

Curriculum Vitae

Personal Details

Name: Professor Ahmed M. Megreya

Nationality: Egyptian

Position:

Professor of Cognitive Psychology, Menoufia Uni. (Egypt)

Professor of Cognitive Psychology &

Associate Dean for Research and Graduate Studies,

College of Education, Qatar Uni., Qatar.

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Awards

1. Qatar University Research Excellence Award 2017 for Social Sciences and Humanities.
2. Excellence Arab Researcher Award 2015 in the field of Social Sciences and Humanities (Cognitive Psychology) from Associations for Arab Universities.
3. Qatar University Scientists 2015 Scopus Awards in Humanities.
4. Egypt's State Incentive Award 2011 for Social Sciences (Psychology).
5. Menoufia University's Incentive Award 2011 for Psychological and Educational Sciences.
6. Session's Best Presentation Award in the 3rd International Conference on Education (ICEDU)-2017 Kuala Lumpur, Malaysia.

Grants

1. PI in an PERC grant of 165000 South African Rands from the University of Cape Town with Professor Colin Tredoux for a research project entitled "encoding and memorability components in the own-group bias in face recognition" from 2012-2013.

2. LPI in an UREP grant of 23300 American Dollars from Qatar National Research Fund (QNRF) for a research project entitled “do deaf individuals see better? Evidence from a face and object matching task” (**UREP:16 - 011 - 5 - 005**) in 2014-2015.
3. LPI in an NPRP-S grant of 80000 American Dollars from Qatar National Research Fund (QNRF) for a research project entitled “Exploring new techniques for improving face matching” (**NPRP9-272-5-033**) from 2016-2018.
4. PI in an NPRP-S grant of 517,000 American Dollar from Qatar National Research Fund (QNRF) for a research project entitled “The Test of Early Arabic Literacy Skills (TEALS)” (**NPRP11S-1211-170087**) from 2019-2022.
5. LPI in a Student Grant from Qatar University of 20,000 Qatari Riyals, with a Graduate Student Project entitled “Joint factor structure of math anxiety, trait anxiety, and test anxiety” (**QUST-1-CED-2020-5**) from 12/01-30/04/2020.
6. LPI in an UREP grant of 15000 American Dollars from Qatar National Research Fund (QNRF) for a research project entitled “Individual differences in emotions and face recognition” (**UREP26-008-5-003**) in 2020.
7. LPI in an HSREP grant of 5000 American Dollars from Qatar National Research Fund (QNRF) for a research project entitled “Perception of own- and other-race faces using a card-sorting task” (**HSREP02-1115-190003**) in 2020.
8. PI in an NPRP-C grant of 1.4 Million American Dollar from Qatar National Research Fund (QNRF) for a research project entitled “Promoting sustainable development of K12 STEM education in Qatar in a digital age (**NPRP12C-0828-190023**) from 2020-2023.
9. PI in a Qatar University Collaborative Grant of 200,000 QR for a research project entitled “Sleep, physical activity, cognitive functioning and academic performance: An analysis of mediating and confounding associations among university students in Qatar” from 2021-2023.

Degrees

- (1) **B. A.** in psychology from the Department of Psychology, Faculty of Arts, Menoufia University, Egypt, in 1996.

- (2) **Diploma** in Applied Psychology from the Department of Psychology, Faculty of Arts, Menoufia University, Egypt, in 1998.
- (3) **M. A.** in Clinical Child Psychology entitled “*The Psychosocial Context of Attention-Deficit Hyperactivity Disorder (ADHD) in Children*”, Department of Psychology, Faculty of Arts, Menoufia University, Egypt, 2000.
- (4) **Ph.D.** in Cognitive Psychology entitled “*Processing Unfamiliar Faces*”, Department of Psychology, University of Glasgow, UK, in 2005.

Work

- (1) Demonstrator of Psychology, Faculty of Arts, Menoufia University, Egypt, from February 1998 to October 2000.
- (2) Assistant Lecturer of Psychology, Faculty of Arts, Menoufia University, Egypt, from November 2000 to September 2002.
- (3) Part-time demonstrator at the Electronic Psychological Lab, Glasgow University, UK, from October 2003 to May 2005.
- (4) Assistant Professor of Psychology, Faculty of Arts, Menoufia University, Egypt, from January 2006 to January 2011.
- (5) Associate Professor of Psychology, Faculty of Arts, Menoufia University, Egypt from January 2011 to November 2016.
- (6) Associate Professor of Psychology, Department of Psychological Sciences, College of Education, Qatar University, Qatar from September 2013 to April 2017.
- (7) Professor of Psychology, Faculty of Arts, Menoufia University, Egypt from November 2016 (according to the promotion rules of the Egyptian Universities).
- (8) Professor of Psychology, Department of Psychological Sciences, College of Education, Qatar University, Qatar from April 2017 (according to the promotion rules of Qatar University).
- (9) Associate Dean for Research & Graduate Studies, College of Education, Qatar University, from 1/6/2017.

