



AYUDAS RAMÓN Y CAJAL CONVOCATORIA 2015

Turno de acceso general

Nombre: LALLIER , MARIE
Referencia: RYC-2015-17356
Área Científica: Ciencias de la Educación
Correo Electrónico: m.lallier@bcbl.eu

Título:

Understanding the heterogeneity of the manifestations of developmental dyslexia in monolinguals and bilinguals: A challenge for educational practice.

Resumen de la Memoria:

My research focuses on typical and atypical reading acquisition in populations that speak one or several languages. My overall aim is to determine what the pros and cons of being brought up in a specific linguistic environment are for the development of literacy in both children with and without dyslexia, and identify the early markers of future reading disorders in monolingual and bilingual populations.

More particularly, my past and current research stresses the importance to look at individual variability in order to inform and improve clinical and educational practice in both monolingual and bilingual populations.

For example, I have studied two research questions that focus on understanding how (1) neurocognitive variability and (2) environmental variability across subjects modulates individual developmental reading trajectories.

Regarding neurocognitive individual variability, my work suggests that distinct cognitive subtypes may cause independent symptoms responsible for dyslexia, such as (i) phonological or (ii) visual attention difficulties. These findings further suggest that the heterogeneity of the neurocognitive causes of dyslexia should have an impact on the diagnosis and remediation of reading disorders, and must therefore be taken into account in the clinical evaluation and remediation of dyslexia.

As to environmental variability, my work contributes to understanding how factors linked to orthographic and phonological structures (e.g., letter-sound conversion regularity, prosodic structure) as well as to the number of languages learned modulate reading acquisition. This research question should help to improve educational practice for bilingual reading teaching methods as well as clinical practice regarding reading disorders in bilinguals.

In order to answer the aforementioned questions, I collect data using behavioural and neuroimaging techniques (EEG, fMRI and MEG) in bilingual and monolingual populations with and without dyslexia, and use cross-sectional and longitudinal designs. Furthermore, I closely collaborate with educators (neuropsychologists and teachers) in order to put my fundamental research into practice.

Resumen del Currículum Vitae:

I obtained my PhD from Grenoble University (France) in 2009 during which I investigated the specifics of visual and auditory deficits in developmental dyslexia. In 2007, I obtained a European mobility grant (PI) to spend three months at the School of Psychology of Bangor University (Wales, UK), where I explored the neurophysiological substrates of the auditory and visual attentional impairments in dyslexia adults, and learn the electroencephalography (EEG) technique.

In September 2009, I obtained a postdoctoral fellowship (PI) from the Fyssen foundation to go back to Bangor University for one year where I investigated the influence of bilingualism on reading development and visual and auditory attentional processing. While I was there, I combined EEG and behavioral measurements to quantify cross-linguistic transfer between the languages of bilinguals and their impact on dyslexia.

In September 2010, I was offered a postdoctoral position at the Basque Center on Cognition Brain and Language (Spain) to work on a large scale project on reading acquisition. In 2011, I obtained a two-year Intra-European Marie Fellowship (PI) to conduct research on the impact of bilingualism on reading development. In July 2015 I have been offered a Staff Scientist position at the BCBL where I am leading the Language Disorders group.

Since then, I have worked on projects related to reading and language acquisition in monolingual and bilingual children and adults with and without dyslexia, using various neuroimaging techniques (fMRI, EEG, Magnetoencephalography), and research designs (cross-sectional, longitudinal). I am still actively collaborating with the Bangor and Grenoble research teams and am also involved in close collaboration with clinicians and teachers to efficiently put my fundamental research into educational practice.

SCIENTIFIC MERITS:

- Awarded three fellowships (French Research Ministry, Fyssen Foundation, Marie Curie programs)
- PI of two research grants (Spanish government - MINECO and Grenoble University programs).
- Publication of 19 scientific articles (12 as main author) in peer reviewed journals, and two book chapters (a third one is currently under



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review)

- Presentation of more than 30 posters and talks in national and international conferences (e.g., SSSR and BDA international conferences).
- Invited talks in groups in the UK, France, Germany, Switzerland, Luxembourg and Spain, including groups leading prestigious dyslexia research.
- Associate Editor of *Frontiers in Language Science* since 2011.
- Ad-hoc reviewer of more than 20 papers, and of projects of national and international calls (ESRC; MINECO).
- Member of one thesis committee (University of Granada, April 2016)
- Taught 300 hours in undergraduate and Masters programs at Grenoble (Psychology) and the Basque Country (Master in Cognitive Neuroscience of Language) Universities.
- Past supervision of 7 Masters' theses (Grenoble, Bangor and Basque Country Universities)
- Current supervision of 1 Master student (University of the Basque Country), and 5 PhD students including 4 at the University of the Basque Country, 1 at the University of Navarra.
- Main organizer of the first international workshop on reading and dyslexia (<http://www.bcbl.eu/events/IWORDD>)



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Nombre: RUIZ EUGENIO, LAURA
Referencia: RYC-2015-17533
Área Científica: Ciencias de la Educación
Correo Electrónico: lauraruizeugenio@gmail.com

Título:

Overcoming social and educational inequalities that women face and preventing gender violence.

