Robert Kenneth Atkinson

Division of Psychology in Education, College of Education
Arizona State University, PO Box 870611, Tempe, Arizona 85287-0611
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Education

Doctor of Philosophy, Educational Psychology, August 1999
University of Wisconsin – Madison
Dissertation Title: A Study Examining the Impact of Computer-Based Examples and their Availability on Learning
Funded by: Office of Naval Research (ONR) – Cognitive Sciences Division
Co-Advisors: Drs. Joel R. Levin and Sharon Derry

Master of Science, Educational Psychology, August 1997
University of Wisconsin – Madison

Bachelor of Arts, Sociology, May 1992
California State University – Chico

Areas of Research Interest

Computer-Based Multimedia Learning Environments
Problem Solving by Worked Example
Text-Processing Adjuncts
Analogical Problem Solving and Transfer

Areas of Specialization

Major: Cognitive Science Applied to Education
Minor: Quantitative Methods – Statistics and Measurement

Professional Positions

Assistant Professor, August 2002 – Present
Educational Technology
Division of Psychology in Education
Arizona State University

Co-Associate Director, July 2004 – Present
Center for Research on Education in Science, Mathematics, Engineering and Technology
Collaborative Research Entity involving the College of Education, Ira A. Fulton School of Engineering, and College of Liberal Arts and Sciences ($19+ million in current funding)
Arizona State University

Assistant Professor, August 1999 – July 2002
Educational Psychology
Department of Counselor Education and Educational Psychology
Mississippi State University

Adjunct Assistant Professor, August 2001 – August 2002
Psychology
Department of Psychology
Mississippi State University

Research Fellow/Scientist, January 2001 – August 2002
Cognitive and Behavioral Research
Social Science Research Center, Mississippi State University

Internal Evaluator, August 2000 – August 2002
Project ACHIEVE – $8.5 Million U.S. Department of Education grant
College of Education, Mississippi State University

Consultant, August 2001 – August 2002
An Evaluation of Between the Lions: A Mississippi Literacy Initiative
Curriculum and Instruction Department, Mississippi State University

Consultant, August 1999 – Summer 2000
Office of Naval Research Project– Cognitive Studies of Example-Based Computer Instruction
Wisconsin Center for Education Research, University of Wisconsin – Madison

Lecturer, August 1998 – July 1999
Educational Psychology
Department of Educational Psychology, SUNY-College at Oneonta

Project Assistant, September 1996 – August 1998
Project Title: Cognitive Studies of Example-Based Computer Instruction
Wisconsin Center for Education Research, University of Wisconsin – Madison

Program Assistant, Summer 1997
Information Processing Consultant – Computer Hardware and Software Support
Department of Educational Psychology University of Wisconsin – Madison

Co-Lecturer/Teaching Assistant, Summer 1996
Educational Psychology
Department of Educational Psychology, University of Wisconsin – Madison

Supplemental Instructor, September 1995 - June 1996
Second Chance Project – An academic support program for "at-risk" minority students
Department of Educational Psychology, University of Wisconsin – Madison

Project Assistant, January 1994 – June 1995
Project Title: Tutorials in Problems Solving
Wisconsin Center for Education Research, University of Wisconsin – Madison

Editorial Assistant, September 1993 - June 1996
Journal of Educational Psychology, APA Journal (Joel R. Levin – Editor)
Department of Educational Psychology, University of Wisconsin – Madison

Refereed Publications

Atkinson, R. K., Mayer, R. E., & Merrill, M. M. (in press). Fostering social agency in multimedia learning: Examining the Impact of an Animated Agent's Voice. *Contemporary Educational Psychology*.

Renkl, A., Atkinson, R. K., & Gunther, C. (2004). How fading worked-out solution steps works - A cognitive load perspective. *Instructional Science, 32,* 59-82.

Atkinson, R. K., Renkl, A., & Merrill, M. M. (2003). Transitioning from studying examples to solving problems: Combining fading with prompting fosters learning. *Journal of Educational Psychology, 95,* 774-783.

Atkinson, R. K., Catrambone, R., & Merrill, M. M. (2003). Aiding transfer in statistical learning: Examining the use of conceptually-oriented equations and elaborations. *Journal of Educational Psychology, 95,* 762-773.

Renkl, A., & Atkinson, R. K. (2003). Structuring the transition from example study to problem solving in cognitive skills acquisition: A cognitive load perspective. *Educational Psychologist, 38,* 15-22.

