**CURRICULUM VITAE**

**R. Malatesha Joshi**

**Office Address:**

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Advanced Literacy Studies Program

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**EMPLOYMENT**

University Professor of Literacy Education and Educational Psychology, Texas A&M University, 2000-Present

Associate Dean for Graduate Program Development, College of Education and Human Development, Texas A & M University, 2010-2011

Associate Professor, Professor of Curriculum & Instruction, Oklahoma State University, 1990-2000

Associate Professor of Reading, Fayetteville State University, 1983-1990

Assistant Professor of Educational Foundations & Reading, Oregon State University, 1978-82

Assistant Professor of Education and Special Education, Idaho State University1976-78

**Affiliations and Visiting Positions**

Affiliated Faculty, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A & M University, 2014-

Affiliated Faculty, Center on Disability and Development, Texas A & M University, 2015-

Affiliated Faculty, Center for Urban School Partnerships, Texas A & M University, 2017-

Distinguished visiting professor, South China Normal University, 2019

Erasmus Mundus Visiting Professor, European Masters in Clinical Linguistics, Universiteit Potsdam, Germany, May-July 2010 (only 3 non-EU citizens were selected)

**Administrative Experience**

Director of Reading Program, 1983-86, Fayetteville State University, North Carolina

Director (Acting) of Title III Program, 1987, Fayetteville State University, North Carolina

Director of Reading Program, 1993-95, Oklahoma State University, Stillwater, Oklahoma

Co-Coordinator, Reading Program, Texas A & M University, 2008-2014

Associate Dean for Graduate Program Development, Texas A & M University, 2010-2011

**EDUCATION**

University of South Carolina Reading Education, Ph.D.

 Minors: Psychology and Educational Psychology

Title of Dissertation: *Differences in hemispheric functions between dyslexics and normal readers* (Finalist for the IRA outstanding dissertation of the year award)

Indiana State University Educational Psychology M.A.

Thesis: *Relationship among achievement motivation, reading achievement, and intelligence*.

Mysore University, India Physics & Chemistry B.Sc.

 Minor: Mathematics

**HONORS AND AWARDS**

Elected to Reading Hall of Fame, 2021

University Professor, Texas A & M University, 2021-

Samuel Torrey and June Lyday Orton award, International Dyslexia Association. 2020

Literacy Research Panel Honoree, International Literacy Association, 2019-2022

Outstanding Contribution to Research Award, Teaching, Learning, and Culture, May 2019

Honorary Award for the ‘extraordinary contribution to understanding literacy around the world’, Association for Reading and Writing in Asia, Feb. 2019

Visiting Research Scholar, Educational Research Center, University of Jyvaskyla, Jyvaskyla, Finland, September 2018

Visiting Research Scholar, The National Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University, Beijing, China, July 2013, June 2015, May 2016, January 2017, August 2018

Visiting Research Scholar National Chung Cheng University, Chia-Yi, Taiwan, March 2015

Visiting Research Scholar, Educational Research Center, University of Iceland, Reykjavik, November, 2017

Senior Scholar Research Excellence Award, College of Education and Human Development, Texas A & M University, 2017

Fellow, American Educational Research Association, 2017

China Overseas Expert Fellowship, Tsinghua University, Beijing, China, September 2017

Visiting Research Scholar, University of Cologne, Germany, June 2017

Strategic Research fellow, New Zealand Institute of Language, Brain, and Behavior, University of Canterbury, Christchurch, New Zealand, October 2016

Ministry of Science and Technology MOST (105-2912-I-194-510). Guest Speaker: Literacy difficulties and interventions, National Chung Cheng University, Chia-Yi, Taiwan. July 2016, January 2018

Visiting Research Scholar, National Academy for Educational Research, Taiwan, July 2013

Visiting Expert Scientist, Kuwait Academy of Sciences, October 2012

Dr. R. M. Joshi Travel Grant for students, to honor the contribution to the field, European Association for Research in Learning and Instruction (EARLI) SIG-Writing meeting, 2012

Visiting Research Scholar, German Institute for International Educational Research, Goethe University, Frankfurt, Germany, June-July 2012

COST Special Interest Group on Spelling Development, Univeriste Pascal in Clermont-Fremond, France, March 2011; Universite Lyon, Lyon, France, September 2011; Univeriste of Poitiers, France, May 2012 (The only non-EU member selected)

Outstanding Faculty Mentoring Award, CEHD, Texas A & M University, 2011

Fellow, Mexican American and U.S. Latino Research Center (MALRC), Texas A & M University, 2005-2008

Outstanding University Professor, International Multisensory Language Education Council, 2004

Fellow, International Academy for Research in Learning Disabilities, 2000

Distinguished Research Award, Fayetteville State University, 1986

Outstanding Teacher of the Year Award, Fayetteville State University, 1989

Award to Participate in the NATO Advanced Study Institute Erice, Italy, May 1980

Distinguished Educational Research Award, Oregon State University, June 1978 (Only six papers were selected in a national competition)

Meritorious Teaching Award, Idaho State University, May 1978

Award from the American Association for the Advancement of Science, February 1976 (Only ten graduate students were selected in a national competition)

**GRANTS**

**Funded Grants**

Co-I: The dynamic relations among cognitive, ecological, psychological factors and reading comprehension in lower grade primary school Chinese children: A three-year longitudinal investigation of the componential model of reading. Ref. no.: 18602520 RGC, 2021-2024.

Consultant: Preparing teachers in the Science of Reading in Brazil. 2020-2023.

Co-I: Promoting Reading Comprehension and Learning with Multimodal Science Texts (PRISM) ($30,000). Texas A & M University, 2018- 2019.

C0-I: Goal 3 Efficacy Trial of Text Structure Strategy Instruction on the Web for Spanish-Speaking English Learners (SWELL) in Grades 4 and 5. Institute of Education Sciences. ($3,298,201.00), 2018-2022).

Co-PI: Massively Open Online Virtual (MOOV) Learning Environment. Dept. of Education. $ 7,580,548.00 (2018-2021).

Co-I: Growth Mindset-based Early Reading Intervention, Tsinghua University Initiative Scientific Research Program (2016THZWYY07). 2017-2019.

Co-I: Improving literacy treatment through biometric technology, TAMU College of Education & Human Development ($30,000.00) 2016-2018.

Co-I. Exploration of Snook ISD as a CEHD Lab School Project ($11,911.00). TAMU College of Education & Human Development 2016.

Co-I. Follow-up Snook ISD as a CEHD Lab School Project Mission ($30,345.00). TAMU College of Education & Human Development 2016 – 2017.

Co-I: Efficacy and replication trial of the Individualized Adaptive ITSS with 4th and 5th Grade students in high-poverty schools. Institute of Education Sciences. ($3,499,570.00, 2015-2019).

Co-I: Processes of Children's Literacy Acquisition in Chinese as a Second Language. (HK$ 461,088.40), 2014-2016.

C0-I: Strengthening Europeans' capabilities by establishing the European Literacy Network - COST Action IS1401.700,000.00 €, 2014-2019. (Only non-EU citizen to be invited).

Section Leader, Professional development for 3,500 Houston ISD teachers, Houston, Texas, 2011-2012. (funded to Neuhaus Education Center, approximately 3,000,000.00; subcontract, $15,000.00).

Senior Researcher, Investigation and impact of education for a new era classroom and school: Processes on Student Outcomes, Qatar National Priorities Research Program, 2008-2010, ($750,000.00).

Teacher knowledge project of Indiana Dept. of Education and Ball state University (sub-contract, $35,000.00), 2008-2009.

Mexican American and U.S. Latino Research Center (MALRC), (12,000.00) 2005-2006.

Co-Principal Investigator, MRT Program, Verizon, 2005-2007, ($100,000.00).

Glasscock Center for Humanities Research, Literacy Studies Group ($21,000.00), 2004-present.

PI: Advanced Study Institute on ‘Literacy acquisition, assessment and instruction: The role of phonology, orthography, and morphology.’ North Atlantic Treaty Organization (NATO) Il Ciocco, Italy, Nov. 2001. ($80,000.00).

PI: Advanced Study Institute on 'Cognitive and Linguistic Bases of Reading, Writing, and Spelling', Algarve, Portugal, North Atlantic Treaty Organization (NATO), 1994 ($80,000.00).

PI: Advanced Study Institute on 'Differential Diagnosis and Treatments of Reading and writing Problems', Bonas, France, North Atlantic Treaty Organization (NATO), 1991, ($80,000.00).

PI: Advanced Study Institute on 'Reading and Writing Disorders in Different Languages', Il Ciocco, Italy, North Atlantic Treaty Organization (NATO), 1987, ($68,740.00).

PI: Advanced Study Institute on 'Dyslexia: A Global Issue', Maratea, Italy, North Atlantic Treaty Organization (NATO), 1982, ($59,942.34)

PI: Advanced Study Institute on 'Neuropsychology and Cognition', North Atlantic Treaty Organization (NATO), Augusta, Georgia. 1980, ($52,341.74).

PI: Identification of Children with Reading Problems, Oregon State University, 1979-80 ($10,059.00).

**Grant Proposal Submitted (In Review)**

Joshi, R. M. (Co-PI) (2020): Promoting Effective Teacher Enabled Reading (PETER) with 3rd, 4th and 5th Grade Students Experiencing Persistent Reading Difficulties. Institute for Educational Sciences.

**Unfunded grant proposals**

Joshi, R. M. (Co-I) (2020). POWER SRSD - Powerful online writing education and research with SRSD. U.S. Dept. of Education.

Joshi, R. M (PI). (2019) Implementation of multisensory, structured, and explicit reading instruction (IMSERI) in high-poverty (low-SES) schools: Integrating cognitive-behavioral, neurological, and ecological evidence. National Institute of Child Health and Human Development.

Joshi, R. M. (PI) (2019): Systematic Replication of the Effectiveness of Read Well (RW) in Grade-1 in high-poverty (low SES) schools, 202084305R Systematic Replication. Institute for Educational Sciences.

Joshi, R. M. (Co-PI) (2019). Longitudinally Exploring Effects of Language Learning on Reading, Executive Function, and Dispositions of Elementary Students (LEELLE). U.S. Dept. of Education.

Joshi, R. M. (Co-PI) (2018). Longitudinally Exploring Effects of Language Learning on Reading, Executive Function, and Dispositions of Elementary Students (LEELLE). U.S. Dept. of Education.

Joshi, R. M. (PI) (2018). Development of foundational literacy skills to Kindergarten and Grade-1 children in high-poverty (low SES) schools through systematic, explicit, and multisensory instruction. Institute for Educational Sciences.

Joshi, R. M. (Co-I) (2018): Building Out Opportunities in STEM for Teachers: Impacting Instructional Capacity for Diverse Learners in High-Needs Schools. U.S. Dept. of Education.

Joshi, R. M. (Co-PI) (2017). Massively Open Online Virtual Environment (MOOV) for Teacher Practice Based Professional Development. U.S. Dept. of Education.

Joshi, R. M. (Co-I) (2016). Framework for Accelerating Strategic Comprehension of Text (FASCT) with 4th and 5th Grade Students Experiencing Persistent Reading Difficulties. U.S. Dept. of Education.

Joshi, R. M. (Co-I) (2016). Goal 3 Efficacy Trial of Text Structure Strategy Instruction on the Web for Spanish-Speaking English Learners (SWELL) in Grades 4 and 5. U.S. Dept. of Education.

Joshi, R. M. (Co-PI) (2016). English Learners’ Support for Writing Achievement (ELSA). U.S. Dept. of Education.

Joshi, R. M. (Co-I) (2016): DIP: Framework for Accelerating Strategic Comprehension of Science Text (FASCT) for African American and Latino Urban 4th and 5th Graders (Development and Implementation Project). National Science Foundation.

Joshi, R. M. (Co-I) (2015). Aggie Research Pathways Fellows Program (ARP Fellows Program). U.S. Dept. of Education.

Joshi, R. M. (Co-I) (2014). Framework for Accelerating Strategic Comprehension of Text (FASCT) with 4th and 5th Graders Experiencing Persistent Reading Difficulties. U.S. Dept. of Education.

Joshi, R. M. (Co-PI) (2014). The Impact of Bilingual Experience on the Literacy Development of At-Risk Readers: A Cross-Linguistic Study with Young Learners of Spanish and Chinese. Spencer Foundation

Joshi, R. M. (Co-PI) 2013: Combination of summer institute and academic year program. Texas Higher Education Coordinating Board.

Joshi, R. M. (PI). (2007). Designing and Implementing an Intense Professional Development Model: Training Teachers to use Metacognitive Strategies to Enhance Students’ Vocabulary, Comprehension, and Fluency. Institute for Educational Sciences.

Joshi, R. M (PI). (2005). Enhancing vocabulary and comprehension through metacognitive strategies in low performing urban middle schools. Institute for Educational Sciences.

**PUBLICATIONS**

**Books**

Alves, R. A., Limpo, T., & Joshi, R. M. (Eds.), (2020). *Reading-writing Connections: Towards integrative literacy science*. Dordrecht, The Netherlands: Springer Publications.

Joshi, R.M., & McBride, C. (Eds.). (2019). *Handbook of literacy in akshara orthography*. Dordrecht, The Netherlands: Springer.

Kilpatrick, D. A., Joshi, R. M., & Wagner, R. K. (Eds.) (2019). *Reading development and difficulties*. Dordrecht, The Netherlands: Springer Publications.

Schiff, R., & Joshi, R. M. (Eds.), (2016). *Interventions in learning disabilities*. Dordrecht, The Netherlands: Springer.

Saigh-Haddad, E. & Joshi, R. M. (Eds.). (2014). *Handbook of Arabic literacy*. Dordrecht, The Netherlands: Springer.

Moats, L., Dakin, K., & Joshi, R. M. (Eds) (2011). *Expert perspectives on intervention with reading disabilities*. Baltimore, MD: International Dyslexia Association.

Aaron, P.G., Joshi, R.M., & Quatroche, D. (2008). *Becoming a professional reading teacher: What to teach, how to teach, and why it matters.* Baltimore, MD: Paul H. Brookes Publishing Co.

Joshi, R.M., & Aaron, P.G. (Eds.) (2006). *Handbook of orthography and literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Feng, X. Hu, X., & Joshi, R.M. (Eds.) (2005). *Cross-linguistic/cross-cultural aspects of literacy and communication.* Beijing, China: Milky Way Publications.

Joshi, R. M., Kaczmarek, B., & Leong, C. K. (Eds.) (2003). *Literacy acquisition, assessment, and instruction: The role phonology, orthography, and morphology*. Amsterdam/Holland: IOS Press.

Hulme, C., & Joshi, R. M. (Eds.) (1998) *Reading and spelling: Development and disorders*. Hillsdale, NJ: Lawrence Erlbaum.

Leong, C. K., & Joshi, R. M. (Eds.) (1997). *Cross-Language studies of learning to read and spell: Phonological and orthographic processing*, Boston: Kluwer.

Leong, C. K., & Joshi, R. M. (Eds.) (1995). *Reading problems: Neuropsychological and neurolinguistic aspects*. Boston/London: Kluwer.

Leong, C. K., & Joshi, R. M. (Eds.) (1993). *Reading disabilities: Diagnosis and component processes*. Boston/London: Kluwer.

Aaron, P.G., & Joshi, R. M. (1992). *Reading problems: Remediation and consultation*. New York, NY: Guilford Press.

Joshi, R. M. (Ed.), (1991). *Written language disorders*, Boston/London: Kluwer.

Aaron, P.G., & Joshi, R. M. (Eds.), (1989) *Reading and writing disorders in different orthographic systems*, Boston/London: Kluwer.

Malatesha, R. & Whitaker, H. A. (Eds.), (1984). *Dyslexia: A global issue*, The Hague, The Netherlands: Nijhoff.

