

# LINDSAY N. HARRIS

CURRICULUM VITAE

## OFFICE

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## PEN Lab

415 Graham Hall  
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## CURRENT APPOINTMENTS

Associate Professor of Educational Psychology, Principal Investigator of the Psycholinguistics in Education at Northern Lab, and Co-Director of the Center for the Interdisciplinary Study of Language and Literacy at Northern Illinois University.

Certified K-12 teacher in possession of New York State Professional Teaching Certificate: ELA 7-12.

## EDUCATION

Ph.D.	University of Pittsburgh, <i>Cognitive Psychology–Cognitive Neuroscience Concentration</i>	8/2014
M.S.	University of Pittsburgh, <i>Cognitive Psychology–Cognitive Neuroscience Concentration</i>	12/2011
M.S.T.	Pace University, <i>English Education</i>	5/2006
B.A.	The Ohio State University, <i>English, Spanish, Theatre</i>	6/2001

## RESEARCH AREAS

Neuro/cognitive basis of reading across writing systems and sensory modalities; neurodiversity in paths to literacy; language and reading development in children with disabilities (blindness/visual impairment, dyslexia); the role of perceptual experience in word learning; metacognition across cultures and groups.

## PROFESSIONAL HISTORY

### Northern Illinois University

Co-Director	Center for the Interdisciplinary Study of Language and Literacy	2022-present
Deputy Director	Center for the Interdisciplinary Study of Language and Literacy	2018-2022
Associate Professor	Leadership, Educational Psychology, and Foundations	2020-present
Program Coordinator	Educational Psychology Graduate Program	2019-2021
Assistant Professor	Leadership, Educational Psychology, and Foundations	2014-2020

## University of Pittsburgh

Graduate Research Assistant    Learning Research and Development Center    2009-2014

## Columbia University

Graduate Research Assistant    Department of Human Development, Teachers College    2008-2009

## New York City Department of Education

English Teacher    Health Opportunities High School (H.S. 670), Bronx    2005-2008  
English Teacher    Henry Highland Garnet Intermediate School (I.S. 275), Harlem    2004-2005

## Misato City Board of Education

Assistant English Teacher    Misato Board of Education, Saitama Prefecture, Japan    2001-2003

## HONORS AND FELLOWSHIPS

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2023    Phi Beta Delta Honor Society for International Scholars, Northern Illinois University  
2023    Fellow, Hanover Research Grant Academy, College of Education, Northern Illinois University  
2023    EdLEAD Faculty Fellow, College of Education, Northern Illinois University  
2021    Fellow, Hanover Research Grant Academy, College of Education, Northern Illinois University  
2016    Outstanding Contributions to Student Success, College of Ed., Northern Illinois University  
2015    Fellow, P.I. Academy, Research and Innovation Partnerships, Northern Illinois University  
2014    Doctoral Dissertation Award, *Language Learning*  
2006    Service-Learning Award, AmeriCorps (x2)  
2004    New York City Teaching Fellow, Department of Education, City of New York  
2001    B.A. Summa cum laude with honors and with research distinction, The Ohio State University  
2001    Outstanding Student in the College of Humanities, The Ohio State University  
2000    Phi Beta Kappa, The Ohio State University  
1997    National Merit Scholar, The Ohio State University

## GRANTS

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### Active

NIH/NEI (R16EY036101-01). *Word learning and vocabulary development in blind children*, 2023–2027.  
Role: PI. Total costs: \$745,000. (Co-Investigator: Allison Gladfelter)

### Completed

Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois University (Proposal or Pilot Grant). *Investigating the influence of sensory modality on word learning in visual and tactile readers*, 2018–2019. Role: PI. Total costs: \$2,000.

Graduate School, Northern Illinois University (Great Journeys Assistantship). *An early precursor of risk for reading difficulty*, 2018-2019. Role: PI. Total costs: \$15,374.

Division of Research and Innovation Partnerships, Northern Illinois University (Research and Artistry Opportunity Award). *Spelling development in English-speaking children: Assessing the impact of prosody*, 2017-2018. Role: PI. Total costs: \$14,000.

Department of Leadership, Educational Psychology and Foundations, Northern Illinois University (Chair's Grant). *Open access publishing fee coverage*, 2017. Total costs: \$200. (Collaborators: Daryl Dugas, Kelly Summers, and Amy Stich)

Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois University (Proposal or Pilot Grant). *How does first-language prosody influence reading in English? A pilot investigation with native Korean speakers*, 2016–2017. Role: PI. Total costs: \$2,000.

Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois University (Proposal or Pilot Grant). *Investigating the role of sensory modality in reading development and comprehension: Evidence from braille*, 2014–2015. Role: PI. Total costs: \$2,000.

## PUBLICATIONS

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(R) denotes empirical research studies; (T) denotes theoretical analyses, commentaries, or reviews of research literature; (\*) denotes student co-author.

**Harris, L. N.**, & Bamberger, M. R.\* (in review). Modality-match effect in word learning indifferent to sensory experience of learner: Evidence from blind individuals. *Cognitive Neuropsychology*. (R)

**Harris, L. N.**, Jones, J.\*, Pasley, M., Liberty, L., & Puckett, T. (in review). Dyslexia laws may interrupt intervention delivery in students with visual impairments: Evidence from mixed methods. *Children and Youth Services Review*. (R)

Bamberger, M. R.\*, & **Harris, L. N.** (in review). Cultural learning of metacognition: Evidence from blind individuals. *Journal of Cultural Cognitive Science*. (R)

Gul, N.\*, & **Harris, L. N.**, & Walker, D. A. (in revision). Confidence and competence for evidence-based reading instruction among teachers of students with visual impairments. *Research in Developmental Disabilities*. (R)

Gilbertson, R. L. W.\*, & **Harris, L. N.** (accepted). Home language and culture affirmation as a means of meeting the social-emotional needs of newcomer refugee students. In B. Chamcharatsri, A. Cun, and C. Suwannamai Duran (Eds.), *Languages, literacies, and resources of refugee communities in the changing world*. Multilingual Matters. (R)

