

VITAE

BRUCE K. BRITTON

PERSONAL

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Present Rank: Professor Emeritus,  
Department of Psychology

EDUCATION

1964 - 1967 Goddard College  
Plainfield, Vermont, B.A. (Psychology)

1967 - 1969 Boston University  
Boston, Massachusetts, M.S. (Science  
Journalism)

1969 - December  
1973 University of Iowa  
Iowa City, Iowa, M.A., Ph.D.  
(Psychology)

ACADEMIC POSITIONS

January 1974 -  
June, 1974 Temporary Assistant Professor  
Department of Psychology  
Coe College  
Cedar Rapids, Iowa

September, 1974 -  
June, 1975 Visiting Assistant Professor  
Department of Psychology  
Iowa State University  
Ames, Iowa

September, 1975 -  
1982 Assistant Professor  
Department of Psychology  
University of Georgia  
Athens, Georgia

1980 - 2003 Fellow, Institute for Behavioral  
Research, University of Georgia  
(Concurrent with Psychology Appointment)

1982 - 1988 Associate Professor  
Department of Psychology  
University of Georgia

1985 - 2003 Adjunct Professor  
Department of Educational Psychology  
University of Georgia  
(Concurrent with Psychology Appointment)

1987 - 2003 Fellow  
Artificial Intelligence Research Group  
University of Georgia  
(Concurrent with Psychology Appointment)

1988 - 2003 Professor  
Department of Psychology  
University of Georgia

#### PROFESSIONAL POSITIONS

January, 1967 - June, 1967 Public School Teacher,  
Mathematics,  
Abraham Lincoln School,  
Boston Public School System

June, 1967 - June, 1968 News Editor for two technical magazines:  
Circuits Manufacturing and  
Electromechanical Design  
Benwill Publishing Corporation  
Brookline, Massachusetts

June, 1968 - September, 1969 Editor,  
Stone & Webster Engineering Corporation,  
Boston, MA  
Wrote consulting reports for nuclear  
power plants, advertising copy, and  
internal documents.

#### LIST OF WRITINGS

A. Dissertation: Encoding Persistence, 1973 (Major Professor:  
Rudolph W. Schulz)

Published in the Journal of Experimental  
Psychology: Human Learning and Memory.

B. Published Books:

Britton, B. K., & Black, J. (Eds.), (1985). Understanding Expository  
Text. Hillsdale, NJ: Lawrence Erlbaum Associates.

Britton, B. K., & Glynn, S. M. (Eds.), (1987). Executive Control  
Processes in Reading. Hillsdale, NJ: Lawrence Erlbaum Associates.

Britton, B. K., & Glynn, S. M. (Eds.), (1989) Computer Writing Environments: Theory, Research, and Design. Hillsdale, NJ: Lawrence Erlbaum Associates.

Britton, B. K., & Pellegrini, A. D. (Eds.), (1990). Narrative Thought and Narrative Language. Hillsdale, NJ: Lawrence Erlbaum Associates.

Glynn, S. M., Yaney, R. H., & Britton, B. K. (Eds.), (1991) The Psychology of Learning Science. Hillsdale, NJ: Lawrence Erlbaum Associates.

Britton, B. K., Woodward, A., & Binkley, M. (Eds.), (1993). Learning from textbooks. Hillsdale, NJ: Erlbaum.

Britton, B. K. & Graesser, A. C. (Eds.), (1995). Models of text understanding. Hillsdale, NJ: Lawrence Erlbaum Associates.

E. Published Chapters:

Britton, B. K., & Black, J. (1985). Understanding expository text: From structure to process and world knowledge. In Britton, B. K. & Black, J. (Eds.), Understanding Expository Text. Hillsdale, NJ: Lawrence Erlbaum Associates.

Introductory chapter for the book.

Britton, B. K., Smith, J. W., & Glynn, S. M. (1985). A cognitive workbench model for understanding expository text. In Britton, B. K. & Black, J. (Eds.), Understanding Expository Text. Hillsdale, NJ: Lawrence Erlbaum Associates.

Substantive chapter on application of computer operating systems theory to interleaving reading processes.

Glynn, S. M., Britton, B. K. & Tillman, M. H. (1985).  
Typographical cues in text: The management of the reader's attention. In Jonassen, D. H. (Ed.), Technology of Text: Principles of Structuring, Designing, and Displaying Text. Englewood Cliffs, NJ: Educational Technology Publications.

Practical advice for text designers based on cognitive science results.

Britton, B. K., & Glynn, S. M. (1987). Introduction to Executive control processes in reading. In Britton, B.K., & Glynn, S. M. (Eds.), Executive Control Processes in Reading. Hillsdale, NJ: Lawrence Erlbaum Associates.

Introductory chapter for the book.

Britton, B. K., & Glynn, S. M. (1989). Mental management and creativity: A cognitive model of time management for intellectual productivity. In Glover, J. A., Ronning, R.R., & Reynolds, C. E. (Eds.), Handbook of Creativity: Assessment, Research, and Theory. New York: Plenum.

Applications of computer operating systems theory to creativity.

Glynn, S. M., Britton, B. K., Semrud-Clikeman, M., & Muth, D. (1989). Reading for creative purposes: Analogical reasoning about science concepts. In Glover, J. J., Ronning, R. R., & Reynolds, C. E. (Eds.) Handbook of Creativity: Assessment, Research, and Theory. New York: Plenum.

This volume is a cognitive science approach to creativity.

O'Looney, J. A., Glynn, S. M., & Britton, B. K. (1989). Cognition and writing: The idea generation process. In Glover, J. A., Ronning, R. R., & Reynolds, C. E. (Eds.) Handbook of Creativity: Assessment, Research, and Theory. New York: Plenum.

Reviews computer programs for generating ideas.

Britton, B. K., & Gulgoz, S. (1989). Para descubrir el art de mejorar la calidad de un texto: Reescribir el texto para que pueda ser mejor aprendido [Capturing art to improve text quality: Rewriting text to improve its learnability]. In V. Simposio La Lectura, Salamanca, Spain: Kadmos.

Glynn, S. M., Oaks, D. R., Mattocks, L. F., & Britton, B. K. (1989). Computer environments for managing writers' thinking processes. In Britton, B. K., & Glynn, S. M. (Eds.), Computer writing environments: Theory, research and design. Hillsdale, NJ: Erlbaum.

Glynn, S. M., Muth, D. K., & Britton, B. K. (1989). Thinking out loud about concepts in science texts: How instructional objectives work. In H. Mandl, E. De Corte, S. N. Bennett, & H. F. Friedrich (Eds.) Learning and Instruction: European research in an International context. Oxford: Pergamon.

Britton, B. K., & Gulgoz, S. (1989). Inferences in text: How to improve a text and make it more clear. In Change and complexity as barriers to taxpayer compliance. Washington, D. C., Department of the Treasury: Internal Revenue Service.

On improving IRS form 1040 instructions.

Britton, B. K., Van Dusen, L., Glynn, S. M., & Hemphill, D. (1990). The impact of inferences on instructional text. In Bower, G. H., & Graesser, A. L. (Eds.), The Psychology of Learning and Motivation, New York: Academic Press.

Computer programs to detect inference calls;  
inference counts correlate  $-.89$  with retention.

Glynn, S. M., Yeany, R. H., & Britton, B. K. (1991). A constructive view of learning science. In Glynn, S., Yeany, R. H. & Britton, B. K. (Eds.), Teaching and Learning Science Concepts. Hillsdale, NJ: Erlbaum.

Britton, B. K., Gulgoz, S., & Glynn, S. M. (1993). Effects of good and poor writing on learners: Research and theory. In B. K. Britton, A. Woodward, & M. Binkley (Eds.), Learning from Textbooks, Hillsdale, NJ: Erlbaum.

Kintsch, W., Britton, B. K., Fletcher, R., Kintsch, E., Mannes, S., & Nathan, W. (1993). A comprehension-based approach to learning and understanding. In D. Medin (Ed.), The Psychology of Learning and Motivation.

New York: Academic Press.

Britton, B. K. (1994). Understanding expository text: Building mental structures to induce insights. In M. A. Gernsbacher (Ed.), Handbook of Psycholinguistics. New York: Academic Press.

Britton, B. K., & Tidwell, P. (1995). Cognitive structure testing: A computer system for diagnosis of expert/novice differences. In P. D. Nichols, S. Chipman, & R. E. Brennan (Eds.), Cognitively diagnostic assessment. Hillsdale, NJ: Erlbaum.

