Curriculum Vitae
Noam Siegelman
noam.siegelman@mail.huji.ac.il

Education

2019 **Ph.D. in Cognitive Sciences**, The Hebrew University of Jerusalem
Supervisor: Prof. Ram Frost
Dissertation title: *Individual differences in statistical learning: Measurement, theory, and validity* (submitted: September 2018; approved: February 2019)

2014 **M.A. (*magna cum laude*) in Cognitive Sciences**, The Hebrew University of Jerusalem
Supervisor: Prof. Ram Frost
Thesis title: *Statistical learning as an individual ability*

2011 **B.A. (*summa cum laude*) in Cognitive Sciences & Linguistics**, The Hebrew University of Jerusalem

Academic and Research Appointments

2022–present **Senior Lecturer,** The Hebrew University of Jerusalem
Departments of Psychology and Cognitive and Brain Sciences
Start date: July 1ˢᵗ, 2022

2022 **Research Scientist**, Haskins Laboratories

2018–2022 **Postdoctoral Research Scientist**, Haskins Laboratories
PIs: Profs. Kenneth Pugh & Jay Rueckl

2011–2018 **Graduate Student Researcher** (M.A & Ph.D.), The Hebrew University of Jerusalem
PI: Prof. Ram Frost

Research Grants

10/2023-9/2028 Israel Science Foundation (ISF) Personal Research Grant: "*Predictors of Reading Proficiency in a Semitic Language: A Statistical Learning Perspective*"
Role: Principal Investigator; 1,150,000 NIS

10/2023-9/2026 Israel Science Foundation (ISF) New Faculty Equipment Grant: "*Individual Differences in Learning and Reading: Computational, Behavioral, and Eye-tracking Approaches*"
Role: Principal Investigator; 238,100 NIS

10/2022-9/2024 Azrieli Early Career Faculty Fellowship: "*Reading as Statistical Learning: An Integrative Study of Reading Acquisition Using In-school Cognitive Science Laboratories*"
Role: Principal Investigator; 735,000 NIS

07/2022-6/2026 National Institute of Child Health and Human Development (NICHD), P20 Hub Project: "*Determinants of phenotypes within the word reading (dis)ability population: The Impact of Diverse Language Experiences and Child Attributes on Emerging Reading Skills*"
Role: Sub-contract PI at HUJI; $50,000 (Hub PI: Compton)

04/2020-03/2021 National Science Foundation (NSF): "*Assessing and Preventing the Detrimental Impact of Literacy Acquisition during COVID-19-related School Suspension*"
Role: Investigator (PIs: Hoeft, Pugh).

Teaching

2024–present	**Pro-seminar for Computational Psychology Cluster**	
	Department of Psychology, The Hebrew University of Jerusalem	
2022–present	**Field Work: Individual Differences in Learning and High-level Cognitive Abilities**	
	Department of Psychology, The Hebrew University of Jerusalem	
2022–present	**Research Methods for Cognitive Sciences**	
	Department of Cognitive and Brain Sciences, The Hebrew University of Jerusalem	
2022–present	**Statistics for Graduate Students: From t-tests to Mixed-effect Models**	
	Department of Psychology, The Hebrew University of Jerusalem	
2015–2018	**Research Methods in Cognition**	
	Department of Cognitive Sciences, The Hebrew University of Jerusalem	
2018	**A Hands-on Tutorial: Mixed-effect Models in R**	
	Department of Psychology, The Hebrew University of Jerusalem	
2017	**Bayesian Statistics and Mixed-effect Models**	
	Department of Psychology, The Hebrew University of Jerusalem	
	Co-Lecturer: Dr. Louisa Bogaerts	
2011–2014	**Issues in Semantics** (Teaching Assistant)	
	Department of Linguistics, The Hebrew University of Jerusalem	
	Lecturer: Prof. Edit Doron	

Honors & Awards

2023	Albert Valdman Award for an Outstanding Publication
	Studies in Second Language Acquisition, for Kuperman, Siegelman, et al.
2022–2023	Member: The Young Scholars Forum in the Humanities and Social Sciences
	Israel Academy of Sciences and Humanities
2022	Early Career Award for Contributions to Research
	International Dyslexia Association
2022–present	Member (Researcher) status
	Haskins Global Literacy Hub
2020–present	Collaborator (Researcher) status
	The Words in the World International Consortium
2020–2021	Israel Science Foundation postdoctoral fellowship
	Israel Science Foundation (ISF)
2018–2019	Rothschild Yad-Hanadiv postdoctoral fellowship
	Rothschild Foundation
2019	Alex Berger award for an outstanding Ph.D. dissertation
	The Hebrew University of Jerusalem
2015–2018	President's fellowship for excellent Ph.D. students
	The Hebrew University of Jerusalem
2015,2017	Departmental travel grants
	Department of Cognitive Sciences, The Hebrew University of Jerusalem
2016	Graduate student travel grant
	Jerusalem Brain Community (JBC)
2012–2013	Rector's fellowship for excellent M.A. students
	The Hebrew University of Jerusalem

