

Emily Kate Farran

Contact Details

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25 Woburn Square, London WC1H 0AA

Nationality: British

Date of Birth: 29th August 1976

APPOINTMENTS

October 2015 to present: Professor of Cognitive Development, UCL Institute of Education, UK

October 2011 to September 2015: Reader in Psychology, UCL Institute of Education, UK

October 2008 to October 2011: Senior Lecturer in Psychology, UCL Institute of Education, UK

October 2001 to September 2008: Lecturer in Psychology, University of Reading, UK.

ACADEMIC QUALIFICATIONS

1998-2002 PhD, Department of Experimental Psychology, University of Bristol, U.K. Thesis title: Visuo-spatial Cognition in Williams syndrome. Supervised by Prof. C. Jarrold and Prof. S. Gathercole.

1995-1998 BSc (Hons.) Psychology. University of Bristol, U.K.

PROJECT GRANTS

	Value
Submitted Farran, E.K., Gilmore, C., Mavrikis, M. ESRC Block construction, Spatial thinking and Mathematics achievement.	£759, 488
2017 Palmer, S.B., Farran, E.K., Van de Vyver, J., Abrams, D. IOE seed funding Exploring the Impact of Socio-Cognitive Skills on the Development of Prejudice: Developing a novel framework	£10, 910
2016-2019 Smith, M. L., Ewing, L., Farran E.K., Karmiloff-Smith, A. Leverhulme Trust The social side of face perception: insights from atypical development	£177, 298
2015-2019 Mareschal, D., Tolmie, A., Dumontheil, I. Porayska-Pomsta, K. Farran, E.K., Thomas, M.S.C., Mayer, S., Bell, D. EEF / Wellcome UnLoCKE: Understanding Learning of Counterintuitive Concepts through Knowledge Interference Control in Science and Mathematics Education	£998,430
2015-2018 Farran, E.K., Tolmie, A. ESRC Collaborative studentship (CASE). The interaction between motor development and spatial knowledge in Williams syndrome	£75, 000
2015-2018 Farran, E.K., Dumontheil, I. Bloomsbury PhD Studentship. Enhancing success on Maths and Science problems; the role of local and global processing	£65,000
2015-2016 Farran, E.K., Karmiloff-Smith, A., Hill, E. Waterloo Foundation Motor development and navigation in ADHD	£40,163
2014 – 17 Farran, E.K. Thomas, M. Bloomsbury PhD Studentship. Spatial Cognition as a contributor to the development of Science, Technology, Engineering and Mathematics (STEM) skills	£65,000
2013-2016 Smith, M. L., Farran E.K., Karmiloff-Smith, A. Leverhulme Trust Exploration of typical and atypical development of flexible face processing strategies	£112, 203
2012 – 13 Farran, E.K., Hudson, K.D. Autour des Williams Understanding Depth Perception in Williams syndrome	€13, 588
2012 – 13 Farran, E.K., Van Herwegen, J. British Academy The use of eye-tracking to investigate landmark knowledge and route-learning strategies in typical and atypical development	£9, 960
2012 – 13 Van Herwegen, J., Farran, E.K., Riby, D. British Psychological Society seminar series competition (co-sponsored by Williams Syndrome Foundation)	£3000 (BPS) £1500 (WSF)
Neurodevelopmental disorders: Exploring sensitive methods of assessment across development	
2010 – 13 Farran, E.K. Karmiloff-Smith, A. Thomas, M. Bloomsbury PhD Studentship. The development of problem-solving abilities in typical and atypical development	£65,000
2010 – 13 Farran, E.K. ESRC Collaborative studentship (CASE). The Use of Virtual Environments to Train Environmental Learning and Route Learning in Individuals with Williams Syndrome	£75,000
2010 - 14 Farran, E.K., Courbois, Y., Blades, M., Mellier, D. Sokeel, P. ESRC-ANR Bilateral Grant Investigating strategies for environmental learning in typical and atypical development	£483,379 (ESRC) £143,819 (ANR)
2009 Farran, E.K. Courbois, Y. Autour de Williams Utilisation des points de repere dans la navigation spatiale chez Les personnes avec un syndrome de williams : Une recherche avec des environnements virtuels	£11, 549
2008 Courbois, Y., Farran, E.K. Fondation Jerome Lejeune Etude de la navigation spatiale chez les personnes porteuses de trisomie 21: apport des environnements virtuels	£16, 200
2008 Farran, E.K. Courbois, Y. British Academy Route learning abilities in typical and atypical development; the effects of manipulating landmark salience on performance.	£7, 440
2006 – 10 Farran, E.K. ESRC Collaborative studentship (CASE). Factors Affecting Visuo-spatial construction and drawing ability in Williams syndrome	£70,000
2006 Farran, E. K. British Academy Visuo-spatial perception and production in Williams syndrome.	£7,235
2005-07 Farran, E.K., Blades, M., Boucher, J. ESRC Are small- and large-scale visuo-spatial abilities dissociated in Williams syndrome?	£46,113
2004-06 Farran, E.K., Brown, J., Karmiloff-Smith, A. Houston-Price, C. ESRC Attention and perceptual grouping in infants with Williams syndrome.	£48,573
2003-04 Farran, E.K., Brown, J., Karmiloff-Smith, A. Houston-Price, C. ESRC Individual differences in attention; examining the integration between the development of attentional mechanisms and perceptual organisation in infancy.	£43,060