Teaching

Menoufia University (Egypt), from 2006 to 2011: Cognitive Psychology - Psychology of Language - Forensic Psychology - Statistics (introductory and advanced) - Physiological psychology - Psychology of Learning - Psychological texts in English - Experimental Psychology - Introduction to Psychology - Developmental Psychology - Psychology of Elderly.

Kafr El-Shekh University (Egypt), in the second semesters on 2010 and 2011:

History of psychology - Psychological texts in English

Qatar University (Qatar): Introduction to psychology – Educational Psychology, Human Development – Research Methods – Preschoolers & Learning – Introduction to Special Education

Research Interests: Face recognition - Cross-cultural differences in cognition - Eyewitness identification - Criminal thinking - Emotion regulation - Psychopathology of personality - emotions in education

International Publications

1. **Megreya, A. M.** & Burton, A. M. (2006a). Recognising faces seen alone or with others: When two heads are worse than one. *Applied Cognitive Psychology*, 20, 957-972. <https://doi.org/10.1002/acp.1243>
2. **Megreya, A. M.** & Burton, A. M. (2006b). Unfamiliar faces are not faces: Evidence from a matching task. *Memory & Cognition*, 4, 865-876. <https://doi.org/10.3758/BF03193433>
3. **Megreya, A. M.** & Burton, A. M (2007). Hits and false positives in face matching: A familiarity based dissociation. *Perception & Psychophysics*, 69, 1175-1184. <https://doi.org/10.3758/BF03193954>
4. **Megreya, A. M.** & Burton, A. M (2008). Matching faces to photographs: poor performance in eyewitness memory (without the memory). *Journal of Experimental Psychology: Applied*, 14, 364-372. <https://doi: 10.1037/a0013464>.
5. **Megreya, A. M.** & Bindemann, M. (2009). Revisiting the processing of internal and external features of unfamiliar faces: The headscarf effect. *Perception*, 38, 1831-1848. <https://doi: 10.1068/p6385>.

6. **Megreya, A. M.** & Havard, C. (2011). Left face matching bias: Right hemisphere dominance or scanning habits? *Laterality: Asymmetries of Body, Brain & Cognition*, *16*, 75-92. [https://doi: 10.1080/13576500903213755](https://doi.org/10.1080/13576500903213755).
7. **Megreya, A. M.** & Ahmed, R. A. (2011). A cross-cultural investigation of identity statuses in Middle Eastern countries. *Journal of North African Studies*, *16*, 65-73. <https://doi.org/10.1080/13629387.2010.496231>
8. **Megreya, A. M.**, Bindemann, M. & Havard, C. (2011). Sex differences in unfamiliar face identification: Evidence from matching tasks. *Acta Psychologica*, *137*, 83-89. <https://doi.org/10.1016/j.actpsy.2011.03.003>
9. **Megreya, A. M.**, White, D., & Burton, A. M (2011). The other race effect does not rely on memory: Evidence from a matching task. *Quarterly Journal of Experimental Psychology*, *64*, 1473–1483. <https://doi.org/10.1080/17470218.2011.575228>
10. **Megreya, A. M.**, Memon, A., & Havard, C. (2012). The headscarf effect: Direct evidence from eyewitness identification paradigm. *Applied Cognitive Psychology*, *26*, 308-315. <https://doi.org/10.1002/acp.1826>
11. Bindemann, M., Gillattm K., Avetisyan, M., & **Megreya, A. M.** (2012). Recognizing faces seen alone or with others: Why are two heads worse than one? *Perception*, *41*, 415-435. <https://doi: 10.1068/p6922>.
12. **Megreya, A. M.** & Bindemann, M. (2012). Identification accuracy for single- and double-perpetrator crimes: Does accomplice gender matter? *British Journal of Psychology*, *103*, 439-453. <https://doi.org/10.1111/j.2044-8295.2011.02084.x>
13. **Megreya, A. M.**, Bindemann, M., Havard, C. & Burton, A. M. (2012). Identity-lineup location influences target selection: Evidence from eye movements. *Journal of Police & criminal Psychology*, *27*, 167-178. <https://doi.org/10.1007/s11896-011-9098-7>
14. **Megreya, A. M.** (2012). Accuracy of face recognition. In Adamo Quaglia & Calogera M. Epifano (Eds). *Face Recognition: Methods, Applications & Technology* (pp. 1:28). New York: Nova Publishers.
15. **Megreya, A. M.** & Bindemann, M. (2013). Individual differences in personality and face identification. *Journal of Cognitive Psychology*, *25*, 30-37. <https://doi.org/10.1080/20445911.2012.739153>

