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CURRICULUM VITAE

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*Personal*. Born May 8, 1934, in River Falls, Wisconsin. Married to Jana M. Mason. Six children. Eleven grandchildren. Two great grandchildren.

*Education*. Harvard University: A.B., *cum laude*, in American History, 1956; A.M.T. in Social Science Education, 1957; Ed.D. in Educational Psychology, 1960. National Scholar at Harvard College, 1952—1956. Wendell Phillips Prize, 1955. University Fellow at Harvard Graduate School of Education, 1957—1959. President, Graduate Student Association, 1957—1958.

*Current Interests*. Reasoned argumentation, critical and reflective thinking; role of classroom discussion in children's social, emotional, and cognitive development; learning to read alphabetic and nonalphabetic languages; vocabulary growth and development; communicative competence and second language acquisition.

*Appointments*. Teacher, Concord High School, Concord, MA., 1956—1957; Teacher, Peter Bulkley Junior High School, Concord, MA 1957—1959; Research Assistant, Laboratory for Research on Instruction, Harvard, 1957—1959; Research Associate, Experimental Teaching Center, New York University, 1959—1960; Assistant Superintendent, Public Schools, East Brunswick, NJ, 1960—1963; Lecturer, 1961—1963, Rutgers University; Assistant Professor of Education, University of Illinois, 1963—1964; Associate Professor of Education, University of Illinois, 1965—1966; Professor of Education and Professor of Psychology, University of Illinois, 1967—2010; Director, Training Research Laboratory, University of Illinois, 1967—1973; Director, Laboratory for Cognitive Studies in Education, University of Illinois, 1973—1976; Director, Center for the Study of Reading, University of Illinois, 1976—; Professor, School of Psychology, Beijing Normal University, 2003—2010; Professor, Department of Applied Social Sciences, Hong Kong Polytechnic University, 2004—2007; President,

China Children's Books, 2002─; Professor Emeritus, University of Illinois, 2010─; University Chair Professor, National Taiwan Normal University, 2012─2014;

*Organizations.* American Educational Research Association, European Association for Research on Learning and Instruction, International Reading Association, Literacy Research Association, Society for Text and Discourse, Society for the Scientific Study of Reading.

*Editorial assignments.* Past or current referee for *American Educational Research Journal, Applied Psycholinguistics, Child Development, Cognition and Instruction, Cognitive Psychology, Contemporary Educational Psychology, Discourse Processes, Journal of Applied Psychology, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Experimental Psychology, Journal of Literacy Research, Journal of Memory and Language, Memory and Cognition, Reading and Writing, Reading Research Quarterly, Review of Educational Research*, and *Scientific Studies of Reading*. Editorial Boards: *Journal of Educational Psychology*, 1971-1973; *Journal of Verbal Learning and Verbal Behavior*, 1976-1982; *Reading Research Quarterly*, 1979-1982; *Human Learning*, 1979-1982. Associate Editor: *Cognition and Instruction*, 1981-1992.

*Teaching.* Listed among the Outstanding Teachers at the University of Illinois during most semesters in which I taught a class since 1970 when the list was first compiled. Served as major advisor for 63 PhDs. Outstanding Mentor Award, given annually by the Graduate College, University of Illinois for excellence in mentoring graduate students, 2001; Distinguished Career Teaching Award, College of Education, University of Illinois, 2002.

*Honors.* Fellow, American Psychological Association, 1966; Fulbright-Hayes Fellow, University of Leeds, Leeds, England, 1971-1972; Palmer O. Johnson Award, for a paper in 1972 and again in 1977, given annually by the American Educational Research Association for outstanding educational research paper; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, 1979-1980; Elected to National Academy of Education, 1979; Distinguished Research Award, International Reading Association,1982; President, American Educational Research Association, 1983; Chairman, National Academy of Education--National Institute of Education Commission on Reading, 1984-85; Fellowship, Japan Society for the Promotion of Science, University of Tokyo, 1987; Oscar O. Causey Award, given annually by the Literacy Research Association for outstanding contributions to reading research, 1987; University Scholar at the University of Illinois, 1988; honored by Benchmark School at its 20th anniversary for exceptional contributions to the school, 1990; elected to the Reading Hall of Fame, 1991; William S. Gray Citation of Merit, the highest honor of the International Reading Association, 1992; Distinguished Contributions to Educational Research Award, American Educational Research Association, 1994; Outstanding Service to the Field of Education Award, given annually by Lehigh University, 1994;