Atkinson, R. K. (2002). Optimizing learning from examples using animated pedagogical agents. *Journal of Educational Psychology, 94,* 416-427.

Renkl, A., Atkinson, R. K., Maier, U. H., & Staley, R. (2002). From example study to problem solving: Smooth transitions help learning. *Journal of Experimental Education, 70,* 293-315.

Renkl, A, & Atkinson, R. K. (2002). Learning from examples: Fostering self-explanations in computer-based learning environments. *Interactive Learning Environments, 10,* 105-119.

Atkinson, R. K., Derry, S. D., Renkl, A., & Wortham, D. W. (2000). Learning from examples: Instructional principles from the worked examples research. *Review of Educational Research, 70,* 181-214.

Atkinson, R. K., Levin, J. R., Kiewra, K. A., Meyers, T., Kim, S.-I., Atkinson, L. A., Renandya, W. A., & Hwang, Y. (1999). Matrix and mnemonic text-processing adjuncts: Comparing and combining their components. *Journal of Educational Psychology, 91*, 342-357.

Published Book Chapters

Atkinson, R. K. (in press). Multimedia learning of mathematics. In R. Mayer (Ed.), *Cambridge handbook of multimedia learning*. Cambridge University Press.

Renkl, A., & Atkinson, R. K. (in press). Cognitive skill acquisition: Ordering instructional events. In F. Ritters, J. Nerb, E. Lehtinen, & T. O'Shea (Eds.), *In order to learn: How ordering effecting in machine learning illuminates human learning and vice versa.* Oxford University Press.

Manuscripts under Review

Dunsworth, Q., Atkinson, R. K, & Reisslein, J. (under review). Fostering Multimedia Learning of Science: Exploring the Role of an Animated Agent's Image. *Journal of Multimedia and Hypermedia*.

Reisslein, J., Atkinson, R. K., Seeling, P., & Reisslein, M. (under review). Investigating the presentation and format of instructional prompts in an electrical circuit analysis computer-based learning environment. IEEE *Transaction on Education.*

Journal Manuscripts under Revision/in Preparation

Atkinson, R. K., Renkl, A., & Gunther, C. (in preparation). *Delivering Explanations with Examples in an Interactive Learning Environment: A Lesson in Screen Design and Cognitive Load*. To appear in a special issue of Educational Technology Research and Technology on Cognitive Load and E-Learning.

Atkinson, R. K. (in preparation). *An experimental evaluation of tutorials in problem solving (TiPS): A remedial mathematics tutor*.

Atkinson, R. K., & Merrill, M. M. (in preparation). *Visual cues in multimedia learning: Animated agent versus flashing.*

Atkinson, R. K., & Renkl, A. (in preparation). *The provision of instructional explanation in example-based learning: Analysis from a cognitive-load perspective.*

Atkinson, R. K., Mzoughi, T., & Hutchison, P. (in preparation). *Using technology to support physics instruction: Examining the efficacy of a computer-based visualization tutorial.*

Atkinson, R. K., Levin, J. R., Mallette, G., Merrill, M. M., Bietzel, B., & Glover, T. (in preparation). *Separating out the unique cognitive benefits of stand-alone mnemonics from mnemonics embedded within matrices.*

Merrill, M. M. & Atkinson, R. K. (in preparation). *Examining the degree of agent embodiment and sequential presentation of problem subgoals.*

Book Chapters under Review/Revision/in Preparation

N/A

Published Proceedings

Atkinson, R. K., & Catrambone, R. (2000). Subgoal leaning and the effect of conceptual equations on transfer. In the *Proceedings of the Twenty Second Annual Conference of the Cognitive Science Society* (pp. 591-596). Hillsdale, NJ: Erlbaum.

Atkinson, R. K., & Derry, S. J. (2000). Computer-based examples designed to encourage optimal example processing: A study examining the impact of sequentially presented, subgoal-oriented worked examples. In B. Fishman & S. F. O'Connor-Divelbiss (eds.), *Proceedings of the Fourth International Conference of Learning Sciences* (pp. 132-133). Hillsdale, NJ: Erlbaum.

Renkl, A., Atkinson, R. K., & Maier, U. H. (2000). From studying examples to solving problems: Fading worked-out solution steps helps learning. In the *Proceedings of the Twenty Second Annual Conference of the Cognitive Science Society* (pp. 393-398). Hillsdale, NJ: Erlbaum.

