

Curriculum Vitae

1. Personal Data:

Name in Hebrew: ד"ר רווה מיכל
Name in English: Raveh Michal, Ph.D.
E-Mail: Raveh.mi@gmail.com

2. Education Certificates and Degrees:

Education	Institute	Department	From - To
Third Degree	Uni. of Connecticut, CT	Psychology	1994-1999
First Degree	Tel Aviv University, Israel	Psychology/ Linguistics	1987-1990

3. **Title of Doctoral Thesis:** The Contribution of Frequency and Semantic Similarity to Morphological Processing.

Supervisor: Dr. Jay Rueckl

4. Academic Ranks and Tenure in Institutions of Higher Education:

Rank	% Position	From - To	Institute
Madrich Doctor	100%	Bar-Ilan Uni.	1999-2000
Lecturer	100%	Bar-Ilan Uni.	2000-2008
Senior Lecturer	100%	Kinneret College	2009-

5. Supervising Graduate and Post-Graduate Students:

a. Names of M.A. Students (supervised by the lecturer)

Name of Student	Year of Completion	Co-Supervisor
Dudi Gruman	2003	--
Ron Katz	2004	Moshe Kopel Computer Science
Itay Ovitz	2008	Moshe Kopel Computer Science
Avital Fighel	2008	Rachel Schiff Education
Shirley Ben-Hur	2010	Rachel Schiff Education

b. Names of Doctoral Students (supervised by the lecturer)

Name of Student	Year of Completion	Co-Supervisor
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Reut Yamin 2006 Yakov Katz
Education

6. Grants and Awards:

Year	Name of Grant/Award
1994-1996	Fulbright fellowship, awarded by United States-Israel Education Foundation.
1998	Dissertation award, awarded by the University of Connecticut.
1999	Isabel Liberman Prize for Research in Reading, University of Connecticut.

7. Research Grants:

From-To	Funding Agency	Title of Research	Amount	Names of Research Partners
2000-2001	NICH	Morphological processing	6000\$	Haskins Labs.
2001-2002	FORD	Morphological processing	6000\$	--
2003-2004	Ministry of Education	Reading development	5000\$	Reut Yamin
2005-2006	ISF	Morphological processing in Dyslexia		Rachel Schiff

8. Organization of Scientific Conferences:

2008 The Psychology of Gender, Personal, Social and Art Perspectives, Kinneret College

9. Positions Held:

From-To	Institute	Position	% Position
2014-	Western Galilee College	Lecturer	100%
2007-2014	Kinneret College	Lecturer	100%
2010-2014	Ohalo College	Lecturer	5%
2006-2007	Tel-Hai College	Lecturer	10%
1999-2006	Bar Ilan University	Lecturer	100%
1994-1999	Haskins Lab	Research Assistant	50%
1995-1999	Uni. Of Connecticut	Teaching Assistant	50%
1993-1994	Bar Ilan University	Lecturer	10%
1992-1994	Bar Ilan University	Research Assistant	50%

10. Scientific Areas of Specialization:

Cognitive Psychology, Psychology of Language, Reading and Dyslexia, Memory

11. Miscellaneous:

Teaching subjects: Methodological courses (Statistics, SPSS, Research Methods, Experimental lab), Introduction to Psychology, Social Psychology, Cognitive Psychology, Neuropsychology, Interpersonal Communication, Developmental Psychology, Language Development, Reading and Dyslexia.

12. Academic Profile:

My main research focus lies on language processes, primarily on the recognition of printed words. Our ability to recognize printed words is critical for reading acquisition and performance. Many reading problems arise from difficulties at this early stage of word recognition, and cause difficulties at higher levels of processing, in the analysis of the sentence structure and meaning. Therefore, it is important to understand what are the processes involved in word recognition and what makes them efficient.

My studies examine word recognition processes at the level of morphological representation, i.e., the structure and meaning of sub-word units, of skilled adult readers, adults with developmental dyslexia and young readers in elementary school grades. The first line of research, in collaboration with my Ph.D. advisor Jay Rueckl, examined morphological processing in adult skilled readers, with the aim of understanding how skilled readers identify and mentally represent the morphological structure of words they read. The strength of these studies lies at the use of computerized neural nets simulations and the elucidation of the key differences between word recognition models.