Resumen de la Memoria:

I have dedicated my research career to analyse the processes that contribute to overcome social and educational inequalities that women face and preventing gender violence. From 2000 to 2006 I combined the collaboration in R&D projects coordinated by CREA, Community of research on Excellence for All, with my work as a social educator. From 2006 to today I have devoted exclusively to my research career. I have contributed to this knowledge in five R&D National Projects and two European Projects from the EU Framework Programme (FP).

Through my postdoctoral fellowship co-financed by the Beatriu de Pinós Program of the Catalan Government and the Marie Curie Actions (EU FP7) I have contributed to analyse integrative actions to overcome poverty and inequalities during 24 months at the University of Edinburgh (Stage 1 - 70.528 €) and during 12 months at the University of Barcelona (Stage 2 - 40.604 €). Drawing on the concept Successful Integrative Actions (SIA) defined in a previous EU funded research project led by Ramón Flecha, through my postdoctoral research project I conducted an analysis of integrative actions on different social areas, such as health, housing, employment and social and political participation in the UK and Spanish contexts. SIA are actions that 1) integrate successful educational actions, 2) improve access and living conditions in other social areas, and 3) include end-users, especially those belonging to vulnerable groups, in decision-making processes.

Another contribution that I have been involved in is the inclusion of the voices of other women (women who have traditionally been excluded from debate and decision spaces due to their lack of academic qualifications) in both the research affecting them directly and the decision and educational areas of the schools that their children attend so that they can contribute to their children's academic success.

I have contributed also to the research on the recovery of women's historical memory, specifically, of the movement of Free Women. Through the life stories (collected from 2001 to 2009) of several women who participated in this movement, I identified that their activities were based on dialog, solidarity and the equality of differences. Therefore, this movement is a model for social movements aimed at overcoming social inequalities of the current dialogical societies of the XXIst Century

Another issue within the main line research which I participated for 10 years is the preventive socialization of gender violence. The concept of preventive socialization of gender violence departs from the research carried out by Jesus Gomez (2004) and further developed by many other researchers from CREA, Community of Research on Excellence for All. The preventive socialization of gender violence not only condemns violence in relationships but also identifies the violent models present in society so that it is possible to deprive them of their appeal.

I have published six articles indexed in JCR, more than 10 articles in other journals, one book in English on Free Women movement, another on Hypatia of Alexandria, and another on preventive socialization of gender violence, and four book chapters.

Resumen del Currículum Vitae:

PhD of Education from the University of Barcelona (2010). I am the main researcher of the project Socio-educational actions to overcome poverty and inequalities, co-financed by the Beatriu de Pinós Program of the Catalan Government and the Marie Curie Actions EU FP7. This grant has allowed me to enjoy the first phase of the research project (24 months) at the Institute for Education, Community and Society of the University of Edinburgh, and the second phase (12 months) at the University of Barcelona. IECS is the research institute with the greatest amount of scientific production of The Moray House School of Education which is recognized as one of the most prestigious schools of education in the UK. Through this research project and my involvement in two European Projects from the EU FP, five R&D National Projects, and five research projects funded by the Catalan Government, I have participated in developing knowledge on overcoming the social and educational inequalities that women face and preventing gender violence. Below I only highlight some of the projects and publications: EU FP projects: INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education, 2006-2011. FP6. Hired researcher in 2011; PERARES Project. Public Engagement with Research and Research Engagement with Society. 2010-2014. FP7. Hired researcher during 2011-2012.

R&D National Projects as a member of the research team

Improving the educational system through the training of relatives of vulnerable groups, 2014-2016. Spanish Government.

Life paths that dispels or approaches to networks of sexual trafficking, 2013-2015. Spanish Government.



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AYUDAS RAMÓN Y CAJAL CONVOCATORIA 2015

Turno de acceso general

Impact of the Comprehensive Law against Gender Violence in the initial teacher training, 2007-2010. Spanish Government.

Six articles indexed in JCR journals and another in Scopus

In press 2016. Introduction to the Special Issue Social and Educational Libertarian-oriented Movements in Spain (1900-present). Contributing to the development of societies and to overcoming inequalities. Teachers College Record. Q2 Education and Educational Research

In press 2016. Free Women's contributions to working class women's sexual education during the Spanish Civil War (1936-1939) and beyond. Teachers College Record. Q2 Education and Educational Research

2015. Transforming Prejudices about Classic Literature: A Personal Narrative of a Researcher. Qualitative Inquiry. Q1 Social Science Interdisciplinary

2014. Moroccan mothers' involvement in dialogic literary gatherings in a Catalan urban primary school: Increasing educative interactions and improving learning. Improving Schools. Scopus Q2 Education

2013. Health literacy in the empowerment of community. Scripta Nova. Q4 Geography

2011. Other Women in research: overcoming social inequalities and improving scientific knowledge through the inclusion of all voices. Qualitative Inquiry. Q1 Social Science Interdisciplinary.

2011 How to Move from Power-based to Dialogic Relations? Lessons from Roma Women. European Journal of Education. Q3 Education & Educational Research.

Books

2015. IDEALOVE&NAM. Preventive socialization of gender violence. Madrid: Ministry of Education, Culture and Sports.

2010. Free Women. Boston: Sense Publishers.

2009. Hypatia of Alexandria. A scientific team of plural women researchers reveals the truth about the first woman of science. Barcelona: Hipatia Press.