

CURRICULUM VITA  
MAY, 2017

**SUSAN R. GOLDMAN**

Liberal Arts and Sciences Distinguished Professor  
Distinguished Professor of Psychology and Education  
Learning Sciences Research Institute, Co-Director  
University of Illinois, Chicago

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**SURFACE MAIL**

PREFERRED: Learning Sciences Research Institute (MC 057)  
1240 W Harrison St.  
Univ of Illinois  
Chicago, IL 60607

Department of Psychology (MC 285)  
1007 West Harrison Street  
University of Illinois  
Chicago, IL 60607-7137

**EDUCATION**

Barnard College of Columbia University, 1970, Bachelor of Arts, Major:  
Psychology

University of Pittsburgh, 1975, Master of Science, Psychology "Reading  
Skill and the Minimum Distance Principle: A Comparison of Sentence  
Comprehension in Context and in Isolation."

University of Pittsburgh, 1976, Specialty Exam: "Psycholinguistic  
Processes in Discourse Comprehension."

University of Pittsburgh, 1978, Doctor of Philosophy, Psychology  
"Children's Semantic Knowledge Systems for Realistic Goals."

**HONORS, AWARDS, ELECTED POSITIONS**

New York State Regents Scholarship Award  
Cum laude Graduate of Barnard College  
National Science Foundation Graduate Fellowship  
Vice-President of Division C, Learning and Instruction of the American Educational Research Association, 4/2000–4/2002  
Chair of the Governing Board and President of the Society for Text and Discourse 2000–2007  
Distinguished Professor of the College of Liberal Arts and Sciences 2009  
Inaugural Fellow of the Society for Text and Discourse 2009  
Fellow of the American Educational Research Association 2010  
President-elect of the International Society of the Learning Sciences 2010  
Learning Research and Development Center Inaugural Distinguished Alumnae Award 2011  
National Academy of Education, elected 2011  
President of the International Society of the Learning Sciences, 2011  
Past President of the International Society of the Learning Sciences 2012  
Distinguished Scientific Contribution Award, 2017 from the Society for Text & Discourse

**AREAS OF SPECIALIZATION:**

Cognition, Instruction, & Assessment  
Language & Text Processing  
Discourse Psychology  
Models of Reading & Learning  
Technology & Learning  
Strategy Development & Strategic Flexibility  
Professional Development

**RESEARCH SUPPORT:**

1978–1979 Emory University Faculty Research award.

1980–1981 "Inductive Reasoning," National Institute of Education. Subcontract through Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA.

1980 Faculty Development Program, UCSB. Summer Stipend.

1980–1981 General Research Grant, Academic Senate, UCSB.

1980 "Information Structure in Children's Stories." National Institute of Mental Health. Approved but not funded.

1981 Faculty Development Program, UCSB.

1981–1982 General Research Grant, Academic Senate, UCSB.

1981–1983 "Acquisition of literacy skills in first and second languages: Knowledge utilization in understanding." National Institute of Education and Office of Bilingual Education.

1983–1987 "Technology Effectiveness Research. The Analysis and Development of Naturalistic and Experimentally Constructed Micro-educational Environments for Mildly Handicapped Learners: A Four Year Program of Research." Special Education Programs, U. S. Department of Education. Co-Principal Investigator.

1985–1988 "Reasoning and Comprehension Processes of Language Minority Persons Learning From Text." Office of Naval Research. Principal Investigator.

1988–1989 "Linguistic Minority Persons' Strategies for Learning from Text: Understanding and Using Logical Relations Terms." Linguistic Minority Research Project. Principal Investigator.

1988–1989 "Extended Practice and Higher Order Cognitive Functioning in Mathematics by Handicapped Pupils." Office of Special Education and Rehabilitation Services, U.S. Department of Education. Co-Principal Investigator.

1990–1991 "Modeling Strategy Competition." National Science Foundation BNS - 9009320. Principal Investigator.

1989–1991 "Sustaining and Enhancing Educational Reform." Department of Education. Investigator.

1991 "Application of CAPS Modeling to Strategy Competition and Flexibility in Discourse Comprehension." Cognitive Science Program, Office of Naval Research. Principal Investigator.

1990–1992 "The Jasper Series: A Generative Approach to Improving Mathematical Thinking." National Science Foundation. Investigator.

1991–1994 "Invitations to Thinking II: Designs for Generative Learning." James S. McDonnell Foundation, Cognitive Studies in Education Program. Investigator.

1991–1993 "Assessing Competence in Electronic Troubleshooting." Cognitive Science Program, Office of Naval Research. Principal Investigator.

1992–1995 "Extension of the Jasper Series: A Generative Approach to Improving Mathematical Thinking." National Science Foundation. Co-Principal Investigator.

1992–1997 "SMART Assessments: Scientific and Mathematical Arenas for Refining Thinking." National Science Foundation. Investigator.

1992–1995 "Literacy for Life: MOST Environments for Accelerating Literacy Development in Special Education High School Students." Office of Special Education Programs, U.S. Department of Education. Investigator.

1994–1997 "Generative Learning Units." Mellon Foundation. Co-Principal Investigator.

1995–1997 "Building on Strengths: Accelerated, integrated curriculum and its effects on children, teachers, and parents." James S. McDonnell Foundation. Co-Principal Investigator.

1996–1997 "Multimedia - Schools for Thought." The James S. McDonnell Foundation. Co-Principal Investigator.

1996–1999 "Studying Achievement from a Whole Day Whole Year (WDWY) Perspective." Office of Educational Research and Improvement (OERI), U.S. Department of Education. Co-Principal Investigator.

1996–2001 "Technology Challenge Grant: The Alliance for Schools for Thought in the Metropolitan Nashville Public Schools." Co-Principal Investigator.

1997–2001 "Diffusion Efforts of 'Schools for Thought' in the Context of a Large Urban School District." Mellon & Russell Sage Foundation. Co-Principal Investigator.

1997–2001 "The Learning Consortium: A Technology-Supported Design for Exploring, Disseminating & Sustaining New Visions of Student Learning." Co-Principal Investigator.

1997–2001 "Center for Innovative Learning Technologies: A Learning Technologies Assessment Clearinghouse." National Science Foundation, subcontract of SRI International. Investigator.

1997–2002 "Multiple Texts for Academic Learning." Spencer Foundation. Co-Principal Investigator.

1997–2001 "National Partnership for Excellence & Accountability in Teaching." Department of Education. Investigator.

1999–2003 "Development of Early Reading in School and Home Contexts." Interagency Educational Research Initiative (IERI) (National Science Foundation, Department of Education, National Institutes of Health). Co-Principal Investigator.

1999–2001 "Preparing Tomorrow's Teachers to Use Technology." Department of Education. Investigator.

2001–2002 "Preparing Tomorrow's Teachers to Use Technology: Leveraging the power of learning theory and Information Technologies: UIC Teacher Education Partnership." Department of Education. Investigator.

2001–2003 "K–12 Learning Consortium: UIC Activity Components. Atlantic Philanthropies. Co-Principal Investigator.

2001–2004 Development and Evaluation of an Automated Comprehension Assessment Tool. National Science Foundation Innovation Technology Research Program. Principal Investigator.

2002–2004 Understanding in Science. National Science Foundation Research on Learning and Education. Co-Principal Investigator.

2002–2005 Story Listening Technologies for Emergent Writing Literacy. National Science Foundation. Principal Investigator.

2002–2008 Teaching Teachers to Use Technology: What Works and Why? Atlantic Philanthropies. Co-Principal Investigator.

2002–2009 Partnership READ: The Standards-based Change Process as a Model of Whole School Development. Chicago Community Trust and Chicago Public Schools. Co-Principal Investigator.

2003–2004 Assessment Development Project to Support the Chicago Math and Science Initiative (CMSI). The Board of the City of Chicago. Co-Principal Investigator.

2003–2005 Cognitively-based Multimedia Support for a Balanced Approach to the Development of Early Reading in School and Home Contexts. National Science Foundation IERI program. Principal Investigator.

2/2004–7/2004 Evaluation of Impact of In2Books Participation on Student Literacy & Teacher Literacy Knowledge and Practice. In2Books. Principal Investigator.

2004–2005 Coaching and Mentoring Site-based Mathematics Specialists: A Model Professional Development Project. Chicago Community Trust. Principal Investigator.

2004–2005 Project Trust: Technology Resources for Urban School Transformation. Department of Education. Co-Principal Investigator.

2004–2008 Designing Learning Environments for Teaching Scientific Argumentation and Mathematical Reasoning with Geographic Data. National Science Foundation Research on Learning and Education. Co-Principal Investigator.

2004–2008 Natural Language Processing Technology for Guided Study of Bioinformatics. National Science Foundation Innovative Technology Research. Co-Principal Investigator.

2004–2008 Improving Mentoring in Highest Need Schools: A model of Mentoring. Department of Education. Principal Investigator for Evaluation component.

2004–2005 Teacher Evaluation/Compensation Research and Development. Learning Point Associates. Co-Principal Investigator.

1/2005–9/2005 Assessment Development Project to Support the Chicago Public Schools Math - Science Initiative. Co-Principal Investigator.

8/2005–2009 Assessing Readers Struggling to Comprehend Multiple Sources of Information. Department of Education Institute for Education Sciences. Co-Principal Investigator.

2005–2006 Professional Development Support for Implementing Curriculum-Based Assessment within the Chicago Public Schools Math-Science Initiative. Chicago Community Trust. Co-Principal Investigator.

9/2007–12/08 Comprehensive Program for Struggling Algebra Students. Chicago Community Trust. Co-Principal Investigator.

1/2008–8/2012 Evaluating the Cognitive, Psychometric, and Instructional Affordances of Curriculum Embedded Assessments. National Science Foundation. Co-Principal Investigator.

6/2008–12/09 Research on Student Understanding of Solution Phenomena in College Chemistry. National Science Foundation. Co-Principal Investigator.

3/2009–2/2013 The Cognitive, Psychometric, and Instructional Validity of Curriculum-Embedded Assessments: In-depth Analyses of the Resources Available to Teachers Within Everyday Mathematics. Department of Education Institute for Education Sciences. Co-Principal Investigator.

5/2009–5/2014 The Cryptoclub: Cryptography and Mathematics Afterschool and Online. National Science Foundation. Co-Principal Investigator.

9/2009–2/2013 An Architecture of Intensification: Building a Comprehensive Program for Struggling Students in Double-Period Algebra Classes. National Science Foundation. Co-Principal Investigator.

1/2010–12/2011 A Library of High School Mathematics Teaching and Learning Videocases. National Science Foundation. Investigator.

7/2010–6/2016 Reading for Understanding Across Grades 6 through 12: Evidence-Based Argumentation for Disciplinary Learning. Institute for Education Sciences. Principal Investigator.

7/2010–6/2016 National Center for Cognition and Mathematics Instruction. Institute for Education Sciences. Co-Principal Investigator.

7/2010–6/2014 Establishing the Validity and Diagnostic Capacity of Facet-Based Science Assessments. Institute for Education Sciences. Co-Principal Investigator.

9/2010 – 12/2012 Climate Literacy Zoo Education Network. National Science Foundation. Co-Principal Investigator.

1/2011 – 12/2012 "Conference Proposal to NSF: Public Understanding and Public Engagement with Science." National Science Foundation, Susan Goldman, Principal Investigator.

9/2013 – 12/2017 Improving formative assessment practices: Using learning trajectories to develop resources that support teacher instructional practice and student learning in CMP2. National Science Foundation. Co-Principal Investigator.

## **PROFESSIONAL EXPERIENCE:**

June 1968–June 1969 Research Assistant to Dr. Anne Morris, Pediatric Project, Bellevue and Sinai Hospitals, New York, New York.

February 1972–July 1972 Research Assistant to Dr. Alan M. Lesgold, Comprehension and Memory Project, Learning Research and Development Center (LRDC), University of Pittsburgh.

August 1972–August 1973 Research Assistant to Dr. Charles A. Perfetti, Psycholinguistic Processes Project, LRDC.

September 1973–August 1974 Graduate Research Assistant to Dr. Charles A. Perfetti, Psycholinguistic Processes Project, LRDC

September 1974–August 1977 National Science Foundation Graduate Fellow

August 1974 Assistant to Dr. Lauren B. Resnick at the National Institute of Education Planning Conference on Essential Skills, Panel 6, Applications of Existing Reading Comprehension Research

January 1976–June 1976 Clinical Practicum, Dr. Felicisima Serifica, Psychological Clinic at the University of Pittsburgh

April 1977 Participant in Seminar on Applications of Cognitive and Linguistic Theory to Assessment of Children's Aptitude and Achievement, Graduate School and University Center of City University of New York and Teacher Corps' Exceptional Child Component

September 1977–August 1978 Graduate Research Assistant to Dr. Charles A. Perfetti, Psycholinguistic Processes Project, LRDC

September 1978 Assistant Professor, Psychology Department, Emory University

July 1979–1984 Assistant Professor of Education and Psychology University of California, Santa Barbara

July 1984–1989 Associate Professor of Education and Psychology University of California, Santa Barbara

September 1989–1999 Professor of Psychology, Co-Director, Learning Technology Center, Vanderbilt University

September 2000–2001 Professor of Psychology, Learning Technology Center, Senior Scientist, Vanderbilt University

August 2001 Distinguished Professor of Psychology and Education, Co-Director Center for the Study of Learning, Instruction and Teacher Development, University of Illinois at Chicago  
January 2007 Co-Director Learning Sciences Research Institute, University of Illinois at Chicago

## **PROFESSIONAL SERVICE AND ORGANIZATIONAL AFFILIATIONS**

### Professional Service:

Conference Chair for International Conference of the Learning Sciences, 2010  
Conference Chair for the Society for Text and Discourse, 2010  
Chair, Doctoral Consortium for the International Conference of the Learning Sciences, 2006  
Chair of American Educational Research Association Division C Nominating Committee for AERA 2002–2004  
Interim Governing Board of Society for Learning Sciences, 2001  
President, Society for Text and Discourse, 1999–2007  
Vice President, Division C, American Educational Research Association, 2000–2002  
Assistant Co-Chair for section 6 of Division C, American Educational Research Association program committee, 1998  
AERA Research Review Award Committee, Chair 1997–1998  
Organizer and reviewer for Winter Conference on Discourse, Text, and Cognition, 1998–2005  
Reviewer for Divisions C and K of the American Educational Research Association  
Participant in Panel on Early Reading, National Science Foundation and Office of Educational Research and Improvement, 1998  
Program Committee for Society for Text and Discourse, 1995, 1996, 1997, 1998, 2001, 2002, 2004  
American Representative for the European Association for Research on Learning and Instruction, 1997–  
Program Review Committee for Computer Supported Collaborative Learning Conference, 1997  
Member of the AERA Research Review Awards Committee 1996–1998  
Program Chair for Division C, American Educational Research Association, 1996  
Assistant Chair for Section 7, Division C, American Educational Research Association, 1995  
Chairperson, American Educational Research Association SIG: Text Design and Learner Strategies 1990–1996  
AERA Committee on Government and Professional Liaison 1986–1989  
Grant Reviewer for NSF and for Small Business Initiative of the NIMH  
UIC: Education Policy Committee, College of Liberal Arts and Sciences 2003–2006  
UIC: Executive Committee, College of Liberal Arts and Sciences, 2006–2009  
UIC: Coordinating Committee of Learning Sciences Initiative, 2004–2007