Glynn, S. M., Duit, R., & Britton, B. K. (1995). Analogies: Conceptual tools for problem solving and science instruction. In D. R. Lavoie (Ed.), Toward a cognitive science perspective for scientific problem solving. (pp. 215-244) Manhattan, KS: National Association for Research in Science Teaching.

Graesser, A. C., & Britton, B. K. (1995). Five metaphors for text understanding. In B. K. Britton & A. C. Graesser (Eds.), Models of understanding text. Hillsdale, NJ: Erlbaum.

Turner, A., Britton, B. K., Andraessen, P., & McCutchen, D. (1995). A predication semantics model of text comprehension. In B. K. Britton & A. Graesser (Eds.), Models of understanding text. Hillsdale, NJ: Erlbaum.

Britton, B. K. (1995). Summarizing situation models: Using principal components to reconstitute the expert's causal model in the reader's mind. In B. Endres-Niggemeyer, J. Hobbs, & K. S. Jones, Summarizing text for intelligent communication. IBFI, GMBH: Wadern, Germany.

Britton, B. K. (1996). Rewriting: The arts and sciences of improving expository instructional text. In S. Ransdell & M. Levy (Eds.), The science of writing. Hillsdale, NJ: Erlbaum.

Sorrells, R. & Britton, B. K. (1998). What is the point? Tests of a quick and clean method for improving instructional text. In C. Hynd (Ed.), Learning from text: Views across conceptual domains (pp. 95-116). New York: Wiley.

Britton, B. K., Bryan, M., Schaefer, P., Silverman, S., & Sorrells, R. (in press). Thinking about bodies of knowledge: Tests of a model for predicting thoughts. To appear in Human Cognitive Processing. In M. Dascal, R. Gibbs, & J. Nuyts (Eds.).

#### G. Articles in Refereed Scholarly Journals:

1. Britton, B. K. (1974). Discrimination between mediated facilitation and mediated inhibition items. Proceedings of the Iowa Academy of Science, 81, 41-42.

Extensions of Major Professor Rudolph W. Schulz's  
line of research.

2. Britton, B. K. (1976). Semantic encoding stability and context. Journal of Experimental Psychology: Human Learning and Memory, 2, 69-75.

Published version of dissertation.

Cited in:

Canadian Journal of Psychology  
Journal of Clinical and Experimental  
Neuropsychology  
 (These citation lists are not  
 exhaustive; also, none include self  
 citations.)

3. Schulz, R. W., & Britton, B. K. (1977). Free association norms for selected instances from the Battig-Montague category norms. JSAS Catalog of Selected Documents in Psychology, 7, No. 1412.

Compilation based on major professor's  
 research.

4. Britton, B. K., Piha, A., Davis, T., & Wehausen, E. (1978). Reading and cognitive capacity usage: Adjunct question effects. Memory & Cognition, 6, 266-273.

Paper introducing new techniques for  
 measuring the amount of cognitive capacity  
 used in reading processes; 2 experiments  
 reported.

Cited in:

Journal of Educational Psychology  
Journal of Verbal Learning and Verbal  
Behavior  
Memory & Cognition  
Zeitschrift fur EntwickLung Psychologie  
Und Padagogische Psychologie

5. Britton, B. K., Westbrook, R. D., & Holdredge, T. (1978). Reading and cognitive capacity usage: Effects of text difficulty. Journal of Experimental Psychology: Human Learning and Memory, 4, 582-591.

The second in a line of 14 published papers  
 measuring aspects of the amount of cognitive  
 capacity used in reading; 3 experiments  
 reported.

Cited in:

American Educational Research Journal  
Canadian Journal of Psychology  
Cognitive Psychology  
Communication Research  
Discourse Processes  
Journal of Consumer Research  
Journal of Educational Psychology  
Journal of Experimental Psychology:  
Human Learning, Memory, and Cognition  
Journal of Verbal Learning and Verbal  
Behavior  
Memory & Cognition  
Personality and Social Psychology

Bulletin

Reading Research Quarterly

6. Britton, B. K. (1978). Lexical ambiguity of words used in English text. Behavior Research Methods and Instrumentation, 10, 1-7.

Shown that more than 32% of the words used in English text have 2 or more unrelated meanings; 7 studies reported.

Cited in:

American Psychologist  
Behavior Research Methods, Instruments,  
and Computers  
Journal of Verbal Learning and Verbal  
Behavior  
Memory & Cognition  
Psychological Review

7. Britton, B. K. (1978). Incidental prose learning. Journal of Reading Behavior, 10, 299-303.

Students not expecting a test did better on the test than students expecting the test, under certain special conditions implemented here.

Cited in:

Journal of Gerontology  
Journal of Reading Behavior  
Zeitschrift für Experimentelle und  
Angewandte Psychologie

8. Britton, B. K., Holdredge, T. S., Curry, C., & Westbrook, R. D. (1979). Use of cognitive capacity in reading identical texts with different amounts of discourse level meaning. Journal of Experimental Psychology: Human Learning and Memory, 5, 262-270.

Cognitive capacity line; showed more meaningful text mobilized more mental resources; 2 experiments reported.

Cited in:

American Psychologist  
Annual Review of Psychology  
Communication Research  
Discourse Processes  
Journal of Educational Psychology  
Journal of Experimental Child Psychology  
Journal of Personality and Social  
Psychology  
Journal of Experimental Psychology:  
Human Learning and Memory  
Journal of Verbal Learning and Verbal  
Behavior  
Memory & Cognition  
Personality and Social Psychology

Bulletin

9. Britton, B. K., Meyer, B. J. F., Simpson, R., Holdredge, T. S., & Curry, C. (1979). Effects of the organization of text on memory: Tests of two implications of a selective attention hypothesis. Journal of Experimental Psychology: Human Learning and Memory, 5, 496-506.

Cognitive capacity line.

Cited in:

Annee Psychologique  
Behavior Research Methods, Instruments,  
and Computers  
British Journal of Educational  
Psychology  
Contemporary Educational Psychology  
Current Psychological Research and  
Reviews  
Discourse Processes  
Journal of Computer-Based Instruction  
Journal of Consumer Research  
Journal of Educational Psychology  
Journal of Reading Behavior  
Memory & Cognition  
Psychological Bulletin  
Reading Research Quarterly

10. Britton, B. K., Holdredge, T. S., Westbrook, R. D., & Curry, C. (1979). Using cognitive capacity in reading text. Perceptual and Motor Skills, 48, 395-400.

Cognitive capacity line.

11. Britton, B. K. (1979). Ethical and educational aspects of participating as a subject in psychology experiments. Teaching of Psychology, 6, 195-198.

Paper demonstrating that students participating in psychology experiments were treated ethically and judged their experience to be educationally valuable; 1,698 subjects.

Cited in:

American Psychologist  
Teaching of Psychology

12. Britton, B. K. (1980). Use of cognitive capacity in reading easy and difficult texts: Test of a breakdown hypothesis. Perceptual and Motor Skills, 50, 90.

Cognitive capacity line.

13. Britton, B. K. (1980). Review of H. Glass, K. Holyoak, and J. Santa, Cognitive Psychology. Contemporary Psychology, 25, 35-36.

Invited review of major cognitive psychology

textbook; published in the reviewing organ of the American Psychological Association.

14. Britton, B. K., Zeigler, R., & Westbrook, R. D. (1980). Use of cognitive capacity in reading: Tests of two implications of an allocation of attention hypothesis. Journal of Reading Behavior, 12, 23-30.

Cognitive capacity line; 2 experiments reported.

Cited in:

Communication Research  
Journal of Reading Behavior  
Personality and Social Psychology  
Bulletin

15. Britton, B. K. (1980). Some structural learning paradigms in traditional experimental psychology. Journal of Structural Learning, 6, 191-214.

Review of paradigms in which the learner 'goes beyond what is given'.

16. Britton, B. K., Meyer, B. J. F., Hodge, M., & Glynn, S. (1980). Effects of the organization of text on memory: Tests of retrieval and response criterion hypotheses. Journal of Experimental Psychology: Human Learning and Memory, 6, 620-629.

Study of memory for text as a function of how it is written; 4 experiments reported.

Cited in:

American Educational Research Journal  
American Journal of Psychology  
Annee Psychologique  
Contemporary Educational Psychology  
Discourse Processes  
Journal of Educational Psychology  
Journal of Experimental Psychology:  
Human Learning, Memory, and Cognition  
Journal of Reading Behavior  
Memory & Cognition  
Psychological Bulletin

17. Britton, B. K. (1980). Use of cognitive capacity in reading: Effects of processing information from text for immediate recall and retention. Journal of Reading Behavior, 12, 129-137.

