

David B. Daniel
Curriculum Vitae
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Contact Details

James Madison University
Department of Psychology
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Education

Ph.D.	Life-Span Developmental Psychology	5/93	West Virginia University
M.A.	Life-Span Developmental Psychology	5/89	West Virginia University
B.A.	Psychology	5/85	San Diego State University

Professional Experience

2017-Present	Coordinator, Sociocultural and Wellness Domains, James Madison University General Education Program (Cluster 5)
2014-15	Visiting Scholar, University of California, San Diego, Temporal Dynamics of Learning Center/Department of Child Psychiatry
2008-Present	Department of Psychology, James Madison University (Professor)
2005-2016	Managing Editor, <i>Mind, Brain & Education</i> (Blackwell)
2010-2013	Executive Director, International Mind, Brain and Education Society
2006-2008	School of Psychological Sciences, University of Northern Colorado
1996-2006	Department of Psychology, University of Maine at Farmington
2004-05	Visiting Scholar, Harvard Graduate School of Education, Human Development and Psychology/Mind, Brain and Education Program, Cambridge, MA.
1998-2006	Associate Research Scientist, New England Research Institutes
2000-02	Chair, Department of Psychology, University of Maine at Farmington
1997-98	Senior Research Associate, New England Research Institutes
1994-2010	Grant/Projects Consultant to the Board, Dakota Indian Foundation
1994-96	Chair, Human Services Department, Lower Brule Tribal College
1991	Founding Coordinator: Annual Conference on Native American Children and Youth, St. Joseph's Indian School, Chamberlain, SD.

Honors and Awards

- 2018 Distinguished Teaching Award, College of Health and Behavioral Studies, James Madison University
- 2018 Commencement Speaker, College of Health and Behavioral Studies, James Madison University
- 2015 Fellow, Association for Psychological Science
- 2014 Distinguished Teacher Award, General Education Program, James Madison University
- 2014 Top 1% of US Educational Researchers Contributing Most Substantially to Public Debate About Education. RHSU Edu-Scholar Public Influence Rankings
- 2013 Transforming Education Through Neuroscience Award, Learning and the Brain & International Mind, Brain and Education Society
- 2013 Outstanding Teaching Award, Department of Psychology, James Madison University
- 2013 Best Professor, Students of James Madison University
- 2012 Robert S. Daniel Teaching Excellence Award, American Psychological Association Division 2 (Society for the Teaching of Psychology)
- 2012 Outstanding Contributions to the Scholarship of Teaching Award, Department of Psychology, James Madison University
- 2012 Featured in Princeton Review's *300 Best Professors*
- 2012-2014 Master Teacher Speaker, Society for the Teaching of Psychology
- 2011 Outstanding General Education Teaching Award, Department of Psychology, James Madison University
- 2011 Outstanding Professional Service Award, Department of Psychology James Madison University
- 2010 Madison Research Fellow, James Madison University
- 2009 Distinguished Service Award, International Mind, Brain, and Education Society

Honors and Awards (cont.)

2007	Distinguished Faculty, National Society of Collegiate Scholars
2007	Outstanding Professor, Delta Zeta
2004-05	Trustee Professor, University of Maine System
2001-02	US Professor of the Year Nominee, Carnegie Foundation for the Advancement of Teaching, University of Maine at Farmington
2000-01	Faculty Member of the Year, University of Maine at Farmington, <i>Retired from Eligibility</i>
1998, 99, 2000	Faculty Member of the Year, University of Maine at Farmington

Grants/Funding

2012-2015	<i>A Comprehensive PhysTEC Site at James Madison University, Physics Teacher Education Coalition (Co-Principal Investigator)</i>	\$369,842
2012-2015	<i>Integrating Developmental Instruction in Sustainability Contexts into an Undergraduate Engineering Design Curriculum (NSF). Senior Researcher</i>	\$431,202
2011	Cengage Technology in Education Grant (with Krisztina Jakobsen, JMU)	\$10,000
2011	Society for the Teaching of Psychology Partnership Grant: <i>Graduate Teacher Training</i> (with Robyn Kondrad, UVA)	\$750
2010	National Education Association Foundation: <i>Institute for Innovation in Teaching and Learning</i>	\$12,000
2009	Lab Grant, International Mind Brain and Education Society	\$3,400
2006-2007	Holtzbrink Pedagogical Research Grant. <i>Electronic Text: Evaluating Learning Outcomes</i>	\$7,000
2006-2007	MHHE Pedagogical Research Grant: <i>Use of Textbook-Based Pedagogical Aids</i> (with Regan Gurung, UW-Green Bay)	\$30,000
2001-2006	Grant # U01DE11886 NIDCR Renewal. <i>Health Effects of Dental Amalgam's in Children</i> (Co-Principal Investigator)	\$7,398,998
1997-2005	Faculty Development, University of Maine at Farmington	\$7,848

Grants/Funding (cont.)

2004	Houghton-Mifflin Publishers: Product Development Grant	\$10,000
1997-2001	Grant # U01DE11886 NIDCR. <i>Health Effects of Dental Amalgam's in Children</i> (Co-Principal Investigator)	\$6,562,967
2001-02	Prentice-Hall Publishers: Product Development Grant	\$6,000
1991-92	Youth at Risk Foundation, State of South Dakota	\$14,322
1991	Dakota Indian Foundation	\$2, 433

Publications: Journal Articles and Chapters

- Daniel, D. B. & Almarode, J. T. (2018). Educational Neuroscience: Are We There Yet? In Hall, G. E., Golnick, D. M., and Quinn, L. F., (Eds). *Wiley Handbook on Education*. New York. Wiley.
- Utter, B. C., Paulson, S. A., Almarode, J. T. & Daniel, D. B. (2018). My Science Is Better than Your Science: Conceptual Change as a Goal in Teaching Science Majors Interested in Teaching Careers about Education. *Teacher Educators' Journal*, (11), 12-21.
- Hulleman, C. S., Kosovich, J. J., Barron, K. E., & Daniel, D. B. (2017). Making connections: Replicating and extending the utility value intervention in the classroom. *Journal of Educational Psychology*, 109(3), 387-404.
- Arnold, K M., Daniel, D.B., Jensen, J., McDaniel, M, Marsh, E.J. (2016). *Structure Building Predicts Grades in College Psychology and Biology*. *Applied Cognitive Psychology*, 30(3).
- Daniel, D. B. & Richmond, A. (2015). Teaching Child and Adolescent Development. In Dunn, D. (Ed.) *The Oxford Handbook of Undergraduate Psychology Education*. Oxford University Press.
- Daniel, D. B. (2014). A Work in Progress. In Bubb, R., Stowell, J., Buskist, W. (Eds.). *The Teaching of Psychology in Autobiography: Perspectives from Psychology's Exemplary Teachers, Vol.5*. Society for the Teaching of Psychology.
- Woody, W. D., & Daniel, D. B. (2014). Are We There Yet? E-Textbooks and online learning. In *Online Learning: Instructional Technology, Common Misconceptions and Benefits & Challenges*. New York: Nova Publishing.
- Daniel, D. B. & Chew, S. L, (2013). The Tribalism of Teaching and Learning. *Teaching of Psychology*. 40(4) 363-367.

Publications: Journal Articles and Chapters (cont.)

