

Michael C. Mensink, Ph.D.

Curriculum Vitae; June 22, 2015

Faculty Office

326 Jeter Hall
Department of Psychology
University of Wisconsin-Stout
712 South Broadway Street
Menomonie, WI 54751
(715) 232 – 5493
mensinkm@uwstout.edu
<http://www.uwstout.edu/faculty/mensinkm/>

Home

1335 Mackubin Street
Saint Paul, MN 55117
(651) 261-7376
michaelmensink@gmail.com
<http://www.michaelmensink.com>

Academic Positions

2015-	Assistant Professor of Psychology, University of Wisconsin-Stout, Menomonie, WI
2011-	Affiliate Faculty, Center for Cognitive Sciences, University of Minnesota, Minneapolis, MN
2013-2015	Assistant Professor of Educational Psychology, University of Wisconsin-Stout, Menomonie, WI
2013, Summer	Adjunct Faculty, Department of Educational Psychology, University of Minnesota, Minneapolis, MN
2012-2013	Adjunct Faculty, Department of Psychology, University of Wisconsin-Stout, Menomonie, WI
2012-2013	Adjunct Faculty, College of Social and Behavioral Sciences, Walden University, Minneapolis, MN
2011-2012	Postdoctoral Research Associate, Northern Illinois University, DeKalb, IL
2009-2010	Visiting Instructor, Department of Psychology, Macalester College, St. Paul, MN

Education

2011	Ph.D. in Educational Psychology, Learning & Cognition, University of Minnesota, Minneapolis, MN
2007	M.A. in Educational Psychology, Learning & Cognition, University of Minnesota, Minneapolis, MN
2002	B.A. in Psychology, Historical Foundations Minor, St. Olaf College, Northfield, MN

Fellowships & Awards

2014-2016	Teaching Champion, Nakatani Teaching & Learning Center, University of Wisconsin-Stout
2011	Jason Albrecht Outstanding Young Scientist Award, Society for Text & Discourse
2007-2011	Institute of Education Sciences Predoctoral Fellowship, University of Minnesota
2009	Outstanding Student Paper Award, Society for Text & Discourse
2008	Best Presentation Award, Center for Cognitive Science Symposium, University of Minnesota
2007	Graduate & Professional Student Assembly Travel Award, University of Minnesota
2006-2007	Instructional Technology Fellowship, University of Minnesota

Teaching Interests

Cognitive Psychology	Human Development	Psycholinguistics
Educational Psychology	Learning & Memory	Psychology of the Adult Learner
Experimental Psychology	Research Methods & Statistics	Psychology of the Child Learner

Teaching

University of Wisconsin-Stout

<i>Year</i>	<i>Semester</i>	<i>Section</i>	<i>Type</i>	<i>Level</i>	<i>Students</i>	<i>Mean Rating</i>
EDUC 740-001: Research Foundations of Education						
2015	Summer	001	Hybrid	Graduate	10	
2015	Spring	001	In Person	Graduate	24	4.39 / 5.00
2014	Fall	001	In Person	Graduate	13	4.77 / 5.00
2014	Spring	001	In Person	Graduate	17	4.84 / 5.00
2013	Fall	001	In Person	Graduate	11	4.73 / 5.00
EDUC 303/503: Educational Psychology						
2015	Spring	001 / 002	In Person	Undergrad / Grad.	43	4.73 / 5.00
2015	Spring	003	Online	Undergrad / Grad.	22	4.63 / 5.00
2014	Fall	001 / 002	In Person	Undergrad / Grad.	39	4.87 / 5.00
2014	Fall	003	Online	Undergrad / Grad.	21	4.79 / 5.00
2014	Spring	001/002	In Person	Undergrad / Grad.	48	4.73 / 5.00
2014	Spring	004	Online	Undergrad / Grad.	20	4.79 / 5.00
2013	Fall	002	In Person	Undergrad / Grad.	17	4.63 / 5.00
2013	Fall	003	Online	Undergrad / Grad.	23	4.62 / 5.00
PSYC 390: Experimental Psychology						
2013	Spring	001	In Person	Undergrad	14	4.82 / 5.00
2012	Fall	001	In Person		19	4.80 / 5.00
PSYC 290: Interpreting Psychological Research						
2013	Spring	002	In Person	Undergrad	12	4.79 / 5.00
2012	Fall	001 / 002	In Person	Undergrad	45	4.72 / 5.00
PSYC 110: General Psychology						
2013	Spring	004	In Person		40	4.57 / 5.00