**Harris, L. N.**, Perfetti, C. A., & Hirshorn, E. A. (2023). Bypass language *en route* to meaning at your peril. *Behavioral and Brain Sciences* 46, e245. <http://doi.org/10.1017/S0140525X23000729> (T)

**Harris, L. N.**, Lopez, L. E.\*, Li, A., & Santuzzi, A. M. (2023). Phonological decoding skill in braille readers: Implications for dyslexia. *Journal of Cultural Cognitive Science*, 7(2), 137-146. <http://doi.org/10.1007/s41809-023-00122-6> (R)

**Harris, L. N.**, Gladfelter, A., Santuzzi, A. M., Lech, I. B.\*, Rodriguez, R.\*, Lopez, L. E.\*, Soto, D.\*, & Li, A. (2023). Braille literacy as a human right: A challenge to the “inefficiency” argument against braille instruction. *International Journal of Psychology*, 58(1), 52-58. <http://doi.org/10.1002/ijop.12879> (R)

Gul, N.\*, **Harris, L. N.**, LaRouech, A.\*, & Strohm, G.\* (2022). Linguistic awareness and dyslexia beliefs among teachers of students who are blind or visually impaired. *Reading and Writing*, 35(9), 2109-2129. <https://doi.org/10.1007/s11145-022-10311-4> (R)

Hirshorn, E. A., & **Harris, L. N.** (2022). Culture is not destiny, for reading: Highlighting variable routes to literacy within writing systems. *Annals of the New York Academy of Sciences*, 1513(1), 31-47. <https://doi.org/10.1111/nyas.14768> (T)

**Harris, L. N.**, Creed, B., Perfetti, C. A., & Rickles, B. (2022). The role of word knowledge in error detection: A challenge to the broken-error-monitor account of dyslexia. *Annals of Dyslexia*, 72, 384-402. <https://doi.org/10.1007/s11881-021-00248-8> (R)

Gul, N.\*, & **Harris, L. N.** (2020). Semantics. In J. Vonk & T. K. Shackelford (Eds.), *Encyclopedia of animal cognition and behavior*. Springer. [https://doi.org/10.1007/978-3-319-47829-6\\_1630-1](https://doi.org/10.1007/978-3-319-47829-6_1630-1) (T)

Dugas, D., Stich, A., **Harris, L. N.**, & Summers, K. (2020). "I'm being pulled in too many different directions": Academic identity tensions at regional public universities in challenging economic times. *Studies in Higher Education*, 45(2), 312-326. <https://doi.org/10.1080/03075079.2018.1522625> (R)

Perfetti, C. A., & **Harris, L. N.** (2019). Developmental dyslexia in English. In L. Verhoeven, C. A. Perfetti, and K. Pugh (Eds.), *Developmental dyslexia across languages and writing systems* (pp. 25-49). Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/9781108553377.002> (T)

Lech, I. B.\*, & **Harris, L. N.** (2019). Language learning in the virtual wild. In M. L. Carrió-Pastor (Ed.), *Teaching language and teaching literature in virtual environments*, pp. 39-54. Singapore: Springer. [https://doi.org/10.1007/978-981-13-1358-5\\_3](https://doi.org/10.1007/978-981-13-1358-5_3) (T)

Dugas, D., Summers, K., **Harris, L. N.**, & Stich, A. (2018). Shrinking budgets, growing demands: Neoliberalism and academic identity tension at regional public universities. *AERA Open*, 4(1). <https://doi.org/10.1177/2332858418757736> (R)

**Harris, L. N.**, & Perfetti, C. A. (2017). Individual differences in phonological feedback effects: Evidence for the orthographic recoding hypothesis of orthographic learning. *Scientific Studies of Reading*, 21(1), 31-45. <https://doi.org/10.1080/10888438.2016.1258702> (R)

Perfetti, C. A., & **Harris, L. N.** (2017). Learning to read English. In L. Verhoeven and C. A. Perfetti (Eds.), *Learning to read across languages and writing systems*, pp. 323-346. Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/9781316155752.014> (T)

**Harris, L. N.**, & Perfetti, C. A. (2016). Lexical stress and linguistic predictability influence proof-reading behavior. *Language Sciences Section, Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.00096> (R)

**Harris, L. N.**, & Lech, I. B.\* (2016). Language modularity. In T. K. Shackelford & V. A. Weekes- Shackelford (Eds.), *Encyclopedia of evolutionary psychological science*. Springer. [https://doi.org/10.1007/978-3-319-16999-6\\_3333-1](https://doi.org/10.1007/978-3-319-16999-6_3333-1) (T)

Guan, Q. C., **Harris, L. N.**, Meng, W., & Perfetti, C. A. (2015). Writing quality predicts Chinese learning. *Reading and Writing*, 28(6), 763-795. <https://doi.org/10.1007/s11145-015-9563-2> (R)

**Harris, L. N.**, Perfetti, C. A., & Rickles, B. (2014). Error-related negativities during spelling judgments expose orthographic knowledge. *Neuropsychologia*, 54, 112-128. <https://doi.org/10.1016/j.neuropsychologia.2013.12.007> (R)

Perfetti, C. A., & **Harris, L. N.** (2013). Universal reading processes are modulated by language and writing system. *Language Learning and Development*, 9(4), 296-316. <https://doi.org/10.1080/15475441.2013.813828> (T)

Cao, F., Rickles, B., Vu, M., Zhu, Z., Chan, D. H.-L., **Harris, L. N.**, Stafura, J., Xu, Y., & Perfetti, C. A. (2013). Early stage visual-orthographic processes predict long-term retention of word form and meaning: A visual encoding training study. *Journal of Neurolinguistics*, 26(4), 440-461. <https://doi.org/10.1016/j.jneuroling.2013.01.003> (R)

