

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

1418 Sunderland Ln.
Keswick, VA 22947
(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.
2nd edition (2004). 3rd 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: Hebrew: Idiot Sefarim

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). *When Should You Believe "The Experts?"* (Jossey-Bass).
Translation: Arabic: Hindawi Publishing
Audio Book: Tantor Audio

Willingham, D. T. (Spring, 2015). *Raising Kids Who Read: What Parents and Teachers Can Do.* (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.

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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.

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- 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>
- 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.
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- 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.

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- 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.
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- 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.

- Riener, 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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- Goedert, K. & Willingham, D. T. (2002). Patterns of Interference in Sequence Learning and Prism Adaptation Inconsistent with the Consolidation Hypothesis. *Learning and Memory*, 9, 279-292.
- Willingham, D. T. (2002). Allocating student study time: Massed vs. distributed practice. *American Educator*, Summer, pp. 37-39, 47.
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- 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.
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Reprinted in Marlow, B. A. & Canestrari, A. S. (2005). *Educational Psychology in Context: Readings for Future Teachers*, London: Sage.
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Reprinted in Cauley, K. M., Linder, F., & Pannoza, G. (Eds). (2006) *Annual Edition: Educational Psychology*, 21st Edition. New York: McGraw Hill.
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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.
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Poldrack, R. A. & Willingham, D. T. (2006). Skill learning. In R. Cabeza & A. Kingstone, *The Handbook of Functional Neuroimaging*, 2nd Ed. (pp. 113-148). Cambridge, MA: MIT Press.

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Moscow. Russian translation by Julia Turchaninova.

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Reprinted and translated in *Директор школы (School Principal)* (2008), #2, pp. 55-61. Moscow. Russian translation by Julia Turchaninova.
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Reprinted in Cauley, K. M. & Pannozzo, G. (2009) *Annual Edition: Educational Psychology*, 09/10. New York: McGraw Hill.
Reprinted in Davies, M., Barnett, R. (2014) *Palgrave Handbook of Critical Thinking*: Palgrave Macmillan.

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- 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.

Reprinted in *On Board for AP Psychology* 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.

Reprinted and translated: עֶזְרָה וְנִיחָה (Educational Echoes) Summer, 2012.

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

Listed as one of the ten most popular articles in *Teachers College Record* for 2009.

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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). 21st century skills: The challenges ahead. *Educational Leadership*, 67, 16-21.

Reprinted in *American Educator*, Spring, 2010, pp. 17-20.

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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/

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). 21st 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.

Willingham, D. T. (2011). Why don't students like school? *Patio-Revista Pedgócica, January* (Portuguese).

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. (2011) “Now you see it.” Review of the book *Now You See It*, *BBC Focus*, Sept., 104.

- 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. (2012). Beyond Differentiation: Teaching to What Learners Have in Common. *Educational Leadership*, 69, 16-21.
- Willingham, D. T. (2012). Why does family wealth affect learning? *American Educator*, Spring, 33-39.
Reprinted in Paciorek, K. M. (2014) *Annual Edition: Early Childhood Education*, 14/15. New York: McGraw Hill
- Daniel, D. B. & Willingham, D. T. (2012). Electronic textbooks: Why the rush? *Science*, 335, 1569-1571.
- Willingham, D. T. (2012). How Science Can Improve Teaching. *Scientific American*, August 21,
- Willingham, D. T. (2012). Measured approach or magical elixir? How to tell good science from bad. *American Educator*, Fall, 4-12, 40.
- Willingham, D. T. (2012) Are sleepy students learning? *American Educator*, Winter, 35-39.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. & Willingham, D. T. (2013). Improving students' learning and comprehension by using effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14, 4-58.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. & Willingham, D. T. (2013). What works, what doesn't? *Scientific American Mind*, Sept-Oct, 47-53.
Reprinted in special issue of *Scientific American Mind* on "Genius," December, 2014
- Willingham, D. T. (2013). Learning styles. In Pashler, H. (Ed.) *Encyclopedia of Mind*. New York: Sage.
- Willingham, D. T. (January 17, 2014). Do classroom walkthroughs help student achievement? *Dallas Morning News*.
- Willingham, D. T. & Grissmer, D. W. (January 30, 2014). How to get more early bloomers. *New York Times*, A21.
Reprinted, *Dallas Morning News*, January 31, 2014.
- Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? *American Educator*, Summer, 28-32, 43.

