

Professor Kathy Rastle MAE, FAcSS, FBPsS

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Career Summary and Highlights

Internationally leading Professor of Cognitive Psychology known for influential research on the neurocognitive mechanisms that underpin reading and reading acquisition. Outstanding track record of research impacts on reading instruction policy and practice globally recognized through an ESRC 'Celebrating Impact' Prize for International Impact and 4* impact case study (REF2021). Substantial influence on the discipline through learned society, editorial, research evaluation, and research council roles. Substantial strategic and operational leadership through HoD, cross-disciplinary, and cross-institution roles. Excellent outcomes for ECRs and PhD students.

Education

PhD in Psychology (1997) Macquarie University, Sydney, Australia

BA (1992), Pomona College, Claremont, California, USA (Psychology, Magna cum Laude)

Academic Positions

2006-present: Professor of Cognitive Psychology, Royal Holloway, University of London

2023-present: PI and Director, South East Doctoral Training Arc (RHUL, Surrey, Sussex, Kent, Reading, Kingston)

2015-2019: Head of Department of Psychology, Royal Holloway, University of London

2014-2015: Associate Vice Principal for Research, Royal Holloway, University of London (0.40 fractional post)

2002-2006: Senior Lecturer and Reader, Royal Holloway, University of London

1998-2002: Postdoctoral Researcher, Macquarie University and University of Cambridge

External Leadership Positions

President, Experimental Psychology Society (2022-2024)

Chair, ESRC Centres Panel (2023-2024), including Open Call and three strategic calls.

Chair, Steering Group for ESRC Review into the Future of the PhD in the Social Sciences (2019 - 2022)

Leadership of a multi-disciplinary group of students, supervisors, employers and ESRC staff driving a comprehensive examination of the social sciences PhD against major international competitors. Report available <https://tinyurl.com/kf2cbb3b>.

REF Panel Member, UoA 4 (Psychology, Psychiatry, Neuroscience) for 2021 exercise

ESRC Strategic Advisory Network Member (2019 – 2021)

Body of leading academics and expert users providing detailed support and advice to ESRC Council regarding social science research, training, and infrastructure.

ESRC Research Committee Member (2015-2019)

Strategic body responsible for creating scientific, economic and societal impact through development and monitoring of ESRC funding policies and research investments. Service on multiple funding panels.

Excellence in Research for Australia (ERA) international panel member (2015)

Medical and Health Sciences Panel. Metrics-based research evaluation exercise.

Chair, ESRC Grants Assessment Panel (2011-2015)

Led peer review and assessment of proposals to responsive mode and knowledge exchange schemes for Psychology, Linguistics, Education, Economics, Management, and Statistics / Methods.

Academic Honours and Prizes

ESRC 'Celebrating Impact' Prize for International Impact (2020)

Member of the Academia Europaea (Elected 2018)

Fellow of the Academy of Social Sciences (Elected 2018)

British Psychological Society Prize, Cognitive Section (2018)

Experimental Psychology Society Mid-Career Prize (2017)

Fellow of the British Psychological Society (Elected 2011)

Recent Selected Research Funding

ESRC (2023-2029). South East Doctoral Training Arc (SEDarC), (PI and Director, ca. £17m)

ESRC (2023-2028). Impact Acceleration Account (Academic Chair, £1.25m)

Nuffield Foundation (2022-2025). Do subtitles help children learn to read? (PI, £338,144)

ESRC (2022-2025). Sensitivity to morphological information acquired through reading experience (PI, £542,894)
Leverhulme Trust (2020-2023). Psychological influences on spelling and spelling change (PI, £231,700).
ESRC (2017-2021). Uncovering the role of sleep in the acquisition of linguistic knowledge (PI, £532,064).
ESRC (2014-2017). The acquisition of print-meaning links in reading (PI, £479,262).

Recruited talented postdoctoral scholars and helped them to win funding held in my lab from:

EU Marie-Curie (2018-2020, Ulicheva, £154,622)

ESRC Future Leaders (2017-2019, Ulicheva, £229,916)

British Academy Postdoctoral Fellowships (2013-2016, Tamminen, £341,735; 2012-2015, Mousikou, £334,735)

Impact and Knowledge Translation

ESRC 'Celebrating Impact' Prize for International Impact (2020) and **impact case study** for REF 2021 (rated 4*).

Policy and strategy impacts. Research cited in strategy and policy documents including reports by the World Bank, and the governments of the USA, UK, Australia and Canada. My work has motivated changes to reading curriculum and assessment globally, influencing outcomes for hundreds of thousands of children each year. I am the lead literacy advisor to the World Bank's Policy Academy.

Practitioner Knowledge and Training. My research is discussed on websites of multiple educational leadership & support organisations, educational publishers, dyslexia charities and advocacy groups, parent organisations, teacher blogs globally. Through major organisations such as Deans for Impact and the Education Endowment Foundation, my research is transforming how tens of thousands of teachers each year are prepared to address literacy in their classrooms globally.

User Engagement and Media. Frequent keynote invitations at major education events involving MPs, teacher leaders, and international organisations such as the World Bank, UNESCO, and Gates Foundation. Research frequently discussed in the education press (e.g. *Schools Week*, *Times Education Supplement*) and on popular programmes (e.g. *More or Less*). I write for outlets targeting practitioners and the general public.

Editorial Positions

Editor in Chief, *Journal of Memory and Language* (2019 - 2023); substantial leadership in Open Science

Associate Editor, *Journal of Memory and Language* (2015-2018), *J. Experimental Psychology* (2007-2014)

Editorial Boards, *J. Experimental Psychology* (2002-2019), *Language, Cognition & Neuroscience* (2008-present), *Perception & Psychophysics* (2003-2008), *European J. Cognitive Psychology* (2005-2009).

Recent Selected Outreach & Media Contributions

Podcasts (2023-present) e.g. Inside your Ed, Literacy Talks, Reading Rocks, Thinking Deeply about Primary Ed
Talks at Google (2022). Learning to Read.

More or Less with Tim Harford (2020). The UK's reading age.

Word of Mouth with Michael Rosen (2017). Reading: The Science and the Pleasure.

Times Education Supplement (2018). Ceasefire in the Reading Wars.

Selected Publications (orcid.org/0000-0002-3070-7555; ~100 peer-reviewed articles with over 18,000 citations)

Royal Soc Open Sci (2022). Prediction as a basis for skilled reading: Insights from modern language models.

Psychological Science (2021). The dramatic impact of explicit instruction on learning to read a new writing system.

Cognition (2020). Skilled readers' sensitivity to meaningful regularities in English writing.

Quarterly J. Experimental Psychology (2019). Writing systems, reading, & language: EPS mid-career prize lecture.

Cortex (2019). The place of morphology in learning to read in English.

Psych. Science in the Public Interest (2018). Ending the "Reading Wars": Reading acquisition from novice to expert.

Cognitive Psychology (2015). From specific examples to general knowledge in language learning.

PNAS (2019). Mapping visual symbols onto spoken language along the ventral visual stream.

JEP:GEN (2017). Comparing and validating methods of reading instruction using behavioural and neural findings in an artificial orthography.

Supervision and Lab Member Destinations

Supervised 16 PDRAs and 10 PhD students. Destinations include academic posts at UCL, RHUL, SISSA; research posts at UCL, Oxford, Cambridge, Macquarie; public sector posts at Office for National Statistics, British Dyslexia Association, European Research Council; industry posts at Springer Nature, OUP, and in data science / AI.