16. **Megreya, A. M** (2013). Criminal thinking styles and emotional intelligence in Egyptian offenders. *Criminal Behaviour & Mental Health*, 23, 56-71. <https://doi.org/10.1002/cbm.1854>
17. **Megreya, A. M.**, Sandford, A., & Burton, A. M (2013). Matching face images taken on the same day or months apart: The limitations of photo-ID. *Applied Cognitive Psychology*, 27, 700-706. <https://doi.org/10.1002/acp.2965>
18. **Megreya, A. M.** (2015). Emotional intelligence and criminal behaviour. *Journal of Forensic Sciences*, 60, 84-88. <https://doi.org/10.1111/1556-4029.12625>
19. Megreya, A. M. & Bindemann, M. (2015). Developmental improvement and age-related decline in unfamiliar face matching. *Perception*, 44, 2-44. <https://doi.org/10.1068/p7825>
20. **Megreya, A. M.** (2015). The effects of a culturally gender-specifying peripheral cue (headscarf) on the categorization of faces by gender. *Acta Psychologica*, 158, 19-25. <https://doi.org/10.1016/j.actpsy.2015.03.009>
21. **Megreya, A. M.** (2015). Face Recognition Difficulties in Children: Hits and/or Correct Rejections? *Journal of Psychological Abnormalities in Children*, 4: e105, 1000e105. <http://dx.doi.org/10.4172/2329-9525.1000e105>
22. **Megreya, A. M.**, Bindemann, M., & Brown, A. (2015). Criminal thinking in a Middle Eastern prison sample of thieves, drug dealers and murderers. *Legal & Criminological Psychology*, 20, 324-342. <https://doi.org/10.1111/lcrp.12029>
23. Latzman, R. D., **Megreya, A. M.**, Hecht, L. K., Miller, J. D., Winiarski, A., & Lilienfeld, S. O. (2015). Self-Reported Psychopathy in the Middle East: A Cross-national Comparison across Egypt, Saudi Arabia, and the United States. *BMC Psychology*, 3:37. <https://doi.org/10.1186/s40359-015-0095-y>
24. **Megreya, A. M.** (2016). Face perception in schizophrenia: A specific deficit. *Cognitive Neuropsychiatry*, 2, 60-72. <https://doi.org/10.1080/13546805.2015.1133407>
25. **Megreya, A. M.** (2016). Individual differences in face identification: A causal relationship with anxiety? *Clinical & Experimental Psychology*, 2: e103. <http://dx.doi.org/10.4172/2471-2701.100e103>

26. **Megreya, A. M.**, Latzman, R. D., Al-Attayah, A. A., & Alrashidi, M. (2016). The robustness of the Nine-Factor Structure of the Cognitive Emotion Regulation Questionnaire across Four Arabic Speaking Middle Eastern Countries. *Journal of Cross-Cultural Psychology*, *47*, 875-890. <https://doi.org/10.1177/0022022116644785>
27. **Megreya, A. M.** & Bindemann, M. (2017). A visual processing advantage for deaf observers in face and object matching. *Nature Scientific Reports*, *7*, 41133. <https://doi.org/10.1038/srep41133>
28. Al-Attayah, A. A., **Megreya, A. M.**, Alrashidi, M., Dominguez-Lara, S. A. & alShirawi, A. (2017). The psychometric properties of an Arabic version of the Personality Inventory for *DSM-5* (PID-5) across three Arabic-speaking Middle Eastern countries. *International Journal of Culture & Mental Health*, *10*, 197-205. <https://doi.org/10.1080/17542863.2017.1290125>
29. Bindemann, M. & **Megreya, A. M.** (2017). *Face processing: Systems, disorders, and cultural differences*. New York: NOVA Science Publishers, Inc.
30. **Megreya, A. M.** & Bindemann, M. (2017). Culture shapes face identification: Comparisons of Egypt and UK. In A. M. Megreya & M. Bindemann (Eds), *Face processing: Systems, disorders, and cultural differences*. New York: NOVA Science Publishers, Inc.
31. Kokje, E., Bindemann, M., & **Megreya, A. M.** (2018). Cross-race correlations in the abilities to match unfamiliar faces. *Acta Psychologica*, *185*, 13-21. <https://doi.org/10.1016/j.actpsy.2018.01.006>
32. **Megreya, A. M.** (2018). Feature-by-feature comparison and holistic processing in unfamiliar face matching. *PeerJ*, *6*, e4437. <https://doi.org/10.7717/peerj.4437>
33. **Megreya, A. M.** & Bindemann, M. (2018). Feature instructions improve face-matching accuracy. *PLoS ONE* *13*(3): e0193455. <https://doi.org/10.1371/journal.pone.0193455>
34. Guida, A., **Megreya, A.M.**, Lavielle-Guida, M., Noël, Y., Mathy, F., van Dijck, J., & Elger Abrahamse, E. (2018). Spatialization in working memory is related to literacy and reading direction: Culture “literarily” directs our thoughts. *Cognition*, *175*, 96-100. <https://doi.org/10.1016/j.cognition.2018.02.013>

