Daniel H. Robinson

Department of Educational Psychology
University of Texas at Austin
Austin, Texas 78712-1296
E-mail: dan.robinson@mail.utexas.edu

Work: (512) 471-0683
Fax: (512) 471-1288
Home: (512) 733-5361
http://www.edb.utexas.edu/robinson

Education

Degree	Area	University	Date
Ph.D.	Education: Psychological & Cultural Studies	Nebraska	May 1993
M.Ed.	Educational Psychology	Arizona State	May 1991
B.S.	Education (Social Sciences)	Nebraska	May 1988

Professional Positions

Academic Rank	Department	University	Date
Associate Professor	Educational Psychology	Texas	2003-present
Adjunct Professor	Division of Statistics and Scientific Computation	Texas	2007-present
Adjunct Professor	Center for Women's and Gender Studies	Texas	2006-present
Assistant Professor	Educational Psychology	Texas	1999-2003
Assistant Professor	Educational Foundations	Louisville	1998-1999
Visiting Professor	Educational Psychology	South Dakota	1997-1998
Associate Professor	Educational Psychology	Mississippi State	1996-1997
Assistant Professor	Educational Psychology	Mississippi State	1993-1996

Co-Editor: (with Gregg Schraw) *Current Perspectives on Cognition, Learning, and Instruction*, Information Age Publishing, 2006 to present.

Editor: *Educational Psychology Review*, 2006 to present.

Feature Editor: *Educational Psychology Review*, Research into Practice, 2001 to 2005.

Guest Editor: Special issue of *Educational Psychology Review:* Spatial Text Adjuncts, 2002.

Editorial Board Member:
American Educational Research Journal, 2007 to present.
Contemporary Educational Psychology, 1998 to present.
Educational Psychology Review, 2001 to 2005.
Educational Technology, Research, & Development, 2003 to present.
Journal of Behavioral Education, 2001 to 2005.
Journal of Experimental Education, 1999 to present.
Reading Research and Instruction, 1994 to 1999.
Research in the Schools, 1999 to present.

Panel Member: U.S. Department of Education, Institute of Education Sciences, Field-Initiated Evaluations of Education Innovations, February 2005.

National Advisory Board: *Handbook of Educational Psychology*, 2003 to 2006

Ad Hoc Reviewer:
American Statistician
Applied Cognitive Psychology
British Journal of Educational Psychology
Educational Psychologist
Educational Researcher
Exceptional Children
Journal of Educational Psychology
Journal of Experimental Psychology: Applied

Program Chair: AERA, Division C (Learning and Cognition), 2009-2010
AERA, Division C (Learning and Cognition), Section 6 (Cognitive, Social, and Motivational Processes), 2003-2004.
AERA, SIG – Text, Technology, and Learning Strategies, 1994, 1997.

Reviewer: I have reviewed proposals for AERA each year since 1990.

Research Representative: Phi Delta Kappa (MSU Chapter), 1996-1997.

Professional Memberships

American Educational Research Association, 1990 – 2002
AERA Special Interest Group - Studying and Self-Directed Learning, 1994 – 1998
AERA Special Interest Group - Teaching Educational Psychology, 1994, 1995
AERA Special Interest Group - Text, Technology, and Learning Strategies, 1993 – 1998
American Psychological Association, 1990, 2002, 2004
American Psychological Association Division 15 (Educational Psychology), 1995 – 2000
American Psychological Society, 1990 – 1993
College Reading Association, 1994 – 1999
Mid-South Educational Research Association, 1994 – 1997
Midwestern Educational Research Association, 1990 – 1995, 1998
National Consortium for Instruction and Cognition, 1990 – 2000, 2006 to present
Nebraska Psychological Association, 1991, 1992
Phi Delta Kappa (Mississippi State University Chapter), 1994 – 1996
Southwest Educational Research Association, 2002

Awards and Recognition

Nominated for the Richard Snow Award for Early Contributions, Division 15 (Educational Psychology), APA, 2001-2003.

Named as one of the top 20 most published authors in educational psychology journals from 1991-1996, 1997-2002, and 1991-2002, *Contemporary Educational Psychology*, 1998, 2004.

Kappa Award for Excellence, Phi Delta Kappa (MSU Chapter), 1997.
Two-time recipient of the John A. Glover Graduate Student Research Award, University of Nebraska, 1990, 1991.

Nominated for the Mississippi State University John Grisham Master Teacher Award, Fall 1994, and the Graduate-level Teaching Award, Spring 1996.

Research

Articles in nationally-refereed journals

Robinson, D. H., & Walker, J. D. (in press). Technological alternatives to paper-based components of TBL. *New Directions for Teaching and Learning, 116*.

Robinson, D. H., & Wainer, H. (in press). Profiles in research: Linda Gottfredson. *Journal of Educational and Behavioral Statistics*.

Swanson, E. A., Wexler, J. A. P., Cable, A., & Robinson, D. H. (in press). Recent female involvement and productivity in learning disabilities research journals. *Learning Disabilities Quarterly*.

Robinson, D. H. (2008). Editorial. *Educational Psychology Review, 20,* 1-3.

Robinson, D. H. (2008). When an article is (sometimes) worth a million words. *Newsletter for Educational Psychologists, 31(1),* 1, 3-4.

Wainer, H., & Robinson, D. H. (2007). Profiles in research: Susan E. Embretson. *Journal of Educational and Behavioral Statistics, 32,* 431-439.

Robinson, D. H., Levin, J. R., Thomas, G. D., Pituch, K. A., & Vaughn, S. R. (2007). The incidence of "causal" statements in teaching and learning research journals. *American Educational Research Journal, 44,* 400-413.

Wainer, H., & Robinson, D. H. (2006). Profiles in research: R. Darrell Bock. *Journal of Educational and Behavioral Statistics, 31,* 101-122.

Pahlke, E., Lamb, L. M., Wilson, A., Cooper, C. E., Green, V. A., & Robinson, D. H. (2006). An examination of developmental psychologists' productivity from 1995-2004. *E-News, 24,* 6-7.

Robinson, D. H. (2006). Editorial. *Educational Psychology Review, 18,* 115-117.

de la Cruz, B., Cannella, H., Son, S.-H., Edrisinha, C., Sigafoos, J., Robinson, D., & O'Reilly, M. (2006). Author productivity and publication trends in autism-specific journals from 1997 to 2004. *Focus on Autism and Other Developmental Disabilities, 21,* 245-250.

Robinson, D. H., Katayama, A. D., Odom, S., Beth, A., Hsieh, Y. P., & Vanderveen, A. (2006). Increasing text comprehension and graphic note-taking using a partial graphic organizer task. *Journal of Educational Research, 100,* 103-111.

