



Curriculum Vitae **Roman Taraban, Ph.D.**

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Education

Post-doctoral training, Department of Psychology, University of Massachusetts at Amherst, 1988-1989

Carnegie Mellon University
Department of Psychology
Major: Cognitive Psychology
Degree: Ph.D., August, 1988

University of Chicago
Major: Educational Psychology
Degree: MA, August, 1981

University of Nevada, Las Vegas
Major: Elementary Education
Degree: BS, August, 1978

University of Illinois at Urbana-Champaign
Majors: English, Philosophy
Degrees: BA, 1975 (English, *cum laude*) 1976 (Philosophy)

Professional Appointments

Professor in Experimental Psychology, 2007 – present
Adjunct Professor, Department of Speech, Language and Hearing Sciences, 2013-2015
Associate Chair, Department of Psychological Sciences, 2006 – 2017

Graduate Faculty membership, 1989 – present
Associate Professor in Experimental Psychology, 1995 – 2007
Assistant Professor in Experimental Psychology, 1989 – 1995
Instructor, Truckee Meadows Community College, Reno, Nevada, 1982-1983
Teacher, Clark County School District, Las Vegas, Nevada, 1978 – 1981

Professional Service

2017 – present Member of Editorial Board of *East European Journal of Psycholinguistics*

2014 – present Consultant and contributor to national academic blog titled Improve With Metacognition
<http://www.improvewithmetacognition.com/>

2011 – 2019 External Evaluator for Indian Institute of Technology at Kharagpur dissertations

2008 – 2014 Associate Editor for the Journal of Educational Psychology

2008 – 2010 Chair of Texas Tech Teaching Academy Executive Council

2006 – 2010 Member of Texas Tech Teaching Academy Executive Council

2006 – 2007 President of the Society for Computers in Psychology (SCiP)

2003 – 2006 Member of the Society for Computers in Psychology (SCiP) Steering Committee

2002 - 2013 Assessment Coordinator for the Texas Tech University Howard Hughes Medical Institute (TTU/HHMI) Biological Sciences Education Program

1996 - 2002 Editorial Board for the National Association for Developmental Education, *NADE Monograph*

Honors and Awards

2019 Chancellor's Council Distinguished Teaching Award

2018 Recipient of Texas Tech University Office of the Chief Information Officer
Excellence in IT Innovation – CISER Emerging Research Website Project

2018-2021 Recipient of Texas Tech *President's Excellence in Teaching Professorship*

2018 Recipient of Texas Tech *Center for the Integration of STEM Education and Research (CISER) Light Year Award*

2017 Recipient of *College of Arts & Sciences Teaching Innovation Award*

2016 Recipient *President's Academic Achievement Award*

2015 Psychonomic Society Fellow

2014 Named *2014 Integrated Scholar* by Texas Tech Office of the Provost

2013 Recipient *President's Excellence in Teaching Award*

2011 *Returning Faculty Research Award* (associated with Fulbright-Nehru award)

2010 *Fulbright-Nehru Research Scholar*

2004 *Best Paper Award*, American Society of Engineering Education – Gulf and Southwest Region Annual Conference

2003 Inducted into the Texas Tech University Teaching Academy

Recipient of the *NADE Outstanding Research Project Award*, National Association for

Developmental Education

Publications

Books

Taraban, R., & Blanton, R. L. (Eds.). (2008). *Creating effective undergraduate research programs in science: The transformation from student to scientist*. New York: Teachers College Press.

Nakamura, G. V., Taraban, R., & Medin, D. (Eds.). (1993). *The psychology of learning and motivation (Vol. 29): Categorization by humans and machines*. San Diego, CA: Academic Press.

Peer-Reviewed Publications

1. Khatib, S., Taraban, R., Lawson, W. (under review). Changes in student confidence, strategies, and reflection in a FE review course in chemical engineering. *Proceedings of the American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference*, Albuquerque, NM.
2. Taraban, R. (under review). The nature of neural computation in humans and machines. *Science and Engineering Ethics*.
3. Taraban, R., Craig, C. M., Gunturu, S. M., Anderson, E. E. (under review). Machine analysis of differences in statics problem-solving concepts based on skill level. *Proceedings of the American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference*, Albuquerque, NM.
4. Taraban, R., Marcy, W. M., LaCour, M. S., Prasad S. H. C., Zasiakin, S. (under review). Using the web to develop global ethical engineering students. *Advances in Engineering Education*.
5. Taraban, R., Abusal, K. (2019). Analyzing topic differences, writing quality, and rhetorical context in college students' essays using Linguistic Inquiry and Word Count (LIWC). *East European Journal of Psycholinguistics*, 6(2).
6. Taraban, R., Pittman, J., Nalabandian, T., Yang, W. F. Z., Marcy, W. M., & Gunturu, S. M. (2019). Creating and testing specialized dictionaries for text analysis. *East European Journal of Psycholinguistics*, 6(1), 65-75.
7. Campbell, R. C., Kim, J-H., Nguyen, N., Taraban, R., Reible, D. D., & Na, C. (2019). Exploring ways to develop reflective engineers: Toward phronesis-centered engineering education. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference*, Tampa, FL.
8. Taraban, R., Marcy, W. M., Koduru, L., Schumacher, J., & Iserman, M. (2019). Using machine tools to analyze changes in students' ethical thinking. *Proceedings of the*