- Daniel, D. B. (2013). The Dark Side of Pedagogy: An Ecological Perspective on the Study and Use of Pedagogy in the Classroom. In J. Holmes, S.C. Baker, & J. R. Stowell (Eds.), *Essays from e-xcellence in teaching* (Vol. 12, pp.6-11). Retrieved from the Society for the Teaching of Psychology Web site:
<http://teachpsych.org/resources/e-books/eit2012/index.php>
- Daniel, D. B. & Woody, W. D. (2013). E-Textbooks At What Cost? Performance and Use of Electronic v. Print Texts. *Computers & Education*, 62, 18-23.
- Daniel, D. B. (2012). Promising Principles: Translating The Science of Learning to Educational Practice. *Journal of Applied Research in Memory and Cognition*, 1(4), 251-253.
- Gurung, R. A. R., Daniel, D. B. & Landrum, E. (2012). A Multi-Site Study of Learning in Introductory Psychology Courses. *Teaching of Psychology*, 39(3), 170-175.
- Willingham, W. & Daniel, D. B. (2012). Beyond Differentiation: Teaching to What Learners Have in Common. *Educational Leadership*, 69(5), 16-21.
- Woody, W. D., Daniel, D. B., & Stewart, J. M. (2012). Students' Preferences and Performance Using E-Textbooks and Print Textbooks. In F. Columbus (Ed.), *Computers in Education* (vol. 1, pp. 43-58). New York: Nova Publishing.
- Gurung, R. A. R, Landrum, E., Daniel, D. B. (2012). Textbook Use and Learning: A North American Perspective. *Psychology Learning and Teaching*, 11(1), 87-89.
- Daniel, D. B. (2011). Learning centered lecturing in the college classroom. In Buskist, W. & Benassi, V. A. (Eds). *Successful Strategies for Preparing Graduate Students to Become Effective College and University Teachers*. Thousand Oaks, CA, Sage.
- Miller, R. L., Balcetis, E., Burns, S. R., Daniel, D. B., Saville, B. K., Woody, W. D. (2011). Promoting student engagement (Vol. 2): Activities exercises and demonstrations for psychology courses. E-book: <http://teachpsych.org/resources/e-books/pse2011/index.php>
- Woody, W. D., Daniel, D. B., & Baker, C. (2010). E-books or textbooks: Students prefer textbooks. *Computers & Education*, 55, 945-948.
- Daniel, D. B. & Woody, W. D. (2010). They listen, but do not hear: Retention for podcast material in a classroom context. *Teaching of Psychology*, 37(3) 199 – 203.
- Daniel, D. B. (2010). Practical powerpoint. In Dunn, D. S, Wilson, J. C., Freeman, J. & Stowell, J., *Getting Connected: Best Practices for Technology-Enhanced Teaching and Learning in Higher Education*. Oxford University Press.

Publications: Journal Articles and Chapters (cont.)

- Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M., Messer, W. S., Miller, H. L., Prohaska, V., & Zlokovich, M. S. (2009). Promising principles for translating psychological science into teaching and learning. In D.F. Halpern (Ed.), *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline*. Washington, DC: American Psychological Association.
- Surkan, P. J., Wypij, D., Trachtenberg, F., Daniel, D. B., Barregård, L., McKinlay, S., Bellinger, D. (2009), Neuropsychological function in school-age children with low mercury exposures. *Environmental Research*, 109(6), 728-33.
- Daniel, D. B. & Poole, D. A. (2009). The ecology of pedagogy: How collaborative research can prevent us from harming students. *Perspectives on Psychological Science*. 4(1), 91-96.
- Fischer, K. W. & Daniel, D. B. (2009). Need for Infrastructure to Connect Research with Practice in Education. *Mind, Brain and Education*. Vol. 3(1), 1-2.
- Daniel, D. B. (2009). Scholarship in teaching and learning: An interview with John Mitterer. *Teaching of Psychology*, 36(1), 65-69.
- Bellinger, D. C., Trachtenberg, F., Zhang, A., Daniel, D. B., Tavares, M., & McKinlay, S. (2008). Dental amalgam and psychosocial status: The New England amalgam trials. *Journal of Dental Research*, 87(5), 470-474.
- Klaczynski, P. A., Daniel, D. B., & Keller, P. S. (2008). Appearance idealization, body esteem, causal attributions, and ethnic variations in the development of obesity stereotypes. *Journal of Applied Developmental Psychology*. 30 (4), 537-551.
- Surkan, P. J., Zhang, A., Trachtenberg, F., Daniel, D. B., McKinlay, S., & Bellinger, D. C. (2007). Neuropsychological function in children with blood lead levels < 10µg/dL. *Neurotoxicology*, 28(6), 1170-1177.
- Bellinger, D. C., Felicia Trachtenberg, F., Daniel, D. B., Tavares, M., Zhang, A., & McKinlay, S. (2007). A dose-effect analysis of the effect of children's exposure to dental amalgam on neuropsychological function: The New England Children's Amalgam Trial. *Journal of the American Dental Association*. 138(9), 1210-1216.
- Fischer, K. W., Daniel, D. B., Immordino-Yang, M. H., Stern, E., Battro, A., & Koizumi, H. (2007). Why mind, brain, and education? Why now? *Mind, Brain, and Education*. 1(1), 1-2.
- Bellinger, D. C., Daniel, D. B., Trachtenberg, F., McKinlay, S. (2007). Dental amalgam restorations and children's neuropsychological function: The New England Children's Amalgam Trial. *Environmental Health Perspectives*, 115 (3), 441-446.

Publications: Journal Articles and Chapters (cont.)

- Bellinger, D. C., Trachtenburg, F., Barregard, L., Tavares, M, Cernichiari, Daniel, D. & McKinlay, S. (2006). Neuropsychological and renal effects of dental amalgam in children. *Journal of the American Medical Association*, *295*(15), 1775-1783.
- Daniel, D. B. & Klaczynski, P. A. (2006). Developmental and individual differences in conditional reasoning: Effects of logic instructions and alternative antecedents, *Child Development*, *77*, 339-354.
- Klaczynski, P. A. & Daniel, D. B. (2005). Individual differences in conditional Reasoning: A Dual-process account. *Thinking & Reasoning*, *11*, 305-325.
- Gurung, R. A R., & Daniel, D. B. (2005). Evidence-based pedagogy. In D. S. Dunn & S. L. Chew (Eds.), *Best practices for teaching introductory psychology*. Lawrence Erlbaum & Associates Press, Mahwah, NJ.
- Daniel, D. B. (2005). How to ruin perfectly good lecture. In B. Perlman, L. McCann, & B. Buskist (Eds.), *Voices of NITOP: Favorite talks from the National Institute on the Teaching of Psychology*. American Psychological Society.
- Klaczynski, P. A., Schuneman, M. J. & Daniel, D. B. (2004). Theories of conditional reasoning: A Developmental examination of competing hypotheses. *Developmental Psychology*, *40*, 559-571.
- Daniel, D. B., & Broida, J. P. (2004). Using web-based quizzing to improve exam performance: Lessons learned. *Teaching of Psychology*, *31*, 207-208.
- The Children's Amalgam Trial Study Group (2003). The children's amalgam trial: Design and methods. *Controlled Clinical Trials*, *24*, 795-814.
- Gemmel, A., Tavares, M., Alperin, S, Soncini, J., Daniel, D. B., Dunn, J., Crawford, S., Braveman., N., Clarkson, T., McKinley, & Bellinger, D. (2002). Blood lead level and dental caries in school-aged children. *Environmental Health Perspectives*, *110*, 625-630.
- Daniel, D. B., Pelotte, M., & Lewis, J. (2000). Lack of sex differences on the Stroop Color-Word Test across three age groups. *Journal of Perceptual and Motor Skills*, *90*, 483-484.
- Nash, M., & Daniel, D. B. (1999). The journey from childhood to adolescence: Identity confusion? In J. Kaplan, (Ed.). *Using literature to help troubled teenagers with identity issues*. Portsmouth, NH: Greenwood.