University of Minnesota

<i>Year</i>	<i>Semester</i>	<i>Section</i>	<i>Type</i>	<i>Level</i>	<i>Students</i>	<i>Mean Rating</i>
EPSY 3119/EDHD 5001: Learning, Cognition, & Assessment						
2013	Summer	-	In Person	Undergrad / Grad.	18	5.35 / 6.00
EPSY 3119/EDHD 5001: Learning, Cognition, & Assessment Laboratory						
2007	Summer	-	Online	Undergrad / Grad.	35	
2007	Spring	-	In Person	Undergrad / Grad.	35	
2006	Fall	-	In Person	Undergrad / Grad.	35	

Walden University

<i>Year</i>	<i>Semester</i>	<i>Section</i>	<i>Type</i>	<i>Level</i>	<i>Students</i>
PSYC 8760/6765: Educational Psychology					
2013	Summer	-	Online	Graduate	23
RSCH 8100/6100: Research Theory, Design, and Methods					
2013	Spring	-	Online	Graduate	20
2012	Winter	-	Online	Graduate	15

Macalester College

<i>Year</i>	<i>Semester</i>	<i>Section</i>	<i>Type</i>	<i>Level</i>	<i>Students</i>
PSYC 100: Introduction to Psychology					
2010	Fall	-	In Person	Undergrad	40
2009	Spring	-	In Person	Undergrad	40
PSYC 100L: Introduction to Psychology Laboratory					
2006	Spring	-	In Person	Undergrad	70
2005	Spring / Fall	-	In Person	Undergrad	125
2004	Spring / Fall	-	In Person	Undergrad	125
2003	Spring / Fall	-	In Person	Undergrad	125

Student Advising & Mentoring**Advisor**

2013-2015 Early Childhood Education, School of Education, University of Wisconsin-Stout, 17 students (male cohort)

Benchmark II Interviewer

2013-2015 Early Childhood Education, School of Education, University of Wisconsin-Stout

Undergraduate Student Supervision

<i>Years</i>	<i>Name</i>	<i>Role</i>	<i>Department</i>	<i>School</i>
2014-2015	Paige Mullen	Research Assistant	C-NERVE	University of Wisconsin-Stout
2014-2015	Amelia Stauffer	Research Assistant	C-NERVE	University of Wisconsin-Stout
2013-2015	Jacob Achtemeier	Research Assistant	C-NERVE	University of Wisconsin-Stout
2013-2015	Paige Lysne	Research Assistant	C-NERVE	University of Wisconsin-Stout
2013-2014	Lara Dodge	McNair Scholar, Chair	McNair Program	University of Wisconsin-Stout
2011-2012	Kirk Weishaar	Research Assistant	Psychology	Northern Illinois University

Graduate Student Supervision

<i>Years</i>	<i>Name</i>	<i>Role</i>	<i>Department</i>	<i>School</i>
2014-2015	Jacinta Kembol	Master's Thesis, Committee	Food & Nutrition	University of Wisconsin-Stout
2013-2014	Nicole Einerson	Master's Thesis, Chair	Psychology	University of Wisconsin-Stout
2012-2014	Angelina Gentili	Master's Thesis, Committee	Psychology	University of Wisconsin-Stout
2012-2013	Adam Johnson	Master's Thesis, Chair	Psychology	University of Wisconsin-Stout
2012-2013	Katherine Kientzle	Doctoral Thesis, Committee	Psychology	Walden University
2012-2013	Angela McCoy-Speight	Doctoral Thesis, Committee	Psychology	Walden University
2012-2013	Robin Waltman	Doctoral Thesis, Committee	Psychology	Walden University
2011-2012	Jim Woehrl	Doctoral Thesis, Committee	Psychology	Northern Illinois University

Research Interests

Cognitive Science & Education
Text and Discourse Processes
Memory & Learning

Metacognition
Attention & Interest
Educational Technologies

Retrieval-enhanced learning
Neural bases of learning
Social influence on memory

Publications

Schramm, A., & **Mensink, M. C.** (2015). *Subtleties of grammar-cued aspect: Cognitive evidence and non-native speakers*. Invited chapter submitted for publication.

Mensink, M.C., Lewis, M. R., & Wang, J. (2014). Informing the design of future literacy technologies with theories of cognitive science. In Mehdi Khosrow-Pour (Ed.) *Encyclopedia of information science and technology, Third edition* (pp. 2516-2524). Hershey, PA: IGI Global.

