

Curriculum Vitae

Ilhan Raman

BSc (Hons), PhD, CPsychol, CSci, PGCertHE, FHEA, AFBPs

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Qualifications, with awarding body and dates

BSc (Hons) Psychology <i>Middlesex University</i>	1992-1995
PhD in Experimental Psychology <i>Middlesex University</i> Title <i>'Single-word naming in a transparent alphabetic orthography'</i> Supervisors: Prof Bahman Baluch and Prof Hannah Steinberg Funded by <i>Middlesex University Doctoral Scholarship</i>	1996-1999
PGCertHE <i>Middlesex University</i>	1999-2001

Membership of Professional Bodies and Learned Societies

British Psychological Society	1993 to date
Chartered Psychologist CPsychol	2000 to date
Associate Fellow AFBPs	2005 to date
Chartered Scientist CSci	2007-2010
Higher Education Academy	2001 to date
Fellow of the Higher Education Academy FHEA	2013 to date
Experimental Psychology Society	1996 to date
Psychonomics Society	2004 to date
Turkish Psychological Association	1999 to 2017
British Neuropsychological Society	2002 to date
Scientific Study of Spelling and Reading	2008 to date
Association for Reading and Writing in Asia	2018 to date

Career details- Present employment

Professor, Department of Psychology, Eastern Mediterranean University, Cyprus 2021-To Date

Previous employment and appointments

Senior Lecturer, Department of Psychology, Middlesex University, London	2010-2021
Senior Lecturer, Anglia Ruskin University, Department of Psychology	2008-2010
Senior Lecturer, Middlesex University, Department of Psychology	2002-2008
Lecturer, Middlesex University, Department of Psychology	1999-2002
Part-time Lecturer, Middlesex University, Department of Psychology	1995-1999

Teaching

I am a highly qualified and skilled academic with three decades of extensive teaching experience in creating, designing and instigating a wide range of British Psychological Society, EFPA and Turkish Psychology Association accredited courses and programmes in Psychology. As a member of the Psychology Department at Eastern Mediterranean University since 2021, I have developed new area elective courses at both undergraduate and postgraduate levels in addition to contributing with must courses.

My core teaching primarily covers Cognitive Psychology, Psychology of Language, Applied Neuropsychology, Educational Psychology, Quantitative Research Methods and Statistics in Psychology, Research and Issues in Applied Psychology, Supporting students with dyslexia, supervision of undergraduate and postgraduate dissertations/research projects, and research students at PhD level is part of my role. Moreover, I successfully led a postgraduate programme and three teams across two different overseas campuses at Middlesex University in addition to the UK between 2013-2021.

Traditionally, my teaching methods range from large lectures and laboratory teaching to one-to-one research project supervision; and assessment methods from essays and lab reports to part-seen exam papers. I am very competent in effectively utilising up-to-date technology and e-learning environments such as Moodle in line with programme and curriculum developments in the University and as most recently demonstrated in my online teaching practices due to Covid-19. I employ blended teaching practices such as pre-recorded sessions, live workshops and seminars, and online teaching of lab-based SPSS classes using an amalgamation of methods.

In recognition to my dedication to teaching and to my students' learning, I have been awarded with the status of Fellow of the Higher Education Academy, UK and have received nominations for the Most Innovative and Inspiring Teacher Award under the Middlesex Students' Union first ever Teaching Awards in 2014, 2017 and i2019.

Undergraduate Teaching

In addition to my current online teaching activities, my UG teaching-learning activities include lectures, seminars, tutorials and laboratory classes and one to one supervision that is mainly driven by the student experience and learning outcomes. I aim to deliver the curriculum and aspects of my profession with the best possible outcomes under the University's and the Turkish Psychology Society and the European Federation of Psychologists' Associations (EFPA). My UG teaching experience in the UK was based at Middlesex University, London and Anglia Ruskin University, Cambridge. To date, I have successfully created and implemented numerous innovative UG courses and assessments whilst applying such skills with competence, enthusiasm and professionalism at every level of delivery. I work closely with my Head of Department and curriculum director to develop and innovate the curriculum to develop a range of courses that reflect areas of research expertise. Following recent pedagogic developments across the globe

One such module, namely, The Professional and Historical issues received commendations from the external examiner and was recommended as an exemplar of '*best practice*' across Anglia Ruskin University (2008).

Typically, I aim to establish a very good rapport with my students as I am genuinely interested in their personal and professional development and growth. I engage in their learning and attempt to create an optimal learning environment to the best of my ability. Ongoing reflection, revision and change based on student and peer feedback are very central and natural elements of my teaching practice.

Below is a brief illustration of some of my UG modules and teaching activities to date.

Eastern Mediterranean University, Famagusta

2021 to date

- PSYC214 RESEARCH METHODS II (Course Leader)
- PSYC380 COGNITIVE PSYCHOLOGY (Course Leader)

- PSYC427 PSYCHOLOGY IN EDUCATION (Area Elective, Course Leader)
- PSYC478 PSYCHOLINGUISTICS: HUMAN LANGUAGE AND COMMUNICATION (Area Elective, Course Leader)

Middlesex University, London

1995-2008/2010-2021

- 2010-2021 PSY3023/3042 Psychology in Education (Module Leader)
- PSY3330 Psychology Dissertation Module (Module Leader/ Supervisor)
- PSY3016 Affective Science and Neuropsychology (Guest lecturer)
- PSY3014 Psychology of Language, Communication & Literacy (Module Leader)
- PSY2004 Research Methods in Psychology (Co-Module Leader/Lab Tutor)
- PSY3004 Placement visiting Tutor
- PSY1012 Methods and Skills (Lab and Seminar Tutor)
- PDP and Employability Coordinator
- Convener of Finalists Workshops

Anglia Ruskin University, Cambridge

2008-2010

- Language and Thought (Module Leader)
- Professional and Historical Issues (Module Leader)
- Fundamentals of Cognitive Psychology (Module Tutor)
- Developmental Disorders (Guest lecturer)
- Final Year Project Supervision
- Dyslexia Support
- PDP Coordinator

Postgraduate Teaching

I have extensive experience in creating and teaching postgraduate Psychology Programmes, and my strength is developing postgraduate courses that reflect contemporary developments in Psychology. Most recently at EMU, I have contributed to the development, accreditation and implementation of the first PhD Programme in Psychology in Cyprus. My postgraduate teaching and learning activities integrate up-to-date research with evidence-based pedagogy which have evolved over the years. In addition to traditional teaching methods, I have successfully run my modules online throughout the pandemic since March 2020.

My interest in my students' progression in their chosen career paths, often in an applied area of Psychology, has seen the development of several modules within MSc in Applied Psychology which caters for both Psychology as well as non-Psychology graduates since 1999. Furthermore, my extensive PG teaching experience and leadership skills in catering for the diversity of students from both Psychology and non-Psychology backgrounds is reflected in my Programme Leadership of MSc in Applied Psychology at Middlesex University between 2013 and 2018 across London, Dubai and Mauritius campuses. I led the successful revalidation of the Programme in 2018 until 2024.

To date, I have supervised a large number of MSc dissertations to completion some of which have been published in peer-reviewed journals. While the student experience remains a central tenet to my activities at PG level, I am nevertheless guided by the BPS, national and international developments in the field.

Eastern Mediternean University, PhD in Psychology

2022 to date

- PSYC601 Advanced Research Methods (Course Leader)
- PSYC677 Research and Issues in Cognitive Neuropsychology (Course Leader)
- PSYC678 Contemporary Topics in Cognitive Psychology of Language (Course Leader)

PhD Research Supervision, UK**Director of Studies**

- **Evgenia Volkovyskaya**, , doctoral programme titled, *Lexical processing in reading and writing Russian* (FT, 2013 January start – MPhil to PhD 2015 – PhD completed February 2017) leading to following publications:

Volkovyskaya, E., Raman, I. & Baluch, B. (2015). The role of second language proficiency (L2) on semantic priming: Evidence from bilingual adult Russian (L1) –English (L2) speakers. Paper presented to St. Petersburg Winter Symposium on Experimental Studies of Speech & Language. St. Petersburg, Russia, 18-19 December.

Volkovyskaya, E., Raman, I. & Baluch, B. (2015). Does the magnitude of semantic priming differ for monolingual and bilinguals? Evidence from adult Russian-English speakers. Paper presented to the ESCOP Meeting, 17-20 September, Paphos, Cyprus.

