

CURRICULUM VITAE

PERSONAL INFORMATION

Name Carrie GEORGES ép. MAZZI
Date of Birth 21st May 1989
Nationality Luxembourgish
Address Josef-Langel Straße 2
D-66706 Perl Germany
Email carrie.georges@gmail.com
Phone +352 621 367 470



EDUCATION

2013 – 2017 **PhD in Psychology – Numerical Cognition (Excellent)**
Title: “Number-space associations as indexed by the SNARC effect – Their relations to mathematical abilities and anxiety & their underlying cognitive mechanisms”
University of Luxembourg, Esch-Belval, Luxembourg

2011 – 2012 MSc in Neuroscience (Merit)
University College London, UK

2008 – 2011 BSc in Neuroscience (First-Class Honours)
University of Nottingham, UK

2001 – 2008 Diplôme de fin d’études secondaires classiques – Natural Sciences and Mathematics (“très bien”)
Lycée Robert-Schuman Luxembourg, Luxembourg

1995 – 2001 École primaire Munsbach, Luxembourg

PROFESSIONAL EXPERIENCE

March 2017 – present **Postdoctoral Researcher in Numerical Cognition Research**
University of Luxembourg, ECCS, COSA, Esch-Belval, Luxembourg

Dec 2013 – Feb 2017 Representative of the PhD students of the research unit ECCS
University of Luxembourg, ECCS, COSA, Esch-Belval, Luxembourg

Nov 2012 – Dec 2012 Aide-comptable
Bureau Comptable SOLAGNA Isabelle, Schiffange, Luxembourg

Oct 2012 – Nov 2012 Receptionist
ECORE Group, Bertrange, Luxembourg

Sep 2012 – Oct 2012 Telephone Investigator
TNS ILRES: Market Research Company, Luxembourg, Luxembourg

Jun 2010 – Jul 2010 Data archivist
Banque Privée Edmond de Rothschild EUROPE, Luxembourg, Luxembourg

SKILLS & TRAINING

Language Skills

Luxembourgish
German (C2)
English (C2)
French (C1)
Italian (A1)

Training

Jun 2016	Bayesian Inference for the Social Sciences The Luxembourg Institute of Socio-Economic Research (LISER), Luxembourg
Dec 2015	Advanced Methods in Structural Equation Modelling – Mediation and Moderation Universität des Saarlandes, Saarbrücken, Germany
Aug 2014	Good scientific practice workshop University of Luxembourg, Limpertsberg, Luxembourg
Sep 2013	Excel 2010: Formules et Fonctions avancées Telindus Training Institute, Esch-sur-Alzette, Luxembourg
Jul 2013	Media Training for PhD students University of Luxembourg, Limpertsberg, Luxembourg
Jun 2013	Excel 2010: les Macros Telindus Training Institute, Esch-sur-Alzette, Luxembourg
May 2013	Project Management Course FAST Training, Limpertsberg, Luxembourg
Nov 2011	Imaging safety course Wellcome Trust Centre for Neuroimaging, London, UK

ACHIEVEMENTS

Grants

2012	AFR PhD Grant Luxembourg National Research Fund (FNR), Esch-Belval, Luxembourg
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Awards

2010 – 2011	Academic Achievement Award for Outstanding Performance – Best 3 rd year Neuroscience undergraduate University of Nottingham, UK
2009 – 2010	Academic Achievement Award for Outstanding Performance – Best 2 nd year Neuroscience undergraduate University of Nottingham, UK
2008 – 2009	Academic Achievement Award for Outstanding Performance – Best 1 st year Neuroscience undergraduate University of Nottingham, UK

SUPERVISION & TEACHING

Supervision

Academic Master theses in Psychology, FLSHASE, University of Luxembourg, Esch-Belval, Luxembourg

2015 – 2016	Julia Muller. <i>The differential effects of 2D mental rotation skills, visuo-spatial working memory and grade on arithmetic and visuospatial mathematics in 3-4 graders.</i> (Strand “Psychological Intervention”).
2015 – 2016	Sabina Dias Araujo. <i>The effects of cognitive styles and spatial ability on two differential mathematical components in elementary children.</i> (Strand “Psychological Intervention”).

Academic Bachelor theses in Psychology, FLSHASE, University of Luxembourg, Esch-Belval, Luxembourg

2018 – 2019	Lisa Pansin. <i>TBD.</i>
2018 – 2019	Julie Weis. <i>TBD.</i>
2018 – 2019	Morgane Pereira de Almeida. <i>TBD.</i>
2017 – 2018	Marc Dupont. <i>Spatial language’s effect on verbal math skills.</i>

Teaching

Academic Master in Psychology, FLSHASE, University of Luxembourg, Esch-Belval, Luxembourg

2015 – present	Strand “Psychological Intervention”: Learning and learning difficulties – Numeracy
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Academic Master in Speech and Language Therapy, Université catholique de Louvain, Louvain-la-Neuve, Belgium

Feb 2018	Advanced issues and research in oral language and learning disorders
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Academic Bachelor in Psychology, FLSHASE, University of Luxembourg, Esch-Belval, Luxembourg

2013 – 2014	Experimentalpraktikum (Practical Training Research)
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PUBLICATIONS