Research in Progress

Atkinson, R. K. (in progress). *Examining the relative effectiveness of visual indicators and animated agents during example-based instruction.*

Atkinson, R. K., & Catrambone, R. (in progress). *Examining the cumulative effect of conceptually-orientated equation in statistical learning.*

Atkinson, R. K., & Mayer, R. (in progress). *Social cues in multimedia learning: Role of an animated agent's voice.*

Atkinson, R. K., & Renkl, A. (in progress). *Examining the effectiveness of fading worked-out solutions steps: A concurrent verbal protocol analysis.*

Atkinson, R. K., & Renkl, A. (in progress). *Exploring the relative effectiveness of fading and imagining during example-based instruction.*

Extramural Research Funding

National Science Foundation (NSF). *Project Pathways: Opening Routes to Math & Science Success for All Students Targeted Project Track.* Senior Person. 2005-2007. $12,300,000.

National Science Foundation (NSF). *A Longitudinal Study of the Development of Rational Number Knowledge in the Middle Grades*. Co-Principal Investigator. 2004-2007. $1,743,195.

Intel Foundation. *An Evaluation of Intel's Design and Discovery Summer Program.* Principal Investigator. 2004. $23,152.

Office of Naval Research (ONR) – Cognitive Sciences Division. *Measurement and Evaluation of Animated Pedagogical Agents and Their Use in Training*. Principal Investigator. 201-2003. $317,291

Office of Naval Research (ONR) – Cognitive Sciences Division. *An Experimental Evaluation of Tutorials in Problem Solving (TiPS): A Remedial Mathematical Tutor*. Principal Investigator. 2001-2002. $127,295

Office of Naval Research (ONR). *Integrating Digital Eye Tracking With Personnel Optimization Research.* Co-Principal Investigator. 2002. $177,067

Deutsche Forschungsgemeinschaft (DFG) - DFG is the central public funding organization for academic research in Germany. *Fading worked-out solution steps helps learning by fostering self-explanations*. Co-Principal Investigator. 2001-2002. 86400 DM (approx. $40,000).

Office of Naval Research (ONR) – Cognitive Sciences Division. *Tutoring Real Time Dynamic Task Performance*. Co-Principal Investigator. 2001-2004. $469,069

Office of Naval Research (ONR) – Cognitive Sciences Division. *Examining the Utility of Animated Pedagogical Agents*. Principal Investigator. 2001. $38,397

US Dept of Health and Human Services. *Cognitive Studies of Evidence-Based Medicine*. Principal Investigator. 2000-2001. $88,431.

Office of Naval Research (ONR) – Cognitive Sciences Division. *Studies in Computer-Based Learning of Math: Using Self-Explanations and Animated Pedagogical Agents*. Principal Investigator. 1999. $25,368

Office of Naval Research (ONR) – Cognitive Sciences Division. *Cognitive Studies of Example-Based Computer Instruction*. Co-Author and Co-Developer (PI – Dr. Sharon J. Derry). 1998-1999. $316,227

Other Extramural Funding

Intel Foundation. *Intel Small Equipment Grant at Arizona State University.* Co-Developer (with Dr. Eugenia Echols, Intel's Arizona Program Manager). 2003. $29,830.

Intel Foundation. *Intel Future Educators Math & Science Scholars Program at Arizona State University*. Co-Developer (with Dr. Eugenia Echols, Intel's Arizona Program Manager) and ASU College of Education Sponsor. 2003-Present. $20,000 annually, which translates to four $5000 awards, renewable annually, based on academic performance.

Intramural Research Funding

Mississippi State University Office of Research. *Using Lifelike Animated Agents to Support Problem-Based Learning Environments*. Principal Investigator. 2000-2001. $10, 000.

Pending Extramural Research Funding

National Science Foundation (NSF). *Developing Theoretically-Motivated and Empirically-Validated for a Probability and Statistics Course*. Co-Principal Investigator. 2005-2007. $517,289.

Peer-Reviewed Conference Presentations

Dunsworth, Q., Atkinson, R. K., & Reisslin, J. (2004). *Using an Animated Pedagogical Agent to Support Science Learning: An Empirical Investigation*. Paper presented at the Association for Educational Communications and Technology's Annual Convention, Chicago, IL.

