

EDUCATION

University of Connecticut, Storrs, Connecticut <i>PhD Candidate, Psychological Sciences</i> <i>Graduate Certification in the Neurobiology of Language</i> Dissertation: “Exploring the Neurocognitive Bases of Statistical Learning”	Fall 2013 – expected Spring 2019
University of Connecticut, Storrs, Connecticut <i>Master of Science, Psychological Sciences</i> Master’s Thesis Title: “Individual Differences in Sensitivity to Morphological Structure in Words and Nonwords”	April 2016
San Francisco State University, San Francisco, California <i>Bachelor of Arts, Psychology</i>	May 2013

HONORS, AWARDS, AND SCHOLARSHIPS

IGERT Fellowship: Language Plasticity, <i>National Science Foundation</i>	Fall 2013 – Present
Harriot Graduate Fellowship, <i>UConn Graduate School, Psychological Sciences</i>	Fall 2013 – Present
Doctoral Dissertation Fellowship, <i>UConn Graduate School</i>	Spring 2019
Graduate Fellowship, IBACS, <i>UConn CT Institute for the Brain and Cognitive Sciences</i>	Spring 2016, 2017
Graduate Initiate Fellowship, <i>UConn Graduate School, Psychological Sciences</i>	Fall 2015
Outstanding Community Outreach & Leadership, <i>Filipino American National Historical Society</i>	Fall 2015
Journal of Cognitive Psychology Best Paper, <i>European Society for Cognitive Psychology</i>	Spring 2014
Honorable Mention, <i>NSF Graduate Research Fellowship Program</i>	Spring 2014
IGERT Fellowship Innovation Grant, <i>UConn IGERT training program</i>	Spring 2014, 2015
Career Opportunities in Research Education & Training Scholarship (\$30,000), <i>NIMH</i>	2011 – 2013

RESEARCH SKILLS, PROGRAMMING LANGUAGES

R Programming	Python	SQL	Bash Scripting	SPSS
Data Visualization	Data Analysis	Statistics	Quantitative Analysis	Modeling

PUBLICATIONS

-
- Sawi, O. M., & Rueckl, J. (2018). Reading and the neurocognitive bases of statistical learning. *Scientific Studies of Reading*, 1-16. doi:[10.1080/10888438.2018.1457681](https://doi.org/10.1080/10888438.2018.1457681)
- Steady, L. M., Compton, D. L., Petscher, Y., Elliott, J. D., Smith, K., Rueckl, J. G., Sawi, O. M., Frost, S.J., & Pugh, K. R. (2018). Development and prediction of context-dependent vowel pronunciation in elementary readers. *Scientific Studies of Reading*, 1-15. doi:[10.1080/10888438.2018.1466303](https://doi.org/10.1080/10888438.2018.1466303)
- Paap, K. R., & Sawi, O. M. (2016). The role of test-retest reliability in measuring individual and group differences in executive functioning. *Journal of Neuroscience Methods*, 274, 81-93. doi:[10.1016/j.jneumeth.2016.10.002](https://doi.org/10.1016/j.jneumeth.2016.10.002)
- Paap, K. R., Myuz, H. A., Anders, R. T., Bockelman, M. F., Mikulinsky, R., & Sawi, O. M. (2016). No compelling evidence for a bilingual advantage in switching or that frequent language switching reduces switch cost. *Journal of Cognitive Psychology*, 29(2), 89-112. doi:[10.1080/20445911.2016.1248436](https://doi.org/10.1080/20445911.2016.1248436)
- Paap, K. R., Johnson, H. A., & Sawi, O. M. (2016). Should the search for bilingual advantages in executive functioning continue? *Cortex*, 74, 305-314. doi:[10.1016/j.cortex.2015.09.010](https://doi.org/10.1016/j.cortex.2015.09.010)

- Paap, K. R., Johnson, H. A., & **Sawi, O. M.** (2015). Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances. *Cortex*, 69, 265-278. doi:[10.1016/j.cortex.2015.04.014](https://doi.org/10.1016/j.cortex.2015.04.014)
- Paap, K. R., **Sawi, O. M.**, Dalibar, C., Darrow, J., & Johnson, H. A. (2015). Beyond Panglossian Optimism: Larger N2 Amplitudes Probably Signal a Bilingual Disadvantage in Conflict Monitoring. *AIMS Neuroscience*, 2(1), 1-6. doi:[10.3934/neuroscience.2015.1.1](https://doi.org/10.3934/neuroscience.2015.1.1)
- Paap, K. R., Johnson, H. A., & **Sawi, O. M.** (2014). Are bilingual advantages dependent upon specific tasks or specific bilingual experiences? *Journal of Cognitive Psychology*, 26(6), 615-639. doi:[10.1080/20445911.2014.944914](https://doi.org/10.1080/20445911.2014.944914)
- Paap, K. R. & **Sawi, O. M.** (2014). Bilingual advantages in executive functioning: Problems in convergent validity, discriminant validity, and the identification of the theoretical constructs. *Frontiers in Psychology*, 5. doi:[10.3389/fpsyg.2014.00962](https://doi.org/10.3389/fpsyg.2014.00962)
- Paap, K. R., **Sawi, O. M.**, Dalibar, C., Darrow, J., & Johnson, H. A. (2014). The Brain Mechanisms Underlying the Cognitive Benefits of Bilingualism may be Extraordinarily Difficult to Discover. *AIMS Neuroscience*, 1(3), 245-256. doi:[10.3934/neuroscience.2014.3.245](https://doi.org/10.3934/neuroscience.2014.3.245)
- Sawi, O. M.**, Rueckl, J. (in prep). Individual Differences in Sensitivity to Morphological Structure