- American Society of Engineering Education (ASEE) Annual Conference, Tampa, FL.*
9. Taraban, R., Schumacher, J., Dulli, H., Lamp, D., & Anderson, E. E. (2019). Assessing problem-solving strategy use by engineering undergraduates. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference, Tampa, FL.*
 10. Mcgallian, J., Taraban, R., Marcy, W. M. (2019). Teaching engineering ethics using interactive computer scenarios. *Proceedings of the American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference, Tyler, TX.*
 11. Campbell, R. C., Reible, D. D., Taraban, R., & Kim, J-H. (2018). Fostering reflective engineers: Outcomes of an arts- and humanities-infused graduate course. *Proceedings of the VIII World Engineering Education Forum, Albuquerque, NM.*
 12. Taraban, R., Koduru, L., LaCour, M., & Marshall, P. (2018). Finding a common ground in human and machine-based text processing. *East European Journal of Psycholinguistics, 5(1).*
 13. Taraban, R., Ceja, M., Suarez, J., Ernst, D., & Anderson, E. (2018). Building an Engineering Technology workforce. *Journal of Engineering Technology, 35(1), 30-38.*
 14. Taraban, R., Marcy, W. M. (2018a). Using technology to develop ethical choice in engineering students. *Proceedings of the American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference, Austin, TX.*
 15. Taraban, R., Marcy, W. M. (2018b). Tools to assist with collection and analysis of ethical reflections of engineering students. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference, Salt Lake City, UT.*
 16. Taraban, R., Marcy, W. M., LaCour, M. S., Pashley, D., & Keim, K. (2018). Do engineering students learn ethics from an ethics course? *Proceedings of the American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference, Austin, TX.*
 17. Taraban, R., & Bandara, A. (2017). Beyond recursion: Critique of Hauser, Chomsky, and Fitch. *East European Journal of Psycholinguistics, 4(2), 58-66.*
 18. Taraban, R., & Marshall, P. H. (2017). Deep learning and competition in psycholinguistic research. *East European Journal of Psycholinguistics, 4(2), 67-74.*
 19. Campbell, R. C., Taraban, R., Kim, J. H., Reible, D., Hoffman, J., & Na, C. (2017). Exploring the effects of a visual thinking strategies workshop on the reflective thinking of undergraduate engineering students. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference, Columbus, OH.*
 20. Taraban, R., Marcy, W. M., LaCour Jr., M. S., & Burgess II, R. A. (2017). Developing machine-assisted analysis of engineering students' ethics course assignments. *Proceedings of the American Society of Engineering Education (ASEE) Annual*

Conference, Columbus, OH.

21. Taraban, R., Reible, D., Mesple, D., Donato, F., Yeter, I., Campbell, R., Kim, J. H., & Hoffman, J. (2017). Using a museum exhibit as a pedagogical tool for developing reflective engineers. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference, Columbus, OH.*
22. Ceja, M., Taraban, R., Suarez, J., Ernst, D., & Anderson, E. (2016). Engineering Technology dropouts: Where are they now? *Proceedings of the 2016 American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference.*
23. Anderson, E. E., & Taraban, R. (2015). Use of conceptual vs. procedural knowledge by engineering students studying entry level mechanics. *Proceedings of the 2015 American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference.*
24. Prasad HC, S., Suar, D., & Taraban, R. (2014). Antecedents and moderators of software professionals' performance. *Sage Open, 4*(1), 2158244014521436.
25. Taraban, R., Suar, D., & Oliver, K. (2013). Information literacy of U.S. and Indian engineering undergraduates. *SpringerPlus, 2*:244. doi:10.1186/2193-1801-2-244
26. Taraban, R. (2012). Time-on-task: A pedagogical measure to assess differences in U.S. and Indian engineering curricula and outcomes. *Proceedings of the 2012 Inaugural International Forum, American Society of Engineering Education, San Antonio, TX.*
27. Taraban, R. (2012). Developing a cross-cultural model of problem solving: Comparing U.S. and Indian engineering undergraduates. *Proceedings of the 2012 Inaugural International Forum, American Society of Engineering Education, San Antonio, TX.*
28. Taraban, R., & Logue, E. (2012). Academic factors that affect undergraduate research experiences. *Journal of Educational Psychology, 104*(2), 499-514.
29. Taraban, R., Craig, C., & Anderson, E. E. (2011). Using paper-and-pencil solutions to assess problem solving skill. *Journal of Engineering Education, 100*(3), 498-519.
30. Taraban, R. (2011). Information fluency growth through engineering curricula: Analysis of students' text-processing skills and beliefs. *Journal of Engineering Education, 100*(2), 397-416.
31. Taraban, R. (2011, June). Forward inferencing is an indicator of problem solving skill in U.S. and Indian engineering undergraduates. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference, Vancouver, B.C., Canada.*
32. Taraban, R. (2011, March). Using forward inferencing as an indicator of problem solving skill in U.S. and Indian engineering undergraduates. *Proceedings of the American Society of Engineering Education – Gulf and Southwest Region (ASEE-GSW) Annual Conference, Houston, TX.*