Roberts, G., Davis, K. S., Zanger, D., Gerrard-Morris, A., & Robinson, D. H. (2006). Erratum "Top contributors to the school psychology literature: 1996-2005" From *Psychology in the Schools*, *43,* (2006), 737-743. *Psychology in the Schools, 43,* iii-vi.

Robinson, D. H., & Wainer, H. (2006). Profiles in research: Arthur Jensen. *Journal of Educational and Behavioral Statistics, 31,* 327-352.

Robinson, D. H. (2006). Profiles in research: Julian Stanley. *Journal of Educational and Behavioral Statistics, 31,* 231-240.

Roberts, G., Davis, K. S., Zanger, D., Gerrard-Morris, A., & Robinson, D. H. (2006). Top contributors to the school psychology literature: 1996-2005. *Psychology in the Schools, 43,* 737-743.

Roberts, G., Gerrard-Morris, A., Zanger, D., Davis, K. S., & Robinson, D. H. (2006). Trends in female authorships, editorial board memberships, and editorships in school psychology journals from 1991-2004. *The School Psychologist, 60,* 5-10.

Hsieh, P.-H., Acee, T., Hsieh, Y. P., Chung, W. H., Thomas, G. D., Kim, H. J., You, J., &. Robinson, D. H. (2006). Corrigendum to "An alternate look at educational psychologists' productivity from 1991-2002" [*Contemporary Educational Psychology, 29,* 333-343]. *Contemporary Educational Psychology, 31,* 123-124.

Mayrath, M., & Robinson, D. H. (2006). Publishing, reviewing and editing articles in educational psychology journals: Comments from editors in 1996 and 2004. *Newsletter for Educational Psychologists, 29,* 5-7, 9-10.

Hsieh, P.-H., Hsieh, Y.-P., Chung, W.-H., Acee, T., Thomas, G. D., Kim, H.-J., You, J., Levin, J. R., & Robinson, D. H. (2005). Is educational intervention research on the decline? *Journal of Educational Psychology, 97,* 523-529.

Robinson, D. H. (2005). Profiles in research: Howard Wainer. *Journal of Educational and Behavioral Statistics, 30,* 465-476.

Davis, K. S., Zanger, D., Gerrard-Morris, A., Roberts, B., & Robinson, D. H. (2005). Productivity of school psychologists in school psychology journals, 1991-2003. *The School Psychologist, 59,* 129-133.

Robinson, D. H. (2005). Profiles in research: Paul W. Holland. *Journal of Educational and Behavioral Statistics, 30,* 343-350.

Evans, J. L., Hsieh, P., & Robinson, D. H. (2005). Women's involvement in educational psychology journals from 1976 to 2004. *Educational Psychology Review, 17,* 263-271.

Robinson, D. H. (2005). Profiles in research: Juliet Popper Shaffer. *Journal of Educational and Behavioral Statistics, 30,* 93-103.

Griffin, M. M., & Robinson, D. H. (2005). Does spatial or visual information in maps facilitate text recall? Reconsidering the conjoint retention hypothesis. *Educational Technology Research & Development, 53,* 23-36.

Robinson, D. H., Funk, D. C., Beth, A., & Bush, A. M. (2005). Changing beliefs about corporal punishment: Increasing knowledge about ineffectiveness to build more consistent moral and informational beliefs. *Journal of Behavioral Education, 14,* 117-139.

Robinson, D. H. (2004). Profiles in research: Bert F. Green. *Journal of Educational and Behavioral Statistics, 29,* 261-268.

Beretvas, S. N., & Robinson, D. H. (2004). How are effect sizes and p-values interpreted by professors of education? *Research in the Schools, 11,* 41-50.

Bodmann, S. M., & Robinson, D. H. (2004). Speed and performance differences among computer-based and paper-pencil tests. *Journal of Educational Computing Research, 31,* 51-60.

Bera, S. J., & Robinson, D. H. (2004). Exploring the boundary conditions of the delay hypothesis with adjunct displays. *Journal of Educational Psychology, 96,* 381-386.

Coward, F. L., Robinson, D. H., & Hsu, C. (2004). The role of cultural background in using adjunct displays. *Research in the Schools, 11,* 35-41.

Hsieh, P., Acee, T., Hsieh, Y. P., Chung, W. H., Thomas, G. D., Kim, H. J., You, J., &. Robinson, D. H. (2004). An alternate look at educational psychologists' productivity from 1991-2002. *Contemporary Educational Psychology, 29,* 333-343.

Robinson, D. H. (2004). An interview with Gene V Glass. *Educational Researcher, 33(3),* 26-30.

Robinson, D. H., Whittaker, T., Williams, N., & Beretvas, S. N. (2003). It's not effect sizes so much as comments about their magnitude that mislead readers. *Journal of Experimental Education, 72,* 51-64.

Robinson, D. H. (2003). Profiles in research: Lyle V. Jones. *Journal of Educational and Behavioral Statistics, 28,* 389-394.

Robinson, D. H., Funk, D. C., Halbur, D., & O'Ryan, L. (2003). The .05 level of significance in educational research: Traditional, arbitrary, sacred, magical, or simply psychological? *Research in the Schools, 10,* 79-86.

Wainer, H., & Robinson, D. H. (2003). Shaping up the practice of null hypothesis significance testing. *Educational Researcher, 32(7),* 23-31.

Robinson, D. H., Corliss, S. B., Bush, A. M., Bera, S. J., & Tomberlin, T. (2003). Optimal presentation of graphic organizers and text: A case for large bites? *Educational Technology, Research, & Development, 51,* 25-41.

Levin, J. R., & Robinson, D. H. (2003). The trouble with interpreting statistically nonsignificant effect sizes in single-study investigations. *Journal of Modern Applied Statistical Methods, 2(1),* 231-236.

Robinson, D. H., Fouladi, R. T., Williams, N. J., & Bera, S. J. (2002). Some effects of providing effect size and "what if" information. *Journal of Experimental Education, 70,* 365-382.

Robinson, D. H., & Wainer, H. (2002). On the past and future of null hypothesis significance testing. *Journal of Wildlife Management, 66,* 263-271.

Robinson, D. H. (2002). Spatial text adjuncts and learning: An introduction to the special issue. *Educational Psychology Review, 14,* 1-3.

Robinson, D. H., & Molina, E. (2002). The relative involvement of visual and auditory working memory when studying adjunct displays. *Contemporary Educational Psychology, 27,* 118-131.

Katayama, A. D., Robinson, D. H., Kiewra, K. A., Dubois, N., & Jonassen, D. (2001). Facilitating text learning with adjunct displays. *The Journal of Research in Education, 11,* 54-61.