35. **Megreya, A. M.**, Latzman, R. D., Al-Emadi, A. A., & Al-Attiyah, A. A. (2018). An integrative model of emotion regulation and associations with positive and negative affectivity across four Arabic speaking countries and the USA. *Motivation & Emotion*, *42*, 566-575. <https://doi.org/10.1007/s11031-018-9682-6>
36. Robertson, D. J., Black, J., Chamberlain, B., **Megreya, A. M.**, & Josh P. Davis, J. P. (2020). Super-recognisers show an advantage for other race face identification. *Applied Cognitive Psychology*, *34*, 205-216. <https://doi.org/10.1002/acp.3608>
37. Moustafa, A. A., Porter, A., **Megreya, A. M.** (2020). Mathematics Anxiety and Cognition: An Integrated Neural Network Model. *Reviews in the Neurosciences*, *31*, 287–296. <https://doi.org/10.1515/revneuro-2019-0068>
38. Moustafa, A. A., Crouse, J.J., Herzallah, M.M., Salama, M., Mohamed, W., Misiak, B., Frydecka, D., Al-Dosari, N. F., **Megreya, A. M.**, Mattock, K. (2020). Depression following major life transitions in women: A review and theory. *Psychological Reports*. <https://doi.org/10.1177/0033294119872209>
39. Miezah, D., Batchelor, J., **Megreya, A. M.**, Richard, Y., & Moustafa, A. A. (2020). Video/Computer Game Addiction among University Students in Ghana: Prevalence, Correlates and Effects of Some Demographic Factors. *Psychiatry & Clinical Psychopharmacology*, *30*, 17-23. DOI:10.5455/PCP.20200320092210
40. Robertson, D. J., **Megreya, A. M.**, & Davis, J. P. (2020). Facial recognition: research reveals new abilities of 'super-recognisers'. *The Conversation*, (Jan 10, 2020).
41. **Megreya, A. M.**, Al-Attiyah, A. A., Moustafa, A. A., Hassanein, E. A. (2020). Cognitive emotion regulation strategies, anxiety, and depression in mothers of children with or without neurodevelopmental disorders. *Research in Autism Spectrum Disorders*, *76*, 101600. <https://doi.org/10.1016/j.rasd.2020.101600>
42. Davis, R. C., Arce, M. A., Tobin, K. E., Palumbo, I. M., Chmielewski, M., **Megreya, A. M.**, & Latzman, R. D. (in press). Testing measurement invariance of the Positive and Negative Affect Schedule (PANAS) in American and Arab students. *International Journal of Mental Health & Addiction*. <https://doi.org/10.1007/s11469-020-00411-z>