Cognitive capacity line; 2 experiments reported.

Cited in:

Contemporary Educational Psychology

Personality and Social Psychology  
Bulletin

18. Britton, B. K., & Price, K. (1981). Use of cognitive capacity in reading: A processing operating characteristic. Perceptual and Motor Skills, 52, 291-298.

Cognitive capacity line.

Cited in:

Psychological Review

19. Gagne, E. D., & Britton, B. K. (1982). The role of objectives in organizing information learned from text: Tests of selective attention, selective rehearsal, and selective retrieval hypotheses. Contemporary Educational Psychology, 7, 15-25.

Investigated mechanisms by which stated objectives affect learning.

20. Britton, B. K., Glynn, S. M., Meyer, B. J. F., & Penland, M. J. (1982). Effects of text structure on use of cognitive capacity during reading. Journal of Educational Psychology, 74, 51-61.

Cognitive capacity line; 3 experiments reported.

Cited in:

Behavior Research Methods, Instruments,  
and Computers  
British Journal of Educational  
Psychology  
Communication Research  
Developmental Psychology  
Discourse Processes  
Journal of Communication  
Journal of Educational Psychology  
Journal of Experimental Education  
Journal of Experimental Psychology:  
Human Learning and Memory  
Journal of Reading Behavior  
Reading Research Quarterly

21. Glynn, S. M., Britton, B. K., Muth, K. D., & Dogan, N. (1982). Writing and revising persuasive documents: Cognitive demands. Journal of Educational Psychology, 74, 557-567.

Seminal paper on cognitive demands in writing.

Cited in:

Behavior Research Methods, Instruments,  
and Computers  
Discourse Processes

22. Britton, B. K., & Tesser, A. (1982). Effects of prior knowledge on use of cognitive capacity in three complex cognitive tasks. Journal of Verbal Learning and Verbal Behavior, 21, 421-436.

Cognitive capacity line; used chess experts and novices, and men and women thinking about football and high fashion, to show that the more relevant prior knowledge is available to a person, the more mental resources are mobilized; 3 experiments reported.

Cited in:

Behavior Research Methods, Instruments,  
and Computers  
Communication Research  
Journal of Consumer Research  
Journal of Educational Psychology  
Journal of Experimental Psychology:  
Human Perception and Performance  
Journal of Experimental Social  
Psychology  
Memory & Cognition  
Personality and Social Psychology  
Bulletin

23. Britton, B. K., Graesser, A., Glynn, S. M., Hamilton, T., & Penland, M. J. (1983). Use of cognitive capacity in reading: Effects of content features of text. Discourse Processes, 6, 39-57.

Cognitive capacity line; 6 experiments reported.

Cited in:

Communication Research  
Journal of Verbal Learning and Verbal  
Behavior  
Personality and Social Psychology  
Bulletin  
Reading Research Quarterly

24. Glynn, S. M., Okun, M. A., Muth, K. D., & Britton, B. K. (1983). Adults' text recall: An examination of the age deficit hypothesis. Journal of Reading Behavior, 15, 31-41.

Lifespan developmental study; Britton's contribution secondary.

25. Britton, B. K. (1983). What makes stories interesting? The Behavioral and Brain Sciences, 6, 596-597.

Interesting stories deny weakly held assumptions.

26. Britton, B. K., Richardson, D., Smith, S. S., & Hamilton, T. (1983). Ethical aspects of participating in psychology experiments: Effects of anonymity on evaluations and complaints of distressed subjects. Teaching of Psychology, 10, 146-149.

Further empirical examinations of the ethics and educational effects of using students in psychological experimentation; 2 studies reported.

Cited in:

American Psychologist  
Teaching of Psychology

27. Glynn, S. M., & Britton, B. K. (1984). Supporting readers' comprehension through effective text design. Educational Technology, 24, 40-43.

Practical advice for text designers based on cognitive science results.  
(Citation lists not collected for remaining papers.)

28. Glynn, S. M., Britton, B. K., & Muth, K. D. (1985). Text comprehension strategies based on outlines: Immediate and long-term effects. Journal of Experimental Education, 53, 129-135.

Six weeks after learning textbook material about minerals and animals, students recalled more if outlines were used.

29. Britton, B. K., Glynn, S. M., Muth, K. D., & Penland, M. J. (1985). Instructional objectives in text: Managing the reader's attention. Journal of Reading Behavior, 17, 101-113.

Cognitive capacity line; stated objectives increase the mental resources devoted to the sentences that are relevant to the objectives.

30. Pittenger, D., & Britton, B. K. (1985). A computerized cognitive laboratory; A software package for the cognitive psychology laboratory class. Behavior Research Methods, Instruments, and Computers, 17(1), 122-125.

Product of an instructional grant.

31. Britton, B. K. (1986). Capturing art to improve text quality. Educational Psychologist, 21, 333-356.

Seminal study using a new method to improve the learning potential of texts; ten U. S. Army training manuals were revised to improve retention.

32. Glynn, S. M., Andre, T., & Britton, B. K. (1986). The design of instructional text: Introduction to the special issue. Educational Psychologist, 21, 245-252.

Text Design.

33. Britton, B. K., Muth, K. D., & Glynn, S. (1987). Effects of text

organization on memory: Test of a cognitive effort hypothesis with limited exposure time. Discourse Processes, 9, 475-487.

Cognitive capacity line; when there is no time pressure and subjects can allocate their processing time freely, they allocate more processing time to more important sentences. But when there is time pressure and processing time is restricted, extra cognitive effort can be allocated to accomplish the same results; 3 experiments reported.

34. Kean, D., Glynn, S. M., & Britton, B. K. (1987). Writing persuasive documents: Role of students' verbal aptitude and evaluation anxiety. Journal of Experimental Education, 55, 95-102.

The second paper on cognitive processes in writing; 2 experiments reported.

35. Britton, B. K. (1987). Scientific value of undergraduate research participation--Comment. American Psychologist, 42, 268-269.

Invited comment; third paper on educational and ethical aspects of using students in psychological experiments.

36. Muth, K. D., Glynn, S. M., Britton, B. K., & Graves, M. F. (1988). "Thinking out loud" while studying text: Rehearsing key ideas. Journal of Educational Psychology, 80, 315-318.

37. Britton, B. K., Van Dusen, L., Gulgoz, S., & Glynn, S. M. (1989). Instructional texts rewritten by five expert teams: Revisions and retention improvements. Journal of Educational Psychology, 81, 226-239.

38. Britton, B. K., Van Dusen, L., Gulgoz, S., Glynn, S., & Sharp, L. (1991). Accuracy of learnability judgements for instructional texts. Journal of Educational Psychology, 83, 43-47.

39. Britton, B. K., van Dusen, L., & Gulgoz, S. (1991). Reply to "Response to Instructional texts rewritten by five expert teams." Journal of Educational Psychology, 83, 149-152.

40. Van Dusen, L., Britton, B. K., & Glynn, S. M. (1992). Transfer of programs of procedural knowledge from inactive to active states: Effects of automaticity and interruptions. American Journal of Psychology, 105, 59-73.

41. Britton, B. K., & Tesser, A. (1991). Effects of time management practices on college grades. Journal of Educational Psychology, 83, 405-410.

42. Britton, B. K., & Gulgoz, S. (1991). Using Kintsch's computational model to improve instructional text: Effects of repairing inference calls on recall and cognitive structures. Journal of Educational Psychology, 83, 329-345.

43. Van Dusen, L., Britton, B. K., & Glynn, S. M. (1992). The memory

process: An extension of the Sternberg paradigm. American Journal of Psychology, 105, 59-73.

44. Richardson, D. R., Pegalis, L. J., & Britton, B. K. (1992). A technique for enhancing the value of research participation. Contemporary Social Psychology, 16, 11-13.

45. Britton, B. K., & Eisenhart, F. J. (1993). Expertise, text coherence, and constraint satisfaction: Effects on harmony and settling rate. Proceedings of the Cognitive Science Society, 15, 266-271.

46. Gibson, L., Glynn, S. M., Takahasi, T., & Britton, B. K. (1995). Imagery and the prose recall of mildly retarded children. Contemporary Educational Psychology, 20, 476-482.

47. Stahl, S.A., Hynd, C.R., Britton, B.K., & McNish, M.M. (1996). What happens when students read multiple source documents in history? Reading Research Quarterly, 31, 430-457.

