

CURRICULUM VITAE

Daniel T. Willingham
dtwuva@gmail.com

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

1418 Sunderland Ln.
Keswick, VA 22947
(434) 296-2874

EDUCATION

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

PROFESSIONAL EXPERIENCE

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

PUBLICATIONS

Books

Willingham, D. T. & Riener, C. (2019) *Cognition: The Thinking Animal*. (Cambridge University Press).

Willingham, D. T. (2017). *The Reading Mind*. (Jossey-Bass).

Translation: Swedish: Bokforlaget Natur och Kultur

Translation: Chinese: Cheers Publishing Company

Translation: Spanish: Corporacion de la Educacion Aptus

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

Translation: Arabic: Arab Scientific Publishers

Translation: French: La Librairie des Ecoles

Translation: Korean: Kings Library

Translation: Spanish: Teell Editorial

Willingham, D. T. (2012). *When Can You Trust "The Experts?"* (Jossey-Bass).

Translation: Arabic: Hindawi Publishing

Translation: Dutch: Uitgeverij Lanoo

Translation: Vietnamese: Vietnam AZ Communication & Culture Co

Audio Book: Tantor Audio

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

Translation: Arabic: ABEGS Publishing

Translation: Catalan: Graó Editorial

Translation: Chinese (simplified): Jiangsu Education Publishing

Translation : Chinese (traditional): Longstone Publishing

Translation: French: La Librairie des Ecoles

Translation: Hebrew: Idiot Sefarim

Translation: Korean: Bookie Publishing

Translation: Portuguese: Artmed Editora

Translation: Spanish: Graó Editorial

Translation: Swedish: Bokforlaget Natur och Kultur

Translation: Thai: PBM Publications

Translation: Turkish: Ithaki Publishing

Audio Book: Tantor Audio

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

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2nd edition (2004). 3rd edition (2007)

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Willingham, D. T. (July 15, 2019). The High Price of Multitasking. *New York Times*, A21.

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- Wittrup A. & Willingham D. T. (2018) Why We Can't Replace Our Brains with the Internet. *Frontiers for Young Minds*, 6:11. doi: 10.3389/frym.2018.00011
- Willingham, D. T. (2018) Does tailoring instruction to "learning styles" help students learn? *American Educator*, 42(2), 28-36.
- Willingham, D. T. (2018). Teacher education: Failed reform and a missed opportunity. In Greene, J. P. & McShane, M. Q., *Failure Up Close* (pp. 35-46). Lanham, MD: Rowan & Littlefield.
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SERVICE

Advisory Panel: Deans for Impact: 2016-present

Scientific Advisory Board: Knowledge Matters Campaign 2016-present

Advisory Panel: ResearchED 2016-present

Council and Advisory Board, Cluster of Excellence: Enablers and inhibitors of 21st century knowledge and skills in a transitional globalized information society, Johannes Gutenberg-Universität Mainz, 2016-2017.

International Advisory Board for K-12 Curriculum Reform in Vietnam: World Bank. 2014-2016.

Advisory Committee: Learning and the Brain. 2011-present.

Board of Directors, International Mind, Brain, & Education Society: 2009-2012.

Advisory Board, National Council on Teacher Quality. 2007-2013.

Member, Board of Trustees, Core Knowledge Foundation. 2006-2015.

Significant University Service:

Director of Graduate Studies, Psychology: 2011-2014, 2016-present

Faculty Senate Executive Council: 2007-2010

Associate Editor:

Mind, Brain, and Education: 2010-2013

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

Editorial Boards:

Psychological Science in the Public Interest: 2018-present.

Review of Educational Research: 2018-present.

Npj Science of Learning: 2015-present.

AERA Open: 2014—present.

Memory & Cognition: 2005-2008.

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

Behavioral and Cognitive Neuroscience Reviews: 2001-2006.

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

Neuropsychology: 1997-2001.

Ad hoc reviewer for *Advances in Methods and Practices in Psychological Science*, *Alcoholism*, *American Journal of Evaluation*, *American Educational Research Journal*, *Behavioral Neuroscience*, *Behavioural Brain Research*, *Brain Research*, *British Journal of Educational Psychology*, *Canadian Journal of Experimental Psychology*, *Cognition*, *Cognition & Development*, *Cognitive Brain Research*, *Cognitive Processing - International Quarterly of Cognitive Science*; *Cognitive Science*, *Computers & Education*, *Current Biology*, *Curriculum Inquiry*, *Developmental Psychology*, *Educational Psychology Review*, *Educational Researcher*, *European Journal of Neuroscience*, *Human Performance*, *Journal of Cognitive Education and Psychology*, *Journal of Cognitive Neuroscience*, *Journal of Curriculum Studies*, *Journal of Experimental Child Psychology*, *Journal of Experimental Psychology: Applied*, *Journal of Experimental Psychology: Human Perception and Performance*, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *Journal of the Learning Sciences*; *Journal of Science Education and Technology*, *Memory and Language*, *Journal of Applied Research in Memory and Cognition*, *Journal of Motor Behavior*, *Journal of Neurophysiology*, *Journal of Neuroscience*, *Learning: Research & Practice*; *Learning & Individual Differences*, *Memory and Cognition*, *Mind, Culture, and Activity*, *Nature*, *Nature Neuroscience*, *Nature Reviews Neuroscience*, *Neurobiology of Aging*, *Neurobiology of Learning & Memory*, *Nature*, *NeuroImage*, *Neurology*, *Neuropsychologia*, *Neuropsychology*, *Neuroscience Letters*, *Neuroscience Research*, *Perception and Psychophysics*, *Perceptual and Motor Skills*, *Perspectives on Psychological Science*, *Physiology and Behavior*, *PSYCHE*, *Psychological Bulletin*, *Psychological Research*, *Psychological Review*, *Psychological Science*, *Psychological Science in the Public Interest*, *Psychonomic Bulletin & Review*, *Psychopharmacology*, *Quarterly Journal of Experimental Psychology*, *Review of Educational Research*, *Review of Research in Education*, *Science*, *Science & Education*, *Teaching Exceptional Children*, *Teaching and Teacher Education*.