first Guy Bond Visiting Professor, University of Minnesota, 1996; Edward L. Thorndike Award, given annually by the American Psychological Association for distinguished career-long contributions to the psychological study of education, 1997; Canterbury Fellowship, University of Canterbury, 1999; Sylvia Scribner Award, from the American Educational Research Association, which honors current research that represents a significant advance in understanding of learning and instruction, 2006; Chair, Reading and Literacy Working Group of the National Academy of Education to formulate educational policy recommendations for U. S. government, 2008-2009; Elected an inaugural Fellow of the American Educational Research Association, 2009; Elected an inaugural Fellow of the Society for Text and Discourse, 2009; Distinguished Scholar Lecture, 100th Anniversary Lecture Series, Tsinghua University, 2010; Conference on Reading Chinese and Related Asian languages, "held in honor of Richard C Anderson's distinguished research career," Ontario Institute for the Study of Education, University of Toronto, 2010; Gallery of Scientists, Federation of Associations of Brain and Behavioral Sciences, recognizing eminent senior scientists who have made lasting and important contributions to the sciences of mind, brain, and behavior, 2011; Richard C. Anderson Legacy Lecture and Celebration, University of Illinois, 2012; inaugural Lifetime Achievement Award, University of Illinois, 2012; Boyd Lubker Visiting Scholar, Western Kentucky University, 2013;

*Presentations*

Includes keynote addresses at meetings of the American Educational Research Association, American Psychological Association, European Association for Research on Learning and Instruction, International Congress of Psychology, International Reading Association, Literacy Research Association, National Academy of Education, and the Taiwanese Reading Association.

Includes invited colloquium presentations in education or psychology at the University of Massachusetts, University of Connecticut, Pennsylvania State University, Bucknell University, Lehigh University, Carnegie Mellon University, University of Pittsburgh, Rutgers University, New York University, Teachers College Columbia University, University of North Carolina, University of Georgia, University of Florida, University of Michigan, Michigan State University, Oakland University, University of Western Michigan, Ohio State University, Indiana University, Purdue University, Western Kentucky University, Northwestern University, University of Chicago, University of Wisconsin - Madison, University of Wisconsin - River Falls, University of Minnesota, Iowa State University, University of Texas, Texas A&M University, University of Colorado, University of Arizona, Arizona State University, Brigham Young University, Oregon State University, Stanford University, University of California – Berkeley, University of California – Los Angeles, University of California – Riverside, University of California – San Diego, San Diego State University, Autonomous National University of Mexico, University of the Virgin Islands, Memorial University of Saint Johns, Mount Saint Vincent University, Ontario Institute for the Study of

Education/University of Toronto, University of Western Ontario, University of Alberta, Simon Fraser University, University of Leeds, University of Sheffield, University of Nottingham, University of Newcastle, University of Sussex, Cambridge University, Edinburgh University, Amsterdam University, University of Oulu, Fribourg University, Tokyo University, Keio University, National Taiwan University, National Chung Cheng University, National Taiwan Normal University, National Central University, National Kaohsiung Normal University, National University of Tainan, University of Auckland, University of Canterbury, University of Queensland, National Institute of Education - Singapore, Hong Kong Institute of Education, Hong Kong Polytechnic University, Beijing Normal University, Shaanxi Normal University, Yangzhou University, East China Normal University, South China Normal University, Peking University, Tsinghua University.

Includes workshops for teachers at many places in the United States and China, notably, annual workshops for 30 years at Benchmark School, Media, Pennsylvania.