Reisslin, J., Atkinson, R. K., & Dunsworth, Q. (2004). *Exploring the Presentation and Format of Help in a Computer-Based Science Learning Environment*. Paper presented at the Association for Educational Communications and Technology's Annual Convention, Chicago, IL.

Atkinson, R. K. (2004). Evaluating Designs: Lessons from the Development of Intelligent Tutors. In J. Middleton (Chair), *Examining the rigor and applicability of design experiments*. Symposium conducted at the American Educational Research Conference, San Diego, CA.

Bitter, G., Skiera, P., Atkinson, R. K., & Stirling, L. (2004). *Developing an online instructional media design course/training module.* Paper presented at the New Learning Technologies conference sponsored by the Society for Applied Learning Technology , Orlando, Florida.

Atkinson, R. K., & Merrill, M. M. (2003). Using animated pedagogical agents to teach mathematical understanding: A comprehensive review. In A. Renkl, J. & P. Gerjets (Co-chairs), *Understanding mathematical solutions: Designing example-based and problem-based learning (Part 2)*. Symposium conducted at the 10th European Conference for Research on Learning and Instruction, Padova, Italy.

Atkinson, R. K., Mzoughi, T., & Hutchison, P. (2003). *Exploring the efficacy of an online iterative simulation for teaching physics concepts*. Paper presented at the 10th European Conference for Research on Learning and Instruction, Padova, Italy.

Renkl, A., Atkinson, R. K., & Grosse, C. S. (2003). Fading worked-out solution steps in cognitive skill acquisition: Implications for productive and unproductive cognitive load. In F. Paas & A. Renkl (Co-chairs), *Cognitive load theory: Instructional implications of the interaction between information structures and cognitive architecture* (Part 2). Symposium conducted at the 10th European Conference for Research on Learning and Instruction, Padova, Italy.

Atkinson, R. K., & Renkl, A. (April, 2003). *Learning from examples: Encouraging self-explanation activities in multimedia learning environments*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Atkinson, R. K., Merrill, M. M., & Patterson, P. E. (April, 2002). *In search of an embodied agent effect*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Atkinson, R. K., Renkl, A., Merrill, M. M., & Patterson, P. E. (April, 2002). *Transitioning from studying examples to solving problems: Combining fading with prompting fosters learning*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Atkinson, R. K., & Renkl, A. (August, 2001). The provision of instructional explanations in example-based learning: An analysis from a cognitive load perspective. In A. Renkl, J. Sweller, & F. Paas (Co-chairs), *Cognitive load and instructional design.* Symposium conducted at the 9th European Conference for Research on Learning and Instruction, Fribourg, Switzerland.

Atkinson, R. K., Miller-Talento, E., & Mallette, G. (April, 2001). *Incorporating Self-explanations and instructional explanations into Worked Examples: Does the combination capitalize on their respective strengths*? Paper presented at the annual meeting of the American Educational Research Association Conference, Seattle, WA.

Atkinson, R. K., Miller-Talento, E., & Mallette, G. (April, 2001). *Using animated agents to deliver example-based instruction: Do they support learning?* Paper presented at the annual meeting of the American Educational Research Association Conference, Seattle, WA.

Catrambone, R., & Atkinson, R. K. (August, 2001). *Learning Statistics: The Use of Conceptual Equations and Overviews to Aid Transfer.* Paper presented at the Twenty Third Annual Conference of the Cognitive Science Society, Edinburgh, Scotland.

Renkl, A., & Atkinson, R. K. (August, 2001). The effects of gradually increasing problem-solving demands in cognitive skill acquisition. In A. Renkl, J. Sweller, & F. Paas (Co-chairs), *Cognitive load and instructional design.* Symposium conducted at the 9th European Conference for Research on Learning and Instruction, Fribourg, Switzerland.

Atkinson, R. K. (October,1999). *Using a multimedia authoring systems to create innovative learning environments and support research.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.

Atkinson, R, K., Levin, J. R., Beitzel, B. D., & Glover, T. A. (April, 1999). *In search of the unique cognitive benefits of mnemonic matrices.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Atkinson, R. K., Levin, J. R., & Atkinson, L. A. (April, 1998). *Mnemonic matrices for acquiring science facts and concepts: An illustration of applying through remembering.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Atkinson, R. K., Wortham, D. W., Derry, S. J., Jiang, N., & Gance, S. K. (April,1998). *Beyond static worked examples: Testing the efficacy of computer delivered dynamic examples.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Atkinson, R. K., Atkinson, L. A., & Levin, J. R. (November, 1997). *A mnemonic matrix for helping students acquire science facts and relationships: Snatching victory from the jaws of defeat.* Paper presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.