OTHER AWARDS

2009 Farran, E.K. The Neil O'Connor Award for research into Developmental Disorders. Awarded by the British Psychological Society.

2005-12 Farran, E.K. Seven Undergraduate Research Bursaries. ~£1,500 each

2005 Stojanovik, V., Farran, E.K. 2003 Farran, E.K. Research Endowment Trust Fund
2002 School of Psychology Research Achievement Award

£1,500, £720, £1,842
£500

TEACHING & INSTITUTIONAL ROLES

Programme Leader: Developmental and Educational Psychology MSc

Doctoral School PhD pathway contact: Psychology Cluster

Member of College of Reviewers

Departmental representative on Research Ethics Committee

General: MSc and Diploma level teaching: typical and atypical cognitive development, research methods and neuroscience, MSc project supervisor, Personal tutor.

PhD Students

Completed

Chiraz Bensaad (ESRC funded 1+3) 2002-2008 (this includes 2 maternity leaves); Kerry Hudson (CASE ESRC funded 1+3) 2006 –2011;

Susie Formby (University of Reading 1+3 studentship) 2006 -2011; Joanne Camp (Bloomsbury +3 studentship) 2010 -2014; Hannah

Broadbent (CASE ESRC funded +3) 2010-2014 (this includes 1 maternity leave), Jamie Lingwood (ESRC funded +3) 2011-2014

Current

Alex Hodgkiss (ESRC funded +3) 2015-2018, Leighanne Mayall (CASE ESRC funded +3) 2015-2018, Su Morris (Bloomsbury studentship)

2015-2018, Katie Gilligan (Bloomsbury studentship) 2015-2018, Emma Campbell (ESRC 1+3 funded) 2014-2018, Kathryn Bates (ESRC funded 1+3) 2016-2019.

RESEARCH

See: <http://cogdevlab.weebly.com/>

My research relates to cognitive development in neurodevelopmental disordered groups (Williams syndrome, Down syndrome, Developmental Coordination Disorder, Cerebral Palsy, Attention Deficit Hyperactivity Disorder) and in typical development, with a specific emphasis on spatial cognition. The broad aim of my research is to characterise both typical and atypical development of cognitive functions within a neuroconstructivist framework (i.e. functions are explored within the context of the *developing* brain). This involves analytical investigation of spatial performance in both small-scale (e.g. perception, mental imagery) and large-scale space (navigation and route learning abilities), as well as related mechanisms (e.g. memory, attention and executive function). My most recent research interest relates to the relationship between spatial thinking and Science Technology Engineering and Maths (STEM) in typically developing primary school age children.

PUBLICATIONS

Ewing, L., Karmiloff-Smith, A., Farran, E.K., Smith, M.L. (in press). Distinct profiles of information-use characterize identity judgments in children and low-expertise adults. *Journal of Experimental Psychology: Human Perception and Performance*.