Robinson, D. H., Levin. J. R., Halbur, D., & O'Ryan, L. (2001). Does use of statistical language constitute a "significant" roadblock to readers' interpretations of research results? *Journal of Educational Psychology, 93,* 646-654.

Griffin, M. M., Robinson, D. H., & Carpenter, H. (2000). Changing teacher education students' attitudes toward using corporal punishment in the classroom. *Research in the Schools, 7,* 27-30.

Katayama, A. D., & Robinson, D. H. (2000). Getting students "partially" involved in note-taking using graphic organizers. *Journal of Experimental Education, 68,* 119-133.

Griffin, M. M., & Robinson, D. H. (2000). Role of mimeticism and spatiality in textual recall. *Contemporary Educational Psychology, 25,* 125-149.

Levin, J. R., & Robinson, D. H. (2000). Rejoinder: Statistical hypothesis testing, effect size estimation, and the conclusion coherence of individual empirical studies. *Educational Researcher, 29,* 34-36.

Robinson, D. H., Robinson, S. L., & Katayama, A. D. (1999). When words are represented in memory like pictures: Evidence for spatial encoding of study materials. *Contemporary Educational Psychology, 24,* 38-54.

Skinner, C. H., Robinson, D. H., Sterling, H. E., & Robinson, S. L., & Goodman, M. (1999). Effects of radio advertisement speech rates on feature recognition, and product and speaker ratings. *International Journal of Listening, 13,* 97-110.

Kiewra, K. A., Kauffman, D., Robinson, D. H., Dubois, N. F., & Staley, R. K. (1999). Supplementing floundering text with adjunct aids. *Instructional Science, 27,* 373-401.

Levin, J. R., & Robinson, D. H. (1999). Further reflections on hypothesis testing and editorial policy for scholarly research journals. *Educational Psychology Review, 11,* 143-155.

Boling, N., & Robinson, D. H. (1999). Interactive multimedia or cooperative learning: Which activity best supplements lecture-based distance education? *Journal of Educational Psychology, 91,* 169-174.

Robinson, D. H., McKay, D., Katayama, A. D., & Fan, A. (1998). Are women underrepresented as authors and editors of educational psychology journals? *Contemporary Educational Psychology, 23,* 331-343.

Robinson, D. H., Katayama, A. D., Dubois, N. F., & Devaney, T. (1998). Interactive effects of graphic organizers and delayed review on concept acquisition. *Journal of Experimental Education, 67,* 17-31.

Robinson, D. H. (1998). Graphic organizers as aids to text learning. *Reading Research and Instruction, 37,* 85-105.

Skinner, C. H., Robinson, D. H., Adamson, K. L., Atchison, L. A., & Woodward, J. R. (1998). Effects of different listening-while-reading rates on comprehension in secondary students with reading deficits. *Special Services in the Schools, 13,* 115-128.

Robinson, D. H., & Katayama, A. D. (1997). At-lexical, articulatory interference in silent reading: The "upstream" tongue-twister effect. *Memory and Cognition, 25,* 661-665.

Skinner, C. H., Logan, P., Robinson, S. L., & Robinson, D. H. (1997). Demonstration as a reading intervention for exceptional learners. *School Psychology Review, 26,* 437-447.

Robinson, S. L., Sterling, H. E., Skinner, C. H., & Robinson, D. H. (1997). Effects of lecture rate on students' comprehension and ratings of topic importance. *Contemporary Educational Psychology, 22,* 160-167.

Robinson, D. H., & Levin, J. R. (1997). Reflections on statistical and substantive significance, with a slice of replication. *Educational Researcher, 26,* 21-26.

Robinson, D. H., Katayama, A. D., & Fan, A. (1996). Evidence for conjoint retention of information encoded from spatial adjunct displays. *Contemporary Educational Psychology, 21,* 221-239.

Robinson, D. H., & Skinner, C. H. (1996). Why graphic organizers facilitate search processes: Fewer words or computationally efficient indexing? *Contemporary Educational Psychology, 21,* 166-180.

Watson, T. S., & Robinson, D. H. (1995). Authors of recent journal articles and beginning Ph.D. students' estimates of time invested in writing for publication. *The School Psychologist, 50,* 17-18.

Robinson, D. H., & Kiewra, K. A. (1995). Visual argument: Graphic organizers are superior to outlines in improving learning from text. *Journal of Educational Psychology, 87,* 455-467.

Skinner, C. H., Satcher, J. F., Bamberg, H. W., Waters-Kemp, P. A., Brandt, R., & Robinson, D. H. (1995). Effects of listening previewing across passages written at instructional and frustrational reading levels. *Journal of Balanced Reading Instruction, 2,* 16-26.

Robinson, D. H., & Schraw, G. (1994). Computational efficiency through visual argument: Do graphic organizers communicate relations in text too effectively? *Contemporary Educational Psychology, 19,* 399-415.

Schon, I., Helmstadter, G. C., & Robinson, D. (1991). The role of school library media specialists. *School Library Media Quarterly, 19,* 228-233.

Stock, W. A., Robinson, D. H., & Pridemore, D. R. (1991). The effects of evidence statements in a passage on the acceptability of bridging inferences. *Contemporary Educational Psychology, 16,* 254-264.

Webb, J. M., Stock, W. A., Kulhavy, R. W., Haygood, R. C., Zulu, D. N. D., & Robinson, D. H. (1990). Directed forgetting and feedback in written instruction. *Bulletin of the Psychonomic Society, 28,* 543-546.

Manuscripts under review

Shaw, S. M., Walls, S. M., Dacy, B. S., & Robinson, D. H. (2008). *The incidence of repeated prescriptive statements based on nonintervention research*. Manuscript submitted for publication.

Dacy, B. S., Nihilani, P., Cestone, C., & Robinson, D. H. (2008). *(Lack of) support for prescriptive statements in educational psychology textbooks*. Manuscript submitted for publication.

Mislevy, R.J., Behrens, J.T., Bennett, R.E., Demark, S.F., Frezzo, D.C., Levy, R., Robinson, D.H., Shute, V.J., Stanley, K., & Winters, F.I. (2008). *On the roles of external knowledge representations in assessment design*. CSE Technical Report 722. Los Angeles: The National Center for Research on Evaluation, Standards, Student Testing (CRESST), Center for Studies in Education, UCLA. Available online at http://www.cse.ucla.edu/products/reports/R722.pdf

Rowland, E., Skinner, C. H., Richards, K., Saudargas, R., & Robinson D. H. (2008). *An investigation of placement and type of seductive details: The primacy effect of seductive details on text recall*. Manuscript submitted for publication.

Manuscripts in preparation

Robinson, D. H., & Levin, J. R. (2007). *Recent editorial policy recommendations regarding the reporting of quantitative results: Are they supported by research?* Manuscript in preparation.