### Memberships in Professional Organizations:

American Educational Research Association, Divisions C and K  
American Psychological Society  
European Association for Research on Learning and Instruction  
International Reading Association  
International Society for the Learning Sciences  
National Reading Conference/Literacy Research Association  
Psychonomic Society  
Society for the Scientific Study of Reading  
Society for the Scientific Study of Literature  
Society for Research in Child Development  
Society for Text and Discourse

## **EDITORIAL POSITIONS**

### Associate Editor:

Cognition and Instruction, 2002–2006  
Cognition and Instruction Executive Associate Editor 2007–2014  
Discourse Processes, 1998– 2010  
Educational Research Review, 2006 – 2010  
Journal of Educational Psychology, 2007– 2014

Editorial Board:

Reading Research Quarterly, 2006–  
Developmental Psychology, 2004–2012  
Learning and Instruction, 2004–2012  
Review of Research in Education, 1996–1998  
Journal of the Learning Sciences, 2010 -  
Educational Psychologist, 2010 -

Consulting Editor

Cognition and Instruction, 1995–2002; 2014 -  
Educational Psychology Review, 1995–  
Journal of Learning Disabilities, 1990–1999  
Learning and Individual Differences, 1988–2000  
Learning and Instruction, 1999– 2010  
Peabody Journal of Education, 1995–2001  
Child Development, 1984–1986  
Discourse Processes, 1995–1998; 2010 -  
Journal of Educational Psychology, 1990–1996; 2014 -  
Journal of Reading Behavior, 1991–1993

Reviewer

American Educational Research Journal  
American Journal of Education  
Child Development  
Educational Psychologist  
Instructional Science  
Journal of Experimental Child Psychology  
Journal of Educational Psychology

**WORKSHOPS**

Invited participant in the Office of Technology Assessment Workshop "Emerging Communications and Information Technologies for Literacy". Washington, DC. September, 1991.

Invited participant in the National Design Experiments meeting sponsored by the Center for Technology in Education, Bank Street College, NY, NY. November, 1991.

Invited participant in the National Design Experiments meeting sponsored by the Institute for Research on Learning, Palo Alto, CA. April, 1992.

Goldman, S. R., Zech, L., & the Cognition and Technology Group at Vanderbilt. (1993, February). *The Adventures of Jasper Woodbury*. Presented at the National Science



Foundation Invitational Conference, "Beyond National Standards and Goals: Excellence in Mathematics and Science Education K-16." Washington, DC.

Goldman, S. R. (1994, February). *Teachers and technology*. Presented at a workshop entitled "Lessons Learned from Technology Implementations." Office of Technology Assessment, Washington, DC.

Goldman, S. R., and Petrosino, A. (1995, May). *Schools for Thought at Carter Lawrence*. Presented to the Greater Raleigh Chamber of Commerce.

Goldman, S. R. (1997, June). *Technology and learning for K-8*. Presentation to the Metropolitan Nashville Schools, Teaching, Learning, and Technology Center, in Nashville, TN.

Goldman, S. R. (1997, August). Organized Schools for Thought Summer Institute in St. Louis, MO.

Goldman, S. R. (1999, March). *Classroom discourse: Social, Cognitive, and Linguistic Perspectives*. Presented to the Northern Illinois University Graduate Colloquium in Psychology. DeKalb, IL.

Goldman, S. R. (1999, June). *Technology for Creating Innovative Learning Environments*. Workshop presented at the Fordham Institute on Cognition and Learning, NYC, NY.

Goldman, S. R. (2007, April). *An Ecological Framework for Examining Learning and Development as Cultural Practices*. Preconference Workshop at American Educational Research Association Meeting, Chicago, IL.

## **PRESENTATIONS**

[1973-1979]

Perfetti, C. A., & Goldman, S. R. (1973, May). *Structural variables in the retrieval of sentences from paragraphs*. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Goldman, S. R., & Perfetti, C. A. (1973, August). *The effects of sentence structure and thematic structure on the recall of information from passages*. Paper presented at the meeting of the American Psychological Association, Montreal, Canada.

Goldman, S. R. (1975, April). *Context sensitivity, reading comprehension skill and mastery of the Minimum Distance Principle*. Paper presented at the meeting of the Society for Research in Child Development, Denver, CO.

Perfetti, C. A., Goldman, S. R., & Bell, L. C. (1976, April). *Memory during oral and silent reading*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

Pellegrino, J. W., & Goldman, S. R. (1976, November). *Processing domain, encoding elaboration and memory trace strength*. Paper presented at the meeting of the Psychonomic Society, St. Louis, MO.

Perfetti, C. A., Goldman, S. R., Bell, L. C., & Hogaboam, T. (1977, November). *Verbal processing speed and reading skill*. Paper presented at the meeting of the Psychonomic Society, Washington, DC.

Goldman, S. R., Pellegrino, J. W., Parseghian, P., & Sallis, R. (1978, May). *Developmental and individual differences in verbal analogical reasoning*. Paper presented at the meeting of the Piaget Society Meetings, Philadelphia, PA.

Stein, N. L., & Goldman, S. R. (1978, November). *Children's knowledge about social situations: From causes to consequences*. Paper presented at the meeting of the Society for Research in Child Development Study Group on the Development of Friendship, University of Illinois, Urbana-Champaign, IL.

Goldman, S. R. (1979, March). *The development of semantic knowledge systems for realistic goals*. Paper presented at the meeting for the Society for Research in Child Development, San Francisco, CA.

Goldman, S. R., Parseghian, P. E., Pellegrino, J. W., & Sallis, R. (1979, March). *Parallels between developmental and individual variability in analogical reasoning performance*. Paper presented at the meeting for the Society for Research in Child Development, San Francisco, CA.

Goldman, S. R. (1979, September). *Knowledge children use in producing stories about problem solving*. In *Understanding discourse: Interactions between knowledge and process*. Symposium conducted at the meeting of the American Psychological Association, New York, NY.

Goldman, S. R. (1979, October). *Children's expectations about problem solving that involves realistic goals*. Paper presented at the Psychology Colloquium for the Psychology Department, University of California, Santa Barbara, CA.

[1980–1984]

Goldman, S. R., & Bisanz, J. (1980, April). *Understanding the development of analogical reasoning ability*. In *Cognitive process analysis of aptitude*. Symposium conducted at the meeting of the American Educational Research Association, Boston, MA.

Goldman, S. R., & Varnhagen, C. K. (1980, December). *The development of listening and reading comprehension: The role of story ending information*. Paper presented at the meeting of the National Reading Conference, San Diego, CA.

Goldman, S. R., & Varnhagen, C. K. (1981, November). *Comprehension of multi-episode stories: Memory for embedded versus sequential episodes*. Paper presented at the meeting of the Psychonomic Society Meeting, Philadelphia, PA.

Alderton, D. L., Goldman, S. R., & Pellegrino, J. W. (1982, March). *Multitask assessment of inductive reasoning skill*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

Lairon, M. A., Goldman, S. R., & Pellegrino, J. W. (1982, March). *Developmental changes in the induction of semantic relations*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

Varnhagen, C. K., Hartwig, J. L., & Goldman, S. R. (1982, March). *Individual differences in comprehension of multiple-episode stories*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

Goldman, S. R., Reyes, M., & Varnhagen, C. K. (1983, February). *Utilization of knowledge acquired through the first language in comprehending a second language: Narrative comprehension by Spanish-English speakers*. Paper presented at the meeting of the National Association for Bilingual Education Conference, Washington, DC.

Goldman, S. R. (1983, April). *Patterns of summarization*. Paper presented at the meeting of the Claremont Conference on Applied Cognitive Psychology, Claremont Graduate School, Claremont, CA.

Goldman, S. R., & Reyes, M. (1983, April). *Use of prior knowledge in understanding fables in first and second languages*. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Hahn, J. M., & Goldman, S. R. (1983, April). *Children's summarization behaviors*. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Goldman, S. R. (1983, June). *Developmental and individual differences in inductive reasoning*. Paper presented at the University of Washington Conference on Inductive Reasoning, Orcas Island, WA.

Goldman, S. R. (1983, November). *Procedures for summarizing text*. Paper presented at the meeting of the Psychonomic Society, San Diego, CA.

Varnhagen, C. K., & Goldman, S. R. (1983, November-December). *Causal structure instruction and story comprehension for mildly handicapped children*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Goldman, S. R., & Chavez-Nunez, P. (1984, January). *Content-area learning skills*. Paper presented at the annual meeting of the California Association for Bilingual Education (CABE), San Francisco, CA.

Reyes, M., & Goldman, S. R. (1984, April). *Comprehension of content area passages: A study of Spanish/English elementary school readers*. Paper presented at the annual meeting of the National Association for Bilingual Education (NABE), San Antonio, TX.

Varnhagen, C. K., & Goldman, S. R. (1984, April). *Text cohesion and comprehension: A comparison of prose analysis systems*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Semmel, M. I., Cosden, M. A., Gerber, M. M., Semmel, D. S., & Goldman, S. R. (1984, October). *An analysis of microcomputer allocations, access and use patterns for mildly handicapped students (Project TEECh)*. Paper presented at the sixth annual conference of the Council for Learning Disabilities, Dallas, TX.

[1985–1989]

Goldman, S. R. (1985, February). *Special education administrator and school principal surveys: Microcomputer allocation and access patterns for mildly handicapped students*. Paper presented at

the annual meeting of the Association for Children with Learning Disabilities (ACLD), San Francisco, CA.

Goldman, S. R. (1985, July). *Metas, planes y resultados en la enseñanza y el aprendizaje de la lectura*. Paper presented at the XX Congreso Interamericano de Psicología, Caracas, Venezuela.

Pellegrino, J. W., & Goldman, S. R. (1985, July). *Intelligence and intellectual development: An information processing perspective*. Invited address presented at the XX InterAmerican Congress of Psychology, Caracas, Venezuela.

Durán, R., & Goldman, S. R. (1985, December). *Comprehension monitoring strategies in second language learners*. Presentation for NRC's Living Footnote Series, San Diego, CA.

Goldman, S. R. (1985, December). *Views on research developments in cognitive psychology*. Presented at Cognition Seminar sponsored by the Center for Language Education and Research, University of California, Los Angeles, CA.

Goldman, S. R. (1986, June). *The effectiveness of microcomputers in instructing mildly handicapped children*. Presented at the Invitational Research Symposium on Special Education Technology, Center for Special Education Technology, Washington, DC.

Goldman, S. R. (1986, October). *Reasoning and comprehension from text*. Presentation to the Speech and Hearing Research Seminar. University of California, Santa Barbara, CA.

Goldman, S. R. (1986, November). *The development of computational expertise*. Colloquium presentation to the Cognitive Science Program: Mathematics and Logical Thinking Group. University of California, Santa Barbara, CA.

Goldman, S. R., & Duran, R. P. (1986, November). *Text and learner characteristics that affect learning from academic texts*. Paper presented at the 27th annual meeting of the Psychonomic Society, New Orleans, LA.

Goldman, S. R. (1986, December). *Effective technology for the learning handicapped: Project TEECh*. Presentation made at the 36th annual conference of the California State Federation of the Council for Exceptional Children, Lake Tahoe, NV.

Duran, R. P., Goldman, S. R. & Smith, M. (1987, January). *Second language discourse understanding*. Paper presented at the Third International Conference on Thinking, Honolulu, HI.

Goldman, S. R. (1987, February). *Individual differences and the effects of extended microcomputer practice on basic addition facts*. Colloquium presentation to the Special Education Research Laboratory. University of California, Santa Barbara, CA.

Goldman, S. R., Pellegrino, J. W., & Mertz, D. L. (1987, April). *Microcomputer use in skill development for basic math facts*. Paper presented at the Symposium "Developing automaticity in basic cognitive skills of learning handicapped students: Microcomputer applications", American Educational Research Association, Washington, DC.

Goldman, S. R., Cosden, M. A., & Hine, M. S. (1987, April). *Writing groups: A context for interactive communication among learning disabled children*. Poster presented at the meetings of the Society for Research in Child Development, Baltimore, MD.

- Goldman, S. R. (1987, August). *Strategies for negotiating academic text*. Paper presented at the *Institute on Literacy and Learning*. Linguistic Minority Research Project. University of California, Santa Barbara, CA.
- Goldman, S. R. (1988, April). *The role of sequence markers on reading and learning strategies: A comparison of native and nonnative English speakers*. Presentation at the meetings of the American Educational Research Association, New Orleans, LA.
- Goldman, S. R. (1988, May). *Individual differences in basic math skills*. Colloquium presented to the Center for Research in Learning, Perception and Cognition, University of Minnesota.
- Goldman, S. R. (1988, June). *Microcomputer technology in the learning process*. Invited presentation at the Invitational Research Symposium on Special Education Technology, conducted by the Center for Special Education Technology of the Council for Exceptional Children, Washington, DC.
- Goldman, S. R., & Pellegrino, J. W. (1988, August). Cognitive developmental perspectives on intelligence. Invited presentation in H. Rowe (Chair), *Intelligence: Contrasting views*. Symposium conducted at the XXIV International Congress of Psychology, Sydney, Australia.
- Goldman, S. R. (1988, November). *Strategies for understanding information organization in discourse*. Paper presented at the Twenty-ninth Annual Meeting of the Psychonomic Society, Chicago, IL.
- Goldman, S. R. (1989, April). Strategies for processing text. Invited presentation in C. Pawluk (Chair), *Understanding written and oral discourse*. Symposium at the Joint Annual Convention of the Western and Rocky Mountain Psychological Associations, Reno, NV.
- Shavelson, R. J., Pine, J., Goldman, S. R., Baxter, G. P., & Hine, M. S. (1989, June). *New technologies for assessing science achievement*. Paper presented at the First Annual Meeting of the American Psychological Society, Washington, D. C.
- Goldman, S. R., & Pellegrino, J. W. (1989, July). *Implications of cognitive science and technology for teacher education*. Paper presented at the Japan-U.S. Consortium on Teacher Education Conference, Honolulu, HI.
- Goldman, S. R. (1989, October). *Making knowledge meaningful: Using technology in the classroom*. Presented at the Maryland Board of Education Retreat "Rethinking the Delivery of Public School Instruction: Making Technology a Pervasive Element of Learning and Teaching.
- Shavelson, R. J., Baxter, G. P., Pine, J., Yuré, J., & Goldman, S. R. (1989, October). *Performance indicators for large-scale science assessment*. Paper presented at the UCLA CRESST conference Taking stock of educational quality.
- Goldman, E. S., Goldman, S. R., Hawley, W., Sherwood, R., & Vye, N. (1989, November). *Technology as a tool in education*. Symposium presentation to the Tennessee Association of Colleges of Teacher Education, Nashville, TN.
- Goldman, S. R., & Saul, E. U. (1989, November). *Strategy competition in text comprehension*. Poster presented at the meetings of the Psychonomics Society, Atlanta, GA.

