

## CURRICULUM VITAE

Daniel T. Willingham  
willingham@virginia.edu

Department of Psychology  
102 Gilmer Hall  
Box 400400  
University of Virginia  
Charlottesville, VA 22904  
(434) 982-4938

104 Tripper Ct.  
Charlottesville, VA 22903  
(434) 296-2874

### EDUCATION

Duke University, Durham, North Carolina: B.A. in Psychology, with honors, 1983.  
Harvard University, Cambridge, Massachusetts: Ph.D. in Psychology, 1990.

### PROFESSIONAL EXPERIENCE

Assistant Professor, Williams College, 1990-1992  
Assistant Professor, University of Virginia, 1992-1998  
Associate Professor, University of Virginia, 1998-2004  
Professor, University of Virginia, 2004-present

### PUBLICATIONS

#### *Books*

Willingham, D. B. (2001). *Cognition: The thinking animal*. New York: Prentice Hall.  
2<sup>nd</sup> edition (2004). 3<sup>rd</sup> edition (2007).

Spellman, B. & Willingham, D. T. (Eds.) (2004). *Current Directions in Cognitive Science*. New York: Prentice Hall.

Willingham, D. T. (2009). *Why Don't Students Like School?* San Francisco: Jossey-Bass.

**Translation:** Arabic: ABEGS Publishing

**Translation:** Catalan: Graó Editorial

**Translation:** Chinese: Jiangsu Education Publishing

**Translation:** French: La Librairie des Ecoles

**Translation:** Korean: Bookie Publishing

**Translation:** Portuguese: Artmed Editora

**Translation:** Spanish: Graó Editorial

**Translation:** Thai: PBM Publications

**Translation:** Turkish: Ithaki Publishing

**Audio Book:** Tantor Audio

Willingham, D. T. (2012--anticipated). *When Should You Believe "The Experts?"* (Jossey-Bass).

*Journal articles & chapters*

Nissen, M. J., Ross, J. L., Willingham, D. B., Mackenzie, T. B., & Schacter, D. L. (1988). Memory and awareness in a patient with multiple personality disorder. *Brain and Cognition*, 8, 117-134.

Nissen, M. J., Willingham, D. B., & Hartman, M. (1989). Explicit and implicit remembering: When is learning preserved in amnesia? *Neuropsychologia*, 27, 341-352.

Willingham, D. B., Nissen, M. J., & Bullemer, P. (1989). On the development of procedural and declarative knowledge. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 15, 1047-1060.

Willingham, D. B. (1990). Effective feedback on written assignments. *Teaching of Psychology*, 17, 10-13.

**Reprinted** in Hebl, M. R., Brewer, C. L., Daniel, R. S., & Benjamin, L. T. & Griggs, R. A. (Eds.) (2000). *Handbook for teaching introductory psychology*, Vol. 2. Mahwah, NJ, US: Lawrence Erlbaum Associates, Inc., Publishers.

Willingham, D. B. (1992). Systems of motor skill. In L. R. Squire & N. Butters (Eds.) *Neuropsychology of Memory*, 2nd ed. (pp. 166-178). New York: Guilford.

Willingham, D. B. & Koroshetz, W. J. (1993). Evidence for neurally dissociable motor skill systems in Huntington's disease patients. *Psychobiology*, 21, 173-182.

Willingham, D. B., Greeley, T., & Bardone, A. (1993). A dissociation of awareness and performance using a more sensitive declarative measure: Reply to Perruchet and Amorim *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 19, 1424-1430.

Nissen, M. J., Ross, J. L., Willingham, D. B., Mackenzie, T. B., & Schacter, D. L. (1994). Evaluating amnesia in multiple personality disorder. In R. Klein & B. Doane (Eds.) *Psychological concepts and dissociative disorders*. Hillsdale, NJ: Erlbaum.

Willingham, D. B. (1994). On the creation of classification systems of memory. *Behavioral and Brain Sciences*, 17, 426-427.