Volkovyskaya, E., Raman, I. & Baluch, B. (2015). Lexical and semantic processing in Russian (L1)-English (L2) bilingual speakers: Semantic priming in adult Russian monolingual (L1) and Russian (L1)-English (L2) bilingual Speakers. Paper presented to the Research Student Summer Conference, Middlesex University, 17 June.

Volkovyskaya, E., Raman, I. & Baluch, B. (2014). Semantic Priming in Bilingual Adult Russian-English Speakers. Poster presented to the Research Student Summer Conference, Middlesex University, 19 June.

Second supervisor

- **Manijeh Pir Jalian**, Doctoral supervisor of programme titled, *The impact of “perceived risks” on British and Iranian women’s decisions to donate their eggs* (PT, 2013 November start - MPhil to PhD October 2018 - PhD completed July 2020).

PhD Examining

- External Examiner, PhD, Department of Psychology, Institute of Education (TBC)
Fifi Faulina Haji Zailani ‘Predictors of reading and spelling in young children in Brunei’
- External Examiner, PhD, Department of Psychology, Swansea University (8th November 2018)
Shakiela Davies ‘Understanding AoA effects in morphological processing’
- External Examiner, PhD, Department of Psychology, University of Essex, (December 2006)
Nataly Loizidou Ieridou ‘Literacy Development and Reading Difficulties in Greek-Speaking Cypriot Children Aged between 6 and 11 Years’
- Internal Examiner, PhD, School of Lifelong Learning, Middlesex University, February 2004 ‘Education in the Bengali Community in the UK’ by Mohammed Lias

Eastern Mediternean University, MSc in Psychology**2021 to date**

- PSYC510 Advanced Statistics (Course Leader)
- PSYC501 Research Methods (Course Leader)
- PSYC577 Advanced Psycholinguistics (Course Leader)

Middlesex University, UK**1995-2008 and 2010-2021****MSc Applied Psychology****1999-2021****MSc Applied Psychology Programme Leader in UK, Mauritius and Dubai****2013-2018**

- PSY4045 Research and Issues in Applied Psychology (Module Leader)
- PSY4222 Advanced Dissertation in Psychology (Module Leader/Supervisor)
- PSY4019 Applied Neuropsychology in Education (Module Leader)
- PSY4012 Research Methods in Applied Psychology (Module Leader/Tutor)
- PSY4008 Contemporary Research and Issues in Applied Psychology (Module Leader)
- PDP Personal Development Planning

MSc Research Methods in Social Sciences

1995-2007

- SSC4305 Advance Research Software and Applications (Module Leader)
- SSC4316 MSc Quantitative Research Methods (Module Tutor)
- SSC4395 MSc Dissertation in Social Sciences (Module Tutor)

Conversion/Graduate Diploma in Psychology (Programme Leader)

2006-2008

I led and taught on the Graduate Diploma in Psychology which offered an alternative intensive training route for BPS recognition via GBC (previously GBR) to graduate students and ensured a smooth immersion programme for the students onto our Programme.

Anglia Ruskin University, UK

2008-2010

I led and managed the team and the validation of the MSc in Research Methods in line with the University's, ESRC's and British Psychological Society's guidelines which was launched in September 2010.

Dissertation Supervision

To date, I supervised in excess of 150 undergraduate and a large number of master's research dissertations on a variety of topics some of which have been the topic of publications and conference presentations.

MSc Dissertation Supervision, EMU

2021-to date

Sakinatu Musha, MSc Psychology, 'An Investigation of Teachers' Knowledge and Attitudes Towards Dyslexia: Evidence from Ghana'

MSc Dissertation Supervision, UK

2011-2021

2020-2021

Agnieszka Maria Bieda, Middlesex University, MSc Conversion, 'An Evaluation of Knowledge on Mental Health and Self -Stigma Amongst Student Nurses and Psychology Students'.

2019-2020

Neriman Altiparmak, Middlesex University, MSc in Applied Psychology, 'The role of Age of Acquisition in word recall and recognition in English'.

Keerthana Umapathy, Middlesex University, MSc in Applied Psychology, 'Investigating the impact of Age of Acquisition (AoA) on episodic memory in Bilingual Kannada (L1) – English (L2) speakers in a Free Recall task'.

Marie-Antoine Bethew, Middlesex University, MSc in Applied Psychology, 'Teachers' knowledge and attitudes towards Specific Learning Difficulties (SpLD) in two primary school settings: Evidence from Seychelles'.

2018-2019

Rodrigo Lourenço Figueiredo, Middlesex University, MSc in Applied Psychology, 'The Age of Acquisition (AoA) Effect on European Portuguese (EP) in a free recall task'.

Algernon Wulff-Vanderpuije, Middlesex University, MSc Conversion, 'Investigating teaching variables of attitudes towards children with learning difficulties: The impact of Knowledge and experience towards children with Dyscalculia, Dyspraxia and Dyslexia'.

Aishah Burney, Middlesex University, MSc in Applied Psychology, 'Exploring teacher's attitudes towards students with specific learning difficulties- Evidence from Pakistan'.

2017-2018

Charles Soyombo, Middlesex University, MSc in Applied Psychology, 'Cross-cultural comparison of attitudes towards SpLD in Nigeria vs UK'.

Trayanka Kostova, Middlesex University, MSc in Applied Psychology, 'AoA effects in the transparent orthography of Bulgarian'.

Sakile Ferrier, Middlesex University, MSc in Conversion Psychology, 'Self-stigma in help-seeking: Cross cultural comparison between British and Sierra-Leone samples'.

Soundarya Dhupar, Middlesex University, MSc in Applied Psychology, Cross cultural comparison of attitudes towards and knowledge about Dyslexia: Evidence from Indian and British university students.

Alina Ursuleanu, Middlesex University, MSc in Applied Psychology, 'The impact of knowledge of SpLD on teacher training and attitudes towards SEN education'.

2016-2017

Rafaella Mandarino, Middlesex University, MSc in Conversion Psychology, 'Investigating the relationship between personality and Fear of Missing Out: Evidence from Home (UK), EU and International university students'.

Patryk Owczarek, Middlesex University, MSc in Applied Psychology, 'The Role of Age of Acquisition Effect on Free Recall in Polish (L1)-English (L2) Bilinguals'. (MS IN PREPARATION)

Mohajer Shojaii Pejman , Middlesex University, MSc in Applied Psychology, 'A Cross Cultural Evaluation of Teacher's Attitudes and Knowledge Towards Specific Learning Differences (SpLD) in the U.K. and Kuwait'.

Pariniti Chawla, Middlesex University, MSc in Applied Psychology, 'Exploring Knowledge and Attitude Towards Seeking Professional Psychological Help at University: Evidence from UK, EU and International Students'.

Zaidky, Ashty S., Middlesex University, MSc in Applied Psychology, 'Investigation into the Behavioural and Emotional Correlates of Fear of Missing out (FOMO) on Social Media among University Staff and Students'.

Andrew J. Benn, Middlesex University, MSc in Conversion Psychology, 'Examining the Impact and Effect of Mental Health Knowledge on Self-Stigma'.

Nabil Sheik, Middlesex University, MSc in Applied Psychology, 'Exploring Knowledge and attitudes towards Specific Learning Difficulties: Evidence from trainee teachers and Psychology University Students in the UK'.

2015-2016

Ana Milena Urrego Restrepo, Middlesex University, MSc in Applied Psychology, 'Examining the role of age of acquisition on free recall of pictures and words in dyslexic and non-dyslexic university students in the UK'.

Antri Kyprianou, Middlesex University, MSc in Applied Psychology, 'Exploring post conflict forgiveness and attitudes towards the outgroup: Evidence from the Cyprus context'. (Co-supervised by Dr Senel Husnu Raman, EMU, North Cyprus).

Marta Sobotka, Middlesex University, MSc in Applied Psychology, 'Examining the relationship between language anxiety and self-stigma of academic help-seeking among students with various levels of English: Evidence from Home, EU and International university students'. (MS UNDER REVIEW)

Nikitha Fernandez, Middlesex University, MSc in Applied Psychology, 'Exploring Knowledge and attitudes towards Specific Learning Difficulties: Evidence from Psychology and Non-Psychology and Home, EU and International University Students in the UK'.

