<u>Maayan Pereg, PhD</u>

Department of Psychology, Achva Academic College

Education

2020-2021	Postdoc	Tel-Aviv University, Sagol school of Neuroscience. Supervisor: Dr. Nitzan Shahar
2019	Short-term Postdoc	Ben-Gurion University of the Negev, Department of Psychology.
2013-2019	PhD	Ben-Gurion University of the Negev, Department of Psychology. Supervisor: Prof. Nachshon Meiran. *Title: Mechanisms in instructions-based behavior.*
2011-2013	MA	Ben-Gurion University of the Negev, Department of Psychology, Experimental Psychology: Cognition and Brain track. *Summa Cum Laude* Supervisor: Prof. Nachshon Meiran. *Title: Task switching training effects are mediated by working memory management.*
2008-2011	BA	Ben-Gurion University of the Negev, Psychology and Art History. *Summa Cum Laude*

Academic appointments

2022-   Lecturer, Department of Psychology, Achva Academic college.

Fellowships

2021   *Yitzhak Navon <u>Post-Doctoral scholarship</u>*, Ministry of Science and Technology.

2020 – 2021   *Minducate Science of Learning Research and Innovation Center <u>Post-Doctoral scholarship</u>*, Sagol school of Neuroscience, Tel-Aviv University.
Title: Estimating individuals' learning needs to improve the fit between students and their educational environment.

2019   Short-term *<u>Post-Doctoral scholarship</u>*, Ben-Gurion University of the Negev.

2013-2017   *Negev scholarship for outstanding PhD students*, Kreitman School of Advanced Graduate Studies, Ben-Gurion University of the Negev.

Publications

Published papers in peer-reviewed journals

1.   **Pereg*, M.**, Harpaz*, D., Sabah, Amir, I., K., Dreisbach, G., Ben-Shachar, M.S., & Meiran. N. (2021). Learning an abstract general task structure in a rapidly changing task content. *Journal of Cognition, 4*(1): 31. doi: 10.5334/joc.176 (no available rank).
       * Joint first authorship

2.   **Pereg, M.** & Meiran, N. (2021). Power of instructions for task implementation: Superiority of explicitly instructed over inferred rules. *Psychological Research, 85*, 1047-1065. https://doi.org/10.1007/s00426-020-01293-5 (IF 2.54, 36/90, in: Psychology, Experimental (2020), Q2).

3.   **Pereg, M.** & Meiran, N. (2019). Rapid instructed task learning (but not automatic effects of instructions) is influenced by working memory load. *PLoS ONE 14*(6):e0217681. https://doi.org/10.1371/journal.pone.0217681 (IF 2.78, 24/69, in: Multidisciplinary Sciences (2018), Q2).

4.   **Pereg, M.**, Shahar, N., & Meiran, N. (2019). Can we learn to learn? Procedural working-memory training improves rapid instructed-task-learning. *Psychological Research, 83,* 132-146. https://doi.org/10.1007/s00426-018-1122-4 (IF 2.54, 22/88, in: Psychology, Experimental (2018), Q1).

5.   Shahar, N., **Pereg, M.**, Teodorescu, A.R., Moran, R., Karmon-Preser, A., & Meiran, N. (2018). Formation of abstract task representations: Exploring dosage and mechanisms of working memory training effects. *Cognition, 181*, 151-159. https://doi.org/10.1016/j.cognition.2018.08.007 (IF 3.54, 11/85, in: Psychology, Experimental (2017), Q1).

6.   **Pereg, M.**, & Meiran, N. (2018). Evidence for instructions-based updating of task-set representations: the informed fadeout effect. *Psychological Research*, 82, 549-569. https://doi.org/10.1007/s00426-017-0842-1 (published Online First February 2017; IF 2.54, 14/84 in Psychology, Experimental (2016), Q1).

7.   Fradkin, I., Strauss, A. Y., **Pereg, M.**, & Huppert, J. D. (2018). Rigidly applied rules? Revisiting inflexibility in OCD using multilevel meta-analysis. *Clinical Psychological Science, 6,* 481–505. https://doi.org/10.1177/2167702618756069 (IF 5.14, SJR ranking 5/268, Clinical Psychology (2017), Q1).