Willingham, D. T. (in press) Making students more curious. *Knowledge Quest*.
Willingham, D. T. (2014). Strategies that make learning last. *Educational Leadership*, 72, 11-15.

Willingham, D. T. & Lovette, G. (2014). Can reading comprehension be taught?
Teachers College Record. <http://www.tcrecord.org> ID Number: 17701

SERVICE

Member, Board of Trustees, Core Knowledge Foundation. 2006-present.
Advisory Board, National Council on Teacher Quality. 2007-2013.
Board of Directors, International Mind, Brain, & Education Society: 2009-2012.
Advisory Committee: Learning and the Brain. 2011-present.
International Advisory Board for K-12 Curriculum Reform in Vietnam: World Bank.
2014-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: 2010-2013

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.
AERA Open: 2014—present.

Ad hoc reviewer for *Alcoholism, Behavioral Neuroscience, Behavioural Brain Research, 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, Educational Psychology Review, Educational Researcher, European Journal of Neuroscience, Human Performance, Journal of Cognitive Education and Psychology, Journal of Cognitive Neuroscience, Journal of Curriculum Studies, Journal of Experimental Child Psychology, Journal of*

Experimental Psychology: Applied, Journal of Experimental Psychology: Human Perception and Performance, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Journal of the Learning Sciences; Memory and Language, Journal of Applied Research in Memory and Cognition, Journal of Motor Behavior, Journal of Neurophysiology, Journal of Neuroscience, Learning & Individual Differences, 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

COURSES TAUGHT:

Graduate

Cognitive psychology
Cognitive neuroscience
Teaching Assistant training

Undergraduate

Cognitive psychology
Educational psychology
Methods and Statistics

SELECTED INVITED PRESENTATIONS (last five years):

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 (Keynote). "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).

University of Michigan, Ann Arbor, MI. "On the Complex Relationship between Basic Science, Education, and Policy." (3/19/12)

Carnegie Mellon University, Pittsburgh, PA. "On the Complex Relationship between Basic Science, Education, and Policy." (3/23/12).

Association for Educational Communications and Technology. (Keynote). Louisville, KY. "The Mind, the Brain, and Quality Control in Educational Technology." (11/2/2012)

Brigham Young University. "Mathematics and cognition." (3/12/13).

Learning and the Brain, Washington, DC. "Technology and education." 5/3/13.
Harvard Initiative on Learning and Teaching. Cambridge, MA (5/8/13).
American Association of Colleges of Pharmacy, Annual Meeting, Keynote.
Leesberg, VA "How people learn." (5/20/13).
Smith College. "What every student and teacher should know about human
memory." Northampton, MA (8/10/13).
Association for Psychological Science. "How Neuroscience Will Contribute to
Teaching Practice." (5/25/13).
E. Pauline Riall Lecture, Salisbury University (10/15/13). "The Complex
Relationship Between Science, Education, and Policy."
University of Chicago, Chicago, IL (11/13/13). "On wisdom."
Tufts University, Medford, MA (12/9/13). "What every professor and student
should know about memory."
Diane Halpern Lecture, American Psychological Association, Washington, DC.
(8/8/14). "Neuroscientific data in classrooms."

HONORS

Research

Best Learned Article, 2009: Association of Educational Publishers, for "Why Don't
Students Like School?" *American Educator*, Spring, 4-13.
Fellow, Association for Psychological Science, 2011
Award from the Academy of Education Arts & Sciences ("Bammy") for Education
Policy/Researcher, 2012
Fellow, American Psychological Association, 2013
Outstanding Academic Title, 2013; Choice magazine, for *When Can You Trust the
Experts?*
Translation Award, International Mind, Brain, and Education Society, 2014

Teaching

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
All-University Teaching Award, University of Virginia, 2011
Member, Minerva Academy, 2013
Member, University of Virginia Academy of Teaching, 2014