Qais Rahhal, Middlesex University, MSc in Applied Psychology, 'Examining the role of Mental Health Stigma on Attitudes and Knowledge about Seeking Professional Psychological Help: Cross-cultural evidence from British and Jordanian Psychology vs Non-Psychology University Students'.

Elçin Kilecioğlu, co-supervisor, Yeditepe University, MSc Cognitive Neuroscience, 'Age of acquisition and frequency effects in recall and recognition of Turkish words: Evidence from Alzheimer's patients and a normally aging control group'. (MS IN PREPARATION)

2014-2015

Maxina Warren, Middlesex University, MSc in Applied Psychology, 'The relationship between attitudes, knowledge and behaviour towards mental health problems and stigma of seeking help in university students'.

Louise Gafur, Middlesex University, MSc in Health Psychology, 'Exploring attitudes and knowledge towards blood and bone marrow donation: The role of ethnicity and student status (Home, EU and International)'.

Neha Zehra, Middlesex University, MSc in Health Psychology, 'The influence of perceived stress and acculturation on eating habits: Evidence from Home, EU and International university students in the UK'.

2013-2014

Josephine Masaba, Middlesex University, MSc in Health Psychology, 'A comparison of the effect of culture, and Locus of Control on eating behaviour using the Dutch Eating Behaviour Questionnaire (DEBQ) between Home and international, undergraduate and postgraduate students in the UK'.

Kim Beckles, Middlesex University, MSc in Health Psychology, 'The Relationship between Type 2 Diabetes, Eating Behaviour and Management of the Disease: A Barbadian Perspective'.

Yun-jie Chuang, Middlesex University, MSc in Applied Clinical Health, The role of stress, anxiety and different personality traits on alcohol consumption.

Sifa Karamanoglu, Middlesex University, MSc in Applied Psychology, Exploring attitudes to and knowledge of dyslexia in Turkish speaking communities in the UK.

2012-2013

Bhanvi A. Mahajan, Middlesex University, MSc in Applied Psychology, An Investigation of the attitudes towards Stigma in using Middlesex University Counselling Service by Home Vs Indian International Students in the UK.

Ezgi Koyluoglu, Middlesex University, MSc in Applied Psychology, 'The role of age of acquisition on memory in a free recall task in Turkish orthography.'

Evgenia Volkovyskaya, Middlesex University, MSc in Health Psychology, An evaluation of psycho-correctional program for right-hemispheric post stroke patients with alexithymia.

Pajan Kaur, Middlesex University, MSc in Health Psychology, A comparison of attitudes towards 'Fat Phobia' between UK and Malaysian male and female students.

Pavlina Poulidi, Middlesex University, MSc in Health Psychology, The Role of Depression, Anxiety and Stress in Different Types of Smokers according to the Transtheoretical Model.

Tanya Mediratta, Middlesex University, MSc in Applied Psychology, How do university students cope with the death of a loved one?

2011-2012

Gulfer Ceren Fergan, Middlesex University, MSc in Applied Psychology, A Comparison of Knowledge and Attitudes and of University Students from United Kingdom and Turkey towards University Students with Special Educational Needs (SEN).

Research and Knowledge Exchange

As a scholar working at the forefront of my research domain, Research and Knowledge Exchange forms a fundamental part of my activities. My area of expertise is within the domain of Psycholinguistics which involves but not limited to reading, visual word recognition in adults, cognitive neuropsychology of monolingual and bilingual language disorders including acquired and developmental dyslexia, dysgraphia and aphasia. Most recently, my interest has shifted in understanding the impact of characteristics of words and pictures on memory in typical adult populations and in dementia of the Alzheimer's type. In 2023, I set up the first EMU Psycholinguistics' lab where we are conducting empirical projects to further our query

My current research programme consists of several themes such as, normal and impaired language processing in Turkish; strategic control in visual word recognition; and the role of orthographic transparency on the development and execution of bilingual, biscriptal literacy skills in Turkish-English speaking children. In collaboration with colleagues from the UK and abroad, I led projects that led to peer reviewed publications and conference presentations as can be seen in my *Research Output* below. I also regularly review research manuscripts for experimental journals. My work with my colleagues remains as the main source of reference in the literature regarding visual word recognition in Turkish across a range of theoretical and empirical concerns related to literacy, reading and spelling in intact and impaired populations. Most recently, I have embarked on a project to edit a book that will bring together experts who specialise on Turkish in the field of psycholinguistics. The book proposal was well received and is currently under review.

Historically my research contributed to the excellence in research at Middlesex University, UK which was reported under the RAE 2007 UoA:44 Psychology as '*...strong work in the area of language.*' and was entered as a case study on dyslexia in different orthographies into the REF 2014. I also fully contributed to the REF 2021 at Middlesex University, UK. In addition, I convened and delivered a number of symposia, workshops and conferences on the topic at internal and external specialist meetings to engage the scientific community and the public.

To date, I have led numerous projects as PI that generated publications in prestigious, experimental peer reviewed journals. In addition, my research has been the topic of Knowledge Exchange activities such as the development of the only CPD course on bilingual literacy difficulties in school children within Middlesex University and externally. The CPD was successfully delivered under the Psychology in Action initiative at Middlesex to primary schools in May 2015.

The impact of my research especially where literacy related issues and dyslexia in Turkish are concerned, is evident in my leading contribution to the Turkish Dyslexia Foundation, endorsed by the International Dyslexia Association, where I sat on the Scientific Board between 2015-2017. I have delivered a number of keynote addresses and specialist workshops to SEN educators at the international arena (UK, Turkey, Bosnia and Herzegovina, North Cyprus) as well as to the general public in community-based projects.

Publications

Edited Book

Raman, I. (Ed; under review). Recent Advances in Psycholinguistics in Turkish.

Refereed articles and chapters

Figueiredo, R. L. & **Raman, I.** (ms in preparation). Age of acquisition affects word and picture recall in European Portuguese.

Rahhal, Q. & **Raman, I.** (in press, 2024). Predictors of psychological help seeking behaviours towards mental illness in university students in Jordan vs UK. *International Journal of Research and Innovation in Applied Science*.

Raman, I., & Yildiz, Y. (2022). Orthographical, phonological, and morphological challenges in language processing: the case of bilingual Turkish-English speakers. In *Research Anthology on Bilingual and Multilingual Education* (pp. 304-326). IGI Global. DOI: 10.4018/978-1-6684-3690-5.ch017

Sobotka, M & **Raman, I.** (2020). The role of communication apprehension and self-stigma of academic help-seeking in native and non-native English speakers: Evidence from UK university students. *International Journal of Education*. 12(3), 30-48. DOI: <https://doi.org/10.5296/ije.v12i3>.

Kilecioğlu, E., **Raman, I.** & Raman, E. (2020). The Influence of Age of Acquisition on Recall and Recognition in Alzheimer's Patients and Healthy Ageing Controls in Turkish. *Applied Neuropsychology: Adult*. <https://doi.org/10.1080/23279095.2020.1796668>

Raman, I., & Yildiz, Y. (2019). Orthographical, Phonological, and Morphological Challenges in Language Processing: The Case of Bilingual Turkish-English Speakers. In B. Christiansen, & E. Turkina (Eds.), *Applied Psycholinguistics and Multilingual Cognition in Human Creativity* (pp. 1-30). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6992-3.ch001

Raman, I. (2018). The role of context on age of acquisition effect: Strategic control in word naming in Turkish. In Duygu Buğa and Muhlise Coşgun Ögeyik (Eds), *Psycholinguistics and Cognition in Language Processing*. IGI Global. (ISBN13 9781522540090).

Raman, I., Raman, E., Ikier, S., Kilecioğlu, E., Uzun, D. & Zeyveli, S. (2018). Differential Effects of Age of Acquisition and Frequency on Memory: Evidence from Free Recall of Pictures and Words in Turkish. *Writing Systems Research*. 1-14. DOI 10.1080/17586801.2017.1420727. Print ISSN: 1758-6801, Online ISSN: 1758-681X].

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2018). Semantic priming in Russian monolingual and Russian (L1) – English (L2) bilingual speakers in a single word naming task. In Duygu Buğa and Muhlise Coşgun Ögeyik (Eds), *Psycholinguistics and Cognition in Language Processing*. IGI Global. (ISBN 13 9781522540090).