Ewing, L., Farran, E.K., Karmiloff-Smith, A., Smith, M.L. (in press). Understanding strategic information use during emotional expression judgments in Williams syndrome. *Developmental Neuropsychology*.

Gilligan, K., Flouri, E., Farran, E.K. (in press). The contribution of spatial ability to mathematics achievement in middle childhood. *Journal of Experimental Child Psychology*.

Hudson, K.D., Farran, E.K. (in press). Thinking inside the box: Spatial frames of reference for drawing in Williams syndrome and typical development. *Research in Developmental Disabilities*.

Ewing, L., Karmiloff-Smith, A., Farran, E. K., & Smith, M. L. (2017). Developmental changes in the critical information used for facial expression processing. *Cognition*, 166, 56-66. doi:10.1016/j.cognition.2017.05.017

Smith, M. L., Cesana, M. L., Farran, E. K., Karmiloff-Smith, A., & Ewing, L. (2017). A “spoon full of sugar” helps the medicine go down: How a participant friendly version of a psychophysics task significantly improves task engagement, performance and data quality in a typical adult sample. *Behavior Research Methods*, 1-9. doi:10.3758/s13428-017-0922-6

Farran, E.K., Broadbent, H., Atkinson, L. (2016). Impaired Spatial Category Representations in Williams Syndrome; an Investigation of the Mechanistic Contributions of Non-verbal Cognition and Spatial Language Performance. *Frontiers in Psychology*. 7. doi: 10.3389/fpsyg.2016.01868

Camp, J.S., Karmiloff-Smith, A, Thomas, M.S.C, Farran, E.K. (2016) Cross-syndrome comparison of real-world executive functioning and problem solving using a new problem-solving questionnaire. *Research in Developmental Disabilities*, 69, 80-92. doi: 10.1016/j.ridd.2016.07.006

Farran, E.K., Formby, S., Daniyal, F., Holmes, T., Van Herwegen, J. (2016). Route-learning strategies in typical and atypical development; eye tracking reveals atypical landmark selection in Williams syndrome. *Journal of Intellectual Disability*, 60, 933-944. doi: 10.1111/jir.12331

Farran, E.K., Atkinson, L. (2016). The development of spatial category representations from four to seven years. *British Journal of Developmental Psychology*, 34, 555-568. doi: 10.1111/bjdp.12149

Farran, E.K. & O’Leary, B. (2016). Children’s ability to bind and maintain colour-location conjunctions: the effect of spatial language cues. *Journal of Cognitive Psychology*, 28, 44-51. doi: 10.1080/20445911.2015.1092980

Farran, E.K. Purser, H.R.M., Courbois, Y., Ballé, M. Sockeel, P., Mellier, D, Blades, M. (2015). Route knowledge and configural knowledge in typical and atypical development: a comparison of sparse and rich environments. *Journal of Neurodevelopmental Disorders*, 7:37. doi: 10.1186/s11689-015-9133-6

Broadbent, H. J., Farran, E. K., & Tolmie, A. (2015). Sequential egocentric navigation and reliance on landmarks in Williams syndrome and typical development. *Frontiers in Psychology*, 6. doi: 10.3389/fpsyg.2015.00216

D’Souza, D., Cole, V., Farran, E. K., Brown, J. H., Humphreys, K., Howard, J., et al. (2015). Face processing in Williams syndrome is already atypical in infancy. *Frontiers in Psychology*, 6. doi: 10.3389/fpsyg.2015.00760

Farran, E. K., & Dodd, G. F. (2015). Drawing ability in typical and atypical development; colour cues and the effect of oblique lines. *Journal of Intellectual Disability Research*, 59(6), 561-570. doi: 10.1111/jir.12161

Lingwood, J., Blades, M., Farran, E. K., Courbois, Y., & Matthews, D. (2015). The development of wayfinding abilities in children: Learning routes with and without landmarks. *Journal of Environmental Psychology*, 41, 74-80. doi: 10.1016/j.jenvp.2014.11.008

Lingwood, J., Blades, M., Farran, E. K., Courbois, Y., & Matthews, D. (2015). Encouraging 5-year olds to attend to landmarks: A way to improve children’s wayfinding strategies in a virtual environment. *Frontiers in Psychology*, 6. doi: 10.3389/fpsyg.2015.00174

