limassol, Cyprus.
- Parrila, R., Georgiou, G., & Dahl, T. (2005, July). *Text-processing strategies of high-functioning adult dyslexics*. A poster presented at the 3<sup>rd</sup> International Multilingualism and Dyslexia conference in Limassol, Cyprus.
- Georgiou, G., & Parrila, R. (2005, June). *Rapid naming speed components and reading acquisition from kindergarten until grade 2: A follow-up study*. A poster presented in the 12th conference of the Society for the Scientific Studies of Reading (SSSR), Toronto, Canada.
- Parrila, R., & Georgiou, G. (2005, June). *Persistent naming speed problems in high-functioning adult dyslexics: Wherein lays the problem?* A poster presented in the 12th conference of the Society for the Scientific Studies of Reading (SSSR), Toronto, Canada.
- Georgiou, G., & Parrila, R. (2004, June). *Rapid Automatized Naming components and reading acquisition in first grade*. A poster presented in the 11th conference of the Society for the Scientific Studies of Reading (SSSR), Amsterdam, The Netherlands.

- Parrila, R., Corkett, J., & Georgiou, G. (2004, June). *Compensated adult dyslexics: Deficits and compensatory mechanisms*. Paper presented in the annual conference of Canadian Society for the Study of Education, Winnipeg, Manitoba.
- Laouris, Y., Makris, P., & Georgiou, G. (2002, May). *MAPS (Mental Attributes Profiling System): A computerized psychometric system for cognitive analysis*. Paper presented at the VII Pancyriot Conference of Educational Research in Nicosia, Cyprus.
- Georgiou, G. K. (2000, October). *Teaching language through theatrical play*. Paper presented at the International Conference of Greek Language Teaching in Rethymno (Crete), Greece.
- Papadopoulos, T. C., Georgiou, G. K., & Parrila, R. (2000, July). *Phonological and cognitive correlates of reading acquisition under two different instructional approaches*. Paper presented at the XXVII International Congress of Psychology in Stockholm, Sweden.
- Papadopoulos, T. C., & Georgiou, G. K. (2000, March). *Parameters of reading development in Greek language*. Paper presented at the VI Pancyriot Conference of Educational Research in Nicosia, Cyprus.

#### ***Invited Presentations (total of 24)***

---

- Georgiou, G. (2019, November). *Rapid naming and reading: What we know of their relation and what is still left to be examined?* Beijing Normal University, China.
- Georgiou, G. (2016, December). *How can we turn an interesting idea into a publishable paper?* Zhejiang Gongshang University, China.
- Georgiou, G. (2016, December). *Cross-linguistic research in reading: Challenges and opportunities*. Shanghai Normal University, China.
- Georgiou, G. (2016, March). *Cognitive Enhancement Training*. Black Gold Region, Edmonton, Canada.
- Georgiou, G. (2015, March). *The cognitive underpinnings of reading, math, and comorbid disabilities*. University of Jyväskylä, Finland.
- Georgiou, G. (2015, March). *Conducting cross-linguistic research: Some problems and some solutions*. University of Helsinki, Finland.
- Georgiou, G. (2015, March). *The cognitive profiles of gifted children*. Paper presented at the conference on giftedness organized by the New Horizons Charter School, Edmonton, Canada.
- Georgiou, G. (2014, November). *The cognitive profiles of gifted children*. Suzuki Charter School, Edmonton, Canada.
- Georgiou, G. (2014, October). *Academic writing*. School of Psychology and Cognitive Sciences, East China Normal University, China.
- Georgiou, G. (2014, October). *Rapid naming and reading development in Chinese?* School of Psychology, Shaanxi Normal University, China.
- Georgiou, G. (2013, May). *Reading acquisition: Does the writing system matter?* Edmonton Chinatown Cultural Centre.