Dodge, L.¹, & **Mensink, M. C.** (2014). Music and memory: Effects of listening to music while studying in college students. *University of Wisconsin-Stout Journal of Student Research*. Retrieved from http://www.uwstout.edu/rs/upload/JSR_Online2014.pdf

Lewis, M. R., & **Mensink, M. C.** (2012). Prereading questions and online text processing. *Discourse Processes*, 49(5), 367-390. doi:10.1080/0163853X.2012.662801

Mensink, M. C., & Rapp, D. N. (2011). Evil geniuses: Inferences derived from evidence and preferences. *Memory & Cognition*, 36(6), 1103-1116. doi: 10.3758/s13421-011-0081-4

Peshkam, A., **Mensink, M. C.**, Putnam, A. L.¹, & Rapp, D. N. (2011). Warning readers to avoid irrelevant information: When being vague might be valuable. *Contemporary Educational Psychology*, 36(3), 219-231. doi: 10.1016/j.cedpsych.2010.10.006

Rapp, D. N., & **Mensink, M. C.** (2011). Focusing effects from online and offline reading tasks. In M. T. McCrudden, J. P. Magliano, & G. Schraw (Eds.), *Text relevance and learning from text* (pp. 141-164). Greenwich, CT: Information Age Publishing.

Mensink, M. C. (2011). *The influence of prereading and recall instructions on attention and memory for scientific seductive text* (Doctoral dissertation). Retrieved from <http://purl.umn.edu/117434>

Hilk, C. L., & **Mensink, M. C.** (2010). Harnessing the potential of cooperative interaction: Building social & physical presence during online learning. In Steven D'Agustino (Ed.) *Adaptation, resistance and access to instructional technologies: Assessing future trends in education* (pp. 131-146). Hershey, PA: IGI Global.

Hilk, C. L., & **Mensink, M. C.** (2010). Gangs. In C. S. Clauss-Ehlers (Ed.), *The encyclopedia of cross-cultural school psychology* (pp. 463-465). New York, NY: Springer.

Manuscripts

Schramm, A., & **Mensink, M. C.** (in preparation). *Processing of aspectual meanings by non-native and native English speakers during narrative comprehension*.

Mensink, M. C., Kendeou, P., & Rapp, D. N. (in preparation). *The influence of introductory genre on the processing of scientific explanations*.

Mensink, M. C., Hinze, S. R., Lewis, M. R., Weishaar, K.¹ (in preparation). *Testing seduction: The risks and benefits of test-enhanced learning from scientific seductive texts*.

¹ Undergraduate or graduate student author.

Presentations

- Mensink, M. C.,** Hinze, S. R., Lewis, M. R., Weishaar, K.¹ (2013, July). *Test-enhanced seduction: Retrieval practice increases the seductive details effect*. Paper presented at the annual meeting of the Society for Text & Discourse, Valencia, Spain.
- Mensink, M. C.,** & Rapp, D. N. (2012, July). *The effects of topic interleaving on recall of seductive scientific texts*. Paper presented at the annual meeting of the Society for Text & Discourse, Montreal, Canada.
- Rapp, D. N., & **Mensink, M. C.** (2012, April). Methodological demands provide insight into reader focus and comprehension. In M. T. McCrudden (chair) *Text relevance and task-oriented reading*. Symposium conducted at the annual meeting of the American Education Research Association, Vancouver, Canada.
- Mensink, M. C.,** & Rapp, D. N. (2011, July). *Irresistibly alluring: The influence of prereading instructions on attention and memory for scientific seductive text*. Paper presented at the annual meeting of the Society for Text & Discourse, Poitiers, France.
- Mensink, M. C.,** & Rapp, D. N. (2011, May). *Encoding seduction: A process and product investigation of the seductive details effect*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Lewis, M. R., & **Mensink, M. C.** (2010, April). *Reading perspectives, targeted questions, and relevance-driven text comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Mensink, M. C.,** & Rapp, D. N. (2009, July). *Evil geniuses: Reader inferences from mismatches between traits and preferences*. Paper presented at the annual meeting of the Society for Text & Discourse, Rotterdam, the Netherlands.
- Peshkam, A., **Mensink, M. C.,** & Rapp, D. N. (2009, May). *Warning readers to avoid irrelevant information: When being vague might be valuable*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Mensink, M. C.,** Kendeou, P., & Rapp, D. N. (2008, July). *Engagement and exposition: How do introductions influence the processing of scientific explanations?* Paper presented at the annual meeting of the Society for Text & Discourse, Memphis, TN.
- Rapp, D.N., Peshkam, A., **Mensink, M. C.,** & Putnam, A.¹ (2008, March). *Can pre-reading instructions reduce the allure of seductive details?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Peshkam, A., Putnam, A.¹, **Mensink, M. C.,** & Rapp, D.N. (2007, May). *The effects of pre-reading instructions on the reading times of irrelevant and relevant text*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Poster Presentations