Purser, H. R. M., Farran, E. K., Courbois, Y., Lemahieu, A., Sockeel, P., Mellier, D., et al. (2015). The development of route learning in down syndrome, Williams syndrome and typical development: Investigations with virtual environments. *Developmental Science*, 18(4), 599-613. doi: 10.1111/desc.12236

- Broadbent, H., Farran, E.K., Chin, E., Metcalfe, K., Tassabehji, M., Turnpenny, P., Sansbury, F., Meaburn, E., Karmiloff-Smith, A. (2014). Genetic contributions to visuospatial cognition in Williams syndrome: Insights from two contrasting partial deletion patients. *Journal of Neurodevelopmental Disorders*, 6, 18. doi: 10.1186/1866-1955-6-18
- Broadbent, H. J., Farran, E. K., Tolmie, A. (2014). Object-based mental rotation and visual perspective-taking in typical development and Williams syndrome. *Developmental Neuropsychology*, 39, 205-225. doi: 10.1080/87565641.2013.876027
- Broadbent, H. J., Farran, E. K., Tolmie, A. (2014). Egocentric and allocentric navigation strategies in typical development and Williams syndrome. *Developmental Science*, 17, 920-934. doi: 10.1111/desc.12176
- Hudson, K.D., Farran, E.K. (2014). Perceiving and acting in depth in Williams syndrome and typical development. *Research in Developmental Disabilities*, 35, 1850-1855. doi: 10.1016/j.ridd.2014.04.013
- Farran, E.K., Cranwell, M.B., Alvarez, J., Franklin, A. (2013). Colour Discrimination and Categorisation in Williams Syndrome. *Research in Developmental Disabilities*, 34, 3352-3360. doi: 10.1016/j.ridd.2013.06.043
- Courbois, Y., Farran, E.K., Lemahieu, A., Blades, B., Mengue-Topio, H., Sockeel, P. (2013). Wayfinding behaviour in Down Syndrome: A study with virtual environments. *Research in Developmental Disabilities*, 34, 1825-1831.
- Hudson, K.D., Farran, E.K. (2013). Looking around houses: Attention to a model when drawing complex shapes in Williams syndrome and typical development. *Research in Developmental Disabilities*, 34, 3029-3039.
- Hudson, K.D., Farran, E.K. (2013). Facilitating complex shape drawing in Williams syndrome and typical development. *Research in Developmental Disabilities*, 34, 2133-2142.
- Courbois, Y., Blades, M., Farran, E.K., Sockeel, P. (2013). Do individuals with intellectual disability select appropriate objects as landmarks when learning a route? *Journal of Intellectual Disability Research*, 57, 80-89.
- Farran, E.K., Connell, S.C., Pharwaha, B.K. (2012). The Effects of Perceptual Grouping and Category Boundary Salience on Location Memory. *Psychology*, 3, 953-958.
- Purser, H., Farran, E.K., Courbois, Y., Lemahieu, A., Sockeel, P., Blades, M. (2012). Short-term memory, executive control, and children's route learning. *Journal of Experimental Child Psychology*, 113, 273-285.
- Karmiloff-Smith, A., Broadbent, H., Farran, E.K., Longhi, E., D'Souza, D., Metcalfe, K., Tassabehji, M., Wu, R., Senju, A., Happé, F., Turnpenny, P., Sansbury, F., (2012). Social Cognition in Williams Syndrome: Genotype/phenotype Insights from Partial Deletion Patients. *Frontiers in Developmental Psychology*, 3, 1-8
- Farran, E.K., Courbois, Y., Van Herwegen, J., Blades, M. (2012). How useful are landmarks when learning a route in a virtual environment? Evidence from typical development and Williams syndrome. *Journal of Experimental Child Psychology*, 111, 571-586.
- Farran, E.K., Courbois, Y., Van Herwegen, J., Cruickshank, A.G., Blades, M. (2012). Colour as an environmental cue when learning a route in a virtual environment; typical and atypical development. *Research in Developmental Disabilities*, 33, 900-908.
- Farran, E.K. & Brosnan, M. (2011). Perceptual grouping abilities in individuals with Autism Spectrum Disorder; the importance of grouping type and of development. *Autism Research*, 4, 283-292.
- Hudson, K. & Farran, E.K. (2011). Drawing the Line: Graphic Strategies for Simple and Complex Shapes in Williams Syndrome and Typical Development. *British Journal of Developmental Psychology*, 29, 687-706.