48. Britton, B. K., & Sorrells, R. (1998). Thinking about knowledge learned from instruction and experience: Two tests of a connectionist model. Discourse Processes, 25, 131-178.

49. Britton, B. K., Stimson, M., Stennett, B., & Gulgoz, S. (1998). Learning from instructional text: Test of an individual differences model. Journal of Educational Psychology, 90, 476-491.

#### I. Submitted Paper:

Stimson, M., & Britton, B. K. (submitted). Learning from hypertext depends on metacognition: Studies of individual differences and manipulated metacognition. Journal of Experimental Psychology: Applied.

#### J. Technical Reports:

1. Britton, B. K., Baron, R. S., & Fox, S. S. Evaluation of a police-community relations project in Des Moines, Iowa. Report submitted to the Law Enforcement Assistance Administration, June 1975.

2. Britton, B. K. Readability and top-level structure: Effects on reading comprehension. Published in Working Papers and Their Critiques, Arizona State University, College of Education, 1980.

3. Britton, B. K., Scheider, M., Colomb, G., Sorrells, R., & Stimson, M. (1996). Improving instructional text: Tests of two revision methods. Reading Research Report No. 58. National Reading Research Center.

4. Stahl, S.A., Hynd, C.R., Britton, B.K., McNish, M.M., & Bosquet, D. (1996). What happens when students read multiple source documents in history? Reading Research Report No. 45, National Research Center

#### MAJOR INVITED ADDRESSES

1979

Britton, B. K. Cognitive demands of text processing. Colloquium given at the Department of Psychology, University of South Carolina, February

1979.

Britton, B. K. Cognitive demands of text processing. Colloquium given at the Department of Psychology, Duke University, under the auspices of the North Carolina Cognitive Group, November 1979.

1980

Britton, B. K. Cognitive demands of cognitive activities. Colloquium given at the Medical Research Council Applied Psychology Unit, Cambridge, England, March 24, 1980.

Britton, B. K. Cognitive demands of text processing. Colloquium given at the University of North Carolina at Greensboro, October 10, 1980.

1981

Britton, B. K. Cognitive demands in reading. Invited Colloquium at Illinois State University, April 24, 1981.

Britton, B. K. Cognitive demands of reading. Invited colloquium at Fordham University, Lincoln Center, New York, April 28, 1981.

Britton, B. K. Reading: Cognitive demands. Invited colloquium at Howard University, Washington, DC, June 24, 1981.

1982

Britton, B. K. Cognitive demands in reading. Invited paper for South Atlantic Modern Language Association, 1982 Annual Meeting (sponsored by Southeastern Conference on Linguistics).

1983

Britton, B. K. Allocation of cognitive resources in reading. Interdisciplinary Conference (sponsored by Richard M. Shiffrin), January 1983.

Britton, B. K. Models of mental management. Invited colloquium at the University of North Carolina at Asheville, April 22, 1983.

Britton, B. K. Cognitive workbench models for complex cognitive tasks: A memory management approach. Invited address for Division C (Learning and instruction), Section 1 (Research on reading, language and discourse comprehension, language production and writing) for 1983 Annual Meeting, American Educational Research Association.

1984

Britton, B. K. Research results on effects of participating in psychology experiments. In a symposium "Students or Stooges: The Education and Protection of Research Participants" at the American Psychological Association Annual Meeting, Toronto, August 26, 1984.

Britton, B. K. Twenty years ahead: The future for applied cognitive science in the Army. Invited address to the U.S. Army Institute for the Behavioral and Social Sciences, Personnel and Training Research Group, Arlington, Virginia, 1984.

1985

Britton, B. K. Cognition, Learning, Retention, and Readability. Invited address for Southern Workers in Memory meeting at Annual Meeting of the Southeastern Psychological Association, Atlanta, 1985.

1987

Britton, B. K. Let a hundred flowers bloom: Text features that improve retention. Invited address for a symposium on "Text researchers helping text publishers" at the American Psychological Association Annual Meeting, New York, August 29, 1987.

1988

Britton, B. K. Improving the retention of instructional texts. Invited colloquium at Carnegie-Mellon University, February 18, 1988.

Britton, B. K. Inferences in text: How to improve a text and make it more clear. Invited address at Internal Revenue Service conference on Change and Complexity Barriers to Taxpayer Compliance, November 18, 1988.

Britton, B. K., & Van Dusen, L. Inferences in instructional text. Invited address at conference on Inference Generation During Discourse Comprehension, Memphis State University, March 18-19, 1988.

1989

Britton, B. K. Computational approach to revising text to improve learning. Invited colloquium at Georgia Institute of Technology, Cognitive Science Colloquium series, October 6, 1989.

Britton, B. K. Inferences in text. Invited colloquium at the Air Force Human Resources Laboratory, January 4, 1989.

Britton, B. K., & Gulgoz, S. (1989, April 24-28). Para descubrir el art de mejorar la calidad de un texto: Reescribir el texto para que pueda ser mejor aprendido [Capturing art to improve text quality: Rewriting text to improve its learnability]. Invited address at the 5th Annual Symposium on the Psychology of Language, Pontifical University of Salamanca, Salamanca, Spain.

1990

Britton, B. K. Human learning from text: Research and theory. Invited address to Conference on Reading Research, May 4, 1990.

Britton, B. K. Improving learning from instructional texts: Empirical research and new theoretical developments. Invited address to Readability Special Interest Group, International Reading Association, May 8, 1990.

Britton, B. K. Tests of Kintsch's model, as applied to rewriting text to increase learning. Invited paper presented as part of an invited address on "A Comprehension-based Approach to Learning and Instruction." Annual meeting of the American Educational Research Association, Boston, MA.

1992

Britton, B. K. A general model of exposition, illusions of expertise, and pathologies of text: Repair theory and the training of introspection.

Presented at an Invited Symposium at the American Psychological Society Annual Meeting, San Diego, CA.

Britton, B. K. Improving the learnability of instructional text. Invited presentation at the Naval Personnel Research and Development Center, San Diego, CA.

Britton, B. K. How to improve instructional text. Invited talk at the Interservice Correspondence Exchange Annual Meeting, Montgomery, AL.

1993

Britton, B. K. A LISREL individual differences model of learning from instruction. Invited address at Armstrong Labs, Brooks Air Force Base, San Antonio, TX.

1994

Britton, B. K. Compressing knowledge structures for optimal transmission using principal components. Invited address at Armstrong Labs, Brooks Air Force Base, San Antonio, TX.

1995

Britton, B. K. Improving military textbooks: A research program, computer programs, and an SBIR. Invited address presented to the Special Interest Group on Military Education and Training, Annual Meeting of the American Educational Research Association, San Francisco, CA.

Britton, B. K. Improving instructional text for training and education. Invited address presented to the Division of Applied Experimental Psychology, Annual Meeting of the American Psychological Association.

1998

Britton, B. K. A quantitative approach to the interpretation of literary texts. International Society for the Empirical Study of Literature, Utrecht, The Netherlands.

PAPERS READ AT PROFESSIONAL MEETINGS

1971

Britton, B. K. Learning miniature linguistic systems. Paper read at the Annual Meeting of the Iowa Academy of Sciences, Dubuque, April 1971.

Schulz, R. W., & Britton, B. K. Attributes of memory as retrieval cues for free recall in the presence of proactive inhibition. Paper read at the Annual Meeting of the Psychonomic Society, Houston, November 1971.

1975

Britton, B. K. Forgetting of semantic and episodic encodings. Paper read at the Annual Meeting of the Midwestern Psychological Association, Chicago, May 1975.

1977

Britton, B. K. Cognitive load in reading. Paper read at the Annual Meeting of the Southeastern Psychological Association, Hollywood, Florida, March 1977.

1978

Britton, B. K. Cognitive capacity usage: Effects of text difficulty. Paper read at the Annual Meeting of the American Educational Research Association, Toronto, March 1978.

Britton, B. K. Cognitive capacity demands of written documents. Paper read at the Annual Meeting of the Southeastern Psychological Association, Atlanta, March 1978.

Gagne, E., & Britton, B. K. The role of objectives in organizing information learned from text. Paper read at the Annual Meeting of the Southeastern Psychological Association, Atlanta, March 1978.

1979

Britton, B. K. Cognitive capacity usage in processing information from text for storage in long term memory. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1979.

Britton, B. K. Cognitive demands of processing information from text for retention. Paper presented at the Annual Meeting of the Southeastern Psychological Association, New Orleans, April 1979.