33. Taraban, R., & Oliver, K. (2011, June). Differences in U.S. and Indian engineering undergraduates' epistemic beliefs and use of comprehension strategies. *Proceedings of the American Society of Engineering Education (ASEE) Annual Conference*, Vancouver, B.C., Canada.
34. Taraban, R., & Oliver, K. (2011, March). Epistemic beliefs and use of comprehension strategies in U.S. and Indian engineering undergraduates. *Proceedings of the American Society of Engineering Education – Gulf and Southwest Region (ASEE-GSW) Annual Conference*, Houston, TX.
35. Anderson, E. E., & Taraban, R. (2010). M-MODEL: An online tool for promoting student problem solving utilizing mental models. *Proceedings of the Annual Conference of the American Society for Engineering Education (ASEE)*, Louisville, KY.
36. Anderson, E. E., Taraban, R., & Hooten, D. (2009). A study of the impact of visuospatial ability, conceptual understanding, and prior knowledge upon student performance in engineering statics courses. *Proceedings of the Annual Conference of the American Society for Engineering Education (ASEE)*, Austin, TX.
37. Taraban, R., Anderson, E. E., Craig, C. (2009). Problem solving in statics involves mental search. *Proceedings of the Annual Conference of the American Society for Engineering Education (ASEE)*, Austin, TX.
38. Taraban, R. (2008). An impoverished machine: Challenges to human learning and instructional technology. *Behavior Research Methods*, 40(3), 639-646.
39. Taraban, R., Anderson, E. E., Craig, C., Fleming, J., DeFinis, A., & Brown, A. (2008). An assessment of problem solving processes in undergraduate statics. *Proceedings of the Annual Conference of the American Society for Engineering Education (ASEE)*, Pittsburgh, PA.
40. Ekwaro-Osire, S., Taraban, R., Orono, P. O., & Craig, C. (2007, October). Using project papers and design journals to track students' cognitive patterns in engineering design. *Proceedings of the 6th American Society for Engineering Education (ASEE) Annual Colloquium on Engineering Education*. Istanbul, Turkey.
41. Pazos, P. L., Beruvides, M. G., Jian, J., Canto, M., Sandoval, A., & Taraban, R. (2007). Structuring group decision making in a web-based environment by using the nominal group technique. *Computers and Industrial Engineering*, 52, 277-295.
42. Taraban, R., Anderson, E. E., Definis, A., Brown, A., Weigold, A., & Sharma, M. P. (2007). First steps in understanding engineering students' growth of conceptual and procedural knowledge in an interactive learning context. *Journal of Engineering Education*, 96 (1), 57-68.
43. Taraban, R., Box, C., Myers, R., Pollard, R., & Bowen, C. (2007). Effects of active-learning experiences on achievement, attitudes, and behaviors in high-school biology.

Journal of Research in Science Teaching, 44(7), 960-979.

44. Taraban, R., Definis, A., Brown, A., Anderson, E. E., & Sharma, M. P. (2007). A paradigm for assessing conceptual and procedural knowledge in engineering students. *Journal of Engineering Education*, 96(4), 335-345.
45. Taraban, R. (2006, June). The growth of text literacy in engineering undergraduates. *Proceedings of the American Society for Engineering Education (ASEE) Annual Conference and Exposition*, Chicago, IL.
46. Anderson, E. E., Taraban, R., & Sharma, M.P. (2005). Implementing and assessing computer-based active learning materials in introductory thermodynamics. *International Journal of Engineering Education*, 21(6), 1168-1176.
47. Taraban, R., Anderson, E. E., Hayes, M. W., & Sharma, M. P. (2005). Developing on-line homework for introductory thermodynamics. *Journal of Engineering Education*, 94(3), 339-342.
48. Taraban, R., Weigold, A., Anderson, E. E., & Sharma, M. P. (2005, June). Students' cognitions when using an instructional CD for introductory thermodynamics. *Proceedings of the American Society for Engineering Education (ASEE) Annual Conference and Exposition*, Portland, OR.
49. Anderson, E. E., Taraban, R., Hayes, M. W., & Sharma, M. P. (2004, June). The impact of course resource utilization upon student performance. *Proceedings of the iCEER (International Conference on Engineering Education and Research)*, Bouzov Castle, Czech Republic.
50. Taraban, R. (2004). Drawing learners' attention to syntactic context aids gender-like category induction. *Journal of Memory and Language*, 51(2), 202-216.
51. Taraban, R., Hayes, M. W., Anderson, E. E., & Sharma, M. P. (2004). Giving students time for the academic resources that work. *Journal of Engineering Education*, 93(3), 205-210.
52. Taraban, R., Kerr, M., & Rynearson, K. (2004). Analytic and pragmatic factors in college students' metacognitive reading strategies. *Journal of Reading Psychology*, 25(2), 67-81.
53. Taraban, R., McKenney, C., Peffley, E., & Applegarth, A. (2004). Live specimens more effective than World Wide Web for learning plant material. *Journal of Natural Resources and Life Sciences Education*, 33, 106-110.
54. Taraban, R., Weigold, A., Anderson, E. E., & Sharma, M. P. (2004, March). Students' cognitions when using an instructional CD for introductory thermodynamics. *Proceedings of the American Society of Engineering Education (ASEE) – Gulf and Southwest Region (ASEE-GSW) Annual Conference*, Lubbock, TX.