- Mengue-Topio, H. Courbois, Y., Farran, E.K., Sockeel, P. (2011). Route learning and shortcut performance in adults with intellectual disability: A study with virtual environments. *Research in developmental disabilities*, 32, 345-352.
- Van Herwegen, J., Farran, E.K., Annaz, D. (2011). Item and error analysis on Raven's Coloured Progressive Matrices in Williams Syndrome. *Research in Developmental Disabilities*, 32, 93-99.
- Farran, E.K., Branson, A. & King, B.J. (2011). Visual search for basic emotional expressions; impaired detection of anger, fear and sadness, but a typical happy face advantage in autism. *Research in Autism Spectrum Disorders*, 5, 455-462.
- Freeman, K., Williams, T.I., Farran, E.K. & Brown, J.H. (2010). Williams syndrome: the extent of agreement between parent and self report of psychological difficulties. *European Journal of Psychiatry*, 24, 167-175.
- Farran, E.K., Blades, M., Boucher, J. & Tranter, L.J. (2010). How do Individuals with Williams Syndrome Learn a Route in a Real World Environment? *Developmental Science*, 13, 454-468.
- Farran, E., Courbois, Y., & Cruickshank, A. (2009). Learning a route in a virtual environment: The effects of differing cues on the performance of typical children and individuals with Williams syndrome. *Cognitive Processing*, 10, S152-S153.
- Formby, S., & Farran, E. (2009). Visual search and visual feedback in Williams syndrome and typical development. *Cognitive Processing*, 10, S167-S167.
- Hudson, K., & Farran, E. (2009). Graphic strategies in Williams syndrome and typically developing children. *Cognitive Processing*, 10, S154-S155.
- Farran, E.K., Whitaker, A. & Patel, N. (2009). The effect of pictorial depth information on retinal size judgements. *Perception and Psychophysics*, 71, 207-214.
- Farran, E.K. (2008). Strategies and biases in location memory in Williams syndrome. *Research in Developmental Disabilities*, 29, 385-397.
- Farran, E.K., Brown, J.H., Cole, V.L., Houston-Price, C. & Karmiloff-Smith, A. (2008) A longitudinal study of perceptual grouping by proximity, luminance and shape in infants at two, four, six and eight months. *European Journal of Developmental Science*, 2, 353-369.
- Farran, E.K. & Cole, V.L. (2008). Perceptual grouping and distance estimates in Williams syndrome: Comparing performance across perception, drawing and construction Tasks. *Brain and Cognition*, 68, 157-165.
- Stinton, C., Farran, E.K. and Courbois, Y. (2008). Mental rotation in Williams syndrome: an impaired imagery ability. *Developmental Neuropsychology*, 33, 565-583.
- Farran, E.K., Brown, J.H., Cole, V.L., Houston-Price, C. & Karmiloff-Smith, A. (2007). The development of perceptual grouping in infants with Williams syndrome. *European Journal of Developmental Science*, 1, 253-271 .
- Farran, E.K. (2007). Williams syndrome. *Psychology Review*, 13, 18-19.
- Brock, J., Jarrold, C., Farran, E.K., Laws, G. & Riby, D.M. (2007). Do children with Williams syndrome really have good vocabulary knowledge? Methods for comparing cognitive and linguistic abilities in developmental disorders. *Journal of Clinical Linguistics and Phonetics*, 21, 273-688.
- Farran, E.K. & Wilmot, K. (2007). Texture segmentation in Williams Syndrome. *Neuropsychologia*, 45, 1109-1018.
- Farran, E.K. (2006). Orientation coding: A specific deficit in Williams syndrome? *Developmental Neuropsychology*, 29, 397-414.
- Farran, E.K. (2005). Perceptual grouping ability in Williams syndrome: Evidence for deviant patterns of performance. *Neuropsychologia*, 43, 815-822
- Farran, E.K., & Jarrold, C. (2005) Evidence for unusual spatial location coding in Williams syndrome: An explanation for the local bias in visuo-spatial construction tasks? *Brain and Cognition*, 59, 159-172
- Farran, E.K., & Jarrold, C. (2004). Exploring block construction and mental imagery: Evidence of atypical orientation discrimination in Williams syndrome. *Visual Cognition*, 11, 1019-1040