Malatesha, R. & Hartlage, L. C. (Eds.), (1982). Neuropsychology and cognition, (Vol. I), The Hague, The Netherlands : Nordhoff.

Malatesha, R. & Hartlage, L. C. (Eds.), (1982). *Neuropsychology and cognition*, (Vol. II), The Hague, The Netherlands: Nordhoff.

Malatesha, R., & P. G. Aaron (Eds.), (1982). Reading disorders: Varieties and treatments, New York: Academic Press.

**Journal articles and book chapters**

Hudson, A., Moore, K.A., Han, B., Koh, P.W., Binks-Cantrell, E., & Joshi, R.M. (in press). Elementary teachers’ knowledge of foundational literacy skills: A critical piece of the puzzle in the science of reading. *Reading Research Quarterly*.

Wijekumar, K., Zhang, S., Joshi, R.M. *&.* Peti-Stantic, A. (In Press). Introduction to the Special Issue: Textbook Content and Organization—Why it Matters to Reading Comprehension in Elementary Grades? *Technology, Knowledge and Learning.* https://doi.org/10.1007/s10758-021-09505-6

Yulia, A., Joshi, R. M., & Husin, N. A. (2021). Assessing the effects of books on psychological wellbeing in Malaysia. *Learning Disabilities: A Contemporary Journal, 19,* 87-101

Lindner, A., Wijekumar, K., & Joshi, R. M. (In Press). English spelling performance in writing samples among Spanish-speaking ELLs. *Journal of Learning Disabilities*. <https://doi.org/10.1177/0022219420982995>

Zhang, Z., Xu, Q, & Joshi, R. M. (In Press) A meta‐analysis on the effectiveness of intervention in children with primary speech and language delays/disorders: Focusing on China and the U.S. *Clinical Psychology & Psychotherapy*. <https://doi.org/10.1002/cpp.2522>

Peng, P., Lee, K. J., Luo, J., Li. S. T., Joshi, R. M., & Tao, S. (in press). Simple view of reading in Chinese: A one-stage meta-analytic structural equation modeling. *Review of Educational Research.* <https://doi.org/10.3102/0034654320964198>

Erbeli, F., & Joshi, R. M. (in press). Simple view of reading among Slovenian English foreign language learners: A latent interaction modeling approach. *Learning and Individual Differences*.

Zhang, S., Hudson, A., Ji, X. R., Joshi, M., Zamora, J., Gómez-Velázquez, F. R., & González-Garrido, A.A. (2021). Spelling acquisition in Spanish: Using error analyses to examine individual differences in phonological and orthographic processing. *Scientific Studies of Reading, 25,* 64-83*.* <https://doi.org/10.1080/10888438.2020.1754834>.

Xu, Q., Tao, S. Li, S., Wang, W., Li, B., & Joshi, R. M., (2021) Who are the non-responders to intervention among Chinese children learning English as a second language? *Journal of Educational Psychology*, 113, 213-229. <http://dx.doi.org/10.1037/edu0000621>

Li, M., Koh, P., Geva, E., Joshi, R. M. & Chen, X. (2020). The Componential Model of Reading in bilingual learners. *Journal of Educational Psychology, 112*, 1532–1545. <https://doi.org/10.1037/edu0000459>

Yin, L., Joshi, R. M., Li, D., & Kim, A-K. (2020). Decisions about consonant doubling among non‑native speakers of English: graphotactic and phonological influences. *Reading and Writing: An Interdisciplinary Journal, 33*, 1839–1858 https://doi.org/10.1007/s11145-020-10017-5.

Binks-Cantrell, E., Hudson, A., Moore, K. A., Koh, P. W. & Joshi, R. M. (2020). Teacher education: The foundation of the big five of reading instruction. *The Reading League Journal, 1*, 41-44.

Joshi, R. M. & Wijekumar, K. (2020). Introduction to the special issue: Teacher knowledge of literacy skills: International perspectives. *Dyslexia, 26*, 245–246. DOI: 10.1002/dys.1665

Alves, R. A., Limpo, T., & Joshi, R. M. (2020). Introduction to reading-writing connections: The integration roads ahead. In Alves, R. A., Limpo, T., & Joshi, R. M. (Eds.), *Reading-writing connections: Towards integrative literacy science*. (pp. 1-7). Dordrecht, The Netherlands: Springer Publications.

Binks-Cantrell, E., Washburn, E. K., & Joshi, R. M. (2020). Do preservice teachers in English-speaking countries understand the structure of the English language? In T. Gallagher & K. Ciampa (Eds.), *Teaching literacy in twenty-first century classroom*. (pp. 39-62). Cham, Switzerland: Palgrave Macmillan.

Joshi, R. M. & Wijekumar, K. (2020). Introduction to the special issue: “Teacher knowledge of literacy skills”. *Dyslexia, 26*, 117-119. DOI: 10.1002/dys.1658

Pittman, R., Zhang, S., Binks-Cantrell, E., Hudson, A., & Joshi, R. M. (2020). Teachers’ knowledge about language constructs related to literacy skills and student achievement in low SES schools. *Dyslexia. 26*, 200-219. doi:10.1002/dys.1628

Yin, L., Joshi, R. M., & Yan, H. (2020). Knowledge about dyslexia among in-service early literacy teachers in China. *Dyslexia, 26*, 247-265. DOI: 10.1002/dys .1635

Luo, M., Main, S., Lock, G., Joshi, R. M., & Zhong, C. (2020). Exploring Chinese EFL teachers’ knowledge and beliefs relating to the teaching of English reading in public primary schools in China. *Dyslexia, 26*, 266-285. DOI: 10.1002/dys .1630.

Zhang, S., & Joshi, R. M. (2020). Longitudinal relations between verbal working memory and reading in students from diverse linguistic backgrounds. *Journal of Experimental Child Psychology, 190*, 1-25. https://doi.org/10.1016/j.jecp.2019.104727

Xu, Z., Liu, D., & Joshi, R. M. (2020). The influence of sensory-motor components of handwriting on Chinese character learning in second- and fourth-grade Chinese children. *Journal of Educational Psychology, 112*, 1353–1366. http://dx.doi.org/10.1037/edu0000443

Wijekumar, K., Beerwinkle, A., McKeown, D., Zhang, S., & Joshi, R. M. (2020). The “gist” of the reading comprehension problem in grades 4 and 5. *Dyslexia, 26,* 323–340. DOI: 10.1002/dys .1647

Wijekumar, K., Meyer, B. J., Lei, P., Beerwinkle, A. L., & Joshi, R. M., (2020). Supplementing teacher knowledge using web‐based Intelligent Tutoring System for the Text Structure Strategy to improve content area reading comprehension with fourth‐ and fifth‐grade struggling readers. *Dyslexia, 26*, 120-136. https://doi.org/10.1002/dys.1634

Joshi, R. M., & Binks-Cantrell, E. (2020). The Emperor’s New Clothes in the Preparation of Reading Teachers. In P. McCardle, D. Compton, & J. Washington (Eds.). *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*, (pp. 205-215) Baltimore, MD: Paul Brookes.

Joshi, R. M. & McBride, C. (2019). Introduction to the handbook of literacy in akshara orthography. In Joshi, R. M. & McBride, C. (Eds.) *Handbook of literacy in akshara languages*. (pp. 3-9). Dordrecht, The Netherlands: Springer Publications.

Nakamura, P., Joshi, R. M., & Ji, X. (2019). Biliteracy spelling acquisition in Akshara and English. In R. M. Joshi & McBride, C. (Eds.). *Handbook of literacy in akshara languages*. (pp. 103-117). Dordrecht, The Netherlands: Springer Publishers.

Joshi, R. M. (2019). Componential Model of Reading (CMR): Implications for Assessment and Instruction of Literacy Problems. In Kilpatrick, D. A., Joshi, R. M., & Wagner, R. K. (Eds.) *Reading development and difficulties* (pp. 3-18). Dordrecht, The Netherlands: Springer Publications.

Joshi, R. M. & Wijekumar, K. (2019). Introduction: Teacher perception, self-efficacy and teacher knowledge relating to literacy. *Annals of Dyslexia, 69*, 1-4. doi.org/10.1007/s11881-018-00173-3.

Bae, H.S., Yin, L. & Joshi, R. M. (2019). Knowledge about basic language constructs among teachers of English as a Foreign Language in China and South Korea: *Annals of Dyslexia, 69*, 136–152. doi.org/10.1007/s11881-018-00169-z

Feng, L., Hodges, T., Waxman, H. C., & Joshi, R. M (2019). Discovering the impact of teacher knowledge and mentorship on beginning teachers’ self-efficacy: A latent class analysis. *Annals of Dyslexia, 69*, 80–98. doi.org/10.1007/s11881-018-00167-1

Feng, L., Lindner, A., Ji, X., & Joshi, R. M. (2019). The roles of handwriting and keyboarding in writing: A meta-analytic review. *Reading and Writing: An Interdisciplinary Journal, 32*, 33-63. https://doi.org/10.1007/s11145-017-9749-x.

Abba, K.A., Joshi, R.M., & Ji, X.R. (2019). Analyzing writing performance of L1, L2, and Generation 1.5 community college students through Coh-Metrix. *Written Language and Literacy*, 22, 67-94. https://doi.org/10.1075/wll.00020.abb.

Zhang, S., & Joshi, R. M. (2019). Profile of hyperlexia: Reconciling conflicts through a systematic review and meta-analysis. *Journal of Neurolinguistics, 49*, 1-28. doi.org/10.1016/j.jneuroling.2018.08.001

Ji, X. R., Beerwinkle, A., Wijekumar, K., Lei, P., Joshi, R. M., & Zhang, S. (2018). Using latent transition analysis to identify effects of an intelligent tutoring system on reading. comprehension of seventh-grade students. *Reading and Writing: An Interdisciplinary Journal. 31*, 2095-2114. https://doi.org/10.1007/s11145-018-9888-8.

Abba, K., Zhang, S., & Joshi, R. M (2018). Community College Writers’ Metaknowledge of Effective Writing. *Journal of Writing Research, 9*, 85-105. doi.org/10.17239/jowr-2018.10.01.04

Joshi, R. M., & McCardle, P. (2018). Models of Reading in Different Orthographies – An Introduction. *Journal of Learning Disabilities, 51*, 419–421. doi: 10.1177/0022219417718196

Nakamura, P.R., Joshi, R. M., & Ji, X. (2018). Investigating the asymmetrical roles of syllabic and phonemic awareness in akshara processing. *Journal of Learning Disabilities, 51*, 499–506. doi: 10.1177/002221941771820

Bae, H. S., Joshi, R. M., & Pae, H.K. (2018). Looking Ahead: Theoretical, Methodological, and Pedagogical Implications. In Pae, H. K. (Ed.), *Writing Systems, Reading Processes, and Cross-Linguistic Influences: Reflections from the Chinese, Japanese and Korean Languages* (pp. 447-458). Berlin, Germany: John Benjamins. doi 10.1075/bpa.7.22bac

Joshi, R. M. (2018). Simple View of Reading (SVR) in different orthographies: Seeing the forest with the trees. In T. Lachman & T. Weiss (Eds.), *Reading and dyslexia*, (pp. 71-80). Dordrecht, The Netherlands: Springer Publications.

Wang, Y., McBride, C., Zhou, Y., Joshi, R. M., & Farver, J. (2018). Becoming literate in Chinese: A comparison of native and non-native speaking children. *Journal of Research in Reading, 41*, 511-524, https://doi.org/10.1111/1467-9817.12122.

Li. S., Sha, T., Joshi, R. M., & Xu, Q. (2018). Second language reading difficulties among native Chinese-Speaking children learning to read English: The roles of native and second language skills. *Reading Research Quarterly, 53*, 423–441. doi:10.1002/rrq.204 doi:10.1002/rrq.204

Bae, H. S. & Joshi, R. M. (2018). A Multiple-group comparison on the role of morphological awareness in reading: Within- and cross-linguistic evidence from Korean ESL and EFL learners. *Reading and Writing: An Interdisciplinary Journal. 31,* 1821–1841. https://doi.org/10.1007/s11145-017-9795-4.

Alves, R. A., Limpo, T., Salas, N., & Joshi, R. M. (2018). Best practices in handwriting and spelling. In S. Graham, C. MacArthur, & M. Hebert (Eds.). *Best practices in writing instruction*. (pp. 211-239). New York, NY: Guilford Press.

Wang, Y., Xu, Q., Li, S., Li, G., Zuo,C., Liao, S., Long. Y., Li, S., & Joshi, R. M. (2018). Gender differences in anomalous subcortical morphology for children with ADHD. *Neuroscience Letters, 665*, 176-181. doi.org/10.1016/j.neulet.2017.12.006.

Echegaray-Bengoa, J., Soriano-Ferrer, M., & Joshi, R. M. (2017). Knowledge and beliefs about developmental dyslexia: A comparison between pre-service and in-service Peruvian teachers. *Journal of Hispanic Higher Education, 16*, 375-389.

Washburn, E.K., Mulcahy, C.A., Musante, G., & Joshi, R.M. (2017). Novice teachers’ knowledge of dyslexia and reading disability. *Learning Disabilities: A Contemporary Journal, 15,* 169-191.

Joshi, R. M., Nakamura, P. R., & Singh, N.C. (2017). Reading Research and Practice: Indian Perspective. *New Directions for Child and Adolescent Development, 158*, 43-53. doi: 10.1002/cad.20222.

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**CONFERENCE PRESENTATIONS**

**Keynote Addresses**

Joshi, R. M. (2020, November). Revisiting literacy and language: Obligations of the schools of education. International Dyslexia Association, Denver, CO. (Orton Award presentation).

Joshi, R. M. (2020, September). Componential Model of Reading: Implications for the assessment and instruction of Dyslexia and Related Reading Problems. Learning Disabilities Worldwide, Porto, Portugal (Keynote Speech).

Joshi, R. M. (2020, September). The Componential Model of Reading and teacher knowledge: Asian perspectives. Association for Reading and Writing in Asia, Beijing, China (Keynote Speech).

Joshi, R. M. (2020. June). Componential Model of Reading: Implications for the Assessment and Instruction of Dyslexia and Related Reading Problems. Dyslexia Association of Singapore, Singapore. (Keynote speech).

Joshi, R. M. (2019, December). Componential Model of Reading: Implications for assessment and intervention. Association for Cognitive Sciences. Goa, India (Keynote Speaker).

Joshi, R. M. (2019, July). Componential Model of Reading: Research and educational implications. Israel Literacy and Language Conference, Achva, Israel (Keynote Speaker).

Joshi, R. M. (2018, November). Componential Model of Reading: Orthographic, dialectical, and environmental influences. European Literacy Network, Porto, Portugal (Keynote Speaker).

Joshi, R. M. (2018, March). Solving literacy problems: A global issue. Applied Linguistics & Language Teaching International Conference, Dubai, U. A. E. (Keynote address).

Joshi, R. M. (2017, April). The real magic of spelling: Improving reading and writing. Interventions in LD Conference. Bar Ilan University, Israel (Keynote speaker).

Joshi, R. M. (2016, February). Literacy Research in Diverse Asian Orthographies: Some preliminary findings and applications. Asia Joint Symposium on Reading and Spelling, Seoul, S. Korea. (Keynote Speaker).

Joshi, R. M. (2013, March). The Real Magic of Spelling: Improving Reading and Writing. Lindamood-Bell International Conference. Anaheim, CA. (Keynote speaker).

Joshi, R. M. (2011, February). What teachers should know about teaching vocabulary and spelling. Maharashtra Dyslexia Association, Mumbai, India. (Keynote address).

Joshi, R. M. (2015, September). Teacher knowledge of dyslexia and reading instruction: Preparing teachers to teach struggling readers. Asociación Valenciana de Dislexia y Otras Dificultades de Aprendizaje. Valencia, Spain. (Keynote address).