- Georgiou, G. (2013, February). *Learning to read: The synergy of cognitive and environmental factors*. Northern Alberta Reading Specialists Council.
- Georgiou, G. (2011, May). *Using RAN to predict reading: Does language matter?* Department of Psychology, East China Normal University, China.
- Georgiou, G. (2011, May). *Processing speed and reading*. School of Psychology, Shaanxi Normal University, China.
- Georgiou, G. (2011, February). *Rapid naming speed: What does it predict, when, and how?* Department of Psychology, University of Cyprus, Cyprus.
- Georgiou, G. (2010, May). *Cognitive determinants of developmental dyslexia in Greek*. Department of Preschool Education, University of Crete, Greece.
- Georgiou, G. (2009, November). *Why is RAN related to reading?* Canadian Centre for Research in Literacy, University of Alberta, Edmonton, Canada.
- Georgiou, G. (2009, October). *Cross-lagged relationships between task-focused behavior and literacy skills*. Department of Psychology, University of Jyväskylä, Jyväskylä, Finland.
- Georgiou, G. (2009, May). *Orthographic depth and its impact on universal predictors of reading*. Department of Preschool Education, University of Crete, Greece.
- Georgiou, G. (2009, May). *Rapid naming speed: What it does and what it doesn't measure*. Niilo Mäki Institute, Jyväskylä, Finland.
- Georgiou, G. (2008, October). *Rapid naming speed and reading development: Findings from our 5 year longitudinal study*. Department of Psychology, University of Jyväskylä, Jyväskylä, Finland.
- Georgiou, G. (2008, September). *The universality hypothesis of reading acquisition*. Faculty of Education, Queen's University, Kingston, Ontario, Canada
- Georgiou, G. (2008, June). *Can we talk about universal predictors of reading?* Department of Psychology, University of Jyväskylä, Jyväskylä, Finland.
- Georgiou, G. (2006, February). *The role of rapid naming speed on reading acquisition*. Invited presentation at the Department of Psychology, University of Cyprus, Cyprus.

## TEACHING

### INTERESTS

---

- Diagnosis and remediation of reading difficulties
- Learning disabilities
- Dyslexia: Early identification and treatment
- Univariate and multivariate statistics

## **COURSES**

---

### University of Alberta

EDPY 301: Inclusive Education

EDPY 458: Assessment and Programming for Children with Specific Reading Disabilities

EDPY 497/597: Learning Disabilities

EDPY 501: Introduction to Research Methods

EDPY 555: Advanced Assessment and Intervention for Reading Disabilities

EDPY 560/697: Advanced Seminar in Research Methods

EDPY 597: Word reading: From assessment to intervention

### Ministry of Education and Culture, Cyprus

**September 2000 – August 2002**

Xylolympou B' Elementary School

- Full-time elementary school teacher

## **STUDENT SUPERVISION (in bold the ones I supervised or currently supervise)**

---

### Undergraduate Students

Andrea Frick (Summer 2019, Roger Smith award recipient), Samar Hammani (Fall, 2018), Amanda Allers (Fall, 2018), Tieghan Baird (Winter, 2016), Jillian Freitag (Summer, 2015, Roger Smith award recipient), Megan Boonstra (Spring, 2015), Julianne Bell (Winter, 2015), Raabia Ghazyani (Winter, 2014), Michelle Abesamis (Fall 2013), Jenna Boschman (Fall, 2013), Alyson Gabucci (Winter, 2013), Lauren Heinsar (Winter, 2013), Jennifer Gilliland (Fall, 2012), Amanda Rygh (Summer 2012, Roger Smith award recipient), Meghan Walker (Winter 2012), Lisa Davies (Summer 2010, Roger Smith award recipient), Anya Mae (Summer 2009, Roger Smith award recipient).

### Graduate Students

- Continuing: **Kristy Dunn** (PhD, Supervisor), **Dalia Martinez** (PhD, Supervisor), **Sandra Romero** (PhD, Supervisor), **Chelsey Weinbeer** (MEd, Supervisor), Alkisti Kyriacou (PhD, Supervisory Committee), Sergios Sergiou (PhD, Supervisory Committee), Matthew Kierstead (PhD, External Examiner).
- Graduated: **Nithya Naveenkumar** (MEd, Supervisor), Andrea Antoniuk (MEd, Examining Committee), Krystle-Lee Turgeon (PhD, Supervisory Committee), **Angeliki Altani** (PhD, Supervisor), **Pamela Eberharter** (MEd, Supervisor), **Andrea Trigg** (MEd, Project Advisor), Deepani Kumudulatha (PhD, Supervisory Committee), **Caralyn Ludwig** (MEd, Supervisor), Argyro Fella (PhD, Supervisory Committee), **Kristy Dunn** (MEd, Supervisor), Kaye Yu (MEd, Project Reader), Mandy Dafoe (MEd, Project Reader), **Angela Bell** (MEd, Project Advisor), **Amber Cahill** (MEd, Project Advisor), **Rickie Hung** (MEd, Thesis Supervisor), Angeliki Altani (MEd, Co-supervisor), **Anastasia Tsantali** (MEd, Thesis Supervisor), **Mariam Abougoush** (MEd, Thesis Supervisor), Niki Tziraki (MEd, Co-supervisor), Argyro Fella (MEd, Supervisory Committee), Katerina Katopodi (MEd, Supervisory Committee), Ashley Ortynsky (MEd, Project Reader), Deanna Fidelak (MEd, Project Reader), Penny Natos (MEd, Project Reader), Megan Senechal (MEd, Project Reader), Bonnie Maxwell (MEd, Project Reader), Wanapa Intaprasert (PhD, Examination Committee), Madelon van den Boer (PhD, External Examiner), Riikka Mononen (PhD, External Examiner), Riikka Heikkilä (PhD, Opponent), Sandy Lai (PhD, Examination Committee).

