

In Memoriam
Ingvar Lundberg
Sep 1934 – Apr 2012

**EDA – 4th All-European Dyslexia
Conference 2013 Sep 19-22**
Åke Olofsson



Ingvar – the person

- Caring and curious
- Cooperative and competent
- He new how to inspire, and to find inspiration
- Hard working

The first 20 years

Lundberg, I. (2012). How I got here. *Applied Cognitive Psychology*. DOI: 10.1002/acp.2830

Ingvar Lundberg, born in Stockholm 1934, was raised under humble conditions.

He got a Scholarship for grammar school but had to earn his own money during high school. He did his military service in the signal corps and he claimed that it was here he discovered the joy of teaching.

Studies and work in Stockholm

- Elementary school teacher exam. Part time work as psychology assistant. Stockholm Teacher College, 1956 (family, first child)
- Work as school teacher in Stockholm, 1956-60
Afternoon school in psychology. BA 1960.
- Teacher assistant at the Department of Psychology, Stockholm University. 1960-64

Trad. Perceptual learning. New: Information Theory.

- FilLic 1964 ("almost" doctor)

The foundation of psychology in Umeå

1967 Umeå - establish a new psychology department.

The cognitive revolution.

Neisser's *Cognitive Psychology* introduced in Umeå.

1971 PhD at Umeå University.

Umeå University – the red university

The post-Paris 1968 student revolution, radical winds.

Who were in charge?

Director of undergraduate studies 1967-1980

Re-organisation, department split ...
turning from management to research

Ingvar Lundberg combined his interests in psycholinguistics, cognitive psychology and teaching into reading research.

Early PhD students: Tornéus. Olofsson. Taube.
First papers on Linguistic awareness. 1976 (in Danish)
197?, visited Haskins and met Alvin & Isabel Liberman.

The Bergen project. Nordic connections.

meeting Torleiv Höien, (25 joint publications).

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

- How is linguistic awareness related to cognitive development?
- How is it related to social and emotional development?
- Can development of Ling. Aw be stimulated? How?
- What are the dimensions in Ling. Aw.?
- Are there stages in the development?
- Reading acq. and Ling. Aw., reciprocal relationship?
- The relationship between synthesis and analysis?

Who is sitting on the data?

The need for good measurements.

- Lundberg, Olofsson, & Wall, S. (1980).
- Lundberg & Nilsson, L.G. (1986). Church records.
- Lundberg & Leong, C.K. (1986). Compensation
- Jarvella R.J. Kalliokoski, L. Mowing-text-window.
- Lundberg, I., Frost, J. & Petersen, O.-P. (1988).
- Häggström, I. & Lundberg, I. (1994).
- Höien, Lundberg, Bjaalid, & Stanovich (1995).
- Jacobson, C. & Lundberg, I. (2000).

Continued cooperation

- Miller-Guron, L. & Lundberg (2000)
- Svensson, I., Lundberg & Jacobson, C. (2001)
- Sterner, G. & Lundberg (2001)
- Wolff, U. & Lundberg (2003)
- Samuelsson, S., Herkner, B. & Lundberg (2003)
- Lundberg & Reichenberg, M. (2011)
- E. Hjelmquist & C. von Euler



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

Professor in developmental psychology 1989- 1995 Umeå University

Research professor at the Psychology Department, Göteborg University 1995 - Emeritus

- Controversy and debate (The reading wars)

Lundbergs findings and resulting position on reading instruction were not always embraced by the field of education. Why is it that scholars and experienced teachers take part in a controversy on initial reading instruction (and dyslexia) with such intensity and anger? See eg.

- Hjalme, A. 1999. Can you get any wiser from studying the reading debate? Analysis of a pedagogical controversy. Written in Swedish with an English summary. Diss. Uppsala University.



Most recent research

- Lundberg, Larsman & Strid (2012). Development of phonological awareness during the preschool year: the influence of gender and socio-economic status. *Reading and Writing*, 25, 2, 305 – 320.

Multi level analysis. Two large cohorts. Pre-school.

Effects of gender, and SES. Small effects of dose of training (ratings), but sign for low scoring children

Summarizing (cf slide 7)

- How is linguistic awareness related to cognitive development?
encapsulated module
- Can development of Ling. Aw be stimulated?
Yes.
- How? **Play and imitation. Acknowledge the innate and intuitive abilities in children, human imagination in social contexts.**



- How is it related to social and emotional developm? **SES-sensitive.**
- What are the dimensions in Ling. Aw.?
Are there stages in the development? **Rhyme, syllable, and phoneme factor**
- Reading acq. and Ling. Aw., reciprocal relationship? **Yes, the alphabet is a smart invention**
- The relationship between synthesis and analysis? **?**

Thank you