

Curriculum Vitae
Oliver M. Sawi

CONTACT INFORMATION

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EDUCATION

University of Connecticut, Storrs, Connecticut Fall 2013 – Spring 2019 (expected)
PhD Candidate, Psychology
Perception, Action, Cognition: Language and Cognition

San Francisco State University, San Francisco, California May 2013
Bachelor of Arts in Psychology
Area of Concentration: Psycholinguistics, Attention, Cognitive Neuroscience

HONORS, AWARDS, AND SCHOLARSHIPS

Honorable Mention: National Science Foundation Spring 2014
NSF Graduate Research Fellowship Program

Integrative Graduate Education and Training Fellowship Innovation Grant Spring 2014

Integrative Graduate Education and Training Fellowship: Language Plasticity Fall 2013 – Present
National Science Foundation

Outstanding Multicultural Scholar Program Fellowship Fall 2013 - Present
University of Connecticut, Graduate School, Psychology

Undergraduate Psychology Research Honors Thesis Program Fall 2012 – Spring 2013
San Francisco State University

Career Opportunities in Research Education & Training Scholarship (\$30,000) Summer 2011 – Spring 2013
National Institute of Mental Health

PUBLICATIONS

Paap, K., Johnson, H., & Sawi, O. (2014) Are Bilingual Advantages Dependent on Specific Bilingual Experiences? *Journal of Cognitive Psychology* 26(6), 615-639.

Paap, K. R., & Sawi, O. (2014). Bilingual advantages in executive functioning: problems in convergent validity, discriminant validity, and the identification of the theoretical constructs. *Frontiers in psychology*, 5

Paap K. R., Sawi O., Dalibar C., Darrow J., Johnson HA. (2015) The Brain Mechanisms Underlying the Cognitive Benefits of Bilingualism may be Extraordinarily Difficult to Discover; *AIMS Neuroscience* 1 (3), 245-256

Paap K. R., Sawi O., Dalibar C., Darrow J., Johnson HA. (2015) Beyond Panglossian Optimism: Larger N2 Amplitudes Probably Signal a Bilingual Disadvantage in Conflict Monitoring; *AIMS Neuroscience* 2 (1), 1-6

Paap KR, Sawi O, Johnson H. (Under Review) Bilinguals Do Not Adapt Better to Conflict: Examining the Relative Importance of Behavioral and Neuroscience Data in Cognitive Neuroscience. *Cerebral Cortex*.

Paap KR, Sawi O, Johnson H. (In Prep) State of the Bilingual Advantage Literature: Pervasive Inconsistencies in Supporting Evidence for the Bilingual Advantage. *Invitation from Cortex*.

CONFERENCE PRESENTATIONS

Sawi, O., & Johnson, H., Paap, K. (2015) Examining the Relative Importance of Behavioral and Neuroscience Data: Evidence from Conflict Adaptation in Bilinguals. *Poster submitted for the meeting of the Cognitive Neuroscience Society, San Francisco, CA.*

Johnson, H., Sawi, O., & Paap, K. (2015) Language Switching in Bilinguals is Inconsistently Linked to Executive Function. *Poster submitted for the meeting of the Cognitive Neuroscience Society, San Francisco, CA.*

Paap, K., Johnson, H., Bockelman, M., Cushing, D., & Sawi, O. (2014) 20,000 Flanker Trials: Are the Effects Reliable, Robust, and Stable? *Poster presented at the meeting of the Association of Psychological Science, San Francisco, CA.*

Sawi, O., Darrow, J., Johnson, H., & Paap, K. (2014) Highly Fluent Balanced Bilingualism Does Not Lead to Bilingual Advantages in Executive Processing. *Poster presented at the meeting of the Cognitive Neuroscience Society, Boston, MA.*

Johnson, H., Freeman, L., Darrow, J., Sawi, O., Cushing, D., & Paap, K. (2014) Simultaneous or Early Bilingualism Does Not Lead to Bilingual Advantages in Executive Processing. *Poster presented at the meeting of the Association of Psychological Science, San Francisco, CA.*

Sawi, O. & Paap, K. (2013). Test-Retest Reliability and Convergent Validity of Components of Executive Functioning: Evidence from Interference Effects in the Simon Task, the Flanker Task, the Switching Task, and the Antisaccade Task. *Poster presented at the meeting of the Cognitive Neuroscience Society, San Francisco, CA.*

Sawi, O., Greenberg, Z., & Paap, K. (2012). Measuring Individual Components of Executive Processing: Evidence from Divergent Interference Effects in the Simon Task, the Flanker Task, and the Switching Task. *Poster presented at the meeting of the Cognitive Neuroscience Society, Chicago, IL.*

RESEARCH INTERESTS

Language acquisition, language development, neural basis of reading and language acquisition, cognitive development, neurolinguistics, bilingualism, biliteracy, the impact of bilingualism and biliteracy on executive function, dual immersion and English immersion educational systems, dyslexia, neural basis of dyslexia, learning and consolidation in typically developing and reading disabled groups, statistical learning, and the organization of the internal lexicon.