43. **Megreya, A. M.**, & Latzman, R. D. (2020). Individual differences in emotion regulation and face recognition. *PLoS ONE* 15(12): e0243209. <https://doi.org/10.1371/journal.pone.0243209>
44. Hassanein, E. E. A., Johnson, E. S., Alshaboul, Y., Ibrahim, S. R. M., **Megreya, A. M.**, Al-Hendawi, M. K., & A. A. Al-Attayah (2021). Developing a test of early Arabic literacy skills. *Reading Psychology*, 42:3, 241-263, DOI: 10.1080/02702711.2021.1888349
45. **Megreya, A. M.**, Szűcs, D. & Moustafa, A. A. (2021). The Abbreviated Science Anxiety Scale: Psychometric properties, gender differences and associations with test anxiety, general anxiety and science achievement. *PLoS ONE* 16(2): e0245200. <https://doi.org/10.1371/journal.pone.0245200>
46. **Megreya, A. M.**, Latzman, L. D., Al-Dosari, N. F. & Al-Ahmadi, A. M. (2021). The COVID-19-related lockdown in Qatar: Associations among demographics, social distancing, mood changes, and quality of life. *International Journal of Mental Health & Addition*.
47. Moustafa, A.A., Al-Emadi, A.A. & **Megreya, A.M.** (2021) .The need to develop an individualized intervention for mathematics anxiety. *Frontiers in Psychology*, 12:723289. Doi:10.3389/fpsyg.2021.723289
48. Hassanein, E. E. A., Johnson, E. S., Alshaboul, Y. M., Ibrahim, S. R. & **Megreya, A. M.** (2022) Examining factors that predict Arabic word reading in first and second graders. *Reading & Writing Quarterly*, 38:1, 51-66, DOI: 10.1080/10573569.2021.1907637
49. **Megreya, A. M.**, Alrashidi, M., & Al-Dosari, N. F. (2022). Evaluating self-reported psychopathy and associations with personality traits outside the WERID countries: evidence from two Arabic speaking Middle Eastern countries. *Mental Health, Religion & Culture*. <https://doi.org/10.1080/13674676.2021.1999401>
50. **Megreya, A.M** & Al-Emadi, A.A. (Under Second Revision). The impacts of math anxiety, science anxiety, and gender on Arts versus Sciences choices in Qatari secondary schools. *PeerJ*
51. **Megreya, A.M** & Al-Emadi, A.A., & Moustafa, A.A. (Under First Revision). Math anxiety outside WERID countries: Psychometric properties, gender differences, and

associations with math achievement and test, science, and general anxiety in Qatar. *Frontiers in Psychology*.

Publications in Regional Journals (in Arabic)

1. **Megreya, A.M.** & Burton, A.M (2007). Face matching and change detection. *Journal of Social Sciences*, 35(3), 103-138.
2. **Megreya, A.M** (2010). I recognize this face but I cannot recognize his name: A critical review of functional models of familiar face processing. *Alam Alfekr*, 39, 225-284.
3. **Megreya, A.M** (2011). Do faces capture attention? Evidence from a compound letter-matching task. *Journal of Social Sciences*, 39, 47-72.
4. **Megreya, A.M.** (2013). Turning faces upside down: The effect and interpretation. *Alam Alfekr*, 42, 295-324.
5. Omara, N. H. & **Megreya, A. M.** (in press). Individual differences in alexithymia and facial emotion processing. *Journal of Educational Sciences* (Qatar University).

Conferences

- (1) Burton, A. M. & **Megreya, A. M.** (2004). Unfamiliar faces aren't faces. Experimental Psychology Society (EPS): Lancaster Meeting, University of Lancaster, UK, 30 June – 2 July,
- (2) **Megreya, A. M.** & Burton, A. M. (2004). Matching faces: When two heads are worse than one. British Psychological Society: Cognitive Section. XXI Annual Conference, University of Leeds, UK.6-8 September.
- (3) Burton, A. M., Jenkins, R. & **Megreya, A. M.** (2005). Familiar face recognition: Some peculiar properties of prototypes. BBCS/SCCC 15th Annual Meeting Experimental Psychology Society (EPS) joint with Psychonomic Society, University of Montreal, Canada, 14-17 July.
- (4) **Megreya, A. M.** & Burton, A. M. (2005). Hits and false positives in face matching: A familiarity-based dissociation. BBCS/SCCC 15th Annual