55. Sharma, M. P., Anderson, E. E., & Taraban, R. (2003, June). A study of students' perceptions of computer-based instruction in introductory thermodynamics courses. *Proceedings of the American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Nashville, TN.
56. Taraban, R., Anderson, E. E., Sharma, M. P., & Weigold, A. (2003, June). Developing a model of students' navigations in computer modules for introductory thermodynamics. *Proceedings of the American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Nashville, TN.
57. Anderson, E., Sharma, M. P., & Taraban, R. (2002, June). Application of active learning techniques to computer-based instruction of introductory thermodynamics. *Proceedings of the American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Montreal, Canada.
58. Jian-Yin, J., Beruvides, M., & Taraban, R. (2002, October). Towards mental learning of knowledge workers using computer-based puzzles: A preliminary study. *Proceedings of the 23rd Annual American Society for Engineering Management: Engineering Management in the Global Environment* (pp. 145-152), Tampa, FL.
59. Jian-Yin, J., Beruvides, M., & Taraban, R. (2002, March). Metacognition, problem solving, and decision-making: A preliminary study using computer-based puzzles. *Proceedings of the 11th International Conference on Management of Technology (IAMOT)*, Miami, FL.
60. Taraban, R., Anderson, E., Sharma, M. P., & Hayes, M.W. (2002, June). Monitoring students' study behaviors in thermodynamics. *Proceedings of the American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Montreal, Canada.
61. Taraban, R., Rynearson, K., & Stalcup, K. (2001). Time as a variable in learning on the World Wide Web. *Behavior Research Methods, Instruments & Computers*, 33, 217-225.
62. Ahern, T., Dean, D., Taraban, R., & Walton, B. (2000, November). Learning State: An XML based course editor for online instruction. *Proceedings of the WebNet 2000 World Conference on the WWW and Internet*, San Antonio, TX.
63. Taraban, R., & Hayes, M. (2000). Category induction for ordinary facts. *Proceedings of the 22nd Annual Meeting of the Cognitive Science Society* (pp. 936-941). Mahwah, NJ: Lawrence Erlbaum Associates.
64. Taraban, R., Rynearson, K., & Kerr, M. (2000). College students' academic performance and self-reports of comprehension strategy use. *Journal of Reading Psychology*, 21, 283-308.
65. Taraban, R., Rynearson, K., & Satsky-Kerr, M. (2000). Metacognition and freshman academic performance. *Journal of Developmental Education*, 24 (1), 12-14, 16, 18, 20.
66. Taraban, R., & Brothen, T. (1999). Technology that moves learners in the right direction.

- Journal of Developmental Education*, 22 (3), 34.
67. Taraban, R., & Kempe, V. (1999). Gender processing in native and non-native Russian speakers. *Applied Psycholinguistics*, 20, 119-148.
68. Taraban, R., Maki, W., & Rynearson, K. (1999). Measuring study time distributions: Implications for designing computer-based courses. *Behavior Research Methods, Instruments, & Computers*, 31, 263-269.
69. Taraban, R., & Rynearson, K. (1998). Computer-based comprehension research in a content area. *Journal of Developmental Education*, 21 (3), 10-12, 14, 16, 18.
70. Taraban, R. (1997). Using statewide data to assess the effectiveness of developmental reading programs. *Journal of College Reading and Learning*, 27, 119-128.
71. Taraban, R., Becton, S., Shufeldt, M., Stirling, T., Johnson, M., & Childers, K. (1997). Developing underprepared college students' question-answering skills. *Journal of Developmental Education*, 21 (1), 20-22, 24, 26, 28.
72. Taraban, R. (1996). A computer-based paradigm for developmental research. *Journal of Developmental Education*, 20, (1), 12-14, 16, 18, 20.
73. Taraban, R., & Kempe, V. (1996). Processing Effects for Russian gender. *Proceedings of the 18th Annual Meeting of the Cognitive Science Society* (pp. 1231- 1236), Mahwah, NJ: Erlbaum.
74. Taraban, R., & Orengeil, C. (1996). Phantasy Phacts: Creative writing from another perspective. *The Reading Teacher*, 50, 174-175.
75. Taraban, R., & Roark, B. (1996). Competition in learning language-based categories. *Applied Psycholinguistics*, 17, 125-148.
76. Taraban, R., & Taraban, C. B. (1994). A lexical model of learning to read single words aloud. *Proceedings of the Sixteenth Annual Conference of the Cognitive Science Society* (pp. 848-853). Hillsdale, NJ: Lawrence Erlbaum Associates.
77. Taraban, R., & Palacios, J. M. (1992). Exemplar competition: A variation on category learning in the Competition Model. *Proceedings of the Fourteenth Annual Conference of the Cognitive Science Society* (pp. 1140-1145). Hillsdale, NJ: Lawrence Erlbaum Associates.
78. MacWhinney, B., Leinbach, J., Taraban, R., & McDonald, J. (1989). Language learning: Cues or rules? *Journal of Memory and Language*, 28, 255-277.
79. McClelland, J., St. John, M., & Taraban, R. (1989). Sentence comprehension: A parallel distributed processing approach. *Language and Cognitive Processes*, 4, 287-335.
80. Taraban, R., & McClelland, J. (1988). Constituent attachment and thematic role

assignment in sentence processing: Influences of content-based expectations. *Journal of Memory and Language*, 27, 597-632.