Cao, F., Vu, M., Lung Chan, D. H., Lawrence, J. M., **Harris, L. N.**, Guan, Q., Xu, Y. & Perfetti, C. A. (2013). Writing affects the brain network of reading in Chinese: A functional magnetic resonance imaging study. *Human Brain Mapping*, 34, 1670–1684. <https://doi.org/10.1002/hbm.22017> (R)

**Harris, L. N.** (2013). Improved vocabulary outcomes through student reflection: Report from an urban high school. *Journal of Classroom Research in Literacy*, 6, 14-23. <https://jcr.library.utoronto.ca/index.php/jcrl/article/view/18843> (R)

## CONFERENCE ACTIVITY

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(\* ) denotes student co-author; (†) denotes presenting author

### Spoken Presentations

Hirshorn, E. A., & **Harris, L. N.**<sup>†</sup> (accepted for 2024, July). *Culture is not destiny, for reading: Highlighting variable routes to literacy within writing systems*. Spoken presentation at the annual meeting of the Society for Text & Discourse, Chicago, Illinois, USA.

Gul, N.\*<sup>†</sup>, & **Harris, L. N.** (2022, July). *Confidence and competence for evidence-based reading instruction among teachers of students with visual impairments*. Paper accepted for presentation at the Society for the Scientific Study of Reading Twenty-ninth Annual Meeting, Newport Beach, California, USA (unable to present).

Gul, N.\*<sup>†</sup>, & **Harris, L. N.** (2021, October). *Contradictory dyslexia beliefs among teachers of students with visual impairments*. Spoken presentation at the International Dyslexia Association Seventy-Second Annual Reading, Literacy & Learning Conference, Charlotte, North Carolina, USA (virtual conference).

**Harris, L. N.**<sup>†</sup>, Santuzzi, A. M., & Lech, I. B.\* (2021, May). *Mapping meaning to spoken and written wordforms: Visual but not tactual readers show preference for speech*. Spoken presentation at the Thirty-third Annual Convention of the Association for Psychological Science (virtual conference).

**Harris, L. N.**<sup>†</sup> (2021, April). *Auditory and tactile word learning among adult braille readers*. Spoken presentation at the Second International Conference on Tactile Reading, Oslo, Norway (virtual conference).

**Harris, L. N.**<sup>†</sup>, Gul, N.\*, & Salaam, B.\* (2019, July). *Implicit lexical prosody in children's reading of words and sentences*. Spoken presentation at the Society for the Scientific Study of Reading Twenty-sixth Annual Meeting, Toronto, Canada.

Rodriguez, R.\*<sup>†</sup>, Lech, I. B.\*, **Harris, L. N.**, & Strid, J. E. (2018, February). *Usage-based linguistics theory in the classroom*. Spoken presentation at the Third International Conference on Constructionist Approaches to Language Pedagogy, Austin, Texas, USA.

Lech, I. B.\*<sup>†</sup>, & **Harris, L. N.** (2018, February). *Language learning in the virtual wild*. Spoken presentation at the Third International Conference on Constructionist Approaches to Language Pedagogy, Austin, Texas, USA.

Lech, I. B.\*†, & **Harris, L. N.** (2017, October). *Language learning in the virtual wild*. Spoken presentation at the Classroom-Oriented Research: The Importance of a Macro- and Micro-Perspective Seventh International Conference, Konin, Poland (unable to present).

**Harris, L. N.**†, & Perfetti, C. A. (2017, July). *Does value-driven attentional capture explain stress effects in reading?* Spoken presentation at the Society for the Scientific Study of Reading Twenty-fourth Annual Meeting, Halifax, Canada.

Dugas, D.†, **Harris, L. N.**, Stich, A., & Summers, K. H. (2017, April). *Shrinking budgets, growing expectations: Neoliberalism and faculty identity tensions at the regional public university*. Spoken presentation at the annual meeting of the American Educational Research Association, San Antonio, Texas, USA.

**Harris, L. N.**†, & Perfetti, C. A. (2016, July). *Mechanisms of phonological influences on orthographic decisions*. Spoken presentation at the Society for the Scientific Study of Reading Twenty-third Annual Meeting, Porto, Portugal.

**Harris, L. N.**†, & Perfetti, C. A. (2015, July). *Prosodic influences on error detection during proofreading*. Spoken presentation at the Society for the Scientific Study of Reading Twenty-second Annual Meeting, Big Island, Hawaii, USA.

**Harris, L. N.**†, Perfetti, C. A., & Zhang, J. (2014, July). *Task effects on the role of lexical stress in orthographic processing*. Spoken presentation at the Society for the Scientific Study of Reading Twenty-first Annual Meeting, Santa Fe, New Mexico, USA.

**Harris, L. N.**†, Rickles, B. B., & Perfetti, C. A. (2013, March). *Negative associations: The relationship between the N170 & the error-related negativity in word reading*. Spoken presentation at the Eleventh International Symposium of Psycholinguistics, Tenerife, Canary Islands, Spain.

Cao, F.†, Vu, M., Chan, D., Lawrence, J., **Harris, L. N.**, Guan, Q., Xu, Y., & Perfetti, C. A. (2011, July). *Neural correlates of accommodation in second language learning*. Spoken presentation at the Society for the Scientific Study of Reading Eighteenth Annual Meeting, St. Pete Beach, Florida, USA.

**Harris, L. N.**†. (2001, March). *Harry Potter's school days: A generic analysis of the Harry Potter series*. Spoken presentation at the Fifteenth Annual National Conference on Undergraduate Research, Lexington, KY, USA.

## Poster Presentations

Bamberger, M. R.\*, & **Harris, L. N.**† (accepted for 2024, July). *Cultural learning of metacognition: Evidence from blind individuals*. Poster presentation at the annual meeting of the Society for Text & Discourse, Chicago, Illinois, USA.

**Harris, L. N.**, Gladfelter, A., Santuzzi, A. M., Lech, I. B.\*, Rodriguez, R.\*, Lopez, L. E.\*, Soto, D.\*, & Li, A. (accepted for 2024, July). *Is braille an inefficient learning modality for blind students? A training study with policy implications*. Poster presentation at the thirty-first annual meeting of the Society for the Scientific Study of Reading, Copenhagen, Denmark.