Editorials, Columns, etc.

- Daniel, D.B. & Lutsky, N. (2015). *Using Psychological Science to Teach Psychological Science*. APS Observer, 28 (9).
- Daniel, D. B., Gross, S. (2015). *To Win Over Voters, Politicians Can Learn From Online Marketers*. TechCrunch. <http://techcrunch.com/2015/09/09/to-win-over-voters-politicians-can-learn-from-online-marketer>.
- Francisco, A., Daniel, D.B. (2014). *Connecting the Mind, Brain and Education*. Digital Promise. <http://digitalpromise.org/2014/10/23/connecting-the-mind-brain-and-education/>
- Daniel, D. B. & Willingham, D. T. (2012). Electronic Textbooks: Why the Rush? *Science*, 333 (6076) 1569-1571.
- Daniel, D. B. (2012, July). The Darkside of Pedagogy. *E-Excellence in Teaching*. APA Division 2.
- Daniel, D. B. (2011 October). Applying Gibson's Concept of Affordances to the Study and Use of Pedagogy in the Classroom: An Ecological Approach. *Developments: Newsletter of the Society for Research in Child Development*, 43(4).
- Daniel, D. B. (2009). The SRCD teaching committee...It's not just the Teaching Institute! *Developments: Newsletter of the Society for Research in Child Development*, 53(2).
- Daniel, D. B. (2009). The evolution of the teaching of developmental science. *Developments: Newsletter of the Society for Research in Child Development*, 52(3).
- Daniel, D. B. (2007). SRCD's Efforts to Support Teaching Take an Important Step Forward. *Developments: Newsletter of the Society for Research in Child Development*, 50(4).
- Daniel, D. B. (2007). Temptations and Solutions from Brain-Based Education. Invited Op-Ed. *Greeley Tribune*, Greeley, Colorado.
- Daniel, D. B. (2007). Check out the SRCD Teaching Institute. *Developments: Newsletter of the Society for Research in Child Development*, 50(1).
- Daniel, D. B. (2006). *Integrating teaching and research: An opportunity for developmental science*. *Developments: Newsletter of the Society for Research in Child Development*, 49, (3).
- Daniel, D. B. (September, 2005). Evil technology: Nature or nurture. In B. K. Saville & T. E. Zinn (Eds.), *E-Excellence in Teaching*. APA Division 2.

Editorials, Columns, etc. (cont.)

- Brothen, T., Daniel, D. B., & Finley, D. (2005). *Best principles in the use of on-line quizzing*. Office of Teaching Resources in Psychology on-line. <http://www.lemoyne.edu/OTRP/teachingresources.html>
- Ludwig, T. E. Daniel, D. B., Froman, R., & Mathie, V. A. (2005). *Using multimedia in classroom presentations: Best principles*. Office of Teaching Resources in Psychology on-line. <http://www.lemoyne.edu/OTRP/teachingresources.html>
- Daniel, D. B. (2005). *Observations in child development*. Volume II. Upper Saddle River, NJ: Prentice-Hall.
- Daniel, D. B. (2003). *Observations in child development*. Volume I. Upper Saddle River, NJ: Prentice-Hall.
- Daniel, D. B. (2002). *Girls are dandy: The ins and outs of middle school girls' peer groups. Focus on Middle School*. Association of Childhood Education International.

Symposia/Presentations/Posters/Panels, etc.

- Daniel, D. B. & Overman, A. (2017, August). *Workshop: Should Science/Neuroscience Inform Your Pedagogy?* Fourteenth annual Teaching and Learning Conference. Elon University, Elon, NC.
- Fogler, K. A. J., Chusid, S. A., Giordano, J. P., Clinton A. N. Roberts, C. A. N., & Daniel, D. B. (2017, April). *The Spacing Effect and Binge-Watching*. Psychology Student Symposium. James Madison University. Harrisonburg, VA.
- Stiegler-Balfour, J., Varga, K., Stroud, M., & Daniel, D. B. (2016, November). *In-text References Hurt Knowledge Construction in Lower Ability Readers*. Poster to be for presented at the 57th Annual Meeting of the Psychonomic Society. Boston, MA.
- Gouravajhala, R., McDaniel, M. A., & Daniel, D. B. (2016, November). *Test-bank Quizzes versus Quizzes Requiring Main Point Identification: Influence on Exam Performance across Structure Building Abilities*. Poster to be for presented at the 57th Annual Meeting of the Psychonomic Society. Boston, MA.
- Hulleman, C. S., Kosovich, J. J., Barron, K. E., & Daniel, D. B. (2015, April). *Examining for whom the utility intervention works: Moderation by performance and gender*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Daniel, D. B. (2015, March). *Teaching Discussion Forum*. Panel Member. International Convention On Psychological Science. Amsterdam, The Netherlands.

Symposia/Presentations/Posters/Panels, etc. (cont.)

- Daniel, D. B. (2014, July). *What Can we Learn From Neuroscience?* Panel Member. III World Congress of Neuroeducation. Lima, Peru.
- Daniel, D. B. (2014, August). *Translational Research in Higher Education: A Model for Teaching and Learning Centers.* Colloquium. McMaster Institute for Innovation and Excellence in Teaching and Learning, McMaster University, Hamilton, Ontario.
- Knetemann, M. (Krisztina Jakobsen & David B. Daniel Advisors). (2014, April). *Cognitive Structure Building and Academic Performance.* Undergraduate research poster presented at the L. Starling Reid Undergraduate Psychology Conference, University of Virginia, Charlottesville, VA.
- DeValpine, M. G., Brantmeier, N., & Daniel, D. B. (2014, March). *Structures, Policies and Practices Related to Indigenous Peoples Access to Essential Services in the US.* Presentation accepted to the JMU Diversity Conference, James Madison University, Harrisonburg, VA.
- Daniel, D. B. (2013, August). *Electronic Textbooks: Why the Rush?* Panel Presentation: Are Printed Textbooks Obsolete? Society for Neuroscience, San Diego, Ca.
- Daniel, D. B., Gleichgerrcht, E., Campos, A. L. (2013, August). *The Challenges of Moving Research in Neuroscience to Child Education Programs.* Ibero-American Center for Education, Neuroscience and Education, and the Education Association for Human Development. Santiago, Chile.
- Daniel, D. B. (2013, July). *Taking Learning Online: A Fishbowl Discussion.* Facilitator. Psychology One Conference. Stanford University, Palo Alto, CA.
- Daniel, D. B. (2013, February). *How to get more education out of our science.* Panel Member. Temporal Dynamics of Learning Center All Hands Meeting, UC San Diego, La Jolla, CA.
- Marrs, S. A., Jakobsen, K. V. & Daniel, D. B. (2012, October). *An Investigation of the Impacts of In-Text Citations on Reading Comprehension.* Paper presented at the Northeastern Educational Research Association Conference, Rocky Hill, CT.
- Daniel, D. B., (2012, June). *The Science Behind Excellence in Teaching and Learning.* Panelist. Association for Psychological Science Annual Convention. Chicago, IL.
- Daniel, D. B., (2012, May). *Teaching and Learning With Technology.* Panel Member at the Learning and the Brain Conference, Arlington, VA.
- Jakobsen, K. V. & Daniel, D. B. (2012, May). *E-Textbook vs. Print Textbook Performance and Usability: An Eye-tracking Study.* Poster Presented at the Association for Psychological Science Annual Convention. Chicago, IL.

