

*Curriculum Vitae*  
**RONALD W. MARX**

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**CONTACT  
INFORMATION**

***Office***

College of Education  
University of Arizona  
1430 E. 2<sup>nd</sup> Street  
PO Box 210069  
Tucson, AZ 85721-0069  
(520) 621-9640 (office)  
(520) 205-0404 (mobile)

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**DEGREES**

***Stanford University***

1978 Ph.D., Educational Psychology  
and Child Development

***California State University, Northridge***

1971 M.A., School Psychology

***California State University, Northridge***

1969 B.A. (cum laude), Psychology

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**CERTIFICATION**

***State of California***

Life Credential, Pupil Personnel Services:  
School Psychology  
Community College Teaching Credential:  
Psychology

***Province of British Columbia***

Licensed Psychologist (lapsed)

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**PROFESSIONAL  
EMPLOYMENT**

**2017-**

Professor of Educational Psychology  
Dean Emeritus  
University of Arizona

**2003-2017**

Dean  
Professor of Educational Psychology  
Paul L. Lindsey and Kathy J. Alexander Chair in Education  
University of Arizona

**1990-2003**

Professor, Educational Studies Program, School of Education  
University of Michigan

**1984-1990 Professor**

**1983-1987 Director of Graduate Programs**

**1979-1988 Senior Researcher, Instructional Psychology Research Group**

**1979-1984 Associate Professor**

**1975-1979 Assistant Professor**

Faculty of Education, Simon Fraser University  
Burnaby, British Columbia

**1987-1988 Director of Research**

Learner's Group, British Columbia  
Royal Commission on Education

**1982-1983 Visiting Scholar**

Department of Educational Psychology,  
University of Arizona

**1977, 1979, 1980, 1981 (Summers) Visiting Member**

Department of Educational Psychology,  
Faculty of Education  
University of British Columbia

**1975 Teaching and Research Assistant**

Far West Laboratory for Educational Research and Development  
San Francisco, California.

**1974-1975 Senior Research Assistant,**

Stanford Center for Research and Development in Teaching,  
School of Education, Stanford University.

**1973-1974 Instructor**

Department of Psychology, College of San Mateo,  
San Mateo, California

**1971-1974 Research Assistant**

Stanford Center for Research and Development in Teaching,

School of Education, Stanford University

**1971 Psychological Assistant**

Behavior Therapy Consultants  
Tarzana, California.

**1971 Research Consultant**

Department of Psychology  
California State University, Northridge.

**1970 Research Assistant**

1969 Department of Psychology  
California State University, Northridge.

**1969-1971 School Psychology Intern**

Simi Unified School District, Simi, California.

**1969-1971 Graduate Teaching Assistant**

Department of Psychology  
California State University, Northridge

**1966-1967 Child Care Teacher**

Los Angeles City Schools.

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**PROFESSIONAL  
SOCIETIES**

***American Educational Research Association***

***Divisions***

Learning and Instruction  
Counseling and Human Development  
School Evaluation and Program Development  
Teaching and Teacher Education

***American Association for Colleges of Teacher Education***

***American Psychological Association***

***Association for Psychological Science***

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**PROFESSIONAL  
ACTIVITIES**

***Administration & University Service***

Chair, Activity Informed Budget Committee, College of Education

Member of the Planning Committee for the Tucson Regional Educator  
Collaborative

Member of the University of Arizona College of Education Personnel and Salary  
Committee (2018-2022)

Dean, College of Education, University of Arizona. Member of many College and  
University committees (2003-2017)

Member of the Executive Board, Horace Rackham School of Graduate Studies, University of Michigan (2001-2003)

University of Michigan Committee Service (e.g., School of Education Promotion and Tenure Committee, Executive Committee, Chair and member of several faculty search committees, member of Dean of Education Search Committee, Graduate Programs Admissions Committee, Combined Program in Education and Psychology Executive Committee, Joint Program in English and Education Executive Committee, plus many more)

Co-Director, Center for Learning Technologies in Urban Schools, University of Michigan and Northwestern University (1997-2003)

Co-Director, Center for Highly Interactive Computing in Education, University of Michigan (1997-2003)

Chair, Educational Studies Department, School of Education, University of Michigan (1990-1998)

Chair, Faculty of Education Tenure, Promotion and Salary Committee, Simon Fraser University (1989-1990)

Project Coordinator for the development of distance education curriculum materials for teacher re-training, Faculty of Education, Simon Fraser University (1989-1990)

#### ***Educational and Psychological Consultation***

Member of the Board of Educational Advisors, Storyworld International (2019-)

Strategic planning consultant, Gevirtz Graduate School of Education, University of California at Santa Barbara (2018-2019)

Member of the Technical Working Group, REL Pacific. (2017-present)

Alternate member, Negotiated Rule Making Committee, Titles II and IV of the Higher Education Act of 2008, US Department of Education (2012)

Member and subcommittee chair, Arizona Board of Education Task Force on Teacher and Principal Evaluation (2010-2011)

Member of the Coalition for Psychology in Schools and Education, American Psychological Association (2010-2013)

Member of the Arizona Early Childhood Roadmap committee, Arizona Early Childhood Health and Development Board (2010)

Member of the Board of Directors, Tucson Values Teachers, Southern Arizona Leadership Council (2009-)

Member EdSteps National Advisory Board, Council of Chief State School Officers (2009-2011)

Co-Chair of the Teacher Committee of Gov. Janet Napolitano's P-20 Committee (2007-2009)

Member of the Gov. Janet Napolitano's Teacher Quality and Support Committee (2005-2007)

Review panel member for US Department of Education grant program, Teacher Incentive Fund (2007)

Member of the Advisory Board, Reading Seed, Tucson Rotary (2004-2006)

Member of the National Advisory Board, University of Arizona Science Center (2003-2009)

Reviewer, Networks Centres of Excellence Grant Renewal Review Committee. Government of Canada. (2000)

Panel Review, National Science Foundation (1998-2001)

External Evaluator, Distributed Ph.D. Program in Education, University of Western Ontario, University of Windsor, Brock University (1997)

Member, National Visiting Committee, Virginia Urban Corridor Collaborative for Excellence in Teacher Preparation. (1996-99).

Member, Networks Centres of Excellence Selection Committee. Government of Canada. (1994-95)

Co-editor (with P.C. Blumenfeld), *Primis Document Base in Educational Psychology*, McGraw-Hill.

Expert Witness, House Subcommittee on Elementary, Secondary and Vocational Education, hearings on the reauthorization of the Elementary and Secondary Education Act. Testimony entitled *Integration of Technology in the Schools*, March, 1993.

Panel Review, National Council on Disability (1990)

External Evaluator, Department of Educational Psychology, University of Manitoba (1989)

Curriculum Review Consultant, Traffic Safety Education Division, Insurance Corporation of British Columbia (1987).

Principal, Educational Consultants International (1987-1990)

Psychologist in private practice, Port Coquitlam, B.C. (parttime). Specialization in assessment and applied behavior analysis, social skills training, anxiety and stress management, and parenting. Provision of psychological services to schools, institutions and agencies. (1979-1985)

Expert witness for the British Columbia Teachers' Federation. Case involved an analysis of a school district's supervision procedures for administrators. (1982)

In-service training consultant, Courtney School District, British Columbia. Developed and implemented training program entitled "Classroom Interaction Skills" for secondary school teachers. (1980-1982)

Consulting Psychologist, Vancouver Talmud Torah School. (1980-1981)

Instructional design consultant, Office of Continuing Studies, Simon Fraser University. Consulting with the Dean of Continuing Studies on distance education course development. Instructional design consultant to course authors. (1978-1980)

Development of career guidance program for secondary schools.

