Name: Yarden Gliksman **Date: 2023**

CURRICULUM VITAE

1. Personal Details

Home Address: POB 81, Kibbutz Galon
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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2004	The Hebrew University, Learning disabilities department	BA	2006
2008-2010	The Hebrew University, Learning disabilities department	MA	2010
2012-2017	Ben-Gurion University of the Negev, Psychology department	PhD	2017

B. Post-Doctoral Studies

Period of Study	Name of Institution, Department and Host	Degree	Year of Completion
2017	Ben-Gurion University of the Negev, Psychology department Supervisor: Prof. Avishai Henik		April 2017
2018-2020	Ben-Gurion University of the Negev, Psychology department Supervisor: Prof. Roi Cohen Kadosh, oxford University		April 2020

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/Position
2017-today	The Open University of Israel	Teaching fellow and course coordinator
2017-2018	Ashkelon Academic College	Teaching fellow
2018-2020	Beit Berl College	Teaching fellow
2020-today	Ruppin Academic Center	Lecturer

4. Offices in Academic Administration

Irrelevant

5. Scholarly Positions and Activities outside the Institution

Irrelevant

6. Participation in Scholarly Conferences

a. Active Participation

In Israel Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
2010	Vision Sciences Society meeting	Jerusalem, Israel	Impaired location perception in adult-ADHD	Presenting Poster
2014	Annual meeting of the Israeli Society of Cognitive Psychology (ISCOP)	Acre, Israel	Alertness effect subitizing	Presenting Poster
2015	Annual meeting of the Israeli Society of Cognitive Psychology (ISCOP	Acre, Israel	A case study of acalculia	Presenting Poster
2015	Annual meeting of the Israeli Society of Cognitive Psychology (ISCOP	Acre, Israel	Alertness effect enumeration process in Developmental Dysacalculia.	Presenting Poster
2015	CBNCB	Beer Sheva and Haifa, Israel	The role of IPS in acquired acalculia	Presenting Poster
2015	The Israeli Association for Literacy	Lewinski College, Israel.	Conceptual and physical sizes in Developmental Dyscalculia	Talk (**Invited talk**)

	and Language conference			
2016	Annual meeting of the Israeli Society of Cognitive Psychology (ISCOP	Acre, Israel	Conceptual and physical sizes in Developmental Dyscalculia and Dyslexia	Talk
2016	Annual meeting of the Israeli society of Learning Disabilities	Bar-Ilan University, Israel	The automaticity of conceptual magnitude in developmental Dyscalculia and Dyslexia	Talk (**Invited talk**)
2017	ISFN	Eilat, Israel	Dyscalculic present distance effect in the mental clock task	Presenting Poster
2019	Annual meeting of the Israeli Society of Cognitive Psychology (ISCOP)	Acre, Israel	Computerized tool of math fluency	Presenting Poster
2020	Annual meeting of the Israeli Society of Cognitive Psychology (ISCOP)	Acre, Israel	Number and space in developmental dyscalculia	Presenting Poster
2020	Annual meeting of	Acre, Israel	The developmental trajectory of math fluency	Presenting Poster

	the Israeli Society of Cognitive Psychology (ISCOP)			
2020	Annual meeting of the Israeli society of Learning Disabilities	Bar-Ilan University, Israel	The developmental trajectory of math fluency	Talk
2021	Annual meeting of the Israeli society of Learning Disabilities	Zoom Conference	BGU-MF new computerized tool for assessing math fluency	Talk
2021	Annual meeting of the Israeli society of Literacy & Language	Zoom Conference	Math Fluency in Young and Old Adults and its Relations to Verbal Fluency	Presenting Poster
2022	the Israeli Society of Cognitive Psychology (ISCOP)	Zoom Conference	Math Fluency in Young and Old Adults and its Relations to Verbal Fluency, oral math end EF	Presenting Poster
2023	the Israeli Society of Cognitive	Acre, Israel	Numerical and non-Numerical Stroop Tasks Among Primary and Secondary School	Presenting Poster