81. Taraban, R., & McClelland, J. (1987). Conspiracy effects in word pronunciation. *Journal of Memory and Language*, 26, 608-631.
82. Siegler, R., & Taraban, R. (1986). Conditions of applicability of a strategy choice model. *Cognitive Development*, 1, 31-51.

Book Chapters

83. Taraban, R. (2008). What is undergraduate research and why should we support it? In R. Taraban and R. L. Blanton (Eds.), *Creating effective undergraduate research programs in science: The transformation from student to scientist* (pp. 3-10). New York: Teachers College Press.
84. Taraban, R., Prensky, E., & Bowen, C. W. (2008). Critical factors in the undergraduate research experience. In R. Taraban and R. L. Blanton (Eds.), *Creating effective undergraduate research programs in science: The transformation from student to scientist* (pp. 172-188). New York: Teachers College Press.
85. Taraban, R., & McClelland, J. (2002/1988). Constituent attachment and thematic role assignment in sentence processing: Influences of content-based expectations. In Altmann, G. (Ed.), *Psycholinguistics: Critical concepts, Volume 2*. UK: Routledge. Reprinted from *Journal of Memory and Language*, 27, 597-632.
86. Taraban, R., & Oregil, C. (2000/1996). Phantasy Phacts: Creative writing from another perspective. In Rasinski, T., et al. (Eds.), *Developing reading-writing connections* (pp. 140-142). Newark, NJ: International Reading Association. Reprinted from *The Reading Teacher*, 50, 174-175.
87. Taraban, R. (1993). Introduction: A coupling of disciplines in categorization research. In G. V. Nakamura, R. Taraban, & D. Medin (Eds.), *The psychology of learning and motivation (Vol. 29): Categorization by humans and machines* (pp. 1-12). San Diego, CA: Academic Press.
88. Taraban, R., & Palacios, J. M. (1993). Exemplar models and weighted cue models in category learning. In G. V. Nakamura, R. Taraban, & D. Medin (Eds.), *The psychology of learning and motivation (Vol. 29): Categorization by humans and machines* (pp. 91-127). San Diego, CA: Academic Press.
89. McClelland, J., St. John, M., & Taraban, R. (1992/1989). Sentence comprehension: A parallel distributed processing approach. In Burkholder, L. (Ed.), *Philosophy and the computer* (pp. 34-56). Boulder, CO: Westview Press. Reprinted from *Language and Cognitive Processes*, 4, 287-335.
90. McClelland, J., St. John, M., & Taraban, R. (1990/1989). Sentence comprehension: A parallel distributed processing approach. In Altmann, G. (Ed.), *Parsing and interpretation*. Hove, England: Lawrence Erlbaum Associates. Reprinted from

Language and Cognitive Processes, 4, 287-335.

91. Taraban, R., & McClelland, J. (1990). Parsing and comprehension: A multiple-constraint view. In D. Balota, G. B. Flores d'Arcais, & K. Rayner (Eds.), *Comprehension processes in reading* (pp. 231-263). Hillsdale, NJ: Lawrence Erlbaum Associates.
92. Taraban, R., McDonald, J., & MacWhinney, B. (1989). Category learning in a connectionist model: Learning to decline the German definite article. In R. Corrigan, F. Eckman, & M. Noonan (Eds.), *Linguistic categorization* (pp. 163-193). Philadelphia: Benjamins.

Entries, Abstracts, Book Reviews, Blogs, Etc.

93. Taraban, R. (2019, November). The Metacognitive Reading Strategies Questionnaire (MRSQ): Cross-cultural comparisons. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
94. Taraban, R. (2019, February). How metacognition helps develop a new skill. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
95. Taraban, R. (2018, July). Metacognitions about a robot. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
96. Taraban, R. (2018, April). Practicing metacognition on a chatbot. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
97. Pashley, D., & Taraban, R. (2018, March). What we can learn from engineering students' descriptions of ethical engineers. Poster presented at the Texas Tech University 10th Annual Undergraduate Research Conference. Lubbock, TX.
98. Keim, K., & Taraban, R. (2018, March). Engineering undergraduates' categorical thinking about ethics. Oral presentation at the Texas Tech University 10th Annual Undergraduate Research Conference. Lubbock, TX.
99. Taraban, R. (2017, July). Hate, white supremacy, PTSD, and metacognition. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
100. Taraban, R. (2017, March). Does a machine have metacognition? In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
101. Taraban, R. (2016, December). Bringing a small gift – The metacognitive experience. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.