Rotary Club, Burnaby, B.C. (1979)

Supervision workshops for school administrators - British Columbia, Manitoba. (1976-1977)

Fremont Unified School District, Fremont, California. Stull Act Evaluation, including instrument development and consultation to district director of programs to assess teacher accountability. (1974)

Research consultant - Teacher Corps, Fordham University. Research design and instrument development. (1974)

American Institutes for Research, Palo Alto, California. Planning of an evaluation program for the American Institute for Character Education's elementary school curriculum. (1973)

Spectra Medical System, Palo Alto, California. Evaluation of a trial run of a computerized nurses' station. Report entitled "The Attitudes and Expectations of a Sample of the Mary's Help Hospital Staff to the Introduction of an Automated Records System." (1973)

Director of Graduate Programs, Faculty of Education, Simon Fraser University (1983-1987)

Coordinator of the Test Collections, Faculty of Education, Simon Fraser University (1977-1982)

Director of Psychological Corporation Controlled Test Center, Faculty of Education, Simon Fraser University (1979-1981; 1983-1985)

Coordinator, Graduate Program in Counseling, Faculty of Education, Simon Fraser University. (1977-1979; 1988-1990)

National Institute of Education. Planning Conference on Studies in Teaching. Assistant to the Chairperson for Panel on Teaching as Clinical Information Processing. (1974)

Simon Fraser University committee service (e.g., Graduate Programs in Education, Appointments Committee in Education, Tenure and Promotion Committee in Education, Dean of Education Search Committee, University Ethnic Relations Committee, Community Advisory Committee on Ethnic Relations, Senate Committee on Graduate Studies, University Appointments Committee, Dean of Graduate Studies Search Committee, plus many more).

Member of Simon Fraser University Faculty Senate (1985-1987).

### ***Service to Scholarly Journals and Organizations***

Member, Council of Academic Dean of Research Education Institutions (CADREI) (2003-), Board of Directors (2011-14).

Member, American Association of Universities (AAU) Education Deans Group (2003-), Program co-chair (2008)

Member of the Editorial Board, Journal of the Learning Sciences (2001-2003)

Guest Editor, Educational Psychologist, (2000)

Mentor for David Heflick. AERA/Spencer Foundation mentorship program (1995/96)

Workshop leader (with P. Blumenfeld and L. Anderson). The teaching of educational psychology. Division of Educational Psychology of the American Psychological Association, Scottsdale, AZ, June, 1996.

Book manuscript review for Jossey-Bass (1996)

Assistant Chairperson (Division K), Annual meeting of the American Educational Research Association (1993)

Member of the Editorial Board, American Educational Research Journal (1990- 1992)

Simon Fraser University Representative to the Social Science Federation of Canada (1989-1990)

Vice-President, Canadian Educational Researchers' Association (1986-1987)

Assistant Chairperson (Division C), Annual meeting of the American Educational Research Association (1985)

Paper reviewer for annual meeting of the American Educational Research Association, Divisions C and K (1974 - present).

Consulting editor, American Educational Research Journal (1982-83).

Guest editor, Canadian Journal of University Continuing Education, 1979, 6(1).

Manuscript reviewer:

Teachers College Record  
Journal of Research in Science Teaching  
Science Education  
Educational Psychologist  
Cognition and Instruction  
Educational Research and Evaluation  
American Educational Research Journal  
Canadian Counsellor  
Canadian Journal of Behavioural Science  
Canadian Journal of Counselling  
Canadian Journal of Education  
Curriculum Inquiry  
Developmental Psychology  
Discourse Processes  
Educational Research and Evaluation  
Elementary School Journal  
International Journal of Educational Research  
Journal of Educational Psychology  
Journal of Education for Teaching  
Teaching and Teacher Education

Research Proposal reviewer:

Israel Science Foundation  
National Science Foundation  
Spencer Foundation

Australian Research Grants Scheme  
Social Sciences and Humanities Research Council of Canada  
Natural Sciences and Engineering Research Council of Canada  
U.S. National Institute of Education

**Community Service**

Expert opinion. WalletHub. 2020's Most and Least Educated Cities in America.  
<https://wallethub.com/edu/e/most-and-least-educated-cities/6656/#expert=ronald-w-marx>

Member of the Southern Arizona Advisory Committee, Act One: Inspiring Minds and Hearts through the Arts (2017-2021)

Member of the Board of Trustees, Community Foundation for Southern Arizona (2017-2023)

Vice-Chair of the Board  
Chair of the Community Investment Team  
Member of the Governance Committee  
Member of the Executive Committee  
Member of the subcommittee on Mission Related Investments  
Member of the Ad Hoc COVID Response Committee

Member of the Leadership Council, Cradle to Career Initiative, Tucson, AZ (2014-2017)

Member of the Advisory Board, Arizona STEM Network, Science Foundation Arizona (2012-2017)

Member of the Arizona Early Childhood Roadmap committee, Arizona Early Childhood Health and Development Board (2010)

Member of the Board of Directors, Tucson Values Teachers, Southern Arizona Leadership Council (2009-2017)

Member EdSteps National Advisory Board, Council of Chief State School Officers (2009-2011)

Member of the Advisory Board for Reading Seed, reading tutoring program for Pima County elementary schools (2004-2006)

President of the Governing Board, Wildcat School, a 6-12 Charter school in Tucson, AZ (2006-2012)

Co-Chair of the Teacher Committee of the Governor of Arizona's P-20 Council (2006-2009)

Member of the Governor of Arizona's Committee for Teacher Quality and Support (2005-07)

Guest appearances to discuss education topics on *Arizona Illustrated*, KUAT (2004-2007)

Numerous talks to parent, teacher, and professional groups

Interview for CBC Radio regional special "Growing Up and Going Fast" (1989)

Member of the Board of Directors, Morningside Daycare Society,  
Burnaby, B.C. (1978-1980)

Member of the Board of Directors, Burnaby Arts Council, Burnaby, B.C.  
(1985-1986) Second Vice-President (1985-1986)

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## HONORS

Research article selected for the Social Policy Award for the best article from the Society for Research on Adolescence, 2016. (Cabrera, N., Milem, J., Jaquette, O., & Marx, R.W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51, 1-35.)

Crystal Apple Special Award, Metropolitan Education Commission, Tucson, AZ (2009).

Governing Board Award, Southern Arizona Association for the Education of Young Children (2009)

Mary Frobisher Teacher Education Award, Southern Arizona Association for the Education of Young Children (2008).

Named Outstanding Educator by the Pima County Reading Council (2007).

Center for Learning Technologies in Urban Schools (I was co-director) received the Council of Great City Schools Urban Impact Award, 2004.

Center for Highly Interactive Computing In Education (I was a senior faculty member and co-director) was named as a Laureate of the Computerworld/Smithsonian Information Technology Collection (2000).

Named by the University of Michigan Chapter of Kappa Delta Pi as an "Educator who makes a difference." (1996)

Research paper selected as the outstanding research article published in the Canadian Counsellor in 1983-1984 (Haynes, C.R., Marx, R.W., Martin, J., Wallace, L., Merrick, R., & Einarson, T., Rational emotive counselling and self-instruction training for test anxious high school students). Awarded by the Canadian Guidance and Counselling Association (1985).