Robinson, D. H., Hovorka, S., Coward, F. L., & Chung, W. (2007). *The role of map dimension, movement, and learner control in helping students solve geology problems*. Manuscript in preparation.

Robinson, D. H. (2007). *Recommendations based on 15 years of graphic organizer research*. Manuscript in preparation.

Walls, S., Shaw, S., Sweet, M., & Robinson, D. H. (2007). *Team-based competitive rewards: Achievement & academic perceptions.* Manuscript in preparation.

Sweet, M., Walker, J., Shaw, S., & Robinson, D. H. (2007). *Better than we know ourselves: Confidence vs. credibility in the co-regulation of collaborative learning*. Manuscript in preparation.

Books

Robinson, D. H., & Schraw, G. (Eds.) (2008). *Current perspectives on cognition, learning, and instruction: Recent innovations in educational technology that facilitate student learning*. Charlotte, NC: Information Age.

Phye, G. D., Robinson, D. H., & Levin, J. R. (Eds.) (2005). *Empirical methods for evaluating educational interventions*. San Diego, CA: Academic Press.

Book Chapters

Robinson, D. H., & Schraw, G. (in press). A need for quality research in e-learning. In D. H. Robinson and G. Schraw (Eds.), *Current perspectives on cognition, learning, and instruction: Recent innovations in educational technology that facilitate student learning*. Charlotte, NC: Information Age.

Robinson, D. H. (in press). Evaluation (test) anxiety. In E. M. Anderman and L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Thomson Gale.

Robinson, D. H., Sweet, M. S., & Mayrath, M. (in press). Computer-based team-based testing. In D. H. Robinson and G. Schraw (Eds.), *Current perspectives on cognition, learning, and instruction: Recent innovations in educational technology that facilitate student learning*. Charlotte, NC: Information Age.

Walker, J. D., & Robinson, D. H. (in press). Children's personal meaning profile. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of cross-cultural school psychology*. New York, NY: Springer.

Yoo, J. H., & Robinson, D. H. (in press). Myers-Briggs type indicator. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of cross-cultural school psychology*. New York, NY: Springer.

Robinson, D. H., Shaw, S. M., & Games, A. (2007). Computer-based graphic organizer games. In J. Sigafoos & V. A. Green (Eds.), *Technology & teaching* (pp. 51-63). Hauppauge, NY: Nova Science Publishers, Inc.

Behrens, J. T., & Robinson, D. H. (2005). The micro and macro in the analysis and conceptualization of experimental data. In G. D. Phye, D. H. Robinson, & J. R. Levin (Eds.), *Empirical methods for evaluating educational interventions* (pp. 147-173). San Diego, CA: Academic Press.

Robinson, D. H. (2005). Scientific research is programmatic. In J. S. Carlson and J. R. Levin (Eds.), *The* No Child Left Behind *legislation: Educational research and federal funding* (pp. 121-128). Greenwich, CT: Information Age.

Robinson, D. H. (2004). Corporal punishment. In T. S. Watson and C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 76-78). New York, NY: Kluwer Academic/Plenum Publishers.

Robinson, D. H. (1994). Textbook selection: Watch out for "inconsiderate" texts. In K. Prichard and M. Sawyer (Eds.), *Handbook of college teaching* (pp. 415-422). Westport, CT: Greenwood.

Symposia Organized at National Research Conferences

Meet the editors of educational psychology journals. Conversation hour at the annual meeting of the American Psychological Association, New Orleans, LA, August, 2006.

The prevalence of causal conclusions in non-experimental research articles in educational psychology journals in 1994 and 2004. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2006.

Educational psychology journals: Who's publishing, who's editing, and the decline in intervention and experimental research. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2004.

Royal rumble II: An empirical approach to resolving points of disagreement concerning statistical significance testing. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, April, 1999.

Royal rumble I: A no-holds-barred, tag-team debate over the statistical significance testing controversy. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 1998.

Publishing, reviewing, and editing articles in educational psychology: Comments from editors on the state of the field. Panel discussion at the annual meeting of the American Educational Research Association, Chicago, IL, April, 1997.

Which adjunct displays help students learn best? A comparison of the effectiveness of researcher-constructed displays. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY, April, 1996.

Which text mapping system is best? Competing researchers create their own maps from the same text. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 1994.

Papers Presented at National Research Conferences

Chung, W., & Robinson, D. (2008, August). *Equal reading and listening rates do not eliminate modality effect.* Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Ellis, R. K., & Robinson, D. H. (2008, August). *Using student coaches as an intervention for low-performing collaborative teams*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Nihalani, P. K., & Robinson, D. H. (2008, August). *Predictors of successful educational teams: The superstar effect*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Robinson, D. H., & Sweet, M. S. (2008, August). *Computer and paper versions of immediate feedback in collaborative testing*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Rowland, E., Skinner, C. H., Richards, K., Saudargas, R., & Robinson, D. H. (2008, August). *Placement and type of seductive details: The primacy effect on text recall.* Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Walls, S., Walker, J., Kuscera, J., McVaugh, N., Acee, T., & Robinson, D. (2008, March). *Podcasting in postsecondary education: Exploring readiness and attitudes using two forms of podcasting technology.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Shaw, S., Mayrath, M., & Robinson, D. (2008, March). *Modality and order effects with graphic organizers.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Shaw, S., Walls, S., Dacy, B., & Robinson, D. (2008, March). *The incidence of repeated prescriptive statements based on nonintervention research.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Sylvester, B., Cestone, C., Nihalani, P., & Robinson, D. (2008, March). *Educational psychology textbooks' support for prescriptive statements: Where's the beef?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Walker, J., Shaw, S., Walls, S., Daniel, S., & Robinson, D. (2008, March). *Exploring epistemic motives during group work: How college students' need for closure surfaces during semi-structured collaborative learning tasks*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Robinson, D. H., Dacy, B. S., Nihalani, P., & Cestone, C. (2008, March). *(Lack of) support for prescriptive statements in teacher education textbooks*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Crystal City, VA.

Chung, W., Chang, Y.–F., Mayrath, M. C., Games, I. A., & Robinson, D. H. (2007, July). *Equal reading and listening rates do not alter the modality effect on multimedia learning*. Paper presented at the Annual International Conference on Psychology, Athens, Greece.

Robinson, D. H., & Sweet, M. S. (2007, June). *Introducing a Computer Testing System that replaces the IF-AT*. Paper presented at the annual meeting of the Team-Based Learning Conference, Vancouver, BC.

Robinson, D. H., & Sweet, M. S. (2007, June). *Fine-tuning TBL Components to Teach Undergraduate Statistics*. Paper presented at the annual meeting of the Team-Based Learning Conference, Vancouver, BC.