	Psychology (ISCOP)		Students and Their Relations to Math Achievements	

International Conferences

Date	**Name of Conference**	**Place of Conference**	**Subject of Lecture/Discussion**	**Role**
2010	Vision Sciences Society meeting	Naples, Florida	Impaired selection- and response-related mechanisms in adult-ADHD	Presenting Poster
2011	Vision Sciences Society meeting	Naples, Florida	Computerized Progressive Attention Training (CPAT) in adults with ADHD – A randomized controlled trial.	Presenting Poster
2014	Vision Sciences Society meeting	Naples, Florida	Alerting cue affect subitizing process: evidence from developmental and acquired dyscalculia	Presenting Poster
2016	IMBES	Toronto, Canada.	The heterogeneity of estimation processes: An fMRI Investigation	Presenting Poster
2016	IMBES	Toronto, Canada.	Alerting cue enhance the subitizing range only	Presenting Poster
2016	ESCOP	Cypruse	The automaticity of conceptual magnitude in developmental Dyscalculia	Presenting Poster
2016	Neuroeducation and number processing Symposium	Germany	The automaticity of conceptual magnitude in developmental Dyscalculia	Presenting Poster
2018	MCLS	Oxford, England	Dyscalculic present distance effect in the mental clock task	Presenting Poster

b. <u>Organization of Conferences or Sessions</u>

irrelevant

Date	Name of Conference	Place of Conference	Subject of Lecture/ Role at Conference/ Comments	Role

7. Invited Lectures\Colloquium Talks

Date	Place of Lecture	Name of Forum	Presentation/Comments
2015	The Israeli Association for Literacy and Language conference	Lewinski College, Israel.	The automaticity of conceptual magnitude in developmental Dyscalculia and Dyslexia
2016	Annual meeting of the Israeli society of Learning Disabilities	Bar-Ilan University, Israel	The automaticity of conceptual magnitude in developmental Dyscalculia and Dyslexia
2022	MCLS	Antwerpen, Belgium	Math Fluency During Life: Evidence from Primary School, Young Adults and Old Adults (head of symposium)
2023	MCLS	Loughborough, England	Symbolic and Non-Symbolic Comparisons Predicts Math Fluency in Primary School in Different Ways (head of symposium)

8. Research Grants

a. Grants Awarded

Internal				
PI		Emotional impacts of learning disabilities.	Ruppin Academic Center –$ 3000	2020-2021
PI		Math fluency and magnitude comparison in elementary school	Ruppin Academic Center –$ 4000	2020-2021

PI		Math fluency and magnitude comparison in elementary school	Ruppin Academic Center –$ 4000	2022-2023
PI		Decision making and numerical cognition	Ruppin Academic Center –$ 4000	2022-2023

b. Submission of Research Proposals – Pending

Irrelevant

c. Submission of Research Proposals – Not Funded

Role in Research	Co-Researchers	Topic	Applied to	Year
PI	Dr. Anat Ben Simon, NITE	Emotional Impacts of learning disabilities	National Institute for Testing and Evaluation	2021
PI	Dr. Daniela Aisenberg, Ruppin	From Ruppin to career – learning and self-experience among students with ADHD and learning disabilities	Disabilities studies center, HUJI	2021

9. Scholarships, Awards and Prizes

2023 Travel grant for young faculty members

2018 MAHAR award for best published paper. Faculty of social sciences, Ben Gurion University of the Negev.

2016-2017 Kreitman Post-doctoral Scholarship.

2016 Chair Award for an excellent paper.

2015 Zlotowski Center for Neuroscience Travel Fellowship.

2012-2016 Kreitman Foundation doctoral scholarship (faculty).

2010 Simonson Scholarship for Excellent Thesis Proposal for MA Students.

2009 Chair Award for an excellent seminar paper.

10. Teaching

a. Courses Taught in Recent Years

.Year	Name of Course	Type of Course	Degree	Number of Students

		Lecture/Seminar/Workshop/High Learn Course/Introduction Course (Mandatory)		
2012-2017	Dyslexia	Advanced course	BA and MA	85 per year
2014-2022	Developmental dyscalculia	Advanced course	BA and MA	60 per year
2017	Cognitive psychology	Basic course	BA	90
2018	Advanced research method		BA	40
2019-2020	Math evaluation and intervention		BA	80
2020-2022	Introduction into Psychology		BA	100-160 per year
2020-2022	Physiologic Psychology		BA	100-160 per year
2020-2022	Learning disabilities – brain cognition and emotion		BA	45 per year

b. <u>Supervision of Graduate Students</u>

Irrelevant

11. <u>Miscellaneous</u>

Ad-hoc reviewer:

1. Neuropsychology
2. Journal of Experimental Child Psychology
3. Psychonomic Bulletin & Review
4. Journal of Learning Disabilities
5. Journal of Numerical Cognition.

6. Brain Sciences

Professional Experience:

Self-proficient researcher. Capable of independently delivering complete research from design to report.