Bransford, J. D., Goldman, S. R., Hasselbring, T. S., & Pellegrino, J. W. (1990, January). *Designing invitations to thinking*. Presentation to the Tennessee State Board of Education. Nashville, TN.

Goldman, S. R. (1990, January). Individual differences in text processing strategies. Presented at the First Annual Winter Text Conference, Jackson Hole, WY.

Baxter, G., Shavelson, R. J., Goldman, S. R., & Pine, J. (1990, April). *Evaluation of procedure-based scoring for hands-on science assessment*. Paper presented at the meetings of the American Educational Research Association, Boston, MA.

Goldman, S. R., & Saul, E. U. (1990, April). *Tracing reading strategies on the Macintosh*. Poster presentation at the meetings of the American Educational Research Association, Boston, MA.

Shavelson, R. J., Pine, J., Goldman, S. R., Baxter, G., & Hine, M. S. (1990, April). *Alternative technologies for assessing science achievement*. Paper presented at the meetings of the American Educational Research Association, Boston, MA.

Goldman, S. R. (1990, June). *Technology for making knowledge meaningful*. Presentation at the National Educational Computing Conference, Nashville, TN.

Goldman, S. R. (1990, June). *Using videodisc macrocontexts to enhance middle school problem solving instruction*. Presentation at the National Educational Computing Conference, Nashville, TN.

Pellegrino, J. W., with the Cognition and Technology Group at Vanderbilt. (1990, July). *Anchored instruction and cognitive skills acquisition and intelligent tutoring*. Paper presented at the Cognitive Skills Acquisition Workshop sponsored by Air Force Human Resources Laboratory, San Antonio, TX.

Goldman, S. R., Pellegrino, J. W., & Bransford, J. D. (1990, September). *Assessing technologies that invite thinking*. Presentation at Conference on Technology Assessment: Estimating the Future, UCLA Center for Technology Assessment, Los Angeles, CA.

Goldman, S. R., & Johnson, N. (1990, October). *Designing invitations to thinking and problem solving*. Presentation at the Educational Records Bureau Conference on the Future of Independent Schools.

Goldman, S. R., & Saul, E. U. (1990, November). *Paragraphing and task effects on reading strategies*. Paper presented at the meetings of the Psychonomics Society, New Orleans, LA.

[1991]

Goldman, S. R., & Saul, E. U. (1991, January). *Strategies for maintaining discourse coherence*. Presented at the Second Annual Winter Text Conference, Jackson Hole, WY.

Goldman, S. R., & Bransford, J. D. (1991, January). *The potential and appropriate uses of information technology*. Presented at the Federal Interagency Conference on "The Art and Science of Learning." Sponsored by the Department of Education (OERI). Washington, DC.

Goldman, S. R., Vye, N.J., Williams, S., Rewey, K., Pellegrino, J. W., & the Cognition and Technology Group at Vanderbilt. (1991, April). *Solution-space analyses of the Jasper problems and students' attempts to solve them*. Paper presented at the poster symposium "The Jasper problem solving series: A collaborative experiment involving teachers, corporate partners, cognitive

researchers, and experts in instruction, video, and computer design." American Educational Research Association Meetings, Chicago, IL.

Van Hanaghan, J., Young, M., Williams, S., Barron, L., Vye, N., Goldman, S. R., & Bransford, J. D. (1991, April). *Investigations of the effects of instruction in Jasper on the attitudes and cognitive skills of middle school students*. Paper presented at the poster symposium "The Jasper problem solving series: A collaborative experiment involving teachers, corporate partners, cognitive researchers, and experts in instruction, video, and computer design." American Educational Research Association Meetings, Chicago, IL.

Bransford, J. D., Vye, N., Goldman, S. R., Hasselbring, T. S., Pellegrino, J. W., & the Cognition and Technology Group at Vanderbilt. (1991, April). *The design of environments that support meaningful, generative learning: An introduction to the mathematics problems solving series, "The Adventures of Jasper Woodbury"*. Paper presented at the poster symposium "The Jasper problem solving series: A collaborative experiment involving teachers, corporate partners, cognitive researchers, and experts in instruction, video, and computer design." American Educational Research Association Meetings, Chicago, IL.

Cognition and Technology Group at Vanderbilt. (1991, April). *Video environments for connecting mathematics, science, and other disciplines*. Presented at the Wingspread Conference on Integrated Science and Mathematics Teaching and Learning, Wingspread, WI.

Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1991, April). *The use of microcomputer-based, videodisc technology to enhance student learning: The Jasper series*. Paper presented at the meetings of the Southeast Con IEEE, Williamsburg, VA.

Vye, N. J., Goldman, S. R., Bransford, J. D., Van Hanaghan, J., Young, M., Williams, S., Pellegrino, J. W., & the Cognition and Technology Group at Vanderbilt. (1991, April). *Developing math problem solving skills in meaningful contexts*. Poster presentation at the meetings of the Society for Research in Child Development, Seattle, WA.

Saul, E. U., & Goldman, S. R. (1991, June). *Representation and use of logical connectors*. Presentation at the Third Annual Meeting of the American Psychological Society, Washington, DC.

Goldman, S. R. (1991, August). *Flexibility in learning from text: Strategy competition in text comprehension*. Paper presented at the First Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1991, August). *Meaningful learning environments for mathematical problem solving: The Jasper problem solving series*. Paper presented at the Fourth European Conference for Research on Learning and Instruction, Turku, Finland.

Goldman, S. R., Ortega, J., Saul, E. U. (1991, September). *Learning from text: Modeling strategy competition*. Paper presented at the Office of Naval Research Meeting on Learning and Instruction, Atlanta, GA.

Biswas, G., Goldman, S. R., & the ONR Assessment Group. (1991, October). *Troubleshooting in circuit design: Dimensions of assessment*. Paper presented at the Office of Naval Research Meeting on Cognitive Diagnosis, Pittsburgh, PA.

Hickey, D. T., Pellegrino, J. W., Petrosino, A., Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1991, October). *Reconceptualizing space science education: A generative, problem solving approach*. Presentation at the Space Education Conference, Cocoa Beach, FL.

Goldman, S. R. (1991, November). *Technology and the design of generative learning environments for mathematics, science and literacy instruction*. Invited presentation at the Seventh International Symposium of the Society for Computers in the Education of Children and Youth, Monterrey, Mexico.

[1992]

Goldman, S. R., (1992, January). *Modeling Strategy Competition*. Presentation at the Third Annual Winter Text Conference, Jackson Hole, WY.

Sharp, D, Vye, N., Bransford, J., Goldman, S. R., Soraci, S., Kinzer, C., & O'Banion, K. (1992, February). *Environments for building language and visualization skills in young, at-risk children*. Paper presented at the meetings of the International Association for Cognitive Education, Riverside, CA.

Goldman, S. R., and Pellegrino, J. W. (1992, March). *Technology and the design of learning environments that support thinking*. Presentation to the Edmonton Catholic Schools, Alberta, Canada.

Goldman, S. R., and Pellegrino, J. W. (1992, March). *Situating mathematical problem solving in meaningful contexts: Theory, design, and data*. Colloquium presentation to the Department of Psychology and Center for Research in Child Development, University of Alberta, Edmonton, Alberta, Canada.

Goldman, S. R., Vye, N. J., Williams, S., Rewey, K. L., & Hmelo, C. (1992, April). *Planning net representations and analyses of complex problem solving*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Rewey, K. L., Barron, B. J., Rieser, J., Bransford, J. D., & Goldman, S. R. (1992, April). *Small group problem solving in the "Adventures of Jasper Woodbury" environment*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Sherwood, R. D., Petrosino, A., Garrison, S., Bransford, J. D., Goldman, S. R., Hasselbring, T. S., & Pellegrino, J. W. (1992, April). *Macrocontexts for science instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Sharp, D. L. M., Vye, N., Bransford, J., Goldman, S. R., O'Banion, K., Beaty, J., & Saul, E. (1992, April). *Technology for building literacy skills in young children*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Williams, S. M., Bransford, J. D., Vye, N. J., Goldman, S. R., & Carlson, K. (1992, April). *Positive and negative effects of specific knowledge on mathematical problems solving*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1992, May). *The adventures of Jasper Woodbury: A generative approach to mathematical problem solving*. Paper presented at the National Science Foundation Instructional Materials Development Principal Investigators' Meeting, Washington, DC.



Goldman, S. R., & Kantor, R. J. (1992, May). *The limits of poetic license: When shouldn't an ending be happy?* Paper presented at the International Association for the Empirical Study of Literature, Memphis, TN.

Biswas, G., & Goldman, S. R. (1992, June). *Assessing electronics diagnosis skill*. Paper presented at the 1992 Office of Naval Research Contractor's Meeting, University of Illinois, Champaign, IL.

Goldman, S. R., Sharp, D. M., Vye, N., Bransford, J., O'Banion, K., Saul, E., Risko, V., & Kinzer, C. (1992, June). *Multimedia stories: Video scaffolds for language comprehension*. Paper presented at the Second Annual Meeting of the Society for Text and Discourse, San Diego, CA.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1992, July). *Jasper Woodbury Series*. Howard University, Washington, DC.

Goldman, S. R., Petrosino, A., Sherwood, R. D., Garrison, S., Hickey, D., Bransford, J. D., & Pellegrino, J. W. (1992, July). *Multimedia environments for enhancing science instruction*. Paper presented at the NATO Advanced Study Institute on Psychological and Educational Foundations of Technology-Based Learning Environments, Kolymbari, Greece.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1992, July). *Multimedia environments for enhancing learning in mathematics*. Paper presented at the NATO Advanced Study Institute on Psychological and Educational Foundations of Technology-Based Learning Environments, Kolymbari, Greece.

Bransford, J. D., Sharp, D. M., Vye, N. J., Goldman, S. R., Hasselbring, T. S., Goin, L., O'Banion, K., Livernois, J., Saul, E., and the Cognition and Technology Group at Vanderbilt. (1992, July). *MOST environments for accelerating literacy development*. Paper presented at the NATO Advanced Study Institute on Psychological and Educational Foundations of Technology-Based Learning Environments, Kolymbari, Greece.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1992, October). *The Jasper series: A generative approach to mathematical problem solving*. Presentation at the Secretary's Conference on Improving Mathematics & Science Instruction, Washington, DC.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1992, October). *Hypermedia for thinking*. Presentation at Hypermedia '92, Bloomington, IN.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1992, November). *Invitations to thinking II: Upping the ante*. Presentation at the McDonnell Foundation Grantee Annual Meeting, Stanford University, Palo Alto, CA.

[1993]

Goldman, S. R., & Sharp, D. (1993, January). *Beyond actions and dialogue: Video and child story comprehension*. Paper presented at the Fourth Annual Winter Text Conference, Jackson Hole, WY.

Goldman, S. R., Williams, S., Vye, N. J., Bransford, J. D., & Pellegrino, J. W. (1993, March). *Flexible knowing in complex problem solving situations*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans, LA.

Hickey, D., Pellegrino, J. W., Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1993, April). *Interests, attitudes, and anchored instruction: Results from the 1991-1992*

*implementation of "The Adventures of Jasper Woodbury"*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Hmelo, C., Williams, S., Vye, N., Goldman, S. R., & Bransford, J. D. (1993, April). *A longitudinal study of effects of anchored instruction on transfer in the domain of mathematical problem solving*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

O'Banion, K., Goldman, S. R., Sharp, D., Vye, N., Bransford, J. D., Beaty, J., & Saul, E. (1993, April). *Multimedia support for language comprehension skills in at-risk kindergarten students*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Saul, E. U., Coté, N., & Goldman, S. R. (1993, April). *Students' strategies for making text make sense*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Sharp, D. L. M., Goldman, S. R., Bransford, J. D., Hasselbring, T. S., Moore, P., Brophy, S., Vye, N. J., & the Cognition and Technology Group at Vanderbilt. (1993, April). *Developing strategic approaches to narrative structures with integrated-media environments for young, at-risk children*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Sherwood, R., Petrosino, A., Goldman, S. R., Garrison, S., Hickey, D., Bransford, J. D., & Pellegrino, J. W. (1993, April). *An experimental study of a multimedia instructional environment in a science classroom*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Williams, S., Bransford, J. D., Vye, N. J., & Goldman, S. R. (1993, April). *Computer-based instruction in analogical problem solving*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Goldman, S. R. (1993, May). *The changing way students think: Technologies for reinventing schools*. Invited presentation at a convocation sponsored by the National Academy of Sciences, Washington, DC.

Goldman, S. R., & Varma, S. (1993, June). *CAPping the construction-integration model of discourse comprehension*. Paper presented at the Third Annual Meeting of the Society for Text and Discourse, Boulder, CO.

Goldman, S. R., (1993, October). *Cognitive analyses of the solution spaces*. Paper presented at the Annual Grantees Meeting of the James S. McDonnell Foundation, Pittsburgh, PA.

Goldman, S. R., & Pellegrino, J. W. (1993, November). *Generative environments for mathematical thinking*. Paper presented at the conference Psychologie und Mathematikunterricht, Rauschlolzhausen, Germany.

Goldman, S. R. (1993, November). *Modeling discourse comprehension: Construction-integration and capacity-constrained processing*. Paper presented at the Max Planck Institute, Munich, Germany.

Pellegrino, J. W., & Goldman, S. R. (1993, November). *Designing environments for learning: Anchoring instruction and assessment*. Paper presented at the University of Munich, Munich, Germany.

Goldman, S. R., & Pellegrino, J. W. (1993, November). *Anchored instruction theory: Research issues and directions*. Paper presented at the University of Munich, Munich, Germany.