**Harris, L. N.** (2023, June). *Word learning and vocabulary development in blind children*. Poster presentation at the Eighth Annual Meeting of the Society for the Improvement of Psychological Science, University of Padova, Padova, Italy

**Harris, L. N.**, Gladfelter, A., Santuzzi, A. M., Lech, I. B.\*, Rodriguez, R.\*, Lopez, L. E.\*, Soto, D.\*, & Li, A. (2023, March). *Is braille an inefficient learning modality for blind students? A training study with*

*policy implications*. Poster presentation at the Thirty-Sixth Annual Conference on Human Sentence Processing, University of Pittsburgh, Pennsylvania, USA.

Gul, N.\*†, Pasley, M., Alomran, A.\* , & **Harris, L. N.** (2022, May). *Structural obstacles to supporting reading development in students with visual impairments: Teachers' perspectives*. Poster presentation at the Thirty-fourth Annual Convention of the Association for Psychological Science, Chicago, Illinois, USA.

**Harris, L. N.**†, Lech, I. B.\*, Li, A., Lopez, L. E.\*, Rodriguez, R.\*, Salaam, B.\*, & Soto, D.\* (2021, October). *Modality memory for words read in braille and print*. Poster accepted for presentation at the Thirteenth International Workshop on Writing Systems and Literacy, Chapel Hill, North Carolina, USA (withdrawn).

Gul, N.\*†, & **Harris, L. N.** (2021, July). *Closing the reading achievement gap between children with visual impairments and children with typical sight: The role of teacher linguistic awareness*. Poster presentation at the Society for the Scientific Study of Reading Twenty-eighth Annual Meeting (virtual conference).

Gul, N.\*†, Bamberger, M.\*, **Harris, L. N.**, & Arciuli, J. (2020, July). *What is the relationship between implicit prosody, sensitivity to speech prosody, and reading ability in children?* Poster presentation at the Society for the Scientific Study of Reading Twenty-seventh Annual Meeting, Newport Beach, California, USA (conference canceled).

Bamberger, M.\*†, Gul, N.\* , & **Harris, L. N.** (2020, May). *Spelling-decision task reveals association of implicit prosody with spelling development in children: Preliminary evidence*. Poster presentation at the Thirty-second Annual Convention of the Association for Psychological Science, Chicago, Illinois, USA (virtual poster showcase).

Salaam, B.\*†, & **Harris, L. N.** (2020, May). *“Good-enough” spelling knowledge accounts for phonological effects on orthographic choices*. Poster presentation at the Thirty-second Annual Convention of the Association for Psychological Science, Chicago, Illinois, USA (virtual poster showcase).

**Harris, L. N.**, Lech, I. B.\*, Rodriguez, R.\*, Lopez, L. E.\*, Li, A., Salaam, B.\*, Soto, D.\*†, Frank, K.\*, Dotseth, K.\* , & Gin, A.\* (2019, August). *Word learning across sensory modalities in visual and tactile readers*. Poster presentation at the 127th Annual Convention of the American Psychological Association, Chicago, Illinois, USA.

Lech, I. B.\*†, & **Harris, L. N.** (2019, March). *Wild or domesticated? Comparison of informal incidental language exposure with traditional textbook-like learning practices in virtual environments*. Poster presentation at the Annual Conference of the American Association of Applied Linguistics, Atlanta, Georgia, USA.

**Harris, L. N.**†, Rickles, B. B., Lopez, L. E.\* , & Perfetti, C. A. (2018, July). *Expertise seeks rewards: Error-related negativities and defensive motivation in spelling decisions*. Poster presentation at the Fortieth Annual Meeting of the Cognitive Science Society, Madison, Wisconsin, USA.

**Harris, L. N.**†, & Perfetti, C. A. (2015, November). *The influence of phonological feedback on orthographic learning*. Poster presentation at the Psychonomic Society Fifty-sixth Annual Scientific Meeting, Chicago, Illinois, USA.

Rickles, B.†, **Harris, L. N.**, Frishkoff, G. A., & Perfetti, C. A. (2015, October). *N170 expertise effects differ among skilled and less-skilled adult native English speakers*. Poster presentation at the Society for the Neurobiology of Language Seventh Annual Meeting, Chicago, Illinois, USA.

**Harris, L. N.<sup>†</sup>**, & Perfetti, C. A. (2015, April). *The relationship of individual differences in reading ability to proofreading skill*. Poster presentation at the annual meeting of the American Educational Research Association, Chicago, Illinois, USA.

Rickles, B.<sup>†</sup>, **Harris, L. N.**, Perfetti, C. A., & Frishkoff, G. (2014, September). *N170 word effect related to individual differences in reading skill*. Poster presentation at the Society for Psychophysiological Research Fifty-Fourth Annual Meeting, Atlanta, Georgia, USA.

**Harris, L. N.<sup>†</sup>**, Zhang, J., & Perfetti, C. A. (2014, April). *Investigating the role of lexical stress in word reading: Spoken-language influences on orthographic processes*. Poster presentation at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, USA.

**Harris, L. N.<sup>†</sup>**, Gabbard, G.\*, & Perfetti, C. A. (2012, November). *Phonology contributes to error signal in spelling decisions: Evidence from ERNs*. Poster presentation at the Psychonomic Society Fifty-third Annual Scientific Meeting, Minneapolis, Minnesota, USA.

**Harris, L. N.<sup>†</sup>**, Rickles, B. B., & Perfetti, C. A. (2012, July). *Early word recognition processes predict the brain's response to errors in spelling decisions*. Poster presentation at the Society for the Scientific Study of Reading Nineteenth Annual Meeting, Montreal, Quebec, Canada.

**Harris, L. N.<sup>†</sup>**, Balass, M., & Perfetti, C. A. (2011, July). *Detecting readers' orthographic and semantic processes with error-related negativities (ERNs)*. Poster presentation at the Society for the Scientific Study of Reading Eighteenth Annual Meeting, St. Pete Beach, Florida, USA.