Supervision

<u>PhD</u>: Naama Schwartz (2022-present; co-supervision), Dan Steinhof (2024-present; co-supervision).

<u>MA/MSc</u>: Roni Stein (2022-2023, co-supervision); Yaakov (Kobi) Raz (2022-present, co-supervision); Tal Koren (2022-present); Natan Ilani (2023-present); Erez Milshtein (2023-present); Yoel Sheinenson (2023-present), Amit Avigdor (2024-present, co-supervision).

Publications in Peer-reviewed Journals

Total number of citations: 2,874, h-index: 22. Citation counts based on Google Scholar, October 2024. *Equal contribution

[1] Kuperman, V*. Schroeder, S.*, Acartürk, C., Agrawal, N., Bolliger, L.S., Brasser, J., Campos-Rojas, C., Drieghe., D., Filipović Đurđević, D., Goldina, S., Ibáñez Orellana, R., Jäger, L.A., Jóhannesson, O.I., Khare, A., Kharlamov., N., Knudsen, H.B.S., Kristjánsson, A., Lee, C.E., Lee, J.R., … **Siegelman, N**.* (in press). New Data on Text Reading in English as a Second Language: The Wave 2 Expansion of the Multilingual Eye Movements Corpus (MECO). *Studies in Second Language Acquisition*.

[2] Isbilen, E. S., Laver, A., **Siegelman, N.,** Magnuson, J. S., & Aslin, R. N. (in press). Finding words in a sea of text: Word search as a measure of sensitivity to statistical regularities in reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition.*

[3] Stein, R., Frost, R., & **Siegelman, N**. (2024). HeLP: The Hebrew Lexicon Project. *Behavior Research Methods*.

[4] Isbilen, E. S., Laver, A., **Siegelman, N.,** & Aslin, R. N. (2024). Memory representations are flexibly adapted to orthographic systems: A comparison of English and Hebrew. *Brain Research*.

[5] **Siegelman, N**., Elgort, I., Brysbaert, M., Agrawal, N., Amenta, S., Arsenijević Mijalković, J., Chang, C. S., Chernoa, D., Chetail, F., Benjamin Clarke, A. J., Content, A., Crepaldi, D., Davaabold, N., Delgersuren, S., Deutsch, A., Dibrova, V., Drieghe, D., Filipović Đurđević, D., Finch, B., … Kuperman, V. (2023). Rethinking First Language–Second Language Similarities and Differences in English Proficiency: Insights from the ENglish Reading Online (ENRO) Project. *Language Learning*.

[6] Kuperman, V., **Siegelman, N**., Schroder, S., Acarturk, C., Alexeeva, S, Amenta, S., An, H., Bertram, R., Bondarini, R., Brysbaert, M., Chernova, D., Da Fonesca, S. M., Dirix, N., Duyck, W., Fella, A., Frost, R., Gattei, C., Kalaitzi, A., Kwon, N., Marelli, M., … Usual, K. A. (2023). Text reading in English as a second language: Evidence from the Multilingual Eye-Movements Corpus (MECO). *Studies in Second Language Acquisition.*

[7] Forest, T., **Siegelman, N**.*, & Finn, A.* (2022). Attention shifts to more complex locations with experience. *Psychological Science*.

[8] **Siegelman, N**., Schroder, S., Acarturk, C., Alexeeva, S, Amenta, S., An, H., Bertram, R., Bondarini, R., Brysbaert, M., Chernova, D., Da Fonesca, S. M., Dirix, N., Duyck, W., Fella, A., Frost, R., Gattei, C., Kalaitzi, A., Kwon, N., Marelli, M., … Kuperman, V. (2022). Expanding horizons of cross-linguistic research on reading: The Multilingual Eye-movement Corpus (MECO). *Behavior Research Methods.*

[9] Bogaerts, L., **Siegelman, N**., Christiansen, M. H., & Frost, R. (2022). Is there such a thing as a 'good statistical learner'? *Trends in Cognitive Sciences*.