- Farran, E.K. & Jarrold, C. (2003). Visuo-spatial cognition in Williams syndrome; Reviewing and accounting for the strengths and weaknesses in performance. *Developmental Neuropsychology*, 23, 175-202
- Farran, E.K., Jarrold, C. & Gathercole, S.E. (2003). Divided attention, selective attention and drawing: Processing preferences in Williams syndrome are dependent on the task administered. *Neuropsychologia*, 41, 676-687
- Farran, E.K., Jarrold, C. & Gathercole, S.E. (2001). Block design performance in the Williams syndrome phenotype: A problem with mental imagery? *Journal of Child Psychology and Psychiatry*, 42, 719-728.

Reviews

- Farran, E.K. (2004) Development and learning, M. Wolraich (Ed.). *Child & Adolescent Mental Health*, 9, 198-198.

Book chapters

- Van Herwegen, Jo, Riby, Deborah and Farran, Emily K. (2015) Neurodevelopmental disorders: definitions and issues. In: Van Herwegen, Jo and Riby, Deborah, (eds.) *Neurodevelopmental disorders: research challenges and solutions*. Hove, U.K. : Psychology Press. pp. 3-18. (Research methods in developmental psychology: a handbook series) ISBN 9781848723283
- Camp, J., Farran, E.K. & Karmiloff-Smith, A. (2012). Numeracy. In Farran, E.K. and Karmiloff-Smith, A. (Eds). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. (pp.299-312). *Oxford University Press*.
- Hudson, K. & Farran, E.K. (2012). Executive function and motor planning. In Farran, E.K. and Karmiloff-Smith, A. (Eds). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. (pp. 165-186). *Oxford University Press*.
- Farran, E.K. & Formby, S. (2012). Visual Perception and Visuospatial Cognition. In Farran, E.K. and Karmiloff-Smith, A. (Eds). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. (pp. 225-246). *Oxford University Press*.

Books

- Farran, E.K. and Karmiloff-Smith, A. (Eds) (2012). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. *Oxford University Press*.

CONFERENCE CONTRIBUTIONS

Recent conference presentations include:

- Farran, E.K., Broadbent, H., Atkinson, L. (2016). Impaired spatial category representations in Williams syndrome: an explanation for their hallmark visuo-spatial construction deficits? *British Psychological Society Developmental Section Annual Conference, Belfast, September 2016*.
- Farran, E.K., D'Souza, H., Mayall, L., Hill, E., Karmiloff-Smith, A. (2016). The relationship between motor skills and spatial navigation; evidence from Attention Deficit Hyperactivity Disorder and Williams syndrome. *British Psychological Society Developmental Section Annual Conference, Belfast, September 2016*.
- Farran, E.K., Hudson, K., White, H., Facon, M., Courbois, Y., Ward, H., Gilligan, K. Sockeel, P., Mellier, D., Blades, M. (2015). Exploration strategies around a novel town: Do typical and atypical groups use the same or different strategies to locate target items? *Down Syndrome Education International Research Forum, London September 2015*.
- Farran, E.K. Purser, H., Courbois, Y., Sockeel, P., Balle, M., Mellier, D., Blades, M. (2016). The development of configural knowledge of large-scale space in typical and atypical populations. *Society for Research in Child Development Conference, Philadelphia, March, 2015*
- Farran, E.K. Purser, H.R.M., Courbois, Y., Ballé, M. Sockeel, P., Mellier, D, Blades, M. (2014). Spatial navigation: the development of configural knowledge in typical and atypical populations. *European Conference on Psychological Theory and Research on Intellectual and Developmental Disabilities, Linköping, Sweden, June 2014*.
- Farran, E.K., Formby, S., Daniyal, F., Holmes, T., Van Herwegen, J. What do you look at to learn your way around a new town? Eye-tracking and navigation in typical and atypical populations. *Neurodevelopmental Disorders seminar series, Durham, June 2014*.
- Farran, E.K., Purser, H., Courbois, Y., Lemahieu, A., Sockeel, P., Mellier, D., Blades, M. (2013). Landmarks and Route Learning; Which Landmarks do typical and atypical groups use when learning a route? *Society for Research in Child Development Conference, Seattle, April, 2013*