Cao, F.<sup>†</sup>, Vu, M., Chan, D., Lawrence, J., **Harris, L. N.**, Guan, Q., Xu, Y., & Perfetti, C. A. (2010, November). *Writing helps reading in English learners of Chinese: An fMRI study*. Poster presentation at the Society for Neuroscience Fortieth Annual Meeting, San Diego, California, USA.

Williams, J. P.<sup>†</sup>, Goodman, J., Atkins, J. G., Pollini, S., Ramsey, S., Anderson, A., Reuland, M., & **Harris, L. N.** (2009, June). *Teaching Text Structure within a Social Studies Curriculum*. Poster presentation at the Institute of Education Sciences 2009 Research Conference, Washington, DC, USA.

## INVITED RESEARCH AND METHODS TALKS

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(\*) denotes student co-presenter

**Harris, L. N.** (2024). *What are psycholinguistic norms (and why do we need them for children who are blind)?* Communicative Disorders Student Association, Northern Illinois University, 21 March.

**Harris, L. N.**, & Pasley, M. (2024). *What are psycholinguistic norms (and why do we need them for children who are blind)?* Visual Impairment Personnel Preparation Committee, U.S. Department of Education Office of Special Education Programs, 7 March.

**Harris, L. N.** (2024). *What are psycholinguistic norms (and why do we need them for children who are blind)?* College of Education Research Advancement Series, Northern Illinois University, 18 January.

**Harris, L. N.** (2022). *A challenge to the "inefficiency" argument against braille instruction*. Center for the Interdisciplinary Study of Language and Literacy Annual Retreat, Northern Illinois University, 6 June.

**Harris, L. N.** (2021). *Investigating the influence of sensory modality on word learning in visual and tactile readers: Findings*. Center for the Interdisciplinary Study of Language and Literacy Annual Retreat, Northern Illinois University, 10 June (virtual retreat).



**Harris, L. N.** (2020). *Online data collection: Tips and resources*. Center for the Interdisciplinary Study of Language and Literacy Annual Retreat, Northern Illinois University, 11 June.

**Harris, L. N., & Gul, N.\*** (2019). *What do children hear when they read silently?* Jean W. Pierce Colloquium, Department of Leadership, Educational Psychology and Foundations, Northern Illinois University, 18 October.

**Harris, L. N.** (2019). *Investigating the influence of sensory modality on word learning in visual and tactile readers: Preliminary findings*. Center for the Interdisciplinary Study of Language and Literacy Annual Retreat, Northern Illinois University, 21 June.

**Harris, L. N.** (2018). *From recognizing words to comprehending texts: Understanding and improving the arsenal of reading skills*. Guest lecture in LTLA 760: Advanced Seminar in Language Arts, Northern Illinois University, 25 October.

Dugas, D., Summers, K., Stich, A., & **Harris, L. N.** (2018). *Shrinking budgets, growing demands: Neoliberalism and academic identity tension at regional public universities*. Jean W. Pierce Colloquium, Department of Leadership, Educational Psychology and Foundations, Northern Illinois University, 23 March.

**Harris, L. N.** (2017). *Auditory vs. tactile word learning in braille readers*. Cognitive Area Research Brown Bag, Northern Illinois University, 17 November.

**Harris, L. N.** (2017). *From recognizing words to comprehending texts: Understanding and improving the arsenal of reading skills*. Guest lecture in EPS 707: Human Development and Educational and Social Policy, Northern Illinois University, 14 October.

**Harris, L. N.** (2017). *How does first-language prosody influence reading in English? Preliminary findings*. Center for the Interdisciplinary Study of Language and Literacy Annual Retreat, Northern Illinois Univ., 8 June.

**Harris, L. N., & Lech, I. B.\*** (2016). *Better in braille? Comparing spoken and written word learning in blind and sighted adults*. College of Education Brown Bag, Northern Illinois University, 28 April.

**Harris, L. N.** (2016). *Investigating language and literacy processes with event-related potentials*. Center for the Interdisciplinary Study of Language and Literacy Spring Seminar Series: Methodologies for Studying Language and Literacy, Northern Illinois University, 8 March.

**Harris, L. N.** (2016). *Ears that see, bodies that learn: Unexpected routes to skilled reading*. Department of Foundations of Education, Virginia Commonwealth University, 17 February.

**Harris, L. N.** (2014). *Why detecting a misspelling in language is easier than in language: Segmental and suprasegmental influences on orthographic processing*. Cognitive Area Research Brown Bag, Northern Illinois University, 19 September.

**Harris, L. N.** (2014). *From recognizing words to comprehending texts: Understanding and improving the arsenal of reading skills*. Department of Leadership, Educational Psychology and Foundations, Northern Illinois University, 21 May.

**Harris, L. N.** (2014). *Investigating the range of phonological effects on orthographic processes*. Cognitive Program Brown Bag, University of Pittsburgh, 19 March.

**Harris, L. N., & Zhang, J.** (2012). *Stressed out: Towards an understanding of the role of lexical stress in spoken and written word processing*. Reading and Language Group, University of Pittsburgh, 14 December.

**Harris, L. N.** (2012). *Negative associations: The relationship between the N170 & the error-related negativity in word reading*. Cognitive Program Brown Bag, University of Pittsburgh, 17 October.

**Harris, L. N.** (2011). *Error-related negativities during spelling judgments expose orthographic knowledge*. Cognitive Program Brown Bag, University of Pittsburgh, 26 October.

**Harris, L. N.** (2011). *Detecting readers' orthographic processes with error-related negativities (ERNs)*. Cognitive Program Brown Bag, University of Pittsburgh, 2 March.

**Harris, L. N.** (2010). *Eliciting the error-related negativity (ERN) from a speeded judgment spelling task*. Cognitive Program Brown Bag, University of Pittsburgh, 14 April.

