

CV

Ingvar Lundberg

Born in Stockholm September 30, 1934

Married, three children, six grandchildren

Education

Elementary school teacher exam (Grade 3-8) 1956

Fil kand (BA) University of Stockholm 1960

Fil lic (roughly equivalent to PhD in Stockholm 1964

Fil Dr Umea university 1971

Positions

School teacher in Stockholm 1956-1960

Assistant teacher and research assistant at the Psychology Department, Stockholm University 1960-1954

University lecturer Stockholm University 1964-1967

Senior lecturer at the Department of Psychology, Umea University 1967-1984

Director of undergraduate studies 1967-1980

Professor in the psychology of reading 1985-1989, Umea University

Professor in developmental psychology 1989- 1995 Umea University

Vice dean of the Faculty of Social Sciences 1990-1994

Chairman of the University Library 1991-1993

Research professor at the Psychology Department, Goteborg University 1995-

Docent at the Faculty of Education Abo Akademi, Finland 1986-1994

Professor 2 in Educational Psychology, Bergen University, Norway, 1988-1994

Honours

Doctor honoris causa at the educational faculty of Abo Akademi, Finland 1999

The Marion Welshman Award for Life Time Achievement 2003

A symposium to honour Ingvar Lundberg at the Karolinska Institute, 2001

An edited volume: A tribute to Ingvar Lundberg (Dyslexia & Literacy)

The Worlddidac Award (Silver) for the new reading course "Las med oss",

The Tim Miles Honorary lecture at the University of Wales, Bangor, 1999

The Norman Geschwind Memorial lecture at the International Dyslexia Society, 2002

The Curt von Euler Memorial lecture at the Rodin Academy in Stockholm 2005

A large number of invited addresses and key note speeches in various parts of the world

Editorial boards

Assistant editor of the Scandinavian Journal of Psychology 1960-1968

Editorial board of Reading Research Quarterly 1989-1994

Reading and Writing 1989-

Dyslexia 1991-

Human Development 1992-1998

Annals of Dyslexia 2000-

Scientific Studies of Reading 2001-
International Journal of Applied Linguistics
Scandinavian Journal of Logopedics and Phoniatics

Other assignments

Vice chair of the organization committee for organizing the World Congress of Psychology in Stockholm in 2000.
Organizer of four Nordic congresses on dyslexia in Stockholm
Organizer of a large number of national and international symposia and conferences
On the board of the Institute of Advanced Training of Psychologists owned by the Swedish Psychological Association
On the Board of the Swedish National Council of Research in Social Sciences
Chair of the priority committee concerning caring sciences and development
Chair of the Board for the University Library Umea University
Vice dean of the Faculty of Social Sciences at Umea University
Vice chairman of the National Committee on Psychology (the Swedish Academy of Sciences)
1st Faculty opponent on a large number of doctoral dissertations in the Scandinavian countries.
Reviewer of a large number of academic positions in the Scandinavian countries
Reviewer of the re-organization of the school system in the Netherlands 1992
On the Steering Committee of the International Reading Literacy Study 1986-1992
Research co-ordinator of the reading part of the National Assessments 1988-1992
Scientific consultant for The Center for Reading Research, Stavanger Norway
Scientific consultant for the Dyslexia Research Foundation, Stavanger Norway

Academies and learned Societies

Fellow of Academia Europaea

Fellow of the Rodin Remediation Academy
Chair of the Prize Committee
Member of the Executive Board
Fellow of the International Academy for Research on Learning Disabilities

Fellow of the Royal Academy of Arts, England

Founding member of the Society for the Scientific Study of Reading

Member of the International Dyslexia Association

Board member of the Swedish Foundation for Dyslexia Research
Chair of the Prize Committee for the Marianne Bernadotte Foundation

Honorary Protector of the Association of Dyslexia teachers at the high-school level

Publications

I have published more than 20 monographs, six edited books and about 50 articles in refereed

international journals. The total number of published items is more than 230. Here I list them in chronological order.

Sandstrom, C.I. & Lundberg, I. (1956). A genetic approach to sex differences in localisation. *Acta Psychologica*, 12, 247-253

Bjorkman, M., Lundberg, I. & Tarnblom, S. (1960). On the relationship between memory and percept. A psychophysical approach. *Scandinavian Journal of Psychology*, 1, 136-144.

Lundberg, I. (1962). Psykologisk forskning, en introduktion. Bokanmalan. *Pedagogisk Tidskrift*, 98, 68-71.

Englund, S.A.J. & Lundberg, I. (1963). Discriminative learning: Some restricting criteria and illustrative experiments. *Reports from the Psychological Laboratory, the University of Stockholm*, no 142.