102. Taraban, R. (2016, September). A whole new engineer – A whole new challenge. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
103. Taraban, R. (2016, June). Don't "Just Do It" – Think first. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
104. Schumacher, J. R., Akers, E., & Taraban, R. (2016, March). Unskilled and unaware: A Metacognitive bias. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
105. Kiser, M., Taraban, R., & Paniukov, D. (2016). Part-whole study improves memory for science information. Texas Success Initiative PD: TX DEPCO <http://depco.wp.txstate.edu/>
106. Taraban, R. (2015, December). Metacognition in STEM: A developmental path. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
107. Taraban, R., Paniukov, D., Schumacher, J., Kiser, M. (2015, October). Metacognitive judgments of knowing. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
108. Schumacher, J., & Taraban, R. (2015, June). To test or not to test: That is the metacognitive question. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
109. Taraban, R. (2014, December). Minding the feedback gap. In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
110. Taraban, R., Paniukov, D., Kiser, M. (2014, September). What metacognitive skills do developmental readers need? In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
111. Taraban, R. (2014, June). Are college students picky about using metacognitive reading strategies? In L. Scharff, A. Richmond, & J. Draeger (Eds.), *Improve With Metacognition*. Online www.improvewithmetacognition.com.
112. Becker, K., Bradatan, C., Patterson, D., San Francisco, M., Taraban, R., Zvonkovic, A. (2010). From barriers to bridges: Turning great science into effective policy. National Science Foundation, Social, Behavioral and Economic Sciences Directorate, White paper on "Grand Challenges." http://www.nsf.gov/sbe/sbe_2020/all.cfm

113. Taraban, R., Bennett, B., & Zeng, X. (2010, August). Analyzing discourse functions in student research reports to assess gains due to research experiences. [Abstract] *Proceedings of the 32nd Annual Meeting of the Cognitive Science Society*.
114. Taraban, R. (2007). First steps in understanding engineering students' growth of conceptual and procedural knowledge in an interactive learning context (Summary). *Annals of Research in Engineering Education (AREE)* (a comprehensive web portal featuring education research that is relevant to engineering education), Vol. 3, No. 1. (<http://www.areeonline.org>).
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118. Taraban, R., McKenney, C., & Peffley, E. College students prefer live plant instruction. *Science in Action*. See www.scienceinaction.org.
119. Taraban, R. (2003). Understanding science texts requires coherent cognitive representations [Review of the book *The psychology of science text comprehension*]. *Applied Cognitive Psychology*, 17(7), 879-880. Available online at www.interscience.wiley.com DOI: 10.1002/acp.967.
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121. Applegarth, A., McGann, L., Peffley, E., Taraban, R., McKenney, C., & Durham, R. (1998). Web-Based Learning: A Plant Science Lab Case Study. *Proceedings of Visions of the Future: Distance Learning for the 21st Century*, Lubbock, TX.
122. Stalcup, K., & Taraban, R. (1998). Assessing teaching and learning in Web-based instruction. *Proceedings of Visions of the Future: Distance Learning for the 21st Century*, Lubbock, TX.

123. Taraban, R. (1998). After the cognitive revolution [Review of the book *The Future of the Cognitive Revolution*]. *Contemporary Psychology*, 43, 680-682.
124. Taraban, R. (1998). Computation in pursuit of intelligence [Review of the book *Artificial Intelligence*]. *Contemporary Psychology*, 43, 130-131.
125. Wang, N., & Taraban, R. (1998). Do learning strategies affect adults' transfer of learning? *Resources in Education*, ERIC.
126. Taraban, R., Potts, C., & Carrera, S. (1997). Establishing a Psi Chi scholarship for undergraduate research. *Eye on Psi Chi*, 1 (2), 12-13. Publication of the National Psi Chi Office.
127. Taraban, R., Johnson, M., & Schufelt, M. (1995). Reading comprehension development: Increasing processing capacity versus increasing knowledge. *Resources in Education*, ED 384 024, 1-9.
128. Taraban, R., & Nakamura, G. V. (1993). Preface. In G. V. Nakamura, R. Taraban, D. Medin (Eds.), *The psychology of learning and motivation (Vol. 29): Categorization by humans and machines* (pp. xv - xvii). San Diego, CA: Academic Press.
129. Taraban, R. (1991). Thematic role assignment: When syntax alone won't help. Technical Report. Austin, TX: University of Texas at Austin, Center for Cognitive Science.
130. Taraban, R., & McClelland, J. (1988). Thematic roles in on-line sentence processing. In A. Miller & J. Powers (Eds.), *Proceedings of the Fourth Eastern States Conference on Linguistics* (pp. 282-295). Columbus, OH.
131. Taraban, R., & MacWhinney, B. (1985). Schema-based problem solving labs. *Proceedings of the 1985 Academic Information Systems University AEP Conference* (pp. 407-412). Milford, CT.

Program Chair for Professional Meetings

1. Program Co-Chair for *Symposium Honoring the Impact of Brian MacWhinney and Language Research*. A conference at Carnegie Mellon University, June, 2019.
2. Program Chair for *On Being An Engineer*. A conference at Texas Tech University, February, 2008.
3. Program Chair for *To Think and Act Like a Scientist*, a conference funded by the TTU/HHMI Biological Sciences Education Program. Texas Tech University, February, 2006.

4. Program Chair for the Society for Computers in Psychology (SCiP) Annual Conference, in Minneapolis, MN, November, 2004.
5. Program Chair for the Society for Computers in Psychology (SCiP) Annual Conference, in Vancouver, B.C., Canada, November, 2003.