[10] **Siegelman, N**., Rueckl, J. G., Lo, J. C. M., Kearns, D. M., Morris, R. D., & Compton, D. L. (2022). Quantifying the regularities between orthography and semantics and their impact on group- and individual-level behavior. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

[11] Steacy, L. M., Edwards, A. A., Rigobon, V. M., Gutierrez, N., Marencin, N. C., **Siegelman, N**., ... & Compton, D. L. (2022). Set for Variability as a Critical Predictor of Word Reading: Potential Implications for Early Identification and Treatment of Dyslexia. *Reading Research Quarterly*.

[12] **Siegelman, N**., Rueckl, J. G., van den Bunt, M., Frijters, J. C., Zevin, J. D., Lovett, M. W., Seidenberg, M. S., Pugh, K. R., & Morris, R. D. (2022). How you read affects what you gain: Individual differences in the functional organization of the reading system predict response to intervention in children with reading disabilities. *Journal of Educational Psychology*.

[13] Richter, C. G., **Siegelman, N**., Mahaffy, K., Van Den Bunt, M., Kearns, D. M., Landi, N., Sabatini, J., Pugh, K. R., & Hoeft, F. (2022). The impact of computer-assisted technology on literacy acquisition during COVID-19-related school closures: Group-level effects and predictors of individual-level outcomes. *Frontiers in Psychology.*

[14] Elazar, A., Alhama, R. G., Bogaerts, L., **Siegelman, N**., Baus, C., & Frost, R. (2022). When the "Tabula" is Anything but "Rasa:" What Determines Performance in the Auditory Statistical Learning Task? *Cognitive Science*.

[15] Goldstein, A., Sklar, A. Y., & **Siegelman, N**. (2022). Accurately measuring nonconscious processing using a generative Bayesian framework. *Psychology of Consciousness: Theory, Research, and Practice.*

[16] Edwards, A. A., Steacy, L. M., **Siegelman, N.,** Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*.

[17] **Siegelman, N**., van den Bunt, M., Lo, J. C. M., Rueckl, J. G., & Pugh, K. R. (2021). Theory-driven classification of individuals with and without reading difficulties using Bayesian latent-mixture models. *NeuroImage*.

[18] Brice, H., **Siegelman, N**., van den Bunt, M., Frost, S. J., Rueckl, J. G., Pugh, K. R., & Frost, R. (2021). Individual differences in L2 literacy acquisition: Predicting reading skill from sensitivity to regularities between orthography, phonology and semantics. *Studies in Second Language Acquisition.*

[19] Bogaerts, L., **Siegelman, N**., & Frost, R. (2021). Statistical learning and language impairments: Towards more precise theoretical accounts. *Perspectives on Psychological Science*.

[20] **Siegelman, N**., Rueckl, J. G., Steacy, L. M., Frost, S. J., van den Bunt, M., Zevin, J. D., Seidenberg, M. S., Pugh, K. R., Compton, D. L., & Morris, R. D. (2020). Individual differences in learning the regularities between orthography, phonology and semantics predict early reading skills. *Journal of Memory and Language*.

[21] Johnson, T.*, **Siegelman, N**.*, & Arnon, I. (2020). Individual differences in learning abilities impact structure addition: Better learners create more structured languages. *Cognitive Science*.

[22] Growns, B., **Siegelman, N**., & Martire, K. A. (2020). The multi-faceted nature of visual statistical learning: Individual differences in learning conditional and distributional regularities across time and space. *Psychonomic Bulletin & Review*.

[23] **Siegelman, N**., Kearns, D. M., & Rueckl, J. G. (2020). Using information-theoretic measures to characterize the structure of the writing system: The case of orthographic-phonological regularities. *Behavior Research Methods.*

[24] **Siegelman, N**. (2020) Statistical learning abilities and their relation to language. *Language & Linguistics Compass*.

[25] **Siegelman, N**. Bogaerts, L., & Frost, R. (2019). What determines visual statistical learning performance? Insights from information theory. *Cognitive Science*.

[26] **Siegelman, N**., Bogaerts, L., Armstrong, B.C., & Frost, R. (2019). What exactly is learned in visual statistical learning? Insights from Bayesian modeling. *Cognition*.