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2017). Age of Acquisition (AoA) effect in monolingual Russian and bilingual Russian (L1) - English (L2) speakers in a free recall task. *Writing Systems Research*. 9(2), 148-163. DOI 10.1080/17586801.2017.1405136. [Print ISSN: 1758-6801, Online ISSN: 1758-681X]

Gezgin, D.M., Hamutoğlu, N.B., Gemikonakli & **Raman, I.** (2017) Social Networks Users: Fear of Missing Out in Preservice Teachers. *Journal of Education and Practice*, 17(8), 156-168. [ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)].

Raman, I., Raman, E. & Mertan, B. (2014). A standardised set of 260 pictures for Turkish: Norms of name and image agreement, age of acquisition, visual complexity and conceptual familiarity. *Behavior Research Methods*, 46(2), 588-595. DOI 10.3758/s13428-013-0376-4 (SSCI ISSN: 1554-351X).

Raman, I. (2011). The Role of Age of Acquisition in Picture and Word Naming in Dyslexic Adults. *The British Journal of Psychology*, 102, 328–339. DOI:10.1348/000712610X522572 (SSCI ISSN: 0007-1269).

Weekes, B. & **Raman, I.** (2008). Acquired Deep Dysphasia in Turkish. *Cognitive Neuropsychology*, 25 (3), 411–436. <https://doi.org/10.1080/02643290802057311> (SSCI ISSN: 0264-3294).

Raman, I. & Weekes, B. (2008). Cognitive Neuropsychology of Acquired Language Disorders in a Turkish-English Bilingual Case. *Frontiers in Human Neuroscience*. *10th International Conference on Cognitive Neuroscience*. DOI: 10.3389/CONF.NEURO.09.2009.01.228 (SSCI ISSN: 1662-5161).

Raman, I. & Hancerli, S. (2008). The role of task demands on memory and naming RT's in a transparent orthography. *International Journal of Psychology*, 43(3/40), p332. (SSCI ISBN 978-1-84169-860-1).

Raman, I. & Kokten, O. (2008). Differential effects of number of letters on word and nonword naming latency: revisited. *International Journal of Psychology*, 43 (3/40), p332. (SSCI ISBN 978-1-84169-860-1).

Poncelat, M., Majerus, S., **Raman, I.**, Warginaire, S & Weekes, B. (2007). Naming Actions and Objects in Bilingual Aphasia: A multiple case study. *Brain and Language*, 103, 148-149. <https://doi.org/10.1016/j.bandl.2007.07.078> (SSCI ISSN: 0093-934X)

Raman, I. (2006). Are Acquired Dyslexias and Dysgraphias Language-specific or Universal? *The Iranian Journal of Contemporary Psychology*, 1(2).

Raman, I. (2006). On the Age of Acquisition Effects in Word Naming and Orthographic Transparency: Mapping specific or universal? *Visual Cognition*, 13(7/8), 1044-1053. DOI:10.1080/13506280500153200 (SSCI ISSN: 1350-6285).

Raman, I. & Weekes, B. (2006). 'Deep Dysgraphia in Turkish' in B.S. Weekes (Ed) Acquired Dyslexia and Dysgraphia Across Scripts. IOS Press of Amsterdam, The Netherlands. (ISBN: 1-58603-592-4).

Raman, I. & Weekes, B. (2005). Deep Dysgraphia in Turkish. *Behavioural Neurology*, 16 (2/3), 59-69. doi: 10.1155/2005/568540 (SSCI ISSN: 0953-4180).

Raman, I. & Weekes, B. (2005). Acquired dyslexia in a Turkish-English speaker. *Annals of Dyslexia*, 55 (1), 79-104. (SSCI ISSN: 0736-9387).

Raman, I., Baluch, B. & Besner, D. (2004). On the Control of Visual Word Recognition: Changing Routes Versus Changing Deadlines. *Memory and Cognition*, 32 (3), 489-500. [SSCI Print ISSN 0090-502X, Online ISSN 1532-5946].

Raman, I., (2003). 'Lexicality Effects in Single-word Naming in Alphabetic Turkish Orthography' in M. Joshi, C.K. Leong and B.L.J. Kaczmarek (Eds), Literacy Acquisition: Role of Phonology, Morphology and Orthography, 83-93. IOS Press of Amsterdam, The Netherlands. 1586033603, 9781586033606

Raman, I. & Weekes, B. (2003). Deep Dysphasia in Turkish. *Brain and Language*. 87(1), 38-39. (SSCI ISSN: 0093-934X).

Raman, I., & Baluch, B. (2001). Semantic Effects as a Function of Reading Skill in Word Naming of a Transparent Orthography. *Reading & Writing. An Interdisciplinary Journal*, 14, 599-614. (SSCI ISSN: 0922-4777).

Raman, I. (2001). Bilişsel Psikolojide Türk Yazı Dilinin Yeri (The Place of Turkish Orthography in Cognitive Psychology). *Turkish Psychological Bulletin*, 7 (20), 36-39.

Raman, I. (2000). Word imageability effects on naming: A pilot investigation on beginner readers of Turkish. *Perceptual and Motor Skills*, 90, 472-474. (SSCI ISSN: 0031-5125).

Raman, I., Baluch, B. & Sneddon, P. (1996). What is the cognitive system's preferred route for deriving phonology from print? *European Psychologist*, 1(3) 221-227. (SSCI ISSN: 1016-9040).

Invitations to present papers at significant conferences or professional meetings:

Invited Keynote Addresses

Raman, I. (2018). Türk yazı dilinin bilişsel bağlamda okur-yazarlık ediniminde ve dislekside önemi. (Cognitive processes involved in literacy and dyslexia in Turkish). 4th International Congress Turkish Dyslexia Foundation, Eskişehir Osmangazi University, Turkey. 14-15 December.

Raman, I. (2018). Developing effective mechanisms to support neurodevelopmental learning difficulties in increasingly international Higher Education settings. EURIE Eurasia Higher Education Summit, Istanbul Lütfi Kırdar International Convention and Exhibition Center Istanbul, 14-16 February (Fully funded).

Raman, I. (2017). Contemporary research and issues on cognitive processes involved in visual word recognition: the case of Turkish orthography. Invited Keynote Address, 15. Ulusal Sinirbilim Kongresi (National Neuroscience Congress), Sakarya University, Turkey. 7-10 May (Fully funded).

Raman, I. (2017). The role of literacy skills in bilingual and biscriptal schoolchildren on education: Evidence from Turkish (L1)- English (L2) speaking children. Invited address to the Fifth National Conference of Applied Psychological Research in the Middle East, Middlesex University, Dubai, 23 March. (Fully funded).

Raman, I. (2016). Türk harf devrimi ve Türkçe yazı dilinin öneminin çağdaş psikolinguistik bağlamda irdelenmesi: 1928-2016 (Exploring the impact of Turkish orthography reform from a psycholinguistic perspective: 1928-2016). Invited Honorary Keynote Address on Teachers' Day, Yeditepe University 24 November. (Fully funded).

Raman, I. (2016). Understanding Dyslexia as a Neurodevelopmental Disorder. Invited talk to Faculty of Education and Institute of Education, Yeditepe University, 23 November. (Fully funded).

Raman, I. (2016). Reading skills in Turkish: Cognitive processes in typical development, and SpLD. Invited keynote address to 3rd International Congress Turkish Dyslexia Foundation, Yeditepe University, Istanbul, 4 June. (Fully funded).

Raman, I. (2016). Recent advances in psycholinguistic research: The case of Turkish orthography. Invited keynote address to the 3. International Symposium on Brain and Cognitive Science, Yeditepe University, Istanbul, 8 May. (Fully funded).

Raman, I. (2016). Neuropsychology and Diversity in Education. Eastern Mediterranean University Psychology Department, 10th anniversary EMU Psychology Days, 10-11 May.

Raman, I. (2005). Recent advances on the role of orthographies on reading and dyslexia: Universal or script specific processes? Invited keynote address to the 3rd International and Multilingualism and Dyslexia Conference. Sponsored by the International, European, British and Cyprus Dyslexia Associations, Limassol, Cyprus, 14-16 July.

Convened Symposia/Workshops

Raman, I. (2017). Reading and writing difficulties in Turkish. Turkish Dyslexia Foundation, Bahçeşehir Cyprus University, Nicosia, 25 November.

Raman, I. (2017). Understanding Dyslexia as a Neurodevelopmental Disorder. Turkish Dyslexia Foundation, Yunus Emre Kultur Merkezi, Sarajevo, 7 October.