8.   Verbruggen, F., McLaren, R., **Pereg, M.**, & Meiran, N. (2018). The development of proactive control and intention-based reflexivity: A cross-sectional study. *Psychological Science, 29,* 1113-1125. https://doi.org/10.1177/0956797618755322 (IF 6.13, Journal ranking 8/135 in Psychology: Multidisciplinary (2017), Q1).

9.   Meiran, N., & **Pereg, M.** (2017). Automatic retrieval of newly instructed cue-task associations seen in task-conflict effects in the first trial after cue-task instructions. *Experimental Psychology, 64,* 37-48. https://doi.org/10.1027/1618-3169/a000349 (IF 1.21, 49/84, in Psychology, Experimental (2016), Q3).

10.   Meiran, N., **Pereg, M.**, Givon, E., Danieli, G., & Shahar, N. (2016). The role of working memory in Rapid Instructed Task Learning and Intention-Based Reflexivity: An individual differences examination. *Neuropsychologia, 90*, 180-189. https://doi.org/10.1016/j.neuropsychologia.2016.06.037 (IF 3.20, 18/85, in Psychology, Experimental (2015), Q1).

11.   Meiran, N., **Pereg, M.**, Kessler, Y., Cole, M. W., & Braver, T. S. (2015). The power of instructions: Proactive configuration of stimulus–response translation. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 41,* 768-786. http://dx.doi.org/10.1037/xlm0000063 (IF 2.78, 23/85 ,in Psychology, Experimental (2014), Q2).

12.   Meiran, N., **Pereg, M.**, Kessler, Y., Cole, M. W., & Braver, T. S. (2015). Reflexive activation of newly instructed stimulus–response rules: evidence from lateralized readiness potentials in no-go trials. *Cognitive, Affective, & Behavioral Neuroscience, 15*, 365-373. https://doi.org/10.3758/s13415-014-0321-8 (IF 2.89, 11/51, in Behavioral Sciences (2014), Q1).

13.   Shahar, N., Teodorescu, A. R., Usher, M., **Pereg, M.**, & Meiran, N. (2014). Selective influence of working memory load on exceptionally slow reaction times. *Journal of Experimental Psychology: General, 143*, 1837-1860. http://dx.doi.org/10.1037/a0037190 (IF 5.93, 3/83, in Psychology, Experimental (2013), Q1)

14.   **Pereg, M.**, Shahar, N., & Meiran, N. (2013). Task switching training effects are mediated by working memory management. *Intelligence*, *41*, 467-487. https://doi.org/10.1016/j.intell.2013.06.009 (IF 3.16, 16/126, Psychology, Multidisciplinary (2012), Q1)

Papers under review/ in preparation:

15.   **Pereg*, M**., Geisman*, I., Braver, T.S., Cole, M., & Meiran. N. (under review). Novel instructions induce automatic No-Go effects.

16.   **Pereg, M**., Hertz, U., Ben-Artzi, I., & Shahar, N. (in preparation). Computational mechanisms underlaying advice taking behavior: disentangling the role of non-informed and informed advice taking.

17.   **Pereg, M**. & Meiran, N. (in preparation, preregistered). Automatic effects of instructions and rapid instructed task learning in old age.

Teaching Experience

2022-   *Lecturer*, "Intelligence: Cognitive and social aspects" (undergraduate compulsory course), Department of Psychology, Achva Academic College.

2022-   *Lecturer*, "How do we learn from other? The cognitive-behavioral basis for social learning" (undergraduate Empirical seminar), Department of Psychology, Achva Academic College.

2022-   *Lecturer*, "Cognition in Organizations" (undergraduate online course), Department of Psychology, Achva Academic College.

2022-   *Lecturer*, "Social Psychology" (educational counseling program), school of Education, Achva academic College.

2022-   *Lecturer*, "Social Psychology", Gate to Academia (preparatory program for Bedouin students), Achva Academic College.

2021-   *Lecturer*, "Cognitive training: Can we improve brain functioning?" (undergraduate course), Department of Psychology, Achva Academic College.

2020   *Lecturer*, "Experimental Psychology" (undergraduate compulsory course), Department of Psychology, Achva Academic College.

2016-2018   *Teaching assistant*, "Advanced Topics in Cognitive Psychology" (graduate course), Department of Psychology, Ben-Gurion University of the Negev.

2016-2018   *Teaching assistant*, "Human Intelligence: Evolution, Cognition, Neuro-Biology" (undergraduate course), Department of Psychology, Ben-Gurion University of the Negev.