Symposia/Presentations/Posters/Panels, etc. (cont.)

- Marrs, S. A., Jakobsen, K. V. & Daniel, D. B. (2012, February). *Are APA Citations Speed-Bumps?* Poster presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Daniel, D. B. (2011, October). *A Disturbance in the Force?: The Darkside of Pedagogy.* Presented at Best Practices: Teaching Introduction to Psychology, Atlanta, GA.
- Wilson, J. & Daniel, D. B. (2011, February). *Revisiting the First Day of Class.* Presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Daniel, D. B. (2010, May). *The Art and Science of Exemplary Teaching.* Panel Member. Association for Psychological Science Annual Convention. Boston, MA.
- Daniel, D. B. (2010, May). *How to Get Published: Guidance From Journal Editors.* Panel Member. Association for Psychological Science Annual Convention. Boston, MA.
- Daniel, D.B. (April, 2010). *Individual Differences in the Classroom: Learning Styles, Multiple Intelligences are Just Metaphors; If I Only Had A Brain: Mind, Brain and Education; The Ecology of Pedagogy: Teaching and Learning in the Real World.* Annual professional development seminars: Virginia Council for Higher Education in Early Childhood Special Education.
- Daniel, D. B. (2010, February). *Teaching General Psychology as a Gen Ed Course.* Presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Howard, C., Bubb, R., Buskist, B. & Daniel, D. B. (2010, February). *What Do Teachers Really Assess in General Psychology?* Presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Daniel, D. B. (2010, February). *Do as I Say, Not as I Do: Helping Students Create Better PowerPoint.* Presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Varga, K., & Daniel, D. B. (2010, February). *Team-Based Learning Strategies: Getting Students to Take Charge of Their Learning* Presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Daniel, D. B., Immordino-Yang, M. H. and Willingham, D. (2009, May). *Neuroscience in the Classroom: Debating the Debates.* Symposium presented at the Biennial meeting of the International Mind, Brain, and Education Society, Philadelphia, PA.

Symposia/Presentations/Posters/Panels, etc. (cont.)

- Buskist, B., Dunn, D., Daniel, D.B., Littleford, L., Gurung, R.A., Henderson, R. & Hailstorks, R. (2009, January). *Blueprint for the Future: An Update from the National Conference on Undergraduate Education in Psychology*. Presented at the National Institute on the Teaching of Psychology, St. Petersburg, FL.
- Daniel D. B. (2008, August). *The Human Factors of Pedagogy: Student Tendencies and Technology Don't Always Mix*. Symposium presented at the meeting of the American Psychological Association, Boston, MA.
- Daniel, D. B. (2008, August). *Factors Associated with Learning from Textbooks (and Many that Aren't)*. Symposium presented at the meeting of the American Psychological Association, Boston, MA.
- Daniel, D. B. (2008, June). Using Power to Ruin a Perfectly Good Lecture. Presented to the Conference on Teaching, Learning, and Civic Engagement, Mt. Pleasant, MI.
- Daniel, D. B. (2008, April). *From Student to Teacher: Teacher Integrity Promotes Student Learning*. Symposium presented at the meeting of the Rocky Mountain Psychological Association, Boise, ID.
- Woody, W. D, Daniel, D. B. & Gibson, K. (2008, January). *They Hear, but Do Not Listen: Retention for Podcasted Material in a Classroom Context*. Poster presented to the meeting of the National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Daniel, D. B., Woody, W. D., & Spindler, C. A. (2008, January). *Factors Associated with E-Book Use and Preference: Students Prefer Textbooks*. Poster presented to the meeting of the National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Daniel, D. B. (2007, November). *The Ecology of Pedagogy: Teaching and Learning in the Real World*. Symposium presented to the meeting of the International Mind, Brain, and Education Society. Fort Worth, TX.
- Spindler, C. A., Gibson, K., & Daniel, D. B. (2007, October). *E-Book efficiency and outcomes compared to traditional textbooks*. Poster presented to the 3rd Annual Mountain States Conference on the Teaching of Psychology, Durango, CO.
- Spindler, C. A., Walters, R., & Daniel, D. B. (2007, October). *Publisher-provided rankings of test bank item difficulty and student performance*. Poster presented to the 3rd Annual Mountain States Conference on the Teaching of Psychology, Durango, CO.

Symposia/Presentations/Posters/Panels, etc. (cont.)

- Daniel, D. B. (2007, July). *Textbooks, pedagogy and student performance: Will they read it and, if they do, will it help?* (also Symposium co-chair). Annual meeting of the American Psychological Association, San Francisco, CA.
- Feinauer, E., Klaczynski, P. A., Feinauer, E. F., & Daniel, D. B. (2007, July). *Body image and beliefs about attractiveness and obesity: A comparison of Caucasian- and Latina-American mothers and their children*. Poster presented to the annual meeting of the American Psychological Association, San Francisco, CA.
- Klaczynski, P. A., Okude, C. X., & Daniel, D. B. (2005, May). *A factor analytic approach to explaining irrational decisions*. Poster presented to the annual meeting of the American Psychological Society, Los Angeles, CA.
- Daniel D. B., & Broida, J. P. (2005, April). *Student characteristics and web-based quizzing: Will it work for your students?* Poster presented to the Society for Research in Child Development's Teaching of Developmental Science Institute, Atlanta, GA.
- Daniel D. B., & Klaczynski, P. A. (2005, April). *The effects of multimedia presentation of material on exam performance: The case for video*. Poster presented to the Society for Research in Child Development's Teaching of Developmental Science Institute. Atlanta, GA.
- Klaczynski, P. A., & Daniel, D. B. (2005, April). *A dual-process approach to conditional reasoning: Effects of logic instructions and alternative antecedents*. Symposium presented to the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Klaczynski, P. A. & Daniel, D. B. (2005). A dual-process approach to conditional reasoning: Effects of logic instructions and alternative antecedents. In P. A. Klaczynski (symposium chair), *Dual-process Approaches to Cognitive Development*. Society for Research on Child Development, Atlanta, GA.
- Klaczynski, P. A., Daniel, D. B., & Kurie, J. (2005, April). *Stereotyping obese Latino- and Caucasian-Americans: Roles of age, ethnicity, pubertal status, and thin idealization*. Poster presented to the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Heller, S. L., Godbois, S. B., Billingsley, A. J., & Daniel, D. B. (2004, April). *People with high self-esteem are more confident when remembering things that never happened*. Poster presented to the meeting of the Eastern Psychological Association, Washington, DC.
- Cote, S. P., & Daniel, D. B. (2004, April). *Who confesses to crime?* Poster presented to the meeting of the Eastern Psychological Association, Washington, DC.

Symposia/Presentations/Posters/Panels, etc. (cont.)