Paper and Poster Presentations at Professional Meetings

1. Taraban, R., Saraff, S., Biswal, RK, Marcy, W. (2019, December). U.S. and Indian voices: Explorations using ethical engineering case studies. Paper accepted for the 29th Annual Convention of National Academy of Psychology (NAOP), India & International Conference, Pondicherry, India.
2. Taraban, R. (2019, June). Naïve Bayes, cue reliability, and the competition model. *CHILDES, Talkbank, Competition, Emergentism: Symposium Honoring the Impact of Brian MacWhinney on Language Research*. Pittsburgh, PA.
3. Campbell, R. C., Kim, J-H., Nguyen, N., Taraban, R., Reible, D. D., & Na, C. (2019, June). Exploring ways to develop reflective engineers: Toward phronesis-centered engineering education. Paper presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Tampa, FL.
4. Taraban, R., Marcy, W. M., Koduru, L., Schumacher, J., & Iserman, M. (2019). Using machine tools to analyze changes in students' ethical thinking. Poster presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Tampa, FL.
5. Taraban, R., Schumacher, J., Dulli, H., Lamp, D., & Anderson, E. E. (2019, June). Assessing problem-solving strategy use by engineering undergraduates. Paper presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Tampa, FL.
6. Pittman, J., Taraban, R., & Jennings, E. (2019, April). Noting the effectiveness of notetaking: Testing immediate and delayed recall. Poster presented at 2019 Southwestern Psychological Association (SWPA) Conference. Albuquerque, NM.
7. Mcgallian, J., Taraban, R., Marcy, W. M. (2019, March). Teaching engineering ethics using interactive computer scenarios. Paper presented at the *American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference*, Tyler, TX.
8. Campbell, R. C., Kim, J. H., Reible, D., Taraban, R. (2018, November). Fostering ethical judgment and social equity in engineering education through reflection and the arts. Paper presented at the *VIII World Engineering Education Forum*. Albuquerque, NM.
9. Carrillo, R., & Taraban, R. (2018, November). Learning from whole numbers versus proportions: Is there an advantage for either? Poster presented at the *59th Annual Conference of the Psychonomic Society*. New Orleans, LA.

10. Taraban, R., Koduru, L., LaCour, M., Schumacher, J., Iserman, M., Nalabandian, T., Carrillo, R., Martis, J. A. (2018, November). Using machine tools to analyze students' ethics essays. Paper presented at the 48th Annual Meeting of the Society for Computers in Psychology (SCiP), New Orleans, LA.
11. Taraban, R. (2018, November). Item blocking in linguistic category induction. Poster presented at the 59th Annual Conference of the Psychonomic Society. New Orleans, LA.
12. Ning, W., Davis, F., & Taraban, R. (2018, August). Smartphone addiction and cognitive performance of college students. Paper presented at the Twenty-fourth Americas Conference on Information Systems, New Orleans, LA.
13. Taraban, R., & Marcy, W. M. (2018, June). Globalizing an ethics curriculum. Poster presented at the *American Society of Engineering Education (ASEE) International Forum*, Salt Lake City, UT.
14. Taraban, R., Marcy, W. M. (2018, June). Tools to assist with collection and analysis of ethical reflections of engineering students. Poster presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Salt Lake City, UT.
15. Taraban, R., & Koduru, L. (2018, May). Finding a common language across three domains: Psychology, neuroscience, and AI. Paper presented at the *Brain-Based and Artificial Intelligence Workshop*. Center for the Study of Ethics in the Professions, Chicago, IL.
16. Taraban, R., Marcy, W. M. (2018, April). Using technology to develop ethical choice in engineering students. Paper presented at the *American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference*, Austin, TX.
17. Taraban, R., Marcy, W. M., LaCour, M. S., Pashley, D., & Keim, K. (2018, April). Do engineering students learn ethics from an ethics course? Paper presented at the *American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference*, Austin, TX.
18. Taraban, R. (2017, December). A Global Context for Reflective Practice in Engineering and Technology Ethics. Poster presented at the 27th Annual Conference of the National Academy of Psychology (NAOP). Indian Institute of Technology, Kharagpur, West Bengal, India.
19. Campbell, R. C., Taraban, R., Kim, J. H., Reible, D., Hoffman, J., & Na, C. (2017, June). Exploring the effects of a visual thinking strategies workshop on the reflective thinking of undergraduate engineering students. Paper presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Columbus, OH.
20. Reible, D., Campbell, R., Kim, J. H., Taraban, R., Na, C., & Hoffman, J. (2017, June). Developing reflective engineers with artful methods (DREAM). Paper presented at the *Annual Conference of the Association of Environmental Engineering and Science Professors (AEESP)*.