2014-2015   *Lecturer*, "Introduction to Psychology" (undergraduate compulsory course), Department of Psychology, Orthodox College in Jerusalem.

2012-2013   *Teaching assistant*, "Introduction to Psychology" (undergraduate compulsory course), Department of Psychology, Ben-Gurion University of the Negev.

Honors and Awards

2017   *Marianne Amir Excellence award for a Ph.D. student*, Department of Psychology, Ben-Gurion University of the Negev.

2017   *Chair's award for excellence*, Department of Psychology, Ben-Gurion University of the Negev.

2013   *Chair's award for excellence*, Department of Psychology, Ben-Gurion University of the Negev.

2010,2011   *Dean's award for excellence*, Faculty of Humanities and Social Sciences, Ben-Gurion University of the Negev.

2009   *Chair's award for excellence*, Department of Art History, Ben-Gurion University of the Negev.

Academic activity

2011-2019 - Guiding undergraduate students, Ben-Gurion University of the Negev

2022   - Guiding masters and undergraduate students, Ben-Gurion University of the Negev

Ad-hoc reviewer for:

- Psychological Research
- Journal of Experimental Psychology
- Learning, Memory and Cognition
- PLoS ONE
- Royal Society Open Science.

Peer-Reviewed Conference Presentations

Pereg, **M.** & Meiran, N. (2022). Mechanisms and Boundary Conditions in Instructions-Based Behavior. Symposium talk at the European Society for Cognitive Psychology (ESCoP) conference in Lille, August 2022.

Pereg, M., Hertz, U., & Shahar, N. (2022). Should I learn from a teacher or by myself? Instructions based vs. self-directed learning. Symposium talk at the Israeli Society for Cognitive Psychology (ISCoP) conference in Akko, February 2022.

Pereg, M., Hertz, U., & Shahar, N. (2020). Learning from free choices vs. learning from instructions - A student-teacher simulation study. Poster presented at Neuromatch 2.0, May 2020.

Pereg, M., Shahar, N., & Meiran, N. (2019). Can we learn to learn? The influence of procedural working-memory training on rapid instructed-task-learning. Poster presented at the Israeli Society for Cognitive Psychology (ISCoP) in Akko, February 2019.

Pereg, **M.** & Meiran, N. (2018). When are Instructions Powerful? Quality of Instructions influences Rapid Instructed Task Learning. Paper presented at the Israeli Society for Cognitive Psychology (ISCoP) in Akko, February 2018.

Pereg, **M.**, Braver, T. S., & Meiran, N. (2017). Expectation in newly instructed tasks. Poster presented at the European Society for Cognitive Psychology (ESCoP) conference in Potsdam, September 2017.

Meiran, N., **Pereg**, **M.**, Givon, E., Danieli, G., & Shahar, N. (2017). The role of working memory in rapid instructed task learning and intention-based reflexivity: An individual differences examination. Symposium talk presented at the European Society for Cognitive Psychology (ESCoP) conference in Potsdam, September 2017.

Pereg, M. & Meiran, N. (2016). Evidence for global-context updating: The informed fadeout effect. Poster presented at the Psychonomic Society international meeting in Granada, May 2016.

Pereg, M. & Meiran, N. (2015). Evidence for context driven updating of task-set representations in working memory: The informed fadeout effect. Poster presented at the European Society for Cognitive Psychology (ESCoP) conference in Paphos, September 2015.

Shahar, N., **Pereg, M.**, & Meiran, N. (2013). Influence of Procedural vs. Declarative Working Memory Load on Exceptionally Slow Reaction Times. Poster presented at the European Society for Cognitive Psychology (ESCoP) conference in Budapest, August 2013.

Pereg, M., Shahar, N. & Meiran, N. (2012). The influence of working memory when training task switching. Poster presented at the "New Directions in Brain Training – Effectiveness, Methodology, and Application of Cognitive Interventions" workshop at the Humboldt University in Berlin, October 2012.

Shahar, N., **Pereg, M.**, & Meiran, N. (2012). Using a triple blind design in cognitive training studies: can we do more with less? Poster presented at the "New Directions in Brain Training – Effectiveness, Methodology, and Application of Cognitive Interventions" workshop at the Humboldt University in Berlin, October 2012.