- Meeting Experimental Psychology Society (EPS) joint with Psychonomic Society, University of Montreal, Canada, 14-17 July.
- (5) Burton, A. M. & **Megreya, A. M.** (2006). Processing orientation and face matching. Experimental Psychology Society (EPS): London Meeting, University of London, UK, 6–8 January.
 - (6) **Megreya, A. M.** & Burton, A. M. (2007). Matching real faces to photos is difficult: Further evidence for a lack of expertise in face recognition. Experimental Psychology Society (EPS) joint with Psychonomic Society: Edinburgh Meeting, University of Edinburgh, UK, 4 – 7 July.
 - (7) Burton, A. M. & **Megreya, A. M.** (2007). Matching faces: A reversible mirror effect. Experimental Psychology Society (EPS) joint with Psychonomic Society: Edinburgh Meeting, University of Edinburgh, UK, 4 – 7 July.
 - (8) Ahmed, R. A. & **Megreya, A. M.** (2008). Identity disorders in Kuwait and Egypt: A cross-cultural study. Meeting of the Society for Cross-Cultural Research, New Orleans, Louisiana, USA, 20-23 February.
 - (9) **Megreya, A. M.** (2008). Cognitive psychology in the Arab countries. The XXIX International Congress of Psychology (ICP), Berlin, Germany, 20-25 July,
 - (10) **Megreya, A. M.** (2014). Cross-cultural difference in face identification: A comparison between Egypt and UK. Kuwait: Kuwait University, College of Social Sciences, 14-16 October.
 - (11) **Megreya, A. M.** (2014). Face and object perceptual deficits in schizophrenia. Qatar: Qatar Foundation Annual Research Conference (ARC'14), 18-20 November 2014.
 - (12) **Megreya, A. M.** & Bindemann, M. (2015). Developmental improvement and age-related decline in unfamiliar face matching. BPS Annual Conference: *The ACC, Liverpool*. UK 5 - 7 May 2015.
 - (13) **Megreya, A. M.** (2016). Face perception in schizophrenia: A specific deficit. University of Ottawa, Canada, 20-22 May 2016.
 - (14) **Megreya, A. M.** (2017). Do deaf people see better? Evidence from face and object matching tasks. 3th International Conference on Education (ICEDU),

organized by The International Institute of Knowledge Management (TIKM),
20th- 22th April, Kuala Lumpur Malaysia

- (15) Megreya, A. M. (29-30 January 2018). Exploring new techniques for improving face matching. The Seventh Annual International Conference on Cognitive and Behavioral Psychology (CBP 2018), Singapore.
- (16) Megreya, A. M. (26-27 February 2018). Feature instructions improve face-matching accuracy. The 21st Annual American Association of Behavioural and Social Sciences Conference, Las Vegas, Nevada, USA.
- (17) Megreya, A. M. (May, 10-11, 2018). Feature, but not holistic, instructions improve face-matching accuracy. The ICCPM 2018 : 20th International Conference on Cognitive Psychology and Memory. Amsterdam, The Netherlands.
- (18) Megreya, A. M. (March, 21-23, 2019). Improving unfamiliar face identification. The Ninth Asian Conference on Psychology & the Behavioral Sciences(ACP), Tokyo, Japan organized by the International Academic Forum (IAFOR) in association with the IAFOR Research Center at Osaka University.

Other Conferences

- (1) Megreya, A. M. (Conference Head). Education and Instructional Technology: Challenges and opportunities, Qatar University, Doha, Qatar, Organized by College of Education and College of Engineering, Qatar University (March, 16-17).
- (2) Megreya, A. M. (Session Chair). Friday Session II: General Psychology. The Ninth Asian Conference on Psychology & the Behavioral Sciences(ACP), Tokyo, Japan organized by the International Academic Forum (IAFOR) in association with the IAFOR Research Center at Osaka University, March, 21-23.
- (3) Megreya, A. M. (Session Moderator). The State of Marriage in the Nile Basin. Conference title “Arab Family Forum on Marriage: Research and Policy Perspectives” Doha International Family Institute (DIFI), Doha, 2-3 December 2019.

Presentations

- (1) “On Improving Unfamiliar Face Matching” (July 18th, 2007). Face Recognition Research Group, Mike Burton’s Lab, University of Glasgow, Glasgow, UK.
- (2) “Dealing with ADHD Children in Schools” (October 31th, 2013). The activities of the second forum for the integration and empowerment for people with disabilities. Abdel-Rahman Bin Jasim School, Al-Wakra, Qatar.
- (3) “An Example of a Successful UREP Project: Experience, Challenges and Recommendations” (November 2nd, 2014). Educational Research Unit, College of Education, Qatar University, Qatar.
- (4) “Examples of Recent published Research in the field of Education” (November 13th, 2016). Educational Research Unit, College of Education, Qatar University, Qatar.
- (5) “Dealing with Children with Behavioural Problems Schools” (April 25th, 2017). Abo-Hanifa Independent School, Doha, Qatar.
- (6) “Possible collaborations with Qatar University: Panel discussion” (November 27th, 2017). Research Collaboration Symposium 2017: Social Sciences, Arts & Humanities Pillar. Qatar University, Qatar.
- (7) “Increasing Research Productivity in Social Sciences” (February 5th, 2018). 2018 Grad Faculty Day: Bridge to Grand Challenges. In collaboration with Office of Faculty and Instructional Development (OFED), Graduate Academic Support Unit, Office of Graduate Studies, Qatar University, Qatar.