Crooks, S. M., White, D. R., Barnard, L. M., Lewis, D., Shaw S. M., Mayrath, M. C., & Robinson, D. H. (2007, April). *How hypertext location affects learning from a geographic map*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Thomas, G. D., & Robinson, D. H. (2007, April). *The effects of collaborative learning on students' motivation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Sweet, M. S., Shaw, S. M., Walker, J. D., Chen, K., Morris, D. L., & Robinson, D. H. (2007, April). *Better than we know ourselves: Confidence vs. credibility in the co-regulation of collaborative learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Walls, S. M., Shaw, S. M., Lee, S., Daniel, S., Sweet, M. S., & Robinson, D. H. (2007, April). *Team-based competitive rewards: Achievement and academic perceptions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Wick, J. B., Mayrath, M. C., & Robinson, D. H. (2007, April). Investigating the modality effect through comparisons of listening and reading comprehension abilities with college students. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Robinson, D. H., Levin, J. R., Thomas, G. D., Pituch, K. A., & Vaughn, S. R. (2006, April). *The prevalence of "causal" statements in educational psychology research journals*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chung, W., & Robinson, D. H. (2006, April). *The failure to find modality effects with interactive 3D maps*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Lamb, L. M, Pahlke, E., Cooper, C. E., Wilson, A., Green, V. A., & Robinson, D. H. (2006, March). *Gender productivity in developmental psychology journals from 1994-2005*. Paper presented at the biennial meeting of the Society for Research in Human Development, Fort Worth, TX.

Pahlke, E., Lamb, L. M., Cooper, C. E., Wilson, A., Green, V. A., & Robinson, D. H. (2006, March*). An examination of developmental psychologists' productivity from 1995-2004*. Paper presented at the biennial meeting of the Society for Research in Human Development, Fort Worth, TX.

Sweet, M. S., & Robinson, D. H. (2006, February). *Teaching educational psychology with team-based learning*. Paper presented at the annual meeting off the Southwest Educational Research Association, Austin, TX.

Wick, J. B., Harden, K., Mayrath, M., & Robinson, D. (2005, December). *Investigating the modality effect through the comparison of listening and reading comprehension abilities with college students*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

de la Cruz, B., Cannella, H., Son, S., Edrisinha, C., Robinson, D., Sigafoos, J., & O'Reilly, M. (2005, May). *Productivity and publication trends in autism-specific journals*. Paper presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

Mayrath, M., & Robinson, D. H. (2005, April). *Publishing, reviewing, and editing articles in educational psychology II: Comments from editors on the state of the field*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Robinson, D. H., & Hovorka, S. (2004, August). *Learner-controlled animation in problem-solving with 3D geological maps*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HA.

Acee, T., Hsieh, Y., Chung, W., Hsieh, P., Kim, H., Thomas, G., & Robinson, D. (2004, April). *Increases in collaborative research*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Evans, J., & Robinson, D. (2004, April). *Females are no longer underrepresented as authors and editors*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hsieh, P., Kim, H., Thomas, G., Acee, T., Hsieh,Y., You, J., Chung, W., & Robinson, D. (2004, April). *An alternate look at productivity*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

You, J., Hsieh, P., Kim, H., Thomas, G., Acee, T., Chung, W., Hsieh,Y., & Robinson, D. (2004, April). *A closer look at productive authors*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hsieh, Y., Thomas, G., Acee, T., Hsieh, P., Kim, H., Chung, W., & Robinson, D. (2004, April). *Declines in intervention research*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chung, W., Acee, T., Hsieh, Y., Kim, H., Thomas, G., Hsieh, P., & Robinson, D. (2004, April). *Declines in experimental research*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Thomas, G., Chung, W., Hsieh, P., Hsieh, Y., Acee, T., Kim, H., & Robinson, D. (2004, April). *Declines in research using school-age children*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Kim, H., Hsieh, P., Thomas, G., Chung, W., Hsieh, P., Hsieh, Y., Acee, T., & Robinson, D. (2004, April). *Effect size policies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Bodmann, S., & Robinson, D. H. (2003, August). *Computer-based vs. paper-pencil tests: Comparison of performance and speed*. Paper presented at the annual meeting of the American Psychological Association, Toronto.

Robinson, D. H., Beretvas, S. N., Whittaker, T., & Williams, N. (2003, April). *Does effect size information affect readers' perceptions of the importance of research results? Perhaps it is the comment about the size of the effect*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hovorka, S., Robinson, D. H., & Coward, F. L. (2003, April). *The role of map dimension and movement in helping students solve geology problems*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Robinson, D. H., & Bera, S. J. (2003, April). *Boundary conditions of the delay hypothesis with adjunct displays*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Coward, F. L., Bera, S. J., Robinson, D. H., & Hsu, C. H. (2002, February) *The role of cultural background on the processing of adjunct displays*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

Whittaker, T., Williams, N., Beretvas, S. N., & Robinson, D. H. (2002, February). *Some effects of including effect size information*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

Williams, N., Whittaker, T., Beretvas, S. N., & Robinson, D. H. (2002, February). *What if we include "what if" information?* Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

Beretvas, S. N., Williams, N., Whittaker, T., & Robinson, D. H. (2002, February). *How do faculty interpret statistical results?* Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

Corliss, S. B., Bush, A. M., Bera, S. J., & Robinson, D. H. (2002, August). *Optimal presentation order and bite size of graphic organizers and text*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.

Robinson, D. H., Katayama, A. D., Odom, S., Beth, A., & Ping, Y. (2002, August). *Training students to take more graphic notes*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.

Bush, A. M., Bera, S. J., Corliss, S. B., & Robinson, D. H. (2002, August). *Using animated graphic organizers and electronic text*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.

Bera, S. J., & Robinson, D. H. (2002, April). *Retention advantages of computationally inefficient adjunct displays*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Griffin, M. M., & Robinson, D. H. (2002, April). *Are geographic maps better than lists in facilitating text recall?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Robinson, D. H., Fouladi, R., Williams, N., & Bera, S. (2002, April). *Some effects of providing effect size and "what if" information*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Robinson, D. H., Funk, D. C., Halbur, D., & O'Ryan, L. (2001, April). *The .05 level of significance in educational research: Traditional, arbitrary, sacred, magical, mindless, or simply psychological?* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Robinson, D. H., & Funk, D. C. (2001, April). *Changing attitudes toward corporal punishment: An intervention that increases knowledge about ineffectiveness to build more consistent feelings and beliefs*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Robinson, D. H., & Molina, E. (2000, April). *Spatial vs. phonological encoding of outlines and graphic organizers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Robinson, D. H., & Katayama, A. D. (2000, April). *Benefits of partial graphic organizers in a real classroom*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Griffin, M. M., Robinson, D. H., & Rittschof, K. (1999, April). *The role of mimeticism and spatiality in textual recall*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Katayama, A. D., Robinson, D. H., & Griffin, M. M. (1999, April). *Does adding "statistically" to "significant" make a significant difference?* Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Halbur, D., O'Ryan, L. Robinson, D. H., & Levin, J. R. (1999, April). *Do topic and effect size affect whether the term "significant" misleads readers?* Paper presented at the annual meeting of the American Educational Research Association, Montreal.