[27] **Siegelman, N**., Bogaerts, L., Elazar, A., Arciuli, J., & Frost, R. (2018). Linguistic entrenchment: Prior knowledge impacts statistical learning performance. *Cognition.*

[28] **Siegelman, N**., Bogaerts, L., Kronenfeld, O., & Frost, R. (2018). Redefining "learning" in statistical learning: What does an online measure reveal about the assimilation of visual regularities? *Cognitive Science.*

[29] **Siegelman, N**., Bogaerts, L., Christiansen, M.H., & Frost, R. (2017). Towards a theory of individual differences in statistical learning. *Philosophical Transactions of the Royal Society B: Biological Sciences.*

[30] Bogaerts, L., **Siegelman, N**., Ben-Porat, T., & Frost, R. (2017). Is the Hebb repetition task a reliable measure of individual differences in sequence learning? *Quarterly Journal of Experimental Psychology.*

[31] **Siegelman, N**., Bogaerts, L., & Frost, R. (2016). Measuring individual differences in statistical learning: Current pitfalls and possible solutions. *Behavior Research Methods.*

[32] Bogaerts, L., **Siegelman, N**., & Frost, R. (2016). Splitting the variance of statistical learning performance: A parametric investigation of exposure duration and transitional probabilities. *Psychonomic Bulletin & Review.*

[33] **Siegelman, N**., & Arnon, I. (2015). The advantage of starting big: Learning from unsegmented input facilitates mastery of grammatical gender in an artificial language. *Journal of Memory and Language*.

[34] **Siegelman, N**., & Frost, R. (2015). Statistical learning as an individual ability: Theoretical perspectives and empirical evidence. *Journal of Memory and Language*.

[35] Frost, R., Armstrong, B.C., **Siegelman, N**., & Christiansen, M. H. (2015). Domain generality versus modality specificity: The paradox of statistical learning. *Trends in Cognitive Sciences*.

[36] Frost, R., **Siegelman, N**., Narkiss, A., & Afek, L. (2013). What predicts successful literacy acquisition in a second language? *Psychological Science*.

[37] Kinoshita, S., Norris, D., & **Siegelman, N**. (2012). Transposed-letter priming effect in Hebrew in the same-different task. *Quarterly Journal of Experimental Psychology*.

Peer-reviewed Book Chapters

[38] Bogaerts, L., **Siegelman, N**., & Frost, R. (2023). Statistical Learning. In: *Oxford Research Encyclopedia of Psychology*.

Invited Talks and Workshops

Siegelman, N., (2024, February). *Reading as Statistical Learning: Efficient Behavior in a Rich Quasi-regular Environment*. Invited talk at Bar-Ilan University, Israel.

Siegelman, N., (2023, January). *To read or not to read? A question of cognitive ability.* The Azrieli Foundation Forum, Tel Aviv, Israel (link to recording).

Siegelman, N., (2022, December). *What can statistical learning tell us about reading, and what can reading tell us about statistical learning: Lessons from individual-differences studies* [virtual talk]. Invited talk at the Virtual Psycholinguistics Forum, Taiwan.

Siegelman, N., (2022, September). *How to run (and not to run) a cross-linguistic project on reading: Lessons from the Multilingual Eye-movement Corpus (MECO)* [virtual talk]. Invited talk at the University of Munich, Germany.

Siegelman, N., (2022, March). *Reading as statistical learning: Insights from studying individual differences in learning the regularities between orthography, phonology, and semantics.* Invited talk at a symposium in honor of Kate Nation's mid-career award by the Experimental Psychology Society, Keele University, UK.

Siegelman, N., (2022, March). *What can statistical learning tell us about reading, and what can reading tell us about statistical learning: Lessons from studies of individual differences* [virtual talk]. Invited talk at The University of Plymouth, UK.

Siegelman, N., (2021, November). *How you read affects what you gain: Individual differences in the functional organization of the reading system predict intervention gains in children with reading disabilities* [virtual talk]. Invited talk at Royal Holloway, University of London, UK.

Siegelman, N., (2021, January). *Statistical learning abilities and their relation to language: Insights from individual differences* [virtual talk]. Invited talk at the University of Edinburgh, UK.

Siegelman, N., (2020, December). *Statistical learning abilities and their relation to language: Insights from individual differences* [virtual talk]. Invited talk at the University of Delaware, USA.

Siegelman, N., (2020, June). *Introduction to Bayesian statistics* [virtual workshop]. Invited workshop at the Open Office Hour series by the Words in the World partnership, Canada.

Siegelman, N., (2020, May). *Individual differences in learning the regularities between orthography, phonology and semantics and their relation to early reading skills* [virtual talk]. Invited talk at Royal Holloway, University of London, UK.