Programming abilities (such as E-PRIME, open sesame).

I have worked with various software programs (including SPSS, STATISTICA, JASP, Bayesian analysis, R, MATLAB and Brain-Voyager).

Designing and analyzing behavioural and imaging experiments (devices: MRI, fMRI, EEG, NIRS, tRNS).

Diagnosis of learning disabilities and patients following head injury on math, reading and attention abilities.

Experience in submitting ethical requests for complicated projects.

High administration abilities, and proficient with all Microsoft Office software.

12. Professional Experience

I am an expert in learning disabilities – diagnostic, intervention and teacher training

PUBLICATIONS

A. Ph.D.Dissertation

The contribution of continuous dimensions to numerical cognition in adults with and without Dyscalculia.

Supervisor: Prof. Avishai Henik

B. Scientific Books (Refereed)

Irrelevant

A. Authored Books – Published

Irrelevant

Authored Books – Accepted for Publication

Irrelevant

B. Edited Books and Special Journal Issues – Published

Irrelevant

Edited Books and Special Journal Issues – Accepted for Publication

Irrelevant

C. Other Scientific Publications:

Published

1. **Gliksman Y.** (2017). Learning disabilities in Math: a student's Guide (2nd Edition). The Open University of Israel, Raanaa. (Hebrew).
2. **Gliksman Y.** (2017). Learning disabilities in Math: Reader (2nd Edition). The Open University of Israel, Raanaa.

D. Articles in Refereed Journals

Published

1. **Gliksman, Y**., Itamar, S., Leibovich, T., Melman Y. & Henik, A. (2016). Automaticity of Conceptual Magnitude. *Scientific Reports*, 6. 21446; doi: 10.1038/srep21446.
   10.1038/srep21446
   (Q1, IF: 5.236, Cites: 16)
2. **Gliksman Y**., Weinbach N. & Henik A. (2016). Alerting cues enhance the subitizing process. *Acta Psychologica*, 170, 139-145; doi: 10.1016/j.actpsy.2016.06.013.
   10.1016/j.actpsy.2016.06.013
   (Q1, IF: 2.366, Cites: 20)
3. **Gliksman Y**., Naparstek S., Ifergane G. & Henik A. (2017). Visual and imagery comparisons are affected following left parietal lesion. *Frontiers in Psychology, 8:1622.*
   10.3389/fpsyg.2017.01622
   (Q1, IF:2.837, Cites: 36)
4. Henik, A., **Gliksman, Y**., Kallai A. & Leibovich, T. (2017). Size Perception and the Foundation of Numerical Processing. *Current Directions in Psychological Science*, 26, 45-51; doi:10.1177/0963721416671323
   10.1177/0963721416671323
   (Q1, IF: 7.823, Cites: 85)
5. **Gliksman Y**. & Henik A. (2018). Conceptual size in Developmental Dyscalculia and Dyslexia. *Neuropsychology, 32,* 190-198.
   10.1037/neu0000432
   (Q1, IF: 3.292, Cites: 14)

6. Cohen Z.Z., Arend I., Yuen K., Naparstek S., **Gliksman Y**., Veksler R. & Henik A. (2018). Tactile Enumeration: A case ctudy of acslculia. *Brain and cognition, 127,* 60-71.
   10.1016/j.bandc.2018.10.001
   (Q1, IF: 2.432, Cites: 10)

7. **Gliksman, Y.,** & Henik, A. (2019). Enumeration and Alertness in Developmental Dyscalculia. *Journal of Cognition, 2(1): 5*, 1–13
   10.5334/joc.55
   (Cites: 21)

8. Cohen Z.Z., **Gliksman Y** & Henik A. (2019). Modal-independent pattern recognition deficit in developmental dyscalculia adults: Evidence from tactile and visual enumeration. *Neuroscience, 423,* 109-121.
   10.1016/j.neuroscience.2019.10.023
   (Q1, IF: 6.479, Cites: 9).

9. **Gliksman, Y**.*, & Henik, A. (2020). Size matters! Conceptual size in learning disabilities. Literacy and Language, 7, 66-83 (*in* Hebrew).
10. Ganor, D., **Gliksman, Y**.*, Naparstek, S., Ifergane, G., & Henik, A. (2020). Damage to the Intraparietal Sulcus impairs magnitude representations of results of complex arithmetic problem. *Neuroscience, 438,* 137-144.
    10.1016/j.neuroscience.2020.05.006
    (Q1, IF: 6.479, Cites: 4).