Westbrook, R. D., & Britton, B. K. Cognitive demands of comprehending identical texts with different amounts of discourse level meaning. Paper presented at the Annual Meeting of the Southeastern Psychological Association, New Orleans, April 1979.

1980

Britton, B. K. Use of cognitive capacity in reading. Effects of signaling in text. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980.

Britton, B. K., Shearon, T., & Tesser, A. Reports of cognitive activities in learning information from text. Paper presented at the Annual Meeting of the Southeastern Psychological Association, April 1980.

Britton, B. K., Shearon, T., & Tesser, A. Cognitive demands of text processing. Symposium presented at the Annual Meeting of the American Psychological Association, Montreal, September 1980.

Britton, B. K., Shearon, T., & Tesser, A. Control of cognitive activities in learning information. Paper presented at the Annual Meeting of the American Psychological Association, Montreal, September 1980.

Britton, B. K., & Melbourne, R. Cognitive demands at particular locations in text. Paper presented at the Annual Meeting of the

Psychonomic Society, November 1980.

## 1981

Britton, B. K. Cognitive resources used in reading. Paper presented at a symposium on Reading: Use of Cognitive Resources. Annual Meeting of the American Educational Research Association, April 1981.

Britton, B. K., & Tesser, A. Using cognitive capacity in thinking and problem solving. Paper presented at the Annual Meeting of the Midwestern Psychological Association, April 1981.

Britton, B. K. Computer screen display of text: Improving comprehension, learning and retention. Paper presented at the Annual Meeting of the Southeastern Psychological Association, April 1981.

Britton, B. K., Tesser, A., & Rebertus, D. Tests of a catastrophe model of overloads in cognitive processing. Psychonomic Society, 1981.

Dogan, N., Muth, K. D., Britton, B. K., & Glynn, S. M. Content and structure demands of persuasive documents. Paper presented at the Annual Meeting of the American Educational Research Association, April, 1986.

## 1982

Britton, B. K., Tesser, A., & Rebertus, D. Cognitive overloads in reading: Tests of a catastrophe model and implications of a queueing model. Paper presented at the Annual Meeting of the American Educational Research Association, 1982.

Britton, B. K., & Tesser, A. Prior knowledge occupies cognitive capacity in chess problem solving, reading, and thinking. Paper presented at the Annual Meeting of the Cognitive Science Society, August 1982.

Britton, B. K., & Smith, J. W. Cognitive control processes: A theoretical model of memory management in complex tasks. Paper presented at the Annual Meeting of the Cognition Group of North Carolina, October 1982.

Britton, B. K. Cognitive control processes and mechanisms of automaticity. Paper presented at the Annual Meeting of the American Psychological Association, August, 1982, as a contribution to a symposium on Automaticity in Human Information Processing: What are the Limits.

Hodge, M. & Britton, B. K. Processing strategy and proactive interference effects in recognition memory of word lists. Paper presented at the Annual Meeting of the Psychonomic Society, November, 1982.

## 1983

Britton, B. K. Cognitive control processes in reading. Paper presented at the Annual Meeting of the American Educational Research Association, March 1983.

Muth, K. D., Britton, B. K., Glynn, S. M., & Yu, S. Cognitive demands in reading narrative and expository texts: Effects of content structure. Paper presented at the Annual Meeting of the American Educational Research Association, March 1983.

Britton, B. K., & Glynn, S. M. Cognitive capacity use during text study: Effects of objectives and organization. Paper presented at the Annual Meeting of the Southeastern Psychological Association, March 1983.

Britton, B. K., & Van Dusen, L. Transfer of prior knowledge from long-term to working memory. Paper presented at the Annual Meeting of the Cognitive Group of North Carolina, December 1983.

1984

Muth, K. D., Britton, B. K., & Glynn, S. M. Cognitive demands in processing expository text: Effects of instructional objectives and content structure. Presented at American Educational Research Association Annual Meeting, New Orleans, April 1984.

Invited address to the U.G.A. Conference on Personal and Professional Renewal on "Motivation Techniques: Increasing students' interest in your course content." Presented at the Center for Continuing Education, September 1984.

Invited address in the Noon Seminar Series of the Office of Instructional Development on "Coping with the Challenges of Large Classes," October 1984.

Britton, B. K. Expository text processing. Colloquium presented to Applied Cognitive Studies Seminar, Institute for Behavioral Research, November 1984.

Glynn, S. M., Britton, B. K., Tillman, M. K., & Muth, K. D. Typographical cues in text: Management of the reader's attention. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 1984.

1985

Van Dusen, L., & Britton, B. K. Transfer of programs from long-term to working memory. Presented at the Annual Meeting of the Southeastern Psychological Association, March 1985.

Otani, H., Hodge, M. H., & Britton, B. K. The effects of distractor similarity on the recognition memory of a long word list. U.G.A. Convention for the Behavioral Sciences, 1985.

Britton, B. K. Readability: Let's get it right this time. Colloquium presented to the IBR Cognitive Science Seminar, April 1985.

Gulgoz, S., & Britton, B. K. Effects of information density on cognitive demands and recall. U.G.A. Convention for the Behavioral Sciences, 1985.

Gulgoz, S., & Britton, B. K. Reading and time perception. U.G.A. Convention for the Behavioral Sciences, 1985.

Britton, B. K. Capturing art for text design. Annual Meeting of the Cognition Group of North Carolina, November 1985.

Britton, B. K., Coke, E. U., Koether, M. E., Muth, K. D., & Glynn, S. Text Quality: Effects on comprehensibility, reading rate, and cognitive demands. Presented at the Annual Meeting of the American Psychological Association, Los Angeles, 1985.

## 1986

Britton, B. K. Signaled text effects on learning of six expository texts. Paper read at the 1986 Annual Meeting of the American Educational Research Association.

Britton, B. K. A multifactor causal model of learning from text. Presented to the Institute for Behavioral Research Cognitive Studies Seminar, April, 1986.

Britton, B. K. Lexical substitution in generating cohesive natural language text. Presented to the Artificial Intelligence Summer Seminars, Advanced Computational Methods Center, August, 1986.

## 1987

Glynn, S. M., Stephens, D. L., Muth, K. D., Britton, B. K. "Thinking out loud" during text study: Attending to important ideas. Paper presented at the Annual Meeting of the American Educational Research Association, 1987.

## 1988

Glynn, S. M., & Britton, B. K. Explaining concepts in physics textbooks: A teaching-with-analogies model. Presented at the Annual Meeting of the American Psychological Association, Atlanta, 1988.

Britton, B. K. Principled prescriptions for improving learning from instructional text, with predictable results. Cognitive Studies Seminar Series presentation at the Institute of Behavioral Research, University of Georgia.

Glynn, S. M. & Britton, B. K. (1988). Explaining concepts in physics textbooks: A teaching-with-analogies model. Presented at the Annual Meeting of the American Psychological Association, Atlanta, Georgia.

## 1989

Gulgoz, S., van Dusen, L., & Britton, B. K. Can IRS instructions tell you what to do: Ways of improving procedural texts. Presented at the annual meeting of the Southeastern Psychological Association, March, 1989.

Britton, B. K. & Gulgoz, S. Principled rewriting causes retention improvements. Presented at the Annual Meeting of the Psychonomic Society, Atlanta, 1989.

Tidwell, P. S. & Britton, B. K. Improving retention of written material. Presented at the Annual Meeting of the Southeastern Psychological Association, March, 1989.

Tidwell, P. S., & Britton, B. K. (1989, April). Improving written

material. Presented at the Annual Meeting of the Psi Chi Convention for Behavioral Sciences, University of Georgia.

Pegalis, L. J., Richardson, D. R., & Britton, B. K. Ethical aspects of requiring introductory psychology students to participate in psychological research. Presented at the Annual Meeting of the Psi Chi Convention for Behavioral Sciences, University of Georgia, Athens, GA.

## 1990

Britton, B. K. (1990, January). Principled revisions and expert text. Presented at the Annual Winter Text Conference, Teton Village, WY.

Britton, B. K., & Gulgoz, S. (1990, January). Principled and expert revisions of text to improve retention. Presented at the Fifteenth Annual Interdisciplinary Conference, Teton Village, WY.

Britton, B. K., & Gulgoz, S. (1990, April). Improving learning from instructional texts by rewriting to induce linking mental operations. Presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Glynn, S. M., Mattocks, L., Gibson, L. J., & Britton, B. K. (1990, April). Imagery and prose learning capabilities of mentally retarded children. Presented at the Annual meeting of the American Educational Research Association, Boston, MA.