- Daniel, D. B., & King, J. (2003, January). *What works in general psychology? The differential effects of study guides, web-based activities and web-based quizzing on exam scores.* Poster presented to the meeting of the National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Daniel, D. B., Broida, J. P., & Brushwein, A. (2002, March). *The misuse, and utility, of web-based quizzing.* Poster presented to the meeting of the Eastern Psychological Association, Boston, MA.
- Daniel, T. B., & Daniel, D. B. (2002, April). *Pediatric pain management strategies.* Poster presented to the meeting of the Society of Pediatric Nurses, Arlington, VA.
- Dunn, J. E., Bellinger, D., Assmann, S., Landon, J., Cernichiari, E., & Daniel, D. B. (2001, June). *Scalp hair mercury content of children ages 6-12 in the Northeast United States.* Poster presented to the meeting of the Congress of Epidemiology 2001, Toronto.
- Pelotte, M., Lewis, J., & Daniel, D. B. (2000, April). *Alleged sex differences on the Stroop Color-Word Task: The confound of reaction time?* Paper presented to the meeting of the Maine Psychological Association, Waterville, ME.
- Pelotte, M., Lewis, J., Craigs, L., & Daniel, D. B. (2000, April). *Investigating the effects of exposure to mercury through amalgam fillings: A Year 1 update.* Paper presented to the meeting of the Maine Psychological Association, Waterville, ME.
- Roberts, J. R., & Daniel, D. B. (2000, March). *The Importance of presentation order on list method directed forgetting effects.* Poster presented to the meeting of the Eastern Psychological Association, Baltimore, MD.
- Pelotte, M., & Daniel, D. B. (2000, March). *Gender differences in reaction time.* Poster presented to the meeting of the Eastern Psychological Association, Baltimore, MD.
- Lewis, J. & Daniel, D. B. (2000, March). *The effects of heuristic training on the conjunction fallacy.* Poster presented to the meeting of the Eastern Psychological Association, Baltimore, MD.
- Daniel, D. B., & Lewis, J. (1999, April). *There are no sex differences on the Stroop color-word test: A developmental inquiry.* Poster presented to the meeting of the Eastern Psychological Association, Providence, RI.
- Parsons, K., Daniel, D. B., & Pelotte, M. (1999, April). *Predictors of reading comprehension in school-age children.* Poster presented to the meeting of the Eastern Psychological Association, Providence, RI.

Symposia/Presentations/Posters/Panels, etc. (cont.)

- Pelotte, M., Gagne, J. M., Lewis, J. L., & Daniel, D. B. (1998, May). *Investigating the neuropsychological effects of exposure to mercury*. Paper presented to the meeting of the Maine Psychological Association, Portland, ME.
- Daniel, D. B., Pelotte, M., Lewis, J. L., & Gagne, J. M. (1998, April). *Children's Amalgam Trials*. Presented at the University of Maine Faculty Forum.
- Daniel, D. B., Kelly, P., & Jurden, F. (1991, April). *The use of categorically related picture cues by 2-year-olds*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Daniel, D. B., & Greene, A. L. (1990, March). *Cognitive correlates of adolescents' positive and negative affect*. Poster presented to the meeting of the Eastern Psychological Association, Philadelphia, PA.
- Daniel, D. B. (1990, March). *Perceptual features in toddlers' basic level categories*. Poster presented to the meeting of the Eastern Psychological Association, Philadelphia, PA.
- Daniel, D. B. (1988, April). *Quality day care versus economic reality: Will ever the twain meet?* Paper presented to the meeting of the West Virginia Psychological Association, Canaan Valley, WV.
- Daniel, D. B. (1987, April). *Memory for basic-level categories in 2-year-olds*. Poster presented to the meeting of the Society for Research in Child Development, Baltimore, MD.
- Cummings, E. M., Daniel, D., & El Sheik, M. (1986, April). *An organizational scheme for the classification of attachments on a continuum of felt-security*. Poster presented to the International Conference for Infant Studies, Beverly Hills, CA.
- Fenson, L., Young, A., & Daniel, D. (1985, April). *Effects of perceptual similarity on category recognition by toddlers*. Poster presented to the meeting of the Society for Research in Child Development, Toronto, Canada.

Keynotes, Invited Talks, Addresses, Workshops, etc.