Englund, S.A.J. & Lundberg, I. (1963). *Diskrimination och retention i perceptuell inlärning*. Stockholm: Psykologiska Institutionen.

Ekman, G. & Lundberg, I. (1965). Ueber Theorie und Messung in der Psychologie. *Enzyklopidie der Geisteswissenschaftlichen Arbeitsmethoden*. Muenchen: Oldenbourg Verlag.

Bjorkman, M., Lundberg, I. & Magnusson, D. (1968). *Psykologi for gymnasiet*. Stockholm: Almqvist & Wiksell

Lundberg, I. & Book, A. (1969). Postcued recall of competing spatial and temporal order. *Umea Psychological Reports*, no 7.

Lundberg, I. & Book, A. (1969). Selection of order information from spatio-temporal configurations. *Umea Psychological Reports*, no 8.

Book, A. & Lundberg, I. (1969). Effect of spatio-temporal relations on order recall of consonants. *Umea Psychological Reports*, no 14.

Bjorkman, M. & Lundberg, I. (1969). *Liirarhandledning till Bjorkman Lundberg Magnusson Psykologi for gymnasiet*. Stockholm: Almqvist & Wiksell

Bjorkman, M. & Lundberg, I. (1970). *Fordjupningstexter till Bjorkman Lundberg Magnusson Psykologi*. Stockholm: Almqvist & Wiksell

Lundberg, I. (1970). Word fragments and the processing of order information. *Umea Psychological Reports*, no 19.

Lundberg, I. (1970). Effects of interstimulus interval and spatio-temporal relation on recall of sub-span letter sequences. *Umea Psychological Reports*, no 21.

Lundberg, I. (1970). Order of report and left-right differences in recall of letter sequences. *Umea Psychological Reports*, no 22.

Lundberg, I. (1970), Selection of order information. Effects of spatial and temporal interstimulus

intervals when conflicting word alternatives are presented. *Umea Psychological Reports, no 32*

Bjorkman, M., Lundberg, I., Magnusson, D. & Wertheimer, M. (1971). *A brief introduction to psychology*. New York: Scott-Foresman

Lundberg, I. (1971). Encoding, storage and retrieval of order information in alpha-numeric sequences. *Umea Psychological Reports*.

Bjorkman, M., Lundberg, I., Magnusson, D. & Bauer, M. (1972). *Psykologi i dag* for gymnasiets tvaariga linjer. Stockholm: Almqvist & Wiksell.

Lundberg, I. & Torneus, M. (1972). Selection of order information: Effects of spatio-temporal positions on localizing a critical element. *Umea Psychological Reports, no 58*.

Lundberg, I. (1973). Styrinstrument for kursen Allman Psykologi I. Umea: Psykologiska Institutionen.

Lundberg, I. (1974). Allman Psykologi I: Ett organiserat system av inlarningsituationer. Slutrapport. Umea Universitet. Pedagogiskt utvecklingsarbete, rapport 4.

Lundberg, I. (1975). Psykologins kunskapsomraden - problem och resultat. I G. Zetterblom (red.). *Psykologin i samhiillet - aktuell svensk forskning*. (sid. 11-57). Stockholm: A WE/Gebers

Lundberg, I. (1976). Lingvistisk medvetenhet och lasinlarning. *Skolepsykologi, 13*,

Lundberg, I. (1976). Litteratur om indlaeringsvanskeligheder. *Den rode serie. Skolepsykologi*.

Lundberg, I. (1977). Kognitionspsykologiska aspekter pa den forsta lasinlarningen. *Skolepsykologi, 14* (3), 165-189.

Lundberg, I. (1978). Linguistic awareness as related to reading. In. Sinclair, R. Jarvella, & W.J.M. Levelt (Eds.), *The child's conception of language*. (pp.83-96). New York: Springer

Lundberg, I. (1978). Kognitionspsykologiska aspekter pa den forsta lasinlarningen. IE. Hjelmquist, L. Sjoberg & H. Montgomery (red.). *Undervisningspsykologi*. Stockholm: A WE/GEBERS

Gjessing, H.J., Solheim, R., Jakobsen, J.C., Jensen, B. & Lundberg, I. (1978). Ett nordiskt forskningssamarbete om inlarningsproblem hos barn. *Nordisk Tidskrift for Specialpaedagogik, 56*, 111-165.

Lundberg, I. & Torneus, M. (1978). Hjalp at elever med inlarningsvarigheter - ett nordiskt forskningssamarbete. *Barn*

Lundberg, I. & Tomeus, M. (1978). Nonreaders' awareness of the basic relationship between spoken and written language. *Journal of Experimental Child Psychology, 25*, 404-412.