Britton, B. K., Gulgoz, S., & Tidwell, P. Shaped mental representations of original versus principled revisions of texts. Presented at the Annual Meeting of the Psychonomic Society, New Orleans.

## 1991

Britton, B. K. & Tidwell, P. Pushing around mental representations by revising texts. Presented at the Annual Meeting of the American Educational Research Association, Chicago.

Britton, B. K. Resolving cognitive structures into their components. Presented at the Annual Winter Text Conference, Teton Village, WY.

Britton, B. K., & Tidwell, P. (1991, August). Shifting novices' mental representations of texts toward experts': Diagnosis and repair of novices' mis- and missing conceptions. Presented at the Annual conference of the Cognitive Science Society, Chicago.

## 1992

Britton, B. K., & Eisenhart, F. J. Harmony and expertise. Presented at the Annual Meeting of the Inter-disciplinary Conference, Teton Valley, WY.

Britton, B. K. A connectionist model of learning from text. Presented at the Annual Meeting of the Winter Text Conference, Teton Valley, WY.

Britton, B. K., & Tidwell, P. Effects of punctate revision on improvements in text learnability. Presented at the Annual Meeting of the Psychonomic Society.

1993

Britton, B. K., & Eisenhart, J. F. Expertise, text coherence and constraint satisfaction. Presented at the Annual Conference of the Cognitive Science Society, Boulder, CO.

Britton, B. K., & Gulgoz, S. Effects on text learning of individual differences in inferencing ability. Presented at the Annual Meeting of the American Educational Research Association.

Britton, B. K. Summarizing situation models: Using principal components to reconstitute the experts' causal model in the reader's mind. Presented at the Dagstuhl Artificial Intelligence Conference on Summarizing Text for Intelligent Communication, Dagstuhl, Germany.

1994

Glynn, S., Yeany, R. H., & Britton, B. K. The psychology of learning science. Presented at American Educational Research Association Annual Meeting, New Orleans, LA.

1995

Britton, B. K. Improving instructional text: Tests of components of principled revisions. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.

Britton, B. K. (1995). Historical and future perspectives: Select journals that contribute to our knowledge about learning and instruction: Discourse processes. Invited roundtable presenter at the 1995 Annual Meeting of the American Educational Research Association Annual Meeting, San Francisco, CA.

Hynd, C. R., Stahl, S. A., Britton, B. K., & McNish, M. (1995). Learning about a historical event through multiple documents. Presented at American Educational Research Association Annual Meeting, San Francisco, CA.

1996

Britton, B. K. (1996). Improving learning by diagnosis and repair. Paper presented at the 1996 Annual Meeting of the American Educational Research Association.

Britton, B. K. (1996). The computer assisted education and training initiative: K-12 applications of military sponsored educational research. Paper presented at the 1996 Annual Meeting of the American Educational Research Foundation.

Britton, B. K. (1996). Compressing knowledge structures for optimal transmission using principal components. Paper presented at the 1966 Annual Meeting of the Winter Text Conference.

Britton, B.K. (1996) Cognitive diagnosis. Paper presented at the conference on Educational Uses of Multi-user domains.

Britton, B.K. (1996). Compressing knowledge structures using principal components for optimal transmissions from experts to novices: Theory and some experiments. Invited keynote address at the Psychological Eigenvector mini-conference, University of Texas at Dallas.

Sorrells, R., & Britton, B.K. (1996). The point of expository text. Paper presented at the 1996 Annual Meeting of the Winter Text Conference.

1997

Britton, B.K. (1997), February 21 - March 2). Cognitive process, language comprehension mechanisms and written production. Week-long series of address at XIII Brazilian Linguistics Conference, Maceio, Alagoas.

Britton, B.K. (1997), March 7-11). Diagnosis and repair. Invited address at Department of Defense Education Activity Units at Hanau, Germany, Wuerzberg, Germany and Aviano, Italy.

Britton, B.K. & Sorrells, R. (1997, July 9-11). Principal components of Knowledge and understanding. Paper presented at the Seventh Annual Meeting of the Society for Text and Discourse, Utrecht, The Netherlands.

Britton, B.K. & Sorrells, R. (1997, July 6-8). Eigenvectors of Expository Text. Invited paper presented at Special Workshop on Text Understanding, Utrecht University, The Netherlands.

Stimson, M. & Britton, B.K. (1997, July 9-11). Distinction between ability models and process models: A new look at individual differences in text learning. Poster presented at the Seventh Annual meeting of the Society In Text and Discourse, Utrecht, The Netherlands.

Britton, B.K. (1997, January). The psychological reality of principal components in human cognitive learning. Presented at the Second Annual Conference on Multi-User Domains, Teton Village, WY.

1998

Britton, B.K., & Sorrells, R. (1998, April 13). Learning connectionist networks from instruction and experience and thinking about them. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Britton, B.K., & Sorrells, R. (1998, January 24). Learning connectionist networks from text: Stability and accuracy. Paper presented at the Winter Conference on Discourse, Text and Cognition Annual Meeting, Teton Village, WY.

Britton, B.K., Sorrells, R., Schaefer, P., & Silverman, S. (1998, November 20). Thoughts can be predicted: Four tests of a model. Paper presented at the Psychonomics Society Annual Meeting, Dallas, TX.

Britton, B.K., & Sorrells, R. (1998, May 23). Predicting thoughts from knowledge structures: Thinking vs. spreading activation to maximize harmony. Presented at the American Psychological Society Annual Meeting.

#### CHAUTAUQUA-TYPE SHORT COURSE

Course director of NSF-sponsored Chautauqua-type short course in the Psychology of Problem Solving, March, 1981.

#### GRANTS RECEIVED

From the Law Enforcement Assistance Administration, \$14,000 for the evaluation of a police department project on memory, intended to reduce burglaries, September 1974 to June 1975.

From the University of Georgia, an NSF small grant, \$2,500 for research in cognitive processes in reading, September 1976 to June 1977.

From the University of Georgia, \$1,500 for research in cognitive demands of cognitive processing, September 1979.

From the University of Georgia, \$500 for research in cognitive demands, May 1980.

From the University of Georgia Research Foundation, \$2,690 for research on catastrophe theory models of overloads in text processing, May 1981.

From the National Institute of Mental Health, \$13,292 for research on Information Processing Overloads: Tests of a Catastrophe Model, September 1981.

From the University of Georgia Research Foundation, \$2,105 for research on Mental Management for Intellectual Productivity: Memory Management and Time Management Models, March 1983 to July 1984.

From the University of Georgia Office of Instructional Development, \$1,998 for an instructional improvement project on laboratory projects for the cognitive psychology laboratory course, May 1984 - April 1985.

From the Council on Basic Education, \$1,500 for a project on improving the selection of biology textbooks, September 1987 - June 1988.

From the Air Force Human Resources Laboratory, \$48,500, for a project on inferences in text, January 1988 - January 1989.

From the Air Force Office of Scientific Research, \$81,069, for project on individual differences in inferencing as an explanation of learning from text, October 1989 - June 1992.

From the Office of Naval Research, \$93,451, for a project on improving reading texts, August 1992 - August 1994.

From the Office of Educational Research and Improvement, \$69,904, for a project on improving learnability of expository text, March 1992 - March 1994.

From the Defense Advanced Research Projects Agency, \$195,000 for a project on computer assisted education and training, September 1995 - August 1997.

From the President's Technology Initiative \$99,000 for a project on computer assisted education and training, August 1997 - July 1998.

GRANTS SUBMITTED BUT NOT YET FUNDED SINCE 1993

Britton, B. K.. Tests of three thinking algorithms in memory and spin. For \$566, 108, to NIMH, Feb. 1998 (not funded).

Britton, B. K. The knowledge structure diagnosis tool for school science

situation models: Research and advanced development. For \$1,250,926 to NSF, May 1998 (not funded).

Britton, B. K. Models for improving learning from hypertext. For \$543,000 to NIMH, June 1999 (being reviewed).

EDITORIAL BOARD MEMBER

Educational Psychology Review  
Discourse Processes  
American Educational Research Journal

EDITORIAL CONSULTANT

Memory & Cognition  
Journal of Experimental Psychology: Human Learning, Memory, & Cognition  
Journal of Experimental Psychology: Applied  
Journal of Experimental Psychology: General  
Journal of Reading Behavior  
Journal of Educational Psychology  
American Educational Research Journal  
Behavior Research Methods and Instrumentation  
The Behavioral and Brain Sciences  
Psychological Review  
Cognition and Instruction  
Cognitive Science  
Creativity Research Journal  
Human Factors  
Instructional Science  
Contemporary Educational Psychology  
Reading Research Quarterly  
Personality and Social Psychology Bulletin  
Journal of Verbal Learning and Verbal Behavior  
Journal of Research in Childhood Education  
Scientific Studies of Reading  
Reading and Writing  
Journal of Memory & Language  
Journal of Applied Psychology  
American Journal of Psychology

Editor, Educational Psychologist (An APA publication).