## INVITED STUDENT DEVELOPMENT TALKS

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**Harris, L. N.** (2023). *Getting a tenure-track faculty position at an R1 or R2 university*. Presentation at workshop on the academic job market for prospective, current, and former Educational Psychology Ph.D. students, Northern Illinois University, 11 April.

**Harris, L. N.** (2022). *The Ph.D. journey*. Guest lecture in EPS 701: Professional Practices in Educational Psychology, Northern Illinois University, 13 September.

**Harris, L. N.** (2020). *Career paths in educational psychology*. Guest lecture in EPS 701: Professional Practices in Educational Psychology, Northern Illinois University, 16 September.

**Harris, L. N.** (2020). *The Ph.D. journey*. Guest lecture in EPS 701: Professional Practices in Educational Psychology, Northern Illinois University, 2 September.

**Harris, L. N.** (2018). *Career paths in educational psychology*. Guest lecture in EPS 701: Professional Practices in Educational Psychology, Northern Illinois University, 9 October.

**Harris, L. N.** (2016). *Career paths in educational psychology*. Guest lecture in EPS 701: Professional Practices in Educational Psychology, Northern Illinois University, 3 October.

**Harris, L. N.** (2014). *Career paths in educational psychology*. Guest lecture in EPS 701: Professional Practices in Educational Psychology, Northern Illinois University, 30 September.

## UNIVERSITY TEACHING EXPERIENCE

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*U = undergraduate, G = graduate. Courses were offered in face-to face format unless indicated.*

### Northern Illinois University

Advanced Seminar in Child Development (G) – Fall 2016, Spring 2018, Summer 2019

Application of Psychological Research to Educational Practice (G) – Spring 2017, Fall 2018, Spring 2020 (blended)

Design of Research on Human Development & Learning in Educational Settings (G) – Spring 2017, Fall 2018, Spring 2020 (blended), Fall 2022 (online)

Development of the Adolescent (U) – Fall 2014, Fall 2016, Fall 2023 (online)

Development of the Elementary School Child (U) – Fall 2015, Fall 2017, Fall 2019

Education and Human Cognitive Processing (G) – Spring 2021 (online), Spring 2023 (online)

Educational Psychology (U) – Fall 2014, Spring 2015, Fall 2015, Spring 2016, Spring 2017, Spring 2018, Fall 2018 (online), Spring 2019 (online), Fall 2019, Spring 2021 (online)  
Psychological Foundations of Education (G) – Summer 2017 (online)  
Theories & Research in Child Behavior and Development (G) – Fall 2016, Spring 2018, Summer 2019, Fall 2020 (online), Fall 2022 (online)  
The Middle School Child (U) – Spring 2016, Spring 2017, Spring 2018  
Writing for Publication in Educational Psychology and Special Education (G) – Fall 2017, Spring 2019, Fall 2020 (online), Spring 2023 (online)

## University of Pittsburgh

Cognitive Psychology (U) – Summer 2012

## CLINICAL SUPERVISION

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### Northern Illinois University

Educational Participation in Clinical Experiences: Elementary Education (U) – Fall 2015, Fall 2017, Fall 2022

Educational Participation in Clinical Experiences: Middle-Level Education (U) – Spring 2016, Spring 2017, Spring 2018, Spring 2020, Spring 2021, Spring 2023

## RESEARCH TRAINING

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2013-2014 Institute of Education Sciences award no. R305F100007: *Reading for understanding across grades 6 through 12: Evidence-based argumentation for disciplinary learning* (to the University of Illinois at Chicago, Susan Goldman, Principal Investigator). Role: Literature Design Team Member.

2009-2014 National Institute of Child Health and Human Development award no. R01HD058566: *ERP and Behavior in Comprehension: Word-to-text integration and word learning* (to the University of Pittsburgh, Charles Perfetti, Principal Investigator). Role: Research Assistant.

2008-2009 Institute of Education Sciences award no. R324G060039: *An intervention to enhance expository text comprehension via text structure instruction for primary-grade at-risk students* (to Teachers College, Columbia University, Joanna Williams, Principal Investigator). Role: Research Assistant.

## SERVICE TO THE PUBLIC

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### Volunteer Activities

Chair, Annual Book Fair, Thomas Drummond Montessori School, Chicago, IL – December 2023  
Executive Board Member, Parent-Teacher Organization, Thomas Drummond Montessori School, Chicago, IL – Fall 2021-present

Reading Curriculum Consultant, Thomas Drummond Montessori School, Chicago, IL – Spring 2020, Spring 2021, Spring 2022

America Reads® Tutor, Jerry L. Johns Literacy Clinic, Northern Illinois University – Summer 2019, Fall 2019  
Presenter, Professional Development Workshop, A. N. Pritzker School, Chicago, IL – Spring 2018

## Media and Public Communication of Science

McGowan, M. (2023, October 25). Lindsay Harris wins NIH grant to study word learning in children who are blind. *NIU Today*. [https://niutoday.info/2023/10/25/lindsay-harris-wins-nih-grant-to-study-word-learning-in-children-who-are-blind/?utm\\_campaign=Spring-2023&utm\\_medium=email&utm\\_source=NIU-Today](https://niutoday.info/2023/10/25/lindsay-harris-wins-nih-grant-to-study-word-learning-in-children-who-are-blind/?utm_campaign=Spring-2023&utm_medium=email&utm_source=NIU-Today)

McGowan, M. (2023, August 29). Lindsay Harris wins NIH grant to study word learning in children who are blind. *NIU College of Education EdNews*. <https://cedu.news.niu.edu/2023/08/29/lindsay-harris-wins-nih-grant-to-study-word-learning-in-children-who-are-blind/>.

**Harris, L. N.** (2019, August 14). Lindsay Harris: Handwriting and cognitive skills. In Roberts, P. A. (Curator). *Marks on a page: A brief history of writing it down* [Museum exhibit]. Blackwell History of Education Museum. DeKalb, IL. [https://m.youtube.com/watch?v=kQ\\_1Re\\_Xtal&feature=youtu.be](https://m.youtube.com/watch?v=kQ_1Re_Xtal&feature=youtu.be).