[1994]

Goldman, S. R., Coté, N., & Saul, E. (1994, January). *Children's strategies for making sense of informational text*. Paper presented at the Fifth Annual Winter Text Conference, Jackson Hole, WY.

Goldman, S. R. (1994, May). *Professional development issues as encountered by the Schools for Thought project*. Paper presented at the National Design Experiments Meeting, Berkeley, CA.

Goldman, S. R., & Hasselbring, T. S. (Co-chairs). (1994, April). *Multimedia support for accelerating the development of literacy in young children*. Symposium conducted at the American Educational Research Association, New Orleans, LA.

Schwartz, D., Goldman, S. R., Moore, A., Zech, L., Smart, K., Mayfield-Stewart, C., Vye, N., & Barron, L. (1994, April). *Adolescent understanding of sampling in the context of a survey*. Paper presented at the American Educational Research Association, New Orleans, LA.

Barron, B. J. S., Vye, N., Pellegrino, J., Bransford, J., Goldman, S. R., Schwartz, D., Zech, L., & Kantor, R. (1994, April). *Building a learning community: Theory and design*. Paper presented at the American Educational Research Association, New Orleans, LA.

Kantor, R., Bransford, J., Pellegrino, J., Goldman, S. R., Hasselbring, T., Zech, L., & Barron, B. J. S. (1994, April). *Challenge-based assessment: Evolution of the model*. Paper presented at the American Educational Research Association, New Orleans, LA.

Goldman, S. R. (Chair). (1994, April). *Learning strategies for generating conceptual change*. Symposium conducted at the American Educational Research Association, New Orleans, LA.

O'Banion, K., Sharp, D., Goldman, S. R., Mayfield-Stewart, C., Boylin, M., Ives, K., Bransford, J., Kinzer, C. K., & Risko, V. J. (1994, April). *Effects of multimedia materials on story comprehension and long-term retention*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Zech, L., Vye, N., Bransford, J., Swink, J., Mayfield-Stewart, C., & Goldman, S. R. (1994, April). *Using anchored instruction to improve teachers' and students' understanding of geometry and its applications*. Paper presented at the American Educational Research Association, New Orleans, LA.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1994, April). *Teachers and technology: Opportunities for building learning communities*. Keynote Address for Milken Foundation. Los Angeles, CA.

Goldman, S. R., & Pellegrino, J. W. (1994, July). *Discussion of Development of Mathematical understanding and the Acquisition of Mathematic Skills*. At the International Conference on the Longitudinal Study of the Genesis of Individual Competencies. Ringberg Castle, Munich, Germany.

Goldman, S. R., & Zech, L. (1994, October). *Multimedia Case Demonstration: Jasper Woodbury Problem Solving Series*. Presented at the Far West Laboratory conference, "Constructing Cases for Reflective Practice: Using Story, Narrative, Video and Hypermedia." Tucson, AZ.

Zech, L., & Goldman, S. R. (1994, October). *How to find out what teachers and students learn from cases: The Jasper Series*. Presented at the Far West Laboratory conference, "Constructing Cases for Reflective Practice: Using Story, Narrative, Video and Hypermedia." Tucson, AZ.

Williams, S. M., Nathan, M., Moore, J. M., Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1994, November). *The Adventures of Jasper Woodbury and The AdventureMaker: Technologies that support mathematical problem solving and problem posing for realistically complex problems*. A technology focus group presented at the meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Baton Rouge, LA.

Coté, N., Goldman, S. R., Gjellstad, L., Keeton, J., & Millican, C. (1994, November). *Children's use of prior knowledge and experience in understanding informational text on nutrition*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.

[1995]

Goldman, S. R., Varma, S., & Coté, N. (1995, January). *Capacity constrained comprehension models*. Paper presented at the Winter Text Conference, Jackson Hole, WY.

Barron, B. J., Vye, N. J., Goldman, S. R., Pellegrino, J. W., & the Cognition and Technology Group at Vanderbilt. (1995, March). *A SMART model of new standards and assessments in mathematics*. Paper presented at the International Conference on Standards and Assessment, Raleigh-Durham, NC.

Coté, N., Goldman, S. R., Gjellstad, L., Keeton, J., & Millican, C. (1995, April). Children's use of prior knowledge and experience in making sense of informational text. In S. E. Hidi (Chair), *Text comprehension, learning, and memory: The roles of world knowledge, inferences, and conceptual organization*. Symposium conducted at the 1995 AERA Annual Meeting Program, San Francisco, CA.

Goldman, S. R., & Bransford, J. D. (1995, April). Anchors for community building. In M. Lamon (Chair), *Schools for thought: Transforming classrooms into learning communities-Part I*. Symposium conducted at the 1995 AERA Annual Meeting Program, San Francisco, CA.

Hickey, D. T., Moore, A. L., Pellegrino, J. W., & Goldman, S. R. (1995, April). *Factors related to self-regulated and motivation new research findings*. Poster session presented at the 1995 AERA Annual Meeting Program, San Francisco, CA.

Sherwood, R., Lin, X., Bransford, J. D., Goldman, S. R., Schwartz, D. L., Petrosino, A., Michell, E., Sears, D., Wilkerson, T., & Kantor, R. (1995, April). *Poster fair: Ways of fostering and assessing conceptual change in science*. Poster session presented at the 1995 AERA Annual Meeting Program, San Francisco, CA.

Goldman, S. R. (1995, June). *Relationships among illness, treatment, and measurable changes in cognitive strategies in problem solving*. Presented at the invitational conference, A healthy body and a healthy mind? The relationship between cognitive function and physical illness. Dormy House, Worcestershire, England. Sponsored by the Wellcome Trust.

Goldman, S. R. (1995, July). *Learning environments for transforming schooling*. In I. R. de Torres (Chair). Paper presented at the meeting of the Interamerican Congress of Psychology, San Juan, Puerto Rico.

Cote, N., & Goldman, S. R. (1995, July). *On constructing situation models: Evidence from think-aloud protocols*. Paper presented at the annual meeting of the Society for Text and Discourse, Albuquerque, NM.

Cote, N., & Goldman, S. R. (1995, August). Strategies for building coherent discourse representations. In H. van Oostendorp (Chair), *Monitoring and correcting mental representations during reading*. Symposium conducted at the 6th European Conference for Research on Learning and Instruction, University of Nijmegen, The Netherlands.

Goldman, S. R. (1995, August). Computer technology and complex problem solving: Issues in the study of complex cognitive activity. In P. Dillenbourg (Chair), *Analysing learner-computer interaction: Lessons from empirical studies*. Symposium conducted at the 6th European Conference for Research on Learning and Instruction, University of Nijmegen, The Netherlands.

Goldman, S. R., & Schwartz, D. L. (1995, August). Viewing versus doing in the integration of text and graphics. In E. deCorte (Chair), *Visual learning*. Symposium conducted at the 6th European Conference for Research on Learning and Instruction, University of Nijmegen, The Netherlands.

Hickey, D. T., Moore, A. L., Pellegrino, J. W., Goldman, S. R., & Bateman, H. V. (1995, August). *Motivation and strategy use in anchored vs. conventional mathematics environments*. Presentation at the meeting of the American Psychological Association, New York, NY.

Goldman, S. R., Schwartz, D., Vye, N., & Barron, B. J. (1995, September). *When people aren't like marbles in an urn*. Invited presentation at the Reasoning Conference. University of Memphis, Memphis, TN.

[1996]

Bateman, H., & Goldman, S. R. (1996, April). *Arithmetic math problems: Math confidence, math ability, and reading strategies*. Poster Session Presented at the 1996 AERA Annual Meeting Program, New York, NY.

Goldman, S. R. (1996, April). Learning environments from the point of view of anchored instruction. In H. Lodewijks (Chair), *The design of learning environments: International perspectives*. Symposium conducted at the 1996 AERA Annual Meeting Program, New York, NY.

Moore, A., Sherwood, R., Bateman, H., Bransford, J., & Goldman, S. R. (1996, April). Using problem-based learning to prepare for project-based learning. In J. Bransford (Chair), *Enhancing project-based learning: Lessons from research and development*. Symposium conducted at the 1996 AERA Annual Meeting Program, New York, NY.

Scharnhorst, U., O'Banion, K., & Goldman, S. R. (1996, April). *Reasoning about determinacy and indeterminacy in at-risk first graders*. Poster Session Presented at the 1996 AERA Annual Meeting Program, New York, NY.

Zech, L., Goldman, S. R., Gray, J., & Hackett, R. (1996, April). Helping teachers rethink assessment. In D. Schwartz (Chair), *Models and roles for formative assessment: Insights from the SMART assessment project*. Symposium conducted at the 1996 AERA Annual Meeting Program, New York, NY.

Goldman, S. R. & Swink, J. (1996, June). *Schools for Thought and multicultural education*. Conference on Multicultural Education sponsored by the Common Destiny Alliance, Washington, DC.

Cognition and Technology Group at Vanderbilt (1996, November). *Building on strengths: An integrated literacy program for young children*. Second Year Progress Review presented at the annual meeting of the Cognitive Science in Educational Practice program meeting. St. Louis, MO.

The Mellon Collaborative (1996, November). *Reinventing fostering communities of learners: Progress review*. Stanford Institute for Advanced Study, Stanford, CA.

[1997]

Goldman, S. R., Mayfield-Stewart, C., Sharp, D., Bransford, J. D., & the Cognition and Technology Group at Vanderbilt. (1997, January). *Anchored learning environments for literacy in primary grade children*. Paper presented at the meeting of the Winter Text Conference, Teton Village, Jackson Hole, WY.

Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1997, February). *Innovative approaches to performance assessment*. Paper presented at the meeting of the National Academy of Sciences/Research Council Conference on Science standards: The assessment of science meets the science of assessment.

Frase, L., Goldman, S. R., & Kamil, M. (1997, March). Multimedia and internet publishing: Windfall or pitfall. In R. Horowitz (Chair), *What Qualifies as Progress in Educational Research and How Can Journals Foster It?* Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

Goldman, S. R. (Discussant). (1997, March). In R. E. Mayer (Chair), *Issues of control and validity in evaluating the fifth dimension after-school computer club*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

Goldman, S. R., Brophy, S. P., Coté, N. C., & Petrosino, A. (1997, March). Learning communities in the Learning Technology Center at Vanderbilt University. In A. Palincsar (Chair), *Acculturation and innovation in the preparation of educational researchers*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

Goldman, S. R., Swink, E., & the Cognition and Technology Group at Vanderbilt. (1997, March). Sustainability of large scale technology projects: The case of Schools for Thought. In J. Johnston (Chair), *Sustainability and large-scale school technology projects*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

Goldman, S. R., Underwood, J., & Noser, T. (1997, March). Initial Observations on Synergies and Dilemmas for Whole-Day/Whole-Year Innovation. In J. Pellegrino (Chair), *Academic learning and achievement from a whole-day/whole-year perspective*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

Goldman, S. R. (1997, June). *Technology and learning for K-8*. Presentation to the Metropolitan Nashville Schools, Teaching, Learning, and Technology Center, Nashville, TN.

Goldman, S. R., & Coté, N. (1997, July). *Reading to learn: Evidence from think-alouds*. Paper presented at the meeting of the Society for Text and Discourse, Utrecht, Netherlands.

Bateman, H. V., Goldman, S. R., Newbrough, B. J., Bransford, J. D., & the Cognition and Technology Group at Vanderbilt. (1997, August). Fostering social skills and prosocial behavior through learning communities. In G. L. Huber (Chair), *Social mediation/Peer tutoring skills*. Symposium conducted at the meeting of the 7th European Conference for Research on Learning and Instruction, Athens, Greece.

Coté, N., & Goldman, S. R. (1997, August). On learning from informational text: Understanding students' processing and construction of representations. In F. de Jong (Chair), *Comprehension of verbal & pictorial information*. Symposium conducted at the meeting of the 7th European Conference for Research on Learning and Instruction, Athens, Greece.

Goldman, S. R. (Discussant). (1997, August). In W. Schnotz (Chair), *Visual learning with new technologies*. Symposium conducted at the meeting of the 7th European Conference for Research on Learning and Instruction, Athens, Greece.

Goldman, S. R. (Chair & Discussant). (1997, August). *Learning and transfer*. Symposium conducted at the meeting of the 7th European Conference for Research on Learning and Instruction, Athens, Greece.

Goldman, S. R., with the Cognition and Technology Group at Vanderbilt. (1997, October). *Building on strengths: An integrated literacy, math, and science program*. Paper presented at the meetings of the Cognitive Studies in Educational Practice program of the James S. McDonnell Foundation, Seattle, WA.

Goldman, S. R., Ashworth, J., & the Cognition and Technology Group at Vanderbilt. (1997, November). *The Little Planet Literacy Series: Great beginnings of community building*. Paper presented at the meeting of the Fall Language Arts Conference, University of Indiana, Bloomington, IN.

Goldman, S. R., & the Cognition and Technology Group at Vanderbilt. (1997, December). *Learning lab hands-on demonstration*. Workshop/Demonstration conducted for Leadership Nashville, Nashville, TN.

[1998]

Goldman, S. R. (Chair). (1998, April). *Building a culture of reflective practitioners: Cognitive science research and the educational reform movement*. Symposium conducted at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Goldman, S. R. (Discussant). (1998, April). *Contemporary methodological and measurement approaches to analyzing literacy events*. Symposium conducted at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Goldman, S. R. (Discussant). (1998, April). *Problem-centered learning in a distributed learning environment: Tools and strategies*. Symposium conducted at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Goldman, S. R. (Discussant). (1998, April). *Technology-rich learning communities for young urban learners*. Symposium conducted at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Goldman, S. R., & Bloome, D. (1998, April). *Setting the context and describing the video segment*. Paper presented at the Symposium, "Setting a Framework for Student Inquiry: Cognitive, Social, and Linguistic Perspectives," of the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Goldman, S. R., Bransford, J., Hasselbring, T., Lawrence, S. (1998, April). *Implications for scaffolding the student inquiry process*. Paper presented at the Symposium, "Setting a Framework for Student Inquiry: Cognitive, Social, and Linguistic Perspectives," of the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Coté, N., & Goldman, S. R. (1998, April). *Profiles in reading: Using verbal protocols to examine students' construction of discourse representation*. Paper presented at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Mayfield-Stewart, C., & Goldman, S. (1998, April). *Facilitating young children's story writing with an anchored multimedia environment*. Roundtable conducted at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Miller, L., Bray, M., Vye, N., & Goldman, S. R. (1998, April). *Explorations of learning and teaching: Professional development in collegial support groups*. Paper presented at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Underwood, J., Noser, T., Goldman, S. R., & Lawrence, S. (1998, April). *Cognitive aspects of the student inquiry process*. Paper presented at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Williams, S., Goldman, S. R., Gabella, M., Kinzer, C., & Risko, V. (1998, April). *Initial evaluation of on-line professional development and mentoring*. Paper presented at the 1998 American Education Research Association Annual Meeting in San Diego, CA.