Special Issue: Design of Instructional Text (with Shawn M. Glynn and Thomas Andre).

Holt, Rinehart & Winston--reviewed Cognitive Science: An Introduction to Information Processing and Memory by Robert Solso and Elements of Psychology by Edward Zeigler.

Harcourt, Brace, Jovanovich--reviewed Introduction to Psychology, by Ernest R.

Hilgard, Richard C. Atkinson and Rita C. Atkinson.

Prentice Hall--reviewed Psychology by Robert E. Silverman.

Brooks-Cole--reviewed Cognitive Psychology by Steven Reed.

Little-Brown--reviewed The Cognitive Psychology of School Learning by Ellen Gagne.

- Reviewed Book: Content-driven comprehension instruction and assessment: A model for army training literature by Beau F. Jones. For Department of the Army, U.S. Army Institute for the Behavioral and Social Sciences.
- Reviewed Chapter: "Structure and process in cognitive psychology using multidimensional scaling and related techniques" by E. J. Shoben and B. H. Ross to appear in The influence of cognitive psychology on testing and measurement, Edited by Ronning, R. R., Glover, J., Conoley, J. C., & Witt, J., in press, Hillsdale, NJ: Lawrence Erlbaum.
- Reviewed Chapter: Attention. In H. C. Ellis, Fundamentals of Human Memory and Cognition.

#### MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Psychological Association  
 Division 1 - General Psychology (Fellow, 1987)  
 Division 3 - Experimental Psychology  
 Division 15 - Educational Psychology (Fellow, 1986)  
 Division 19 - Military Psychology  
 Division 21 - Applied Experimental Psychology

Midwestern Psychological Association  
 Institutional Representative, 1976-1990

Southeastern Psychological Association  
 American Educational Research Association  
 Psychonomic Society  
 Cognitive Science Society  
 Association for Computational Linguistics  
 American Association for the Advancement of Science  
 Society of the Sigma XI  
 Society for Text and Discourse

#### OFFICES IN AND SERVICES TO PROFESSIONAL ORGANIZATIONS

1979

Secretary-Treasurer, American Educational Research Association, Special Interest Group: Text Design and Learner Strategies, 1979-1980.

1980

Secretary-Treasurer, American Educational Research Association, Special Interest Group: Text Design and Learner Strategies, 1980-1981.

Reviewer, Division C (Learning and Instruction), Section 1 (Research on reading, language and discourse comprehension, language production and writing), Annual Meeting of American Educational Research Association, April 1980.

Reviewer, Division C (Learning and Instruction), Section 3 (Instructional Research on Mechanisms of Learning and Problem Solving in Subject Matter Areas), Annual Meeting of American Educational Research Association, April 1980.

Critic, Division C (Learning and Instruction), Paper session on Effects of Learner Activities on Learning from Prose, Annual Meeting of American

Educational Research Association, April 1980.

Chair of session on Writing: Task and purpose. Annual Meeting of American Educational Research Association, April 1980.

Chair of session on Text design and learner strategies, Annual Meeting of American Educational Research Association, April 1980.

Discussant of session on Reading comprehension and recall, Annual Meeting of American Educational Research Association, April 1980.

Chair of Symposium on Text Dimensions that Influence Cognitive Processing, Annual Meeting of the American Psychological Association, September 1980.

Chair of session on Discourse Processes, Annual Meeting of the Psychonomic Society, November 1980.

1981

President, American Educational Research Association Special Interest Group: Text Design and Learner Strategies, 1981-1982.

Program Co-Chair, Division C (Learning and Instruction), Section 1 (Research on reading, language and discourse comprehension, language production and writing) for 1981 Annual Meeting, American Educational Research Association.

Chair of Symposium on Reading: Use of Cognitive Resources, Annual Meeting of the American Educational Research Association, April 1981.

Chair of Symposium on Text Researchers and Publishers: Helping each other, Annual Meeting of the American Educational Research Association, April 1981.

Chair of Invited Symposium on Expository Text Grammers: Major Theories by Fredricksen, Kintsch, Mayer, Meyer, and Voss, Annual Meeting of the American Educational Research Association, April 1981.

Chair of session on Text Structure: Effects of readers' perception, comprehension and learning. Annual Meeting of the American Educational Research Association, April 1981.

1982

Chair of Invited Symposium on Cognitive Learning Theory: New Developments, Annual Meeting of the American Educational Research Association, March 1982.

Chair of Invited Symposium on Cognitive Learning Strategies: New Developments, Annual Meeting of the American Educational Research Association, March 1982.

Chair of Invited Symposium on Automaticity in Human Information Processing: What are the limits, Annual Meeting of the American Psychological Association, August 1982.

1983

Invited Discussant at Conference on Clashing Issues in Developing Reasoning, Georgia State University, September, 1983.

1984

Program Chair, Text Design and Learner Strategies Special Interest Group, American Educational Research Association Annual Meeting, 1984-85.

Session Chair, Invited Symposium on Writing and Reading in a Theoretical Framework at the American Educational Research Association Annual Meeting, New Orleans, April 1984.

Discussant, Symposium on Moving Through Text: Investigations of Reading Time and Sequence at the American Educational Research Association Annual Meeting, New Orleans, April 1984.

Critic, Paper session on Metacognitive Activities: Comprehension Monitoring at the American Educational Research Association Annual Meeting, New Orleans, April 1984.

1986

Chair, Paper session on Assessing Reading and Writing, at the American Educational Research Association Annual Meeting, 1986.

1987

Invited Discussant, Symposium on Document Design: Creating Usable Manuals and Forms at the National Reading Conference Annual Meeting, St. Petersburg Beach, FL., December 1987.

1988

Invited to serve as consultant reader for the chapter on "Empirical Methods" for the Handbook of Research on Teaching the English Language Arts (MacMillan).

1989

Reviewer, Special Interest Group, Textbooks, Textbook Publishing and Schools for American Educational Research Association, 1990.

1990

Organizer, First Annual Winter Text Conference.

Governing Board Member, Society for Text and Discourse.

Reviewer, Special Interest Group on Textbooks, Textbook Publishers and Schools, for American Educational Research Association.

Reviewer, Special Interest Group on Text Design and Learner Strategies, for American Educational Research Association.

1991

Member, Early Contributions Awards Committee, American Psychological Association, Division 15.

1993

Program Co-Chair for 1994, Division C (Learning and Instruction), Section 1A (Cognitive and Linguistic Research), Annual Meeting of American Educational Research Association.

Reviewed papers for Cognitive Science Society, American Educational Research Association.

Organized Winter Text Conference, Teton Valley, WY.

Secretary-Treasurer of Society for Text and Discourse.

1994

Cognitive Science Society, Program Committee for 1994 Annual Meeting.

Member, Program Committee, American Psychological Association, 1994 Annual Meeting.

Chair, Program Committee, Winter Text Conference.

Secretary-Treasurer, Society for Text and Discourse.

Co-Chair, Program Committee for 1994 American Educational Research Association Annual Meeting, Division C (Learning & Instruction), Section 1a (Cognitive & Linguistic Research).

1995

Invited reviewer for Division 15 (Educational Psychology) for 1996 Annual Meeting of the American Psychology Association.

Invited reviewer for the American Educational Research Association 1996 Annual Meeting, Division C, Section 1A (Linguistic and Cognitive Research on Literacy).

Invited reviewer for the American Educational Research Association 1996 Annual Meeting, Division C, Section 4 (Student Characteristics, Individual Differences, Learning, Cognition, Motivation and Self-Regulation).

Invited reviewer for American Educational Research Association 1995 Annual Meeting, Division C, Section 3 (Science).

1996

Invited reviewer for the American Educational Research Association 1996 Annual meeting, Division C, Section 1a (Linguistic and Cognitive Research on Literacy)

Invited reviewer for the American Educational Research Association 1996 Annual meeting, Division C, Section 4 (Student Characteristics, Individual Differences, Learning, Cognition, Motivation and Self-Regulation)

Invited by Contemporary Psychology to review The Psychopathology of Language and Cognition by Robert W. Piela and Harold J. Vetter, New York: Plenum Press.