Leave Fellow, Social Sciences and Humanities Research Council of Canada (1983).

Cuneo Fellowship, School of Education, Stanford University (1972).

Awarded a National Science Foundation Fellowship to study for the Ph.D., Syracuse University (1971) (not accepted).

Delmar Nicks Award as outstanding masters graduate, Department of Psychology, California State University, Northridge (1971).

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**RESEARCH, DEVELOPMENT AND PROGRAM GRANTS**

**2018**

***Planning Grant to Establish the Tucson Regional Educator Professional Development Institute***

Community Foundation for Southern Arizona. (\$50,000)

Helios Education Foundation. (\$20,000)

With C. Brennan, S. Chavarria, B. Johnson, & T. Grivois-Shah

**2008**

***First Things First External Evaluation***

Arizona Early Childhood Development and Health Board (\$12,000,000)

With D. Yaden, N. Perry, E Swadener, B. Enz & D. Kain

**2007**

***First Things First Evaluation Planning***

Arizona Early Education Fund (\$35,000)

Diamond Family Foundation (\$25,000)

**2002**

***Center for Curriculum Materials in Science (CCMS)***

National Science Foundation (\$2,500,000)

with J. Krajcik, American Association for the Advancement of Science is prime.

***Continued Development of the Primary Sources Virtual Expedition***

Horace Rackham School of Graduate Studies, Univ. of Michigan (\$28,000)

with B. Bain & M Zhang.

***Hewlett-Packard/hi-ce Professional Development Initiative***

The Hewlett-Packard Corporation (\$210,000)

with B. Fishman.

***On-Line Teacher Professional Development***

Michigan Virtual University (\$50,000)

with S. Best & B.Fishman.

***Science Workshops for Teachers***

State of Michigan Eisenhower Professional Development Program (\$50,000)

with S. Best, Central Michigan University is prime.

**2001**

***The Administrators' Reform Community: Phase II***

The Joyce Foundation (\$96,253)

with B. Fishman, Northwestern Univ. is prime.

***Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry Through Learning Technologies,***

National Science Foundation (\$1,999,738)

with J. Krajcik.

***Teaching Practices to Promote Science Understanding through Inquiry and Technology in Urban Schools***

National Science Foundation (\$1,685,819)  
with J. Krajcik, & P. Blumenfeld.

**1999**

***Creating a Corpus of Learning-Situated Design Guidelines and Software Components***

National Science Foundation (\$2,040,000)  
with E. Soloway, P. Blumenfeld, J. Krajcik.

***Knowledge Networks on the Web***

Kellogg Foundation (\$399,763)  
(with B. Fishman)

***Community Health Investigator***

Centers for Disease Control (\$374,999)  
with J. Krajcik, T. Citrin

***Administrators Reform Community***

Joyce Foundation (\$100,000)  
with B. Fishman, Northwestern Univ. is prime.

***Teacher Education for the Detroit Urban Systemic Program***

National Science Foundation (\$1,125,000)  
with J. Krajcik, J. Clay-Chambers

**1998**

***Technologies to Enable Inquiry: The Influences on Student Learning and Motivation***

Spencer Foundation (\$755,139)  
with P. Blumenfeld, J. Krajcik and E. Soloway

**1997**

***Center for Learning Technologies in Urban Schools***

National Science Foundation (\$4,000,000)  
with L. Gomez, J. Chambers, and C. BURGESS.

***Expanding the Primary Sources Network***

U. S. Dept. of Education (\$3,986,978)  
with B. Bain, P. Blumenfeld, B. Fishman, J. Krajcik, E. Soloway

**1996**

***Technology Support for the Dewey Urban Education Center***

Kellogg Foundation (\$65,000)  
with E. Soloway

**1996**

***The Community Science Connection:  
A Model for K-12 Science Education Reform***

Office of the Provost University of Michigan (\$361,000)  
with E. P. Blumenfeld, J. Krajcik, & E. Soloway

**1996**

***Dade County Teacher Development***

Bolt, Beranak, and Newman (\$98,348)  
with J. Krajcik & P. Blumenfeld

**1996**

***Computational Support for Authentic Science Inquiry***

National Science Foundation (\$1,739,538)  
with E. Soloway, J. Krajcik, P. Blumenfeld and B. Coppola

**1996**

***Summer Research Support***

Office of the Vice President for Research, Univ. of Michigan(\$2,000)  
with John Freeman

**1995**

***Middle Years Digital Library***

National Science Foundation(\$1,450,000)  
with E. Soloway, W. Birmingham, K. Drabenscott,  
R. Johnson, J. Krajcik, W. Lougee,& P. Blumenfeld

**1993**

***Teaching, Learning and Curriculum Alignment***

Michigan Dept. of Education(\$120,000)  
with J. Krajcik,P. Blumenfeld, & E. Soloway

**1991**

***Enhancement of Project-Based Science***

National Science Foundation (\$1,125,341)  
with J. Krajcik,P. Blumenfeld, & E. Soloway

**1988**

***Colloquium on Multilevel Effects***

Simon Fraser University Conference Fund (\$7,500)  
Social Sciences and Humanities Research Council of Canada (\$3,100)  
with P. Coleman, L. LaRocque,T. O'Shea, & M. Wideen

**1987**

***Multilevel Analysis of Educational Effects***

Simon Fraser University President's Research Fund (\$30,000)  
with P. Coleman,L. LaRocque, T. O'Shea, & M. Wideen

**1987**

***Models of Teacher and Student Cognition for Artificially Intelligent Courseware***

Social Sciences and Humanities Research Council of Canada (\$479,233)  
with P.H. Winne & W. Rothen

**1986**

***Graduate Program for Universitas Terbuka***

Canadian International Development Agency(\$1,300,000)

***Malaysian Educators Study***

World University Services Tour Canada/The World Bank (\$75,000)

**1985**

***Classroom Tasks and Academic Learning***

Simon Fraser University Dean of Education (\$5,612)

**1984**

***Classroom Organization Research***

Simon Fraser University Dean of Education (\$6,800)

**1983**

***Classroom Organization Research***

Simon Fraser University Dean of Education (\$5,912)

***Classroom Organization and Perceptions of Student Academic and Social Status***

Simon Fraser University Programs of Distinction Research Fund(\$34,750)

**1982**

***Leave Fellowship***

Social Sciences and Humanities Research Council of Canada (\$9000)

**1981**

***The Development and Validation of a Screening Procedure for Reviewing Applicants to Teacher Education Programs***

British Columbia Joint Board of Teacher Education(\$4000)  
with S. Shapson and J. Kendall

***Influence of Cognitive Style on Students' Perceptions of Instruction***

Social Sciences and Humanities Research Council of Canada (\$9,547)  
with P.H. Winne

**1980**

***Counselling Materials Handbook***

British Columbia Ministry of Labor (\$3800)

**1979**

***Matching Students' Cognitive Responses and Teaching Skills to Enhance Learning from Teaching***

National Institute of Education (\$101,348-Can,\$91,213-US)  
with P.H. Winne

***Development of Consultation Services to Simon Fraser University Day Care Centre***

British Columbia Ministry of Labor (\$3500)

**1978**

***Construct Validity of Children's Self-concept: Instrument Development***

Simon Fraser University President's Research Fund (\$1200)

**1977**

***Development of Simon Fraser University, Faculty of Education Test Collection***

British Columbia Ministry of Labor (\$3200)

**1975**

***Validation of Self-concept Instruments for Evaluating Educational Programs in British Columbia***

Educational Research Institute of British Columbia (\$500)  
with P.H. Winne

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**JOURNAL ARTICLES  
AND CHAPTERS  
IN BOOKS**

Clough, L.T., Cimetta, A.D., Cutshaw, C.A., Yaden, Jr, D.B., Marx, R.W. (in preparation). Influences of home environment on the executive function of young children.

