

Prof. Dr. rer. medic. Muna Ursula van Ermingen-Marbach

Persönliches Profil

Prof. Dr. Muna van Ermingen-Marbach wurde im Juli 2013 zur Professorin für Logopädie für die SRH Standorte Düsseldorf und Bonn ernannt.

Nach ihrem Examen zur staatlich anerkannten Logopädin (2004) studierte sie an der RWTH Aachen Lehr- und Forschungslogopädie und promovierte 2012 in einem vom BMBF geförderten Projekt zu Lesestörungen bei Kindern. Seit 2022 studiert sie Systemische Beratung und Coaching (M. Sc.) an der SRH Mobile University.

Neben ihrem Studium sammelte sie praktische Erfahrungen als Logopädin in logopädischen Praxen und neurologischen Rehabilitationskliniken in Aachen und Meerbusch.

Als Dozentin lehrte sie bereits (2009-2011) im Bachelorstudiengang Logopädie an der RWTH Aachen und war 2012/13 zunächst als Honorar Dozentin an der SRH Fachschule für Logopädie mit den Schwerpunkten Kindersprache und Supervision der praktischen Ausbildung tätig.

Im Rahmen der ERASMUS-Dozentenmobilität lehrte Prof. Marbach 2018 an der fhg Innsbruck und ist nun ERASMUS-Beauftragter am Campus NRW.

Personal Profile

Prof. Dr. Muna van Ermingen-Marbach was appointed Professor of Speech Therapy for the SRH locations in Düsseldorf and Bonn in July 2013.

After her examination as a state-approved speech therapist (2004), she studied Teaching and Research Speech Therapy at RWTH Aachen University and subsequently received her doctorate (Dr. rer. medic.) in 2012 in a BMBF-funded project on developmental reading disorders. Since 2022 she studies Systemic Counseling and Coaching (M. Sc.) at the SRH Mobile University.

In addition to her studies, she gained practical experience as a speech therapist in private practices and neurological rehabilitation clinics in Aachen and Meerbusch.

As a lecturer, she already taught (2009-2011) in the bachelor's degree program for speech and language therapy at the RWTH Aachen and was initially active in 2012/13 as an honorary lecturer at the SRH Fachschule für Logopädie focused on children's language acquisition and practical supervision.

Within the ERASMUS lecture mobility Prof Marbach taught at the fhg Innsbruck in 2018 and is now ERASMUS Representative at the NRW Campus.

Education

2001 - 2004	State-approved speech and language therapist, University Medical Center of the Johannes Gutenberg University Mainz, Germany
2004 - 2008	Teaching and Research Logopedics M.Sc.; RWTH-University Aachen, Germany
2008 - 2012	PhD student and research assistant; RWTH-University Aachen, Germany
2022-	Systemic consulting and coaching M.Sc.; SRH Mobile University, Germany

Awards

2009 Springorum Denkmünze

Professional Work Experience

2004 - 2008 Speech and language therapist in logopedic practice and rehabilitation center in Aachen and Meerbusch, Germany

2008 - 2012 Research assistant and PhD in a BMBF research project investigating developmental dyslexia; Department of Psychiatry and Psychotherapy, University Hospital Aachen, Germany

2009 - 2012 Lectureship *Developmental Dyslexia*; Study program Teaching and Research Logopedics Bsc.; RWTH-University Aachen, Germany

2012 - 2013 Visiting scientist; Forschungszentrum Jülich INM-2, Germany

2013 - Professor of speech therapy; SRH University of applied science Campus Düsseldorf and Bonn, Germany

April 2018 ERAMUS Lecturer Mobility; fhg Innsbruck, Austria

References

2010

Heim, S., Grande, M., Pape-Neumann, J., van Ermingen, M., Meffert, E., Grabowska, A., Huber, W. & Amunts, K. (2010). Interaction of phonological awareness and magnocellular processing during normal and dyslexic reading: Behavioural and fMRI investigations. *Dyslexia*, 16, 258–282.

Heim, S., van Ermingen, M., Huber, W. & Amunts, K. (2010). Left cytoarchitectonic BA 44 processes syntactic gender violations in determiner phrases. *Human Brain Mapping* [Epub ahead of print 8 Feb. 2010]

2012

Brinkhaus, M., van Ermingen-Marbach, M., Grande, M., Reimers, J., Pape-Neumann, J., Sturm, W. & Heim, S. (2012). Training bei Dyslexie: Hirnfunktionelle Veränderungen. *Sprache Stimme Gehör*, 36, 28 - 29.