O'Ryan, L., Halbur, D., Levin, J. R., & Robinson, D. H. (1999, April). *Do effect size and probability affect whether the term "significant" misleads readers?* Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Katayama, A. D., & Robinson, D. H. (1998, April). *Are women underrepresented as authors and editors of educational psychology journals?* Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, San Diego, CA.

Katayama, A. D., & Robinson, D. H. (1998, April). *Study effectiveness of outlines and graphic organizers: How much information should be provided for students to be successful on transfer tests?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Griffin, M. M., Robinson, D. H., & Carpenter, H. (1998, April). *Changing student attitudes toward corporal punishment in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Robinson, D. H., Katayama, A. D., & Robinson, S. L. (1997, March). *More evidence that studying graphic displays of text information leads to construction of spatial mental models*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Griffin, M. M., & Robinson, D. H. (1997, March). *A test of the conjoint retention hypothesis for learning from geographic maps*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Katayama, A. D., Robinson, D. H., Dubois, N. F., & Devaney, T. (1997, March). *The interaction of study materials and review occasion on transfer and relational learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Robinson, D. H., Katayama, A. D., & Robinson, S. L. (1996, November). *A replication of the second experiment of Robinson et al. (1996) using computer presentation, more difficult memory tasks, and a better design*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

Katayama, A. D., Robinson, S. L., & Robinson, D. H. (1996, November). *A second replication of the second experiment of Robinson et al. (1996) using an even more difficult verbal memory task and a different learner population*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

Robinson, S. L., Robinson, D. H., & Katayama, A. D. (1996, November). *Demonstration of an adjunct display effect without the concurrent memory tasks*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

Katayama, A. D., McKay, D., Fan, A., & Robinson, D. H. (1996, April). *Research trends in educational psychology over the past twenty years*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, New York, NY.

Katayama, A. D., Fan, A., & Robinson, D. H. (1996, April). *Evidence for conjoint retention of information encoded from spatial adjunct displays*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Katayama, A. D., Fan, A., & Robinson, D. H. (1995, November). *Evidence for use of the visuo-spatial sketchpad in processing graphic organizers*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

Fan, A., Katayama, A. D., & Robinson, D. H. (1995, November). *Evidence for use of the visuo-spatial sketchpad in processing outlines and concept maps*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

McKay, D., Katayama, A. D., Fan, A., & Robinson, D. H. (1995, November). *Trends in* the Journal of Educational Psychology *during the past twenty years*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

Fan, A., McKay, D., Katayama, A. D., & Robinson, D. H. (1995, November). *Trends in* Contemporary Educational Psychology *during the past twenty years*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

Katayama, A. D., Fan, A. McKay, D. & Robinson, D. H. (1995, November). *Trends in the* American Educational Research Journal *during the past twenty years*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

Robinson, D. H. (1995, April). *Computational efficiency of graphic organizers: Fewer words or better format?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Robinson, D. H., & Kiewra, K. A. (1995, April). *Sufficient study time and opportunity for review: Keys to graphic organizer success*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Robinson, D. H., Lowery, R., & Groulx, J. (1995, April). *Concept maps or graphic organizers? A comparison of two adjunct displays*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Robinson, D. H., & Sterling, H. E. (1994, November). *Varying listening previewing rate with short expository text: Effects on comprehension of facts and inferences*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.

Sterling, H. E., & Robinson, D. H. (1994, November). *Varying listening previewing rate with long expository text: Effects on comprehension of facts and inferences*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.

Robinson, D. H., & Sterling, H. E. (1994, November). *Varying the presentation rate of a radio commercial: Delayed effects on recognition of features and overall rating of product*. Paper presented at the Mid-South Regional Conference on Psychology in the Schools, Huntsville, AL.

Sterling, H. E., & Robinson, D. H. (1994, November). *Varying the presentation rate of a radio commercial: Immediate effects on recognition of features and overall rating of product*. Paper presented at the Mid-South Regional Conference on Psychology in the Schools, Huntsville, AL.

Robinson, D. H. (1994, April). *Computational efficiency of graphic organizers: Speed of search*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Robinson, D. H. (1993, October). *Graphic organizers facilitate more integrated writing and better study strategies*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Robinson, D. H. (1993, October). *The importance of sound during silent reading*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Robinson, D. H. (1993, April). *Effects of multiple graphic organizers on students' comprehension of a chapter-length text*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, Atlanta, GA.

Robinson, D. H. (1993, April). *Good and poor students' memory span with tongue-twisters*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Robinson, D. H. & Kiewra, K. A. (1993, April). *How studying text supplements affects prose comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Robinson, D. H. (1993, April). *Phonetic interference in a lexical decision task*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Robinson, D. H. (1992, October). *The upstream role of phonological information: Differences between good and poor readers*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Robinson, D. H. (1992, October). *Representations used to facilitate knowledge about relationships*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Robinson, D. H. & Kiewra, K. A. (1992, October). *How prose goes: Varying the topical and structural organization of prose*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Kiewra, K., Robinson, D., Dubois, N., & Staley, R. (1992, April). *Outline versus matrix representations: Memory, integration, and application effects*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Robinson, D. H., & Schraw, G. (1992, April). *What makes a representation computationally efficient? Evidence supporting diagrammatic and hierarchical graphic organizers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Robinson, D. H., & Schraw, G. (1992, April). *Visual arguments affect plausible retrieval: Can graphic organizers present information too effectively?* Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, San Francisco, CA.

Robinson, D. H., & Schraw, G. (1992, April). *Graphic organizers, visual arguments, and delayed testing: A question of durability*. Paper presented at the annual meeting of the Nebraska Psychological Association, Lincoln, NE.

Robinson, D. H., & Schraw, G. (1991, October). *Learning "at a glance": Investigating efficiencies of external representations in verification tasks*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Mulvenon, S., Stock, W., Behrens, J., & Robinson, D. (1991, April). *Decisions based on boxplots and related displays*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Webb, J. M., White, M. C., Stock, W. A., Kulhavy, R. W., & Robinson, D. H. (1991, April). *Directed forgetting and feedback: Implications for instructional design*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Robinson, D. H., Schraw, G., & Kiewra, K. A. (1991, April). *Diagrams versus hierarchies: The effects of type of external representation in a word-pair verification task*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, Chicago, IL.