Joshi, R. M. (2018, March). Componential Model of Reading: Orthographic, dialectical, and environmental influences. Language and literacy development in Multilingual and Multidialectal Contexts. Bar-Ilan University, Israel. (Keynote address).

Joshi, R. M. (2017, November). Application of the Componential Model of Reading for assessment and intervention, Icelandic Reading Conference, Educational Research Institute, University of Iceland, Reykjavik, Iceland. (Keynote address).

Everatt, J. & Joshi, R. M. (2017, October). Interventions for children with dyslexia from different language back-grounds and with additional emotional/behavioural difficulties. Literacy and Learning Research Symposium, National Science Challenge, University of Canterbury, Christchurch, New Zealand. (Keynote address).

Joshi, R. M. (2016, January). Reading affects everything. READ 2016 Conference, Mumbai, India (Keynote Presentation).

Joshi, R. M. (2015, November). Cognitive component of Componential Model of Reading applied to different orthographies. European Literacy Network, Charles University, Prague, Czech Republic. . (Keynote Speaker).

Joshi, R. M. (2015, May). Cognitive component of Componential Model of Reading (CMR) applied to different orthographies. Cognitive and Neurocognitive aspects of learning abilities and disabilities: International conference in memory of Prof. Zvia Breznitz. Haifa, Israel. (Keynote presentation).

Joshi, R. M. (2015, March). Componential Model of reading in different orthographies. East Asia Joint Symposium on Reading and Spelling. Taipei, Taiwan. (Keynote speaker).

Joshi, R. M. (2014, October). Comprehension: The ultimate Goal of Reading. Annual Conference of the Maharashtra Dyslexia association, Mumbai, India (Keynote).

Joshi, R. M. (2014, October). Writing: Importance, Development and instruction. Annual Conference of the Maharashtra Dyslexia association, Mumbai, India (Keynote).

Joshi, R. M. (2013, November). The Real Magic of Spelling: Improving Reading and Writing. Brain Mind and Fluency Conference, University of Haifa, Haifa, Israel. (Keynote speaker).

Joshi, R. M. (2013, February). Effective spelling and vocabulary instruction: What we know and what’s new. Maharashtra Dyslexia Association. Mumbai, India. (Keynote speaker).

Joshi, R. M. (2013, February). Response to Intervention: How to Group Students for Tier I and Tier II Instruction: What to Teach to Whom in Small Group Instruction. Maharashtra Dyslexia Association. Mumbai, India. (Keynote speaker).

Joshi, R. M. (2012, March). Global perspectives on the Agora Center Research: A case of Graphogame. Agora Center 10 years Anniversary, University of Jyvaskyla, Jyvaskyla, Finland. (Keynote Speaker).

Joshi, R. M. (2009, May). The role of orthography in literacy acquisition in monolinguals and bilinguals. Current brain research in the field of learning disabilities, Haifa, Israel. (Keynote address).

Joshi, R. M. (2008, January). Why elementary school teachers might be inadequately prepared to teach reading? LETRS Summit, Dallas. (Keynote speaker).

Joshi, R. M. (2007, April). The Role of Orthography in Literacy Acquisition in Monolinguals and Bilinguals. Lindamood-Bell international conference. London, UK (Keynote address).

Joshi, R. M. (2006, April). The roles of orthographic processing and vocabulary in the componential model of reading. 14th International Lindamood-Bell conference, Anaheim, California. (Keynote address).

Joshi, R. M.(2006, February). Has the discrepancy formula led us astray? : A solution to the assessment and instruction of reading disabilities Southwest International Dyslexia Association, Albuquerque, New Mexico. (Keynote speaker).

Joshi, R. M. (2005, September). Has the discrepancy formula led us astray? : A solution to the assessment and instruction of reading disabilities Keynote Speaker, Reading Disabilities & ADHD: Opportunities for Excellence, Baton Rouge, Louisiana. (Keynote Speech) (Conference canceled).

Joshi, R. M. (2005, August). Bilingualism and dyslexia. International Symposium on Cross-Linguistic/Cross-Cultural Communication and Studies, Urumqi, Xinjiang, PR. China. (Keynote Address).

Joshi, R. M. (2005, July). Bilingualism and Dyslexia: Is it orthography specific? Third International Multilingual and Dyslexia Conference, Limassol, Cyprus. (Keynote Address).

Joshi ,R. M. (2005, February). Componential Model of Reading: Evidence Based Practices. Fox Professional Development Conference, Middle Tennessee State University, Murfreesboro, TN. (Keynote speaker).

Joshi, R. M., (2004, December). Componential model of reading: Implications for assessment and instruction. Scripts and literacy, Tel Aviv, Israel. (Keynote address).

Joshi, R. M. (2004, May). Reading disabilities among bilinguals. 5th World Congress on Dyslexia, Thessalonica, Greece. (Keynote address).

Joshi, R. M. (2002, December). Componential model of reading: Implications for the diagnosis and remediation of literacy problems. International conference on Cognition, Neurology, and language, India. (Keynote address).

Joshi, R. M. (2002, November). Componential Model of Reading. Keynote Address to Literacies conference, Evora, Portugal. (Keynote address)

Joshi, R. M (1997, April). Components of reading: implications for differential diagnosis and instruction. International Conference on Reading Disability, Stavanger, Norway. (Keynote address).

Joshi, R. M.(1993, May). Writing systems and literacy: Does orthography influence reading acquisition? International Conference on Psycholinguistics and Special Education, Xi’an, China. (Keynote address).

Joshi, R. M. (1992, April). Current research in reading disabilities: Riddles & Resolutions, Oklahoma Branch of the Orton Dyslexia Society, Oklahoma City. (Keynote address).

Malatesha, R. (1982, August). Dyslexia: A global issue, Evergreen State College, Olympia, Washington. (Keynote address).

Malatesha, R. (1981, June). Brain functions and learning problems: Current research and educational implications. Educational Evaluation Center, Agate Beach, Oregon. (Keynote address).

**Invited Presentations**

Joshi, R. & Voogd, J. (April, 2020) Reading and Writing: An Interdisciplinary Journal [Invited Roundtable]. AERA Annual Meeting San Francisco, CA (Conference Canceled).

Joshi, R. M. (Sept. 2019). Componential Model of Reading (CMR): Research and educational implications. University of Oslo, Oslo, Norway. (Invited address).

Joshi, R. M. (Sept. 2019). How to publish in international SSCI journals: What editors and reviewers look for? University of Oslo, Oslo, Norway. (Invited address).

Joshi, R. M. (Sept. 2019). Componential Model of Reading (CMR): Research and educational implications. Sun Yet-Sen University, Zhuhai, China. (Invited address).

Joshi, R. M. (Sept. 2019). How to publish in international SSCI journals: What editors and reviewers look for? South China Normal University, Guangzhou, China. (Invited address).

Joshi, R. M. (June, 2019). Trends in Reading Instructions. National Chung Cheng University, Chia-Yi, Taiwan. (Invited address).

Joshi, R. M. (June, 2019). Reading instruction across languages. National Chung Cheng University, Chia-Yi, Taiwan. (Invited address).

Joshi, R. M. (May, 2019). Publication in peer-reviewed high-impact journals: What editors look for? Zhejiang Normal University, Jinhua, China. (Invited address).

Joshi, R. M. (March 2019). Literacy: Introduction and overview. READ 2019, Mumbai, India. (Invited address).

Joshi, R. M. (March 2019). The real magic of spelling: Improving reading and writing. READ 2019, Mumbai, India. (Invited address).

Joshi, R.. M. (March, 2019). Componential Model of Reading: Implications for assessment and instruction. Presented at the Neuroscience Institute, University of Guadalajara, Guadalajara, Mexico. (Invited address).

Joshi, R. M. (2019, January). Componential Model of Reading: Orthographic, dialectical, and environmental influences. Education University of Hong Kong, Hong Kong. (Invited address).

Joshi, R. M. (2019, January). Componential Model of Reading: Orthographic, dialectical, and environmental influences. University of Hong Kong, Hong Kong. (Invited address).

Joshi, R. M. (2018, October). Spelling performance may depend on the type of orthography. International Dyslexia Association, Manshantucket, CT. (Part of invited symposium).

Joshi, R. M. (2018, September). How to publish in international SSCI journals: What editors and reviewers look for? University of Jyvaskyla, Finland. (Invited address).

Joshi, R. M. (2018, September). Componential Model of Reading: Orthographic, dialectical, and environmental influences. University of Jyvaskyla, Finland. (Invited address).

Joshi, R. M. (2018, August). Componential Model of Reading: Orthographic, dialectical, and environmental influences. Peking University, Beijing, China. (Invited address).

Joshi, R. M. (2018, August). How to publish in international SSCI journals: What editors and reviewers look for? State Key Lab of Cognitive Neuroscience and Learning & IDG/McGovern Institute for Brain Research, Beijing Normal University, Beijing, China. (Invited address).

 Joshi, R. M. (2018, August). Componential Model of Reading: Orthographic, dialectical, and environmental influences. State Key Lab of Cognitive Neuroscience and Learning & IDG/McGovern Institute for Brain Research, Beijing Normal University, Beijing, China. (Invited address).

Joshi, R. M. (2018, June). How can we solve literacy problems? Research from international perspectives and Peter Effect. The Dyslexia Foundation Extraordinary Brain Symposium Winterton, South Africa. (Invited address).

Joshi, R. M. (2018, March). Teacher knowledge of language constructs in teaching reading. Applied Linguistics & Language Teaching International Conference, Dubai, U.A.E. (Invited address).

Joshi, R. M. (2018, March). Innovations in teaching spelling to ESL students. Applied Linguistics & Language Teaching International Conference, Dubai, U.A.E. (Invited address).

Joshi, R. M. (2018, February). Componential model of reading applied to different orthographies. School of Medical Sciences, University of Hyderabad, India. (Invited address).

Joshi, R. M. (2018, January). Componential model of reading. National Taiwan Normal University, Taipei. (Invited address).

Joshi, R. M. (2017, September). Componential Model of Reading. Chinese Academy of Sciences, Beijing, China. (Invited address).

Joshi, R. M. (2017, September). Reading affects everything. China Overseas Expert presentation. Tsinghua University, Beijing, China. (Invited address).

Joshi, R. M. (2017, June). Componential Model of reading applied to different orthographies and publishing in a peer-reviewed SSCI journal. Presentation to faculty members. University of Köln, Germany. (Invited address).

Joshi, R. M. (2017, May). Application of Componential Model of Reading to Semitic languages: Implications for assessment and intervention. Edmond J. Safra Brain Research Center for the Study of Learning Disabilities, University of Haifa, Israel. (Invited address).

Joshi, R. M. (2016, October). Componential Model of Reading applied to different orthographies. New Zealand Institute of Language, Brain, and Behaviour, University of Canterbury, New Zealand. (Invited address).

Joshi, R. M. (2016, October). The real magic of spelling: Improving reading and writing. University of Canterbury, New Zealand. (Invited address).

Joshi, R. M. (2016, October). Language and Literacy: The Obligations of Schools of Education. University of Sydney, Australia. (Invited address).

Joshi, R. M. (2016, October). Componential Model of Reading Applied to Different Orthographies. MARCS Institute for Brain, Behaviour and Development, University of Western Sydney, Australia. (Invited address).

Joshi, R. M. (2016, May). Cognitive component of CMR applied to different orthographies. Beijing Normal University, Beijing, China. (Invited presentation).

Joshi, R. M. (2016, May). How to publish in international SSCI journals: What editors and reviewers look for? Beijing Normal University, Beijing, China. (Invited presentation).

Joshi, R. M. (2016, April). Role of orthography in literacy acquisition among typical readers and dyslexic readers. Sun Yat-sen University, Guangzhou, China. (Invited address).

Joshi, R. M. (2016, April). English spelling in children from different language background. Sun Yat-sen University, Zhuhai, China. (Invited address).

Joshi, R. M. (2016, April). Role of orthography in literacy acquisition among typical readers and dyslexic readers. Institute of Education, Hong Kong. (Invited address).

Joshi, R. M. (2016, April). How to publish in international SSCI journals: What editors and reviewers look for? Institute of Education, Hong Kong. (Invited address).

Joshi, R. M. (2016, April). How to publish in international SSCI journals: What editors and reviewers look for? University of Macau, Macau, China. (Invited address).

Joshi, R. M. (2016, April). Role of orthography in literacy acquisition among typical readers and dyslexic readers. Hong Kong University, Hong Kong. (Invited address).

Joshi, R. M. (2016, March). Literacy Research in Diverse Asian Orthographies: Some preliminary findings and applications. Global variation in literacy development: Theoretical issues and practical implications. Fourth international workshop at the Netherlands Institute for Advanced Study in the Humanities and Social Sciences, Wassenaar, The Netherlands. (Invited address).

Joshi, R. M. (2016, March). Literacy Research in Diverse Orthographies: Some preliminary findings and applications. Presented at Georgia State University under the auspices of Distinguished Lecture Series. (Invited address).

Joshi, R. M. (2016, February). Reading affects everything: Obligations of the Schools of Education, Samveda Teacher Training Institute, Davangere, India. (Invited Presentation).

Nakamura, P. & Joshi, R. M. (2015, December). Multilingual reading research in India (Invited). Haskins Global Summit on Early development, health, and learning among at-risk children: Seeking a global perspective. Yale University, New Haven, Conn. (Invited address).

Joshi, R. M. (2015, October). Componential Model of Reading (CMR) in Different Orthographies: Seeing the Forest with the Trees (Keynote Speaker). Reading in the Forest Workshop. Annweiler, Germany. (Invited address).

Joshi, R. M. (2015, October). Cognitive component of Componential Model of Reading applied to different orthographies. University of Toronto, Mississauga, Canada (Invited address).

Joshi, R. M. (2015, October). Cognitive component of Componential Model of Reading applied to different orthographies. Ontario Institute for Studies in Education, Canada (Invited address).

Joshi, R. M. (2015, October). Componential Model of Reading (CMR) Applied to Different Orthographies. University of Köln, Germany. (Invited address).

Joshi, R. M. (2015, September). Cognitive component of Componential Model of Reading. Universidad de Navarra, Pamplona, Spain. (Invited address).

Joshi, R. M. (2015, June). Writing: Importance, Development, and Instruction. University of Science and Technology, Beijing, China. (Invited address).

Joshi, R. M. (2015, June). Cognitive aspects of Componential Model of Reading applied to different orthographies. Beijing Normal University, Beijing, China. (Invited address).

Joshi, R. M. (2015, June). Publishing papers in a peer-reviewed journal. Tianjin University, Tianjin, China. (Invited address).

Joshi, R. M. (2015, June). What editors look for in a paper? National Institute of Education Sciences, Beijing, China. (Invited address).

Joshi, R. M. (2015, April). (Magistral Lecture) Componential model of reading in different orthographies. Neuroscience Institute, University of Guadalajara, Mexico. (Invited address).

Joshi, R. M. (2015, April). The real magic of spelling: Improving reading and writing. Neuroscience Institute, University of Guadalajara, Mexico. (Invited address).

Joshi, R. M. (2015, March). The role of vocabulary in comprehension: From basic research to educational intervention. National Chung Cheng University, ChaiYi, Taiwan. (Invited address).

Joshi, R. M. (2015, March). The real magic of spelling: Improving reading and writing. Institute of Education, Hong Kong. (Invited address).

Joshi, R. M. (2015, March). Componential Model of reading in different orthographies. Institute of Education, Hong Kong. (Invited address).

Joshi, R. M. (2014, October). Improving Literacy Skills to Help Society: Obligations of the Colleges of Education. Nuthana College of Education, Davangere, India (Invited address).