INVITED TALKS & WORKSHOPS

- Sawi, O. M.**, & Rueckl, J.G. (2017). Visual Statistical Learning as a Predictor of Reading Development. *Presented at the McDonnell Foundation Workshop: The Future of Statistical Learning. New Haven, CT.*
- Rueckl, J.G, **Sawi, O. M.**, Li, T, H., & Brown, J. M. (2017). Statistical Learning and Reading. *Presented at the McDonnell Foundation Workshop: The Future of Statistical Learning. New Haven, CT.*
- Sawi, O. M.**, & Rueckl (2016). Exploring Individual Differences in Sensitivity to Morphology Structure: Evidence from Word & Nonword Reading. Invited Talk presented at the Hampshire College Cognitive Science Colloquium. Amherst, MA.
- Rueckl, J.G, Li, T, **Sawi, O. M.**, Wolf VII, H. Brown, J. M, & Zevin, J.D. (2015). Individual differences in skilled word reading. *Presented at the International Meeting on Reading in Different Orthographies. San Sebastián, Spain.*

OTHER PRESENTATIONS

- Sawi, O. M.**, Rueckl, J (2016) Individual Differences in Sensitivity to Morphological Structure. *Poster presented at the meeting of the Psychonomics Society, Boston, MA.*
- Sawi, O. M.**, & Johnson, H., Paap, K. (2015) Examining the Relative Importance of Behavioral and Neuroscience Data: Evidence from Conflict Adaptation in Bilinguals. *Poster presented at the meeting of the Cognitive Neuroscience Society, San Francisco, CA.*
- Johnson, H., **Sawi, O. M.**, & Paap, K. (2015) Language Switching in Bilinguals is Inconsistently Linked to Executive Function. *Poster presented at the meeting of the Cognitive Neuroscience Society, San Francisco, CA.*
- Paap, K., Johnson, H., Bockelman, M., Cushing, D., & **Sawi, O. M.** (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. M., 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. M.**, 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. M., & 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. M., 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.*

PROFESSIONAL ORGANIZATIONS

Psychonomic Society
 American Psychological Association
 Association for Psychological Science
 Cognitive Neuroscience Society
 Asian American Psychological Association
 AAPA: Division on Filipino American Psychology

PROFESSIONAL ACTIVITIES

Founder, Editor-in-Chief, Brain, Cognition, and Language Research Digest Spring 2014 – 2018
University of Connecticut, Storrs, Connecticut
 Responsibilities: **Oversaw completion of publication, final decision on content, layout and focus, selection of committee.**

Graduate Student Representative, Graduate Diversity Task Force Spring 2014 - Present
University of Connecticut, Storrs, Connecticut
 Responsibilities: **Selection of Harriott Graduate Fellows program, goal of increasing involvement of underrepresented populations in academia.**

Chair, IGERT Outreach Committee Fall 2013 – Spring 2017
University of Connecticut, Storrs, Connecticut
 Responsibilities: **Developed projects aimed at communicating science to non-scientists and cultivating the scientific literacy of the community.**

Chair, IGERT Diversity Committee Fall 2013 – Spring 2017
University of Connecticut, Storrs, Connecticut
 Responsibilities: **Developed projects aimed at increasing the participation of underrepresented populations in academia.**

<p>Advisory Board, 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>	<p>Spring 2014 - Present</p>
<p>Advisory Board, Puerto Rican Latin American Cultural Center <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Provide input for next 5-year strategic plan in the Puerto Rican Latin American Cultural Center. Oversee ongoing projects.</p>	<p>Spring 2015 - Present</p>
<p>Literacy Intervention Tutor Intern, Reading Partners <i>Alvarado Elementary School, San Francisco, CA</i> 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.</p>	<p>Fall 2010–Spring 2012</p>
<hr/> MENTORING EXPERIENCE <hr/>	
<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 diverse students.</p>	<p>Spring 2014 - Present</p>
<p>Faculty Advisor, Filipino American Student Association <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Oversee activities, Participate in activities in the Student Association, make suggestions for implementation of curriculum.</p>	<p>Fall 2013 – Present</p>
<p>Graduate Mentor, Asian American Cultural Center, Asiantation Mentoring Program (AMP) & Kids and UCONN Bridging Education (KUBE), Mixed <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Participate in INTD 3998: The Asian American Experience. In the Mentoring Programs, provide support to the undergraduate mentors. Develop STEM related curriculum for middle school children.</p>	<p>Fall 2013 – Present</p>
<p>Graduate Mentor, Puerto Rican Latin American Cultural Center, METAS Mentoring Program & Technology, Engineering, Latinos, Science <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Provide support to the undergraduate mentors in METAS, helped develop TEsLaS STEM Symposium.</p>	<p>Fall 2014 – Present</p>
<p>Graduate Mentor, Louis Stokes Alliance for Minority Participation <i>University of Connecticut, Storrs, Connecticut</i> Responsibilities: Provided support for the LSAMP class, provided writing assistance and mentorship to students.</p>	<p>Fall 2014 – Spring 2016</p>

TEACHING EXPERIENCE

Teaching Assistant

Laboratory in Sensation & Perception
University of Connecticut

Fall 2018

Teaching Assistant

Preparation for STEM Academic Research
University of Connecticut

Spring 2016,
2017, 2018

Teaching Assistant, Graduate Mentor

McNair Scholars Program
University of Connecticut

Spring 2014 -
Present

Teaching Assistant

Asian American Culture
San Francisco State University

Spring 2013

Teaching Assistant

Group Processes
San Francisco State University

Spring 2012