

# Curriculum Vitae

## Personal details

Name: Anne Helder

Function: Assistant Professor

Wassenaarseweg 52  
2333 AK Leiden  
Room 4A43  
The Netherlands  
Phone: +31 (0)71 527 7796  
Email: [a.helder@fsw.leidenuniv.nl](mailto:a.helder@fsw.leidenuniv.nl) / [helder@pitt.edu](mailto:helder@pitt.edu)

## Employment

2018 – present            Assistant Professor, Educational Science, Leiden University

2016 – 2018            Postdoctoral Associate, Perfetti lab, Learning Research and Development Center, University of Pittsburgh.

## Education

2011 – 2016            PhD, Brain and Education Lab,  
Education and Child Studies, *Leiden University*.  
Title dissertation: *Monitoring the coherence of texts:  
Coherence-break detection across development*.  
Supervised by Prof. dr. Paul van den Broek and dr. Linda van Leijenhorst.

2016                    University Teaching Qualification (BKO).

2014 (Summer)        Visiting Scholar at the Learning Research and Development Center at the University of Pittsburgh, USA. Setting up a collaborative project with Prof. dr. Charles Perfetti.

2007 – 2009            MSc. Clinical Neuropsychology, Faculty of Psychology and Education, *VU University Amsterdam*.

2004 – 2007            BSc. Psychology, Faculty of Psychology and Education, *VU University Amsterdam*.

## Clinical work

2008 – 2010            Psychologist at a center for diagnosis and treatment of learning disorders.  
Administration of psychological and educational tests.  
Designing and implementing treatment plans.

## Scholarships and Awards

- Best dissertation award (2014-2016) of the Institute of Education and Child Studies, Leiden University, the Netherlands (€1000)
- Best poster award (2015) Institute of Education and Child Studies, Leiden University, the Netherlands
- Leiden University Fund Travel Grant (2014) (€2000, supported by 'van Steeden beurs').

## Publications

- Helder, A.**, Perfetti, C. A., van den Broek, P., Stafura, J. Z., & Calloway, R. C. (2019). ERP indicators of local and global text influences on word-to-text integration. *Language, Cognition, and Neuroscience*, 34(1), 13-28.  
<https://doi.org/10.1080/23273798.2018.1496268>
- Karlsson, J., van den Broek, P., **Helder A.**, Hickendorff, M., Koornneef, A., van Leijenhorst, L. (2018). Profiles of young readers: Evidence from thinking aloud while reading narrative and expository texts. *Learning and Individual Differences*, 67, 105-116. <https://doi.org/10.1016/j.lindif.2018.08.001>
- van den Broek, P., Espin, C.A., McMaster, K., & **Helder, A.** (2017). Developing reading comprehension skills: Perspectives from theory and practice. In E. Segers & P. van den Broek (Eds.), *Continuities in language and literacy development*. Amsterdam: John Benjamins.
- Helder, A.**, van den Broek, P., Karlsson, J., & Van Leijenhorst, L. (2017). Neural correlates of coherence-break detection during reading of narratives. *Scientific Studies of Reading*, 21(6), 463-479.  
<http://dx.doi.org/10.1080/10888438.2017.1332065>
- van den Broek, P. & **Helder, A.** (2017). Cognitive processes in discourse comprehension: Passive processes, reader-initiated processes, and evolving mental representations. *Discourse Processes*, 54(5-6), 360-372.  
<http://dx.doi.org/10.1080/0163853X.2017.1306677>
- Helder, A.** (2016). Monitoring the coherence of texts: Coherence-break detection across development (Doctoral dissertation. Leiden University, the Netherlands).
- Helder, A.**, Van Leijenhorst, L., & van den Broek, P. (2016). Coherence monitoring by good and poor comprehenders in elementary school: Comparing offline and online measures. *Learning and Individual Differences*, 48, 17-23.  
<https://doi.org/10.1016/j.lindif.2016.02.008>
- Helder, A.\***, Kraal, A.\*, & van den Broek, P. (2015). De ontwikkeling van begrijpend lezen: Oorzaken van succes en falen vanuit een cognitief perspectief. In D. Schram (Ed.), *Hoe maakbaar is de lezer?* (pp. 59-78). Stichting Lezen: Eburon.
- Kendeou, P., van den Broek, P., **Helder, A.**, & Karlsson, J. (2014). A cognitive view of reading comprehension: Implications for reading difficulties. *Learning Disabilities Research & Practice*, 29(1), 10-16.  
<https://doi.org/10.1111/ldrp.12025>
- Helder, A.**, van den Broek, P., Van Leijenhorst, L., & Beker, K. (2013). Sources of comprehension problems during reading. In B. Miller, L. Cutting & P. McCardle (Eds.), *Unraveling the behavioral, neurobiological, and genetic components of reading comprehension* (pp. 43-53). Baltimore, MD: Paul Brookes Publishing.

van den Broek, P. W., **Helder, A.**, & Van Leijenhorst, L. (2013). Sensitivity to Structural Centrality: Developmental and individual differences in reading comprehension skills. In M. A. Britt, S. R. Goldman & J-F Rouet (Eds.), *Reading: From words to multiple texts* (pp. 132-146). New York: Routledge, Taylor & Francis Group.