Willingham, D. B., Koroshetz, W. J., Treadwell, J., & Bennett, J. P. (1995). The use of advanced information in motor responses by Huntington's and Parkinson's disease patients. *Neuropsychology*, 9, 39-46.

- Willingham, D. B. (1995). Review of the book *Implicit learning: Theoretical and Empirical Issues*, *American Scientist* 83, 488.
- Willingham, D. B., Hollier, J., & Joseph, J. (1995). A Macintosh analogue of a pursuit tracking task. *Behavioral Research Methods, Instruments, and Computers*, 27, 491-495.
- Willingham, D. B., & Preuss, L. (1995). The death of implicit memory. *PSYCHE*, 2, [http://psyche.cs.monash.edu.au/volume 2-1/psyche-95-2-15-implicit-1-willingham.html](http://psyche.cs.monash.edu.au/volume%202-1/psyche-95-2-15-implicit-1-willingham.html)
- Willingham, D. B., Koroshetz, W. J. & Peterson, E. (1996). Motor skill learning has diverse neural bases: Spared and impaired skill acquisition in Huntington's disease. *Neuropsychology*, 10, 315-321.
- Willingham, D. B. (1997). Memory systems in the human brain. *Neuron*, 18 , 5-8.
- Willingham, D. B., Peterson, E. W., Manning, C., Brashear, H. R. (1997). Patients with Alzheimer's disease who cannot perform some motor skills show normal learning of other motor skills. *Neuropsychology*, 11, 261-271.
- Gabrieli, J. D. E., Stebbins, G. T., Singh, J., Willingham, D. B., & Goetz, C. G. (1997). Intact mirror-tracing and impaired rotary-pursuit skill learning in patients with Huntington's disease: Evidence for dissociable memory systems in skill learning. *Neuropsychology*, 11, 272-281.
- Willingham, D. B. & Greenberg, A. R., & Thomas, R. C. (1997). Response-to-stimulus interval does not affect implicit motor sequence learning, but does affect performance. *Memory and Cognition*, 25, 534-542.
- Willingham, D. B. & Dumas, J. A. (1997). Long term retention of a motor skill: Implicit sequence knowledge is not retained after a one year delay. *Psychological Research.*, 60, 113-119.
- Willingham, D. B. (1997). Motor Skill Learning in Older Subjects: An Extension of the Processing Speed Theory. In M. Stadler and P. Frensch (Eds.) *The handbook of implicit learning*. (pp. 573-594). Amsterdam: North-Holland.
- Willingham, D. B. (1997). Implicit and explicit memory do not differ in flexibility: Comment on Dienes & Berry, 1997. *Psychonomic Bulletin and Review*, 4, 587-591.

- Willingham, D. B., Bennett, J. P., Greenberg, N. J., Rost-Ruffner, E. (1997). The effect of a D2-specific dopamine agonist (Prampipexole) on response time in early Parkinson's disease patients. *Psychobiology*, 25, 321-326.
- McNay, E. C. & Willingham, D. B. (1998). Deficit in strategic motor learning, but not perceptuomotor recalibration, with aging. *Learning and Memory*, 4, 411-420
- Willingham, D. B. (1998). A neuropsychological theory of motor skill learning. *Psychological Review*, 105, 558-584.
- Willingham, D. B. (1998). What Differentiates Declarative and Procedural Memories: Reply to Cohen, Poldrack, and Eichenbaum (1997). *Memory*, 6, 689-699.
- Willingham, D. B. (1999). Implicit Motor Sequence Learning Is Not Purely Perceptual. *Memory and Cognition*, 27, 561-572.
- Willingham, D. B. (1999). What do scientists know about how we learn? *Common Knowledge*, 12, 6-7.
- Willingham, D. B. & Goedert-Eschmann, K. (1999). The relation between implicit and explicit learning: Evidence for parallel development. *Psychological Science*, 10, 531-534.
- Willingham, D. B. (1999). The neural basis of motor skill learning. *Current Directions in Psychological Science*, 8, 178-183.
- Joseph, J. & Willingham, D. B. (2000). The effect of sex and joystick experience on tracking performance. *Journal of Motor Behavior*, 32, 45-56.
- Willingham, D. B., Wells, L., Farrell, J., & Stemwedel, M. (2000). Implicit motor sequence learning is represented in response locations. *Memory and Cognition*, 28, 366-375.
- Willingham, D. B. (2001). Growing aware of motor skill. *Trends in Cognitive Sciences*, 5, 181-182.
- Grafton, S. T., Salidis, J., & Willingham, D. B. (2001). Motor learning of compatible and incompatible visuomotor maps. *Journal of Cognitive Neuroscience*, 13, 217-231.
- Reiner, C. & Willingham, D. B. (2001). Beliefs about object identity and beliefs about object properties in perception: Commentary on "A law of numerical/object identity" (F. L. Bedford). *Cahiers de Psychologie*, 20, 255-260.

