

## Dr Andrew Olson BSc, MA, PhD

Senior Lecturer; Head of Quality

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### About

Andrew Olson is a neuropsychologist who is interested in cognition and its various forms of breakdown and especially in the organization of language in the brain. He works with patient volunteers with aphasia, children, healthy adults and members of the deaf community.

### Qualifications

BSc, Eckerd College; MA, Johns Hopkins; PhD Johns Hopkins

### Biography

Andrew Olson did his undergraduate work in biology and an MA in poetry at the Writing Seminars at Johns Hopkins University before completing his PhD with Alfonso Caramazza at Johns Hopkins. He did post-doctoral work with Glyn Humphreys at Birmingham before joining the staff as a Lecturer.

### Teaching

Andrew currently teaches on the 2nd year Introduction to Psycholinguistics module and on the 1st year Language and Memory module and has contributed to various Masters courses that include topics related to language and the brain. In the past he has also taught statistics and programming.

### Postgraduate supervision

Andrew is very happy to talk to potential PhD students who have interests in neuropsychology, speech and language therapy, linguistics, psycholinguistics and computational modeling. Students interested in joining the lab should email Andrew directly.

### Research

Scopus Author ID: 35965895600

Andrew is interested in how language is organized in the mind and brain. He works with brain-damaged patients, children with developmental disorders (e.g. neurodegenerative disease) and other special populations, including participants from the deaf community. He uses a wide variety of methods, including standard neuropsychological assessment, computerized experiments and eye-tracking. He is interested in computational and statistical models of cognition and in using explicit models for testing theories of language organization.

### Publications

Harris, L., Olson, A., & Humphreys, G. (2012). Rehabilitation of spelling in a participant with a graphemic buffer impairment: The role of orthographic neighbourhood in remediating the serial position effect. *Neuropsychological Rehabilitation*, 22, 890-919.

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Osswald, K., Humphreys, G. W., & Olson, A. (2002). Words are more than the sum of their parts: Evidence for detrimental effects of word-level information in Alexia. *Cognitive Neuropsychology*, *19*, 675-695.

Romani, C., Olson, A., Ward, J., & Ercolani, M. G. (2002). Formal lexical paraphasias in a single case study: How "masterpiece" can become "misterpieman" and "curiosity" "suretoy". *Brain and Language*, *83*, 300-334.

Romani, C., Olson, A., Semenza, C., & Graná, A. (2002). Patterns of phonological errors as a function of a phonological versus an articulatory locus of impairment. *Cortex*, *38*, 541-567.

Humphreys, G. W. & Olson, A. (2001). Separating effects of orthographic similarity and contour summation in the identification of masked letter strings. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, *54*, 1203-1219.

Mayall, K., Humphreys, G. W., Mechelli, A., Olson, A., & Price, C. J. (2001). The effects of case mixing on word recognition: Evidence from a pet study. *Journal of Cognitive Neuroscience*, *13*, 844-853.

Olson, A. C. & Nickerson, J. F. (2001). Syllabic organization and deafness: Orthographic structure or letter frequency in reading? *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, *54*, 421-438.

Humphreys, G. W., Cinel, C., Wolfe, J., Olson, A., & Klempen, N. (2000). Fractionating the binding process: Neuropsychological evidence distinguishing binding of form from binding of surface features. *Vision Research*, *40*, 1569-1596.

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