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

Grant reviewer for Department of Veteran's Affairs, National Institute on Aging, National Institute on Drug Abuse, National Institute of Mental Health, National Science Foundation, Social Sciences and Humanities Research Council of Canada.

COURSES TAUGHT:

Graduate

Cognitive psychology
Cognitive neuroscience
Teaching Assistant training

Undergraduate

Cognitive psychology
Educational psychology
Methods and Statistics

SELECTED INVITED PRESENTATIONS:

National Assessment of Educational Progress. Washington, DC (4/10/18)
Discussant upon the release of 2017 NAEP scores.

Butler University, Indianapolis, IN (2/28/18) James Woods Lecture: "Digital Technology and the Future of Education."

Brigham Young University, Provo, UT (3/9/17). Benjamin Cluff, Jr. Lecture: "How Can K-12 Educators Use Psychological Science?"

Temple University, Philadelphia, PA (10/4/2016) "How Can K-12 Educators Use Psychological Science?"

Dartmouth College, Hanover, NH (5/15/2016). "What Should Teachers Know About the Basic Science of Psychology?"

Dean's Distinguished Lecture, Harvard University, Cambridge, MA. (4/29/15).
"The Complex Relationship Between Science, Practice, and Policy."

Jolita Benson Education Lecture, Pacific Lutheran University, Tacoma, WA (3/9/15). "Education Research and Education Policy."

Diane Halpern Lecture, American Psychological Association, Washington, DC. (8/8/14). "Neuroscientific data in classrooms."

Tufts University, Medford, MA (12/9/13). "What every professor and student should know about memory."

E. Pauline Riall Lecture, Salisbury University (10/15/13). "The Complex Relationship Between Science, Education, and Policy."

American Association of Colleges of Pharmacy, Annual Meeting, Keynote. Leesberg, VA "How people learn." (5/20/13).

Association for Psychological Science. "How Neuroscience Will Contribute to Teaching Practice." (5/25/13).

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

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

University of Chicago, Chicago, IL (11/13/13). "On wisdom."

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

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

Institute for Learning (University of Pittsburgh) Pittsburgh, PA "Rich content, critical thinking, and excellent pedagogy for all students: What does this really mean for schools?" (12/3/10)

North American Montessori Teachers Association, Atlanta, GA "A cognitive view of the learner: The three-period lesson as a knowledge model" (11/13/10)

Education Trust National Conference, Washington, DC (Keynote). "Student motivation and choice." (11/6/10)

Olin School of Business, Washington University in St. Louis, "Teaching Critical Thinking at the Graduate Level." (4/2010)

Couper Memorial Lecture, State University of New York, Binghamton, School of Education, "The Mind, the Brain, and the Future of Education"(4/2010)

Al Shanker Institute, Washington, DC, "The Three Problems of Teacher Evaluation." (4/2010)

Edna K. Shapiro Memorial Lecture, Bank Street College of Education, "Problems and Opportunities in Applying Neuroscience to Classroom Dilemmas." (3/2010)

American Federation of Teachers, Program and Policy Council (9/2008). "The role of knowledge in cognitive processes and in education."

Harvard University Graduate School of Education. (10/2008). "The application of neuroscientific data to behavioral theories: Problems and opportunities particular to education."

HONORS

Research

Appointed by President Obama to serve as a member of the National Board for Education Sciences, 2017

Transforming Education Through Neuroscience Award, Learning & the Brain Foundation, 2017

Translation Award, International Mind, Brain, and Education Society, 2014

Fellow, American Psychological Association, 2013

Outstanding Academic Title, 2013; Choice magazine, for *When Can You Trust the Experts?*

Award from the Academy of Education Arts & Sciences ("Bammy") for Education Policy/Researcher, 2012

Fellow, Association for Psychological Science, 2011

Best Learned Article, 2009: Association of Educational Publishers, for "Why Don't Students Like School?" *American Educator*, Spring, 4-13.

Teaching

Member, University of Virginia Academy of Teaching, 2014-2018

Member, Minerva Academy, 2013-present

All-University Teaching Award, University of Virginia, 2011

Outstanding Professor Award, Dept. of Psychology, University of Virginia, 2000
All-University Outstanding Teaching Award, University of Virginia, 1999
Outstanding Professor Award, Dept. of Psychology, University of Virginia, 1996