Joshi, R. M. (2013, November). Vocabulary and Spelling as Central Factors in Reading Comprehension. The Edmond J. Safra Lecture Series, Department of Learning Disabilities, University of Haifa, Haifa, Israel. (Invited address).

Tibi, S., Joshi, R. M., & McLeod, E. (2013, November). Emergent writing of young children in the United Arab Emirates, Experimental Arabic Linguistics Conference, Al Ain, UAE. (Invited address).

Joshi, R. M. (2013, July). Literacy, Orthography, and Teacher Preparation: A Summary of Research Findings. National Academy for Educational Research, Taipei, Taiwan. (Invited address).

Joshi, R. M. (2013, July). Literacy, Orthography, and Teacher Preparation, and tips for publishing in a refereed journal. National Chung Cheng University, Chia-Yi, Taiwan. (Invited address).

Joshi, R. M. (2013, January). From writing to spelling: making links. Australian College of Kuwait inaugural conference on writing. Kuwait City, Kuwait. (Invited address).

Joshi, R. M. (2013, January). English spelling made easy. Australian College of Kuwait inaugural conference on writing. Kuwait City, Kuwait. (Invited address).

Joshi, R. M. (2012, October). The Real Magic of Spelling: Improving Reading and Writing. Child Study Center, Kuwait. (Invited address).

Joshi, R. M. (2012, October). Written language from biolinguistic, cognitive, and developmental perspectives. University of Barcelona, Spain. (Invited address).

Joshi, R.M. (2012, June). Orthography, literacy, and teacher knowledge: A summary of research findings. Goethe Universität, Frankfurt, Germany. (Invited address).

Joshi, R. M. (2012, June). Current research on orthography and literacy. Universität Würzburg, Germany. (Invited address).

Joshi, R.M. (2012, June). Orthography, literacy, and teacher knowledge: A summary of research findings. Institut für Deutsche Literatur und ihre Didaktik, Goethe Universität, Frankfurt, Germany. . (Invited address).

Joshi, R.M. (2012, April). Orthography, literacy, and teacher knowledge: A summary of research findings. Florida State University, Tallahassee, FL (Invited address).

Joshi, R. M. (2011, December). The role of orthography in literacy acquisition among monolinguals and bilinguals. University of Haifa, Israel. (Invited speaker).

Joshi, R. M. (2011, March). Spelling research in different orthographies. Laboratoire de Psychologie Sociale et Cognitive, Universite Blaise Pascal, Clermont-Ferrand, France (Invited address).

Joshi, R.M. (2010. November). Use of Technology in the Assessment and Intervention of Learning Difficulties from the Perspective of Component Model of Reading (CMR). Keynote address, Bar-Illan University, Tel Aviv, Israel. (Invited address).

Joshi, R.M. (2010, November). Orthographic influences in literacy acquisition among monolinguals and bilinguals. University of Haifa, Haifa, Israel. (Invited address).

Joshi, R. M. (2008, December). Orthography and Literacy. Child Study Research Center, Kuwait. (Invited address).

Joshi, R. M. (2007, December). Orthography and Literacy: Theory, research, and applications. Child Study Research Center, Kuwait. (Invited address).

Joshi, R. M. (2006, March). Bilingual dyslexia and bilingual hyperlexia. University of Mysore, Mysore, India. (Invited address).

Joshi, R. M. (2006, March). The componential Model of Reading. Tel Aviv University, Tel Aviv, Israel. (Invited address).

Joshi, R. M. (2006, March). Bilingual dyslexia. Haifa University, Haifa, Israel. (Invited address).

Joshi, R. M. (2006, March). Componential Model of reading. Al-Qasimi College of Education, Baka Algarbya –Israel (Invited talk).

Joshi, R. M. (2005, April). Componential Model of Reading for assessment and Intervention: Evidence based practices. Scottish Rite Learning Center, Austin, Texas. (Invited talk).

Joshi, R. M. (2004, December). Reading disabilities among bilinguals. University of Haifa, Haifa, Israel. (Invited talk).

Joshi, R. M. (2004, December). Literacy acquisition and literacy problems in bilinguals: The role of orthography, University of Jerusalem, Jerusalem, Israel. (Invited talk).

Joshi, R. M. (2004, November). Meeting the needs of diverse learners according to the componential model. Virginia Branch of the International Dyslexia Association. (Invited address).

Joshi, R. M. (2004, June). Reading assessment and instruction: Componential view. University of Madrid, Madrid, Spain (Invited talk).

Joshi, R. M. (2002, November). Literacy assessment and Instruction: Perspectives from a componential model University of Porto, Porto, Portugal (Invited address).

Joshi, R. M., Aaron, P. G., Hoien, T., R. Chengappa, R., Xi Wu Feng, & R. Boulaware-Gooden (2002, October). Learning to spell by ear and by eye. Luria Conference, Moscow State University, Moscow, Russia (Invited address).

Joshi, R. M. (2001, October). The demise of the discrepancy formula. Austin area branch of the International Dyslexia Association. (Invited address).

Joshi, R. M. (1994, November). Relationship between listening comprehension and reading comprehension. New York branch of the Orton Society, New York. (Invited address).

Joshi, R. M.(1988, September). Adult Learning Disabilities, University of Cincinnati. (Invited address).

Joshi, R. M. (1988, June). Orthography, reading and writing in Kannada - A Dravidian language, Scripts and Literacy Conference, Toronto, Canada. (Invited address).

Joshi, R. M. (1987, October). Reading and spelling disorders: A cognitive neuropsychological perspective, Vrije Universiteit, Brussels, Belgium. (Invited address).

Malatesha, R. (1983, April). Clinical subtypes of developmental reading disability, Neurobehavioral conference, Baylor College of Medicine, Houston. (Invited address).

**Paper Presentations and Posters**

Zhang, S., & Joshi, R. M. (2021, April). The relationship between early executive functioning skills and late-emerging reading difficulties in primary grades. American Educational Research Association (virtual).

Peng P., Lee, K., Luo, J., Li, S., Joshi, R. M., & Tao, S. (2021, April). Simple View of Reading in Chinese: A one-stage meta-analytic structural equation modeling. Society for the Research in Child Development (Virtual meeting).

Joshi, R. M. (2020, November). Orthography and spelling: A good reason for explicit, systematic, and cumulative instruction. International Dyslexia Association. Denver, CO.

Zhang, S., Han, B., Joshi, R. M., & Koh, P. W. (2020, September). Error analyses of Chinese semantic-phonetic compound character writing: An investigation of individual differences in meta-linguistic encoding. Association for Reading and Writing in Asia. Beijing, China.

Han, B., Koh, P. W., Li, H., Zhang, S., & Joshi, R. M. (2020, September). The role of morphological awareness in vocabulary depth: A longitudinal investigation at the word, character, and radical levels. Association for Reading and Writing in Asia. Beijing, China.

Joshi, R. M. (2020, July). Spelling in alphabetic languages (Symposium Chair) Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Joshi, R. M. (2020, July). Spelling error analyses in German. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Lindner, A., Wijekumar, K., & Joshi, R. M. (2020, July). Analysis of spelling performance and contextual factors among native Spanish-speaking English language learners. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Koh, P. W., & Joshi, R. M. (2020, July). Spelling in non-alphabetic languages. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Han, B., Koh, P. W., Li, H., & Joshi, R. M. (2020, July). Reciprocal relations between Mandarin spelling and reading fluency in early elementary grades. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Wijekumar, K., Binks-Cantrell, E., Joshi, R. M., McKeown, D. (2020, July). Seeking improvements in literacy instruction through an ecological model lens. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Banerjee M., Wijekumar, K., McKeown D., Joshi, R. M., Binks-Cantrell, E., & Thompson, J. (2020, July). Effects of Web-Based Teacher Professional Development About Elementary Grade Reading Comprehension. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

González-Garrido , A., Guerrero-Aranda, A., Gomez-Velazquez, F., & Joshi, R. M. (2020, July). Neurofunctional correlates of word processing in Spanish monolinguals and Spanish-English bilinguals with different age of acquisition of L2. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Zhang, S., Hudson, A., Ji, R. X., Zamora, J., Gómez-Velázquez , F. R., & González-Garrido, A. (2020, July). Spelling acquisition in Spanish: Using error analyses to examine individual differences in phonological and orthographic processing. Society for the Scientific Study of Reading. Newport Beach, CA. (Conference cancelled).

Joshi, R. M. (2020, June). Reading Difficulties in Different Orthographies. Dyslexia Association of Singapore, Singapore.

Zhang, S. & Joshi, R. (2020, April) Longitudinal relations between verbal working memory and reading in students from diverse linguistic backgrounds. AERA Annual Meeting San Francisco, CA. (Poster) (Conference Canceled)

Han, B., Koh, P., Li, H., Zhang, S. & Joshi, R. (2020, April) Longitudinal relations among levels of morphological awareness and character reading in Chinese. AERA Annual Meeting San Francisco, CA (Poster). (Conference Canceled)

Feng, L., Joshi, R. & Waxman, H. C. (April, 2020) Examining the Impact of Teacher Self-Efficacy on First-Year Teachers' Turnover: A Person-Centered Analysis [Roundtable Session]. AERA Annual Meeting San Francisco, CA. (Conference Canceled)

Joshi, R. M. (Feb. 2020). Spelling, The Componential Model of Reading, and teacher preparation. Presented at Georgia State University under the auspices of Distinguished Lecture Series.

Joshi, R. M. (Nov. 2019). Closing the gap between research and state-level policy and practice on dyslexia. International Dyslexia Association, Portland, OR. (Panelist)

Joshi, R. M. (Oct. 2019). Do’s Don’t’s of teaching spelling. International Literacy Association, New Orleans.

Joshi, R. M., Nakamura; P., Ji; X., & Rackley, R. (July 2019). The influence of first language Akshara orthography on English spelling development of children from low-income communities in India. Society for the Scientific Study of Reading, Toronto, Canada.

Wijekumar, K., Beerwinkle, A. L., & Joshi, R. M. (July 2019). Teachers navigating the turbulent reading classroom – ecological factors affecting student outcomes. Society for the Scientific Study of Reading, Toronto, Canada.

Joshi, R. M. (July 2019). (Discussant) Teacher knowledge across the globe: The more things change (plus ça change)…. Society for the Scientific Study of Reading, Toronto, Canada.

Zhang, S., Han, B., Hudson, A., & Joshi, M. (March, 2019). Executive function deficits as risk factors of persistent and late-emerging reading disabilities. Annual student research week of Texas A&M University. College Station, TX.

Hudson, A., Zhang, S., Han, B, Joshi, R.M., Binks-Cantrell, E., & Pittman, R. (March 2019). Examining teachers’ knowledge of language constructs related to structured literacy instruction in low SES schools. Paper presented at Student Research Week at Texas A&M University. College Station, TX. (Best paper award winner).

Han, B., Zhang, S., Hudson, A., & Joshi, M. (March 2019). Chinese character and word writing skills investigation through error analysis. Annual student research week of Texas A&M University. College Station, TX.

Joshi, R. M. (March, 2019). Developing foundational reading skills. Workshop at the Universidad Panamericana, Guadalajara, Mexico.

Joshi, R. M. (March, 2019). Improving writing skills. Workshop at the Universidad Panamericana, Guadalajara, Mexico.

Ji, X., & Joshi, R. M. (March, 2019). The role of home literacy environment in early reading achievement: A latent variable analysis study. American Educational Research Association, Toronto, Canada.

Zhang, S. & Joshi: R. M. (March, 2019). Longitudinal relationships between working memory and reading among English-as-L1 and -L2 students. American Educational Research Association, Toronto, Canada.

Nishanimuth, S. & Joshi, R. M. (February, 2019). Remedial strategies to develop reading and writing of words with conjunct consonant in Kannada. Association for Reading and Writing in Asia, Goa, February 2019.

Yin, L., Joshi, R. M., & Treiman, R. (February, 2019). Graphotactic as well as phonological influences on decisions about consonant doubling among non-native speakers of English. Association for Reading and Writing in Asia, Goa, February 2019.

Joshi, R. M., Irby, B., & Lara-Alecio, R. (2018, November). Spelling performance may depend on the Orthography. First European Literacy Network Summit, Porto, Portugal.

Joshi, R. M. (2018, November). Panel discussant: Q & A about publishing in a peer-reviewed high-impact journal. University of Porto, Porto, Portugal.

Joshi, R. M., Nakamura, P., & Wijekumar, K. (2018, July). Simple view of reading (SVR) applied to non-alphabetic languages. Society for the Scientific Study of Reading, Brighton, UK.

Limpo, T., Alves, R., & Joshi, R. M. (2018, July). Integrative approaches to literacy instruction and remediation. Society for the Scientific Study of Reading, Brighton, UK.

Zhang, S., & Joshi, R. M. (2018, July). The Simple View of Reading as applied to individuals with hyperlexia: A meta-analytic review. Society for the Scientific Study of Reading, Brighton, UK.

Tapia, M., Ripoll, J. C., Aguado, G. & Joshi, R. M. (2018, July). Reading comprehension in Spanish: contribution of word recognition and language abilities. Society for the Scientific Study of Reading, Brighton, UK. (Poster).

Joshi, R. M. (2018, July). (Discussant). Investigations into language and literacy knowledge in early childhood educators: Theory, measurement and recent findings. Society for the Scientific Study of Reading, Brighton, UK.

Kaani, B, & Joshi, R. M. (2018, June). Comparing Correlates of Reading Comprehension between Transparent and Opaque Orthographies: A Case of Nyanja-English Bilinguals. Poster presented at the 25nd ISSBD Biennial Congress. Gold Coast, Australia.

Unal Gezer, M., Dixon, Q., & Joshi, R. M. (2018, April). What lies beneath Turkish middle graders' EFL spelling errors? American Educational Research Association, New York.

Feng, L., Guo, D., Jiang, W. & Joshi, R. M. (2018, April). Who are poor comprehenders? A Meta-Analytic synthesis. American Educational Research Association, New York.

Joshi, R. M. (2018, February). Teacher knowledge relating to literacy knowledge. Samveda Research Center, Davangere, India.

Bae, H. S. & Joshi, R. M. (2018, February). Phonological, morphological, and orthographic awareness in English spelling development among Korean EFL learners. Association for Reading and Writing in Asia, Tsukuba, Japan.

Cantrell, E., & Joshi, R. M. (2017, November). Bridging the gap between research and practice: Best practices in literacy instruction. Blueprint for Excellence National Conference, Orlando, Florida.

Feng, L., Guo, D., Jiang, W., & Joshi, M. (2017, July). Profiles of poor comprehenders across different orthographies: A meta-analytic review. Society for the Scientific Study of Reading, Halifax, Canada.

Wijekumar, K., & Joshi, R. M. (2017, July). Teacher perception and teacher knowledge about literacy skills. Society for the Scientific Study of Reading, Halifax, Canada. (Chairs)

Taylor, B., Cantrell, E., & Joshi, R. M. (2017, July). Pre-Service teachers’ knowledge of assessment for providing differentiated instruction to struggling readers and how it relates to their perceptions for the use of retention. Society for the Scientific Study of Reading, Halifax, Canada.

Joshi, R. M., Bae, H. –S., & Yin, L. (2017, July). Teacher knowledge of EFL teachers in China and Korea – a cross cultural comparison. Society for the Scientific Study of Reading, Halifax, Canada.

Bae, H. –S., & Joshi, R. M. (2017, July). Morphological awareness in biliteracy development: evidence from Korean EFL learners in grades five and six. Society for the Scientific Study of Reading, Halifax, Canada.

Lindner, A. L., Wijekumar, K., & Joshi, R. M. (2017, July). English Spelling Errors among English Language Learners: A Latent Class Analysis Study. Society for the Scientific Study of Reading, Halifax, Canada.