**2020**

Cimetta, A.D., Sulkowski, M.L., Cutshaw, C. A., Yaden, D.B., Marx, R.W. (2020). Does having a young child with emotional and behavioral risk factors influence firearm ownership and storage? *Journal of Education and Human Development*.

Alkhadim, G.S., Cimetta, A.D., Marx, R.W., Yaden, D.B., & Cutshaw, C.A. (2020). Validating the research-based early mathematics assessment (REMA) among rural children in southwest United States. *Studies in Educational Evaluation* **68**, 100944.

**2019**

Marx, R.W. (2019). Feel free to fail: We all do! That's how we learn from life's lessons. Acquired Wisdom Series, S. Nieto, F. Erickson, & P. Winne (Eds.). *Education Review*, 26. <http://dx.doi.org/10.14507/er.v26.2772>

**2017**

Cimetta, A. D., Marx, R. W., Yaden, D. B., Alkhadim, G. S., Cutshaw, C. A. (2017). Latent variable structure and measurement invariance of a modified early literacy assessment. *International Journal of School and Educational Psychology*, 6(3), 208-222. DOI:10.1080/21683603.2017.1322016

Yaden, Jr., D.B., Marx, R.W., Cimetta, A., Alkhadim, G.S., & Cutshaw, C., (2017). Assessing early literacy with Spanish-speaking preschoolers: The factor structure of The Phonological Awareness Literacy Screening Español. *Hispanic Journal of Behavioral Science*. 39(2) 193-210. DOI: 10.1177/0739986316688877

**2016**

Brabeck, M.M., Dwyer, C.A., Geisinger, K.F., Marx, R.W., Noell, G.H., Pianta, R.C., Subotnik, R.F., & Worrell, F.C. (2016) Assessing the assessments of teacher preparation, *Theory Into Practice*, 55(2), 160-167.

**2015**

Barbu, O.C., Yaden, Jr. D.B., Levine-Donnerstein, D., Marx, R.W., (2015). Assessing approaches to learning in school readiness: Comparing the *Devereux Early Childhood Assessment* to an early learning standards-based measure. *AREA Open*,

Barbu, O.C., Marx, R.W., Yaden, Jr. D.B., Levine-Donnerstein, D. (2015). Measuring approaches to learning in preschoolers: Validating the structure of an instrument for teachers and parents. *Education 3-13: International Journal of Primary, Elementary, and Early Years Education*.

**2014**

Cabrera, N., Milem, J., Jaquette, O., & Marx, R.W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51, 1-35.

Holliday, M. R., Cimetta, A., Cutshaw, C. A., Yaden, D., & Marx, R. W. (2014). Protective factors for school readiness among children in poverty. *Journal of Education for Students Placed at Risk (JESPAR)*, 19(3-4), 125-147.

**2013**

Lavigne, A., Good, T., & Marx, R.W. (2013). Introduction to high stakes teacher evaluation: High cost-big losses. *Teachers College Record*, 116.

Marx, R. W., (2013). Reforming again: Now teachers. *Teachers College Record* 116.

**2012**

Barbu, O.C., Levine-Donnerstein, D., Marx, R.W., & Yaden, Jr. D.B. (2012). Reliability and validity of the Devereux Early Childhood Assessment (DECA) as a function of parent and teacher ratings. *Journal of Psychoeducational Assessment* doi: 10.1177/0734282912467758

Marx, R. W., (2012). Large-scale intervention in science education: The road to utopia? *Journal of Research in Science Teaching*. 49, 420-427.

**2010**

Harris, C.J., & Marx, R.W. (2010). Teaching practices that matter in middle school science. *Better Evidence-Based Education*.

Reprinted, with minor changes in R. Slavin (Ed.). (2014). *Proven Programs in Education: Science, Technology, and Mathematics (STEM)*. pp. 83-87, Thousand Oaks, CA: Corwin.

**2009**

Harris, C.J., & Marx, R.W. (2009). Authentic tasks. In E. Anderman (Ed.). *Psychology of classroom learning: An encyclopedia*, Detroit: Macmillan Reference.

**2008**

Bowyer, J.B, Gerard, L.F., & Marx, R.W. (2008). Building leadership for scaling science curriculum reform. In Y. Kali, M. C., Linn, & J. E. Roseman (Eds.). *Designing coherent science education*. NY: Teachers College Press.

Geier, R., Blumenfeld, P., Marx, R.W., Krajcik, J., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes of urban students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45, 922-939.

Harris, C. J., Marx, R.W., & Blumenfeld. P.C. (2008). Designing environments for learning. In T.L. Good (Ed.), *21st Century Education: A Reference Handbook*. Thousand Oaks, CA: Sage.

Marx, R.W. (2008). Science curriculum materials that support learning: New research that addresses continuing challenges. *Elementary School Journal*. 109(2). 1-5.

**2006**

Blumenfeld, P., Marx, R.W., & Harris, C. (2006). Learning environments. In W. Damon, R. Lerner, A. Renninger, & I.E. Sigel (Eds.). *Handbook of child psychology (6<sup>th</sup> Ed.) V. 4: Child psychology in practice* (pp. 297-342). Hoboken, NJ: Wiley.

Harris, C. J., McNeill, K. L., Lizotte, D. L., Marx, R. W., & Krajcik, J. (2006). Usable assessments for teaching science content and inquiry standards. In M. McMahon, P. Simmons, R. Sommers, D. DeBaets & F. Crowley (Eds.), *Assessment in science: Practical experiences and education research* (pp. 67-88). Arlington, VA: National Science Teachers Association Press.

Kubitskey, B., Fishman, B. J., Margerum-Leys, J., Fogleman, J., Brunvand, S., & Marx, R. W. (2006). Professional development and teacher learning: Using concept maps

in inquiry classrooms. In M. McMahon, P. Simmons, R. Sommers, D. DeBaets & F. Crawley (Eds.), *Assessment in science: Practical experiences and education research* (pp. 107-118). Arlington, VA: NSTA Press.

Marx, R. W., & Harris, C. J. (2006). NCLB and science education: Opportunities, challenges, and risks. *Elementary School Journal*.

McNeil, K.L., Lissotte, D.J., Krajcik, J., & Marx, R.W. (2006). Supporting students' construction of scientific explanations by fading scaffolds in instructional materials. *Journal of the Learning Sciences*, 15, 153-191

### **2005**

Brunvand, S., Fishman, B., & Marx, R.W. (2005). Moving professional development on-line: Meeting the needs and expectations of all teachers. In J. R. Dangel and E. Guyton (Eds.) *Association of Teacher Educators Yearbook XII*. Lanham MD: Scarecrow Education.

Mamlok-Naamen, R., Dershimer, C., Fortus, D., Krajcik, J., & Marx, R.W. (2005). How do I design a cellular telephone that is safer to use?: Development and implementation of an innovative curriculum—An international perspective. In D. Waddington (Ed.). *Making it relevant: Context based learning of science*. (pp. 215-242) Kiel: Waxman.