Webb, J. M., Robinson, D. H., White, M. C., & Stock, W. A. (1991, April). *Directed forgetting in written instruction: Certitude, response feedback, and item recall*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, Chicago, IL.

Robinson, D. H., Schraw, G., & Kiewra, K. A. (1991, April). *Diagrams versus hierarchies: The effects of type of external representation in verification tasks*. Paper presented at the annual meeting of the Nebraska Psychological Association, Lincoln, NE.

Robinson, D. H., Mulvenon, S. W., Behrens, J. T., Stock, W. A., & St. Clair, J. L. (1990, August). *Decisions based on boxplots and related displays*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Behrens, J. T., Mulvenon, S. W., Robinson, D. H., White, M. C., & Stock, W. A. (1990, June). *Quantitative textual and graphic information affect recall across representations*. Paper presented at the annual meeting of the American Psychological Society, Dallas, TX.

Robinson, D. H. (1990, April). *Box-length judgments for asymmetrical box-plot displays*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Funded Awards and Grants

Received a Big XII Faculty Fellowship from the University of Texas for $2,000 to support a visit to the Department of Special Education at the University of Colorado, 2009.

Co-Director (with Sharon Vaughn and Herb Rieth) on a Postdoctoral Research Training Fellowship Program in Special Education from the Institute of Educational Science for $800,000, 2008-2012.

Received a Big XII Faculty Fellowship from the University of Texas for $1,000 to support a visit to the Department of Special Education at the University of Kansas, 2006.

Received a Deans Fellowship from the University of Texas College of Education for $33,500 to conduct research during the 2006-2007 academic year.

Received a Vision Award from the University of Texas College of Education for $3,000 to hire a student-technologist (200 hours @ $13.75 per hour) and purchase software ($250) to develop a web-based testing program to provide individual item feedback during 2005.

Received a Faculty and Student Teams for Technology grant for $1,000 to hire a student-technologist (100 hours @ $10.00 per hour) during 2005. Titled, “Incorporating learning tools and adding resources into instructor websites.”

Received a Big XII Faculty Fellowship from the University of Texas for $2,000 to support a visit to the Department of Counseling and Educational Psychology at Kansas State University, 2004 and 2005.

Received a Vision Award from the University of Texas College of Education for $3,000 to hire a student-technologist (200 hours @ $13.75 per hour) and purchase software ($250) to develop web-based multimedia tools during 2003.

Received a Big XII Faculty Fellowship from the University of Texas for $1,800 to support a visit to the Department of Curriculum and Instruction at Iowa State University, 2002.

Received a Dean's Faculty Technology Integration Award from the University of Texas College of Education for $8,000 to purchase hardware and software ($5,000), hire a research assistant ($2,000), and travel to a conference ($1,000) during 2002.

Received a Faculty and Student Teams for Technology grant for $1,000 to hire a student-technologist (100 hours @ $10.00 per hour) during 2000. Titled, "Creating Course Web Pages for EDP 371 and ALD 320."

Received a Big XII Faculty Fellowship from the University of Texas for $2,500 to support a visit to the Department of Educational Psychology at the University of Nebraska, 2000.

Awarded a Summer Research Assignment from the University of Texas for $7,250 during the summer of 2000.

Received a faculty development award from the University of Louisville for $649 during the spring semester, 1999. Used funds to bring in a guest speaker and purchase food and refreshments for a program on faculty mentoring.

Received a faculty development initiative from the University of Louisville for $1,500 during the spring semester, 1999. Used funds to conduct an assessment of EDFD 600, Introduction to Research and Statistics.

Awarded an Intramural Research Incentive Grant from the University of Louisville for $3,825 during the spring semester, 1999. Used funds to pay a full-time graduate assistant for five months.

Consulting Activities

Worked as an evaluator for the San Antonio Zoo, 2006 to present.

Worked one-fifth time (eight hours per week) and summers as an evaluation consultant for Cisco Systems, 2003 to present. Evaluated the Networking Academy's online curriculum and the Global Learning Network initiative in public schools and community colleges.

Worked one-quarter time (10 hours per week) as a research consultant for the Writing for Thinking Project at Mississippi State University for the spring semester, 1994. This time was taken from my

normal research time. I earned $4,125 for the department part of which (est. $2,400) was used to purchase a computer, laser printer, and software for my office.

Worked one-quarter time (10 hours per week) as a research consultant for the Research Curriculum Unit for Vocational Education at Mississippi State University for the fall semester, 1994. This time was taken from one course I was originally assigned to teach. I earned $4,401.38 for the department part of which (est. $1,100) was used to pay an adjunct faculty member to teach the course and (est. $2,300) for travel to research conferences.

Teaching

Instructor (126 courses – 54 graduate, 72 undergraduate)

Graduate Course, University, Semesters (Sections)
EDP 382L Cognition and Behavior, Texas, Fall 2008
How to Graphically Display Data Well, Texas, Summer 2008
EDP S398T College Teaching Methodology, Texas, Summer 2007, Summer 2008
EDP 380G Psychology of Human Learning, Texas, Fall 2004, Fall 2007
EDP 382L Psychology of Computers in Education, Texas, Spring 2003, Spring 2004, Spring 2008
EDP 382L.1 Psychology of Learning, Texas, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Fall 2003
EDP 382L.8 Current Topics in Cognition, Texas, Spring 2000
EDFD 600 Intro to Research and Statistics, Louisville, Fall 1998 (2), Spring 1999 (3), Summer 1999 (2)
EDFD 702 Design of Experiments, Louisville, Spring 1999
CED 575 Technology for Teaching and Learning, Dakota State, Summer 1998
EDER 762 Statistical Analysis in Education I, South Dakota, Summer 1998 (2), Spring 1998, Fall 1997 (2)
EDER 862 Research Design, South Dakota, Spring 1998
EDER 861 Statistical Analysis in Education II, South Dakota, Spring 1998, Fall 1997
EPY 8214 Advanced Educ and Psych Statistics, Mississippi State, Summer 1997 (2), Summer 1996, Fall 1995, Summer 1995 (2)
EPY 6214 Educational and Psychological Statistics, Mississippi State, Summer 1997, Spring 1997, Fall 1996, Summer 1996, Spring 1996, Summer 1995, Spring 1995, Fall 1994, Spring 1994, Fall 1993
EDF 9353 Interdisciplinary Seminar in Education, Mississippi State, Spring 1997, Spring 1996
EPY 8223 Psychological Foundations of Education, Mississippi State, Fall 1996, Fall 1995, Summer 1994
EPY 8333 Psychological Testing, Mississippi State, Summer 1994