Wortham, D. W., Webb, D., & Atkinson, R. K. (April, 1997). *Effects of two instructional treatments on student solutions to missing-value proportion problems.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Wortham, D. W., Derry, S.J., Potts, M. K. & Atkinson, R. K. (April, 1995). *Schema-based versus heuristic-based instruction with TiPS in a remedial adult education environment.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Invited Presentations/Talks

Atkinson (2002). *Instructional Design of Technology-Enabled Approaches to Learning: A Learner-Centered Approach*. Workshop on Simulation and Gaming for Education, Institute of Simulation and Training at the University of Central Florida

Atkinson (2002). *Exploring the Impact of Agents, Fading, and Simulations*. ONR/MURI Conference, Arizona State University.

Atkinson (2002). *Assessing the impact of an agent's voice and image on learning and evaluating a remedial math tutor.* ONR/MURI Conference, Stanford University.

Atkinson (2001). *Developing and Evaluating An Embodied Agent for Use During Multimedia Learning Episodes.* Cognitive Science Seminar, Mississippi State University.

Atkinson (2001). *Using animated agents to deliver example-based instruction: Do they support learning?* ONR/MURI Conference, University of Memphis.

Atkinson (2001). *Subgoal leaning and the effect of conceptual equations and elaborations on transfer.* Cognitive Science Seminar, Mississippi State University.

Atkinson, Hutchison, & Mzoughi (2001). *Assessing the efficacy of web-delivered tutorials.* American Association of Physics Teachers Annual Conference, San Diego, CA.

Atkinson (2000). *Optimizing learning from worked-out examples*. Psi Chi Honors Society, Mississippi State University.

Hutchison, Mzoughi, & Atkinson (2000). *Examining the effectiveness of a web-delivered one dimensional kinematics tutorial.* Southeastern Section of the American Physical Society Annual Conference, Mississippi State, MS.

Discussant

In A. Renkl (Chair), *Learning mathematics and science: Bringing research findings into schools* (2001). Symposium conducted at the 9th European Conference for Research on Learning and Instruction.

Courses Taught

Graduate Level:

Educational Technology 591 (ASU) – Educational Games and Simulations
Educational Technology 591 (ASU) – Cognition and Technology
Educational Technology 591 (ASU) – Intelligent Tutoring Systems
Educational Technology 531 (ASU) – Hypermedia

Educational Technology 503 (ASU) – Instructional Media Design
Educational Psychology 540 (ASU) – Theoretical Foundations of Learning
Educational Foundations 9443 (MSU) – Single-Subject Research Design for Education
Educational Psychology 9213 (MSU) – Advanced Analysis in Educational Research
Educational Psychology 8223(MSU) – Psychological Foundations of Education
Educational Psychology 8214(MSU) – Advanced Educational and Psychological Statistics
Educational Psychology 6214 (MSU) – Educational and Psychological Statistics
Counselor Education 525 (SUNY) – Measurement and Appraisal for Counselors

Undergraduate Level:
Educational Psychology 303 (ASU) – Human Development
Psychology 3713 (MSU) – Cognitive Psychology
Educational Psychology 4513 (MSU) – Educational Research
Educational Psychology 3253 (MSU) – Evaluating Learning
Educational Psychology 275 (SUNY) – Psychological Foundations of Education
Educational Psychology 280 (SUNY) – Assessment
Educational Psychology 321 (SUNY) – Human Development in Adolescence

University Service

2004 – Present: Member, College Council Operations Committee, Arizona State University

2004 – Present: Member, Superintendent's Blue Ribbon Task Force on Technology, State of Arizona

2002 – Present: Chair, Parental Advisory Board for College of Education Preschool, Arizona State University

2002 – Present: Member, Educational Technology Area Admissions Committee, Arizona State University

2002 – 2004: Faculty Advisory Board member for the *Center for Research on Education in Science, Mathematics, Engineering, and Technology* (CRESMET)

2001 - 2002: Undergraduate Education Advising Committee, Mississippi State University

2001 - 2002: Counselor Education and Educational Psychology – Status and Retention Committee, Mississippi State University

2000 - 2002: College of Education – Scholarship Committee, Mississippi State University