11. Ashkenazi, S., **Gliksman, Y. *,** & Henik, A. (2022). Understanding Estimations of Magnitudes: An fMRI Investigation. *Brain Sciences* (Q3, IF: 3.3941, Cites: 2)
    10.3390/brainsci12010104

12. **Gliksman, Y**. *, Berebbi, S., Hershman, R., & Henik, A. (2022). BGU-MF: Ben-Gurion University Math Fluency Test. *Applied Cognitive Psychology, 36(2),* 293-305.
    https://doi.org/10.1002/acp.3918
    (Q1, IF: 2.005, Cites: 2).

13. **Gliksman, Y. *,** Berebbi, S., & Henik, A. (2022). Math Fluency during Primary School. *Brain Sciences, 12(3),* 371, 1-16.
    https://doi.org/10.3390/brainsci12030371
    (Q3, IF: 3.3941, Cites: 2).)

14. **Gliksman Y*.** Number and space processing: from cognitive mechanism to math education. (*in* Hebrew). *Issues in Education.*

Accepted for Publication

Irrelevant

**Astrix represent new papers since last rank.*

E. Articles or Chapters in Scientific Books (which are not Conference Proceedings)

Irrelevant

Published

Irrelevant

Accepted for Publication

Irrelevant

F. Articles in Conference Proceedings

Published

Irrelevant

Accepted for Publication

Irrelevant

Entries in Encyclopedias

Irrelevant

G. Other Scientific Publications

Irrelevant

Published

Irrelevant

Accepted for Publication

Irrelevant

I. Other Publications

Irrelevant

J. Other Works Connected with my Scholarly Field

Irrelevant

K. Submitted Publications

Gliksman, Y., Naparstek, S., & Henik, A. Numbers and space in the mental clock task: evidence from dyscalculia.

L. Summary of my Activities and Future Plans

I am a cognitive psychologist and an expert in literacy development and learning disabilities. I have a strong background in basic and applied sciences, and hands-on experience in the fields of neuro-cognitive psychology, education, teacher training and learning disabilities. As an expert in learning disabilities, I met many individuals suffering from a range of learning disabilities: ADHD, developmental dyslexia and dyscalculia. During my work, I instructed future kindergarten and schoolteachers. These encounters led to my interest in the reciprocity between neuro-cognition and education. I am interested in building a bridge between cognitive mechanisms and their neural base, and education, in class and school spaces.

My research theme is to study the impact of neuro-educational abilities on academic achievements and real-life situations, and to develop evidence-based models of neuro-pedagogic evaluations tools, teaching methods and curriculum. I ascribe particular importance for teacher training as this is a key factor in the assimilate a neuro-pedagogic paradigms**.** To achieve this, my research will focus on math education and on cognitive profiles of low academic achievers in order to develop intervention programs that fit their cognitive profiles.

Current work

In the last two years, I have focused on research regarded ***math education***.

While during my PhD I focused on cognitive processes, my recent research also refers to evaluation of achievements and curriculum level. The field of numerical abilities suffers from a lack of validated tools. This led me to develop a new computerized tool for *math fluency*, which measures the efficacy of retrieval of math facts. The tool can be used by teachers, diagnosticians, and researchers. The tool was validated on a large sample of adults and performance was highly correlated with traditional paper-and-pencil fluency paradigm, and with real-life grades (**Gliksman**, et al., 2022). This tool was also useful in demonstrating the developmental trajectory of math fluency over the years spent in elementary school (**Gliksman**, et al., 2022). I am currently collaborating with **Prof. Azilawati Jamaludin's** lab in Singapore, using my tool as a measure for the success of an intervention among first and second graders. Additionally, I am expanding my research to examine the performance of math fluency in elderly populations and am examining whether basic cognitive numerical and domain general abilities relate to math fluency (**Gliksman**, et al., in preparation).

Another area of math education I am examining is *math anxiety*. There is a wide consensus that math anxiety influences achievements in math. I study the effect of math anxiety on the building blocks of numerical cognition (e.g., symbolic automatic processing; **Gliksman**, in preparation), math fluency (**Gliksman** & Binyamin, in preparation; **Gliksman**, et al., in preparation) and the impact of parents' math anxiety on their children's choice of advanced studies in high school, specifically in STEM (Science, Technology, Engineering, and Mathematics) studies (**Gliksman** & Bar, in preparation). The line of work described here is carried out with undergraduate students that I instruct as part of my work as an instructor in practical research program at Ruppin academic centre.