- Mensink, M. C.,** Achtemeier, J.¹, & Lysne, P.¹ (2015, July). *Respiratory sinus arrhythmia as an indicator of interest while reading a seductive and non-seductive scientific text.* Poster presented at the annual meeting of the Society for Text & Discourse, Minneapolis, MN.
- Schramm, A., & **Mensink, M. C.** (2015, 2015). *Differential processing of aspectual meanings by higher and lower-skilled readers during narrative comprehension.* Poster presented at the annual meeting of the Society for Text & Discourse, Minneapolis, MN.
- Mensink, M. C.,** Achtemeier, J.¹, & Lysne, P.¹ (2014, August). *An exploration of electrodermal activity during comprehension of a seductive scientific text.* Poster presented at the annual meeting of the Society for Text & Discourse, Chicago, IL.
- Dodge, L.¹, & **Mensink, M. C.** (2013, November). *Music and memory: Effects of listening to music while studying in college students.* Poster presented at the annual National McNair Research Conference and Graduate Fair, Lake Geneva, WI.
- Mensink, M. C.,** Hinze, S. R., Lewis, M. R., & Weishaar, K.¹ (2012, November). *The risks and benefits of test-enhanced learning from scientific seductive texts.* Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Mensink, M. C.,** Weishaar, K.¹, & Rapp, D. N. (2012, May). *Testing the seductive details effect.* Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Mensink, M. C.,** Hinze, S. R., Lewis, M. R., & Weishaar, K.¹ (2012, March). *Testing seduction: The risks and benefits of test-enhanced learning from scientific seductive texts.* Poster presented at the annual Center for the Interdisciplinary Study of Language and Literacy Poster Session, Northern Illinois University, DeKalb, IL.
- Lewis, M. R., & **Mensink, M. C.** (2009, July). *Effects of targeted questions and reading perspectives on standards of coherence and importance judgments.* Poster presented at the annual meeting of the Society for Text & Discourse, Rotterdam, Netherlands.
- Mensink, M. C.,** Kendeou, P., & Rapp, D. N. (2009, June). *The on-line and off-line consequences of introductions on readers' processing of scientific explanations.* Poster presented at the annual Institute of Education Sciences research conference, Washington, D.C.
- Lewis, M. R., & **Mensink, M. C.** (2009, June). *Effects of targeted questions and reading perspectives on standards of coherence, eye-movements, and memory.* Poster presented at the annual Institute of Education Sciences research conference, Washington, D.C.
- Mensink, M. C.,** Kendeou, P., & Rapp, D. N. (2008, June). *The consequences of narrative and expository introductions on learning from scientific explanations.* Poster presented at the annual Institute of Education Sciences research conference, Washington, D.C.
- Mensink, M. C.,** Rapp, D. N., Kendeou, P., & Lea, R. B. (2007, November). *Before we begin: The consequences of introductions on processing of explanations.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Peshkam, A., Putnam, A.¹, **Mensink, M. C.,** & Rapp, D. N. (2007, July). *The effects of pre-reading instructions on readers' encoding of irrelevant text.* Poster presented at the annual meeting of the Society for Text & Discourse, Glasgow, Scotland.