- Willingham, D. B. & Goedert, K. (2001). The role of taxonomies in the study of human memory. *Cognitive, Affective, & Behavioral Neuroscience, 1*, 250-265.
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- Willingham, D. T. (2002). Allocating student study time: Massed vs. distributed practice. *American Educator, Summer*, pp. 37-39, 47.  
**Reprinted** in *Organization for Quality Education Forum* (2002). *11*, 17.
- Willingham, D. T. (2002). Inflexible knowledge: The first step to expertise. *American Educator, Winter*, pp. 31-33, 48-49.
- Keisler, A. S. & Willingham, D. T. (2002). Unconscious Abstraction in Motor Learning. *Behavioral & Brain Sciences, 25*, 342-343.
- Willingham, D. T. & Dunn, E. (2003). What Neuroimaging and Brain Localization Can Do, Cannot Do, and Should Not Do for Social Psychology. *Journal of Personality and Social Psychology, 85*, 662-671.
- Willingham, D. T. (2003). Students remember. . . what they think about. *American Educator, Summer*, 37-41.  
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**Reprinted** in Marlow, B. A. & Canestrari, A. S. (2005). *Educational Psychology in Context: Readings for Future Teachers*, London: Sage.  
**Reprinted** in Cauley, K. M., Linder, F., & McMillan, J. (Eds). (2005) *Annual Edition: Educational Psychology, 20<sup>th</sup> Edition*. New York: McGraw Hill.  
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**Reprinted** in (2008) *Readings for Educational Psychology*, New York: McGraw Hill.
- Willingham, D. T. (2003). Writing on Neuroscience Requires More Research. *Education Week, Sept. 24*.
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**Reprinted** in Schultz, F. (Ed.)(2005) *Annual Edition, Education*, 32<sup>nd</sup> Ed. New York: McGraw Hill.

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Bischoff-Grethe, A., Goedert, K. M., Willingham, D. T., & Grafton, S. T. (2004). Neural substrates of response-based sequence learning using fMRI. *Journal of Cognitive Neuroscience*, 16, 127-138.

Willingham, D. T. (2004). Reframing the mind. *Education Next, Summer*, pp. 19-24.

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Lungu, O. V., Wächter, T., Liu, T., Willingham, D. T. & Ashe, J. (2004). Probability detection mechanisms and motor learning. *Experimental Brain Research*, 159, 135-150.

Willingham, D. T. (2005). [Reply to letter by Shearer, *Multiple Intelligences*]. *Education Next, Winter*, p. 6.

Willingham, D. T. (2005). Mind over matter. *Education Next, Winter*, pp. 65-72.

Willingham, D. T. (2005). [Review of the book *A Mind at a Time*]. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 21, 197-202.

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Seidler, R. D., Purushotham, A., Kim, S.-G., Ugurbil, K., Willingham, D. & Ashe, J. (2005). Neural correlates of encoding and expression in implicit sequence learning. *Experimental Brain Research*, 165, 114-124.