Meyerson, P. M., Goldman, S. R., Coté, N., Mayfield-Stewart, C., & Bloome, D. M. (1998, July). *"Where's Glowbird?": Children's use of multiple dimensions in story narratives*. Paper presented at the 1998 Eighth Annual Meeting of the Society for Text and Discourse, Madison, WI.

Goldman, S. R. (1998, August). *Making thinking visible through discourse analysis*. Presented at the Tutorial workshop, Discourse in contexts of learning, at the Twentieth Annual Conference of the Cognitive Science Society. Madison, WI.

[1999]

Goldman, S. R. (1999, March). *Literacy and Reading for Generation Y*. Colloquium presented to the Stanford University School of Education, Palo Alto, CA.

Goldman, S. R. (1999, March). *Technology Innovations for K-16*. Colloquium presented to the Northern Illinois University Psychology Department.

Bateman, H., Newbrough, B., Goldman, S. R., & Bransford, J. (1999, April). *Elements of students' sense of community in the classroom*. Paper presented at the 1999 American Education Research Association Annual Meeting in Montreal, Canada.

Bloome, D., Goldman, S. R., Meyerson, P., Mayfield, C., & Coté, N. (1999, April). *Reconceptualizing classroom reading as intertextual practice: A critique advance paper symposium*.



Paper presented at the 1999 American Education Research Association Annual Meeting in Montreal, Canada.

Bloome, D., Otto, M., Meyerson, P., & Goldman, S. R. (1999, April). *Conceptions of the time in classroom learning environments*. Paper presented at the 1999 American Education Research Association Annual Meeting in Montreal, Canada.

Goldman, S. R., Meyerson, P., Mayfield, C., Coté, N., & Bloome, D. (1999, April). *If it says so in the text book, it must be true: The problematic role of the textbook in social studies learning in middle school*. Paper presented at the 1999 American Education Research Association Annual Meeting in Montreal, Canada.

Pellegrino, J., Bransford, J., Goldman, S. R., & Vye, N. (1999, April). *Student work as a vehicle for enhancement of teacher learning: Cases of elementary literacy and mathematics*. Paper presented at the 1999 American Education Research Association Annual Meeting in Montreal, Canada.

Goldman, S. R. (1999, July). *The impact of Artificial Intelligence in Education on the Schools: Features of successful learning environments*. Invited Panel member at the meeting of Artificial Intelligence - Education 99: Open Learning Environments, Le Mans, France.

Britt, A. M., Goldman, S. R., Perfetti, C. (1999, August). *Content integration in learning from multiple texts*. Paper presented at the 9th annual meeting of the Society for Text and Discourse, Vancouver, B. C., Canada.

Goldman, S. R., Bray, M. H., Gause-Vega, C. L., Zech, L. K., and the Schools for Thought Professional Development Group (1999, August). *A learning communities model of professional development*. Presented at the Invited Symposium "Developing and Supporting Learning Communities in Multiple Contexts: Lessons from Schools and the Workplace." 8th European Association for Research on Learning and Instruction, Göteborg, Sweden.

Goldman, S. R. (Discussant). (1999, August). *Building mental models from complex information*. An invited Symposium at the 8th European Association for Research on Learning and Instruction, Göteborg, Sweden.

Goldman, S. R. (Discussant). (1999, August). *External and internal representations in multimedia learning*. An invited Symposium at the 8th European Association for Research on Learning and Instruction, Göteborg, Sweden.

[2000]

Bateman, H., Bransford, J. D., Goldman, S. R., & Newbrough, J. R. (2000, April). *Sense of community in the classroom: Relationship to students' academic goals*. Paper presented at the 2000 American Education Research Association Annual Meeting in New Orleans, LA.

Goldman, S. R. (Discussant). (2000, April). *Reforming, restructuring and changing the pedagogical aspects of teachers' work*. Symposium conducted at the 2000 American Education Research Association Annual Meeting in New Orleans, LA.

Goldman, S. R. (Discussant). (2000, April). *Approximating human personae in computer-based instruction: Effects of animated pedagogical agents on constructivist learning*. Symposium conducted at the 2000 American Education Research Association Annual Meeting in New Orleans, LA.

Goldman, S. R. (Chair/Discussant). (2000, April). *Learning in interaction: Constructing understanding of subject-matter content in activity*. Symposium conducted at the 2000 American Education Research Association Annual Meeting in New Orleans, LA.

Goldman, S. R. (2000, May). *Professional development for student understanding In technology-based classrooms*. Invited presentation at Workshop on Networked Interactive Media in Schools, Waldeck, Germany.

Goldman, S. R. (2000, May). *Creating learning environments online: Challenges in moving beyond talking heads*. Invited colloquium presented to the Educational Psychology faculty of the University of Koblenz-Landau. Landau, Germany.

Goldman, S. R. (2000, May). *Creating learning environments: Challenges in moving beyond talking heads*. Invited colloquium presented at the University of Munich, Munich, Germany.

Goldman, S. R. (2000, May). *Trends in learning*. Invited colloquium presented at the University of Munich, Munich, Germany.

Goldman, S. R. (2000, May). *Learning from text: Multiple sources, multiple contexts, and the multimedia age*. Invited colloquium presented at the Max Plank Institute, Berlin, Germany.

Goldman, S. R. (2000, May). *Multimedia materials for supporting learning*. Invited presentation at the Max Plank Institute, Berlin, Germany.

Wolfe, M. B. W., Goldman, S. R., Meyerson, P. M., Mayfield, C., & Bloome, D. M. (2000, April). *Latent semantic analysis as a tool for assessing information integration and synthesis across multiple texts*. Paper presented at the 2000 American Education Research Association Annual Meeting in New Orleans, LA.

[2002]

Goldman, S. R., Lauterbach, M., & Bloome, D. (2002, January). *Intertextuality in student work*. Paper presented at the annual meeting of the Conference on Discourse, Text, and Cognition. Jackson Hole, WY.

Goldman, S. R. & Wiley, J. (2002, September). *Science Literacy: The Centrality of Critical Reading*. Paper prepared for the Conference on Ontological, Epistemological, Linguistic and Pedagogical Considerations of Language and Science Literacy: Empowering Research and Informing Instruction, Victoria, BC, Canada.

[2003]

Goldman, S. R., Braasch, J. & Wiley, J (2003, January). *Thinking aloud about learning from web-based resources*. Paper presented at the at the annual meeting of the Conference on Text, Discourse and Cognition; Jackson Hole, WY.

Goldman, S. R. (2003, August). *Learning and understanding with multiple representations*. Invited Symposium presented at the European Association for Research on Learning and Instruction; Padova, Italy.

[2004]

Wiley, J., Goldman, S. R., & Graesser, A. (2004, January). *Taking a critical stance and learning from on-line scientific information: Evidence from eye-tracking and think alouds*. Paper presented at the Winter Conference on Text, Discourse and Cognition; Jackson Hole, WY.

Wiley, J., & Goldman, S. R. (2004, April). *Taking a critical stance towards online information*. Presented at symposium *Science Literacy: The Centrality of Taking a Critical Stance*. American Educational Research Association. Montreal, Canada.

Goldman, S. R. (2004, April). *Analysis of written discourse*. Paper presented in Duke, N. & Mallett, A. (organizers). *Creating Synergy Across Different Methods of Literacy Research*. Symposium presented at the American Educational Research Association. Montreal, Canada.

Kehoe, C. M., Goldman, S.R., Cassell, J., MacLeod, S., O'Day, T. (2004, April). *Out of the lab and into the World: bringing story listening systems to the classroom*. Paper presented at American Educational Research Association. Montreal, Canada.

Goldman, S. R., Braasch, J. L., Gepstein, R., Brodowski, K., Wiley, J., & Graesser, A. C. (2004, August). *Doing research on the web: Comprehending complex science information*. Paper presented at the annual meeting of the Society for Text and Discourse. Chicago, IL.

Goldman, S. R. (2004, September). *Literacy in a knowledge society: Comprehension research and implications for practice*. Invited Keynote presentation to the Special Interest Group: Comprehension of Text and Graphics: Basic and Applied Issues at the European Association for Research on Learning and Instruction. Valencia, Spain.

[2005]

Goldman, S. R., Sharp, D. L., & Mayfield, C. (2005, January). *"Take me to your readers:" Technology support for early word reading practice*. Paper presented at the Winter Conference on Text, Discourse and Cognition; Jackson Hole, WY.

Goldman, S. R., Wiley, J., & Graesser, A. C. (2005, April). *Literacy in a knowledge society: constructing meaning from multiple sources of information*. Paper presented at American Educational Research Association. Montreal, Canada.

[2006]

Berne, J., Goldman, S. R., Lawless, K., & Pellegrino, J. W. (2006, April). *A Comparative analysis of classroom observation instruments used to evaluate and assess early-career teachers*. Paper presented at American Educational Research Association annual meeting, San Francisco, CA.

Goldman, S. R., Radinsky, J. L., Sacay, R., Singer, M. A., Oliva, S., Allende-Pellot, F., Liceaga, I. (2006, April). *Emerging Conceptual Understandings in GIS Investigations*. Presented in the symposium "Teaching and Learning Middle-Grades Science with GIS: Multiple Research Perspectives on Learning with Visual Data." American Educational Research Association, San Francisco, CA.

Graesser, A. C., Moongee, J., Wiley, J., Goldman, S. R., O'Reilly, T., & McDaniel, B. (2006, April). *A SEEK Web Tutor: Fostering Critical Thinking While Learning About Causes of Volcanic Eruption*. Paper presented at American Educational Research Association, San Francisco, CA.

Macleod, S., O'Day, T., Kehoe, C., Allende-Pellot, F., & Goldman, S. R. (2006, April). *Sustaining Children's Interest in a Virtual Peer Storytelling Context*. Paper presented at annual meeting of American Educational Research Association, San Francisco, CA.

Radinsky, J. L., Oliva, S., Allende-Pellot, F., Liceaga, I., Sacay, R., Singer, M. A., Goldman, S. R., Alamar, K., Trigueros, J., & Rodriguez, C. (2006, April). *Quiet Students in Small-Group Work:*

*Emergence of Student Roles as Data Investigators*. Presented in the symposium "Teaching and Learning Middle-Grades Science with GIS: Multiple Research Perspectives on Learning with Visual Data." American Educational Research Association, San Francisco, CA.

Raphael, T. E., Au, K. H., & Goldman, S. R. (2006, April). *Keeping Learning Front and Center in School Literacy Reform*. Presented in the symposium "By Different but Converging Paths to Common Outcomes: Enhancing Schools' Literacy Achievement." American Educational Research Association, San Francisco, CA.

Singer, M. A., Radinsky, J. L., Goldman, S. R., Oliva, S., Liceaga, I., Sacay, R. (2006, April). *Gestural, Visual, and Verbal Components of Sense-Making in Classroom Investigations Using Complex Visual Data*. Presented in the symposium "Teaching and Learning Middle-Grades Science with GIS: Multiple Research Perspectives on Learning with Visual Data." American Educational Research Association, San Francisco, CA.

Braasch, J., & Goldman, S. R. (2006, June). *College Students' Understandings of Pressurized Air Movement: Do Isomorphic Questions Elicit Isomorphic Answers?* Poster presentation at the 7<sup>th</sup> International Conference of the Learning Sciences. Bloomington, IN.

Canty, R. S., & Goldman, S. R. (2006, June). *The Effects of Base Ratio and Conceptual Structure on Accuracy in Multiplicative Situations*. Poster presentation at the 7<sup>th</sup> International Conference of the Learning Sciences. Bloomington, IN.

Sanchez, C. A., Wiley, J., Goldman, S. R. (2006, June). *Teaching Students to Evaluate Source Reliability during Internet Research Tasks*. Paper presentation at the 7<sup>th</sup> International Conference of the Learning Sciences. Bloomington, IN.

Braasch, J., & Goldman, S. R. (2006, July). *Notetaking Gets in the Way of Deeper Processing*. Paper presented at the Sixteenth Annual Meeting of the Society for Text and Discourse. Minneapolis, MN.

Goldman, S. R., Radinsky, J., & Singer, M. (2006, July). *Developing Visual Data Literacy: Intertextual, Multimodal Meaning-Making in Comprehension and Learning*. Paper presented at the Sixteenth Annual Meeting of the Society for Text and Discourse. Minneapolis, MN.

Lippman, J.P., & Goldman, S. R. (2006, July). *Effects of Familiarity and Changes in Task Properties on Search Strategies*. Paper presented at the Sixteenth Annual Meeting of the Society for Text and Discourse. Minneapolis, MN.

Berne, J., Lawless, K. A., Pellegrino, J. W., & Goldman, S. (2006, April). *Comparative analysis of Instruments for Teacher Observation and Evaluation*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Lawless, K. A., Goldman, S. R., Gomez, K., & Bertenthal, M. (2006, December). *Initial Development of an Assessment of Digital Literacy Skills*. Paper presented at the Cognition and Exploratory Learning in Digital Age Annual Conference, Barcelona, Spain.

[2007]

Cunningham, S., Wink, D.J., Brennan, S.K., Bertenthal, M., Goldman, S.R. (2007, February). *Studies of student understandings of solution*. Gordon Research Conference on Chemistry Education Research and Practice, Lewiston, ME. (poster)

Cunningham, S.A., Wink, D.J., Brennan, S.K., Bertenthal, M., Goldman, S.R. (2007, March). *Development of a tutorial instruction method to study student understanding of solutions*. 234<sup>th</sup> American Chemical Society National Meeting, Boston, MA.

Goldman, S. R., Lawless, K. A., Gomez, K., Bertenthal, M., Braasch, J., MacLeod, S., Manning, F., Fujimoto, K. & Manderino, M. (2007, April). *Assessing Multiple-Source Digital Literacy Skills*. Paper presented at the symposium "21st-Century Literacy: A Symposium in Honor of Michael Pressley." American Educational Research Association Chicago, IL.

Goldman, S. R., Pellegrino, J. W., Lawless, K., Bertenthal, M., Brodowinska, K., Mayfield, C. & Miller, B. (2007, April). *What Works in Teacher Preparation? A Comparative Analysis of Program Impact on Teaching Practice*. Paper presented at the meetings of the American Educational Research Association Chicago, IL.