Invited Talks

- Mensink, M. C.** (2015, February). *Educational neuromyths: Separating fact from fiction in teaching and learning*. Invited keynote address presented to the Teaching of Psychology in Secondary Schools meeting, University of Wisconsin-Stout, Menomonie, WI.
- Mensink, M. C. & Weaver, C.** (2014, August). *How people learn: Applying psychological science to learning*. Invited talk presented to the Nakatani Teaching laboratory, University of Wisconsin-Stout, Menomonie, WI.
- Mensink, M. C.** (2014, May). *When the light ignites*. Invited talk presented to the Nakatani Teaching and Learning Center MayDay Teaching Conference, University of Wisconsin-Stout, Menomonie, WI.
- Mensink, M. C.** (2012, November). *Irresistibly alluring: The effects of seductive details on memory products and reading processes for scientific texts*. Invited talk presented to the C-NERVE laboratory, University of Wisconsin-Stout, Menomonie, WI.
- Mensink, M. C.** (2011, September). *Space chimps & lightning bolts: Seeking (ir)relevance in scientific texts*. Invited talk presented at the University of Illinois - Chicago, Chicago, IL.
- Mensink, M. C.** (2011, January). *Tornadoes, tuberculosis, and monkeys in space: (Ir)Relevance in scientific text comprehension*. Invited talk presented at the Center for Cognitive Science Spring Colloquia, University of Minnesota, Minneapolis, MN.
- Mensink, M. C.** (2010, October). *Relevance, seduction, and learning: Resisting the seductive details effect*. Invited talk presented at the annual Center for Cognitive Science Fall Institute, University of Minnesota, Minneapolis, MN.
- Mensink, M. C.** (2008, April). *Avoiding irrelevance: Mitigating the seductive details effect*. Invited lecture to Psychology of Language course at Macalester College, St. Paul, MN.
- Mensink, M. C.** (2007, April). *Seductive details: Entertaining teaching or seduction of the innocent?* Invited lecture to Psychology Club, St. Olaf College, Northfield, MN.

Grants

- | | |
|-----------|--|
| 2015-2017 | Information literacy framework learning assessments. Co-investigator for <i>Institute of Museum and Library Sciences Sparks! Ignition Grants for Libraries</i> (\$24,457, PI: A. Vogel). |
| 2014-2016 | Using PLC to increase teacher effectiveness and the academic achievement for all students. Co-Investigator for <i>Wisconsin State Personnel Development Grant</i> (\$30,000; PI: L. Bergstrand Othman). |
| 2014-2015 | Developing assessments of research skills using the research skill development (RSD) framework. Co-investigator for <i>College of Education, Health and Human Sciences Collaborative Thematic Research Proposal</i> (\$5,279; PI: S. Wood). |
| 2014 | Undergraduate research assistant travel funding for the annual meeting of the Society of Text & Discourse. Principal investigator for <i>College of Education, Health, and Human Sciences Funding for Student Dissemination of Research</i> . (\$1200; URAs: J. Achtemeier; P. Lysne). |
| 2013-2014 | Equipment for an Educational Psychology research laboratory. Principal Investigator for <i>New Faculty Start-Up Fund</i> grant, University of Wisconsin-Stout (\$2836). |
| 2011-2014 | Eye trackers for behavioral science at Macalester and Augsburg Colleges. Technology Consultant and Grant Evaluator, National Science Foundation (\$125,554; PI: R. Brooke Lea) |

University Service

University of Wisconsin-Stout: Department

2014-2015	Co-chair, Governing Council, Department of Teaching, Learning, & Leadership
2013-2014	Governing Council, Department of Teaching, Learning, & Leadership
2013-2014	Search & Screen Committee, Art Education, Department of Teaching, Learning, & Leadership
2013-2014	Curriculum Revision of EDUC 303/503: Educational Psychology
2013-2014	Online Course Redesign of EDUC 303/503: Educational Psychology Online
2013	Curriculum Revision Consultant, EDUC 210: Impacts of Technology on Learning
2013	Assessment & Psychometrics Consultant, Early Childhood Education
2012	Curriculum Revision Consultant, EDUC 303/503: Educational Psychology

University of Wisconsin-Stout: School, College, & University

2015-	Faculty At-large, Equal Opportunities in Education Committee
2014-	Foundations Faculty Representative, EdTPA Implementation Task Force
2014-	Governing Council, School of Education
2014	Reviewer, University of Wisconsin-Stout Journal of Student Research
2014	Panel Speaker, Ask the Experts, Graduate School
2014	Panel Speaker, MayDay Teaching Institute, Nakatani Teaching and Learning Center
2013-	School of Education Council, Foundations DAWG Faculty Representative
2013-	B.S. Program in Psychology Advisory Committee, Department of Psychology
2012-	Affiliate Faculty, University of Wisconsin-Stout C-NERVE Laboratory

University of Minnesota

2011-	Affiliate Faculty, Language & Memory Research Group, Center for Cognitive Science
2008-2011	Chair, Center for Cognitive Science Colloquium Committee
2009-2010	Psychological Foundations Student Representative, Department of Educational Psychology
2009-2010	Coordinator, Text & Discourse Laboratory
2008-2009	Chair, Educational Psychology Graduate Student Advisory Committee
2008-2009	Student Representative, Center for Cognitive Science Executive Council
2006-2007	Coordinator, Text & Discourse Laboratory