Willingham, D. T. (2005/2006). How praise can motivate. . .or stifle. *American Educator, Winter* 23-27, 48,

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- Willingham, D. T. (2006) How knowledge helps. *American Educator, Spring*, 30-37.  
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**Reprinted** in *The NAMTA Journal, 36, Winter, 2011, pp. 207-223.*
- Willingham, D. T. (2006) “Brain-based” learning: More fiction than fact. *American Educator, Fall*, 30-37.  
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- Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator, Winter*, 39-45, 50.
- Witt, J. K., & Willingham, D. T. (2006). Evidence for Separate Representations for Action and Location in Implicit Motor Sequencing. *Psychonomic Bulletin & Review, 13*, 902-907.
- Perez, M. A., Wise, S. P., Willingham, D. T. & Cohen, L. G. (2007). Interhemispheric inhibition and transfer of procedural knowledge. *Journal of Neuroscience, 27*, 1045-1053.
- Keisler, A. & Willingham, D. T. (2007). Non-declarative sequence learning does not show savings in relearning. *Human Movement Science, 26*, 247-265.
- Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? *American Educator, Summer*, 8-19.  
**Reprinted** at AdLit.org.  
**Reprinted** in Cauley, K. M. & Pannozzo, G. (2008) *Annual Edition: Educational Psychology, 23<sup>rd</sup> Edition*. New York: McGraw Hill.  
**Reprinted and translated** in *Директор школы (School Principal)* (2008), #2, pp. 55-61. Moscow. Russian translation by Julia Turchaninova.  
**Reprinted** in *Arts Education Policy Review* (2008). 109, 21-32.  
**Reprinted** in Cauley, K. M. & Pannozzo, G. (2009) *Annual Edition: Educational Psychology, 09/10*. New York: McGraw Hill.
- Knee, R., Thomason, S., Ashe, J., & Willingham, D. T. (2007). The representation of explicit motor sequence knowledge. *Memory & Cognition, 35*, 326-333.
- Keisler, A., Ashe, J., & Willingham, D. T. (2007). Time of day accounts for overnight improvement in sequence learning. *Learning & Memory, 14*, 669-672.

- Liu, T., Lungu, O. V., Waechter, T., Willingham, D. T., & Ashe, J. (2007). Frames of reference during implicit and explicit learning. *Experimental Brain Research, 180*, 273-280.
- Willingham, D. T. & Lloyd, J. W. (2007). How educational theories can use neuroscientific data. *Mind, Brain, and Education, 1*, 140-149.
- Perez, M.A., Tanaka, S., Wise, S. P., Sadato, N., Tanabe, H. C., Willingham, D. T., & Cohen, L. G. (2007). Neural substrates of intermanual transfer of a newly acquired motor skill. *Current Biology, 17*, 1896-1902.
- Lungu, O. V., Liu, T., Wächter, T., Willingham, D. T. & Ashe, J. (2007). Strategic modulation of cognitive control. *Journal of Cognitive Neuroscience, 19*, 1302-1315.
- Willingham, D. T. (2007/2008). Should learning be its own reward? *American Educator, Winter*, 29-35, 47.  
**Reprinted** in Cauley, K. M. & Pannozzo, G. (2009) *Annual Edition: Educational Psychology*, 09/10. New York: McGraw Hill.
- Willingham, D. T. (2008). When and how neuroscience applies to education. *Phi Delta Kappan, February*, 421-423.
- Willingham, D. T. (2008). What is developmentally appropriate practice? *American Educator, Summer*, 34-39.
- Witt, J. K., Ashe, J., & Willingham, D. T. (2008). An egocentric frame of reference in implicit motor sequence learning. *Psychological Research, 72*, 542-552.
- Perez, M., Tanaka, S., Wise, S., Willingham, D. & Cohen, L. (2008). Time-specific contribution of the supplementary motor area to intermanual transfer of procedural knowledge. *Journal of Neuroscience, 28*, 9664-9669.
- Willingham, D. T. (2008). What will improve a student's memory? *American Educator, Winter*, 17-25, 44.  
**Reprinted** in Cauley, K. M. & Pannozzo, G. (2011) *Annual Edition: Educational Psychology*, 10/11. New York: McGraw Hill.  
**Reprinted** in Cauley, K. M. & Pannozzo, G. (2012) *Annual Edition: Educational Psychology*, 11/12. New York: McGraw Hill.
- Wise, S. P. & Willingham, D. T. (2009) Motor Skill Learning. In: Squire LR (ed.) *Encyclopedia of Neuroscience, vol. 5*, pp. 1057-1066. Oxford: Academic Press.
- Wachter, T., Lungu, O., Liu, T., Willingham, D. & Ashe, J. (2009). Differential Effect of Reward and Punishment on Procedural Learning. *Journal of Neuroscience, 29*, 436-443.