Raman, I. (2016). *Dyslexia in Turkish speaking children*. INSET workshop for Supplementary Turkish Language School Teachers; Turkish Language, Culture & Education Consortium, Yunus Emre Kultur Merkezi, 7 December, London.

Raman, I. (2016). The role of orthography in literacy acquisition. Invited workshop to PhD students, Yeditepe University, 24 November. (Fully funded)

Raman, I. (2012). *Dyslexia in Turkish speaking children*. INSET workshop for Supplementary Turkish Language School Teachers; Turkish Language, Culture & Education Consortium, Yunus Emre Kultur Merkezi, 5th December, London.

Raman, I. (2012). Organiser of the *3rd UK Orthography Group Workshop*. 14 September, Middlesex University, London.

Raman, I. (2010). *Dyslexia and Education in Turkish Speaking Children in the UK: Integrating Theory and Practice*. First seminar in the UK to address the issue, Middlesex University, London.

Raman, I. & Ellis, A.W. (2010). *The impact of vocabulary growth on lexical processing and memory*. Joint meeting of the British and Spanish Experimental Psychology Societies, SEPEX and EPS, 15-17 April, Granada.

Raman, I. & Wilson, M. (2010). *Age-of-acquisition effects in visual word recognition: Cross-linguistic evidence from five different orthographies*. SSSR Meeting, 7-10 July, Berlin.

Raman, I. (2002). *Age of Acquisition & Written Language Processing: The Influence of Language and Orthography*. Joint meeting of the British EPS and Belgian Experimental Psychology Societies, EPC2002, 9-11 April, Leuven.

Funded and Convened Conference and Symposium

Sole applicant and convenor of Middlesex University BCI funded conference on 'Dyslexia and Education in Turkish Speaking Children in the UK: Integrating Theory and Practice' held on 29 November 2010 (£1000).

Joint applicant and organising member of the '*The Role of Orthographies in Reading and Spelling*' Workshop, funded by the Experimental Psychology Society, Psychology, Middlesex University, 20-21 September 2006 (£3000).

Invited Talks to Symposia, Workshops and Colloquia

Raman, I. (2019). Psychology Careers: Becoming a cognitive neuropsychologist. Invited talk to psychology Days by Psychology Students' Club at EMU, 10 May.

Raman, I. (2017). Right to education and literacy in bilingual immigrant communities: A psycholinguistic profile of Turkish-English speaking children in the UK. Invited talk by the Economy and Policy Seminars, Middle East Technical University, Kalkanli, 26 April.

Raman, I. (2016). Understanding Dyslexia as a Neurodevelopmental Disorder. Invited talk, MA Developmental Psychology, Eastern Mediterranean University, Cyprus, December.

Raman, I. (2015). 'Türk yazı dilinde okuma, okuma güçlüğü ve bilişsel süreçlerin psikolinguistik açıdan incelenmesi'. (Reading, Writing and Dyslexia in Turkish: An examination from a psycholinguistic perspective). Invited talk by Psychology Department, European University of Lefke, Lefke, Cyprus, 27 April.

Raman, I. (2015). Neuropsychological implications of brain damage on language: A case study in Turkish. Invited talk by Psychology Students' Club at EMU, 7 January.

Raman, I. (2014). How do children acquire literacy? Invited talk by Psychology Students' Club at EMU, 28 April.

Raman, I. (2014). Acquired language disorders in a bilingual Turkish-English speaker. Invited talk to the MSc in Cognitive Science, Yeditepe University, Istanbul, 18 April.

Raman, I. (2014). The assessment of literacy skills in bilingual schoolchildren: The case of Turkish-English speaking children in the UK. Invited talk to the Department of Psychology, Yeditepe University, Istanbul, 16 April.

Raman, I. (2013). Reading, writing and dyslexia. Invited talk by Psychology Students' Club at EMU, 18 April.

Raman, I. (2013). Recent advances in psycholinguistic research on Turkish. Invited talk to the Department of Psychology, Yeditepe University, Istanbul, 15 May.

Raman, I. (2011). The psycholinguistic aspects of bilingualism. Invited talk to the Colloquia on *Bilingualism* at EMU, convened by Chair Assoc. Prof. Biran Mertan, Eastern Mediterranean University, Cyprus, 21 December.

Raman, I. (2011). Picture naming and psycholinguistic norms for the Snodgrass and Vanderwart (1980) cohort in Turkish. Paper presented to the BPS Cognitive Section Annual Meeting 6-8 September, Keele University.

Raman, I. (2011). Literacy, Bilingualism and Education in the Turkish speaking community in the UK. Invited talk to the 1st Turkish Education Conference, organised by the Turkish Language, Culture & Education Consortium, Yunus Emre Kultur Merkezi, London, 15-16 October.

Raman, I. (2011). Dyslexic and nondyslexic picture and word naming in Turkish. Paper presented to the 2nd UKOG Workshop, 5th September, University of Reading.

Raman, I. (2010). Word and picture naming in adult dyslexia in a transparent orthography: evidence from Turkish. Paper presented to the 1st UKOG Workshop, 9th September, University of Nottingham

Raman, I. (2009). When does AoA have little or no effect? What can we learn by contrasting situations in which AoA exerts an influence and situations in which it doesn't. Contributor to Workshop *Taking stock of Age of Acquisition. What do we know?* Convened by Professor Andy Ellis. BPS Annual Meeting, 1-3 April, Brighton.

Raman, I. (2008). Differential effects of context on Age-of-Acquisition in Visual Word Recognition. Invited paper to *Symposium on Age of Acquisition* convened by Drs Catriona Morrison and Viv Moore. BPS Cognitive Section Annual Meeting 8-9 September, Southampton.

Raman, I. (2005). The influence of Age of Acquisition in processing words and pictures in Turkish. Invited paper to Extended Symposium on Age of Acquisition, *Convergent evidence for the importance of early*

acquired items on later processing. Sponsored by the BPS, Cognitive Section. Convenors: Dr Viv Moore, Dr Catriona Morrison. Chair and discussant: Prof. Ken Gilhooly. 30 March-2 April, Manchester.

Raman, I. (2005). Acquired reading, writing and repetition disorders in a Turkish-English bilingual, bicultural reader. Invited paper to Colloquia titled '*Bilingual Communication Disorders*' convened by Dr Brendan Weekes. Discussant Professor Lorraine Obler. 5th International Symposium on Bilingualism, 20-23 March, Barcelona.

Raman, I. (2004). The Role of Age of Acquisition in Picture Naming in Turkish. Invited paper to symposium on *Recent Advances in Age of Acquisition Research* convened by Professor Catriona Morrison. BPS Cognitive Section Annual Meeting, 6-8 September, Leeds.

Raman, I. (2004). Processes Involved in Learning to Read in a Transparent Alphabetic Orthography: Evidence from Good and Poor Beginner Readers of Turkish. Invited paper to Symposium on 'Developmental dyslexia in different languages and orthographies' convened by Professor Hua Shu. 28th International Congress of Psychology, 8-13 August, Beijing, China.

Raman, I. (2001). Lexicality Effects in Single-word Naming in Alphabetic Turkish Orthography. Invited paper to *NATO Advanced Study Institute*. Linguistic relativity of orthographic and phonological structures. Literacy Acquisition, Assessment & Intervention: The Role of Phonology, Orthography, and Morphology, 5-16 November, Italy.

Refereed and published conference proceedings

Raman, I. (2023). Görsel sözcük tanıma ve Türkçe'nin Anglo-odaklı Psikolinguistik alanındaki özel yeri. Paper presented to the VIIth Experimental and Cognitive Psychology Symposium, EMU, 5 October.

Raman, I., Raman, E., & Kaya Kiziloz, B. (2023). A new 500 colour picture Age of Acquisition norm in Turkish. Paper presented at the EPS Meeting, 13 July, Swansea University.

Özbiler, S., Varoğlu, S., Yılmaz, M. G. & **Raman, I.** (2023). Türkçe ve Türkçe (D1)-İngilizce (D2) Çift Dillilikte Sözcük ve Resim Hatırlamada Edinim Yaşının Etkisi. Poster presented at the VIIth Experimental and Cognitive Psychology Symposium, EMU.