Ziglari, L., & Joshi, R. M. (2017, July). Syndrome of Hyperlexia: Can we bridge different perspectives for more accurate diagnosis? Society for the Scientific Study of Reading, Halifax, Canada.

Kaani, B., Joshi, R. M., Kalindi, S. C., & Mulenga, V. (2017, July). Effects of orthographic opacity on word recognition skills: A cross-linguistic comparison of Nyanja and English Orthographies. Society for the Scientific Study of Reading, Halifax, Canada.

Gomez-Velazquez, F. R; González‐Garrido, A. A., García-Ochoa, M., & Joshi, R. M. (2017, July). Reading disabled Spanish-speaking children benefit from accelerated reading training. Society for the Scientific Study of Reading, Halifax, Canada.

Sha, T., Li, S., & Joshi, R. M. (2017, July). Second language reading difficulties among native Chinese-Speaking children learning to read English: The roles of native and second language skills. Society for the Scientific Study of Reading, Halifax, Canada.

Joshi, R. M. (2017, June). Literacy Difficulties and intervention. Workshop to graduate students, University of Köln, Germany.

Cöppicus, C., Breuer, E., Grünke, M., & Joshi, R. M. (2017, June). Spelling error analysis in comprehensive schools in Germany. European Association of Teaching Academic Writing. Royal Holloway University, London, UK.

Joshi, R. M. (2017, April). Translating Effective Research on Reading and Writing into Practice at the Elementary Grades American Educational Research Association, San Antonio, TX. (Chair)

Ji, X. R., Wijekumar, K. K., Meyer, B. J. F., Lei, P. –W., & Joshi, R. M. (2017, April). Using Latent Transition Model to identify effects of an intelligent tutoring system on reading Comprehension. American Educational Research Association, San Antonio, TX.

Ji, Xuejun (Ryan) & Joshi, R. M. (2017, February). The Influence of home literacy environment on early reading achievement. Southwest Educational Research Association, San Antonio, TX.

Ziglari, L., & Joshi, R. M. (2017, February). Syndrome of hyperlexia: Can we bridge the different perspectives for more accurate diagnosis? Southwest Educational Research Association, San Antonio, TX.

Yin, L., Joshi, R M., & Yan, H. (2017, February). Knowledge about dyslexia among in-service early literacy teachers in China. Association for Reading and Writing in Asia. Hong Kong.

Bae, H. S. & Joshi, R. M. (2017, February). Metalinguistic profiles of poor readers in biliteracy development. Association for Reading and Writing in Asia. Hong Kong.

Joshi, R. M. (2016, October). Publishing in high-impact SSCI journals: A few tips. Literacy Studies Group, Texas A & M University, College Station, TX.

Taylor, B., & Joshi, R. M. (2016, October). Exploring pre-service teachers’ knowledge of reading and assessment to assist at-risk readers. International Dyslexia Association, Orlando, FL.

Binks-Cantrell, E., Washburn, E., Joshi, R. M. (2016, October). Teaching experience and higher education: Do either make a difference in knowledge of basic language constructs among teacher educators? International Dyslexia Association, Orlando, FL

Joshi, R. M. (2016, September). Solving Literacy Problems: A Global Issue. University of Jyvaskyla, Finland (Public lecture).

Joshi, R. M. (2016, September). How to publish in international SSCI journals? University of Jyvaskyla, Finland (Public lecture).

Gómez-Velázquez, F. R., Vergara-Basulto, I., González-Garrido, A. A., Joshi, R. M., & Martínez-Ramos, A. (2016, Aug. - Sept.). Visual tracking during implicit and explicit orthographic recognition tasks in Spanish-speaking teenagers. International Organization of Psychophysiology, Havana, Cuba.

Abba, K., Joshi, R. M., & Ji, X. (2016, July). Community college students' writing: lexical, syntactic, and cohesion differences in L1, L2, and generation 1.5 students and examining knowledge of the writing process. SIG- Writing conference, Liverpool, UK.

Feng, L., Lindner, A., & Joshi, R. M., & Zhang, S. (2016, July). A Meta-analytic review of the Contribution of Handwriting on Writing: Can Handwriting be substituted by Keyboarding? SIG- Writing conference, Liverpool, UK.

Yang, Z-Y., Chen, H-C, & Joshi, R. M. (2016, July). Developmental changes in Chinese writing errors of narrative essays. SIG- Writing conference, Liverpool, UK.

Soriano-Ferrer, M., & Joshi, R. M. (2016, July). Expert teachers discern quality differences between narratives produced by children with and without Attention Deficit Hyperactivity Disorder. SIG- Writing conference, Liverpool, UK.

Breuer, E., Grünke, M., Joshi, M., Ji, X. R., & Feng, L. (2016, July). The influence of L1 on L2 orthography. SIG- Writing conference, Liverpool, UK.

Abba, K., Joshi, R. M., & Ji, X. (2016, July). Community College Students' Writing: Lexical, Syntactic, and Cohesion Differences in L1, L2, AND Generation 1.5 Students and Examining Knowledge of the Writing Process. Society for the Scientific Study of Reading, Porto, Portugal.

Joshi, R. M., Gómez Velázquez, F., González Garrido, A., Ji, X., Zamora, J., Feng, L., Lindner, A., & Borges-Araujo, L. (2016, July). Spelling error analyses of native Spanish-speaking children in early grades. Society for the Scientific Study of Reading, Porto, Portugal.

McBride, C., Zhou, Y., Joshi, R. M., & Farver, J. (2016, July). Word reading and word spelling in Chinese and English among native and nonnative Chinese- speaking children. Society for the Scientific Study of Reading, Porto, Portugal.

Lindner, A., Zhang, S., Joshi, R. M., & Borges Araujo, L. (2016, July). 50 years of disagreement: A meta-analytic review of hyperlexia profile. Society for the Scientific Study of Reading, Porto, Portugal.

Soriano-Ferrer, M., & Joshi, R. M. (2016, July). Evaluation of Narrative essays written by children with and without Attention Deficit Hyperactivity Disorder (ADHD). Society for the Scientific Study of Reading, Porto, Portugal.

Yang, Z-Y., Chen, H-C, & Joshi, R. M. (2016, July). Developmental changes in Chinese writing errors of narrative essays. Society for the Scientific Study of Reading, Porto, Portugal.

Conway, B., Joshi, M., Ji, X. R., & Feng, L. (2016, July). Do types of spelling errors indicate levels of linguistic knowledge? Society for the Scientific Study of Reading, Porto, Portugal.

Zamora, J. P., Ji, X. R., Feng, L., Gómez-Velázquez, F. R., & Joshi, R. M. (2016, March). Demystifying Spanish spelling errors: A latent class analysis study. Annual Texas A&M University Student Research Week. College Station, (Poster).

Bae, H-S., & Joshi, R. M. (2016, February). Role of Morphological Awareness in Biliteracy Development: Within- and Cross-language Perspectives among Korean ESL Learners in Grades Five and Six. Asia Joint Symposium on Reading and Spelling, Seoul, S. Korea. (Received the best oral presentation award).

Washburn, E. K., Joshi, R. M., Binks-Cantrell, E., & Jing, A. (2015, November). Twenty years since Moats’ seminal study on teacher knowledge: Progress and unfinished business. International Dyslexia association, Grapevine, TX.

Kopparla, M., Foran, A. L., Boedeker, P. J., Ortiz, N. A., Bicer, A., Hill, K., Ji, X., & Joshi, M. (2015, October). Cognitive and Neuro-scientific Components of Dyscalculia: A Systematic Review. Paper presented at the School Science and Mathematics Association convention, Oklahoma City, OK.

Kaani, B., & Joshi, R. M. (2015, September). Reading across diverse orthographies: A case of Zambian bilingual readers. A poster to be presented at the 17th European Conference on Developmental Psychology in Braga, Portugal.

Feng, L., Joshi; R. M. & Ji, X. (2015, July). The role of morphological awareness in bilingual reading: A systematic review. Society for the Scientific Study of Reading, Hawaii.

Abba, K., Joshi, R. M., & Ji, X. (2015, July). Lexical, syntactical, and cohesion differences in writing of community college students. Society for the Scientific Study of Reading, Hawaii.

Erbeli, F., & Joshi, R. M. (2015, July). The simple view of reading among seventh graders in Slovenia: The case of English as a Foreign Language learners. Society for the Scientific Study of Reading, Hawaii.

Ji, X., Joshi; R. M., & Feng, L. (2015, July). Gender gap in reading development within ethnicity from person-centered and variable-centered analyses. Society for the Scientific Study of Reading, Hawaii.

Nakamura, P., Joshi R. M., & de Hoop, T. (2015, July). Threshold of transfer of decoding skills from Kannada and Telugu to English. Society for the Scientific Study of Reading, Hawaii.

Joshi, R. M. (2015, April). Vocabulary and spelling instruction. Workshops given to reading professionals. Guadalajara, Mexico,

Yeh, Y-F., Joshi, R. M., & Ji. X. (2015, March). Do Chinese speaking students develop their Chinese and English morphological awareness in similar ways? East Asia Joint Symposium on Reading and Spelling. Taipei, Taiwan.

Yang, Z-Y., Chen, H-C., Joshi, R. M. (2015, March). Developmental changes of Chinese writing errors. East Asia Joint Symposium on Reading and Spelling. Taipei, Taiwan.

Tao, S., Zeng, Y., & Joshi, R. M. (2015, March). Orthographic skills are crucial for Chinese children learning to read in English. Society for Research in Child Development. Philadelphia, PA.

Zamora, J. P., Ji, X., Feng, L/.Zhang, S., Gómez-Velázquez, F., & Joshi, R. M. (2015, March). Spanish Spelling Error Analysis (Análisis de Errores de Ortografía Españolas). Undergraduate student research seminar, Texas A & M University, College Station.

Joshi, R. M., Sandoval, S., Lara-Arroyo, R., & Irby, B. (2014, August). Spelling error analyses of Spanish speaking children in grades 2 and 3. Symposium on Cross-Language Orthographies: A Tribute to Malt Joshi. EARLI SIG- conference on writing, Amsterdam.

Joshi, R. M. (2014, July). Simple View of Reading (SVR): Validation studies. Chair of the symposium. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Washburn, E., & Joshi, R. M. (2014, July). Teacher knowledge from an international perspective. Co-Chair of the symposium. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Yeh, Y., Ji, Xuejun, & Joshi, R. M. (2014, July). The role of Chinese morphological awareness in learning English. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Joshi, R. M., Breznitz, Z., Yulia, A., Lara-Alecio, R., & Irby, B. (2014, July). Validation of Simple of View of Reading (SVR) in Hebrew - a Semitic language. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Nakamura, P. R., & Joshi, R. M. (2014, July). Examining the Simple View of Reading in Alphasyllabic Kannada. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Tibi, S., Stall, P., Joshi, R. M., & Park, Y. (2014, July). The effects of self-efficacy on academic English writing by native Arabic-speaking teacher education students. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Wijekumar, K., Kaani, B., & Joshi, R. M. (2014, July). Knowledge of Basic Language Constructs among Teachers: Could it be the missing link in Reading Instruction in Zambia? Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Washburn, E. K., Mulcahy, C., Joshi, R. M., & Binks-Cantrell, E. (2014, July). Teacher Knowledge of Reading Disability and Dyslexia. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Sandoval, S., Joshi, R. M., Lara-Arroyo, R., Irby, B. Unal, M., & Biwen, Y. (2014, July). Spelling error analyses of Spanish speaking children in grades 2 and 3. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Allaith, Z. A., & Joshi, R. M. (2014, July). The relationship of engagement in shared and independent reading at home and at school to overall reading achievement among fourth grade English speakers. Society for the Scientific Study of Reading, Santa Fe, New Mexico.

de Marin, S., & Joshi, R. M. (2014, July). The predictive role of derivational morphological knowledge in reading and writing among Grade 6 Nyanja English bilingual students in Zambia, Africa. Society for the Scientific Study of Reading, Santa Fe, New Mexico. (Poster).

Kaani, B., & Joshi, R. M. (2014, July). How knowledgeable are Zambian teachers in basic language concepts necessary for effective reading instructions? International Society for the Study of Behavioral Development, Shanghai, China. (Poster)

Kaani, B., Mulenga, V., & Joshi, R. M. (2013, September). The Concept of Intelligence among the Tonga of Zambia: A Parental Perspective. 16th European Conference on Developmental Psychology, Lausanne, Switzerland

Dixon, Q., Zhao, J., & Joshi, R. M. (2013, July). Role of morphological awareness in English word spelling among 3rd graders in the United States. Society for the Scientific Study of Reading, Hong Kong.

Yeon, S. R.. & Joshi, R. M. (2013, July). Metalinguistic awareness contributions: Evidence from spelling in Korean Hangul. Society for the Scientific Study of Reading, Hong Kong.

Reddy, P. R., Joshi, R. M., & Feng, L. (2013, July). Is writing speech written down? Society for the Scientific Study of Reading, Hong Kong.

Washburn, E K., Binks-Cantrell, E., Martin-Chang, S., Paor, A., & Joshi, R M. (2013, July). Teacher knowledge of basic language constructs in Canada, England, and the US. Society for the Scientific Study of Reading, Hong Kong.

Schnitzler, C. D., & Joshi, R M. (2013, July). German university teachers’ knowledge of linguistic and didactic concepts relevant to literacy acquisition. Society for the Scientific Study of Reading, Hong Kong.

Zhao, J., L. Dixon, Q., & Joshi, R. M. (2013, July). Chinese EFL teachers’ knowledge on English phonology, morphology and vocabulary. Society for the Scientific Study of Reading, Hong Kong.

Joshi, R. M. (2013, July). Early intervention for developing writers: Gauging response to standards based early writing practices. Society for the Scientific Study of Reading, Hong Kong. (Discussant).

Bi Y., Joshi, R. M., & Unal-Gezer, M. (2013, July). Examining two views of lexical access by Turkish EFLspeakers. Society for the Scientific Study of Reading, Hong Kong. (poster).

de Marin, S., Zhang, N., Joshi, R. M., & Bae, H.S. (2013, July). Impact of derivational morphemic awareness in writing samples among English language learners with and without learning disabilities. Society for the Scientific Study of Reading, Hong Kong. (poster).

Kaani, B., Joshi, R. M., Ji, X., & Mulenga, V. (2013, July). Comparing factors predicting reading comprehension in contrasting orthographies: A case of English and Nyanja languages. Society for the Scientific Study of Reading, Hong Kong. (poster).

Joshi, R. M. (2013, July). Written language: Cognitive, orthographic, and developmental perspectives. Society for the Scientific Study of Reading, Hong Kong. (Symposium chair)

Mulenga, V., Kaani, B., & Joshi, R. M. (2013, July). Correlates of word reading proficiency in a transparent orthography in middle grade school in Zambia Society for the Scientific Study of Reading, Hong Kong. (poster).

Joshi, R. M. (2013, July). Role of orthography in literacy acquisition among monolinguals and bilinguals. The National Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University, Beijing, China.

Joshi, R. M. (2013, July). Componential Model of Reading: An alternative to Discrepancy Model of Learning Disabilities. The National Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University, Beijing, China.

Joshi, R. M. (2013, July). Improving literacy skills: The role of teacher education. The National Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University, Beijing, China.

Pittman, R., Joshi, R. M., & Binks-Cantrell, E. (2013, April). Making a difference in literacy: improving the encoding abilities of speakers of African American English. International Reading Association, San Antonio, TX. (poster).

Binks-Cantrell, E., Joshi, R. M., & Washburn, E. (2013, April). Do American and English preservice teachers have similar knowledge of reading disability? International Reading Association, San Antonio, TX. (poster).

Joshi, R. M. (2013, March). Education and Training of Professional Early Literacy Educators. Raising Awareness for Early Literacy Education International Expert Conference, Leipzig, Germany.