**Harris, L. N.** (2019, March 15). Are reading technologies preventing the blind from reading? (K. Millis, Interviewer) [online article]. Retrieved from <http://cislniu.blogspot.com/2019/03/are-reading-technologies-preventing.html>.

**Harris, L. N.** (2017, July 10). Interview by J. White. In Tucker, D. (Producer). *The morning shift* [Radio broadcast]. Chicago, IL: WBEZ. <https://www.wbez.org/shows/morning-shift/2-x-2-whaaa-how-to-help-kids-avoid-summer-slide/91ba67ed-8826-48be-853d-b219430d0bc0>.

**Harris, L. N.** (2017, May 31). Interview by L. Yellen. In Konyar, K. (Producer). *Fox 32 news at noon*. [Television broadcast]. Chicago, IL: Fox Broadcasting Company.

**Harris, L. N.** (2016, June 27). Complicated characters [Letter to the editor]. *The New Yorker*, p. 5. <https://www.newyorker.com/magazine/2016/06/27/the-mail-june-27-2016>.

**Harris, L. N.** (2015, August 25). Interview by C. McPherrin. In Salamone, D. (Producer). *Good day Chicago* [Television broadcast]. Chicago, IL: Fox Broadcasting Company. <http://www.fox32chicago.com/mornings/11698238-story>.

**Harris, L. N.** (2015, August 21). Four ways to get kids learning again (M. McGowan, Interviewer) [online article]. Retrieved from <http://newsroom.niu.edu/2015/08/21/four-ways-to-get-kids-learning-again/>.

**Harris, L. N.** (2015, June 22). Summer daze (M. McGowan, Interviewer) [online article]. Retrieved from <http://newsroom.niu.edu/2015/06/22/summer-daze>.

**Harris, L. N.** (2014, April). Language moves your inner dancer. *Scientific American: Mind Matters*. <http://www.scientificamerican.com/article/language-moves-your-inner-dancer>.

## SERVICE TO PROFESSION

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### Journal Reviewing

*Annals of Dyslexia* (x2); *Child Development*; *Developmental Cognitive Neuroscience*; *Developmental Neuropsychology*; *Experimental Brain Research*; *Journal of Cultural Cognitive Science* (x2); *Journal of Experimental Psychology: General* (x2); *Journal of Experimental Psychology: Learning, Memory, and*

*Cognition; Journal of Research in Reading; Memory & Cognition; Reading and Writing (x7); Review of Educational Research; SAGE Open; Scientific Studies of Reading (x6)*

## Conference Reviewing

American Educational Research Association Annual Meeting – SIG 11, Reading and Literacy (2018)  
American Psychological Association Annual Convention – Division 15, Educational Psychology (2023)  
Society for the Scientific Study of Reading Annual Meeting (2021, 2022, 2023, 2024)

## Conference Organizing

Program Committee, Society for the Scientific Study of Reading Thirty-first Annual Meeting in Copenhagen, Denmark (2023-2024)

# SERVICE TO NORTHERN ILLINOIS UNIVERSITY

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## Service to the University

2018-2021 Excellence in Research and Artistry Award Selection Committee  
2018-2020 University Scholarships Committee  
2018-2019 Dissertation Completion Fellowship Award Committee  
2016-2019 University Outreach Advisory Committee  
2014-2015 Learning Pathway Development Committee, NIU PLUS initiative (Ad Hoc)

## Service to the College of Education

2023-2024 College Council (Alternate for LEPF)  
2022-2024 College Research Committee (Vice Chair, 2022-2023; Chair, 2023-2024)  
2019-2020 Visual Disabilities Program Faculty Search Committee (Ad Hoc)  
2018-2020 College Research Committee  
2016-2017 Civil Service Staff Award Selection Committee (Ad Hoc)  
2015-2019 Middle-Level Teaching and Learning Program Committee  
2015-2016 Dean of the College of Education Search Committee  
2014-2016 College Research Committee

## Service to the Dept. of Leadership, Educational Psychology, and Found.

2022-2024 Representative to the University Libraries  
2022-2024 Department Personnel Committee  
2022-2023 Department Curriculum Committee  
2021 Spring Department Personnel Committee  
2019-2021 Research and Graduate Faculty Status Committee  
2018-2020 Representative to the University Libraries  
2016-2019 Department Curriculum Committee  
2016-2017 Community Learning Series Organizing Committee (Ad Hoc)

## DISSERTATION AND THESIS COMMITTEES

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\* *defended*; † *proposed*

### Northern Illinois University

Mona Alenezi\*, Ph.D. in Educational Psychology  
Kawthar Alfarhan†, Ph.D. in Educational Psychology  
Anas Alhudib\*, Ph.D. in Educational Psychology  
Abdalmohsen Alomran†, Ph.D. in Educational Psychology  
Marissa Bamberger\*, Ph.D. in Educational Psychology (committee chair)  
Lindsay Bewick, Ph.D. in Educational Psychology  
Kevin Cox†, Ph.D. in Educational Psychology  
Rachel Gilbertson\*, M.S.Ed. in Educational Psychology (committee chair)  
Nosheen Gul\*, Ph.D. in Educational Psychology (committee chair)  
Kristine Herrell\*, Ph.D. in Educational Psychology  
Brian Hurley\*, Ph.D. in Educational Psychology  
Johnnie Jones\*, M.S.Ed. in Educational Psychology (committee chair)  
Sarah Joustra\*, M.S.Ed. in Educational Psychology (committee chair)  
Stephen Kafkas\*, Ph.D. in Educational Psychology  
Lindsey Kojich, Ph.D. in Health Sciences  
Chris Kraner, M.S. in Educational Research and Evaluation  
Matthew Lange\*, Ph.D. in Educational Psychology  
Lisa Lazansky-Roach†, Ph.D. in Educational Psychology  
Iwona Lech\*, Ph.D. in Educational Psychology (committee chair)  
Luis Lopez\*, Ph.D. in Educational Psychology  
Christopher Mitchell\*, Ph.D. in Educational Psychology  
Brooke Montavon\*, M.S.Ed. in Educational Psychology  
José Moya\*, Ph.D. in Educational Psychology (committee co-chair)  
Matthew Owens†, M.S.Ed. in Educational Psychology  
Elyzia Powers\*, Ph.D. in Educational Psychology  
Nancy Prange\*, Ph.D. in Educational Psychology  
Alexis Reaves\*, M.S.Ed. in Educational Psychology  
Rocío Rodriguez, Ph.D. in Educational Psychology  
Khadija Sadia, Ph.D. in Educational Psychology  
John Schwartz\*, Ph.D. in Educational Psychology  
Matrisa Shadley\*, M.S.Ed. in Educational Psychology  
Jeron Shelton, Ph.D. in Educational Psychology  
Michéle Smith\*, Ph.D. in Educational Psychology  
Dawn Soto, Ph.D. in Educational Psychology  
Alan Stewart, M.S.Ed. in Educational Psychology  
Sean Tikkun\*, Ph.D. in Educational Psychology (committee co-chair)  
Jo Volkening\*, M.S.Ed. in Educational Psychology  
Ellen Weinstein-Blackman\*, Ed.D. in Educational Psychology  
Duangkamon Winitkun†, Ph.D. in Educational Psychology