Özbiler, S., Varoğlu, S., Yılmaz, M. G. & **Raman, I.** (2023). Age of Acquisition (AoA) affects free recall in Turkish monolinguals and Turkish (L1)-English (L2) bilinguals. Poster presented at the EPS Meeting, 12 July, Swansea University.

Raman, I., Raman, E., İkiçer, S., Kilecioğlu, E., Uzun, D., & Zeyveli, S. (2019). On the age of acquisition effects in free recall and orthographic transparency: Evidence from Turkish. Paper presented to the Third Annual Conference for the Association for Reading and Writing in Asia (ARWA) at the Birla Institute of Technology & Science (BITS), Pilani, Goa, India. (28 February-March 1).

Raman, I. (2019). Word and picture naming in Turkish adults with and without dyslexia. Paper presented to the Third Annual Conference for the Association for Reading and Writing in Asia (ARWA) at the Birla Institute of Technology & Science (BITS), Pilani, Goa, India. (28 February-March 1).

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2019). The role of Age of Acquisition (AoA) effect in a free recall task in monolingual Russian and bilingual Russian (L1) - English (L2) speakers. Paper presented to the Third Annual Conference for the Association for Reading and Writing in Asia (ARWA) at the Birla Institute of Technology & Science (BITS), Pilani, Goa, India. (28 February-March 1).

Raman, I., Raman, E., İkiçer, S., Kilecioğlu, E., Uzun, D., & Zeyveli, S. (2018). Is Free Recall in Pure vs Mixed Lists a Function of Orthographic Transparency? Evidence from Early and Late Acquired Pictures and

Words. Paper presented to St. Petersburg Winter Symposium on Experimental Studies of Speech & Language. St. Petersburg, Russia.

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2018). Age of Acquisition (AoA) effect in monolingual Russian and bilingual Russian (L1) - English (L2) speakers in a free recall task. Paper presented to St. Petersburg Winter Symposium on Experimental Studies of Speech & Language. St. Petersburg, Russia.

Raman, I., İkiyer, S., Raman, E., Kilecioğlu (2016). The role of age of acquisition and list type on free recall. Psychonomics Society, Boston, USA, 18 November

Raman, I. (2016). The role of Age of Acquisition and Frequency on Free Recall of Pictures and Words. BPS Cognitive Section Meeting, Barcelona, Spain, 31 August.

Raman, I., İkiyer, S., Raman, E., Kilecioğlu, E., Uzun, D., & Zeyveli, S. (2016). Free Recall of Early and Late Acquired Pictures and Words in Pure vs Mixed Lists: Strategies in recall? Paper presented at the joint EPS/SEPEX Meeting, Oxford, 9 July.

Raman, I., & Raman, E., (2015). Biliteracy development in two orthographically distinct alphabetic writing systems: Evidence from Turkish and English-speaking children in the UK. Paper presented to St. Petersburg Winter Symposium on Experimental Studies of Speech & Language. St. Petersburg, Russia, 18-19 December.

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2015). The role of second language proficiency (L2) on semantic priming: Evidence from bilingual adult Russian (L1) –English (L2) speakers. Paper presented to St. Petersburg Winter Symposium on Experimental Studies of Speech & Language. St. Petersburg, Russia, 18-19 December.

Raman, I., & Raman, E., (2015). Literacy development in bilingual children in two alphabetically contrasting orthographies: Evidence from Turkish (L1) and English (L2) speaking children in the UK. Poster presented to the ESCOP Meeting, 17-20 September, Paphos, Cyprus.

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2015). Does the magnitude of semantic priming differ for monolingual and bilinguals? Evidence from adult Russian-English speakers. Paper presented to the ESCOP Meeting, 17-20 September, Paphos, Cyprus.

Raman, I., İkiyer, S., Raman, E., Kilecioğlu, E., Uzun, D., & Zeyveli, S. (2015). Differential effects of age of acquisition and frequency on memory: Evidence from free recall of pictures and words. Paper presented at the ESCOP Meeting, 17-20 September, Paphos, Cyprus.

Volkovyskaya, E., **Raman, I.** & Baluch, B. (2015). Lexical and semantic processing in Russian (L1)-English (L2) bilingual speakers: Semantic priming in adult Russian monolingual (L1) and Russian (L1)-English (L2) bilingual Speakers. Paper presented to the Research Student Summer Conference, Middlesex University, 17 June.

Raman, I., İkiyer, S., Raman, E., Kilecioğlu, E., Uzun, D., & Zeyveli, S. (2015). On the role of age of acquisition and frequency on memory: evidence from free recall of pictures and words. Poster presented at the 2nd ISBCS Meeting, April 19, METU, Ankara, Turkey.

Raman, I., İkiyer, S., Raman, E., Kilecioğlu, E., Uzun, D., & Zeyveli, S. (2015). The role of age of acquisition and frequency on memory: evidence from free recall of pictures and words. Paper presented at the EPS Meeting, April 10, Leeds University.

Raman, I. (2014). Bilingual, biscriptal literacy acquisition in Turkish-English speaking children. Paper presented to the UKOG Workshop, University of Manchester, July 2014.

Volkovskaya, E., **Raman, I.** & Baluch, B. (2014). Semantic Priming in Bilingual Adult Russian-English Speakers. Poster presented to the Research Student Summer Conference, Middlesex University, 19 June.

Kosar, A. Stewart, D. & **Raman, I.** (2013) The influence of Age of Acquisition (AoA) on free recall of pictures in Turkish and English. Poster presented at the Annual Cognitive Section Meeting, BPS, 4-6 September, University of Reading.

Raman, I. (2012). Türkçe'yi kullanımda disleksili olan ve olmayan yetişkinlerde nesne ve nesne adı isimlendirmesi. Paper presented at the 17th Annual Meeting of the Turkish Psychological Society, 25-28 April, Bogazici University, Istanbul.

Raman, I. (2011). Picture naming and psycholinguistic norms for the Snodgrass and Vanderwart (1980) cohort in Turkish. Paper presented at the Annual Cognitive Section Meeting, BPS, 6-8 September, Keele University.

Raman, I. (2010). Word and Picture Naming in Adult Dyslexia in a Transparent Orthography: Evidence from Turkish. Paper presented at the Annual Cognitive Section Meeting, BPS, 6-8 September, Cardiff University.

Raman, I. (2009). The Role of Context on Age-of-Acquisition Effects in Visual Word Recognition. Paper presented at the Annual Cognitive Section Meeting, BPS, 1-3 September, Hertfordshire University.

Brase, J. & **Raman, I.** (2009). The Role of Age of Acquisition in Picture and Word Naming in German. Poster presented at the Annual Cognitive Section Meeting, BPS, 1-3 September, Hertfordshire University.

Raman, I. & Weekes B. (2008). Cognitive Neuropsychology of Acquired Language Disorders in a Turkish-English Bilingual Case. Paper presented at the 10th International Congress of Neuroscience, 1-5 September, Bodrum, Turkey.

Raman, I. (2008). The Role of Context on Age-of-Acquisition Effects in Reading. Paper presented at the EPS Meeting, April 2-4, University of Cambridge.

Cann, N. & **Raman, I.** (2007). The Impact of Hearing Loss on Mathematical and Linguistic Performance in 11-16 Year Old School Children. Poster presented at the XXIV Annual Cognitive Section Meeting, 20-22 August, Aberdeen University, Scotland.

Hancerli, S. & **Raman, I.** (2007). The role of task demands on memory and naming RTs in a totally transparent orthography. Poster presented at the XXIV Annual Cognitive Section Meeting, 20-22 August, Aberdeen University, Scotland.

Kokten, O.S. & **Raman, I.** (2007). Differential effects of number of letters on word and nonword naming latency: Revisited. Poster presented at the XXIV Annual Cognitive Section Meeting, 20-22 August, Aberdeen University, Scotland.

Saban, C., Weatherhead, R. & **Raman, I.** (2007). The Role of Age of Acquisition in Picture and Word Naming in Dyslexic Adults. Poster presented at the XXIV Annual Cognitive Section Meeting, 20-22 August, Aberdeen University, Scotland.

Mertan, B. & **Raman, I.** (2006). Türkçe-Fransızca Konuşan İki Dilli Çocuklarda Sözlü ve Yazılı Resim İsimlendirmesi. Poster presented to the 14th Ulusal Psikoloji Kongresi organised by the Turkish Psychological Association, 6-8 September, Hacettepe University, Ankara, Turkey.