DeLaRosa, E.I., Allaith, Z., Yulia, A., & Joshi, R.M. (2013, March). The Influence of the Arabic Language Vowel System on Arab Children in English Spelling. Texas A & M University student research. College Station, TX. (poster).

Joshi, R. M. (2012, December). Maximizing the impact of your research and international collaboration. The 18th Annual Conference of the International Association for World Englishes. Guangzhou, China.

Joshi, R. M. (2012, October). How to solve illiteracy – a public health issue? Public lecture, Kuwait

Washburn, E., Joshi, R.M., & Binks-Cantrell, E., & Martin-Chang, S. (2012, October). Preservice Teacher Knowledge of Basic Language Constructs in Canada, England, and the US. International Dyslexia Association, Baltimore, MD.

Bi, Y. & Joshi, R. M. (2012, July). How does the literacy knowledge of Turkish transfer to decoding and spelling in English and Spanish? Society for the Scientific Study of Reading, Montreal, Canada.

Kaani, B., & Joshi, R. M. (2012, July). Cross-linguistic comparison of Reading and Spelling among Nyanja-English Bilinguals in Zambia. Poster presented at the 22nd International Society for the Study of Behavioral Development. Edmonton, Canada.

Kaani, B., Binks-Cantrell, E., & Joshi, R. M. (2012, July). Cross-linguistic comparison of reading among Nyanja-English bilinguals. 30th International Congress of Psychology (International Union of Psychological Science (IUPsyS)), Cape Town, South Africa.

Joshi, R. M. (2012, July). The role of orthography in spelling English words among monolinguals and bilinguals. SIG Writing Conference, Porto, Portugal.

Joshi, R. M. (2012, May). Spelling development in different orthographies. COST working group meeting, Univeriste de Poitiers, Poitiers, France.

Joshi, R. M. (2012, February). Teaching reading explicitly. Maharashtra Dyslexia Association, Mumbai, India.

Joshi, R. M. (2012, March). Literacy. National Programme on Educational Neuroscience, Indian National Science Academy (INSA), Delhi, India.

Joshi, R. M., & Binks-Cantreel, E. (2011, November). Why Fish cannot be spelled ‘GHOTI’. International Dyslexia Association. Chicago.

Washburn, T., Yulia, A., Joshi, R. M., & Allaith, Z. (2011, November). Can Simple View of Reading (SVR) be applied to adult learners of English as second language (ESL)? 9th Annual Pathways Student Research Symposium, Texas A & M University, College Station, TX.

Joshi, R. M. (2011, September). Spelling assessment and intervention. COST summer school. University of Lyon, Lyon, France.

Joshi, R. M. (2011, September). The role of orthography in literacy acquisition among monolinguals and bilinguals. Summer School, University of Jyvaskyla, Finland.

Zhao, J., Joshi, R.M., & Dixon, L.Q. (2011, August). Models of meta-linguistics skills and spelling abilities in 3rd graders in the United States. World Congress of Applied linguistics, Beijing, China.

Allaith, Z., Joshi, R.M., Yulia, A. & Zhao, J. (2011, August). How do Second Language Learners Spell Novel Phonemes? A Cross-Grade Level Study of Speakers of Arabic. World Congress of Applied linguistics, Beijing, China.

Yulia, A., Joshi, R.M., Bahri, S., & Allaith, Z. (2011, July). Can Simple View of Reading (SVR) be applied to ESL undergraduate students? Society for the Scientific Study of Reading, St. Pete Beach, FL.

Kaani, B., Binks-Cantrell, E., Joshi, R. M., & Smith, D. (2011, July). Phonological processing: A cross-linguistic comparison of reading in Chinyanja and English languages. Society for the Scientific Study of Reading, St. Pete Beach, FL.

Yeh, Y., Joshi, R. M., & McTigue, E. (2011, July). Morphological Knowledge of English Words among Chinese Secondary School Students. Society for the Scientific Study of Reading, St. Pete Beach, FL.

Conway, B., Carreker, S., Slania, M. L., Boulware Gooden, R., & Joshi, R. M. (2011, July). Analysis of errors on the TWS-4: What does spelling achievement of fifth graders tell us about understanding of language? Society for the Scientific Study of Reading, St. Pete Beach, FL.

Zhao, J., Yeh, Y., Dixon, L. Q., Joshi, R. M., & McTigue, E. (2011, July). A cross-group and cross-linguistic study of the effect of morphological awareness on literacy skills in Chinese-English bilinguals. Society for the Scientific Study of Reading, St. Pete Beach, FL.

Allaith, Z., Joshi, R. M., Yulia, A., & Taylor, B. (2011, July). How does a diglossic first-language phonology influence spelling in a second-language? The case of the Arabic language. Society for the Scientific Study of Reading, St. Pete Beach, FL.

Kaani, B., Binks-Cantrell, E., Joshi, R. M., & Smith, D. (2011, July). Phonological processing: A cross-linguistic comparison of reading in Chinyanja and English languages. Summer School, University of Jyvaskyla, Finland.

Conway, B., Carreker, S., Slania, M. L., Boulware Gooden, R., & Joshi, R. M. (2011, July). Analysis of errors on the TWS-4: What does spelling achievement of fifth graders tell us about understanding of language? Summer School, University of Jyvaskyla, Finland.

Chuang, H. –K., Dixon, Q., & Joshi, R.M. (2011, April). Is Closed-captioned Exposure Effective for Second Language Acquisition? Perspectives from ESL Educators. American Educational Research Association, New Orleans, LA.

Knight, S., Khlef, A.I., Hissa, S., et al. (2011, April). Investigation of Standards-Based Reform in Math and Science Teaching and Learning in Qatari Elementary Schools. American Educational Research Association, New Orleans, LA

Zhao, J., Joshi, R.M., & Dixon, L.Q. (2011, March). Influence of home factors on the development of English among eighth graders in China. American Association for Applied Linguistics, Chicago, IL.

Dixon, Q.L., Joshi, R.M., Binks-Cantrell, E., & Washburn, E. (2011, March). Teaching Reading Skills to English Language Learners (ELLs) Around the World: What’s Included in Pre-Service Teacher Textbooks? American Association for Applied Linguistics, Chicago, IL.

Yeh, Y.Y., McTigue, E., & Joshi, R.M. (2010, December). Case Study of a Struggling Comprehender: Strategies to Improve Inferential Comprehension. Literacy Research Association, Ft. Worth, Texas.

Dixon, L.Q., Zhao, J., & Joshi, R.M. (2010, December). Dialectal influence on the formation of English plurals as revealed by spelling. Literacy Research Association, Ft. Worth, Texas.

Joshi, R.M. (2010, October). Application of Componential Model of Reading (CMR) in the Assessment and Intervention of Reading Problems. University of La Laguna, Tenerife, Canary Island, Spain.

Joshi, R.M. (2010, August). The role of orthography in literacy acquisition in monolinguals and bilinguals. 11th Science of Aphasia conference, Potsdam, Germany.

Padakannaya, P., Panah, M. A., Singh, N., & Joshi, R.M. (2010, July). Effect of opacity and frequency in naming words in Persian abjad. Society for the Scientific Study of Reading, Berlin, Germany.

Zhao, J., Quiroz, B.L., Dixon, Q., & Joshi, R.M. (2010, July). The effect of bilingualism on English spelling: A meta-analytic review. Society for the Scientific Study of Reading, Berlin, Germany.

Chuang, H. –K., Joshi, R.M., & Dixon, L. Q. (2010, July). Is Mandarin Chinese knowledge transferred to English reading proficiency among Taiwanese junior high school students? Society for the Scientific Study of Reading, Berlin, Germany.

Yulia, A., Joshi, R.M., & Allaith, Z. (2010, July). Does the spoken language help or hinder the spelling in the second language? A case of Indonesian and Acehnese language. Society for the Scientific Study of Reading, Berlin, Germany.

Joshi, R.M. (2010, July). Symposium coordinator: Language influences in literacy acquisition in African context. International Society for the Study of Behavioral Development, Lusaka, Zambia.

Allaith, Z., Joshi, R.M., Carreker, S., Smith, D., & Binks, E. (2010, July). Analysis of spelling performance in English among students whose first language is Arabic. International Society for the Study of Behavioral Development, Lusaka, Zambia.

Joshi, R.M. (2010, February). Myths and realities about English spelling: Implications for assessment and instruction of spelling. Etoile DuBard Honorary Lecture, University of Southern Mississippi, Hattiesburg.

Joshi, R.M. (2010, March). Componential Model of Reading: Implications for assessment and Intervention. Dyslexia Conference, Sandefjord, Norway.

Joshi, R.M. (2010, March). The relationship between reading and spelling. Dyslexia Conference, Sandefjord, Norway.

Dixon, Q., Zhao, J., & Joshi, R. M. (2010, March). Influence of Orthographic Differences in Singaporean Bilingual Children’s Spelling Performance. American Association for Applied Linguistics. Atlanta, GA.

Joshi, R.M. (2010, March). Dyslexia, Orthography, and Componential Model of Reading: Current Research and Classroom Applications. Dyslexia and English Language Learner Conference, Lubbock, TX

Joshi, R.M. (2010, March). Morphological Knowledge for Better Spelling and Richer Vocabulary. Dyslexia and English Language Learner Conference, Lubbock, TX

Yeh, Y., & Joshi, R.M. (2010, April). Adolescent Learners’ Chinese to English Morphological Awareness Transfer in Taiwan. American Educational Research Association, Denver, CO.

Joshi, R.M. (2010, April). Acquisition of spelling in different languages, COST, Charles University, Prague, Czech Republic.

Joshi, R.M. (2010, April). Dyslexia, Orthography, and Componential Model of Reading: Current Research and Classroom Applications. Dyslexia and English Language Learner Conference, Houston, TX

Joshi, R.M. (2010, April). Morphological Knowledge for Better Spelling and Richer Vocabulary. Dyslexia and English Language Learner Conference, Houston, TX

Joshi, R.M. (2010, June). The role of orthography in literacy acquisition in monolinguals and bilinguals. Dept. of Linguistics, University of Potsdam, Potsdam, Germany.

Chuang, H.K., Joshi, R.M., & Quiroz, B.G. (2009, April). Does the length of learning English as a foreign language impact on reading comprehension scores? American Educational Research Association, San Diego.

Joshi, R.M., Binks, E., Hougen, M., Graham, L., Zhao, J., Padakannaya, P., & Gonzalez, J. (2009, June). Peter effect in preparing reading teachers. Society for the Scientific Study of Reading, Boston.

Binks, E., Washburn, E., & Joshi, R.M. (2009, June). Teacher knowledge and preparation in scientifically-based reading research in the United Kingdom. Society for the Scientific Study of Reading, Boston.

Washburn, E., Binks, E., & Joshi, R.M. (2009, June). Preservice teachers’ knowledge of and beliefs about dyslexia. Society for the Scientific Study of Reading, Boston.

Singh, N.C., Das, T., Kumar, U., Bapi, S.R., Joshi, R.M., & Padakannaya, P. (2009, June). Influence of orthography and fluency on reading different orthographies – an fMRI study. Society for the Scientific Study of Reading, Boston.

Dixon, L. Q., Zhao, J.\*, Chuang, H-K.\*, Joshi, R. M., & Quiroz, B. (2009, July). Phonological awareness and spelling errors among Singaporean kindergartners. Talk presented for the Dr. Susan Rickard Liow Research Lab, National University of Singapore.

Joshi, R.M. (2009, September). Language and Literacy: The Obligation of the Schools of Education (with apologies to Isabelle Liberman). Haskins Laboratories, Yale University, New Haven, CT.

Joshi, R.M. (2009, October). Reading disabilities: Myths and realities. Center on disability and development, College Station, Texas.

Graham, L., Washburn, E., Boulware-Gooden, R., Joshi, R. M., & Binks, E. (2009, November). The essential components of reading instruction: If teachers knew, what could they do? International Dyslexia Association, Orlando, Florida.

Joshi, R. M. (2008, March). Can Componential Model of Reading be applied to acquisition of Spanish literacy? Lindamood-Bell conference, Anaheim, CA.

Washburn, E., Joshi, R.M., & Binks, E. (2008, March). Secondary school teachers’ knowledge of dyslexia and related reading difficulties, British Dyslexia association, Harrogate, UK

Aaron, P.G., & Joshi, R.M. (2008, July). Does improving phonological skills improve reading comprehension of ALL poor readers? Society for the Scientific Studies of Reading, Asheville, N.C.

Joshi, R.M., Carreker, S., Aaron, P.G., Binks, E., Boulware-Gooden, R., Graham, L., & Washburn, E. (2008, July). Where does the disciplinary knowledge for reading instruction come from? Society for the Scientific Studies of Reading, Asheville, N.C.

Pitman, R., & Joshi, R.M. (2008, July). The role spelling plays for adolescent struggling writers. Society for the Scientific Studies of Reading, Asheville, N.C.

Joshi, R.M. & Binks, E. (2008, July). Application of Componential Model of Reading to Spanish literacy acquisition. International Society for the study of Behavioral Development, Wurzburg, Germany.

Joshi, R.M. & Binks, E. (2008, July). Is fluency an independent component of reading? International Congress of Psychology, Berlin, Germany

Joshi, R. M. (2008, September). Spelling: Development, assessment, and instruction. Indiana Literacy Conference, Indianapolis.

Joshi, R. M. (2008, September). Diagnosis and intervention of reading problems based on the Componential Model of Reading. Indiana Literacy Conference, Indianapolis.

Graham, L., Hairrell, A., Joshi, R., & Boettcher, C. (2008, October). Successful strategies for acquisition and maintenance of vocabulary: exploring content areas for all learners. International Dyslexia Conference, Seattle, WA.

Joshi, R. M. (2008, October). Where do preservice teachers receive informed instruction about reading? International Dyslexia Conference, Seattle, WA.

Washburn, E.K., Binks, E., & Joshi, R.M. (2008, October). What do pre-service teachers know/believe about dyslexia? International Dyslexia Conference, Seattle, WA.

Joshi, R.M. (2008, October). Morphology and writing. International Dyslexia Conference, Seattle, WA.

Dean, E. O., Boulware-Gooden, R., & Joshi, R.M. (2008, October). The efficacy of explicit literacy instruction for English language learners in the early grades. International Dyslexia Conference, Seattle, WA.

Graham, L. L., Joshi, R. M. & Hairrell, A. S. (2007, November). A content area is worth a thousand words: volumes of vocabulary in social studies and science. International Dyslexia Association, Dallas

Pittman, R. T., Joshi, R. M. & Boulware-Gooden, R. (2007, November). A spelling and writing intervention for African American students. International Dyslexia Association, Dallas

Washburn, E. K., Joshi, R. M., & Binks, E. (2007, November). Secondary school teachers’ knowledge of dyslexia and related reading disabilities. International Dyslexia Association, Dallas

Joshi, R. M., & Aaron, P. G.(2007, November). Can Componential Model of Reading be applied to acquisition of Spanish literacy? International Dyslexia Association, Dallas

Ocker-Dean, E., Joshi, R. M., & Boulware-Gooden, R. (2007, November). The efficacy of systematic, explicit literacy instruction in kindergarten and first grade. International Dyslexia Association, Dallas

Joshi, R. M., Boulware-Gooden, R., Ocker-Dean, E., & Aaron, P. G. (2007, July). Can Componential Model of Reading be applied to acquisition of Spanish literacy? Society for the Scientific Studies of Reading, Prague, Czech Republic.

Binks, E., & Joshi, R. M. (2007, July). Research-based Reading Instruction: What About No Teacher Left Behind? Society for the Scientific Studies of Reading, Prague, Czech Republic.