Goldman, S. R., Radinsky, J., & Rodriguez, C. (2007, April). *Teacher interactions with small groups during investigations: Scaffolding the sense-making process and pushing students to construct arguments with data*. Paper presented at the symposium "Peer Mediation of Scientific Argumentation and Conceptual Learning in Classroom Investigations With Visual Data," American Educational Research Association Chicago, IL.

Raphael, T. E., Cosner, S., Weber, C., George, M., Susan I. McMahon, S., & Goldman, S. R. (2007, April). *The "Gallery Walk" as a Window into Developing a Professional Learning Community through the Standards-Based Change Process*. Paper presented at the American Educational Research Association Chicago, IL.

Berne, J., Hurtig, J., & Goldman, S. R. (2007, April). *Studying and Becoming a PLC*. Roundtable presented at the American Educational Research Association Chicago, IL.

Pellegrino, J. W., Goldman, S. R., Lawless, K., & Bertenthal, M. (2007, April). *Teacher Education and Technology: Initial Results from the "What Works and Why Project*. Paper presented at the American Educational Research Association Chicago, IL.

Duschl, R. A., Duncan, R., Chinn, C., Hmelo-Silver, C., Goldman, S. R., Pellegrino, J., Wink, D., & Bertenthal, M. (2007, April). *Tracing a Learning Trajectory for Deepening Science Inquiry Across the Elementary Grades*. Paper presented at the American Educational Research Association Chicago, IL.

Goldman, S. R. (2007, May). *Literacy in the Digital World: Comprehending and Learning from Multiple Sources*. Invited presentation at the Festschrift for Isabel Beck. Pittsburg, PA.

Goldman, S. R. (2007, October). *Literacies for Learning: Aka Reading to Learn*. Invited presentation at the Spencer Foundation sponsored conference Developmental Science Goes to School. Chicago, IL.

[2008]

Cunningham, S.A., Wink, D.J, Brennan, S.K., Goldman, S.R. (2008, March). *Student understandings of solutions*, 235<sup>th</sup> American Chemical Society National Meeting, New Orleans, LA.

Braasch, J. L. G., Lawless, K. A., Goldman, S. R., Manning, F., Gomez, K. W., & MacLeod, S. (2008, March). *Inquiry in Social Studies: An Empirical Analysis of Middle School Students' Use of Source Attributes to Select Useful Sources*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Manning, F., Lawless, K., Gomez, K., Macleod, S., Braasch, J., & Goldman, S. R. (2008, May). *Characterizing Instruction Through a Model of Multiple Source Comprehension for Inquiry-Based Learning*. Poster presented at the Association of Psychological Sciences, Chicago, IL.

Manning, F. H., Goldman, S. R., Ozuru, Y., Lawless, K. A., Gomez, K., & Braasch, J. L. G. (2008, June). *Students' Analysis of Multiple Sources for Agreements and Disagreements*. Paper presented at the International Conference of the Learning Sciences, Utrecht, Netherlands.

Radinsky, J., Singer, M. A., & Goldman, S. R. (2008, June). *Students sense making with visual data in small-group argumentation*. Paper presented at International Conference of the Learning Sciences, Utrecht, Netherlands.

Braasch, J. L. G., Lawless, K. A., Ozuru, Y., Goldman, S. R., Gomez, K. W., Manning, F. & Slanovits, M. (2008, July). *Inquiry in Science: An Empirical Analysis of College Students' Use of Source Attributes to Select Useful Sources*. Paper presented at the Annual Meeting of the Society for Text & Discourse. Memphis, TN.

Goldman, S. R., Slanovits, M., Ozuru, Y., Gomez, K., Lawless, K., Braasch, J., & Manning, F. (2008, July). *Identifying causes of historical events: The role of text and task interactions*. Paper presented at the Annual Meeting of the Society for Text & Discourse. Memphis, TN.

Goldman, S. R. (2008, November). *Literacies for learning in the 21<sup>st</sup> century*. Invited colloquium in the Samuel DeWitt Proctor Colloquium Series at Rutgers University.

[2009]

Goldman, S. R. (2009, March). *Literacy in the 21<sup>st</sup> century: Recognizing the challenges, creating solutions*. Distinguished Professor of Liberal Arts and Sciences Invited Presentation. University of Illinois at Chicago, IL.

Ozuru, Y., Gomez, K., Lawless, K. A., Goldman, S. R., Slanovits, M. (2009, April). *Middle school students' ability to decompose claims and evidence within a multiple text comprehension task*. Paper presented at the American Educational Research Association, San Diego, CA.

Goldman, S. R., Rodriguez, C., & Radinsky, J. (2009, April). *Meaning making with visual data: Collaborative professional development among researchers and teachers*. Poster symposium presented at the American Educational Research Association, San Diego, CA.

Goldman, S. R., Gomez, K., Lawless, K., Ozuru, Y., Manning, F., Slanovitz, M. (2009, August). *Young adolescents' approaches to multiple source comprehension: Analysis and Synthesis*. Invited presentation in Symposium on Multiple Text Research, European Association for Research on Learning and Instruction, Amsterdam, Netherlands.

Goldman, S. R. (2009, September). *Literacy in the 21<sup>st</sup> Century: In School and Out of School*. Panelist presentation at the NRC Conference on The Near Future for Literacy in an Age of Rapid Technological Change: Points of Substantial Disjuncture from Traditional Views of Literacy and Most Urgently Needed New Direction for Research, Phoenix, AZ.

[2010]

Goldman, S. R. (2010, March). *Developing Assessments of Selection and Synthesis of Multiple Sources*. Paper presented at the Center for Research on Cognition and Learning, University of Poitiers, France.

Braasch, J. L. Lawless, K. A., Manning, F. H., Goldman, S. R. & Ozuru, Y. (2010, May). *Assessing Middle-Grade Students' Ability to Evaluate Search Engine Results*. Paper presented at the annual meeting of the American Educational Research Association,

Denver, CO.

Goldman, S. R., Ozuru, Y., Slanovits, M., Richards, K., Lawless, K. A., Gomez, K., Manning F. H. & Braasch, J. L. (2010, May). *Analysis and Synthesis of Information From Multiple Texts*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Goldman, S. R. (2010, May). *Examining Cultural Influences on Learning and Development Across Multiple Levels of Context*. Presidential session at the annual meeting of the American Educational Research Association, Denver, CO.

Bloome, D. M., Katz, L. J., Beierle, M., Grigorenko, M. C. & Goldman, S. R. (2010, May). *The Linguistic Construction of Time in Classrooms: A Comparative Study*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Goldman, S. R. (2010, May). *Panelist Summary: Multiple Representations and Text Sources in Reading Comprehension Research*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Weber, C. M., Raphael, T. E. Goldman, S. R. Sullivan, M. P. & George, M. (2010, May). *Roles and Responsibilities of Instructional Leaders in Urban Reform: A 7-Year Longitudinal Study of Literacy Coaches*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Radinsky, J. L., Goldman, S. R. Doherty, R. & Ping, R. (2010, June). *Small Group Argumentation with Visual Data: Negotiating What Is Seen and What It Means*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Ryan, S., Wink, D., Goldman, S. R. & Pellegrino, J. (2010, June). *Student Understandings of Solutions*. Paper presented at the annual meeting of the International Conference of the Learning Sciences, Chicago, IL.

Goldman, S. R. (2010, June). *Understanding a future with multiple pasts: Projects on metahistorical understanding*. Symposium conducted at the annual meeting of the International Conference of the Learning Sciences, Chicago, IL.

Goldman, S. R., Lawless, K., Gomez, K., Braasch, J., Manning, F., Ozuru, Y. & Richards, K. (2010, August). *Assessment of multiple source comprehension*. Paper presented at the annual meeting of the Society for Text and Discourse, Chicago, IL.

McCarthy, K. & Goldman, S. R. (2010, August). *Effects of task instruction on the interpretation of literary text*. Paper presented at the annual meeting of the Society for Text and Discourse, Chicago, IL.

Braasch, J., Goldman, S. R. & Wiley, J. (2010, August). *Who Learns from Refutational Text and why?* Paper presented at the annual meeting of the Society for Text and Discourse, Chicago, IL.

Goldman, S. R. (2010, October). *Project READI: Reading as Multiple Source Comprehension and Disciplinary Argumentation*. Presentation at workshop on Comprehending multiple documents on the Internet: The road to the public engagement with science in the 21<sup>st</sup> century, Muenster, Germany.

Goldman, S. R. (2010, November). *Project READI: Reading as Multiple Source Comprehension and Disciplinary Argumentation*. Presentation to Adolescent Literacy Pre-

Doctoral Fellowship Group, Washington, DC.

[2011]

McCarthy, K., & Goldman, S. R. (2011, April). Encouraging Interpretation of Literary Text. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Richards, K. A., Manning, F. H., Goldman, S. R. & Lawless, K. A. (2011, April). *Assessments to Support Multiple Text Reading Comprehension Instruction*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Manning, F., Lawless, K., Goldman, S. R., & Braasch, J. L., (2011, April). *Evaluating the Usefulness of Multiple Sources: Middle School Students' Analysis of Internet Search Results*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Goldman, S. R., Lawless, K., Manning, F., Richards, K. , & Braasch, J. L. (2011, April). *Assessment Designs for 21st-Century Literacies*. Invited Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Goldman, S. R. (2011, April). *What Educational Psychologists and Learning Scientists Can Learn From Each Other: A Dialogue*. Panel discussion at the annual meeting of the American Educational Research Association, New Orleans, LA.

Goldman, S. R. (2011, May). *Assessing multiple source comprehension: Implications for Instruction and Theory*. Invited presentation in recognition of receipt of Distinguished Alumnus of the Learning Research and Development Center, University of Pittsburgh, Pittsburgh PA.

McCarthy, K. & Goldman, S. R. (July, 2011). *Effects of Multiple Sources and Pre-Reading Instruction on Literary Text Interpretation*. Poster presented at the Annual Meeting of the Society for Text & Discourse 2011, Poitiers, France.

[2012]

Goldman, S. R. (March, 2012). Critical Issues in Reading for Understanding Interventions. Discussion of Invited Symposium *Reading for Understanding: Developing Interventions from Pre-K to Secondary Grades*. Society for Research on Educational Effectiveness (SREE). Washington, D. C.

Braasch, J. L., Goldman, S. R., & Wiley, J. (April, 2012). *The role of text and reader characteristics in science learning from refutational texts*. Paper presented at American Educational Research Association. Vancouver, Canada.

Manning, F. H., Lawless, K. A., & Goldman, S. R. (April, 2012). *Students Determining the Usefulness of Multiple Sources: Evaluating Search Results in Social Studies and Science*. Paper presented at American Educational Research Association. Vancouver, Canada.

Goldman, S. R. (April, 2012). Theme 3: Impact of Internet and Media on Public Engagement with Science. Presentation in Symposium *Public Understanding and Public Engagement with Science*. American Educational Research Association. Vancouver, Canada.



McCarthy, K. S. & Goldman, S. R. (April, 2012). Interpretation of authentic literary texts. Poster in Structured Poster Session [\*Reading for Understanding: Initial Studies of Students and Teachers Using Multiple Sources in Content Areas\*](#). American Educational Research Association. Vancouver, Canada.

Goldman, S. R. (April, 2012). Introduction to Reading, Evidence, and Argumentation: Reconceptualizing Reading Comprehension in Adolescence. Presentation in Symposium [\*A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature\*](#). American Educational Research Association. Vancouver, Canada.

Lee, C. D., Briner, S., George, M., Goldman, S. R., Hall, A. H., Jensen, R., Levine, S., Magliano, J., McCarthy, K. S., Sosa, T., & Sullivan, M. P. (April, 2012). Reexamining Literary Reasoning: Understanding Progressions and Argumentation. Presentation in Symposium [\*A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature\*](#). American Educational Research Association. Vancouver, Canada.

Wiley, J., Britt, M. A., Griffin, T. D., Steffens, B., Salas, C. R., Kopp, K. J., Dandotkar, S., Higgs, K., & Goldman, S. R. (April, 2012). Approaching Reading for Understanding From Multiple Sources in History and Science: Initial Studies. Presentation in Symposium [\*A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature\*](#). American Educational Research Association. Vancouver, Canada.

Greenleaf, C. L., Britt, M. A., Brown, W. R., Davenport, J., Goldman, S. R., Griffin, T. D., Hale, G., Hughes, M., Pellegrino, J. W., Sexton, U. M., Solomon, T. C., & Wiley, J. (April, 2012). Designing Text-Based Investigations in Science to Address Core Knowledge Constructs. Presentation in Symposium [\*A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature\*](#). American Educational Research Association. Vancouver, Canada.

Shanahan, C. R., Britt, M. A., Cribb, G., Goldman, S. R., Hale, G., Lawless, K. A., Manderino, M., Moe, M., Popp, J. S., Puklin, F., Radinsky, J. L., & Sosa, T. (April, 2012). Historical Frameworks to Guide Research and Design. Presentation in Symposium [\*A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature\*](#). American Educational Research Association. Vancouver, Canada.

Heffernan, N. T., Heffernan, C. L., Dietz, K., Soffer, D. A., Pellegrino, J. W., Goldman, S. R., & Dailey, M. (April, 2012). *Improving Mathematical Learning Outcomes Through Automatic Reassessment and Relearning*. Poster presentation at American Educational Research Association. Vancouver, Canada.

Dietz, K., Goldman, S. R., Heffernan, N. T., Heffernan, C. L., Pellegrino, J. W., Soffer, D. A. (April, 2012). Spacing and formative assessment. Presentation in Symposium [\*Bridging Research and Practice: From Cognitive Principles to Design Principles of Curriculum, Instruction, and Assessment\*](#). American Educational Research Association. Vancouver, Canada.

Ping, R., Radinsky, J. L., Hospelhorn, E., & Goldman, S. R. (April, 2012). Making the Absent Present: Improvised Representational Fields in Students' Negotiations of Meaning With GIS (Geographic Information System) Tools. Presentation in Symposium [\*Emergent Methods for Studying Spatial and Embodied Dimensions of Learning\*](#). American Educational Research Association. Vancouver, Canada.

Goldman, S. R. (April, 2012). Invited Discussant on Symposium *Improving Adult Literacy Instruction: Options for Practice and Research - The 2011 National Research Council Report and Beyond*. American Educational Research Association. Vancouver, Canada.

Pellegrino, J. W., & Goldman, S. R. (April, 2012). Design-Based Research in the Context of Curriculum Development: Benefits and Challenges. Presentation in Symposium *Intensified Algebra: A Design-Based Research and Development Project for Double-Period High School Algebra*. American Educational Research Association. Vancouver, Canada.