Mertan, B. & **Raman, I.** (2006). The Role of Order of Acquisition of Literacy on Cognate Spelling: A Pilot Study with Turkish-French Bilingual Children. Poster presented to The Role of Orthographies on Reading and Spelling Workshop, 20-21 September, Funded by the EPS and Middlesex University, Organised by the Language and Communication Research Group, Psychology, Middlesex University.

Raman, I. & Weekes B. (2005). Bilingual deep dysphasia. Poster presented at the 5th International Symposium on Bilingualism, 20-23 March, Barcelona.

Mertan, B. & **Raman, I.** (2005). Written picture naming in Turkish-French bilingual children. Poster presented at the 5th International Symposium on Bilingualism, 20-23 March, Barcelona.

Raman, I. (2004). Age-of-Acquisition Effects in Picture Naming in Turkish using Snodgrass and Vanderwart Pictures. Paper presented to the 28th International Congress of Psychology, 8-13 August, Beijing, China.

Raman, I. & Weekes, B. (2004). Repetition Disorder in Turkish. Paper presented to the First Congress of the European Neuropsychological Societies, 18-20 April, Modena, Italy

Raman, I. (2003). Age-of-Acquisition Effects in Word and Object Naming in Turkish using Snodgrass and Vanderwart Pictures. Paper presented to the Psychonomic Annual Meeting, 6-9 November, Vancouver, Canada.

Raman, I. & Weekes, B. (2003). Deep Dysphasia in Turkish. Paper presented to the 41st Academy of Aphasia Meeting, 19-21 October, Vienna, Austria.

Raman, I. (2003). Effect of Age-of-Acquisition in Visual Word Recognition and Object Recognition in Turkish. Paper presented to the BPS Cognitive Section Annual Meeting, 3-5 September, University of Reading.

Raman, I. & Weekes, B. (2002) Acquired Dyslexia as a Function of Orthographic Transparency. Paper presented at the meeting of International Dyslexia Association: Multilingual and Cross-Cultural Perspectives on Dyslexia, 27-29 June, Washington, D.C.

Raman, I. (2002). On the AoA effects & Orthographic Transparency: Evidence from Turkish. Convened and presented at the symposium on 'Age of Acquisition & Written Language Processing: The Influence of Language & Orthography' of the joint meeting of the British and Belgian Experimental Psychology Societies, EPC2002, 9-11 April, Leuven.

Raman, I. (2001). What is the role of the semantic system in acquired dyslexia in a transparent orthography? Paper presented at the ESCOP 2001/BPS Cognitive Section annual meeting, 5-8 September, Edinburgh, Scotland.

Raman, I., Baluch, B. & Besner, D. (2000). A Critical Test of the Changing Routes versus Changing Deadlines Debate in Print to Sound Translation. Paper presented to the Experimental Psychology Society, July, University of Cambridge.

Raman, I., & Baluch, B. (2000). Imageability Effects in Single- word Naming in a Transparent Alphabetic Orthography. Paper presented to the annual conference of the Cognitive Psychology Section of the BPS, September, University of Essex.

Raman, I. & Baluch, B. (1999). Oral reading in a transparent writing system: Implications for models of oral reading. Paper presented to the 6th European Congress of Psychology, July, Rome, Italy.

Raman, I., Baluch, B. & Besner, D. (1997). Imageability and frequency effects on visual word recognition: Evidence from a transparent orthography. Paper presented to the 5th European Congress of Psychology, July, Dublin, Ireland.

Raman, I. & Baluch, B. (1995). Word recognition in Turkish: Implications for Models of Reading. Paper presented to the 4th European Congress of Psychology, July, Athens, Greece.

Book Reviews

Raman, I. (2016). Psychology of Language: Theory and Applications by Shelia M. Kennison
Review of chapters 1, 2 and 9. Pelgrave.

Raman, I. (2002). SPSS Survival Manual: A step by step guide to data analysis using SPSS. By Julie Pallant (Open University Press, Buckingham and Philadelphia, 2001, 286, PRICE, ISBN 0-335-20890-8). *International Journal of Social Research Methodology: Theory & Practice*, 5 (2), 181-186.

Official reports

Hoggart, L. Sales, R., **Raman, I.** & Gunbey, A. (2000). Turkish speaking Mothers in Hackney: An investigation of needs and use of health provision and a trial of a volunteer visiting scheme for first-time mothers. Report of a Middlesex University/Hackney Community Psychology Research and Development project commissioned by the NHS Executive London Inner City Health and R & D Programme, 1- 60.

Media

Raman, I. (2018). The Role of Heritage Language and Bilingualism on Education. Londra'dan Haber Var – News from London interviewed by Mr Ertanç Hidayettin. Aired by BRTK, 22 November 2018.

Raman, I. (2018). Special Education Needs within the Turkish Speaking Community in the UK. Londra'dan Haber Var – News from London interviewed by Mr Ertanç Hidayettin. Aired by BRTK, 29 November 2018.

Grants and Awards

- EU Funding under Europe 2020 Strategy: ERASMUS+ Programme: Staff Mobility Action 1 and ICM funding (2012- to 2018; Approximate funding to date £4500)

Under the objectives of Europe 2020 Strategy Erasmus and with specific attention to Sustainable Development of Partner Countries in the field of HE, in Psychology I initiated and successfully implemented several ERASMUS+ funded staff mobility visits under Key Action 1 in one of the EU partner countries, namely Turkey.

According to the feedback, my visits have been a great success with enormous mutual benefits to the host institution, Psychology Department, Yeditepe University, Istanbul as well as the Psychology Department at Middlesex. My activities under Key Action 1 involve series of invited research talks and seminars in addition to the scheduled lectures and seminars in Cognitive Psychology within the host Department. This led to the development of a subsequent collaborative research project in 2014 which has been the topic of several peer-reviewed international conference talks and a recently publication (2018) and co-supervising a PG student on her master's dissertation. Moreover, the opportunity to disseminate information regarding the ERASMUS+ programme to students at Yeditepe led to the first student exchange between the Psychology departments during 2014-2015. Middlesex University hosted a second ERASMUS+ exchange student during 2015-2016 from Yeditepe.

My focus is now on capacity building under Key Action 2 and will be meeting with colleagues to further evaluate the feasibility of this when I visit Yeditepe next. There is an opportunity to set up new collaborative practices that employs my expertise in the field of literacy, education and special education needs in Turkey.

In addition to ERASMUS+, in December 2015 I was successful in being awarded the first ICM grant from Middlesex University to Russia (St Petersburg State University of Economics). The visit gave me an opportunity to meet colleagues and to discuss possible collaborative ICM funded projects leading to our first exchange research student from St Petersburg State University.

- PI: Research and Knowledge Exchange Funding from Psychology Research Management Team for the project titled 'The development of screening tools for the assessment of literacy and numeracy skills in Turkish-English bilingual schoolchildren in the UK' (£4668.57; 2013).
- PI: The Experimental Psychology Society awarded grant for the project titled 'The Role of Semantics on Age-of-Acquisition Effects in Single Word Naming' (£2000, 2008-2010).
- Joint PI: Anglia Ruskin School of Science and Technology matched funding for an EPS funded workshop (£3000, 2009).
- PI: Research Grant awarded by the British Academy, project title 'The role of context on age-of-acquisition effects in reading' (£2978; SG-45010; 2006).
- PI: The Experimental Psychology Society's Grindly Grant £500 (May, 2006)
- Joint PI: with Dr Bahman Baluch on the Experimental Psychology Society funded workshop (£3000) on 'The role of orthographies on reading and spelling' workshop organised by the Language and Communication Research Group (September 2006).
- PI: Research grant to the sum of £6000 from internal research funding between 2001-2005 (£1500 per year).
- PI: Research grant of £1700 for a research project from the Language and Cognition Group in Psychology (2000).
- Research fellow on a development project commissioned by the NHS Executive London Inner City Health and R & D Programme titled 'Turkish speaking Mothers in Hackney: An investigation of needs and use of health provision and a trial of a volunteer visiting scheme for first- time mothers' Joint PIs Hoggart, L. & Sales, R. (£7500, 1997-2000).