Repscher, S., Grande, M., Heim, S., van Ermingen, M. & Pape-Neumann, J. (2012). Entwicklung parallelisierter Wortlisten zur Verlaufsdiagnostik bei dyslektischen Kindern. (Developing parallelized word lists for a repeated testing of dyslectic children). *Sprache, Stimme, Gehör*, 36, 33-39.

2013

Hillen R., Günther T., Kohlen C., Eckers C., van Ermingen-Marbach M., Sass K., Scharke W., Vollmar J., Radach R. & Heim S. (2013). Identifying brain systems for gaze orienting during reading: fMRI investigation of the Landolt paradigm. *Front Hum Neurosci*; 7: 384.

van Ermingen-Marbach M., Pape-Neumann J., Grande M., Grabowska A. & Heim S. (2013). Distinct neural signatures of cognitive subtypes of dyslexia: Effects of lexicality during phonological processing. *Acta Neurobiol Exp (Wars)*; 73(3): 404-16.

van Ermingen-Marbach, M., Grande, M., Pape-Neumann, J., Sass, K. & Heim, S. (2013). Distinct Neural Signatures of Cognitive Subtypes of Dyslexia: An fMRI Study on Phonological Processing in Developmental Dyslexics with and without Phonological Deficits. *Neuroimage Clinical*, 2, 477-490.

2014

Brinkhaus, M., van Ermingen-Marbach, M., Grande, M., Reimers, J., Pape-Neumann, J., Sturm, W. & Heim, S. (2014). Subtypen-spezifisches Training bei Dyslexie: Eine fMRT-Studie zur Aufmerksamkeit. *Lernen und Lernstörungen*; 3, 87-116.

Huestegge, L., Rohrssen, J., van Ermingen-Marbach, M., Pape-Neumann, J. & Heim, S. (2014). Devil in the details? Developmental dyslexia and visual long-term memory for details. *Front Psychol*; 5: 686.

van Ermingen-Marbach, M., Verhalen, N., Grande, M., Heim, S., Mayer, A. & Pape-Neumann, J. (2014). Orientierungswerte für die Benennungsgeschwindigkeit bei leseunauffälligen Kindern im Alter von 9 bis 11 Jahren (Standards for Rapid Automated Naming Performances in Normal Reading Children at the age of 9–11) *Sprache Stimme Gehör*; 38(04): 28-32.

2015

Jednoróg, K., Marchewka, A., Altarelli, I., Monzalvo Lopez, A.K., van Ermingen-Marbach, M., Grande, M., Grabowska, A., Heim, S. & Ramus, F. (2015). How reliable are gray matter disruptions in specific reading disability across multiple countries and languages? Insights from a large-scale voxel-based morphometry study. *Hum Brain Mapp*; 36(5): 1741-54.

Pape-Neumann, J., Ermingen-Marbach, M., Grande, M., Willmes, K. & Heim, S. (2015). The role of phonological awareness in treatments of dyslexic primary school children. *Acta Neurobiol Exp (Wars)*; 75(1): 80-106.

Pape-Neumann, J., van Ermingen-Marbach, M., Verhalen, N., Heim, S. & Grande, M. (2015). Rapid Automated naming, Verarbeitungsgeschwindigkeit und Leseflüssigkeit *Sprache Stimme Gehör*; 39: 30-35.

Heim, S., Pape-Neumann, J., van Ermingen-Marbach, M., Brinkhaus, M. & Grande, M. (2015). Shared vs. specific brain activation changes in dyslexia after training of phonology, attention, or reading. *Brain Struct Funct*; 220(4): 2191-207.

2017

Płoński, P., Gradkowski, W., Altarelli, I., Monzalvo, K., van Ermingen-Marbach, M., Grande, M., Heim, S., Marchewka, A., Bogorodzki, P., Ramus, F. & Jednoróg, K. (2017). Multi-parameter machine learning approach to the neuroanatomical basis of developmental dyslexia. *Hum Brain Mapp*; 38(2): 900-908.2015