Invited reviewer for the American Psychological Association 1996 Annual

meeting, Division of Educational Psychology.

Invited reviewer for the American Educational Research Association Annual meeting, Division C, Section 1 (Research on Language, The Humanities and Fine Arts).

Invited reviewer for the Research Council of the Chinese University of Hong Kong, Administrative, Business, and Social/Studies Area, Panel on Humanities, Social Sciences, and Business Studies.

Member, 1996-97 Sylvia Scribner Award Committee.

Reappointed Faculty Fellow of the Artificial Intelligence Center.

Reappointed Fellow, Institute for Behavioral Research.

Member, Cognitive Science Program Faculty.

Winter Text Conference Organizer and Program Committee Chair.

Society for Text and Discourse, Member of Governing Board.

Organizer, Combined Conference on Educational Uses of Multi-User Domains.

Invited reviewer for the American Educational Research Association 1997 Annual Meeting, Division C, Section 1a (Linguistic and Cognitive Research on Literacy)

Invited reviewer for the American Educational Research Association 1997 Annual meeting, Division C, Section 4 (Student Characteristics, Individual Differences, Learning, Cognition, Motivation and Self-Regulation).

1997

Invited reviewer for the American Educational Research Association, 1998 Annual Meeting, Division C, Section 1.

Invited reviewer for the American Psychological Association, 1998 Annual Meeting, Division 15 (Educational Psychology).

1998

Invited reviewer for the American Psychological Association, 1999 Annual Meeting, Division 15.

Invited reviewer for the American Educational Research Association, 1999 Annual Meeting, Section 1 (Language and Learning).

1999

Invited reviewer for the American Educational Research Association Annual Meeting, Cognitive Science Annual Meeting, Society for Text and Discourse Annual Meeting, and Winter Text Conference Annual Meeting.

GRANT REVIEWING

National Science Foundation

Memory and Cognitive Processes Division  
Information Science and Technology Division  
Visiting Professorships for Women Program  
Human Cognition and Perception

COMMITTEES AT OTHER UNIVERSITIES

Member, Graduate School Committee on Outside Evaluations of Dissertations.  
Arizona State University, 1980-1981.

DEPARTMENTAL COMMITTEES

Research Participation Committee

Member, Subcommittee on Evaluation of Group Testing Procedures  
Member, Subcommittee on Recommendations to the Faculty  
Member, Subcommittee on Chairmen's Annual Address to  
Experimenters

Undergraduate Committee

Chair of Exit Exam Subcommittee  
Committee on Revision of Undergraduate Curriculum  
Awards Committee

Chairman, Subcommittee on Graduate Student Awards  
Chairman, Subcommittee on Undergraduate Awards

Library Representative for Department of Psychology  
Search Committee for Developmental Psychology Position  
Colloquium Committee

Committee on the Written Comprehensive Examination  
(Experimental Program)

Psy 652 (Psychology of Learning and Motivation) Core Course  
Committee

Institute for Behavioral Research Faculty Appointment Committee  
Chairman, Experimental Program Written Comprehensive Examination Committee  
Cognitive Initiative Committee  
Personnel Committee  
Ad Hoc Xeroxing Policy Committee

COLLEGE COMMITTEES

Member, Committee to establish an interdisciplinary Master's degree in  
Artificial Intelligence.  
Member, Committee to establish a Ph.D. degree in Artificial Intelligence.  
Member, Graduate Faculty Reappointment Committee

UNIVERSITY COMMITTEES

Committee of the Graduate School to evaluate the Master's Program in Speech  
Communication, and the Department of Mathematics Education  
Ad Hoc Committee on Courses by Television  
Chairman, Psychology Subcommittee  
Member, University-level, program review team for the Department of  
Mathematics Education.  
Member, graduate school area committee for graduate faculty review, Social

and Behavioral Sciences Committee.

INSTRUCTIONAL AND STUDENT RELATED ACTIVITIES

Undergraduate Courses Taught:

Introductory Psychology  
Cognitive Psychology  
Experimental Psychology  
Human Memory, Learning and Conceptual Processes

Undergraduate Courses Developed:

Cognitive Processes (with Alan Wilbanks)  
Advanced General Psychology (with William B. Pavlik)

Graduate Courses Taught:

Human Memory  
Theories of Learning  
Cognitive Psychology  
Human Memory, Learning and Conceptual Processes  
Cognitive Theory and Models

Graduate Courses Developed:

Cognitive Psychology  
Cognitive Theories and Models

Honors Program Projects:

Curry, C. Generality of secondary task conclusions: Narrativity and a tactile stimulus.

McLeskey, G. Protocol analysis of concurrent verbalizations of cognitive activities during text processing.

Haynes, W. Retrospective reports of cognitive activities during text processing.

Dederich, V. Text quality and retention: Experimental Studies.

Smith, J. G. Text processing.

Duff, M. Accumulations in short-term memory and reading.

Blaxton, T. Cognitive demands at particular locations in texts.

Blaxton, T. Imagery and cognitive demands.

Martin, N. Capacity demands of original and improved text versions.

SUPERVISED RESEARCH FOR GRADUATE STUDENTS

Member, Thesis Committee

William Hill, IV	Carl Hormann
Arthur Flaks	Danny Garland
Michael Bell	Katie Cherry
Michael Martin	

Member, Dissertation Committee

William Hill, IV  
 Sandra Lewis  
 Charles Kramer  
 Gil Clary  
 Yancey Sanders  
 Don Kean  
 Nukhet Yourborough  
 Danny Garland  
 Carl Hormann  
 Bao-Iong Wang  
 Girish Padmalayam  
 Greg Rosenberg  
 Carol S. Soule  
 F. James Eisenhart  
 Michael Landau  
 Kimberly Collins

Heather Wild  
 Jake Musgrove  
 Imogene Gouveia  
 Haruo Okabayashi  
 Karen Osborne  
 Hajime Otani  
 Nancy Small  
 Pat Kelly Harrison  
 Lynn Cavalier  
 Maria L. Roxas  
 William D. McIntosh  
 Pamela Beard  
 Edward J. Caropreso  
 James Ford  
 Chu-Chun Tang

#### Major Professor For

David Rebertus -- M.A. 1981	Pam Tidwell -- M.S. 1989,
Tzuu Shuenn Yu --	Ph.D. 1992
Mildred Neville -- Ph.D. 1988	Deborah King -- Ph.D. 1989
Lani Van Dusen -- M.A. 1986,	F. James Eisenhart -- M.S. 1993
Ph.D. 1988	
Jamie Ford -- M.S. 1993	Sami Gulgoz -- M.A. 1988,
Ph.D. 1989	Seung Ho Park -- Mark Stimson --
Jake Musgrove -- Ph.D. 1989	Robert Sorrells -- Ph.D. 1997
Hajime Otani -- Ph.D. 1989	Michael Landau --
Jay Quinan - Ph.D. 1985	Chu-Chun Tang -- M.A. 1997
	Peter Schafer --

#### OTHER RELATED ACTIVITIES

National Science Foundation--Student Scientist Training Program  
 Supervisor, Summer, 1976, Robbie Zeigler, Lincoln, TN  
 Summer, 1977, Jimmy H. Cox, Dublin, GA  
 Summer, 1978, Doug Landon, Milledgeville, GA  
 Developed research participation system (with Milton Hodge  
 1975-76)  
 Member, Interdisciplinary Study Group on Biology, Psychology, and Philosophy,  
 1975-79  
 Cofounder, Faculty Discussion Group (with Abraham Tesser), 1979-80

#### HONORS RECEIVED

##### Undergraduate

New York State Regents Scholarship - 1961  
 National Merit Scholarship - 99th Percentile Nationwide -  
 1961  
 Scholastic Aptitude Test - 99th Percentile Nationwide -  
 1961

Graduate

National Science Foundation Predoctoral Fellowship  
(Boston University), 1967-69  
United States Public Health Service Traineeship  
(University of Iowa), 1969-70

Faculty

Faculty Fellow, Artificial Intelligence Center, appointment  
renewed 1995  
Fellow, Institute for Behavioral Research 1980-Present  
Member, Graduate Faculty, 1978-present (Renewed 1993)  
Member, Consultant Faculty, Mental Performance and Aging  
Laboratory  
Fellow, American Psychological Association, Division 15,  
1986  
Fellow, American Psychological Association, Division 1,  
1987  
Nominated for Editor of Contemporary Psychology, Journal of  
Educational Psychology  
Award for Outstanding Article, 1993, American Psychological  
Association, Division 15  
Fellow, American Psychological Society