Undergraduate Course, University, Semesters (Sections)
ALD 320 Cognition, Human Learning & Motivation, Texas, Fall, Spring, 2008; Fall, Spring, 2007; Fall, Spring 2006; Fall, Summer, Spring, 2005; Fall, Summer, Spring, 2004; Fall, Summer, Spring, 2003; Fall, Summer, Spring, 2002; Fall, Summer, Spring, 2001; Fall, Summer, Spring, 2000; Fall 1999
EDP 371 Introduction to Statistics, Texas, Summer, Spring, 2006; Fall, Summer, Spring, 2005; Summer 2002, Summer 2001, Fall 2000, Fall 1999
EPY 4214 Educational and Psychological Statistics, Mississippi State, Summer 1997, Summer 1996, Summer 1995, Spring 1994, Fall 1993

EDC 3143 Human Development and Learning, Mississippi State, Spring 1997, Fall, Spring 1995; Summer, Spring, 1994; Fall 1993
EPY 2503 Principles of Educational Psychology, Mississippi State, Spring 1995, Fall 1994, Summer 1994
EPY 362 Learning in the Classroom, Nebraska, Summer 1993, Spring 1993 (2), Fall 1992 (2), Summer 1992 (2), Spring 1992 (2), Fall 1991 (2)
EPY 490 Skills for Academic Success, Nebraska, Spring 1991, Fall 1990
EDP 310 Motivation, Arizona State, Spring 1990 (6), Fall 1989 (6)

Instructor - Correspondence Courses

Undergraduate Course, University, Semesters
EPY 4313 Measurement and Evaluation, Mississippi State, Fall 1993 to Summer 1997
EPY 2503 Principles of Educational Psychology, Mississippi State, Fall 1993 to Summer 1997

Teaching Assistant

Undergraduate Course, University, Semester, Supervisor
EPY 458 Educational Measurement, Nebraska, Summer 1991, Jack Kramer
EDP 303 Human Development, Arizona State, Spring 1990, Fall 1989, Ed Nelsen
EDP 303 Human Development, Arizona State, Spring 1989, Robert Strom

Service

National Consortium for Instruction and Cognition

Served as Development Officer (2006 to present)

American Psychological Association

Served as a member of the APA Division 15 Publications Committee (2003 to 2006).

University of Texas

Presented "The Readiness Assurance Process in Team-Based Learning" at the 2006 Assessment Showcase (March 2006)

Presented "Using Team-based learning in large undergraduate classes" (with Michael Sweet) for the New Faculty Seminar (August 2005)

Served as a member of the Information Technology Committee, (university-wide) (2005-2006)

Presented "Turning tests into a learning experience" for the Experienced Faculty Seminar (January 2004).

Served as chair of the Faculty Technology Committee, College of Education (2003-present)

Served as a member of the Undergraduate Curriculum Committee, College of Education (2003-2004)

Served as a member of the Graduate Studies Committee's Standing Committee on Prospectus and Evaluation, Dept of Educational Psychology (2003 to present)

Served as a member of the Graduate Studies Committee's Standing Committee on Student Affairs, Dept of Educational Psychology (2001 to 2003)

Served as chair of the Graduate Student Professional Development Award Committee, Dept of Educational Psychology (2002)

Served as a member of the Graduate Student Professional Development Award Committee, Dept of Educational Psychology (2001)

Served as a member of the Admissions Committee, Area I, Dept of Educational Psychology (2001 to present)

Presented "How to not be misled by statistics" for Explore UT (March 2001)

Served as a Faculty Fellow for the Residence Halls (2000 to present)

University of Louisville

Served as a member of the Graduate Council's Committee to examine post-doctoral fellowship policy (1998 to 1999).

Served as a member of the School of Education's Diversity Committee (1999).

Chaired departmental team for the Assessment of Learning Outcomes Faculty Development Initiative (1998 to 1999).

University of South Dakota

Served as a member of the School of Education Core Curriculum Committee (1998).

Conducted several workshops for residence hall students on such topics as note taking, study skills, time management, test anxiety, stress management, etc. (1997 to 1998).

Mississippi State University

Served as a member of the Internal Review Committee to evaluate programs in the Department of Sociology, Anthropology, and Social Work (1996).

Served as a member of the Academic Honesty Committee (1995 to 1997).

Served as chair of the Ottilie Shillig Special Teaching Projects Program Committee (1994).

Served as chair of the Barry F. Box Memorial Curriculum Council (1995 to 1997).

Served as chair of the College of Education Qualifying Examination Committee (1994 to 1996).

Served as a faculty mentor for the Star Search Scholars program (1994-1995). This program involves working on a research project with a minority undergraduate student. Regina Lowery, the student I worked with in the summer of 1994, was coauthor on a paper I presented at a national research conference (AERA).

Served as a judge for the annual Mississippi Region 5 Science and Engineering Fair (1994-97).

References

Gary Borich, Professor of Educational Psychology, Dept. of Educational Psychology, University of Texas, Austin, TX 78712-1296, 512-471-0546, garyborich@mail.utexas.edu

Sharon Vaughn, H. E. Hartfelder/The Southland Corporation Regents Chair in Human Resource Development, Dept. of Special Education, University of Texas, Austin, TX 78712-1296, 512-232-2320, srvaughnum@aol.com

Tasha Beretvas, Assistant Professor of Educational Psychology, Dept. of Educational Psychology, University of Texas, Austin, TX 78712-1296, 512-471-0724, tasha.beretvas@mail.utexas.edu

Paul Resta, Ruth Knight Millikan Centennial Professor and Director of the Learning Technology Center, Dept. of Instructional Technology, University of Texas, Austin, TX 78712-1294, 512-471-4014, resta@mail.utexas.edu

John T. Behrens, Senior Manager, Assessment Development and Innovation, Internet Learning Solutions Group, Cisco Systems, Inc., 574-210-9084, jbehrens@cisco.com

Gene V Glass, Regents Professor, College of Education, Arizona State University, Tempe, AZ 85287, 480-965-2692, glass@asu.edu

Joel R. Levin, Professor of Educational Psychology, Dept. of Educational Psychology, College of Education, University of Arizona, Tucson, AZ 85721, 520-621-4045, jrlevin@u.arizona.edu

Kenneth A. Kiewra, Professor of Educational Psychology, Dept. of Educational Psychology, University of Nebraska, Lincoln, NE, 68588-0345, 402-421-6773, kk95918@alltel.net

Christopher H. Skinner, Professor of School Psychology, University of Tennessee, 438 Claxton Addition, Knoxville, TN 37996-3400, 865-974-8403, cskinne1@utk.edu

Howard Wainer, Distinguished Research Scientist, National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104, 215-590-9861, hwainer@nbme.org