Augsburg College

2012-2014	Technology Consultant and Grant Evaluator, Eye Tracking Laboratory
-----------	--

Macalester College

2012-2014	Technology Consultant and Grant Evaluator, Eye Tracking Laboratory
2009, 2012	Discussant, Graduate School Panel
2004-2006	Volunteer, Kids Judge Neuroscience
2002-2006	Animal Facility Manager and Laboratory Instructor

St. Olaf College

2011-2013	Mentor, Undergraduate Career Network
2000-2002	Psychophysiology Laboratory Manager

Professional Development

University of Wisconsin Stout

2013-2014	Foundations Faculty, Educative Teacher Performance Assessment Training, School of Education
2013-2014	First Year Faculty Program, Nakatani Teaching and Learning Center
2014	Heart and Soul of Teaching Workshop, Nakatani Teaching and Learning Center
2013	New Instructor Workshop, Nakatani Teaching and Learning Center
2013	Institute of Higher Education (IHE) Summer Institute, Green Bay, WI
2012	New Instructor Workshop, Nakatani Teaching and Learning Center

Other Courses and Workshops

2014	Mixed-effect Models for Multi-Level Data, Society for Text & Discourse, Chicago, IL
2010	Methods & Paradigms in Discourse Comprehension, Society for Text & Discourse, Chicago, IL
2010	Presenting Data and Information, Dr. Edward Tufte, Minneapolis, MN

Professional Service

Affiliations

American Educational Research Association	Society for Text & Discourse
Association for Psychological Science	University of Minnesota Center for Cognitive Science
Midwest Psychological Association	University of Minnesota Language & Memory Group
Psychonomic Society	University of Wisconsin-Stout C-NERVE

Ad-hoc Journal Reviewer

Discourse Processes	Journal of Educational Psychology
Instructional Science	Journal of Research in Reading

Annual Meetings

2015	Organizing Committee, Annual Meeting of the Society for Text & Discourse; Minneapolis, MN
2015	Submission Chair, Annual Meeting of the Society for Text & Discourse; Minneapolis, MN
2015	Session Chair, Annual Meeting of the Association for Educational Research; Chicago, IL
2014	Organizing Committee & Session Chair, Annual Meeting of the Society for Text & Discourse; Chicago, IL
2012	Session Chair, Annual Meeting of the Association for Educational Research; Vancouver, Canada
2012	Session Chair, Annual meeting of the Society for Text & Discourse; Montreal, Canada

Book Reviewer

2009	Steven D'Agustino (Ed.). <i>Adaptation, resistance and access to instructional technologies: Assessing future trends in education</i> . Hershey, PA; IGI Global
------	---

Conference Reviewer

2015	Annual Meeting of the Society for Text & Discourse; Minneapolis, MN
2014	Annual Meeting of the Society for Text & Discourse; Chicago, IL
2012	Annual Meeting of the Society for Text & Discourse; Montreal, Canada
2008	Annual Meeting of the Society for Text & Discourse; Memphis, TN

Governance

2013	Nominee for the Governing Board of the Society for Text & Discourse
------	---

References

Dr. David N. Rapp

Professor
Departments of Psychology; Learning Sciences
Northwestern University
2120 Campus Drive
Evanston, IL 60208
(847) 467-1871
rapp@northwestern.edu

Dr. R. Brooke Lea

Professor
Department of Psychology, Chair
Macalester College
1600 Grand Avenue
St. Paul, MN 55105
(651) 696-6196
lea@macalester.edu

Dr. Sashank Varma

Associate Professor
Department of Educational Psychology
University of Minnesota
56 East River Road
Minneapolis, MN 55455
(612) 625-6718
sashank@umn.edu

Dr. Joseph P. Magliano

Professor
Department of Psychology
Northern Illinois University
1425 West Lincoln Highway
DeKalb, IL 60115
(815) 753-0805
jmagliano@niu.edu

Dr. Paul van den Broek

Professor
Section Educational Studies
Leiden University
Pieter de la Court gebouw
Wassenaarseweg 52
2333 AK Leiden, The Netherlands
+31 (0)71 527-3391
broekpwwanden@fsw.leidenuniv.nl

Dr. Russell Swinburne Romine

Educational Language Arts Research Team Lead
Center for Educational Testing & Evaluation
The University of Kansas
1122 West Campus Road
Lawrence, Kansas 66045
(785) 864-3537
swin0030@ku.edu