## FORMAL RESEARCH MENTORING

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### Northern Illinois University

Adelaide Adams, Independent Study, Computer Science B.S. Program  
Abdalmohsen Alomran, Doctoral Intern, Educational Psychology Ph.D. Program

Jasmin Aviles, Independent Study, Communicative Disorders/World Languages & Cult. B.S. Program  
Marissa Bamberger, Master's Practicum, Educational Research & Evaluation M.S. Program  
Amal Bindlil, Doctoral Intern, Educational Psychology Ph.D. Program  
Bradley Blair, Graduate Research Assistant, Educational Psychology Ph.D. Program  
Kimberly Dotseth, Graduate Assistant, Visual Impairments M.S.Ed. Program  
Emily Frahm, Independent Study, Communicative Disorders B.S. Program  
Katherine Frank, Graduate Assistant, Visual Impairments M.S.Ed. Program  
Kaitlyn Gibson, Independent Study, English B.A. program  
Arianne Gin, Graduate Assistant, Orientation & Mobility M.S.Ed. Program  
Daisy Guerrero, Independent Study, Communicative Disorders/Linguistics Studies B.S. Program  
Nosheen Gul, Doctoral Intern/Graduate Assistant, Educational Psychology Ph.D. Program  
Brian Hurley, Doctoral Intern, Educational Psychology Ph.D. Program  
Alicia LaRouech, Independent Study, Communicative Disorders B.S. Program  
Iwona Lech, Doctoral Intern/Graduate Assistant, Educational Psychology Ph.D. Program  
Luis Lopez, Doctoral Intern/Graduate Assistant, Educational Psychology Ph.D. Program  
Ailing Li, Visiting Scholar (Yunnan University of Nationalities), NIU English Visiting Scholars Institute  
Alexandria Mayer, Independent Study, Communicative Disorders B.S. Program  
Jessica Meza, Independent Study, Communicative Disorders/Deafness B.S. Program  
Alexis Reaves, Independent Research, Educational Psychology M.S.Ed. Program  
Rocío Rodriguez, Graduate Assistant, Educational Psychology Ph.D. Program  
Braima Salaam, Great Journeys Graduate Assistant, Developmental Psychology Ph.D. Program  
Dawn Soto, Doctoral Intern, Educational Psychology Ph.D. Program  
Gracie Strohm, Independent Study, Communicative Disorders B.S. Program

## University of Pittsburgh

Travis Alvarez, Fellow, Hot Metal Bridge Post-Baccalaureate Program  
Gabriella Gabbard, Intern, Pittsburgh Science of Learning Center  
Jessica Vazquez, Fellow, Hot Metal Bridge Post-Baccalaureate Program

## GRADUATE STUDENT ADVISING AND SUPERVISION

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*\* graduated*

### Northern Illinois University

Abdulmohsen Alomran, Educational Psychology Ph.D. program advisee  
Megan Andrzejewski, Center for the Interdisc. Study of Language and Literacy graduate assistant  
Emma Apicella, Center for the Interdisciplinary Study of Language and Literacy graduate assistant  
Marissa Bamberger, Educational Psychology Ph.D. program advisee  
Bradley Blair, Educational Psychology Ph.D. program advisee  
Kiran Brar, Educational Psychology Ph.D. program advisee  
Kevin Cox, Educational Psychology Ph.D. program advisee  
Anne Marie Edwards\*, Educational Psychology Ph.D. program advisee  
Rachel Gilbertson\*, Educational Psychology M.S.Ed. program advisee  
Nosheen Gul\*, Educational Psychology Ph.D. program advisee  
Johnnie Jones, Educational Psychology M.S.Ed. and Ph.D. programs advisee  
Iwona Lech\*, Educational Psychology Ph.D. program advisee  
José Moya\*, Educational Psychology Ph.D. program advisee  
Ismael Muñoz, Center for the Interdisciplinary Study of Language and Literacy graduate assistant  
Alexis Reaves\*, Educational Psychology M.S.Ed. program advisee  
Sean Tikkun\*, Educational Psychology Ph.D. program advisee  
Duangkamon Winitkun, Educational Psychology Ph.D. program advisee

## LANGUAGES AND SCRIPTS

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English – Native language

Italian – Intermediate (spoken, written)

Japanese – Intermediate (spoken, hiragana, katakana); basic (kanji)

Spanish – Intermediate (spoken, written)

Limited study in Romanian, Danish, and Unified English Braille

## PROFESSIONAL AFFILIATIONS

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Association for Education and Rehabilitation of the Blind and Visually Impaired

Cognitive Science Society

Society for Human Sentence Processing

Society for the Scientific Study of Reading

Society for Text & Discourse