### **2004**

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Leal, L.L., Baxter, E.G., Martin, J., & Marx, R.W. (1981). Cognitive modification and systematic desensitization with test anxious high school students. (Instructional Psychology Research Group, Research Report 8113-01), Simon Fraser University.

Winne, P.H., & Marx, R.W. (1981). Students' and teachers' views of thinking processes for classroom learning. (Instructional Psychology Research Group, Research Report 81-05), Simon Fraser University.

**1980**

Hiebert, B.A., Martin, J., & Marx, R.W. (1980). Instructional counselling: The counsellor as teacher. (Instructional Psychology Research Group, Occasional Paper 80-03), Simon Fraser University.

Winne, P.H., Marx, R.W., Belfry, J., Howard, D., Jeknavorian, A., & Keizer, B. (October, 1980). Teachers' and students' views of cognitive processes for learning from teaching. (First year report, Matching students' cognitive processes and teacher skills to enhance learning from teaching, National Institute of Education grant number NIE-G-79-0098), Instructional Psychology Research Group, Simon Fraser University.

**1976**

Marx, R.W., & Winne, P.H. (August, 1976). Validation of self-concept instruments for evaluating educational programs in British Columbia. Final Report, Grant Number DG-114, Vancouver, B.C.: Educational Research Institute of British Columbia.

Clark, C.M., Gage, N.L., Marx, R.W., Peterson, P.L., Stayrook, N., & Winne, P.H. (November, 1976). A factorially designed experiment on teacher structuring, soliciting and reacting. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum No. 147), Stanford University.

**1974**

Whitmore, J.R., Crist, J.L., & Marx, R.W. (1974). An experimental in-service teacher education program for distressed elementary schools. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum No. 117), Stanford University. (ED 087 777)

**1973**

Marx, R.W., & Crist, J.L. (1973). Effective reinforcement for achievement behaviors in minority children: Summary of research. (Part 2 Milestone A., Work Unit 3, Program on Teaching Effectiveness), Stanford Center for Research and Development in Teaching, Stanford University.

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**CONFERENCE  
PRESENTATIONS**

**2022**

Friesen, R., Cheng, K.C., Cimetta, A., Marx, R.W., Cutshaw, C.A., & Yaden, D.B. (2022, April). *Environmental factors predicting preschool children's secure exploration mediated by parenting practices*. Paper to be presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**2021**

Dai, C., Cimetta, A.D., Marx, R.W., & Cutshaw, C.A. (2021). *Executive function and family engagement mediates SES and math in early childhood: A strength-based analysis*. Paper presented at the annual virtual meeting of the American Educational Research Association.

Medina, M., Cimetta, A., Yaden, D., Cheng, K., Cutshaw, C., & Marx, R. (2021). *The role of older siblings on a child's literacy and language development*. Poster presented at the Virtual Annual Meeting of the American Psychological Association. (Selected as a top-rated poster included in the Division 15 Presidential Poster Session.)

**2019**

Cimetta, A.D., Sulkowski, M.L., Cutshaw, C. A., Yaden, D.B., Marx, R.W. (2019). Does having a young child with emotional and behavioral risk factors influence firearm ownership and storage? American Public Health Association Annual Conference. Philadelphia, PA. November.

**2018**

Cimetta, A., Cutshaw, C., Marx, R.W., Yaden, D., & Hollander, J. (2018, November). Firearm ownership and storage practices among families with young children: Family and neighborhood characteristics. Poster presented at the annual meeting of the American Public Health Association, San Diego, CA.

Alkhadim, G., Cimetta, A., Cutshaw, C., Marx, R., Yaden, D. (2018, October). Generalizability of the Research-Based Early Math Assessment from Urban NY Children to Rural AZ Children Using IRT. American Evaluation Association Annual Conference, Cleveland, OH.

Clough, L. T., Cimetta, A. D., Cutshaw, C. A., Yaden, Jr., D. B., & Marx, R. W. (2018, April). Examining executive function of young children through cluster analysis. Roundtable session at the American Educational Research Association, New York, NY.

**2017**

Cimetta, A.D., Marx, R.W., Yaden, D.B., Alkhadim, G.S., & Cutshaw, C.A. (2017). *Latent variable structure and measurement invariance of a modified early literacy assessment*. Poster presented at the annual meetings of the American Psychological Association, Washington, DC.

Clough, L.T., Cimetta, A.D., Cutshaw, C.A., Yaden, D.B., & Marx, R.W. (2017). *Examining the influence of home environment on the executive function of young children*. Poster presented at the annual meetings of the American Psychological Association, Washington, DC.

Yaden, D. B., Marx, R. W., Cimetta, A. D., Alkhadim, G. S., Cutshaw, C., A. Assessing Early Literacy with Hispanic Preschoolers: The Factor Structure of the Phonological Awareness Literacy Screening—Español. American Educational Research Association Annual Conference, San Antonio, Texas. April.

**2013**

Cutshaw, C.A, Cimetta, A.D., Taren, D., Yaden, D. & Marx, R.W. (2012). Health risks and school readiness in early childhood. Arizona Health Sciences Center Frontiers in Biomedical Research Poster Forum. Tucson, AZ.

Holliday, M.R., Cimetta, A.D., Cutshaw, C.A., Marx, R.W., Yaden, D.B. Protective Factors for School Readiness Among Children in Poverty. American Psychological Association Annual Conference, Honolulu, Hawaii. July.

**2012**

Marx, R. W. (2012). Negotiated Rule Making for Titles II & IV of the Higher Education Opportunities Act of 2008. In J. Shroufe (Chair). *Perspectives on evaluating educator preparation programs*. Panel presentation at the annual meeting of the American Association of Colleges for Teacher Education State Leaders Institute. Washington, D.C.

**2010**

Marx, R.W. & Hopkins, D. (2010). White paper recommendations. In R. Barerra (Chair). *Powering up teacher preparation to meet the needs of 21<sup>st</sup> century learners*. Major forum at the annual meetings of the American Association of Colleges for Teacher Education. Atlanta, GA.

**2009**

Marx, R.W. (2009). The future of education schools in research extensive universities. Invited presentation at the meetings of the Association for the Study of Higher Education, Vancouver, B.C.

Marx, R.W. (2009). Partnerships for improving school: How can colleges of education help? Invited presentation at the meeting of the Massachusetts School Partnership. Boston, MA.

Marx, R.W. (2009). Systemic reform retrospective: Successes, failures, challenges. Invited presentation at the Weitzman Institute, Rehovot, Israel.

Marx, R.W. (2009). 21<sup>st</sup> century colleges of education. Workshop presentation at the annual meetings of the American Association of Colleges for Teacher Education. Chicago, IL.

**2008**

Bowyer, J., Gerard, L., & Marx, R.W. (2008). Fostering school leadership for scaling technology-enhanced science instructional reform. Annual meeting of the American Educational Research Association. New York, NY.

Gerard, L., Bowyer, J., & Marx, R.W. (2008). Scaling technology-enhanced science curriculum reform: Professional development for principals. Paper presented at the Annual meeting of the American Educational Research Association. New York, NY.

Gerard, L., Bowyer, J., & Marx, R.W. (2008). Building leadership to support teachers' integration of technology-enhanced science instruction. Paper presented at the Annual meeting of the National Association for Research on Science Teaching, Baltimore, MD.