- Visiting: Sina Huschka (PhD, Leibniz Institute for Research and Information in Education), Dalia Martinez (MEd, Universidad Autónoma del Estado de Morelos, Mexico), Ana Paula Alves Vieira (PhD, Universidade Estadual de Maringá, Brazil).

### **Post-Doctoral Fellows**

- Mengxia Li (September 2019 to present)
- Dan Cai (June 2014 to May 2015)
- Wang Xiaochen (September 2009 – August 2010).

## **SERVICE**

### **ASSOCIATE EDITOR**

---

- Reading and Writing: An Interdisciplinary Journal (Associate Editor; Jan. 2019 – to present)
- The Reading League (Associate Editor; June 2019 – to present)

### **MEMBER OF THE EDITORIAL BOARD**

---

- Scientific Studies of Reading (2019 – to present)
- Learning and Individual Differences (2018 – to present)
- Journal of Educational Psychology (2016 – to present)
- Journal of Experimental Child Psychology (2016 – to present)
- Annals of Dyslexia (2013 – to present)
- Preschool and Primary Education Journal (2013 – to present)
- Psychology (2013 – to present)
- Canadian Journal of School Psychology (2014 – to present)
- Alberta Journal of Educational Research (2013 – to present)
- Developmental Disabilities Bulletin (2013-2015)

### **AD-HOC REVIEWER FOR REFEREED JOURNALS**

---

Scientific Studies of Reading; Journal of Experimental Child Psychology; Journal of Educational Psychology; Journal of Learning Disabilities; Journal of Research in Reading; Reading and Writing: An Interdisciplinary Journal; Developmental Psychology; Contemporary Educational Psychology; Annals of Dyslexia; Canadian Journal of School Psychology; European Journal of Psychology of Education; Journal of Speech, Language, and Hearing Research; Exceptionality Education Canada; World Journal of Pediatrics; Alberta Journal of Educational Research; Preschool and Primary Education; Roeper Review, High Ability Studies, and Psychology.

### **REVIEW WORK (not related to publications)**

---

Member of the SSHRC Education & Social Work Evaluation Committee (February, 2019).

I reviewed five grant applications submitted to Swiss National Science Foundation, Icelandic Academy of Sciences, Israel Academy of Sciences and Humanities, Cyprus Research Promotion Foundation, and Chinese Academy of Sciences.

### **UNIVERSITY OF ALBERTA (faculty and departmental committees)**

---

Director of J.P. Das Centre on Developmental and Learning Disabilities (January 1, 2019 – present)  
 Scholarship and Research Awards Committee (July 1, 2016 – to June 30, 2019)  
 Special Education Graduate Studies Coordinator (July 1, 2012 – June 30, 2014; June 1, 2020 to present)  
 Director of the Reading Research Laboratory (July 1, 2010 – to present)  
 Member of the Research Ethics Board 2 (July 1, 2009 – to present)  
 Participant Pool Program Coordinator (September, 2009 – June 30, 2014; July 1, 2016 – to present)  
 Faculty of Education Elections Committee (July 1, 2010 – June 30, 2012)  
 Faculty of Education Academic Appeals Committee (July 1, 2013 – June 30, 2015)

## **CONTRIBUTIONS TO ACADEMIC, PUBLIC, AND PROFESSIONAL SERVICE**

---

### ***Contributions through Seminars, Forums, and In-Service Activities***

- Edmonton Public School Board (Fall 2010 – to present): I provide 5-6 workshops a year on different reading intervention programs to in-service teachers from elementary schools in Edmonton.
- Special Education Teachers in Alexandroupolis, Greece (Fall 2011- to present): In collaboration with Dr. Evaggelia Serafeim (superintendent of the district) I give two lectures a year (online) on reading interventions.

### ***Consultation***

- Edmonton Greek School (September 2010 – August 2011): I provided consultation on the development of the curriculum and the assessment of the children's Greek language proficiency.
- Centre for Language Acquisition and Precision Education (September 2017 – to present): Member of the Academic Committee.  
<http://www.clape.org/en/index.php?m=content&c=index&a=lists&catid=13>