- August 2018 *Grade-Provider or Educator? What They Want and What We (should) Do for Our Students*. Keynote: Center for the Enhancement of Teaching and Learning Fall Conference. Purdue University Fort Wayne. Fort Wayne, IN
- July 2018 *What Evidence is Evidence? Evaluating and Generating Evidence for Teaching Practices that Apply in the Classroom*. Featured Workshop. Biennial International Seminar on the Teaching of Psychological Science Program. Paris France.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- May 2018 *You Are What You Eat: Lessons for Higher Education from the War on Hunger.* Keynote. 25th Annual APS-STP Teaching Institute, San Francisco, CA
- Teaching IS Science: Translating the Science of Learning for Nurse Educators.* Keynote and workshop. Kentucky League for Nursing. Louisville, KY.
- April 2018 *The Darkside of Pedagogy.* University of Richmond, Richmond, VA.
- Translating Principles from the Science of Learning to the Classroom: Promises and Perils.* Lord Fairfax Community College. Middletown, VA.
- February 2018 *Beyond the Data: Asking the Right Questions.* National Council of State Boards of Nursing Annual Institute of Regulatory Excellence Conference. San Francisco, CA.
- October 2017 *The Science of Learning: Leveraging Student Abilities.* Academic Year Governor's Schools Conference. Fishersville, VA.
- September 2017 *Teaching IS Science: Translating the Science of Learning for Nurse Educators.* Keynote. National League for Nursing Education Summit 2017. San Diego, CA.
- What Really Works: Parents Roles in Developing a "Learning Brain."* We Care Association of Private Schools. San Diego, CA.
- August 2017 *The Darkside of Pedagogy.* Keynote. Teaching and Learning Conference. The Ohio State University, Columbus, OH.
- August 2017 *The Darkside of Pedagogy.* Keynote. Fourteenth Annual Teaching and Learning Conference. Elon University. Elon, NC.
- April 2017 *Not so fast! Infusing Developmental Science into Translating Responsible Practice from the Science of Learning.* Keynote. Society for Research in Child Development Teaching of Developmental Science Institute. Austin, TX.
- Adapting Principles from the Science of Learning for Use in the Classroom.* Workshop. Learning and the Brain Conference, Arlington, VA.
- February 2017 *Making it Work: The Role of the Educator in Applying the Science of Learning.* Invited Address. Learning and the Brain Conference, San Francisco, CA.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- January 2017 *Building Frankenstein: Can We Reconstruct the Learner from the Research on Learning?* Keynote: National Institute for the Teaching of Psychology. St. Pete's Beach, FL.
- If Psychology is Everywhere, You Can Work Anywhere.* Invited Address. JMU Psi Chi Chapter. Harrisonburg, VA.
- November 2016 *Sugar Tastes Good (and it makes you fat): Reconstructing a Complex Learner from Simple Main Effects.* Keynote: New England Educational Assessment Network Fall Forum. Worcester, MA.
- Addicted to Sugar: Youth, Digital Technology and Educational Practice.* Invited Address. Learning and the Brain Conference, Cambridge, MA
- April 2016 *What Evidence is Evidence to Guide Quality Teaching in Nursing?* Nursing Education Research Conference: National League for Nursing and Sigma Theta Tau International. Bethesda, MD.
- February 2016 *Getting Brains to Mind.* Learning and the Brain Conference, San Francisco, CA.
- August 2015 *Contextual Influences on Learning.* How People Learn II: The Science and Practice of Learning. American Academies of Science, Washington DC.
- April 2015 *Preaching about Teaching: Challenges to Applying the Science of Learning to Useable Knowledge for Teaching and Policy.* Carnegie Foundation for the Advancement of Teaching. Stanford, Ca.
- March 2015 *Preaching about Teaching: Obstacles to Applying Psychological Science to the Classroom.* Opening Keynote. International Convention On Psychological Science. Amsterdam, The Netherlands.
- February 2015 *Translating Psychological Findings into the Classroom.* Department of Psychology. Stanford University. Palo Alto CA.
- Designing an Engaging Lecture and How to Ruin it with Powerpoint.* Department of Psychology. Stanford University. Palo Alto CA.
- The Darkside of Pedagogy.* Keynote. Lilly Conference on Teaching and Learning. Newport Beach, CA.
- Making It Work: Translating Learning Science to the Classroom.* Learning and the Brain Conference, San Francisco, CA.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- November 2014 *Preaching about Teaching: Translating Mind, Brain and Education to the classroom.* Keynote. Conference of the International Mind, Brain and Education Society. Ft, Worth, TX.
- The Dark Side of Pedagogy: Bringing Learning into Focus*
Learning and the Brain Conference, Boston, MA.
- October 2014 *Getting Psychological Science to The Classroom: Teaching and Learning in the Real World.* Distinguished Speaker. Annual Meeting of the New England Psychological Association, Lewiston, ME.
- Making It Work: Translating Science to the Classroom.* The Center for Innovation in Learning and Teaching. Quinnipiac University, Hamden, CT.
- The Darkside of Pedagogy: When Good Intentions Hurt Learning.* The Center for Innovation in Learning and Teaching. Quinnipiac University, Hamden, CT.
- Preaching or Teaching: Translating Psychological Science to Useable Classroom Practice.* Department of Psychology, Appalachian State University, Boone, NC.
- September 2014 *Translating Science to Usable Knowledge for Teaching and Learning: Lessons from Medical Research.* Academy of Educators Visiting Professor. University of North Carolina Chapel Hill Medical School, Chapel Hill, North Carolina.
- The Darkside of Pedagogy.* Academy of Educators Visiting Professor. University of North Carolina Chapel Hill Medical School, Chapel Hill, NC.
- August 2014 *What Sort of Evidence Makes It Pedagogy? Evaluating Neuroscience, Learning Science and Other Claims for the Classroom.* Keynote. Upper Grand District Learning Fair 2014: *Learning and the Brain: Fostering Healthy Minds for Student Success*, Alliston, ON.
- Neuromyths, Learning Styles and other Misinterpretations: What Teachers Do and Don't Need to Know.* Workshop. Upper Grand District Learning Fair 2014: *Learning and the Brain: Fostering Healthy Minds for Student Success*, Alliston, ON.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- July 2014 *Mind, Brain and Education: Opportunities and Cautions for Latin American Educators*. Opening Keynote III World Congress of Neuroeducation. Lima, Peru.
- Developing Usable Knowledge in Mind, Brain and Education: Where Do We Go From Here?* Closing Address. III World Congress of Neuroeducation. Lima, Peru.
- May 2014 *Neuroscience, Learning Science and Other Claims for the Classroom: What Sort of Evidence Makes It Pedagogy?* Keynote. Lilly Conference on Teaching and Learning. Bethesda, MD.
- March 2014 *Making Your Brain Mind: An Owner's Manual*. Featured Speaker. Brain Awareness Week. Temporal Dynamics of Learning Center. University of California San Diego, La Jolla, CA.
- Translating Learning Science to Classroom Practice*. Workshop. The Boulder Educator Network's Distinguished Educator Advisory Panel, Boulder, CO.
- November 2013 *Neat, But How Do We Use It: Translating Mind, Brain and Education to the Classroom*. Learning and the Brain Conference, Boston, MA.
- October 2013 *Translating Mind, Brain and Education From the Lab to the Classroom and Back*. 31st meeting of the Northern Rocky Mountain Educational Research Association: The Science of Learning. Jackson Hole, WY
- August 2013 *What Science Can and Can't Say about Child Development for Educators*. Ibero-American Center for Education, Neuroscience and Education, and the Education Association for Human Development. Santiago, Chile.
- July 2013 *When Doing What's New Gets Old*. Keynote. PsychologyOne Conference. Stanford University, Palo Alto California.
- May 2013 *The Darkside of Pedagogy*. Keynote. Enhancing the Teaching of Psychology Conference 2013. University of Wisconsin, Stevens Point. Stevens Point, WI.
- April 2013 *The Darkside of Pedagogy*. Keynote and Workshop. Western New England University. Center for Teaching and Learning. Springfield, MA
- March 2013 *Experiential Learning: Making It Both*. Keynote: Conference on Applied Learning in Higher Education. Missouri Western State University, St. Joseph, MO.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- February 2013 *Translating Mind, Brain and Education to the Classroom...and Back.* Temporal Dynamics of Learning Center All Hands Meeting, University of California San Diego, La Jolla, CA.
- The Darkside of Pedagogy.* Keynote, Midwest Institute for Students and Teachers of Psychology, The College of Dupage, Glen Ellyn, IL.
- January 2013 *The Impact of Textbook Pedagogy and Narrative on Student Learning.* Oxford University Press National Sales Meeting, Chapel Hill, NC.
- The Darkside of Pedagogy.* Annual Society for the Teaching of Psychology General Session. National Institute on the Teaching of Psychology, St. Petersburg, FL.
- November 2012 *The Darkside of Pedagogy.* Keynote: Iowa Teachers of Psychology Conference, Central College, Pella, IA.
- August 2012 *Translation Mind, Brain and Education from the Lab to the Classroom and Back.* Invited Plenary Address. II World Congress of Neuroeducation. Lima, Peru.
- The Darkside of Pedagogy.* Keynote: Faculty Development Retreat. Becker College, Worcester, MA.
- May 2012 *Developing Useable Knowledge for Teaching and Learning: An Ecological Approach.* Invited address. Association for Psychological Science Annual Convention. Chicago, IL.
- The Darkside of Educational Technology.* Learning and the Brain Conference. Arlington, VA
- The Darkside of Pedagogy.* Keynote: Faculty Development Retreat. Merrimack College, North Andover, MA.
- April 2012 *The Darkside of Pedagogy.* Keynote: Science of Learning Goes to College: Infusing the Science of Learning into College and University Curricula. University of New Hampshire. Durham, NH.
- March 2012 *What Evidence is Evidence?: What Science Can and Can't Tell You about Teaching.* Learning and the Brain Training Seminar. Needham, MA.
- When Helping Hurts: Teaching as Co-Dependency.* Keynote: Conference on Applied Learning in Higher Education. Missouri Western State University, St. Joseph, MO.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- February 2012 *Active Lecturing: Yeah, I Said It.* Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- June 2011 *Translating Cognitive and Neuroscience Findings to the Classroom: Cautions for Classroom Practice and Policy-Makers.* Meeting of the International Mind, Brain, and Education Society, San Diego, CA.
- March 2011 *The Dark Side of Pedagogy.* Introductory Psychology Teaching Symposium. Northern Virginia Community College, Falls Church, VA.
- February 2011 *Textbooks and E-books as Learning Tools: Implications for the Classroom.* Learning and the Brain Conference. San Francisco, CA.
- The Hidden Dangers of Instructional Technology.* Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- December 2010 Virginia Department of Education Training and Technical Assistance Center Region 5 professional development workshops. Topics included: *Evaluating the Practical Utility of Neuroscience in the Classroom for Teachers and Policy Makers; Individual Differences in the K-12 Classroom; Scientific Literacy and NCLB: What Evidence is Evidence?*
- November 2010 *Ecological Issues in Translating Pedagogical Research: Affordances, Preferences, and Complexity.* Invited presentation, Mind, Brain and Education Program, Harvard Graduate School of Education. Cambridge, MA.
- Lost in Translation?: From the Lab to the School/College Classroom and Back.* Learning and the Brain Conference. Cambridge, MA.
- May 2010 *Lost in Translation?: From the Lab to the Classroom and Back.* Invited address. Association for Psychological Science Annual Convention. Boston, MA.
- April 2010 *What You Do That They Don't Want You To Do, But They Help You To Do, Even Though Both of You Know It Doesn't Work: The Science and Reality of Student Learning.* Invited address. Annual Psi Chi Conference on Undergraduate Research. Georgia Southern University, Statesboro, GA.
- March 2010 *The Psychology Behind Learning* (with Daniel Willingham). Tomorrow's Professors Today Program, University of Virginia, VA