2000 - 2001: Undergraduate Advising Task Force, Mississippi State University

2000 - 2001: Curriculum and Instruction Search Committee (Secondary Education), Mississippi State University

2000: Counselor Education and Educational Psychology Search Committee (Elementary Education), Mississippi State University

2000: Curriculum and Instruction Search Committee, Mississippi State University

1999: Curriculum and Instruction Search Committee, SUNY-Oneonta

1999: NCATE Committee (Standards Category II), SUNY-Oneonta

Review Positions

2004 – Present: Editorial Board, *Journal of Research in Science Teaching*

2000 – Present: Consulting Editor, *The Journal of Experimental Education*

2000 – Present: Executive Peer Reviewer, *Educational Technology and Society*

2002–2004: Manuscript reviewer, *Journal of Educational Psychology*

2004: Manuscript reviewer, *American Educational Research Journal*

2004: Manuscript reviewer, *Applied Cognitive Psychology*

2004: Manuscript reviewer, *Educational Technology Research & Design*

2004: Manuscript reviewer, *Journal of Computer Assisted Learning*

2004: Paper reviewer, Special Interest Meeting 2004 of EARLI SIG 6 and 7

2003: Manuscript reviewer, *Journal of Research in Science Teaching*

2002, 2003: Paper reviewer, Annual Conference of the Cognitive Science Society

2002, 2003: Paper reviewer, Annual Conference of the Cognitive Science Society

2000-2003: Paper reviewer, *American Educational Research Association*

2002: Manuscript reviewer, *Educational Psychology Review*

2001: Paper reviewer, International Conference on Advanced Learning Technologies

2000: Manuscript reviewer, *Campus Wide Information Systems*

2000: Paper reviewer, International Workshop on Advanced Learning Technologies

1997, 2000: Paper reviewer, International Conference of the Learning Sciences

1997: Paper reviewer, Mid-Western Educational Research Association

Book Reviews Conducted

Clark, R. C., & Lyons, C. (2004). *Graphics for learning: Proven guidelines for planning, designing, and evaluating visuals in training materials*. Pfeiffer.

Lohr, L. L. (2002). *Creating graphics for learning and performance: Lessons in visual literacy*. Pearson Education.

Mayer, R. (Ed.), *Cambridge handbook of multimedia learning*. Cambridge University Press.

Professional Associations

American Psychological Association – Member since 1993
Division 15: Educational Psychology

American Educational Research Association – Member since 1993
Division C: Learning and Instruction
Special Interest Group: Studying and Self-Directed Learning
Special Interest Group: Text, Technology, and Leaning Strategies

Association of Educational Communications and Technology – Member since 2002

Cognitive Science Society – Member since 1998

European Association of Learning and Instruction – Member since 2001

Professional Association Service

A*merican Educational Research Association* – For the 2004 Annual Meeting, appointed Co-Chair for Section 5 (Learning Environments) of Division C (Learning and Instruction)

A*merican Psychological Association* – Member of Division 15's "Electronic Committee"

Selected Honors and Awards

Awarded a *NSF/DFG Fellowship* to participate in the Creation of an American-German Research Network in the Field of Technology-Supported Education: A Series of Two Workshops and Preparatory Activities.

Awarded *Adjunct Assistant Professor* standing, Psychology Department, Mississippi State University, 2001

Awarded *Research Fellow* standing, Social Science Research Center, Mississippi State University, 2001

Awarded *Core Member of Cognitive Science Ph.D. Program* standing, Psychology Department, Mississippi State University, 2000

Awarded a $1,000 *travel grant* from the National Science Foundation to attend the International Conference of Learning Sciences, Ann Arbor, MI, 2000

Research Initiation Program Award Recipient ($10,000), Mississippi State University, 2000

References

Richard Catrambone, Associate Professor
School of Psychology
Georgia Institute of Technology
274 5th Street
Atlanta, GA 30332-0170
(404) 894-2682
rc7@prism.gatech.edu

Sharon Derry, Professor
Department of Educational Psychology
University of Wisconsin – Madison
1025 West Johnson Street
Madison, WI 53706
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Department of Educational Psychology
College of Education
The University of Arizona
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Rich Mayer, Professor
Department of Psychology
University of California
2221 Psychology
Santa Barbara, CA 93106
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Alexander Renkl, Professor
Department of Educational Psychology
University of Freiburg - Psychological Institute
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