RESEARCH AFFILIATIONS, REPRESENTATIVE PROJECTS

University of Connecticut, Psychology Department, Language and Cognition Fall 2013 – Present
 438 Whitney Road Ext., Unit 1152
 Storrs, CT 06269-1152
 Director: Jay Rueckl, Ph.D.

PhD Researcher (August 2013-present)

Project: *“Individual Differences in the Neurocognitive Basis of Literacy”*

Various projects investigating individual differences in adult reading mechanisms and their neural correlates. Examinations of individual differences in learning mechanisms employed in skilled reading.

Haskins Laboratories/Yale Reading Center

300 George Street, 9th Floor

New Haven, CT 06511

Director: Kenneth Pugh, Ph.D.

June 2012 – Present

Research Student (June 2013 – present)

Project: *“Cross Language Examination of the Neural Circuitry of Reading”*

Investigating neurocognitive mechanisms used in language and reading networks in many different languages and writing systems (e.g. English, Spanish, Chinese, Japanese, Polish)

Project: *“Language and Reading Development in Typically Developing and Reading Disabled Populations”*

Investigating reading development and dyslexia/reading disability with anatomical and functional MRI, EEG, ERP, NIRS, MRS, genetics, eyetracking, and behavioral data. Statistical learning and consolidation within typically and atypically developing populations.

Project: *“Neurocognitive Determiners of Second Language Literacy ”*

Investigating the neurocognitive markers of reading development in individuals learning to read in languages with differing levels of transparency (English, Hebrew, Spanish) using behavioral and neuroimaging techniques

BrainLENS – Laboratory for Educational Neuroscience

University of California, San Francisco, Psychiatry

Director: Fumiko Hoeft, M.D, Ph.D.

Fall 2013 – Present

PhD Researcher (August 2013-present)

Project: *“Understanding Reading Acquisition Through Immersion in Foreign Languages”*

A comprehensive neurocognitive investigation of how the complex process of learning to read in English (**Eng**) is shaped online during the critical period of reading acquisition. This will be achieved by prolonged and intensive exposure to contrasting

languages (Spanish, **SP**; Cantonese, **Cn**) that differentially stress these ortho-phonological and ortho-semantic systems

Center for Behavior Education and Research

University of Connecticut, Neag School of Education, Educational Psychology
Director: Michael Coyne, Ph.D.

Fall 2014 –
Present

PhD Researcher (August 2014-present)

Project: *“Connecticut K-3 Reading Reform Initiative”*

Investigation of the transfer of research to practice and educational policy reform. Provide evidence base (reading acquisition) for the evidence based practice in literacy instruction for K-3

Project: *“Early Vocabulary and Comprehension Intervention”*

Investigation of the transfer of research to practice and intervention techniques for K-3 children. Provide evidence base (reading acquisition) for the evidence based practice

Language, Attention, and Cognitive Engineering Laboratory

San Francisco State University
Director: Kenneth Paap, Ph.D.

Spring
2011-
Present

PhD Researcher (July 2011 – Present)

Project: *“Exploring the Bilingual Advantage in Executive Functioning”*

Investigating the claim of the bilingual advantage in various components of Executive Functioning (e.g., inhibitory control, conflict monitoring, switching) through various Executive Functioning batteries and analyses

Project: *“Differences in Dual Immersion (Spanish, Cantonese, Mandarin) and English Immersion Programs”*

Investigating the differences between dual-immersion and English immersion programs in terms of the impact on proficiency in reading in English, the processes the students use when reading, and whether the programs produce differential benefits in executive function.

Research Student (January 2012 –June 2013)

Project: *“Test-Retest Reliability and Convergent in Measures of Executive Function”*

Investigating the test-retest reliability and convergent validity of several tasks of executive functioning in relation to explorations of the bilingual advantage.