Marx, R.W. (2008). American education is in crisis: Can colleges of education help? Invited presentation at the meetings of the National Reading Conference. Orlando, FL.

Marx, R.W. (2008). Different designs, different data: A research continuum to inform scholarship on teacher knowledge and practice. Paper presented at the Annual meeting of the American Educational Research Association. New York, NY.

Marx, R.W. (2008). The P-20 council of Arizona. Presentation at the annual meetings of the Council of Academic Deans of Research Education Institutions. Sedona, AZ/

**2006**

Marx, R.W. (2006). The Arizona context. In a symposium on *University-Based Teacher Education and Community Colleges*. Council of Academic Deans of Research Education Institutions.

Marx, R.W. (2006). Twenty-five years of computers in classrooms: Promises fulfilled and unfulfilled. Invited presentation at the annual summer meeting of the Arizona K-12 Center. Phoenix, AZ.

**2002**

Best, S.D., Fishman, B.J., Hug, B., Marx, R., Peek-Brown, D., Reynolds, J. (2002, March). Knowledge Networks on the Web (KNOW): Online professional development for science teachers. Paper presented at the Annual Meeting of the National Science Teachers Association. San Diego, CA.

Krajcik, J., Hug, B., Schneider, R., Marx, R. (2002). Designing units for project based learning. In Kolodner, J. Integrating Project-Based Inquiry Initiatives into a Middle-Grades Science Curriculum: Essentials and Challenges, Symposium conducted at the Annual Meeting of the American Educational Research Association, April 1-5, New Orleans, LA.

Fortus, D.L., Dershimer, R.C., Marx, R. W. & Krajcik, J. (2002). Design-Based Science (DBS) and Real-World Problem Solving. Paper presented at the Annual Meeting of the American Educational Research Association, April 1-5, New Orleans, LA.

Marx, R.W. (2002). Professional development research in systemic reform. In V. Richardson (Chair). Teacher learning and educational professional development; Establishing validity in research. Annual Meeting of the American Educational Research Association, New Orleans, LA.

**2001**

Marx, R.W., Blumenfeld, P., Fishman, B., Krajcik, J., & Soloway, E. (2001). Creating usable innovations for systemic reform: Large-scale design research in science and technology for urban schools. Symposium presented at the annual meetings of the American Educational Research Association, Seattle, WA.

Bobrowsky, W., Marx, R.W., & Fishman, B. (2001). The empirical base for professional development in science education: Skating on thin ice. Paper presented at the meeting of the National Association of Research in Science Teaching, Saint Louis, MO.

Fishman, B., Best, S., Marx, R. W. & Tal, T. (2001). Fostering teacher learning in systemic reform: Research implications on the design of professional development opportunities for teachers. Paper presented at the meeting of the National Association of Research in Science Teaching, Saint Louis, MO.

- Fishman, B.J., & Marx., R. (2001). Design research on professional development in a systemic reform context. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.
- Fishman, B. J., Marx, R., Bobrowsky, W., Warren, D., Merrill, W., & Best, S. (2001). Knowledge Networks on the Web: An on-line professional development resource to support the scaling-up of curriculum enactment. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.
- Hug, B., Krajcik, J., & Marx, R.W. (2001). Using innovative learning technologies to promote learning and engagement in an urban science classroom. Paper presented at the meeting of the National Association of Research in Science Teaching, Saint Louis, MO.
- Mamlok, R., Dershimer, R.C., Fortus, D., Krajcik, J., & Marx, R.W. (2001). A case study of the development of a design-based science curriculum. Paper presented at the meeting of the National Association of Research in Science Teaching, Saint Louis, MO.
- 2000**
- Margerum-Leys, J., & Marx, R.W., (2000). Cases of educational technology. Roundtable presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Murray, O., Fishman, B. J., Gomez, L., Williams, K., & Marx, R. (2000). Building a community of administrators between and within urban school districts in support of systemic reform efforts. Paper presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association. Seattle, WA.
- Marx, R.W., Bain, R., Mucher, S., & Dershimer, C., (2000). Children and museums as resources for learning: The Primary Sources Network. In D. Anderson and S. Paris (co-chairs). Future Directions in Understanding Learning In and Outside the Classroom. Special Symposium presented at the annual meetings of the American Educational Research Association and the National Association for Research in Science Teaching. New Orleans, LA.
- Best, S., Marx, R.W., Fishman, B., & Peek-Brown, D. (2000). Professional Development for Systemic Change: A Strategic Approach to Scaling Educational Reform through Professional Development Programs. Paper presented at the annual meetings of the Society for Information Technology in Teacher Education, San Diego, CA.
- Best, S., Fishman, B., Marx, R.W., & Foster, J. (2000). Comprehensive Professional Development Reform Efforts: Changing Attitudes and Practices about Pedagogy and Technology for Science Teachers with Diverse Needs. Paper presented at the annual meetings of the Society for Information Technology in Teacher Education, San Diego, CA.
- Carrillo, R. Moje, E., & Marx, R.W. (2000). A Latino family computer program: Socially constructed discourse and the production of multiliteracies. In B. Rogoff (chair).

Three After-school Programs for Latino Families: Adding to Home-based Literacy Practices. Symposium presented at the annual meeting of the American Educational Research Association. New Orleans.

Fishman, B., Best, S., Foster, J., & Marx, R. W. (2000). Professional development in systemic reform: Using worksessions to foster change among teachers with diverse needs. Paper presented at the meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Foster, J., Fishman, B., & Marx, R. (2000). Multi-faceted professional development in systemic reform: A case study. Paper presented at the meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Krajcik, J. S., Marx, R.W., Blumenfeld, P.C., Soloway, E., Fishman, B., & Middleton, M. (2000). Inquiry based science supported by technology: Achievement and motivation among urban middle school students. In P.C. Blumenfeld (chair), Inquiry based science supported by technology. Symposium presented at the annual meeting of the American Educational Research Association. New Orleans.

Krajcik, J.S., Marx, R.W., Clay-Chambers, J., & Peek-Brown, D. (2000). Reforming Science Education through University and School Collaboration. Paper presented at the annual meeting of the National Association for Research on Science Teaching. New Orleans.

Margerum-Leys, J., & Marx, R.W., (2000). Applications of technology by student and experienced teachers. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans.

Moje, E., Collazo, T., Carrillo, R., & Marx, R.W. (2000). "Maestro, What is Quality?": Toward Developing Linguistically Responsive Science Curricula. Paper presented at the annual meeting of the National Association for Research on Science Teaching. New Orleans, LA.

Rivet, A., Singer, J., Schneider, R., Krajcik, J., & Marx, R.W. (2000). The Evolution of Water: Designing and Developing Effective Curricula. Paper presented at the annual meeting of the National Association for Research on Science Teaching. New Orleans, LA.

**1999**

Marx, R.W. (1999). Promoting student engagement in science education reform. Paper presented at the Invited Conference on Student Engagement, MacArthur Network on Successful Pathways Through Middle Childhood, University of Michigan Ann Arbor, MI.

Margerum-Leys, J., & Marx, R.W., (1999). Teacher education students' beliefs about technology. Paper presented at the annual meeting of the American Educational Research Association, Montreal, QC.

Middleton, M., Schneider, R., Krajcik, J. & Marx, R. (1999). Case Studies of Three Middle School Science Teachers: What They Tell Us About Developing Project-

Based Curriculum Materials. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.

