

Emily Kate Farran

Contact Details

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Nationality: British

Date of Birth: 29th August 1976

APPOINTMENTS

October 2011 to present: Reader in Psychology, Institute of Education, University of London, UK

October 2008 to October 2011: Senior Lecturer in Psychology, Institute of Education, University of London, 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.

PROJECT GRANTS

	Value
Submitted Farran, E.K., Blades, M., Jarrold, C. ESRC Spatial Cognition and Spatial Language; Typical and Atypical Developmental Trajectories and Interactions	£421, 716
Submitted Farran, E.K., Hudson, K.D. Autour des Williams Understanding Depth Perception in Williams syndrome	£13, 588
Submitted 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
Submitted Van Herwegen, J., Farran, E.K., Riby, D. British Psychological Society seminar series competition Neurodevelopmental disorders: Exploring sensitive methods of assessment across development	£3000
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.

2005-11 Farran, E.K. Seven Undergraduate Research Bursaries.

University of Reading (1), Experimental Psychology Society (1), Nuffield Foundation (5)

~£1,500 each

2005 Stojanovik, V., Farran, E.K. 2003 Farran, E.K. Research Endowment Trust Fund

£1,500, £720, £1,842

2002 School of Psychology Research Achievement Award

£500

TEACHING & RELEVANT EXPERIENCE

General: MSc and Diploma level teaching: typical and atypical cognitive development, research methods and neuroscience, MSc project supervisor, Course leader: Graduate Certificate in Psychology, Personal tutor.

PhD Students

Completed

Second supervisor to Chiraz Bensaad (ESRC funded 1+3) 2002-2008 (this includes 2 maternity leaves); First supervisor to Kerry Hudson (CASE ESRC funded 1+3) 2006 –2011; First supervisor to Susie Formby (University of Reading 1+3 studentship) 2006 -2010

Current

First supervisor to: Hannah Broadbent (CASE ESRC funded +3) 2010-2013, Joanne Camp (Bloomsbury +3 studentship) 2010 -2013, Suzy Cooper (Philanthropic funding +3) 2011-2014.

Second supervisor to: Jamie Lingwood (ESRC funded +3) 2011-2014

RESEARCH

I am interested in visuo-spatial cognition in typical and atypical populations. My current research in Autism, Down syndrome and Williams syndrome includes the areas of navigational cognition, mental imagery, spatial language, perceptual integration, visuo-spatial memory and orientation coding.

PUBLICATIONS

- Courbois, Y., Blades, M., Farran, E.K., Sockeel, P. (under review). Do individuals with intellectual disability select appropriate objects as landmarks when learning a route? *Journal of Intellectual disabilities*.
- Farran, E.K., Courbois, Y., Van Herwegen, J., Cruickshank, A.G., Blades, M. (under review). Colour as an environmental cue when learning a route in a virtual environment; typical and atypical development. *Research in Developmental Disabilities*
- Hudson, K. & Farran, E.K. (under review). Looking around houses: Attention to a model when drawing complex shapes in Williams syndrome and typical development. *British Journal of Developmental Psychology*.
- O'Leary, B. & Farran, E.K. (under review). Children's ability to bind and maintain colour-location conjunctions: the effect of spatial language cues. *Cognitive Development*.
- Purser, H., Farran, E.K., Courbois, Y., Lemahieu, A., Sockeel, P., Blades, M. (under review). The importance of executive control for children's route learning. *Journal of Experimental Psychology; Learning, Memory, and Cognition*.
- Farran, E.K., Courbois, Y., Van Herwegen, J., Blades, M. (in press). How useful are landmarks when learning a route in a virtual environment? Evidence from typical development and Williams syndrome. *Journal of Experimental Child Psychology*
- 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. & Wilmut, 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

- Camp, J., Farran, E.K. & Karmiloff-Smith, A. (in press). Numeracy. In Farran, E.K. and Karmiloff-Smith, A. (Eds). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. Oxford University Press
- Hudson, K. & Farran, E.K. (in press) Executive function and motor planning. In Farran, E.K. and Karmiloff-Smith, A. (Eds). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. Oxford University Press
- Farran, E.K. & Formby, S. (in press) Processing Styles and Strategy use in the Development of Visual Perception and Visuo-spatial Cognition. In Farran, E.K. and Karmiloff-Smith, A. (Eds). *Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach*. Oxford University Press

Books

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

CONFERENCE CONTRIBUTIONS

Recent conference presentations include:

Symposium organiser and chair: Domain-General influences on Domain-specific processes in typical and atypical development. *British Psychological Society Developmental Section Annual Conference, Newcastle, September, 2011*.

Farran, E.K., Purser, H., Courbois, Y., Blades, M., Sockeel, P. (2011). Comparing the development of route-learning ability across Williams syndrome, Down syndrome and Typical Development; the role of executive function. *British Psychological Society Developmental Section Annual Conference, Newcastle, September, 2011*.

Farran, E.K., Purser, H., Courbois, Y., Van Herwegen, J., Blades, M. (2011). Learning a Route through a Virtual Environment; Error Patterns and Recall of Landmarks in Typical and Atypical Development. *Society for Research in Child Development Conference, Montreal, March, 2011*

Recent invited presentations include:

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

Conference organiser. The 3rd Williams Syndrome Workshop, Reading, 2006.

Scientific American Mind, 17(4), p. 9: 'Babies Organise Sight' 2006.

Member of Editorial Board: *Developmental Neuropsychology*

Reviewer for: *American Journal on Mental Retardation*, *British Journal of Developmental Psychology*, *Cognitive Processing*, *Cortex*, *Developmental Medicine & Child Neurology*, *Developmental Neuropsychology*, *Developmental Science*, *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*.