Recent invited presentations include:

- Farran, E.K. (2016). Independence. *Invited speaker. National Convention of the Williams Syndrome Foundation UK, Minehead, July 2016*.
- Farran, E.K., Morris, S. & Hodgkiss, A. (2016). Spatial Cognition and STEM. *Invited speaker. CPD training Course, Essex, June 2016*.
- Farran, E.K. (2014). The relationship between the development of spatial cognition and STEM subjects. *Invited speaker. Centre for Educational Neuroscience seminar series, June 2014*.
- Farran, E.K. (2014). The development of large-scale spatial knowledge; what can we learn about navigation strategies by using virtual environments and eye-tracking? *Invited speaker, Developmental Neurocognition Lab seminar series, Birkbeck, March 2014*.
- Farran, E.K. (2013). Independence and Problem solving. *Invited speaker. National Convention of the Williams Syndrome Foundation, UK, October, 2013*.
- Farran, E.K. (2013). Space: typical and atypical development. *Invited speaker. Cerebra Centre Academic Conference, June 2013*.
- Farran, E.K. (2011). Visual & spatial abilities in Williams syndrome. *Invited speaker. Regional Convention of the Williams Syndrome Foundation, UK, October, 2011*.
- Farran, E.K. (2011). The development of route learning abilities in typical and atypical development. *Invited speaker. CBCD External seminar series. Birkbeck, June, 2011*.
- Farran, E.K. (2011). Spatial cognition and spatial language. *Invited speaker, Developmental Neurocognition Lab seminar series, Birkbeck, May 2011*.
- Farran, E.K. (2011). Exploring typical and atypical development of route learning in virtual and real-world environments; how important are landmarks? *Invited speaker, Goldsmith's University Psychology Department seminar series, March, 2011*.
- Farran, E.K. (2010). Visuo-spatial cognition in WS: characteristics of small-scale and large-scale task performance. *Invited speaker. University of Newcastle Psychology Department seminar series, November, 2010*.
- Farran, E.K. (2009). Route learning in typical and atypical development; Using landmarks, remembering the sequential order of turns, and understanding the spatial relationship between locations on a route. Keynote speech as winner of the Neil O'Connor award. *British Psychological Society Developmental Section Annual Conference, September 2009*.

PROFESSIONAL ACTIVITIES OUTSIDE THE UNIVERSITY

- Member of the Experimental Psychology Society
- External PhD examiner: University of Stirling, 2007; University of Oxford, 2011
- External examiner: Speech Science and Speech Communication, UCL. 2006-2011
- External reviewer: BSc degree proposal, UCL. 2012

Conference organiser. Neurodevelopmental Disorder Annual Seminar 2016; Neurodevelopmental Disorders seminar series, 2012-2013; The 3rd Williams Syndrome Workshop, Reading, 2006;
Scientific American Mind, 17(4), p. 9: 'Babies Organise Sight' 2006.
Associate Editor: Frontiers in Developmental Psychology 2015-present; Cognitive Research: Principles and Implications 2017 - present
Member of Editorial Board: Developmental Neuropsychology, Developmental Science
Member of ESRC Peer review college, 2012-present
Member of Science and Research Advisory Committee Down Syndrome Education International
Member of the Centre for Educational Neuroscience Management committee, London.
Reviewer for: American Journal on Mental Retardation, British Journal of Developmental Psychology, Cognitive Processing, Cortex, Developmental Medicine & Child Neurology, Developmental Neuropsychology, Developmental Science, Genes, Brain and Behaviour, Journal of Child Psychology and Psychiatry, Memory, Mind and Language, Neuropsychology, Neuropsychologia, Vision research, Pearson Education, British Academy, ESRC, BBSRC, MRC, Agence Nationale de la Recherche (ANR), GIS-Institut des Maladies Rares, Swiss National Science Foundation.