# CURRICULUM VITAE

## GEORGE K. GEORGIOU, Professor

### Department of Educational Psychology, University of Alberta

## Academic Work Experience

Department of Educational Psychology, Faculty of Education, 2008 to present

University of Alberta, Canada

1. Professor in Educational Psychology
2. Associate Professor in Educational Psychology
3. Assistant Professor in Educational Psychology

**Publications**

***Book Chapters***

* 15 published since 2007, including

Savage, R.,Georgiou, G., Parrila, R., Côté, M. F.,Maiorino, K., & Dunn, K. (2020). Interventions to improve the literacy skills of children at risk of dyslexia. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 161-171). Brookes Publishing.

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

***Refereed Articles***

* 140+ published since 2006, including

Georgiou, G. K., Savage, R., Dunn, K., Bowers, P., & Parrila, R. (2021). Examining the effects of Structured Word Inquiry on the reading and spelling skills of persistently por Grade 3 readers. *Journal of Research in Reading*. DOI:10.1111/1467-9817.12325.

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

Georgiou, G., Torppa, M., Landerl, K., Desrochers, A., Manolitsis, G., de Jong, P. F., & Parrila, R. (2020). Reading and spelling development across languages varying in orthographic consistency: Do their paths cross? *Child Development, 91*(2), e266-e279DOI: 10.1111/cdev.13218

Georgiou, G., Wei, W., Inoue, T., & Deng, C. (2020). Are the relations of RAN with reading and mathematics accuracy and fluency bidirectional? Evidence from a 5-year longitudinal study with Chinese children. *Journal of Educational Psychology, 112*, 1506-1520*.*

Inoue, T., Manolitisis, G., de Jong, P. F., Landerl, K., Parrila, R., & Georgiou, G. (2020). Home literacy environment and early literacy development across languages varying in orthographic consistency. *Frontiers in Psychology, 11*, 1923. <https://doi.org/10.3389/fpsyg.2020.01923>

Parrila, R., Dudley, D., Song, S. & Georgiou, G. (2020). A meta-analysis of reading-level match dyslexia studies in consistent alphabetic orthographies. *Annals of Dyslexia,* *70*(1), 1-26.DOI: 10.1007/s11881-019-00187-5

Georgiou, G., Torppa, M., Manolitsis, G., Lyytinen, H., & Parrila, R. (2012). Longitudinal predictors of reading and spelling across languages varying in orthographic consistency. *Reading and Writing: An Interdisciplinary Journal, 25*, 321-346.

Georgiou, G., Parrila, R., & Papadopoulos, T. (2008). Predictors of word decoding and reading fluency in English and Greek: A cross-linguistic comparison. *Journal of Educational Psychology, 100*, 566-580.

**Research Impact**

* Google Scholar h-index 36, 5,000 citations

**International Collaboration**

Adjunct professor: (a) School of Psychology, Beijing Normal University (July 2020 to present)

 (b) Department of Education, University of Cyprus (October 2020 to present)

 (c) School of Psychology and Cognitive Science, East China Normal University (July 2015 to June 2018).