Goldman, S. R. (May, 2012). *Learning Sciences versus Sciences of Learning*. Invited Presentation to University of Munich Conference on Learning Sciences. Munich, Germany.

Briner, S.W., Levine, S., McCarthy, K.S., Burkett, C., Lee, C.D., Magliano, J.P., & Goldman, S.R. (2012, July). *Toward an assessment of literary reasoning in high school students*. Poster presented at the 22<sup>nd</sup> Annual Meeting of the Society for Text and Discourse, Montreal, QC.

[2013]

Goldman, S. R., Greenleaf, C., Lee, C. D., & Shanahan, C. (2013, March). *Designing Instruction for Evidence-Based Argumentation in the Disciplines*. Presentation at Society for Research on Educational Effectiveness, Washington, DC.

Goldman, S. R. (2013, April). Project READI: Design Principles for Improving Reading in the Disciplines. Invited presentation in Division C *Symposium Examining Innovations—Navigating the Dynamic Complexities of School-Based Intervention Research*. Presented at meetings of the American Educational Research Association, San Francisco, CA.

Goldman, S. R. (2013, April). Design Principles for Developmentally Appropriate Evidence-Based Argumentation: Introduction. Paper presented in the *Symposium Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction): Iterative Design of Evidence-Based Argumentation in Literature, Science, and History*. Presented at meetings of the American Educational Research Association, San Francisco, CA.

Lee, C. D., Goldman, S. R., Levine, S., Sosa, T., Briner, S. W., Gustavson, J., Elly, C., Huebner, L. (2013, April). Enriching Literature Instruction for Urban Youth: Evidence-Based Argument Instruction Modules and Collaborative Design Research. Paper presented in the *Symposium Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction): Iterative Design of Evidence-Based Argumentation in Literature, Science, and History*. Presented at meetings of the American Educational Research Association, San Francisco, CA.

Greenleaf, G. L., Brown, W. R., Sexton, U. M., Goldman, S. R., George, M., Hughes, J., Rodriguez, C., Ingram, R., Jauregui, A. (2013, April). Enriching Science Instruction for Urban Youth: Evidence-Based Argument Instruction Modules and Collaborative Design Research. Paper presented in the *Symposium Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction): Iterative Design of Evidence-Based Argumentation in Literature, Science, and History*. Presented at meetings of the American Educational Research Association, San Francisco, CA.

Shanahan, C. R., Britt, M. A., Cribb, G., Goldman, S. R., Hale, G., Heppeler, K., Hoard, J., Lawless, K. A., Manderino, M., Popp, J. S., Puklin, D. V., Radinsky, J. L. Sosa, T. (2013, April). Enriching History Instruction for Urban Youth: Evidence-Based Argument Instruction Modules and Collaborative Design Research. Paper presented in the *Symposium Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction): Iterative Design of Evidence-Based*

*Argumentation in Literature, Science, and History*. Presented at meetings of the American Educational Research Association, San Francisco, CA.

Heffernan, N. T., Heffernan, C. L., Dietz, K., Soffer Goldstein, D., Pellegrino, J. W., Goldman, S. R. (2013, April). Applying principles of “spacing” and “testing” to improve student learning of Mathematics. Paper presented in the *Symposium Reciprocal Relations Between Research and Practice: How Improving Curricular Materials Led to New Research Questions*. Presented at meetings of the American Educational Research Association, San Francisco, CA.

Goldman, S., George, M., Lee, C. D. & Shanahan, C. (2013, May). *Iterative design of evidence-based argumentation in literature, science, and history*. Presentation to IES Reading for Understand Network, Washington, DC.

Burkett, C., Briner, S., McCarthy, K., Goldman, S., Lee, C., & Magliano, J. (2013, May). *Making sense of literary text*. Paper presented at the Annual Meeting of the Midwestern Psychological Association (MPA), Chicago, IL.

McCarthy, K. S. & Goldman, S. R. (2013, May). *Genre expectations and the construction of literary interpretations*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Briner, S. W., Burkett, C., McCarthy, K. S., Levine, S., Sullivan M. P., Lee C. D., Goldman S. R., & Magliano, J. P. (2013, July). *Developmental Trends in Literary Reasoning*. Paper presented at the 23<sup>rd</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Valencia, Spain.

Burkett, C., Goldman, S.R., Lee, C. D., Briner, S.W., McCarthy, K.S., & Magliano, J.P. (2013, July). *Interpretive processing in literary works: Sources of complexity*. Paper presented at the 23<sup>rd</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Valencia, Spain.

Haymer, J., Keith, E., Magliano, J. & Goldman, S. R. (2013, July). *The Role of Familiarity in the Effectiveness of Cultural Modeling*. Paper presented at the Annual Meeting of the Society for Text & Discourse, Valencia, Spain.

McCarthy, K. S. & Goldman, S. R. (2013, July). *Literary interpretation of poems and short stories: Is there a genre expectation effect?* Paper presented at the Annual Meeting of the Society for Text & Discourse, Valencia, Spain.

Goldman, S. R., et al. (2013, August). *Applying Principles of "Spacing" and "Testing" to Improve Student Learning of Mathematics*. Presented in Symposium “Integrating Cognitive Principles to Improve Mathematics Instructional Design,” at European Association for Research on Learning and Instruction. Munich, Germany.

Lawless, K., Shanahan, C., Yukhymenko, M., Goldman, S.R., Pellegrino, J. W. (2013, October). *Middle School Students Source Integration in History*. Paper presented at Multiple Documents Workshop, Muenster, Germany.

[2014]

Briner, S. W., McCarthy, K. S., Burkett, C., Levine, S., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2014, April). A rubric-based approach for analyzing dimensions of literary reasoning. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Burkett, C., Sosa, T., Hall, A. H., & Goldman, S. R. (2014, April). *Engaging students in literary reasoning and argumentation*. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

- Goldman, S. R. (2014, April). *Multiple Source Comprehension: Sources of Complexity and Implications for What Students Need to Know and Be Able to Do*. Paper presented at invited symposium at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Goldman, S. R. (2014, April). Multidisciplinary Collaborative Design for Evidence-Based Argument in History, Literature, and Science: Project READI. Poster presented at Presidential Symposium of the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Goldstein, D. S., Nair Das, V., Pellegrino, J. W., Goldman, S. R., Heffernan, N. T., Heffernan, C., Dietz, K. (2014, April). Improving Long-Term Retention of Mathematical Knowledge Through Automatic Reassessment and Relearning. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Lee, C.D., Goldman, S. R., Levine, S., Sosa, T., George, M., Magliano, J. P., Coppola, R., McCarthy, K. S., & Burkett, C. (2014, April). *Literary reasoning and argumentation: Re-conceptualizing pedagogical implications of the domain*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Sosa, T., & Goldman, S. R. (2014, April). *Supporting students' literary reasoning: Evidence from classroom discussions*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Yukhymenko, M., Briner, S. W., Burkett, C., McCarthy, K. S., Levine, S., Magliano, J. P., Lee, C. D., & Goldman, S. R. (2014, April). *Development of the literature epistemology scale*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Briner, S. W., Burkett, C., Lee, C. D., Goldman, S. R., & Magliano, J. P. (2014, May). *A rubric for measuring literary argumentation: Evidence for construct validity*. Poster presented at the 2014 Annual Meeting of the Midwestern Psychological Association, Chicago IL.
- Yukhymenko, M., Briner, S., Levine, S., Magliano, J. P., Lee, C. D., & Goldman S. R. (2014, May). *Rasch analysis of the Literature Epistemology Scale (LES)*. Paper presented at Midwestern Psychological Association (MPA) Annual Meeting, Chicago, IL.
- Yukhymenko, M., Lawless, K., Goldman, S. R., Shanahan, C., & Pellegrino, J. W. (2014, May). *Assessing multiple source comprehension tasks in history: A signal detection theory approach*. Poster presented at the Association for Psychological Science (APS) Annual Convention, San Francisco, CA.
- Briner, S. W., Burkett, C., & Goldman, S. R. (2014, June). *Developmental trends in reasoning about situational irony*. Poster presented at the 2014 Annual Meeting of the Association for Psychological Science, San Francisco, CA.
- Burkett, C., Goldman, S. R., & Britt, M. A. (2014, June). *The role of stated relationships in detecting contradictions between multiple representations in science*. Poster presented at the International Conference of the Learning Sciences (ICLS), Boulder, CO.
- Goldman, S. R., Sosa, T., & Levine, S. (2014, July) *Engaging adolescents in interpretive discussions of literary texts*. Paper presented at International Society for the Empirical Study of Literature and Media (IGEL), Turin, Italy.
- Kelly, K., Heffernan, N., Heffernan, C., Goldman, S., Pellegrino, J., & Soffer-Goldstein, D. (2014, July) *Improving student learning in math through web-based homework review*. Joint Meeting of the International Group for the Psychology of Mathematics Education (PME 38) and the North

American Chapter of the Psychology of Mathematics Education (PME-NA 36) in Vancouver, Canada.

McCarthy, K. S., Briner, S. W., Magliano, J. P., & Goldman, S. R. (2014, July). *Developing assessments of students' literary reasoning: The complexity of understanding rhetorical devices*. Paper presented at the Conference for the International Society of the Empirical Study of Literature and Media (IGEL), Turin, Italy.

Briner, S. W., Goldman, S. R., & Magliano, J. P. (2014, August). *Understanding parody: The influence of situation-level and surface-level overlap*. Poster presented at the Annual Meeting of the Society for Text & Discourse, Chicago, IL.

Burkett, C., Goldman, S.R., & Britt, M.A. (2014, August). *Adolescents' Detection of Contradictions Between Multiple Representations in Science*. Paper presented at the 24th Annual Meeting of the Society for Text and Discourse, Chicago, IL.

McCarthy, K. S., Burkett, C., Briner, S. W., & Goldman, S. R. (2014, August). *Title Affects Both Literal and Interpretive Representations of Literary Texts*. Paper presented at the Annual Meeting of the Society for Text & Discourse, Chicago, IL.

Yukhymenko, M., Briner, S., Levine, S., Magliano, J. P., Lee, C. D., & Goldman S. R. (2014, August). Understanding the Complexity of Epistemological Beliefs in Literary Interpretation. In C. D. Lee (Chair), *Text Complexity in Literature*. Symposium conducted at the annual meeting of the Society for Text and Discourse (ST&D), Chicago, IL.

Goldman, S. R., & Pellegrino, J. W. (2014, October). *Reading for Understanding: A Principled Approach to the Integration of Assessment and Instruction for Reading in the Discipline*. Presentation at Teachers College, Columbia University Roundtable in Second Language Studies, New York, NY.

Sosa, T., Goldman, S. R., & Hall, A. H. (2014, December) *Engaging Adolescents in Literary Inquiry Through Dialogic Classroom Discussions*. Paper presented at Literacy Research Association Conference, Marco Island, FL.

Yukhymenko, M., Briner, S., Levine, S., Magliano, J. P., Lee, C. D., & Goldman, S. R. (2014, December). Toward a Multidimensional Conceptualization of Epistemological Literary Beliefs. In C. D. Lee (Chair), *Literary Reasoning as Multi-Dimensional Dialogic Processes*. Symposium conducted at the annual conference of the Literacy Research Association (LRA), Marco Island, FL.

Ko, M., James, K., Burkett, C., Goldman, S. R., Greenleaf, C. L., Brown, W.R. (2015, April) *Text-based Inquiry For Scientific Modeling*. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching, Chicago, IL.

Goldman, S. R., Greenleaf, C., George, M. A., Marple, A. A., Emig, J., Brown, W., Cribb, G. & Ko, M. (2015, April). Challenges of Adaptations in RCTs of a Reading for Understanding Intervention. Snow (Chair), *Variation in Program Implementation in Large-Scale Randomized Controlled Trials: Analyzing and Addressing Implementation Challenges in Educational Settings* at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Goldman, S. R., Sosa, T., Hall, A. S., Burkett, C., Coppola, R., Chambers, J., & George, M. (2015, April). *Teachers learning to use everyday knowledge to support literary reasoning*. Paper presented at the Annual Meeting of the American Education Research Association, Chicago, IL.

Hall, A. H., Burkett, C., Sosa, T., & Goldman, S. R. (2015, April). *Learning to interpret: Constructing written arguments about unreliable narrators*. Poster presented at the Annual Meeting of the American Education Research Association, Chicago, IL.

Ko, M., James, K., Burkett, C., Goldman, S. R., Greenleaf, C. L., Brown, W. R. (2015, April) *Re-positioning Texts as Objects of Inquiry and Tools for Science Practice*. Poster presented at the Annual Meeting of the American Education Research Association, Chicago, IL.

Popp, J. S., & Goldman, S. R. (2015, April). *Knowledge building in teacher professional learning communities: Focus of meeting matters*. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching, Chicago, IL.

Goldman, S. R. (2015, May). *Arguing to Learn in Literary Reading, History, and Science: Similar Words, Different Practices*. Paper presented at MARWISE Multidisciplinary Advances in Reading and Writing for Science Education Workshop. Teachers College, New York, New York.

Burkett, C., James, K. M., Goldman, S. R., & Project READI Science Team. (2015, July). *Causal science explanations: The role of annotations of texts and graphics*. Paper presented at the 25<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Minneapolis, MN.

Burkett, C., & Goldman, S. R. (2015, July). *Novice literary interpretations: Prompting and processing matter*. Poster presented at the 25<sup>th</sup> Annual Meeting of the Society for Text and Discourse (ST&D), Minneapolis, MN.

Goldman, S. R. (2016, March). *Learning to Read for Understanding: Reading and Evidence-based Argument in Disciplinary Instruction*. Invited Presentation to U of Minnesota Educational Psychology Group. Minneapolis, MN.

Coppola, R., George, M., & Goldman, S. R. (2016, April). *Reconceptualizing teacher identity and belief about students' agency through approaching literature as inquiry*. Presented at Symposium: Opportunities for Identify Work in the Face of Risk and Resilience Through Literature. Washington, D.C.: American Education Research Association.

Fortune, A., Hall, A., & Goldman, S. R. (2016, April). *Building on students' experiences and knowledge of the world to interpret literary texts*. Presented at Symposium: Opportunities for Identify Work in the Face of Risk and Resilience through Literature. Washington, D.C.: American Education Research Association.