Siegelman, N., (2019, October). *Linear mixed-effect models: A practical workshop.* Invited workshop at the National Taiwan Normal University (NTNU), Taiwan.

Siegelman, N., (2019, January). *Statistical learning as an individual ability.* Invited talk at McMaster University, Canada.

Siegelman, N., (2018, August & 2019, January). *Introduction to Bayesian statistics and modeling (using JASP and JAGS).* Two-part invited workshop at McMaster University, Canada.

Siegelman, N., (2018, November). *Statistical learning as an individual ability.* Invited talk at the University of Connecticut, USA.

Siegelman, N., (2017, November). *Towards a theory of individual differences in statistical learning.* Invited talk at the University of Toronto, Canada.

Siegelman, N., (2015, August). *Measuring statistical learning capacity: Merging online and offline measures.* Invited talk at the University of Trento, Italy.

Presentations in Scientific Conferences and Workshops
First author only

Siegelman, N., Bogaerts, L., Zhou, H. N., & Crepaldi, D. (2024, June). *Towards a Consensus on Individual Differences in Statistical Learning: Insights from the Pre-conference Workshop.* Paper presented at the 5rd International Conference on Interdisciplinary Advances in Statistical Learning, Bilbao, Spain. [A presentation following a pre-conference workshop which I (co-)led]

Siegelman, N. & Kuperman, V. (2023, September). *Re-thinking L1/L2 Similarities and Differences in English Proficiency: Insights from the English Reading Online (ENRO) Mega Study*. Paper presented at the 23rd Meeting of the European Society for Cognitive Psychology (ESCOP), Lisbon, Portugal.

Siegelman, N. & Kuperman, V. (2023, February). *Re-thinking L1/L2 Similarities and Differences in English Proficiency: Insights from the English Reading Online (ENRO) Mega Study*. Paper presented at the 10th Conference of the Israeli Society for Cognitive Psychology (ISCOP), Akko, Israel.

Siegelman, N., Rueckl, J. G., Brown, J.M., Steacy, L. M., & Compton, D. L. (2021, November). *A Similarity-Based Approach for the Analysis of Individual Differences in Reading*. Poster presented at the 61st Meeting of the Psychonomic Society [virtual conference].

Siegelman, N., Rueckl, J. G. ... Morris, R. D. (2021, July). *How you read affects what you gain: Individual differences in the functional organization of the reading system predict intervention gains in children with reading disabilities*. Paper presented at the 27th annual meeting of the Society for the Scientific Study of Reading (SSSR) [virtual conference].

Siegelman, N. (2020, November). *Quantifying the consistencies between print, sound, and meaning and their impact on reading behavior*. Paper presented at the 71st Annual Meeting of the International Dyslexia Association (IDA) [virtual conference].

Siegelman, N., van den Bunt, M., Lo, J. C. M., Rueckl, J. G., & Pugh, K. R. (2020, October). *Theory-driven classification of individuals with and without reading difficulties using Bayesian latent mixture models*. Poster presented at the 12th Meeting of the Society for the Neurobiology of Language (SNL) [virtual conference].

Siegelman, N., Rueckl, J. G. ... Morris, R. D. (2019, December). *Individual differences in learning the regularities between orthography, phonology and semantics predict early reading skills.* Poster presented at the annual Learning Disabilities Research Centers (LDRC) meeting, Tallahassee, FL, USA.

Siegelman, N., Bogaerts, L., & Black, A. K. (2019, October). *Behavioral and neural variability as a signature of statistical learning.* Paper presented at the 2019 NTNU–Haskins joint workshop on language acquisition, statistical learning, and fNIRS applications, Taipei, Taiwan.

Siegelman, N., Kuperman, V., & Frost, R. (2019, July). *Statistical learning and reading: An information-theoretic perspective.* Paper presented at the 26th annual meeting of the Society for the Scientific Study of Reading (SSSR), Toronto, Canada.

Siegelman, N., Bogaerts, L., Armstrong, B. C., & Frost, R. (2019, June). *What exactly is learned in visual statistical learning? Insights from Bayesian modeling*. Paper presented at the 3rd International Conference on Interdisciplinary Advances in Statistical Learning, Bilbao, Spain.

Siegelman, N., Bogaerts, L., Armstrong, B. C., & Frost, R. (2018, August). *What exactly is learned in visual statistical learning? Insights from Bayesian modeling*. Paper presented at the 2nd McDonnel Workshop on Statistical Learning, Quebec City, Canada.