Lundberg, I. (1978). Kognitiv stil. Umdi: Bergenprojektet.

- Lundberg, I. (1978). Den svenska delen av projektet. *Bergenprosjektet - et nordisk forskningsarbeid om laereproblemer hos barn. I. Prosjektbeskrivelse*. Kopenhamn: Nordisk Ministemld.
- Lundberg, I. (1979). *Bergenprosjektet - Et nordisk forskningssamarbeid om laereproblemer hos barn. II Etter et ar pa skolen*. Nordisk Utredningsserie NU B 1979:13.
- Lundberg, I. (1979). Las- och skrivsvarigheter - var star vi idag? *Pedagogiska skrifter, no.260*. Sveriges Liirarforbund.
- Lundberg, I., Olofsson, A., & Wall, S. (1980). Reading and spelling skills in the first school years predicted from phonemic awareness skills in kindergarten. *Scandinavian Journal of Psychology, 21*, 159-173.
- Lundberg, I. (1980). Psykologisk forskning I Sverige. *Tviirsnitt, 1 (1)*, 44-49.
- Lundberg, I. (1980). Relationen mellan tOrskola och lagstadium nar det galler den forsta lasundervisningen. *Liis- och skrivundervisningen i grundskolan*. SkolOverstyrelsen
- Gjessing, H.-J. & Lundberg, I. (1980). The Bergen Study. Theoretical background, design, procedures and some preliminary results. *Communication and Handicap. Report of EASE 80*. 219-233.
- Lundberg, I. (1981) *Liisprocessen I ljustet av aktuell forskning*. Stockholm: Skoloverstyrelsen
- Lundberg, I. (1981). Linguistic awareness as related to dyslexia. In N. Sovik" H.M. Eikeland, & A. Lysne (Eds.), *On individualized instruction. Theories and research*. Oslo: Universitetsforlaget.
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- Lundberg, I. (1982). Lingvistisk medvetenhet - en kritisk faktor i lasinlamingen. IT. Hoién (red.) *Sprak og lesning*. Stavanger: Aschehoug.
- Lundberg, I. (1982). Linguistic awareness as related to dyslexia. In Y. Zotterman (Ed.), *Dyslexia: Neuronal, cognitive and linguistic aspects*. (Pp. 141-153). Oxford: Pergamon Press.
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- Lundberg, I. (1982). Tankar om test i skolan. *Att undervisa, 2*, 35-36.
- Lundberg, I. (1982). Psykologisk forskning i Sverige. *Universalen (4)*, 17-23.
- Olofsson, A. & Lundberg, I. (1983). Can phonemic awareness skills be trained in kindergarten? *Scandinavian Journal of Psychology, 24*, 34-44.
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- Lundberg, I. (1983) Vad ar manligt? I E. Bylund (red). *Mannen*. Umdi: Skytteanska Samfundet.