PROFESSIONAL ORGANIZATIONS AND CLUBS

American Psychological Association	2012 – Present
Association for Psychological Science	2012 – Present
Cognitive Neuroscience Society	2011 – Present
Asian American Psychological Association	2014 – Present
AAPA: Division on Filipino American Psychology	2014 – Present
Career Opportunities in Research	2011 – Present
Psi Chi, The International Honor Society in Psychology	2011 – Present

PROFESSIONAL ACTIVITIES

<p>Student Representative, Graduate Diversity Task Force <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Selection of Multicultural Scholars program, goal of increasing involvement of underrepresented populations in academia</p>	Spring 2014 - Present
<p>Editor-in-Chief, Brain, Cognition, and Language Research Digest <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Founding member, oversee completion of publication, final decision on content, layout and focus, select committee</p>	Spring 2014 - Present
<p>Advisory Board, Graduate Representative, Asian American Cultural Center <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Provide input for next 5-year strategic plan in the Asian American Cultural Center. Oversee ongoing projects.</p>	Spring 2014 - Present
<p>Graduate Mentor, McNair Scholars Program <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Provide support for the McNair Scholars Program class, provide writing assistance and mentorship to students</p>	Spring 2014 - Present
<p>Graduate Mentor, Louis Stokes Alliance for Minority Participation <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Provide support for the LSAMP class, provide writing assistance and mentorship to students</p>	Fall 2014 - Present
<p>Member, IGERT Outreach Committee <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Development of projects aimed at communicating science to non-scientists and cultivating the scientific literacy of the community</p>	Fall 2013 - Present
<p>Executive Member, IGERT Diversity Committee <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Development of projects aimed at increasing the participation of underrepresented populations in academia</p>	Fall 2013 – Present
<p>Graduate Mentor, Asian American Cultural Center, Asiantation Mentoring Program (AMP) & Kids, UCONN, Bridging Education <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Participate in INTD 3998: The Asian American Experience. in the Mentoring Program, provide support to the undergraduate mentors the programs</p>	Fall 2013 – Present

Develop STEM related curriculum for middle school children**Faculty Advisor, Filipino American Student Association***University of Connecticut, Storrs, Connecticut*

Fall 2013 – present

Responsibilities: **Participate in activities in the Student Association, make suggestions for implementation of curriculum, oversee activities**

Graduate Mentor, Puerto Rican Latin American Cultural Center, METAS Mentoring Program & Technology, Engineering, Latinos, Science*University of Connecticut, Storrs, Connecticut*

Fall 2014-present

Responsibilities: **Provide support to the undergraduate mentors in METAS, help develop TEsLaS STEM Symposium**

Literacy Intervention Tutor Intern, Reading Partners*Alvarado Elementary School, San Francisco, CA*

Fall 2010 –Spring 201

Responsibilities: **Tutored underserved children in reading comprehension skills. Trained new tutors in the Reading Partners curriculum and in interacting with students in the program. Conducted shadow sessions for new tutors.**

TEACHING EXPERIENCE

Teaching Assistant – Renee Gilberti

Spring 2014, 2015

McNair Scholars Professional Development Seminar

Responsibilities: **Hold office tutoring hour, assisted students with paper, homework, exam reviews, guest lectures, graded homework**

Teaching Assistant – Irene Duller

Spring 2013

Asian American Culture

Responsibilities: **Hold office tutoring hour, assisted students with paper, homework, exam reviews, guest lectures, graded homework**

Teaching Assistant – James Halligan

Spring 2012

Group Processes

Responsibilities: **Hold office tutoring hour, assisted students with paper**

RESEARCH SKILLS

Proficient with SPSS

Proficient with DirectRT

Proficient with BASH

Proficient with EPrime

Proficient with Qualtrics

Proficient with educational assessments (Woodcock-Johnson, TOWRE, etc.)

Proficient with Microsoft Word, Excel, and PowerPoint
Familiar with R
Familiar with AFNI, Freesurfer Software, Tortoise (Volumetric, Surface, DTI)
Familiar with Eyetracking techniques
Familiar with anatomical and functional MRI data collection
Familiar with basic EEG equipment
Familiar with JAVA

REFERENCES

Jay Rueckl, Ph.D.

Professor, Director Visual Word Recognition Laboratory
Department of Psychology, University of Connecticut
Jay.rueckl@uconn.edu

Kenneth Pugh, Ph.D.

President and Director, Haskins Laboratories
300 George Street, 9th Floor
New Haven, CT 06511
pugh@haskins.yale.edu

Kenneth Paap, Ph.D.

Professor, Director: Language, Attention, and Cognitive Engineering Laboratory
Department of Psychology, San Francisco State University
kenp@sfsu.edu

Fumiko Hoeft, M.D., Ph.D.

Professor, Director: BrainLENS, Laboratory for Educational Neuroscience
Department of Psychiatry, University of California, San Francisco
Fumiko.hoeft@ucsf.edu

Angela Rola

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