Graham, L., Joshi, R. M., & Hairrell, A. (2007, July). From Research to Practice: The Effect of Multi-Component Vocabulary Instruction on 4th Grade Social Studies Vocabulary and Comprehension Performance. Society for the Scientific Studies of Reading, Prague, Czech Republic.

Pittman, R. T. & Joshi. R. M. (2007, July). Dialect's Influence on the Spelling and Grammar of African-American Children. Society for the Scientific Studies of Reading, Prague, Czech Republic.

Pittman, R. T., Joshi, R. M., Boulware-Gooden,R., Berry, J. & Graham. L.(2007, April). Dialect's Influence on the Spelling and Grammar of African-American Children. American Educational Research Association, Chicago.

Ocker-Dean, E., Boulware-Gooden, R., Joshi, R. M., & Hairrell, A. R. (2007, April). Systematic, Explicit Literacy Instruction in Kindergarten and First Grade. American Educational Research Association, Chicago.

Binks, E., Joshi, R. M., Ocker-Dean, E., Graham, L., & Boulware-Gooden, R. (2007, April). Breaking Barriers to Reading Acquisition: What About No Teacher Left Behind? American Educational Research Association, Chicago.

Binks, E., Boulware-Gooden, R., Joshi, R. M., Pittman, R. T., Smith, D. L., & Boettcher, C. K. (2007, April). Boys in Crisis? A Look at the Gender Gap, or Lack Thereof, in Early Reading Achievement. American Educational Research Association, Chicago.

Binks, E., Boulware-Gooden, R., Joshi, R. M., & Pittman, R. T. (2007, April). Boys in Crisis? A Look at the Gender Gap, or Lack Thereof, in Early Reading Achievement. Southwest Regional Educational Association, San Antonio.

Graham, L. Joshi, R. M., & Hairrell, A. (2007, April). From Research to Practice: The Effect of Multi-Component Vocabulary Instruction on 4th Grade Social Studies Vocabulary and Comprehension Performance. Southwest Regional Educational Association, San Antonio.

Joshi, R. M. (2007, February). Is English spelling chaotic? English Language teaching conference, Doha, Qatar.

Joshi, R. M. (2006, November). Why Elementary Teachers Might Be Inadequately Prepared to Teach Reading, International Dyslexia Association, Indianapolis.

Binks, E., Joshi,R. M., Ocker-Dean, E., Graham, L., Boetcher, C., & Hairrell, A. (2006, November). Roadblocks to reading: Is teacher knowledge one of them? International Dyslexia Association, Indianapolis.

Pittman, R. T., Joshi, R. M., Boulware-Gooden, R., & West, C. (2006, November). Spelling, Writing, and Dialect: Evidence from African-American children. International Dyslexia Association, Indianapolis.

Aaron, P. G., Joshi, R. M., & Boulware-Gooden, R. (2006, November). Research-based remedial reading instruction: Utilizing the component model of reading: A seven year study. International Dyslexia Association, Indianapolis.

Ocker Dean, E., Joshi, R. M., Boulware-Gooden, R., & Hougen, M. (2006, November). Improving reading skills at the Kindergarten level: A training study. International Dyslexia Association, Indianapolis.

Joshi, R. M., Boulware-Gooden,R., & Ocker-Dean, E. (2006, July). An alternative to IQ-Achievement discrepancy-based assessment based on Component Model of reading. Society for the Scientific Studies of Reading, Vancouver, B.C., Canada

Pittman, R. T., West, C., Joshi, R. M., Boulware-Gooden, R., & Graham, L. (2006, July). African American Vernacular English: Patterns of rural and urban African American students in Texas. Society of the Scientific Study of Reading, Vancouver, B. C., Canada.

Binks, E. Joshi, R. M., Graham, L., Dean, E. (2006, July). Teachers knowledge of basic literacy skills. Society of the Scientific Study of Reading, Vancouver, B. C., Canada.

Berry, J., Joshi, R. M., Graham, L., Binks, E., Boulware-Gooden, R. & West, C. (2006, May). Bilingual Educators and ESL Educators: Are we comparing apples to oranges? International Reading Association, Chicago.

Joshi, R. M. (2006, May). The relationship between orthographies and reading. ESL/Dyslexia conference, Dallas, Texas.

Joshi, R. M., Binks, E., & Dean, E. (2006, April). Teachers knowledge of basic literacy skills. American Educational Research Association, San Francisco, California.

Joshi, R. M. (2006, February). Spelling: Development, assessment, and Instruction. Southwest International Dyslexia Association, Albuquerque, New Mexico.

Joshi, R. M., Prakash, P., Surendranath, N. (2005, June). Are reading disabilities orthography specific? Evidence from bilinguals. Society for the Scientific Studies of Reading, Toronto, Canada.

Joshi, R. M., Boulware-Gooden, R., & Ocker-Dean, E. (2005, May). Alternatives to IQ-achievement discrepancy based assessment: A pragmatic solution, International Reading Association, San Antonio, Texas.

Joshi, R. M. (2005, March). Assessing reading disabilities without using the IQ-Achievement discrepancy formula. New York branch of the International Dyslexia Association, New York.

Joshi, R. M. (2005, February). Dyslexia: Recent Research, Riddles, and Resolutions. Etoile DuBard Honorary Lecture, University of Southern Mississippi, Hattiesburg.

Joshi, R. M. (2005, February). Dyslexia: Recent Research, Riddles, and Resolutions. Houston Branch of the International Dyslexia Association, Houston.

Joshi, R. M. (2004, November). Spelling: Myths and realities. Virginia Branch of the International Dyslexia Association, Richmond, VA.

Joshi, R. M. (2004, October). Remedial reading instruction based on the Componential Model: Do all roads lead to Rome? International Dyslexia Association, Philadelphia

R. Boulware-Gooden & R.M. Joshi (2004, October). Spelling: Processes needed for successful acquisition in alphabetic scripts. International Dyslexia Association, Philadelphia

Ocker-Dean, E., Cramer, J., & Joshi, R. M. (2004, October). Does reading teachers’ linguistic knowledge translate to students’ reading performance? International Dyslexia Association, Philadelphia.

Joshi, R. M., Prakash, P., Surendranath, N., & Vaid, J. (2004, June). Dissociation between decoding and comprehension: Evidence from a biliterate dyslexic and a biliterate hyperlexic. Society for the Scientific Study of Reading, Amsterdam, The Netherlands.

Boulware-Gooden, R., Dahlgren, M., & Joshi, R. M. (2004, June). Componential model of reading: Developmental changes. Society for the Scientific Study of Reading, Amsterdam, The Netherlands

Boulware-Gooden, R., Ocker, E., & Joshi, R. M. (2003, October). Componential model of reading: Developmental changes. International Dyslexia Association, San Diego.

Joshi, R. M. (2003, October). Misconceptions about assessing reading disabilities. International Dyslexia Association, San Diego.

E. Ocker, R.M. Joshi, P.G. Aaron (2003, October). Were Agatha Christie, William B. Yeats, and Virginia Woolf, dyslexics? International Dyslexia Association, San Diego.

Dahlgren, M., Boulware-Gooden, R., & Joshi, R. M. (2003, September). Multisensory teaching in an inner city school. Southwest Regional IRA conference, Oklahoma City.

Prakash, P., Rekha, D, Vaid, J. & Joshi, M. (2002, November). Simultaneous acquisition of literacy skills in English and Kannada: A longitudinal study. World Congress of Applied Psycholinguistics (AILA), Singapore

Joshi, R. M ., Aaron, P. G., Hoien, T., Chengappa, R., Feng, X. W., & Boulaware-Gooden, R. (2002, October). Orthographic and phonological influences on English spelling: Cross-linguistic comparisons. Multilingual conference, Washington, D.C.

Aaron, P. G., & Joshi, R. M. (2002, October). Learning English from print and from speech: Does it make a difference in spelling? Multilingual conference, Washington, D.C.

Joshi, R. M., & Aaron, P. G. (2002, Ocotober). Sequential and simultaneous processing of written words: developmental changes. Luria Conference, Moscow, Russia

Joshi, R. M., Aaron, P. G., & Boulware-Gooden, R. (2002, Ocotber). Has the Discrepancy formula led us astray? International Dyslexia Association, Atlanta.

Joshi, R. M., & Ocker, E. (2002, October). Spelling: Myths and realities, International Dyslexia Association, Atlanta.

Aaron, P. G. & Joshi, R. M. (2002, Ocotber). Why can’t Johnny read: Inattentive ADHD or Dyslexia? Differential diagnosis of a comorbid condition. International Dyslexia Association, Atlanta.

Joshi, R. M. (2001, November). Literacy acquisition, assessment and instruction: The role of phonology, orthography, and morphology. Advanced Study Institute, Italy.

Joshi, R. M. (2001, November). Orthographic and phonological influences on English spelling: Cross-linguistic Comparisons, University of Parma, Italy.

Joshi, R. M., Aaron, P. G., Boulaware-Gooden, R., & Hill, N. (2001, October). Parallels between acquisition of writing skills by children and the evolution of writing systems: Implications for spelling instruction, International Dyslexia Association, Albuquerque.

Aaron, P. G., & Joshi, R. M. (2001, October). The dismal failure of the current LD program: Do we have an alternative? “Yes”, International Dyslexia Association, Albuquerque.

Boulaware-Gooden, R., Dahlgren, M., & Joshi, R. M. (2001, October). Does a direct multisensory approach of teaching reading in first and second grades significantly influence spelling performance? International Dyslexia Association, Albuquerque.

Joshi, R. M., Aaron, P. G., Hoien, T., Chengappa, R., Feng, X. W., & Boulaware-Gooden, R. (2001, June). Is the orthographic nature of the script a contributor to spelling performance of children? Society for the Scientific Study of Reading, Boulder, Colorado.

Aaron P. G., & Joshi, R. M. (2001, June). Componential model of reading. Society for the Scientific Study of Reading, Boulder, Colorado.

Boulaware-Gooden, R., Dahlgren, M., & Joshi ,R. M. (2001, June). Does a direct multisensory approach of teaching reading in first and second grades significantly influence spelling performance? Society for the Scientific Study of Reading, Boulder, Colorado.

Willson, V. L,, W. H. Rupley, R. D. Zellner, & R.M. Joshi (2001, June). Kindergarten-Grade 1 Reading Development in Rural-Poor and Metropolitan-Semiaffluent School Districts. Society for the Scientific Study of Reading, Boulder, Colorado.

Joshi, R. M., Aaron, P. G., Boulaware-Gooden, R., Hill, N., & Holcomb, A. (2001, May). The componential model of reading: Implications for diagnosis and instruction. National reading conference, San Antonio. TX.

Aaron, P. G., & Joshi, R. M. (2000, December). Component model-based treatment of reading disabilities, International Conference Neurology, Language and Cognition, India.

Joshi, R. M., & Aaron, P. G. (2000, October). Word familiarity as a confounding factor in spelling: Implications for spelling instruction. National Reading Conference, Scottsdale, AZ.

Aaron, P. G., & Joshi, R. M. (2000, October). Separating dyslexia from reading deficits caused by attention deficit disorder. International Dyslexia Association, Washington, D.C.

Joshi, R. M., Aaron, P. G., & Hoien, T. (2000). Is the phonetic representation of a language a contributor to spelling errors in children? Society for the Scientific Study of Reading, Stockholm, Sweden.

Aaron, P. G., Joshi, R. M., & Kirby, E. A. (2000). Reading disability (RD) and attention deficit hyperactivity disorder (ADHD): Separating genuine cases of RD from those whose poor reading performance is a sequel to ADHD. Society for the Scientific Study of Reading, Stockholm, Sweden.

Joshi, R. M. (1999, April). Spelling assessment and instruction: What classroom teachers should know. Southwest IRA conference, Oklahoma City.

Joshi, R. M., & Aaron, P. G. (1999, May). Can poor decoders be good sight-word readers? Society for Scientific Study of Reading, Montreal, Canada.

Aaron , P. G., & Joshi R. M. (1999, May). The Phylogeny and ontogeny of writing. Society for Scientific Study of Reading, Montreal, Canada.

Joshi, R. M. (1998, June). Simple view of reading made a little more complex. Society for Scientific Studies of Reading, San Diego.

Joshi, R. M (1997, October). False negative and false positive errors in the diagnosis of reading disabilities: the role of spelling error analysis, Orton Society meeting, Minneapolis.

Joshi, R. M., & Aaron, P. G. (1997, May). The regularity effect in spelling. Society for the Scientific Studies of Reading, Chicago.

Aaron, P. G. & Joshi, R. M. (1997, May). Developmental changes in word reading speed processing strategy. Society for the Scientific Studies of Reading, Chicago.

Joshi, R. M. (1997, May). False negative and false positive errors in the diagnosis of reading disabilities. British Dyslexia Association meeting, York, UK.

Joshi, R. M. (1997, April). Speed-accuracy conundrum: attempts at a solution, Fourth World Congress, Halkidiki, Greece.

Joshi, R M. & Aaron, P. G. (1996, October). Developmental aspects of spelling. Orton Society Meeting, Boston.

Joshi, R. M. (1996, August). Recent research in literacy: Riddles and resolutions, Seminar presented at the National Institute of Education, Nanyang Technological University, Singapore.

Joshi, R. M., & Aaron, P. G. (1996, June). Word-knowledge and word-recognition as confounding factors of spelling. Society for the Scientific Studies of Reading, New York.

Aaron, P. G., & Joshi, R. M. (1996, June). The nature of word-specific memory: Evidence from the deaf. Society for the Scientific Studies of Reading, New York.

Joshi, R. M., & Aaron, P. G. (1995, October). The simple view of reading-Revised: Implications for differential diagnosis and instruction. Orton Society Meeting, Houston.

Joshi, R. M. (1995, May). The two components of reading - Implications for diagnosis and instruction, Society for Scientific Study of Reading, San Francisco.

Joshi, R. M. (1994, October). Predicting reading comprehension from listening comprehension: Is this the answer to the IQ debate? NATO Advanced Study Institute, Alvor, Portugal.

Aaron, P. G., Joshi, R. M., & Williams, K. (1994, May). Not all reading disabilities are alike. Orton Society meeting, Los Angeles.

Joshi, R. M., & Williams, K. (1993, October). Components of reading: Contributions of phonology, semantics, and visual skills. Orton Society meeting, New Orleans.

Joshi, R. M. (1993, May), Chair, Parents as community literacy tutors, International Reading Association Annual Meeting, San Antonio.

Joshi, R. M. & Feng, X, W. (1993, May). Cognitive aspects of dyslexia in bilinguals. International Conference on Psycholinguistics and Special Education, Xi’an, China.

Joshi, R. M. (1992, October). Componential analysis of reading and reading disability. Orton Dyslexia Society, Cincinnati.

Williams, K. & Joshi, R. M. (1992, September). Components of fluent reading. Graduate Student Seminar, Oklahoma State University, Stillwater.

Mokhtari, K. & Joshi, R. M. (1992, June). Assessing the impact of cultural thought patterns on cross-cultural communication. First Annual International Conference on Multi-culturalism and Education, Denton, Texas.

Joshi, R. M. (1992, May). Current research in literacy acquisition, Ponca City, Oklahoma.

Joshi, R. M. (1992, April). Panel Discussant, Language Basis of Reading Disabilities: Clinical Implications, Oklahoma State University.

Joshi, R. M. (1991, October). Differential diagnosis and remediation of reading problems. NATO Institute, Bonas, France.

Joshi , R. M.(1990, October). The role of orthographic depth in reading disability. Orton Dyslexia Society Meeting, Washington, D. C.

Joshi, R. M. (1990, May). Famous people with reading disabilities. International Reading Association Annual Meeting, Atlanta.

Joshi, R. M. (1989, October). Orthographic systems and reading disability: Evidence from spelling error analysis. Orton Society Meeting, Dallas, Texas.