Singer, J., Krajcik, J. & Marx, R. (1999). The Design and Evaluation of Classroom Supports for Seamless Integration of a Dynamic Modeling Tool. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.

**1998**

Marx, R.W. (1998). A research agenda for system reform in science education. Paper presented at the International Conference of the Learning Sciences, Atlanta, GA.

**1997**

Blumenfeld, P.C., Marx, R.W., & Krajcik, J.S. (1997). Teachers transitioning to project-based science: Necessary supports. In H. Borko (Chair).. Implications of new views of cognition for teacher learning and teacher education. Symposium presented at the annual meeting of the American Educational Research Association. Chicago.

**1996**

Krajcik, J.S., Blumenfeld, P.C., Marx, R.W., & Soloway, E. (1996) The development of middle school students inquiry strategies in project based science classrooms. Paper presented at International Conference of the Learning Sciences. Chicago, IL. (printed in the proceedings).

**1995**

Marx, R.W. Blumenfeld, P.C., & Bos, N.. (1995, April) How teachers use multimedia tools to develop new ideas about teaching. In J. Krajcik, (chair), Multiple perspectives on designing, developing, and using interactive multimedia for teacher enhancement American Educational Research Association, San Francisco.

Marx, R.W. Blumenfeld, P.C., Krajcik, J.S. & Soloway, E. (1995, April) Technology for the professional development of science teachers. In S. Fletcher, (chair), Using technology to prepare effective and responsible educators. American Educational Research Association, San Francisco.

Freeman, J.G., Kelly, B., & Marx, R.W. (1995, April). Helping teachers adopt a constructivist approach to science teaching. American Educational Research Association, San Francisco.

Freeman, J.G., & Marx, R.W. (1995, April). New directions for science institutes: The project-based science experience. National Association for Research in Science Teaching, San Francisco.

Kelly, B., Freeman, J.G., & Marx, R.W. (1995, April). Constructivist change in teacher learning. American Educational Research Association, San Francisco.

Ladewski, B., Marx, R.W., & Blumenfeld, P.C. (1995, April). Project Integration Visualization Tool: How graphic oriented tools help teachers plan and enact

projects. In J. Krajcik, (Chair), Technological support for the professional development of science teachers, National Association for Research in Science Teaching, San Francisco.

**1994**

Marx, R.W. (1994, June). A model of teacher learning. Canadian Association for Educational Psychology, Calgary, Alberta.

Freeman, J, Kelly, B., & Marx, R.W. (1994, June). Helping teachers construct change. Canadian Association for Teacher Education, Calgary, Alberta.

**1993**

Marx, R.W., Krajcik, J., Blumenfeld, P.C., & Soloway, E. (1993, April). The growth of wisdom: How teachers meet the challenges and how they change. In P. Blumenfeld, Chair, Project-based instruction: Challenges, resolutions and support. American Educational Research Association, Atlanta.

Marx, R.W., Krajcik, J., Blumenfeld, P.C., & Soloway, E. (1993, April). What influences teacher initial implementation and change in practice. In J. Krajcik, Chair, Case studies of project-based science instruction: Challenges of implementation, National Association for Research in Science Teaching, Atlanta.

Blumenfeld, P.C., Anderson, L., Clark, C.M., Marx, R.W., Peterson, P.L., & Pintrich, P.R. (1993, April). Educational psychology for teachers: Recommendations for reform. American Educational Research Association, Atlanta.

Blumenfeld, P.C., Krajcik, J., Marx, R.W., Soloway, E. (1993, April). Project-based instruction in science: Challenges for teachers. In J. Krajcik, Chair, Case studies of project-based science instruction: Challenges of implementation, National Association for Research in Science Teaching, Atlanta.

Blumenfeld, P.C., Krajcik, J., Marx, R.W., Soloway, E. (1993, April). Project-based instruction in science: Challenges for teachers. In P. Blumenfeld, Chair, Project-based instruction: Challenges, resolutions and support. American Educational Research Association, Atlanta.

Krajcik, J., Soloway, E., Blumenfeld, P.C., & Marx, R.W. (1993, April). Technological support for implementing project-based instruction in science. In P. Blumenfeld, Chair, Project-based instruction: Challenges, resolutions and support. American Educational Research Association, Atlanta.

Mills, K., Krajcik, J., & Marx, R.W. (1993, April). Change in teacher beliefs about learning and the nature of science. American Educational Research Association, Atlanta.

**1992**

Marx, R.W. (1992, April). The classroom as a context for self-regulation. In L. Corno (Chair), The function of volition in learning and performance. American Educational Research Association, San Francisco.

Marx, R.W. (1992, February). Will national goals and an expanded NAEP mean changes in teacher education? Michigan School Testing Conference. Ann Arbor.

Pintrich, P.R., Marx, R.W. & Boyle, R. (1992, April). Conceptual change and student motivation. In A Pace (Chair). Beyond prior knowledge: Issues in comprehension, learning, and conceptual change. American Educational Research Association, San Francisco.

**1991**

Marx, R.W. (1991, June). Educational psychology in non-departmentalized doctoral programs. In N. Hutchinson (Chair), Graduate programs in educational psychology, counselling and special education: Directions for the future. Canadian Association for Educational Psychology, Kingston.

Marx, R.W. (1991, February). Educational reform in Canada: The case of British Columbia. Michigan Council of Education Deans. Ann Arbor.

Marx, R.W. & O'Shea, T. (1991, February). Implementing British Columbia's new K-12 math curriculum. Michigan School Testing Conference. Ann Arbor.

O'Shea, T., Coleman, P., Marx, R.W., Wideen, M., & LaRocque, L. (1991, April). A case-study investigation of the implementation of a revised mathematics curriculum. National Council of Teachers of Mathematics, New Orleans.

Woudzia, J.B., Marx, R.W., Winne, P.H., & Walsh, J. (1991, June). An empirical test of Weiner's attribution theory of achievement motivation with a school-age population. Canadian Association for Educational Psychology, Kingston.

**1989**

Marx, R.W. (1989, June). A day in the life of three children: A psychological perspective. In D. Bachor (Chair), A day in the life of three children: A symposium. Canadian Association for Educational Psychology, Quebec City.

Marx, R.W. (1989, June). The learners of British Columbia. In W.T. Rogers (Chair), A royal commission on education: From inception to implementation. Canadian Society for the Study of Education, Quebec City.

Groenewold, F., & Marx, R.W. (1989, March). An attribution theory analysis of problem classroom behavior. American Educational Research Association, San Francisco.

**1988**

Horvath, A. O. & Marx, R. W. (1988, April). Clients' and counselors' views of intervention effectiveness. American Educational Research Association, New Orleans.

Horvath, A. O. & Marx, R. W. (1988, April). Thinking about thinking in counseling. American Educational Research Association, New Orleans.

Horvath, A. O. & Marx, R. W. (1988, April). Working alliance in counseling and outcome: A longitudinal perspective. American Educational Research Association, New Orleans.

**1987**

Marx, R. W. (March, 1987). Simon Fraser University and Universitas Terbuka - An historical sketch. Western Regional Meeting of The Canadian Bureau for International Education, Burnaby, British Columbia.

Marx, R. W. (June, 1987). Innovations in graduate study: The Simon Fraser University Program with Universitas Terbuka. Comparative and International Education Society of Canada. Hamilton, Ontario.