Peer-review: Research Awards

- Research Excellence Award, College of education, Qatar University (2016)
- Research Excellence Award, Ministry of Education, Qatar, 2015, 2016, 2017, 2018, and 2019.
- Qatar’s Interior Ministry Research Awards in 2015 and 2016.
- Sheikh Faisal Bin Qassim Al Thani Award for Educational Research 2015 and 2016.
- Prince Naif Award for Security Studies 2016.

- Head of review committee of Sheikh Faisal Bin Qassim Al Thani Award for Educational Research 2017 and 2018, 2019, and 2020.
- Qatar University Research Excellence Award for Social Sciences 2017 and 2018.

Peer-review: International Journals: Laterality: Asymmetries of Body, Brain & Cognition, Acta Psychologica, Quarterly Journal of Experimental Psychology, Perception, Visual Cognition, Frontiers in Psychology, Applied Cognitive Psychology, British Journal of Psychology, *i*-perception, Criminal Behaviour & Mental Health, and many others.

Peer-review: Promotion

- Associate Professorship, King Saud University (Kingdom of Saudi Arabia), December 2015.
- Associate Professorship, Aljouf University (Kingdom of Saudi Arabia), 19 January 2017.
- Associate Professorship, Kuwait University (Kuwait) 11/12/2018
- Associate Professorship, Jadara University (Jordan) 10/7/2019.
- Associate Professorship, Isra University (Jordan) 1/2/2020.
- Associate Professorship, Dufar University (Oman), 10/3/2021.
- Associate Professorship, Kuwait University (Kuwait) 2/2/2022
- Professorship, Philadelphia University (Jordan), 10 July 2018.
- Professorship, Yarmouk University (Jordan, 18 October 2018.
- Professorship, Sultan Qaboos University (Oman) 12/12/2019
- Professorship, The Open University (UK, November 2020)

Collaborations

1. **A. Mike Burton**, Department of Psychology, York University, UK.
2. **Markus Bindmann**, Department of Psychology, University of Kent, UK.
3. **David White**, Department of Psychology, The University of New South Wales, Australia.

4. **Amina Memon**, Department of Psychology, Royal Holloway University of London, UK.
5. **Catrina Havard**, Department of Psychology, Open University, UK.
6. **Anna Brown**, Department of Psychology, University of Kent, UK.
7. **Ramadan A. Ahmed**, Department of Psychology, Kuwait University.
8. **Scott O. Lilienfeld**, Emory University, Atlanta, GA, USA
9. **Robert D. Lutzman**, Georgia State University, Atlanta, GA, USA
10. **Sergio Alexis Dominguez-Lara**, San Martín de Porres University, Perú
11. **Alessandro Guida**, Université Rennes 2, France.
12. **Mousa Alrashidi**, Kuwait University, Kuwait
13. **Asma A. Al-Attiyah**, Qatar University, Qatar
14. **Amani Al-Sheerawi**, Bahrain University, Bahrain
15. **Ahmed Al-Emadi**, Qatar University, Qatar
16. **Jean-Philippe van Dijck**, Department of Experimental Psychology, Ghent University, Belgium
17. **Eesha Kokje**, Network Aging Research, University of Heidelberg, Germany
18. **Joshua D. Miller**, University of Georgia, USA
19. **Adam Sandford**, University of Guelph-Humber, Canada
20. **David J. Robertson**, University of Strathclyde, UK
21. **Josh P. Davis**, University of Greenwich, UK
22. **Nasser F. Al-Dosari**, Qatar University, Qatar
23. **Denes Szűcs**, Department of Psychology, Centre for Neuroscience in Education, University of Cambridge, Cambridge, UK
24. **Ahmed A. Moustafa**, School of Psychology, Western Sydney University, Sydney, Australia

Visiting

(1) Scottish Universities Psychology Postgraduate Research Training (**S.U.P.P.O.R.T.**), a programme of training activities designed for Psychology PhD students in participating universities in Scotland to extend the range and depth of their knowledge of research techniques (see <http://www.psy.gla.ac.uk/students/index.php?page=1>) at the following

universities: University of Aberdeen, University of Dundee, University of Edinburgh, University of Glasgow, University of Glasgow Caledonian, University of Stirling, University of Strathclyde, University of St Andrews

(2) **Visiting Lecturer** at the Department of Psychology, University of Glasgow, UK from 9 to 31 July 2007.