Joshi, R. M. (1989, May). Spelling error analyses of college students of various reading levels. International Reading Association, New Orleans.

Joshi, R. M. (1989, April). Cognitive profiles of college disabled readers. International Academy for Research in Learning Disabilities, University of Michigan, Ann Arbor.

Joshi, R. M. & Stocker, S. (1988, November). Developmental spelling disorders. Carolinas Annual Psychology Meeting, Raleigh, North Carolina.

Joshi, R. M. & Stocker, S. (1988, July). Reading disability: Subtypes or substages? International Academy for Research in Learning Disabilities, Pennsylvania State University.

Joshi, R. M. (1988). Developmental aspects of spelling errors. Orton Society Meeting, Tampa.

Joshi, R. M. (1987, October). Developmental reading and spelling disabilities: Are these dissociable? NATO Advanced Study Institute, Il Ciocco, Italy.

Joshi, R. M. & Lemons, R. (1986, November). Are poor readers also poor spellers? Annual Meeting of the Association for Developmental Studies, Greensboro, N.C.

Joshi, R. M. (1986, October). Specific spelling disability: Factual or artifactual? Orton Society Meeting, Philadelphia.

Malatesha, R. (1982, October). Dyslexia: A Global Issue. Advanced Study Institute, Maratea, Italy.

Malatesha, R. (1982, May). Reversals in reading, Cognitive Sciences Meeting, Ohio State University, Columbus, Ohio.

Malatesha, R. (1981, June). Clinical subtypes of developmental dyslexia. Seminar presented to Oregon Neuropsychology Group, Corvallis, Oregon.

Malatesha, R. (1981, May). Bilingualism and cognitive development, Southwestern Oklahoma University, Weatherford.

Malatesha, R. (1980, September). Neuropsychology and Cognition, NATO/ASI, Medical College of Georgia, Augusta, Georgia.

Malatesha, R. (1978, May). Neuropsychological aspects of reading disability. Seminar presented under the auspices of Distinguished Educational Research Award Program, Oregon State University, Corvallis.

Malatesha, R. (1977, June). Differences in hemispheric functions between dyslexics and normal readers. International Neuropsychological Society-European Conference, Oxford, England.

Malatesha, R. (1977, September). Reading: An international perspective. Idaho Council of Teachers of English, Pocatello, Idaho.

**TEACHING**

**Courses Taught**

Neuropsychology and Cognition

Neuropsychological Assessment

Advanced Educational Psychology

Assessment in Special Education

Psychology of Reading

Teaching ESL

Assessment in Second Language

Developmental Reading in Elementary School

Content Area Reading

Research in Reading

Proposal Writing

Assessment for ESL

Teaching reading for ESL

Educator as Researcher

Literacy and Language

Writing: Development, assessment, and Instruction

**Recent courses taught and course evaluation (1-5 scale; 5 being the highest)**

Summer 2020 RDNG 620, Literacy and Language 4.93

Spring 2020 RDNG 630 Writing: Development, Assessment and Instruction 4.82

Spring 2020 RDNG 602 Teaching Reading in the Elementary Grades 4.84; 4.64

Fall 2019 RDNG 620 Literacy and Language 5.00; 4.64

Fall 2019 RDNG 602 Teaching Reading in the Elementary Grades 4.75; 5.00

Spring 2019 RDNG 630 Writing: Development, Assessment and Instruction 4.94; 4.37

Spring 2019 RDNG 603 Using Advanced Literacy to Teach & Learn Across Discipline

 4.73; 4.64

Course Evaluations are generally 4.8+ (on a scale of 5.00)

The written statements have included comments such as, “Dr. Joshi is a very effective teacher. He is a wealth of knowledge when it comes to reading and writing instruction as well as other areas in education such as dyslexia, phonics instruction, and explicit teaching practices.” and “The material and information presented in this course was extremely helpful and I was able to use this information in other courses as well. Dr. Joshi made a complex topic much easier to digest.” “Dr. Joshi is so knowledgeable, especially about reading and literacy in different orthographies, and shares this with his students. He is the best! and I cannot wait to have Dr. Joshi again!”

**International Teaching Experience**

In addition to lecturing in many universities in Europe and Middle East, I have taught a 5-week class at the TAMU-QU Collaborative program at the University of Qatar, Doha, Qatar, during November-December 2005; January-February 2007, November -December 2007, November-December, 2008, and October 2009. I also taught a 6-week seminar class on orthography and literacy at the University of Potsdam, Germany, in the Linguistics Dept. May-July, 2010, Summer school, University of Jyvaskyla, Finland, Sept 2011, University of Lyon, France, September 2011, Goethe University, Frankfurt, Germany, June-July 2012, Beijing Normal University, July 2013 & June 2015; University of Haifa, Israel, November 2013, National Chung Cheng University, Taiwan, 2016; 2018, 2019; National Taiwan Normal University, Taipei, 2018, Education University of Hong Kong, Hong Kong, 2019 2020.

STUDENT ADVISING

Doctoral Student Chair/Co-Chair:

2019 Zhang, Shuai (Currently at Appalachian University, North Carolina),

2018 Wilkins, Gwendolyn (Texas A & M University)

2018 Beerwinkle, Andrea, (Currently at Jacksonville State University)

2017 Feng, Luxi (Currently at Wells-Fargo; Post-doc with Dr. Fumiko Hoeft, Yale-Connecticut University Dyslexia Project)

2017 Ji, Xuejun (Currently at University of British Columbia, Canada)

2016 Taylor, Brenda, (Private Practice)

2015 Abba, Kathi (Currently at Houston Community College, Houston)

2015 Bae, Han Suk, (Currently at Dong-A University, S. Korea)

2014 Kaani, Bestern, (Currently at University of Zambia, Lusaka)

2014 Unal, Melike, (Cornel University, presently at Ankara, Turkey)

2013 Alaith, Zainab, University of Bahrain, Bahrain

2013 Yulia, Astri, Universiti Selangor, Malaysia

2013 Barr, Sheldon, Region 4 Texas Educational Technical Center

2012 Yeon, Sook-Kyung, (Seoul National University of Education, S, Korea)

2011 Zhou, Jing, Sun Yet-Sen University, Guangzhou, China

2011 Conway, Barbara, Neuhaus Education Center, Houston

2011 Carreker, Suzanne, Lexia publications, Boston

2010 Yeh, Yi-Fin, College of Teacher Education, National Taiwan Normal University, Taiwan

2010 Chuang, H. –K, Taiwan 2010 (Winner of Dissertation of the Year Award, TLAC, College of Education and Human Development, Texas A & M University)

2009 Washburn, Erin, University of North Carolina, Charlotte

2008 Emily Binks-Canrell, Texas A & M University, College Station

2007 Pittman, Ramona, Texas A &M University in San Antonio

2007 Graham, Lori, University of Texas Medical School, Round Rock.

2007 Emily Ocker-Dean, Hardins-Simmons University

2006 Ghong, Mary Njang

2005 Regina Boulware-Gooden, Chief Educational Officer, International Dyslexia Association

1998 Wood, Donna, University of Houston, Downtown

1997 Heinrichs, Susan

1996 Williams, Kay

**SERVICE**

**Editorships**

Editor (founding): Reading and Writing: An Interdisciplinary Journal, 1989-

Editor (founding): Monograph series on Neuropsychology and Cognition (1987-2004)

Editor (founding): Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology, and Education (2003-present)

**Editorial Board Member**

The Reading Teacher - 1993-1999

Journal of Learning Disabilities - 1994-present

Reading Psychology - 1998-2014

Annals of Dyslexia - 2000-present

Reading Research Quarterly 2001-2003; 2015-present

Journal of Literacy Research - 2003-2016

Dyslexia: An international Journal - 2005-present

Scientific Studies of Reading - 2006-present

Journal of Educational Psychology - 2014-2021

Human Technology: An Interdisciplinary Journal on Humans in ICT Environments - 2014-2021

**Reviewer for Other Journals:**

*American Educational Research Association, International Journal of Behavioral Development, Journal of Research in Reading, Journal of Psychological and Educational Measurement, Journal of Teacher Education, Child Language, Journal of Neurolinguistics, Applied Psycholinguistics, Instructional Science, Human Factors, Cognition, International Journal of Disability, Development, and Education, Educational Psychology, International Journal of Bilingualism, Developmental Psychology, Language Learning, Language Awareness, European Association for Research in Learning and Instruction (EARLI), Learning and Instruction, British Journal of Psychology, Educational Researcher, Elementary School Journal, PLOS ONE, Neuropsychologia, Science Bulletin, Mind, Brain, and Education, New Directions for Child and Adolescent Development, Language and Education, Language Sciences, SIG/Writing, Review of Educational Research, Modern Language Journal.*

**Other professional service**

**Reviewing for granting agencies**

NATO Advanced Study Institutes and Advanced Research Institutes Program,

Environmental Education project, Philips Petroleum

Binational (Israel-US) Research Grants

International Dyslexia Association Research grants

CERG (National Research Council), Hong Kong, China

Social Sciences and Humanities Research Council of Canada (SSHRC)

Institute of Educational Sciences (IES), USA

Israel Science Foundation, Israel

National Institute of Child Health and Human Development (NICHD)

Research Grants Council of Hong Kong

The Stroke Association, UK

**Reviewing for academic publishers and test developers**

Academic Press, Merrill/Prentice Hall, Lawrence Erlbaum Associates, Taylor & Francis, Routledge, Paul Brookes, Oxford University Press, Cambridge University Press, Guilford Press

**Reviewer for organizations**

American Educational Research Association

International Literacy Association

National Reading Conference/Literacy Research Association

 International Dyslexia Association

Society for the Scientific Studies of Reading

**Service for professional organizations**

Member, Scientific Committee, World Congress on Dyslexia, Greece, Sept. 1997; August 2004

Director-at-large, International Dyslexia Association, 2001-2011; Secretary, 2003-2006; Conference co-chair, 2004-2006

Member, Scientific Board of Logometrica, Norway, 2000-present

Member, Advisory Board, International Confernece on Literacy, Evora, Portugal, 2002, 2006

Member, Organizing Committee, Multilingualism & Dyslexia Conference, Cyprus, July 2005

Member, Expert Panel on Early Grade Reading Assessment, World Bank, USAID, RTI, 2006, 2008, 2011

Program Evaluator, Ph.D. in Literacy Studies, Tennessee Board of Regents, Fall 2006

Program Evaluator, Ph.D. in Learning Disabilities, Child Study Center, Kuwait, 2009-2010

Member, International Organizing Committee, International Society for the Study of Behavioral Development, Zambia, 2010

International Network of Excellence on Literacy and Language Development, University of Helsinki and Jyvaskyla, Finland, 2010, 2011, 2012.

Member, Evaluation Committee of Teacher Education. Israeli Council for Higher Education (CHE), Tel Aviv, Israel, 2013-2014.

Member, Dyslexia Handbook Committee, Texas Education Agency, 2013-14

Member, Evaluation Committee of ESL education. Israeli Council for Higher Education (CHE), Tel Aviv, Israel, 2016-2018.

Member, Evaluation Committee of English for Academic Purposes. Israeli Council for Higher Education (CHE), Tel Aviv, Israel, 2017-2018.

Member, Dyslexia Handbook Committee, Texas Education Agency, 2018-19

Member, Honor Committee, European Literacy Network, Portugal, 2018.

Language expert, UNESCO Institute of Statistics, Global Proficiency Framework (GPF), a set of global performance standards for students in grades 1-9 around the world.

Panel Member, Teacher quality. National Center for Teacher Quality, 2020-

**Service for educational organizations**

Consultant, DAAR Writing Project, University of Porto, Portugal, July 2012

Consultant, Child Study Center, Kuwait, October 2012

Evaluator, Research Assessment Exercise (RAE), Education University of Hong Kong, Early Childhood Education, 2018

Evaluator, Research Assessment Exercise (RAE), Education University of Hong Kong, Special education, 2018

Consultant, Education University of Hong Kong, January 2019

Consultant, Attention Deficit Hyperactivity Disorder and Reading Disabilities: Cognitive and affective-motivational factors modulating the efficacy of the treatment. (PI. Dr. Manuel Soriano, University of Valencia, Spain). 2015

Consultant, Working Group for developing the reading assessment for Student Teacher Screening Tool, National Council on Teacher Quality, 2015

**Conference and International Institute Director/Chair**

Director, Neuropsychology and Cognition, *Augusta, Georgia*, 1980.

Chair, Neurosciences and Learning, *Oregon State University*, 1981-1982.

Director, Dyslexia: A Global Issue, *Maratea, Italy,* 1982.

Director, Reading and Writing Disorders in Different Languages, *Il Ciocco, Italy*, Nov. 1987.

Director, Differential Diagnosis and Treatments of Reading and Writing Disorders, *France*, 1991.

Director, Cognitive and Linguistic Bases of Reading, Writing, and Spelling, *Portugal,* 1994.

Chair, Integrated Direct Instruction: Balancing Phonics and Whole Language, Language Arts Symposium, *Oklahoma City*, Feb. 29-March 1, 1996. (Co-Chair)

Director, Literacy acquisition, assessment and instruction: The role phonology, orthography, and morphology. Advanced Study Institute, *Il Ciocco, Italy*, Nov. 2001.

Co-Chair, Cross-Linguistic/Cross-Cultural Communication and Studies, *Urumqi, China*, Aug. 2005

Chair, Reading Development and Practices, Mumbai, India, Feb. 2011

Chair, READ 2012, Mumbai, India, Feb. 2012

Chair, READ 2013, Mumbai, India, Feb. 2013

Chair, READ 2014, Mumbai, India, Oct. 2014

Chair, READ 2016, Mumbai, India, Jan. 2016

Chair, READ 2019, Mumbai, India, March 2019

Organizer: Association for Reading and Writing in Asia, Goa, India, Feb-March, 2019

**University Committee Assignments (Recent):**

Chair, Post-tenure Review Committee, College of Education and Human Development, 2020-2021

Chair, Search Committee, Faculty positions in Reading, Early Childhood Education, and ESL

Member, IRB Committee

Member, Executive Committee, Children, Youth, and Families

Member, Research Council

Member, Undergraduate Advisory Committee

Member, Instructional Enhancement Fee committee

Member, AD HOC Faculty Review Committee

Member, AD HOC Committee for Selecting Outstanding Undergraduate Faculty Member

Member, Outstanding Dissertation Award Committee

**State Level Committee Assignments (Recent):**

Member, Dyslexia Handbook Committee

Member, Reading Specialist TExES

Member, Third grade Teacher Reading Initiative, Texas Education Agency

Member, Southwest Educational Development Laboratory

Member, Reading Coherence Initiative Research to Practice (RCI)

Member, Higher Education Collaborative (HEC)

**External Evaluator of Faculty Members**

Teachers’ College, Columbia University, University of Georgia, University of Minnesota, San Jose State University, Wayne State University, Bowman-Gray School of Medicine, Middlesex University, UK, Massey University, New Zealand, University of Haifa, Israel, Tel Aviv University, Israel, Bar-Ilan University, Israel, Florida State University, Georgia State University, University of California, Berkeley, New York University, University of Pittsburgh, Pennsylvania State University, University of Macau, Hong Kong Institute of education,

**External Examiner for Ph.D. students**:

Carnegie Mellon University; University of Barcelona, Spain; University of Toronto, Canada; Chinese university of Hong Kong, Hong Kong, University of Christchurch, New Zealand, Massey University, New Zealand, University of Jyvaskyla, Finland, University of Haifa, Israel, University of Valencia, Spain, University of Honk Kong, University of Sydney, Health Sciences, Australia, Wilfrid Laurier University, Canada. Ontario Institute for Studies in Education (OISE), Edith Cowan University, Australia, University of Hong Kong, Education University of Hong Kong