### ***Media interviews***

- October 15, 2019: UofA professor awarded for research of reading disabilities. ATA news, vol. 54. <https://www.teachers.ab.ca/News%20Room/ata%20news/Vol54/Number-3/Pages/U-of-A-prof-awarded-for-research-of-reading-difficulties.aspx>
- June 25, 2019: "Making room for all kids to thrive: Strategies to foster inclusion and help you broaden your community". Interview by Jenna C. Hoff <https://www.ualberta.ca/newtrail/featurestories/2019/june/making-room-for-all-kids-to-thrive>
- June 10, 2019: "We speak openly about dyslexia". Interview by Thekla Petridou [https://www.youtube.com/watch?v=81fSsVihhKQ&fbclid=IwAR0way7MGcM6S\\_7v-UBXOV07T7zVBA7N9hROAOMIummRBxPR8eViwxoBuxw](https://www.youtube.com/watch?v=81fSsVihhKQ&fbclid=IwAR0way7MGcM6S_7v-UBXOV07T7zVBA7N9hROAOMIummRBxPR8eViwxoBuxw)
- October 16, 2018: Kids can still overcome reading by Grade 3 but earlier intervention is better, new research shows. Interview by Scott Lingley <https://www.folio.ca/kids-can-still-overcome-reading-difficulties-by-grade-3-but-earlier-intervention-is-better-new-research-shows/>
- July 20, 2018: The educational system in Canada [in Greek]. <http://politis.com.cy/article/to-paradigma-tou-ekpedeftikou-sistimatos-ston-kanada>
- October 31, 2017: Alberta researcher finds tool to help students who struggle with reading. Interview by Laurel Gregory for Global News Edmonton, <https://globalnews.ca/video/3836059/alberta-researcher-finds-tool-to-help-students-who-struggle-with-reading>

- October 30, 2017: Extra help by researchers eliminates reading gap for most young students. Interview by Janet French for Edmonton Journal, <http://edmontonjournal.com/news/local-news/extra-help-by-researchers-eliminates-reading-gap-for-most-young-students>
- October 26, 2017: “An amazing finding: Edmonton prof dramatically reduces reading difficulties in young students. Interview by Kevin Maimann for Metro News <http://www.metronews.ca/news/edmonton/2017/10/26/an-amazing-finding-edmonton-prof-dramatically-reduces-reading-difficulties-in-young-students.html>
- October 19, 2017: “Making reading difficulties a history”. Interview by Sebastien Tanguay for CBC radio (French) <http://ici.radio-canada.ca/tele/le-telejournal-alberta/site/episodes/392465/episode-du-jeudi-19-octobre-2017>
- October 16, 2017: 20% of children experience reading difficulties. Interview by Andreas Katshis for Citypress <http://city.sigmalive.com/article/24206/peripoy-20-ton-paidion-antimetopizei-kapoio-anagnostiko-provlima>
- October 2, 2017: Program dramatically improves reading of at-risk students at an early age. Interview by Scott Lingley for Folio <http://www.folio.ca/program-dramatically-improves-reading-of-at-risk-students-at-an-early-age> Ranked #1 research story of the year on the UAlberta news site (<https://www.folio.ca/the-top-5-research-stories-of-2017/>)
- June 22, 2016: How does a child get defined as “gifted”? Interviewed by Shawna Randolph for CTV Alberta Primetime; <http://alberta.ctvnews.ca/video?clipId=897118>.
- June 18, 2016: Thousands of so-called gifted Alberta students may be ordinary kids after all, new research suggests (Interviewed by Janet French for Edmonton Journal; <http://edmontonjournal.com/news/local-news/gifted-or-just-average-u-of-a-research-looks-at-how-bright-students-are-identified-and-what-that-means-in-the-class>).
- April 26, 2016: Gifted students aren’t getting programming they need to succeed (interviewed by Laurel Gregory for Global News: <http://globalnews.ca/video/2664034/gifted-students-arent-getting-programming-they-need-to-succeed-university-of-alberta-researcher>)
- April 21, 2016: What does it mean to be gifted? (interviewed by Alex Boyd for Metro News; <http://www.metronews.ca/news/edmonton/2016/04/21/resesarcher-says-could-do-better-with-giftedness-in-kids.html>)
- April 18, 2016: The trouble with teaching the best and brightest (interviewed by Scott Lingley for the University of Alberta; <https://uofa.ualberta.ca/news-and-events/newsarticles/2016/april/the-trouble-with-teaching-the-best-and-brightest>)
- June 2, 2014: Dyslexia: From assessment to intervention (Interviewed by Maria Oikonomou at Logos radio station)
- January 30, 2012: Some college students read without understanding (Interviewed by Stephanie Lam, *Epoch Times*)
- January 24, 2012: Reading comprehension not easy (Interviewed by Jamie Hanlon)
- October 24, 2011: Leading Greek Researchers Outside of Greece: George Georgiou (Interviewed by Anna Grimani, Kathimerini)
- January 15, 2010: English sets high hurdles to learning ABCs (Interviewed by Discovery Channel).
- January 10, 2010: Great Seuss! UofA researchers identify reading to kids as crucial tool in English language development (Interviewed by Jamie Hanlon).