- Willingham, D. T. (2009). Three problems in the marriage of neuroscience and education. *Cortex*, 45, 544-545.
- Willingham, D. T. (2009). Why Don't Students Like School: Because the mind is not designed for thinking. *American Educator*, Spring, 4-13.  
**Reprinted:** *Kaleidoscope: Contemporary & Classic Readings in Education*, 13e. K Ryan, J. M. Cooper (Eds.) New York: Wadsworth.
- Willingham, D. T. (2009). Why Don't Students Like School? *Teachers College Record*, Date Published: April 07, 2009 <http://www.tcrecord.org> ID Number: 15609, Date Accessed: 4/7/2009 2:22:27 PM  
**Listed** as one of the ten most popular articles in *Teachers College Record* for 2009.  
**Listed** as one of the ten most popular articles in *Teachers College Record* for 2010.
- Willingham, D. T. & Trammell, J. P. (2009) Sequence learning. In Bayne, T., Cleeremans, A., & Wilken, P. (Eds.), *Oxford Companion to Consciousness* (pp. 595-597). New York: Oxford.
- Rotherham, A., & Willingham, D. (2009). 21<sup>st</sup> century skills: The challenges ahead. *Educational Leadership*, 67, 16-21.  
**Reprinted** in *American Educator*, Spring, 2010, pp. 17-20.  
**Listed** as the most downloaded article of 2009 in *Educational Leadership*.
- Willingham, D. T. (2009). How Reading Makes You Smarter. Foreward to *What Kids Are Reading*. Wisconsin Rapids, WI: Renaissance Learning.
- Willingham, D. T. (2009). How parents can foster learning at home. *Parent Guide Magazine*, October.
- Willingham, D. T. (2009). Want better readers? Spend less time on reading, more on science, history. . . *On Board*, 10 (19), 9.
- Willingham, D. T. (2010, Winter). Is it true that some people just can't do math? *American Educator*, 14-19. 39.
- Willingham, D. T. (2010, February 4). How to turn schools into Registry of Motor Vehicles. *Boston Globe*. Retrieved February 4, 2010, [http://www.boston.com/bostonglobe/editorial\\_opinion/oped/articles/2010/02/04/turning\\_schools\\_into\\_registry\\_of\\_motor\\_vehicles/](http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2010/02/04/turning_schools_into_registry_of_motor_vehicles/)
- Anguera, J. A., Reuter-Lorenz, P. A., Willingham, D. T. & Seidler, R. D. (2010). Contributions of spatial working memory to visuomotor learning. *Journal of Cognitive Neuroscience*, 22, 1917-1930.