- Sosson, C., Georges, C., Guillaume, M., Schuller, A.-M., Schiltz, C. (2018). Developmental changes in the effect of active left and right head rotation on random number generation. *Frontiers in Psychology*, 9:236.
- Georges, C., Hoffmann, D., & Schiltz, C. (2018). Implicit and explicit number-space associations differentially relate to interference control in young adults with ADHD. *Frontiers in Psychology*, 9:775.
- Georges, C., Hoffmann, D., & Schiltz, C. (2017). How and why do number-space associations co-vary in implicit and explicit magnitude processing tasks? *Journal of Numerical Cognition*, 3(2), 182–211.
- Georges, C., Hoffmann, D., & Schiltz, C. (2017). Mathematical abilities in elementary school: Do they relate to number–space associations? *Journal of Experimental Child Psychology*, 161, 126-147.
- Georges, C., Hoffmann, D., & Schiltz, C. (2016). How Math Anxiety Relates to Number–Space Associations. *Frontiers in Psychology*, 7, 1401.
- Georges, C., Schiltz, C., & Hoffmann, D. (2015). Task instructions determine the visuospatial and verbal–spatial nature of number–space associations. *The Quarterly Journal of Experimental Psychology*, 68(9), 1895-1909.

WORK PRESENTED AT INTERNATIONAL CONFERENCES

- Georges, C., Cornu, V., & Schiltz, C. (2018, November). The relation between visuospatial abilities and verbal number skills in preschool: Adding spatial language to the equation. Talk presented at the Inaugural LuxERA Conference: “Luxembourg: A Unique Educational Context? Perspectives on Education (Research)”, Esch-Belval, Luxembourg.
- Georges, C., Cornu, V., & Schiltz, C. (2018, September). The relation between visuospatial abilities and verbal number skills in preschool: Adding spatial language to the equation. Poster presented at the Workshop on Integrating Educational and Cognitive Perspectives on Mathematics, Tübingen, Germany.
- Cipora, K., van Dijck, J.P., Georges, C., Masson, N., Schiltz, C., Pesenti, M., Willmes, K. & Nuerk, H.C. (2018, January). Minority pulls the sample mean: only about 35% of individuals reveal a consistent SNARC effect. Talk at the European Workshop on Cognitive Neuropsychology, Bressanone, Italy.
- Georges, C., Cornu, V., & Schiltz, C. (2017, September). Spatial skills first: The importance of mental rotation for arithmetic skill acquisition. Poster presented at the 20th Conference of the European Society for Cognitive Psychology (ESCoP), Potsdam, Germany.
- Georges, C., Hoffmann, D., & Schiltz, C. (2016, September). Mathematical abilities in elementary school: Do they relate to number-space associations? Poster presented at the 8th Expert Meeting on Mathematical Thinking and Learning, Utrecht, the Netherlands.
- Georges, C., Hoffmann, D., & Schiltz, C. (2015, October). Math anxiety is predicted by the strength of number-space associations, over and beyond arithmetic ability and WM. Poster presented at the Neuro-education of Number Processing Workshop, Hannover, Germany.
- Georges, C., Hoffmann, D., & Schiltz, C. (2015, September). The link between number-space associations and visuospatial abilities depends on visualization profile. Poster presented at the 6th International Conference on Spatial Cognition, Rome, Italy.
- Georges, C., Hoffmann, D., & Schiltz, C. (2015, May). Inhibitory control influences number-space associations in atypical young adults with ADHD. Poster presented at the Annual Meeting of the Belgian Association for Psychological Sciences (BAPS), Brussels, Belgium.
- Georges, C., Hoffmann, D., & Schiltz, C. (2015, April). Talk presented at the 7th Expert Meeting on Mathematical Thinking and Learning, Nijmegen, the Netherlands.

Georges, C., Hoffmann, D., & Schiltz, C. (2015, March). Inhibitory Control Influences the SNARC Effect in Tasks without Explicit Reference to Numerical Magnitude. Poster presented at the International Convention of Psychological Science, Amsterdam, the Netherlands.

Georges, C., Hoffmann, D., & Schiltz, C. (2014, October). Different number-processing tasks entail qualitatively different SNARC effects. Poster presented at the Workshop on Educational Neuroscience of Mathematics, Tübingen, Germany.

Georges, C., Hoffmann, D., & Schiltz, C. (2014, May). Cognitive style influences number-space associations. Poster presented at the Annual Meeting of the Belgian Association for Psychological Sciences (BAPS), Leuven, Belgium.

Georges, C., Hoffmann, D., & Schiltz, C. (2014, April). Task instructions determine the visuo-spatial and verbal-spatial nature of number-space associations. Poster presented at the 21st Annual Meeting of the Cognitive Neuroscience Society, Boston, USA.

Georges, C., Hoffmann, D., & Schiltz, C. (2013, August). The SNARC effect and its relationship to spatial abilities in women. Poster presented at the 18th Conference of the European Society for Cognitive Psychology, Budapest, Hungary.

Georges, C., & Hild, T. (2008, August). Regular Tessellations in Non-Euclidean Geometries. Talk and poster presented at the 8th Junior Mathematical Congress, Jena, Germany.

Georges, C., & Hild, T. (2008, August). Possible models for the shape of our universe. Talk and poster presented at the 8th Junior Mathematical Congress, Jena, Germany.