\*shared first authorship

### **Conference presentations (selection)**

**Helder A.**, & Perfetti, C. A. (2018, June). *ERP indicators of local, remote, and global text influences on word-to-text integration*. Presentation at the International Workshop of Advanced Learning Sciences, Pittsburgh, PA.

**Helder A.**, & Perfetti, C. A. (2018, May). *ERP indicators of local and global text influences on word-to-text integration*. Poster presented at the international meeting of the Psychonomics Society, Amsterdam, the Netherlands.

**Helder, A.**, Perfetti, C. A., van den Broek, P., Stafura, J. Z., & Calloway, R. C. (2017, July). *ERP indicators of local and global text influences on word-to-text integration*. Spoken presentation at the annual meeting of the Society for Text and Discourse, Philadelphia, PA.

**Helder, A.**, Stafura, J. Z., Calloway, R. C., van den Broek, P., & Perfetti, C. A. (2015, July). *Centrality effects on word-to-text-integration during reading: An ERP study*. Spoken presentation at the annual meeting of the Society for Text and Discourse, Minneapolis, MN.

**Helder, A.**, Karlsson, J., van den Broek, P., & Van Leijenhorst, L. (2014, April). *Neural correlates of individual differences in coherence monitoring during reading*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.

**Helder, A.**, van den Broek, P., & Van Leijenhorst, L. (2013, October). *Neural correlates of coherence monitoring in children and young adults*. Spoken presentation at the International workshop 'Neural Markers of Processes in Language and Literacy Development', Nijmegen, the Netherlands.

**Helder, A.**, Van Leijenhorst, L., & van den Broek, P. (2013, July). *Coherence monitoring in adolescents: The effect of textual distance on the strength of inconsistency effects*. Poster presented at the annual meeting of the Society for Text and Discourse, Valencia, Spain.

**Helder. A.**, Van Leijenhorst, L., & van den Broek, P. (2012, July). *Coherence monitoring in good and poor comprehending readers in elementary school*. Poster presented at the annual meeting of the Society for Text and Discourse, Montréal, Canada.

### **Teaching experience**

Academische Pabo (ACPA: Academic Teacher Training Program), Leiden University

- Coördinator Bachelor Theses Academische Pabo Leiden, 2015, 2016 (50 students each year)
- Curriculum advisor on how scientific research can be applied in educational settings

#### Teaching assistant

- Teaching assistant Master's course 'Learning, Cognition and the Brain', *Leiden University* 2011, 2012, 2013.
- Teaching assistant Bachelor's course 'The Learning Brain', *Leiden University* 2011, 2012, 2013.
- Bachelor's course 'Practice in Conducting Research', *Leiden University*, 2011, 2012.

#### Supervision

- Mentoring First Year Experience undergraduate students at the University of Pittsburgh, 2016, 2017
- 18 Bachelor Theses, *Leiden University*, 2014-2016.
- 6 Master Theses, *Leiden University*, 2012-2016.

#### **Professional memberships**

- Society for Text and Discourse (ST&D)
- Society for the Scientific Studies of Reading (SSSR)
- Leiden Institute for Brain and Cognition (LIBC)
- Institute for the Study of Education and Human Development (ISED)
- Cognitive Neuroscience Society (CNS)
- Society for the Neurobiology of Language (SNL)

#### **Other professional activities**

- Reviewer for *Neuropsychologia*, 2017-current
- Reviewer for *Discourse Processes*, 2017-current
- Reviewer for *Scientific Studies of Reading*, 2016-current.
- Reviewer for program committee of the annual meeting of the Society for Text and Discourse, 2015.
- Expert consultant for Dutch television show "De Kennis van NU" (NTR) on speedreading (Spring, 2016)
- Expert consultant text analyses for Dr. E. Lorch, University of Kentucky, USA (2014-2015)
- Invited presentation at Expertisecentrum Nederlands, March, 2012. "Neurological and cognitive processes involved in the development of reading comprehension"
- Invited presentation at conference of CED-groep, March, 2012. "Cognitive processes involved in reading comprehension: Developmental and individual differences."
- Summerschool 'Neuroscience of Communicative Meaning' June 6-9, 2011, Utrecht Institute of Linguistics OTS

#### Outreach to the public

- Several guest lectures for teachers and other educational professionals on the topic of my research: cognitive processes involved in reading comprehension (2011-2015)
- Team captain for 'KNAW De Jonge Academie on Wheels' (2011-2012), a program to promote science at secondary schools.