Goldman, S. R., Lawless, K. A., Yukhymenko, M., Britt, M. A., Wallace, P., George, M., Pellegrino, J. W., Litman, C., Emig, J., Fortune, A., James, K. M., & Burkett, C. (2016, April). *Efficacy study of ninth-grade READI biology: Design, assessment strategy, and findings*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Goldman, S. R., Lawless, K., Pellegrino, J., Greenleaf, C., & George, M. (2016, April). *Conceptual background, development, and design research for the READI science intervention*. Presented at Symposium: Explanatory Modeling in Science through Text-based Inquiry: Testing the Efficacy of the READI Intervention Approach. Washington, D.C.: American Education Research Association.

Goldman, S. R., Greenleaf, C., Ko, M., & Brown, W. (2016, April). *Intervention and assessment design for text-based investigations in Biology*. Presented at Symposium: Explanatory Modeling in Science through Text-based Inquiry: Testing the Efficacy of the

READI Intervention Approach. Washington, D.C.: American Education Research Association.

Goldman, S. R., Greenleaf, C., Yukymenko, M., Pellegrino, J., Lawless, K., George, M., Burkett, C., James, K., & Fortune, A. (April, 2016). *Efficacy study of ninth-grade READI Biology: Design, assessment strategy, and findings*. Presented at Symposium: Explanatory Modeling in Science through Text-based Inquiry: Testing the Efficacy of the READI Intervention Approach. Washington, D.C.: American Education Research Association.

Goldstein, D. S., Heffernan, C., Heffernan, N. T., Pellegrino, J. W., Goldman, S. R., & Stoelinga, T. (2016, April). *Mapping skills and knowledge in the Connected Mathematics Project 2 curriculum*. Poster presented at the National Center on Cognition and Mathematics Instruction Center Symposium, American Educational Research Association meetings, Washington, DC.

Goldstein, D. S., Pellegrino, J. W., Goldman, S. R., Stoelinga, T., Heffernan, N. T., & Heffernan, C. (2016, April). *Improving mathematical learning outcomes through applying principles of spaced practice and assessment with feedback*. Poster presented at the National Center on Cognition and Mathematics Instruction Center Symposium, American Educational Research Association meetings, Washington, DC.

Stoelinga, T., Goldstein, D. S., Heffernan, C., Pellegrino, J. W., Goldman, S. R., & Heffernan, N. T. (2016, April). *Evaluating the differences in students' performance and retention for mathematics skills given various forms of feedback*. Poster presented at the National Center on Cognition and Mathematics Instruction Center Symposium, American Educational Research Association meetings, Washington, DC.

Kelly, K., Heffernan, N. T., Heffernan, C., Pellegrino, J. W., Goldman, S. R., & Goldstein, D. S. (2016, April). *Improving student learning in math through web-based homework review*. Poster presented at the National Center on Cognition and Mathematics Instruction Center Symposium, American Educational Research Association meetings, Washington, DC.

Goldman, S. R. (2016, May). *Project READI: Reading, evidence, and argumentation in disciplinary instruction*. Presented at National Symposium for Reading for Understanding, Alexandria, VA.

## TECHNICAL REPORTS

Cosden, M. A., Gerber, M. M., Goldman, S. R., Semmel, D. S., & Semmel, M. I. (1984, January). *Survey of microcomputer access and use by mildly handicapped students in Southern California* (Tech. Rep. No. 4). Santa Barbara: University of California, Project TEECh.

Cosden, M. A., Gerber, M. M., Goldman, S. R., Semmel, D. S., & Semmel, M. I. (1984, February). *TEECh manual for observation of microcomputer use by mildly handicapped and nonhandicapped students* (Tech. Rep. No. 5). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., Semmel, D. S., Cosden, M. A., Gerber, M. M., & Semmel, M. I. (1984, October). *Microcomputer acquisition, allocation, and access surveys: Sampling methodology and return rates* (Tech. Rep. No. 3). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., Semmel, D. S., Cosden, M. A., Gerber, M. M., & Semmel, M. I. (1984, October). *Special education administrator survey of microcomputer acquisition, allocation and access* (Tech. Rep. No. 7). Santa Barbara: University of California, Project TEECh.

Semmel, D. S., Goldman, S. R., Gerber, M. M., Cosden, M. A., & Semmel, M. I. (1984, October). *Survey instrument development* (Tech. Rep. No. 6). Santa Barbara: University of California, Project TEECh.

Cosden, M. A., Gerber, M. M., Semmel, D. S., Goldman, S. R., & Semmel, M. I. (1985, January). *Observational study of microcomputer use by special day class, resource room, and mainstream handicapped and nonhandicapped students* (Tech. Rep. No. 8). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., Semmel, D. S., Cosden, M. A., Gerber, M. M., & Semmel, M. I. (1985, January). *Special education administrators' policies and practices on microcomputer acquisition, allocation and access for mildly handicapped children: Interfaces with regular education* (Tech. Rep. No. 10). Santa Barbara: University of California, Project TEECh.

Semmel, D. S., Goldman, S. R., Gerber, M. M., Cosden, M. A., & Semmel, M. I. (1985, June). *Survey of special education and mainstream teachers' access to and use of microcomputers with mildly handicapped students* (Tech. Rep. No. 9). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., Pellegrino, J. W., & Mertz, D. L. (1985, November). *Microcomputer delivery of addition drill and practice to math-disabled learners: Interim Report I* (Tech. Rep. No. 25). Santa Barbara: University of California, Project TEECh. Reprinted in the Cognitive Science Tech Report Series (#8612), UCSB.

Mertz, D. L., & Goldman, S. R. (1985, December). *Performance patterns of learning handicapped students on a picture-word interference task: Evidence for effortful processing* (Tech. Rep. No. 23). Santa Barbara: University of California, Project TEECh.

Pellegrino, J. W., & Goldman, S. R. (1986, March). *Information processing and elementary mathematics* (Tech. Rep. No. 28). Santa Barbara: University of California, Project TEECh. Reprinted in the Cognitive Science Program Technical Report Series (#8609), UCSB.

Goldman, S. R., & Mertz, D. L. (1986, April). *Synonym search software for practice on the meanings of words: User's Manual* (Tech. Rep. No. 27). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., & Pellegrino, J. W. (1986, August). *Effective drill and practice on the microcomputer* (Tech. Rep. No. 45). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., & Pellegrino, J. W. (1986, August). *Information processing and educational microcomputer technology: Where do we go from here?* (Technical Report). Santa Barbara, CA: University of California, Project TEECh.

Goldman, S. R., & Rueda, R. (1987, July). *Developing writing skills in bilingual exceptional children* (Tech. Rep. No. 52). Santa Barbara: University of California, Project TEECh.

Goldman, S. R., & Durán, R. P. (1987, September). *Answering questions from oceanography texts: Learner, task and text characteristics* (Tech. Rep. No. 8718). Santa Barbara: University of California, Cognitive Science Program.

Goldman, S. R., Cosden, M. A., & Hine, M. S. (1988, April). *Microcomputer-based collaborative writing by learning handicapped students: Cognitive characteristics* (Tech. Rep. No. 55). Santa Barbara: University of California, Project TEECh.



- Hine, M. S., Goldman, S. R., & Cosden, M. A. (1988, July). *Revision and error monitoring by learning handicapped students engaged in collaborative microcomputer-based writing* (Tech. Rep. No. 56). Santa Barbara: University of California, Project TEECh.
- Goldman, S. R. (1988, December). *The role of sequence markers on reading and recall: A comparison of native and nonnative English speakers* (Technical Report). University of California, Santa Barbara.
- Goldman, S. R. (1988, December). *Strategies for understanding information organization in discourse* (Technical Report). University of California, Santa Barbara.
- Goldman, S. R., Cosden, M. A., & Hine, M. S. (1988, April). *Microcomputer-based collaborative writing by learning handicapped students: Cognitive characteristics* (Tech. Rep. No. 55). Santa Barbara: University of California, Project TEECh.
- Saul, E., Pohl, M., & Goldman, S. R. (1988, December). *Readit! A text presentation application for the MacIntosh* (Technical Report). University of California, Santa Barbara.
- Cosden, M. A., Goldman, S. R., & Hine, M. S. (1989, March). *Learning handicapped students' interactions during a microcomputer-based group writing activity* (Technical Report #57). Santa Barbara: University of California, Project TEECh.
- Goldman, S. R., Mertz, D. L., & Pellegrino, J. W. (1989, May). *Individual differences in extended practice functions and solution strategies for basic addition facts* (Technical Report No. 58). Santa Barbara: University of California, Project TEECh.
- Durán, R. P., Goldman, S. R., & Smith, M. (1989, August). *Academic text features and reading in English as a Second Language* (Technical Report). Santa Barbara: University of California. (ERIC Document #ED 319 230)
- Goldman, S. R., Durán, R. P., Murray, J., Saul, E. U., & Smith, M. (1989, August). *Reasoning and comprehension processes of linguistic minority persons learning from text*. Final Report to Cognitive Science Program, Office of Naval Research. Santa Barbara, CA: University of California.
- Goldman, S. R., & Murray, J. (1989, August). *Knowledge of connectors as cohesion devices in text: A comparative study of native English and ESL speakers* (Technical Report). Santa Barbara: University of California.
- Gontier, P., Saul, E. U., & Goldman, S. R. (1989, August). *Select the text: A Macintosh moving window application* (Technical Report). Santa Barbara: University of California.
- Cognition and Technology Group at Vanderbilt. (1991, December). *The Adventures of Jasper Woodbury: Assessment of instructional outcomes* (Technical Report of the Learning Technology Center). Nashville, TN: Vanderbilt University.
- Goldman, S. R., Varma, S., & Ortega, J. (1992). *Application of CAPS modeling to strategy competition and flexibility in discourse comprehension* Final Report to Cognitive Science Program, Office of Naval Research. Nashville, TN: Vanderbilt University.
- Ortega, J., Saul, E. U., Varma, S., & Goldman, S. R. (1992, October). *CAPS rereader simulation model user's manual, version 1.0* (Technical Report of the Learning Technology Center). Nashville, TN: Vanderbilt University.

Biswas, G., Goldman, S., Crews, T., & the Cognition and Technology Group at Vanderbilt. (1993). *Development of an adventuremaker for trip planning* (Tech. Rep. 93-1). Nashville, TN: Vanderbilt University, Learning Technology Center.

James, C. M., Goldman, S. R., & Vandermolen, H. (1994). *Individual differences in planning-related activities for simple digital circuit design* (Tech. Rep. 94-1). Nashville, TN: Vanderbilt University, Learning Technology Center.

Cognition and Technology Group at Vanderbilt (1996). *Schools for Thought in Nashville: Interim Report May, 1996*. Nashville, TN: Learning Technology Center, Vanderbilt University.

Cognition and Technology Group at Vanderbilt (1999). *Reinventing communities of Learners: An exploration of generative learning units*. Final report to the Mellon Foundation. Nashville, TN: Learning Technology Center, Vanderbilt University.

## **PUBLICATIONS**

[1973–1979]

Lesgold, A. M., & Goldman, S. R. (1973). Encoding uniqueness and the imagery mnemonic in associative learning. *Journal of Verbal Learning and Verbal Behavior*, *12*, 193-202.

Perfetti, C. A., & Goldman, S. R. (1974). Thematization and sentence retrieval. *Journal of Verbal Learning and Verbal Behavior*, *13*, 70-79.

Perfetti, C. A., & Goldman, S. R. (1975). Discourse functions of thematization and topicalization. *Journal of Psycholinguistic Research*, *4*, 257-272.

Goldman, S. R. (1976). Reading skill and the minimum distance principle: A comparison of listening and reading comprehension. *Journal of Experimental Child Psychology*, *22*, 123-142.

Perfetti, C. A., & Goldman, S. R. (1976). Discourse memory and reading comprehension skill. *Journal of Verbal Learning and Verbal Behavior*, *15*, 33-42.

Goldman, S. R., & Pellegrino, J. W. (1977). Processing domain, encoding elaboration and memory trace strength. *Journal of Verbal Learning and Verbal Behavior*, *16*, 29-43.

Perfetti, C. A., Goldman, S. R., & Hogaboam, T. W. (1979). Reading skill and the identification of words in discourse context. *Memory & Cognition*, *7*, 273-282.

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Goldman, S. R., Hogaboam, T., Bell, L. C., & Perfetti, C. A. (1980). Short term retention of discourse during reading. *Journal of Educational Psychology*, *72*, 647-655.

Goldman, S. R. (1981). Assessment in early education. *Contemporary Psychology*, *26*, 105-106.

Stein, N. L., & Goldman, S. R. (1981). Children's knowledge about social situations: From causes to consequences. In S. Asher & J. Gottman (Eds.), *The development of children's friendships* (pp. 297-321). New York, NY: Cambridge University Press.

Goldman, S. R. (1982). Coincidence or causality in linguistic and cognitive skills: A reply to Van Kleeck. *Merrill-Palmer Quarterly*, 28, 267-274.

Goldman, S. R. (1982). Knowledge systems for realistic goals. *Discourse Processes*, 5, 279-303.

Goldman, S. R., Pellegrino, J. W., Parseghian, P. E., & Sallis, R. (1982). Developmental and individual differences in verbal analogical reasoning. *Child Development*, 53, 550-559.

Gliner, G., Goldman, S. R., & Hubert, L. J. (1983). A methodological study on the evaluation of learning from story narratives. *Multivariate Behavioral Research*, 18, 9-36.

Goldman, S. R., Reyes, M., & Varnhagen, C. K. (1983). Applying first-language skills to second language comprehension by Spanish-English speakers. *Bilingual Education Paper Series*, 6, Los Angeles, CA: California State University, Dissemination and Assessment Center.

Goldman, S. R., & Varnhagen, C. K. (1983). Comprehension of stories with no-obstacle and obstacle endings. *Child Development*, 54, 980-992.

Pellegrino, J. W., & Goldman, S. R. (1983). Developmental and individual differences in verbal and spatial reasoning. In R. F. Dillon & R. R. Schmeck (Eds.), *Individual differences in cognition* (pp.137-180). New York, NY: Academic Press.

Goldman, S. R., & Pellegrino, J. W. (1984). Deductions about induction: Analyses of developmental and individual differences. In R. Sternberg (Ed.), *Advances in the psychology of human intelligence* (Vol. 2, pp. 149-197). Hillsdale, NJ: Erlbaum.

Goldman, S. R., Reyes, M., & Varnhagen, C. K. (1984). Understanding fables in first and second languages. *Journal of National Association for Bilingual Education (NABE)*, 3, 35-66.

Oney, B., & Goldman, S. R. (1984). Decoding and comprehension skills in Turkish and English: Effects of the regularity of grapheme-phoneme correspondences. *Journal of Educational Psychology*, 76, 557-568.

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