*Citations.* According to Google Scholar, as of January 2016 there had been over 33,000 citations of my work. My Hirsch-index stood at 80. Seven of my publications had been cited a thousand times or more, 69 a hundred times or more, and 182 ten times or more.

*Publications.*

Anderson, R. C. (1959). Learning in discussions: A resume of the authoritarian-democratic studies. *Harvard Educational Review*, *29*, 201- 215. [Over 100 citations]

Anderson, R. C. (1961). Review of Abercrombie, *Anatomy of judgment. Harvard Educational Review*, *31*, 102.

Anderson, R. C. (1961). The role of educational engineer. *Journal of Educational Sociology, 34*, 377-381.

Anderson, R. C. (1962). The case for nongraded, homogeneous grouping. *Elementary School Journal*, *62*, 193-197.

Anderson, R. C. (1962). The case for teacher specialization in the elementary school. *Elementary School Journal*, *62*, 253-260.

Anderson, R. C. (1962). Review of Bruner, *The process of education. Harvard Educational Review 32*, 243-245.

Anderson, R. C. (1962). School record keeping with electronic data processing equipment. *The Bulletin Board*, *3*, 6-7.

Anderson, R. C. (1963). Failure imagery in the fantasy of eighth graders as a function of three conditions of induced arousal. *Journal of Educational Psychology*, *53*, 293-298.

Anderson, R. C. (1963). Critical thinking. *New Jersey Educational Association Review*, *37*, 30.

Anderson, R. C. (1963). Review of Tannenbaum, *Adolescent attitudes toward academic brilliance. Harvard Educational Review, 38,* 393-395.

Anderson, R. C. (1963). Toward teaching critical thinking in the elementary school. In D. G. Forgays (Ed.), *Critical thinking.* New Brunswick, NJ: New Jersey Teachers' Association, pp. 139-144.

Anderson, R. C., & Anderson, R. M. (1963). Transfer of originality training. *Journal of Educational Psychology*, *54*, 300-304.

Anderson, R. C. (1965). Can first graders learn an advanced problem solving skill? *Journal of Educational Psychology*, *56*, 283-294.

Anderson, R. C., & Ausubel, D. P.  (Eds.), *Readings in the psychology of cognition.* New York: Holt, Rinehart, and Winston. [Over 100 citations]

Anderson, R. C. (1965). Concept formation. In R. C. Anderson and D. P. Ausubel (Eds.), *Readings in the psychology of cognition.* New York: Holt, Rinehart, and Winston.  (pp. 395-405).

Anderson, R. C. (1966). Sequence constraints and concept identification. *Psychological Reports*, *19*, 1295-1302.

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Anderson, R. C. (1967). Educational psychology. *Annual Review of Psychology*, 18, 129-164. [Over 100 citations]

Anderson, R. C. (1967). Problem-solving and individual differences. In R. Gagne (Ed.), *Learning and individual differences.* Columbus, Ohio: Merrill, pp. 166-189.

Anderson, R. C., & Faust, G. W. (1967). The effects of strong formal prompts in programed instruction. *American Educational Research Journal*, *4*, 345-352.

Duell, O. K., & Anderson, R. C. (1967). Pitch discrimination among primary grade children. *Journal of Educational Psychology*, *58*, 315-318.

Faust, G. W., & Anderson, R. C. (1967). The effects of incidental material in a programed Russian vocabulary lesson. *Journal of Educational Psychology*, *58*, 3-10.

Anderson, R. C. (1968). Part versus whole task procedures for teaching a problem solving skill to first graders. *Journal of Educational Psychology*, *59*, 207-214.

Anderson, R. C., Faust, G. W., & Roderick, M. C. (1968). Overprompting in programed instruction. *Journal of Educational Psychology*, *59*, 88-93.

Cunningham, D. J., & Anderson, R. C. (1968). Effects of practice time within prompting and confirmation presentation procedures on paired associate learning. *Journal of Verbal Learning and Verbal Behavior*, *7*, 613-616.

Roderick, M. C., & Anderson, R. C. (1968). A programed introduction to psychology versus a textbook-style summary of the same lesson. *Journal of Educational Psychology*, *59*, 381-387.