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- January 2010 *When Helping Hurts: Teaching as Co-Dependence.* Orange County College, Toms River, NJ
- Using Multi-Media to Distract and Subvert Learning in the Classroom.* Orange County College, Toms River, NJ
- October, 2009 *If It Doesn't Work It Isn't Pedagogy: The Human Factors of Learning.* University of Michigan. Department of Psychology
- August, 2009 *Textbook Pedagogy and Student Performance: It isn't Pedagogy if it Doesn't Facilitate Learning.* Invited Address. Cengage Publishing Innovation Summit. Belmont. CA
- May 2009 *Getting Their Technology to Work for Your Students.* "The Future of Teaching and Learning" Professional Development Conference, 2009, Denver Transfer Initiative, Denver, CO.
- If It Doesn't Work It Isn't Pedagogy: Teaching and Learning in the Real World.* Professional Development Conference, 2009. Devry University, North Brunswick, NJ.
- Teaching as Co-Dependence.* Professional Development Conference 2009. Devry University, North Brunswick, NJ.
- April, 2009 *Emerging Pedagogies in the Developmental Course.* Opening Keynote, Society for Research in Child Development's Teaching of Developmental Science Institute, Denver, CO.
- February 2009 *How Students Do and Don't Learn from Publisher-Provided Materials.* Winter Introductory Psychology Regional Workshop, MHHE, La Jolla, CA.
- January 2009 *University Teaching as Co-Dependence: An Intervention.* Invited plenary address, National Institute on the Teaching of Psychology, St. Petersburg, FL.
- The Ecology of Pedagogy: The interaction of context, practitioner, and pedagogy on student learning.* Developmental Area Brown Bag Series, University of Virginia, Charlottesville, VA.
- November 2008 *How Students Do and Don't Learn from Publisher-Provided Materials.* Fall Introductory Psychology Regional Workshop, MHHE, New York City, NY.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- October 2008 *The Ecology of Pedagogy: The interaction of context, practitioner, and pedagogy on student learning.* Invited presentation, Mind, Brain and Education Program, Harvard Graduate School of Education. Cambridge, MA.
- June 2008 *University Teaching as Co-Dependence: An Intervention.* Invited plenary address, Conference on Teaching, Learning, and Civic Engagement, Mt. Pleasant, MI.
- April 2008 *Pedagogical Addiction and Teacher Co-Dependence: An Intervention.* Psi Chi invited address, Rocky Mountain Psychological Association, Boise, ID.
- January 2008 *When to Use IT and When To Lose IT: Teaching Introductory Psychology With and Without Technology.* Keynote, Teaching Introductory Psychology in the 21st Century Workshop. Society for the Teaching of Psychology, Ball State University, Muncie, IN.
- October 2007 *Using PowerPoint to Ruin a Perfectly Good Lecture: Where Student Learning, Cognitive Psychology and Educational Practice Collide.* Keynote, Mountain States Conference on the Teaching of Psychology, Durango, CO.
- The Ecology of Pedagogy: Teaching and Learning in the Real World.* Invited Address. Pedagogical Innovations Symposium. Chicago, IL.
- August 2007 *Teaching as Co-Dependence.* All Faculty Retreat Keynote, Indiana University Southeast, New Albany, IN.
- April 2007 *Using PowerPoint to Ruin a Perfectly Good Lecture: Where Student Learning, Cognitive Psychology and Educational Practice Collide.* Keynote, Rocky Mountain Association, Denver, CO.
- March 2007 *Do Teachers Still Need to Teach?: Textbook-Related Pedagogy and Student Learning Preferences.* Invited plenary, Southeastern Psychological Association, Atlanta, GA.
- Using PowerPoint to Ruin a Perfectly Good Lecture: Where Student Learning, Cognitive Psychology and Educational Practice Collide.* Invited talk, Southeastern Psychological Association, Atlanta, GA.
- It isn't Pedagogy if It Doesn't Work.* Teaching of Psychology Workshop, Denver, CO.
- Using PowerPoint to Ruin a Perfectly Good Lecture.* Teaching of Psychology Workshop, Denver, CO.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- January 2007 *Teaching as Co-Dependence: A Teacher's Bill of Rights*. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- November 2006 *Textbook Pedagogy and Student Learning: Do Teachers Still Need to Teach?* Creating an effective Classroom Seminar, University of South Florida, Tampa FL.
- September 2006 *Students and Text-Based Pedagogy Do either work? Cognition and Student Learning in Context*. West Virginia University, Morgantown, WV.
- Using PowerPoint to Ruin a Perfectly Good Lecture: Where Student Learning, Cognitive Psychology and Educational Practice Collide*. West Virginia University, Morgantown, WV.
- May 2006 *Do Teachers Still Need to Teach?: Textbook-Related Pedagogy and Student Learning Preferences*. Opening Plenary Address: Society for the Teaching of Psychology Teaching Institute, Meeting of the American Psychological Society, New York City, NY.
- April 2006 *Do Teachers Teach, or Do Students Learn? Learning Styles, Multiple Intelligences, and other Misconceptions*. Maine Mathematics & Science Teaching Excellence Collaborative, Farmington, ME.
- January, 2006 *Pedagogical Innovations: Best Principles and Applications*. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- August, 2005 *Click Here To Learn: Integrating Appropriate Technology with Student Learning Preferences*. Educause Director's Leadership Seminar. Snowmass, CO.
- May, 2005 *Neuroscience and Education: Distinguishing the Provocative from the Useful*. Maine Mathematics & Science Teaching Excellence Collaborative, Farmington, ME.
- April, 2005 *Mind, Brain, & Education for Teachers: Pitfalls & Promises of Brain-Based Teaching*. Learning and the Brain Conference: Using Brain Plasticity Research to Enhance Learning, Treatment and Teaching, Cambridge, MA.
- Using Technology to Ruin a Perfectly Good Lecture. Society for Research in Child Development Teaching of Developmental Science Institute, Atlanta, GA.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- March, 2005 *Does Laboratory-Based Research Generalize to the Classroom? The Necessary Role of the Practitioner in Developing Valid Pedagogical Strategies.* Human Development and Psychology/Mind, Brain and Education Colloquium, Harvard University, Cambridge, MA.
- February, 2005 *Cognitive Science and Learning in Real Life: Assessing the Utility of Pedagogical Constructs.* Maine Mathematics & Science Teaching Excellence Collaborative. Farmington, ME.
- Evidenced-Based Pedagogy: Textbook Resources and Student Study Habits are Not on the Same Page.* Long Island University, Brooklyn, NY.
- Using Technology to Ruin a Perfectly Good Lecture.* Long Island University, Brooklyn, NY.
- Using Cognitive Science to Maximize Class Presentations.* Brooklyn College, Brooklyn, NY.
- January, 2005 *Improving Your Craft: Self-Assessment Options for Teachers.* Maine Mathematics & Science Teaching Excellence Collaborative Mid-Year Conference. Augusta, ME.
- October, 2004 *Perspectives on Standardized Testing.* Invited panel member. Teacher Education Program, Massachusetts Institute of Technology, Cambridge, MA.
- Using Technology to Ruin a Perfectly Good Lecture.* New England Conference on the Teaching of Psychology, Providence, RI.
- July, 2004 *Optimizing Learning Through Innovation.* Twenty-Ninth Annual International Conference on Improving University Teaching, Bern, Switzerland.
- January, 2004 *How to Use Technology to Ruin a Perfectly Good Lecture.* National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
Brain Drain: Cautions about using "Brain-Based" Strategies in Education. Maine Educational Opportunity Association, Carrabasset Valley, ME.
- September, 2003 *Evidence-Based Pedagogy: Do Pedagogical Features Enhance Student Learning? Best Practices in Teaching Introductory Psychology.* Atlanta, GA.