(3) **Scientific Visit** to the National Institute of Education (NIE), Singapore from 15 to 16 November 2017

Workshops: Trainee

- (1) Psychological Testing Training Course on Stanford-Binet Intelligence Scale: IV Version by Professor Lewis K. Melika in the Department of Psychology, Ain Shams University, Egypt, April 1998.
- (2) Post-Graduate Training Course in the Department of Psychology, University of Glasgow, UK, from September 2002 to July 2003. The course emphasised on Research Method, Advanced Statistics & Research Designs, Visual Perception & Cognition and Professional Skills.
- (3) I.T. Training Course in the Department of Information Technology, University of Glasgow, UK, from March 2003 to May 2003.
- (4) Six workshops in the Faculty and Leadership Development Center (FLDC) in Menoufia University, Egypt required for the Associate Professorship promotion. There are:
 - a. Preparation of a Research Project, 3/12/2006 to 5/12/2006.
 - b. Using Technology in Teaching, 10/12/2006 to 12/12/2006.
 - c. Preparation and Writing Scientific Research, 17/12/2006 to 19/12/2006.
 - d. Strategic Planning, 4/7/2010 to 6/7/2010.
 - e. Organizing Scientific Conferences, 11/7/2010 to 13/7/2010.
 - f. Financial and Law Aspects in University, 18/7/2010 to 20/7/2010.
- (5) Black Board, Faculty of Education, Qatar University, 8/9/2013.
- (6) Task Stream, Faculty of Education, Qatar University, 10/9/2013.
- (7) Excel, OFID, Qatar University, 10/9/2013.

- (8) Six workshops in the Faculty and Leadership Development Center (FLDC) in Menoufia University, Egypt required for the Professorship promotion. There are:
- a. Ethics of Scientific Research, 10/8/2014 to 11/8/2014.
 - b. Scientific Publication, 12/8/2014 to 13/8/2014.
 - c. Communication Skills for Different Education Patterns, 7/8/2016 to 8/8/2016.
 - d. People Management, 9/8/2016 to 10/8/2016.
 - e. Credit Hours, 14/8/2016 to 15/8/2016.
 - f. Decision Making and Problem Solving, 16/8/2016 to 17/8/2016.

Workshops: Trainer

- (1) “How to deal with ADHD students” , School Conference, “The activities of the second forum for the integration and empowerment for people with disabilities”, 31/10/2013, Abdel-Rahman Bin Jasim School, AlWakra, Qatar.
- (2) “Managing Learning Environment”, 11 to 22/12/2013, the National Center for Educators Development (NCED), College of Education, Qatar University.
- (3) “Managing Learning Environment”, 17 to 26/3/2014, the National Center for Educators Development (NCED), College of Education, Qatar University.
- (4) “psychology of mentoring and coaching”, 17/11/2014, the National Center for Educators Development (NCED), College of Education, Qatar University.
- (5) “Thinking skills and problem solving”, 19/11/2015, 6/12/2015, 20/12/2015, 1/12/2015, 8/12/2015, 22/12/2015, the National Center for Educators Development (NCED), College of Education, Qatar University.
- (6) “Developing the skills, confidence, and independence in students”, 30/11/2015, 14/12/2015, 21/12/2015, the National Center for Educators Development (NCED), College of Education, Qatar University.
- (7) “Developing creative abilities in students and improving their problem-solving ability, 26/11/2015, the National Center for Educators Development (NCED), College of Education, Qatar University.

- (8) “Improving work with special needs/ gifted students”, February to April 2016, the National Center for Educators Development (NCED), College of Education, Qatar University.
- (9) “Improving student behaviour” February to April 2016, the National Center for Educators Development (NCED), College of Education, Qatar University.

Supervision (in Menoufia University)

1. Ph.D. thesis examining “the impact of hearing disability on eyewitness identification”.
2. Ph.D. thesis examining “facial expression recognition and emotional intelligence in ADHD adolescents”.
3. M.A. thesis examining "face recognition in children with attention-deficit hyperactivity disorders (ADHD) and Autism”.
4. M.A. thesis examining "the role of verbal descriptions on eyewitness identification".
5. M.A. thesis examining “The impact working memory on face recognition”.
6. M. A. Thesis examining "The effects of reading directions on chimeric face processing".
7. M. A. Thesis examining "The impact of internet overuse on cognitive functioning".