- Willingham, D. (2010). 21<sup>st</sup> Century Skills and the Teaching of History. <http://teachinghistory.org/issues-and-research/roundtable-response/24064>
- Riener, C. & Willingham, D. T. (2010). The myth of learning styles. *Change*, 42, 32-35.
- Willingham, D. T. (2010). What have students got against social justice education? Teachers College Record, , Date Published: April 27, 2010. <http://www.tcrecord.org> ID Number: 15961  
**Listed** as one of the “most read” articles in *Teachers College Record* for 2010.
- Anguera, J. A., Reuter-Lorenz, P. A., Willingham, D. T. & Seidler, R. D. (2011). Failure to engage spatial working memory contributes to age-related declines in visuomotor learning. *Journal of Cognitive Neuroscience*, 23, 11-15.
- Willingham, D. T. (2011). What works? Teachers need a “What’s Known” Clearinghouse. Date Published: February 01, 2011  
<http://www.tcrecord.org> ID Number: 16321
- Willingham, D. T. (2011). Six reasons arts education is more than a luxury. *Music Forum*, 17, 37.
- Willingham, D. T. (May, 2011). Trust me, I’m a scientist. *Scientific American*, 304, 12.
- Willingham, D. T. (2011). Can teachers increase students’ self-control? *American Educator*, Summer, 20-25, 38.
- Willingham, D. T. (Oct. 15, 2011). “Do southpaws rule the world?” Review of the book *The Puzzle of Left-Handedness*, *Wall Street Journal*, C11.
- Willingham, D. T. & Daniel, D. (in press). Beyond Differentiation: Teaching to What Learners Have in Common. *Educational Leadership*.
- Willingham, D. T. (in press). Learning styles. In Pashler, H. (Ed.) *Encyclopedia of Mind*. New York: Sage.
- Willingham, D. T. (in press). Why don’t students like school? *Patio-Revista Pedgócica*. (Portuguese).

## **SERVICE**

Member, Board of Trustees, Core Knowledge Foundation. 2006-present.  
Advisory Board, National Council on Teacher Quality. 2007-present.

Board of Directors, International Mind, Brain, & Education Society: 2009-present.  
Advisory Committee: Learning and the Brain. 2011-present.

Significant University Service:

Faculty Senate Executive Council: 2007-2010

Director of Graduate Studies, Psychology: 2011-present

Associate Editor:

*Journal of Experimental Psychology: Learning, Memory, and Cognition*: 2005;  
reappointed 2006.

*Mind, Brain, and Education*: 2010-present

Editorial Boards:

*Neuropsychology*: 1997-2001.

*Journal of Experimental Psychology: Human Perception and Performance*:  
2000-2008.

*Behavioral and Cognitive Neuroscience Reviews*: 2001-2006.

*Journal of Experimental Psychology: Learning, Memory, and Cognition*: 2004-  
2005, 2007-2010.

*Memory & Cognition*: 2005-2008.

Ad hoc reviewer for *Alcoholism, Behavioral Neuroscience, Brain Research, Canadian Journal of Experimental Psychology, Cognitive Brain Research, Cognitive Processing - International Quarterly of Cognitive Science; Cognitive Science, Current Biology, Curriculum Inquiry, Developmental Psychology, European Journal of Neuroscience, Human Performance, Journal of Cognitive Neuroscience, Journal of Experimental Child Psychology, Journal of Experimental Psychology: Human Perception and Performance, Journal of Cognitive Education and Psychology, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Experimental Psychology: Applied, Journal of Memory and Language, Journal of Motor Behavior, Journal of Neurophysiology, Journal of Neuroscience, Memory and Cognition, Mind, Culture, and Activity, Nature, Nature Neuroscience, Nature Reviews Neuroscience, Neurobiology of Aging, Neurobiology of Learning & Memory, Nature, NeuroImage, Neurology, Neuropsychologia, Neuropsychology, Neuroscience Letters, Neuroscience Research, Perception and Psychophysics, Perceptual and Motor Skills, Perspectives on Psychological Science, Physiology and Behavior, PSYCHE, Psychological Bulletin, Psychological Research, Psychological Review, Psychological Science, Psychological Science in the Public Interest, Psychonomic Bulletin & Review, Psychopharmacology, Quarterly Journal of Experimental Psychology, Review of Educational Research, Science, Science & Education.*

Manuscript reviewer for: Addison Wesley Longman, Harper Collins, Houghton Mifflin, McGraw Hill, Oxford University Press, Scott Foresman.