- Lundberg, I. (1983). Dyslexi i språkpsykologisk belysning. *Nordisk Tidskrift for Specialpedagogik*, 61, 281-306.
- Lundberg, I. (1983). Dialektens inflytande på läsinlärningen. I E. Hansen & J. Lund (red.) *Dialektens betydning för skoleforlobet*. København: Danmarks Lærerhøjskole.
- Lundberg, I. (1983). Vad kan forskolan göra för att förbereda barnen inför läsinlärningen? I R. Norberg & B. Norbelie (red.), *Barns behov av vuxnas samarbete*. Stockholm: Liber
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- Lundberg, I. (1984). *Språk och läsning*. Malmö: Gleerups.
- Høien, T. & Lundberg, I. (1984). (red.). *Leseferdigheter og skapende lesning*. Stavanger: Universitetsforlaget.
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- Lundberg, I. (1984). Learning to read. *School Research Newsletter. National Board of Education, Sweden*
- Lundberg, I. (1984). Metakognition och läsning. I T. Høien & I. Lundberg (red.), *Leseferdigheter og skapende lesning*. Stavanger: Universitetsforlaget.
- Lundberg, I. (1984). Kognitionspsykologiska hinder för läsning hos äldre. I M. Jansen (red.). *Om ældres læsning*. København: Danmarks Pædagogiske Institut.
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- Lundberg, I. (1985). Hvorfor har nogle elever svært ved at læse og skrive? *Læsepedagogen*, no 1, 3-9.
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- Lundberg, I. & Nilsson, L.G. (1986). What church examination records can tell us about the inheritance of reading disability. *Annals of Dyslexia*, 36, 217-236.
- Lundberg, I. & Leong, C.K. (1986). Compensation in reading disabilities. In E. Hjelmquist & L.-G. Nilsson (Eds.), *Communication and handicap* (pp. 171-190). Amsterdam: North Holland
- Lundberg, I. (1986). Datamatens muligheder i laeseforskning og laeseundervisning. *Laesepaedagogen*, nr 2, 76-87.
- Lundberg, I. (1986). Den alfabetiska fasen ar nodvandig for lasinlamingen. *Liirartidningen*, mars, 24-27.
- Lundberg, I. (1986). Man kan inte skriva bara for att man kan tala. *Svenskliiraren*, 30, 34-36.
- Lundberg, I. (1986). Lasningens roll i foraldramas liv. En jamforande studie av laspreferenser i nordiska miljoer. Rapport fran ett nordiskt projekt om lasutveckling.
- Lundberg, I. (1987). Are letters necessary for the development of phonological awareness? *Cahiers de Psychologie Cognitive*, 7, 472-475.
- Lundberg, I. (1987). Phonological awareness facilitates reading and spelling acquisition. In W. Ellis (Ed.), *Intimacy with language*. Baltimore MD: York Press
- Lundberg, I. (1987). Two dimensions of decontextualization in reading acquisition. *RUUL*, 16, 1-24.
- Lundberg, I. (1987). En teori for lasprocessen. I G. Ejeman (red.), *Svenska i grundskolan*. Stockholm: Utbildningsforlaget
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- Jarvella, R.J., Lundberg, I., & Kalliokoski, L. (1988). Awareness of ill-formedness in text as a function of presentation mode and age. In b. Dahl & K. Fraurud (Eds.), *Text comprehension in man and machine*. Stockholm: Institute of Linguistics.
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- Lundberg, I. (1988). Las- och skrivsvarigheter. I *Lararens Bok. Handledning till Las med Oss, arskurs 3*. Stockholm: Natur och Kultur.
- Lundberg, I. (1988). La dyslexie developpementale: Un deficit phonologique? *Handicaps et Inadaptations. Les cahiers du CTNERHI*, 41, 117-118.
- Lundberg, I., Frost, J. & Petersen, O.-P. (1988). Effects of an extensive program for stimulating phonological awareness in preschool children. *Reading Research Quarterly*, 33, 263-284.
- Lundberg, I. (1988). Att lasa och att lyssna. En kritisk genomgang av forskning om Bok-och-bandmetodik. IT. Hóien & F.E. Tónnnessen (red.), *Bok og band i nordiske skoler*. Stavanger: nordisk Institut for Leseforskning.
- Lundberg, I. (1988). Barnets vag till skriftspraket. I E. Bylund (red). *Barndomen*. Umea: Skytteanska Samfundet
- Lundberg, I. (1988). Man kan ikke skrive, fordi man kan tale. *Laesepaedagogen*, nr 1, 3-8.
- Lundberg, I. (1988). Cognitive perspectives. In T. Archer & L.-G. Nilsson (Eds.), *Aversion, avoidance and anxiety: Perspectives on aversively motivated behavior*. Hillsdale NJ: Erlbaum.
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- Høien, T. & Lundberg, I. (1989). A strategy for assessing problems of word recognition among dyslexics. *Scandinavian Journal of Educational Research*, 33, 185-201.
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- Jarvella, R.J. & Lundberg, I. (1989). Through a looking glass: Swedish research on reading using the textwindow system. In C.K. Leong & B.S. Randhawa (Eds.), *Understanding literacy and cognition: Theory, research and application* (pp. 173-188). New York: Plenum Press.
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- von Euler, C., Lundberg, I., & Lennerstrand, G. (Eds.), (1989). *Brain and reading: Structural and functional anomalies in developmental dyslexia with special reference to hemispheric interactions, memory functions, linguistic processing and visual analysis in reading*. London: MacMillan.
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phonological awareness and reading. In C. Hulme & M. Snowling (Eds.), *Reading development and dyslexia* (pp. 180-199). London:Whurr.

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Hoiem, T., Lundberg, I., Bjaalid, I.K. & Stanovich, K. (1995). Components of phonological awareness. *Reading and Writing. An Interdisciplinary Journal*, 7, 1-18.

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Haggstrom, I. & Lundberg, I. (1997). *Lyssna pa orden. Bedomning av fonologisk medvetenhet efterBornholmsmodellen*. Vmea: IngRead

Lundberg, I. & Hoiem, T. (1997). Levels of approaching reading and its difficulties. In B. Ericson & J. Ronnberg (Eds.), *Reading Disability and Its Treatment*. Norrkoping: EMIR

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