The second line of research was funded by the Israeli Science Foundation and done in collaboration with Rachel Schiff from the School of Education in Bar-Ilan University. It examines whether adults with developmental dyslexia extract and represent morphemic units similarly to normal readers. Its uniqueness lies in the relatively large sample of adults with dyslexia, on which not much research exist, and in the use of implicit and on-line word recognition analyses. These studies have revealed several interesting findings. For example, in contrast to normal readers, adults with dyslexia did not show visual morphological priming, suggesting that in addition to their well-documented phonological deficit, individuals with dyslexia have difficulties at the level of morphological processing. Additional classification and comparison of different sub-types of developmental dyslexia contributed to clarifying the locus of the deficit.

A third line of research focuses in developmental aspects of morphological knowledge. This project uniquely applies research methods typically used in the investigation of adult word-recognition to the investigation of the linguistic knowledge of young readers. A study within the doctorate dissertation of my advisee Reut Yamin examined for the first time the development of implicit morphological processing in Hebrew and revealed that very young readers show morphological processing of regular words similar to that of adult readers. In contrast, my subsequent studies examining the recognition of irregular morphological structures showed that higher order morphological representations that abstract away from surface or meaning inconsistencies develop gradually and require extensive exposure to the written language. Future research will address the type of exposure needed for such linguistic generalizations. These studies provide important and specific insights into the development of the mental lexicon and of reading acquisition.

In addition to the theoretical contribution of my research to the word recognition literature, it has practical implications. Specifically, the findings may lay the basis for diagnosing specific sub-types of reading disability and developing more efficient interventions in reading acquisition that incorporate attention to morphological processing.

Finally, a new area of research focuses on memory, specifically on false memory, using the DRM paradigm (a commonly used method to examine true and false memories for verbal material). This research, conducted in collaboration with Dr. Elisheva Ben-Artzi, investigates the effect of personality traits and mental sets on the levels of false memories. Our preliminary findings reveal that implicit activation by environmental context affect people's ability to discriminate between true and false memories. This may have forensic practical implications to the reliability of eyewitness testimonies.

Teaching

During my work at Bar-Ilan University and Kinneret and West Galelee Colleges I prepared and taught a variety of courses: Lectures, seminars, experimental labs, both at the B.A. and M.A. level. As the coordinator of the Introduction of Psychology course I have developed teaching materials including in-class group assignments and experimental demonstrations. I believe in active learning and grounding psychological concepts and phenomena in life experience. I invest personal attention and encouragement in the students yet have high academic demands from them.

Publications

Raveh Michal, Ph.D.

A. Articles and Chapters in Books

1. Feldman, L. B., & Raveh, M. (2003). When degree of semantic similarity influences morphological processing: Cross-languages and cross tasks comparisons. In: Y. Shimron (Ed.), *Language Processing and Language Acquisition in a Languages of Semitic, Root-Based, Morphology* (pp. 187-200). Amsterdam: John Benjamins.
2. Schiff, R., & Raveh, M. (2011). The characteristics of morphological processing during word recognition among reader with dyslexia. In O. Korat and D. Aram (Eds.) *Literacy and Language: Relationship, bilingualism and difficulties*. (pp. 399-413). Jerusalem: Maganes [in Hebrew]

B. Articles in periodicals

3. Rueckl, J.G., Micolinsky, M., Raveh, M., Miner, C.S., & Mars, F. (1997). Morphological priming, fragment completion, and connectionist networks. *Journal of Memory and Language*, 36, 382-405.
4. Rueckl, J.G., & Raveh, M. (1999). The Influence of morphological regularities on the dynamics of a connectionist network. *Brain & Language*, 68, 110-117.
5. Raveh, M., & Rueckl, J.G. (2000). Equivalent effects of inflected and derived primes: Long-term morphological priming in fragment completion and lexical decision. *Journal of Memory and Language*, 42, 103-119.
6. Raveh, M. (2002). The contribution of frequency and semantic similarity to morphological processing. *Brain and Language*, 81, 312-325.
7. Schiff, R., & Raveh, M. (2007). Deficient morphological processing in adults with developmental dyslexia: Another barrier to efficient word recognition? *Dyslexia*, 13, 110-129.
8. Schiff, R., Raveh, M., & Kahta, S. (2008). The developing mental lexicon: Evidence from morphological priming of irregular Hebrew forms. *Reading and Writing*, 21, 719-743.
9. Raveh, M., & Schiff, R. (2008). Visual and auditory morphological priming in adults with developmental dyslexia. *Scientific Studies of Reading*, 12, 221-252.
10. Schiff, R., Raveh, M., & Fighel, A. (2012). The development of the mental lexicon: When morphological representations become devoid of their meaning. *Scientific Studies of Reading*, 16, 383-403.
11. Raveh, M., Yamin, R., Fighel, A., Kahta, S., & Schiff, R. (2012). The development of morphological processing in visual word recognition: from concrete to abstract representations. *Literacy & Language*, 4. [in Hebrew]
12. Ben-Artzi, E., & Raveh, M. (2016). Perfectionism and false memories: A signal detection analysis. *Personality and Individual Differences*, 101, 132-136.
13. Vaknin-Nusbaum, V., Sarid, M., Raveh, M., & Nevo, E. (2016). The contribution of morphological awareness to reading comprehension in early stages of reading. *Reading and Writing*, 29(9), 1915-1934.
14. Vaknin-Nusbaum, & M., Raveh (2019). Cultivating morphological awareness improves reading skills in fifth-grade Hebrew readers. *Journal of educational research*, 112(3), 357-366.
15. Sarid, M., Meltzer, Y., & Raveh, M. (2019). Academic achievements of college graduates with learning disabilities vis-a-vis admission criteria and academic support. *Journal of Learning Disabilities*. (SJR H index: 79, Ranking: Q1, JCR 5-Yeras IF: 3.273).