Grant reviewer for Department of Veteran's Affairs, National Institute on Aging, National Institute on Drug Abuse, National Institute of Mental Health, National Science Foundation

**SELECTED INVITED PRESENTATIONS (last five years):**

- Core Knowledge National Conference, San Antonio (3/2006) Nine Laws of Student Cognition that Every Teacher Should Know.
- City University of New York, Brooklyn College (10/2006) How to improve American Education at No Cost: A View from Cognitive Science.
- QuEST, Biannual meeting of American Federation of Teachers. (7/2007). Plenary speaker. "Background knowledge as an essential component of developing reading." Washington, DC
- Education Trust National Conference (11/2007) "Background knowledge and comprehension: Teaching content *is* teaching reading." Washington, DC
- American Federation of Teachers, Program and Policy Council (9/2008). "The role of knowledge in cognitive processes and in education."
- Harvard University Graduate School of Education. (10/2008). "The application of neuroscientific data to behavioral theories: Problems and opportunities particular to education."
- Panel Discussion at Common Core, "What is the Proper Role of Skills in the curriculum? A Critique of the Idea of 21st Century Skills" (2/24/09) Washington DC.
- International Mind, Brain, and Education Society. "How Much Neuroscience Should a Teacher Know?" (6/2009). Philadelphia, PA
- Online Educa "What can you do with a brain scan?" (11/2009). Berlin.
- Teachers Teaching Teachers Conference, "How do students differ, and what can teachers do about it?" (11/2009) Hardwick MA
- Middle College National Consortium, "What does it take to be a good thinker?" (2/2010) Redondo Beach, CA
- Edna K. Shapiro Memorial Lecture, Bank Street College of Education, "Problems and Opportunities in Applying Neuroscience to Classroom Dilemmas." (3/2010)
- Olin School of Business, Washington University in St. Louis, "Teaching Critical Thinking at the Graduate Level." (4/2010)
- Couper Memorial Lecture, State University of New York, Binghamton, School of Education, "The Mind, the Brain, and the Future of Education"(4/2010)
- Al Shanker Institute, Washington, DC, "The Three Problems of Teacher Evaluation." (4/2010)
- Neuro-education summit, Johns Hopkins University, "Learning Styles." (5/2010)
- Learning and the Brain, Washington DC, "Why Don't Students Like School?" (5/2010)
- National Leadership Academy, Williamsburg, VA. "Beneficiaries of Education Research." (6/2010)

Summer Evaluation Institute, Houston, TX. "Special Education from a Cognitive Point of View." (6/2010).  
Bank Street College, New York, NY. "Kids making choices." (9/25/2010).  
National Center For Education Research & Technology, Marina Del Rey, CA  
"Critical Thinking" (10/1/10)  
Education Trust National Conference, Washington, DC "Student motivation and choice." (11/6/10)  
North American Montessori Teachers Association, Atlanta, GA "A cognitive view of the learner: The three-period lesson as a knowledge model" (11/13/10)  
New England Faculty Development Consortium, Worcester, MA "Better Teaching – Better Learning: Reflective Practices for Faculty and Students" (11/19/10)  
Institute for Learning (University of Pittsburgh) Pittsburgh, PA "Rich content, critical thinking, and excellent pedagogy for all students: What does this really mean for schools?" (12/3/10)  
Learning and the Brain conference, New York. "What should students and teachers know about human memory?" (4/14/11).

## **HONORS**

Outstanding Professor Award, Dept. of Psychology, University of Virginia, 1996  
All-University Outstanding Teaching Award, University of Virginia, 1999  
Outstanding Professor Award, Dept. of Psychology, University of Virginia, 2000  
Best Learned Article, 2009: Association of Educational Publishers, for "Why Don't Students Like School?" *American Educator*, Spring, 4-13.  
All-University Teaching Award, University of Virginia, 2011  
Fellow, Association for Psychological Science, 2011