Siegelman, N., Kuperman, V., & Frost, R. (2018, August). *Statistical learning and reading: An information-theoretic perspective.* Poster presented at the 10th Meeting of the Society for the Neurobiology of Language (SNL), Quebec City, Canada.

Siegelman, N., Fradkin, I. (2018, February). *Are replications good for you? The non-optimality of direct replications*. Paper presented at the 5th Conference of the Israeli Society for Cognitive Psychology (ISCOP), Akko, Israel.

Siegelman, N., Bogaerts, L., & Frost, R. (2017, November). *What determines visual statistical learning performance? Insights from information theory.* Poster presented at the 58th Meeting of the Psychonomic Society, Vancouver, Canada.

Siegelman, N., Bogaerts, L., & Frost, R. (2017, September). *Re-thinking domain generality vs. domain specificity in statistical learning: The interaction of modality and input characteristics.* Paper presented at the 20th Meeting of the European Society for Cognitive Psychology (ESCOP), Potsdam, Germany.

Siegelman, N., & Bogaerts, L., Kronenfeld, O., & Frost, R. (2017, June). *Re-defining "learning": What does an online measure reveal about statistical learning of visual patterns?* Paper presented at the 2nd International Conference on Interdisciplinary Advances in Statistical Learning, Bilbao, Spain.

Siegelman, N., Bogaerts, L., & Frost, R. (2016, September). *The peculiar tale of ASL: What do we measure when we use the auditory statistical learning (ASL) task?* Paper presented at the International Workshop on First vs. Second Language Learning: From Neurobiology to Cognition, Jerusalem, Israel.

Siegelman, N., Bogaerts, L., & Frost, R. (2016, June). *What determines visual statistical learning performance? Insights from information theory.* Paper presented at the 5th International Seminar on Implicit Learning, Lancaster, UK.

Siegelman, N., Bogaerts, L., & Frost, R. (2016, February). *Measuring individual differences in statistical learning: Novel perspectives and novel methodologies.* Poster presented at the 3rd Conference of the Israeli Society for Cognitive Psychology (ISCOP), Akko, Israel.

Siegelman, N., Brice, H., Fine, A. B., Bogaerts, L., & Frost, R. (2015, June). *Measuring statistical learning abilities: The promise of online measures.* Paper presented at the International Workshop on Reading in Different Orthographies, San Sebastian, Spain.

Siegelman, N., Bogaerts, L., & Frost, R. (2015, June). *Measuring individual differences in statistical learning: Current pitfalls and possible solutions.* Paper presented at the 1st International Conference on Interdisciplinary Advances in Statistical Learning, San Sebastian, Spain.

Siegelman, N., & Arnon I (2015, February). *The advantage of starting big: Learning from unsegmented input facilitates mastery of grammatical gender in an artificial language.* Poster presented at the 2nd Conference of the Israeli Society for Cognitive Psychology (ISCOP), Akko, Israel.

Siegelman, N., & Frost, R. (2014, February). *Statistical Learning as an Individual Ability.* Poster presented at the Conference of the 1st Israeli Society for Cognitive Psychology (ISCOP), Akko, Israel.

Ad-hoc Reviewer

Journals and funding agencies (in alphabetical order): *Acta Psychologica; Annals of the New York Academy of Sciences; Attention, Perception & Psychophysics; Azrieli Foundation (postdoctoral awards); Behavior Research Methods; Canadian Journal of Experimental Psychology; Cerebral Cortex Communications; Cognition; Cognitive Psychology; Cognitive Science; Collabra: Psychology; Developmental Science; Israel Science Foundation (personal research grants); Journal of Cognition; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Learning, Memory, & Cognition; Journal of Memory and Language; Journal of Research in Reading; Language Learning; Learning & Individual Differences; National Science Foundation/Binational Science Foundation (NSF-BSF research grants); National Science Foundation (Doctoral Dissertation Research Award); NeuroImage; Philosophical Transactions of the Royal Society B; PLoS One; PLoS Biology; Proceedings of the Cognitive Science Society (reviewer: 2016-2019; meta-reviewer: 2020-2022); Psychological Research; Psychological Review; Psychonomic Bulletin & Review; Royal Society Open Science; Research Council of Canada (Social Sciences*

and Humanities, Insight Grants); *Review of Educational Research; Scientific Studies of Reading; Scientific Reports; Studies in Second Language Acquisition.*

Member in PhD Committees: Gent University (Belgium); Haifa University (Israel); University of Turku (Finland).