Funded Keynote Invites

- International Seminar of Brain and Cognitive Sciences 3rd Meeting, funded keynote address (May, 2016).
- Eastern Mediterranean University, Department of Psychology, Psychology Days 2016 funded keynote address (May, 2016).
- International Dyslexia Association 3rd International and Multilingualism and Dyslexia Conference, funded keynote address (£1500, July, 2005)

Reviews

Reviewer on Peer Reviewed Journals

2000 to date

- Behavior Research Methods; Psychonomic Bulletin and Review; Aphasiology; Applied Psycholinguistics; Reading and Writing: An Interdisciplinary Journal; Visual Cognition; Annals

of Dyslexia; International Journal of Psychology; Memory and Cognition; Bilingualism: Language and Cognition; Writing Systems Research.

Reviewer on Grant Applications: ESRC

2009 to date

Association of British Turkish Academics Doctoral Researcher Awards

2013 to date

- Doctoral thesis reviewer in Psychology

Academic Leadership and Development/ Professional Practice

My academic leadership and management skills, commitment to my students' learning and future professional development, collegiate approach, and contribution to HE are primarily demonstrable by way of a) active programme and module leadership for three decades b) research activities and ethics c) contribution to teaching of Psychology and professional development in international settings such as ERASMUS+ d) significant internal and external administrative roles and e) extension of my research into innovative knowledge exchange activities in the form of CPDs. I have become a member of a number of committees at EMU such as the curriculum review and development and the psychology days organising committees.

Over the past three decades, I have been actively involved and led a wide range of scholarly activities at the Departmental, Faculty, University, national and international levels. I have contributed to the development of new undergraduate and postgraduate programmes; led and coordinated postgraduate programme and module delivery, and assessment in London, Dubai and Mauritius with regards to MSc in Applied Psychology. Moreover, I ran workshops for recruiting students at open days; delivered programme specific talks to Year 12 school children and ERASMUS+ representatives. I am involved in induction at undergraduate and postgraduate levels, programme planning and assessment boards. I have organised a PDP, Employability and Careers Roadshow for Psychology students together with the Careers Services at Middlesex University and the British Psychological Society.

Chair, Social Sciences, Humanities and Administrative Sciences Ethics Subcommittee 2022-to date

I currently chair the newly formed Social Sciences, Humanities and Administrative Sciences Ethics Subcommittee under BAYEK. I oversee the processing, reviewing and approval of submitted ethics applications from large number of disciplines. In this role, I have contributed to the revision of the ethics application processes and the forms at the University level.

Coordinator, Research Degrees (RDC) in Psychology, MDX:

**2001-2008 and
2016-2018**

Departmental Leadership Team

I have resumed this role since 2016 which I initially took in 2001. I lead the team in ensuring that the training needs of research students and targets are identified and met; represented Psychology at the Research Degrees Committee at the School level and collaborated with other RDCs to ensure a comprehensive and unified research degrees structure across the Faculty and University. I chaired numerous registration and transfer panels; contributed to the organization of the postgraduate annual summer conference; disseminated new applications; collated the necessary paperwork biannually to ensure progress of students; effectively resolved several supervisor-student conflicts. This role combined with my activities as a researcher with an administrative responsibility to help Psychology research student achieve their best via their studies.

Psychology Ethics Team

2001-2021

As a Chartered Psychologist, ethics is of paramount importance to my profession, research and teaching career. Early on, I produced Departmental guidelines for ethics applications. Being a member of the Ethics Team in Psychology has provided me with the opportunity to directly assess and ensure that all research conducted within the Departmental level is in line with ethical considerations and recommendations of the BPS.

Coordinator, Psychology Department ERASMUS+

2015-2017

In view of my ERASMUS+ activities, I have been nominated to take on the role to liaise with the University's ERASMUS office in order to provide a contact point for information and advice to colleagues.

Professional Fitness to Practice

2013-2015

This role enabled me to create and disseminate Professional Fitness to Practice guidelines in Psychology that were published in Programme Handbooks. I was nominated to this role and represented Psychology on the then HSSC initiative led by Richard Beaumont, Associate Dean in order to review, identify and address potential issues, and implement standardized procedures in the manner in which students are expected to conduct themselves within their given professional training in an ethical manner.

The British Psychological Society Academic Departmental Link **2010-2021**

I volunteered when this new role became available as it gave me an opportunity to forge a stronger link with the BPS which could be beneficial to our undergraduate and postgraduate students' professional development. Since my involvement, I organised two successful PDP, Employability and Careers Roadshows with BPS at Hendon and have organised four such visits so far.

Contribution to cross-school activities **1999-2021**

My contribution to cross-School activities include roles such as induction at both undergraduate and post-graduate levels, study skills day in Psychology for new postgraduate students, student recruitment especially at postgraduate level via my network with other national and international Psychology departments, open evenings, at assessment and studies' boards.

Graduate Training Co-ordinator (GTC and HSSC Representative) **2004-2006**

The move to extend my role as GTC in Psychology to the rest of the School was driven by the need to provide a cohesive structure to research degrees and to enhance the students' experience as future independent researchers. During this period, I delivered the School's induction programme of MPhil/PhD students and liaised closely with the Postgraduate Office. Therefore, I had the opportunity to meet non-Psychology students in person and help identify their specific training needs as related to the postgraduate research methods programme. Moreover, I disseminated information to and from other GTCs in the School to the Research Degrees Committee which enabled clear and effective communication strategies.

Personal Development Planning (PDP) Coordinator **2008-2014**

I undertook this challenging and novel role based on the Government's initiative regarding the employability of HE students. My previous PDP role at Anglia Ruskin University involved the proposal of a plan which was implemented by the teaching team across levels 1-3 with great success. The essence of the plan is to actively engage students to start working on action plans with the assistance from their personal tutors from their first semester through to their final semester. At level 3, students have been assessed by way of a Portfolio documenting a personal statement, up-to-date CV and other relevant documents. The PDP assessment via Portfolio received commendations from the external examiner at the assessment board meeting January 2009 and was put forward as evidence of best practice across the University. I have initiated the implementation of a similar programme at Middlesex University for the first time since 2010 and have contributed to the University's PDP framework.

Higher Education Academy Link Tutor **2001-2010**

This role was based on my previous involvement with LTSN (2001-2008) at Middlesex and essentially it provided a bridge between the teaching and learning practices in my Department and those across the nation. This role enabled me to attend several workshops and meetings, to represent Psychology at Middlesex University at a national level and to deliver evidence of good practice to my Department. My involvement with HEA has been beneficial to Psychology especially where PDP is concerned.

Member of Psychology Research Team **2000-2021**

Being a member of the RT gave me the opportunity to discuss issues and projects related to research at Departmental, University and National levels. My contributions included the preparation RAE documentation and review of submissions for conference and project funding. The RT also provided a platform to feedback and/or discuss research students' issues at an individual level as RDC.

Mentoring and training of RAs/ new/ part-time members of staff

1999-2021

Mentoring is an integral part of my academic career which has given me an opportunity of working closely with new members of staff and helping to shape their careers as future academics in Psychology. I have mentored and supervised numerous junior members of staff and doctoral students as part of their teaching and training activities at Middlesex University.

Cross-institutional and International Scholastic Activities

1999-2021

- Bahcesehir University, Cyprus (est 2017)
- Turkish Dyslexia Foundation, 2014-to date (funded)
- St Petersburg State University of Economics, Russia, 2015-2016 (ICM ERASMUS+ funded)
- Yeditepe University, Istanbul, Turkey, 2014-2015 (ERASMUS staff mobility funded)
- Eastern Mediterranean University, Cyprus, 2014-2015 (part-funded)
- Yeditepe University, Istanbul, Turkey, 2012-2017 (ERASMUS+ staff mobility funded)
- Eastern Mediterranean University, Cyprus, 2009-2014 (part-funded)
- Eastern Mediterranean University, Cyprus, December 2007 (part-funded)
- University Blaise Pascal, Clermont-Ferrand, France, May 2004 (part-funded).
- Eastern Mediterranean University, Cyprus, 26 December 2002 (part-funded).
- Laboratory of Experimental Psychology, School of Biological Sciences, University of Sussex, March 2002 (part-funded).
- Experimental Psychology Department, University of Bristol, December 2001 (fully funded).
- Eastern Mediterranean University, Cyprus, January 2001 (part-funded).
- Involved in the setting up of the Turkish Cypriot Psychological Association network, 2000.
- Invited Chair for Higher Education Workshop at the 1st Education Conference, Turkish children in the British Education System, March 1998.