Anderson, R. C. (1969). The comparative field experiment: An illustration from high school biology. *Proceedings of the 1968 Invitational Conference on Testing Problems*. Princeton, NJ: Educational Testing Service, 3-30.

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Watts, G. H., & Anderson, R. C. (1969). Retroactive inhibition in free recall as a function of first and second list organization. *Journal of Experimental Psychology*, *81*, 595-597.

Anderson, R. C. (1970). Control of student mediating processes during verbal learning and instruction. *Review of Educational Research*, *40*, 349-369. [Over 200 citations]

Anderson, R. C. (1970). Critique of "The control of attentive reading." In E. Rothkopf (Ed.), *Verbal learning research and the technology of written instruction*. New York: Columbia University Teacher's College Press.

Anderson, R. C. (1970). Discussion of "Instructional variables and learning outcomes." In M. Wittrock and D. Wiley (Eds.), *The evaluation of instruction*. New York: Holt, Rinehart, and Winston, 126-133.

Liebherr, H., Anderson, R. C., and others. (1970). *Biological science: Patterns and processes* (2nd ed.). New York: Holt, Rinehart, and Winston.

Anderson, R. C. (1971). Encoding processes in the storage and retrieval of sentences. *Journal of Experimental Psychology*, *91*, 338-340.

Anderson, R. C., Goldberg, S. R., & Hidde, J. L. (1971). Meaningful processing of sentences. *Journal of Educational Psychology*, 62, 395-399.

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Anderson, R. C., Kulhavy, R. W., & Andre, T. (1971). Feedback procedures in programed instruction. *Journal of Educational Psychology*, *62*, 148-156. [Over 200 citations]

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Watts, G. H., & Anderson, R. C. (1971). Effects of three types of inserted questions on learning from prose. *Journal of Educational Psychology*, *62*, 387-394. [Over 100 citations]

Anderson, R. C. (1972). How to construct achievement tests to assess comprehension. *Review of Educational Research*, *42*, 145-170. [Over 200 citations]

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*management system (CAISMS)* (Tech. Rep. NPRDC TR 74-29). San Diego, CA: Navy Personnel Research and Development Center.

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Anderson, T. H., Anderson, R. C., Alessi, S. M., Dalgaard, B. R., Paden, D. W., Biddle, W. B., Surber, J. R., & Smock, H. R. (1975). A multifaceted computer based course management system. *Proceedings of the Second World Conference on Computers in Education.* Amsterdam: North Holland Publishing Co., 123-130.

Steinberg, E. R., & Anderson, R. C. (1975). Hierarchical semantic organization in six-year-olds. *Journal of Experimental Child Psychology, 19*, 544-553.

Surber, J. R., & Anderson, R. C. (1975). The delay retention effect in natural classroom settings. *Journal of Educational Psychology, 67*, 170-173.

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Andre, T., Anderson, R. C., & Watts, G. H. (1976). Item-specific interference and list discrimination in free recall. *Journal of General Psychology, 95*, 21-31.

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Anderson, R. C., Goetz, E. T., Pichert, J. W., & Halff, H. M. (1977). Two faces of the conceptual peg hypothesis. *Journal of Experimental Psychology: Human Learning and Memory, 3*, 142-149.

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Ortony, A., & Anderson, R. C. (1977). Definite descriptions and semantic memory. *Cognitive Science, 1*, 74-83.

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Steffensen, M. S., Joag-dev, C., & Anderson, R. C. (1979). A cross-cultural perspective on reading comprehension. *Reading Research Quarterly, 15*, 10-29. [Over 500 citations]

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Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Reading comprehension and education.* Newark, Del.: International Reading Association, 77-117. [Over 1,000 citations]

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**Comment [ARC1]:** 236 publications to here on May 5, 2014. Plus 3 in press and 10 under review

**Comment [ARC2]:** 237 publications to here on Aug 18, 2014. Plus 3 in press and 8 under review

**Comment [ARC3]:** 241 publications to here, plus 4 in press

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