Marx, R. W. & Winne, P. H. (April, 1987). Cognitive instructional psychology and classroom motivation. In an invited symposium: P. Blumenfeld and P. Pintrich (Chairs), Motivation, cognition and instruction: The dynamic interplay. American Educational Research Association, Washington, D. C.

Winne, P. H., Rothen, W., & Marx, R. W. (1987). DOCENT - An artificially intelligent planning system for teachers. Canadian Educational Researchers' Association, Hamilton, ON.

Winne, P. H., Rothen, W. & Marx, R. W. (1987). Designing an artificially intelligent planning system for teachers. Paper presented at Impact '87, University of Victoria, Victoria, B. C.

**1986**

O'Shea, T., & Marx, R.W. (October, 1986). The distance education graduate program at Simon Fraser University. IMTEC Annual Seminar, Bali, Indonesia.

**1985**

Marx, R.W. (November, 1985). Classroom tasks and academic learning. Invited paper, The Schoolwork Conference: Research on Academic Tasks, San Francisco, California.

Marx, R.W., & Marx, A.E. (May, 1985). Students' cognitive mediation of classroom organization. Canadian Society for the Study of Education Meeting, Montreal, Quebec.

**1984**

Marx, R.W. (September, 1984). Classroom organization and perceptions of students' academic and social status. National Conference on Research on Teaching and Teacher Education, Vancouver, B.C.

Marx, R.W. (April, 1984). Self-regulation and classroom learning. American Educational Research Association, New Orleans.

**1983**

- Marx, R.W., & Winne, P.H. (April, 1983). Classroom studies of students' cognitive processing during teaching. American Educational Research Association, Montreal.
- Marx, R.W., & Winne, P.H. (April, 1983). Knowledge and Skills Teachers Need to Influence Students' Cognitive Learning. American Educational Research Association, Montreal.
- Marx, R.W., Winne, P.H., & Howard, D.C. (April, 1983). Influence of cognitive style on students' perception of instruction. American Educational Research Association, Montreal.
- Winne, P.H., & Marx, R.W. (April, 1983). A field study of matching students' cognitive processing to teaching. American Educational Research Association, Montreal.
- Winne, P.H., & Marx, R.W. (April, 1983). Studying students' cognitive processing during classroom teaching. American Educational Research Association, Montreal.

**1982**

- Marx, R.W., & Winne, P.H. (February, 1982). The shape of teaching to come: Implications for the National Teachers Examination. American Association of Colleges for Teacher Education. Houston, Texas.
- Winne, P.H., & Marx, R.W. (March, 1982). Training students to use cognitive strategies for classroom learning. American Educational Research Association, New York.
- Marx, R.W. (December, 1982). Cognitive psychology, perception and classroom learning: A proposed research agenda. CERA/OISE/UBC Conference on Research on Teaching, University of British Columbia, Vancouver, British Columbia.

**1981**

- Marx, R.W. (April, 1981). Students' views of how teachers want them to think. American Educational Research Association, Los Angeles.
- Marx, R.W. (November, 1981). Cognition and instruction: A common ground for educational and clinical intervention. Invited address, British Columbia Psychological Association, Victoria, British Columbia.
- Winne, P.H., & Marx, R.W. (April, 1981). Convergent and discriminant validity in self-concept measurement. American Educational Research Association, Los Angeles.
- Partridge, M.J., Gehlbach, R., & Marx, R.W. (April, 1981). The role of physical structure in the control of social contingencies to produce prosocial behavior in a play setting. American Educational Research Association, Los Angeles.

**1980**

Hiebert, B.A., Martin, J., & Marx, R.W. (September, 1980). Vocational counseling: An instructional perspective. World Seminar on Employment Counseling, Ottawa, Ontario.

Martin, J., Marx, R.W., & Hiebert, B.A. (September, 1980). Instructional Counseling: The counselor as teacher. American Psychological Association, Montreal, Quebec.

**1979**

Marx, R.W., & Winne, P.H. (April, 1979). New perspectives on self-concept validity research. American Educational Research Association, San Francisco, California.

Winne, P.H., & Marx, R.W. (April, 1979). Students' schema in learning from lectures. American Educational Research Association, San Francisco, California.

**1978**

Marx, R.W. (June, 1978). Instructional effects of training students to perceive teacher behaviors and intents. Canadian Educational Researchers Association, London, Ontario.

**1977**

Marx, R.W., Martin, J., & Ellis, J. (June, 1977). Improving the instructional effectiveness of university teaching assistants. Canadian Educational Researchers Association, Fredericton, New Brunswick.

Marx, R.W. (June, 1977). The training of teaching assistants in Canadian universities. Symposium on the improvement of instruction in Canadian universities. Canadian Psychological Association, Vancouver, B.C.

**1976**

Marx, R.W. (April, 1976) Teacher judgments of student achievement and attitude. American Educational Research Association, San Francisco, California.

Marx, R.W., & Winne, P.H. (June, 1976). A cross validation of three self-concept inventories. Canadian Educational Researchers Association, Quebec City, Quebec.

Clark, C.M., Gage, N.L., Marx, R.W., Peterson, P.L., Stayrook, N.G., & Winne, P.H. (April, 1976). A factorially designed experiment on teacher structuring, soliciting, and reacting. American Educational Research Association, San Francisco, California.

Winne, P.H., & Marx, R.W. (June, 1976). A model for research on teaching and teacher effectiveness. Canadian Educational Researchers Association, Quebec City, Quebec.

Winne, P.H., & Marx, R.W. (June, 1976). The effects of descriptive characteristics about students on teacher judgment of student success. Canadian Educational Researchers Association, Quebec City, Quebec.

Winne, P.H., Marx, R.W., & Taylor, T.D. (April, 1976). A multitrait-multimethod study of three self-concept measures. National Council on Measurement in Education, San Francisco, California.

**1975**

Marx, R.W., & Peterson, P.L. (April, 1975). The nature of teacher planning and decision making. American Educational Research Association, Washington, D.C.

Marx, R.W., Smith, P.A. (April, 1975). Further evidence on the single factor nature of the Frostig test. Western Psychological Association, Sacramento, California.

Taylor, T.D., Winne, P.H., & Marx, R.W. (April, 1975). Sample specificity of self-concept instruments. Society for Research in Child Development, Denver Colorado.

**1974**

Marx, R.W., & Winne, P.H. (April, 1974). A validation study of self-concept in low SES black children with implications for educational programs. American Educational Research Association, Chicago, Illinois.

**1973**

Smith, P.A., Marx, R.W., & Stewart, A. (October, 1973). Sources of learning disability: A factor analytic study. International Symposium of Learning Disabilities IV. San Diego, California.

**1971**

Marx, R.W., Gottfurcht, J.W., Weld, G.A., & Smith, P.A. (January, 1971). The development and use of The Student Self Evaluation Scale. California State Psychological Association, Coronado, California.

Gottfurcht, J.W., Marx, R.W., Weld, G.A., & Smith, P.A. (March, 1971). A student self evaluation scale for use in affective education programs. California Association of School Psychologists and Psychometrists, San Francisco, California.

Smith, P.A., & Marx, R.W. (January, 1971). A factor analytic look at the new Illinois Test of Psycholinguistic Abilities. California State Psychological Association. Coronado, California.

Smith, P.A., & Marx, R.W. (March, 1971). Training in field research at the MA level. Symposium on Research Training for School Psychologists: What Place in the Graduate Curriculum? National Association of School Psychologists. San Francisco, California.

**1969**

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