Keynotes, Invited Talks, Addresses, Workshops, etc. (cont.)

- January, 2003 *The History and Future of General Education Reform.* University of Maine at Farmington, Farmington, ME.
- September, 2002 *Quality Teaching: Individualized Approaches.* University of Maine at Farmington, Farmington, ME.
- Appropriate and Inappropriate Uses of Technology for University Teaching.* University of Maine at Farmington, Farmington, ME.
- November, 2001 *Vengeance Based Research: Using Science to Get Even!* University of Southern Maine, Portland, ME.
- June, 2000 *The Possibility of College: Empowering The First Generation.* Upward Bound Graduation Dinner, Farmington, ME.
- May, 2000 *Transition From College Life.* Spring 2000 Senior Conference, University of Maine at Farmington, Farmington, ME.
- April, 2000 *Circuitous Career Paths.* Keynote. Jobs for Maine Youth Graduation, Farmington, ME.
- October, 1999 *Adolescent Development: The Role of Adults in Adolescent Life* Maine Association of Mentors, Farmington, ME.
- Timing of Experience in Development, "Jobs for Maine Youth,"* Farmington, ME.
- October, 1998 *Lessening Bias in Cross-Cultural Research: Examples from The Lakota,* University of Southern Maine, Portland, ME.
- January, 1998 *Involving Undergraduates in Research for THEIR Benefit,* Faculty Retreat on Teaching and Learning, University of Maine at Farmington, Farmington, ME.
- September, 1991 *Lakota Culture as "Normal": A Culturally Aware Beginning.* Annual Conference on Native American Children and Youth, Chamberlain, SD.

Selected Reviewing

National Science Foundation
 National Institutes of Health
 Wellcome Trust
 Gates Foundation

Selected Reviewing (cont.)

Chair, Panel 14: Education: Literacy, Math, Science, Curriculum, Teaching and Learning. Society for Research in Child Development Biennial Meeting, 2011

Chair, Panel 28: Developmental Science Teaching Institute. Society for Research in Child Development Biennial Meeting, 2005, 2007, 2009, 2011 (co-chair)

Reviewer Panel 6: Adolescence: Physical and Cognitive Processes. Society for Research in Child Development Biennial Meeting, 2005

Reviewer, Division 2: Teaching of Psychology. American Psychological Association Conference, 2005, 2007, 2009, 2011, 2012, 2013, 2014

Selected Journal Reviewing:

Psychological Science	Computers & Education
Child Development	Ergonomics
Developmental Psychology	Trends in Neuroscience and Education
Teaching of Psychology	Journal of Experimental Child Psychology
Educational Researcher	Journal of Applied Research in Memory and Cognition
AERA Open	Journal of Applied Research in Higher Education

Selected National/International Service

2016-2017	Group Co-Leader. <i>Efficacy Research Academic Symposium</i> . Jefferson Education Accelerator, Digital Promise, Curry School of Education, University of Virginia.
2016-Present	Advisory Board Member, <i>Hub for Intro Psych & Pedagogical Research</i> .
2015-Present	Panel Member, <i>How People Learn II: The Science and Practice of Learning</i> . The National Academies of Sciences, Engineering, and Medicine
2015-Present	Advisory Board Member, <i>Metacognitive Awareness and Academic Performance Among Female African-American Undergraduate Students</i> , Spelman College. First in the World Program Grant, Fund for the Improvement of Postsecondary Education, US Department of Education
2014-2018	Committee Member, APS (Association for Psychological Science). Fund for Teaching and Public Understanding of Psychological Science
2014-Present	Consulting Editor, <i>Scholarship of Teaching and Learning in Psychology</i>
2014-Present	Translational Science Advisor, <i>Learning and the Brain Society</i>

Selected National/International Service (cont.)

2014-Present	Advisory Board Member, The Noba Project
2013-Present	Translational Science Advisor, Cerebrum: Centro Iberoamericano de Neurociencias, Educación y Desarrollo Humano
2010-Present	Board of Advisors Member, Brain, Education, and Neuroscience SIG, American Educational Research Association
2008-Present	Coordinator, Transforming Education Through Neuroscience Award Committee, Learning and the Brain Society.
2007-Present	Board of Advisors, International Mind, Brain, and Education Society
2014-2017	Consulting Editor, Teaching of Psychology
2013-2017	Selection Committee, Robert S. Daniel's Teaching Excellence Award, Society for the Teaching of Psychology
2011-2017	Scholarship of Teaching and Learning Grant Selection Committee, Society for the Teaching of Psychology
2014	Expert Review Panel Member, Wellcome Trust and the Education Endowment Foundation using insight from neuroscience to improve education funding initiative.
2010-2012	Teaching of Developmental Science Section Editor, Society for Research in Child Development's "Developments."
2009-2012	Board of Advisors, Psychology Teacher Training Program, Department of Psychology, University of Virginia
2004-2011	Coordinator, Teaching of Developmental Science Institute, Society for Research in Child Development.
2010-2011	Member, Program Committee, Best Practices Conference on Teaching Introduction to Psychology. Society for the Teaching of Psychology.
2010-2011	Chair & Coordinator, Conference Committee, International Mind, Brain, and Education Society.
2005-2011	Chair Panel 28, Society for Research in Child Development
2007-2011	Chair, Committee on Teaching, Society for Research in Child Development

Selected National/International Service (cont.)

2009-2010	Member, Presidential Media Task Force, Society for the Teaching of Psychology (APA Division 2)
2003-2010	Ex-Officio Member – Planning Committee, National Institute for the Teaching of Psychology
2007-2010	Small Grants Task Force, Society for the Teaching of Psychology (APA Division 2)
2009	Member, Task Force on List-Sharing, Society for the Teaching of Psychology (APA Division 2)
2009	Invited Participant, National Conference on Undergraduate Education in Psychology, American Psychological Association, Puget Sound, WV
2008-2009	Chair, Conference Committee, International Mind, Brain, Education Society
2007-2008	Diversity Task Force, Society for the Teaching of Psychology (APA Division 2)
2005-2008	Moderator, Developments in Teaching Column, Developments
2004-2008	Board Member, International Mind, Brain, Education Society
2004-2006	Chair – Pedagogical Innovation Task Force, Society for the Teaching of Psychology (APA Division 2)
2006	AP Reader - Educational Testing Services (ETS)
2001-03	Executive Committee – Council for Public Liberal Arts Colleges