C. Papers in progress

16. Raveh, M. & Vaknin-Nusbaum, V. (in preparation). The effects of morphological awareness intervention on the reading fluency of Hebrew students with reading disability.
17. Raveh, M. & Ben-Artzi, E. (in preparation). The relationship between false memories and working memory capacity: A meta-analysis.
18. Ben-Artzi, E. & Raveh, M. (in preparation). Gender differences in susceptibility to false memories: A meta-analysis.

D. Papers Presented At Scientific Conferences

19. Reuckl, J.G., & Raveh, M. (1999). Morphological Priming in a connectionist network. Presented at The First International Workshop on Morphology. Aix-en-Provence, France.
20. Raveh, M. (2000). Meaningful contribution to morphological processing. Paper presented at the International Conference of Psychology - Psychology after the year 2000. Haifa, Israel.
21. Raveh, M. (2000). The contribution of frequency and semantic similarity to morphological processing. Paper presented at the Second International Conference on the Mental Lexicon. Montreal, Canada.
22. Raveh, M. & Yamin, R. (2001). The interaction between Phonology and Morphology: Evidence from Hebrew. Presented at The Second International Workshop on Morphology. Neijmegen, Holland.
23. Raveh, M. (2003). The Dynamic unfolding of morphological processing during on-line reading as revealed in the missing letter effect in Hebrew. Presented at The Third International Workshop on Morphology. Aix-en-Provence, France.
24. Raveh, M. & Yamin, R. (2004). Morphological awareness: Measurement, development and relationship with reading ability. Presented at the 19th SCRIPT conference. Israel.
25. Raveh, M. & Yamin, R. (2004). Morphological awareness, morphological priming and reading: A dissociation between explicit and implicit morphological knowledge. Presented at the Annual Conference of the Israeli Society for cognitive psychology. Israel.
26. Raveh, M., Menachemi, M., & Patael, S. (2004). Morphological processing during on-line reading as revealed by the Missing-letter effect in Hebrew. Presented at the Annual Conference of the Israeli Society for cognitive psychology. Israel.
27. Schiff f, R., & Raveh, M. (2004). The effect of morphological priming in different subtypes of developmental dyslexia. Presented at the 5th World Congress on Dyslexia. Thessaloniki, Greece.
28. Raveh, M. & Yamin, R. (2005). A dissociation between explicit and implicit morphological knowledge in young readers. Presented at the 20th SCRIPT conference. Israel.
29. Raveh, M. & Yamin, R. (2006). Morphological processing in word recognition: Dyslexics versus Normal readers. A paper presented in the winter conference of Script, the Israel Association for Literacy.
30. Raveh, M., & Ben-Artzi, E. (2015). A mind-set of false memory: automatic schema activation in the drm paradigm. Presented at the International Convention of Psychological Science, Amsterdam, Holland.
31. Ben-Artzi, E., & Raveh, M.(2015). Creativity, conformity, and false memories: a signal detection analysis. Presented at the International Convention of Psychological Science, Amsterdam, Holland.
32. Ben-Artzi, E. & Raveh, M. (2017). Whom to believe? Gender effect in false memories: A meta-analysis. Presented at the 20th Conference of the European Society for Cognitive Psychology (Escop), Berlin, Germany.