21. Taraban, R. (2017, June). Framing and machine analysis of reflective writing. Paper presented at 4th *Ukrainian Scientific-Practical Conference on Cognitive-Behavioral Therapy*. Ukrainian Catholic University, Lviv, Ukraine.
22. Taraban, R., Donato, F., Yeter, I., Mesple, D., Reible, D., Campbell, R., Kim, J. H., Taraban, R., Na, C., Morgan, G., & Hoffman, J. (2017, June). Using a museum as an educational tool for developing reflective engineers. Poster presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Columbus, OH.
23. Taraban, R., Marcy, W. M., LaCour, M., & Burgess, R. (2017, June). Developing ethical engineering students using machine-assisted analysis of their ethics course assignments. Paper presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Columbus, OH.
24. Akers, E., Schumacher, J. R., & Taraban, R. (2016). Studying lecture notes increases overconfidence as measured by JOLs and recall scores. Poster presented at the 57th Annual Conference of the Psychonomic Society. Boston, MA.
25. Taraban, R. (2016, May). Support for the transition from student to scientist using research experiences. Paper presented at *Expert Education in Mental Health: International Experience, Ukrainian Prospects Conference*. Ukrainian Catholic University, Lviv, Ukraine.
26. Ceja, M., Taraban, R., Suarez, J., Ernst, D., & Anderson, E. (2016, March). Engineering Technology dropouts: Where are they now? Paper presented at the *2016 American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference*, Fort Worth, TX.
27. Taraban, R. (2015, November). Transition from means-ends to working-forward problem solving. Paper presented at the 56th Annual Conference of the Psychonomic Society. Chicago, IL.
28. Kiser, M., Taraban, R., & Paniukov, D. (2015 - October). Text segmentation aids comprehension and recall in developmental readers. Paper presented at College Academic Support Program (CASP) Conference. Fort Worth, TX.
29. Akers, E., Taraban, R., Paniukov, D., Schumacher, J., Dominguez, S., & Parker, T. (2015, April). When teachers lecture, what do students recall with and without notes? Poster presented at Southwestern Psychological Association (SWPA) Conference. Wichita, KS.
30. Schumacher, J., Taraban, R., & Paniukov, D. (April, 2015). The impact of testing and self-explanation on expository text recall. Poster presented at Southwestern Psychological Association (SWPA) Conference. Wichita, KS.
31. Anderson, E. E., & Taraban, R. (2015, March). Use of conceptual vs. procedural knowledge by engineering students studying entry level mechanics. Paper presented at

the 2015 American Society of Engineering Education – Gulf Southwest (ASEE-GSW) Annual Conference, San Antonio, TX.

32. Paniukov, D., Kiser, M., Taraban, R. (2015, February). Part-whole study improves memory for STEM information. Poster presented at the 11th Annual Advancing Teaching and Learning Conference. Lubbock, TX.
33. Taraban, R. (2014, November). Temporal costs of storing an idea in memory. Paper presented at the 55th Annual Conference of the Psychonomic Society. Long Beach, CA.
34. Jennings, E., & Taraban, R. (2014, May). Note taking benefits college students. Poster presented at Midwestern Psychological Association (MPA) Conference. Chicago, IL.
35. Jennings, E., & Taraban, R. (2014, April). Note taking benefits college students. Paper presented at Southwestern Psychological Association (SWPA) Conference. San Antonio, TX.
36. Paniukov, D., & Taraban, R. (2014, April). Segmentation and testing effects in expository text recall. Paper presented at Southwestern Psychological Association (SWPA) Conference. San Antonio, TX.
37. Schumacher, J., & Taraban, R. (2014, April). Strategy use complements testing effects in expository text recall. Paper presented at Southwestern Psychological Association (SWPA) Conference. San Antonio, TX.
38. Taraban, R. (2014, April). Benefits of undergraduate research experiences: A broken ideology. Poster accepted for Southwestern Psychological Association (SWPA) Conference. San Antonio, TX.
39. Barhorst, E., & Taraban, R. (2013, November). Correlation of dance experience and spatial memory ability. Poster presented at the 54rd Annual Conference of the Psychonomic Society. Toronto, Canada.
40. Taraban, R., & Seegan, P. (2013, November). Transformation of Psychology student to scientist: A broken ideology. Paper presented at the 54rd Annual Conference of the Psychonomic Society. Toronto, Canada.
41. Jennings, E., & Taraban, R. (2013 - October). Benefits of notetaking vs listening. Paper presented at College Academic Support Program (CASP) Conference. Amarillo, TX.
42. Taraban, R., & Jennings, E. (2013 - October). Learning from expository text. Paper presented at College Academic Support Program (CASP) Conference. Amarillo, TX.
43. Jennings, E., & Taraban, R. (2013 - April). Absence of testing effects in text recall: It pays to study. Paper presented at Southwestern Psychological Association (SWPA) Conference. Fort Worth, TX.

44. Taraban, R. (2013 - April). Functional and neural costs of memory. Paper presented at Southwestern Psychological Association (SWPA) Conference. Fort Worth, TX.
45. Jennings, E., & Taraban, R. (2012, November). Absence of a testing effect in immediate and delayed recall. Poster presented at the 53rd Annual Conference of the Psychonomic Society. Minneapolis, MN.
46. Jennings, E., & Taraban, R. (2012 - April). Effects of coherence and multiple tests on expository text recall. Paper presented at Southwestern Psychological Association (SWPA) Conference. Oklahoma City, OK.
47. Taraban, R. (2012, June). Developing a Cross-Cultural Model of Problem Solving: Comparing U.S. and Indian Engineering Undergraduates. Paper presented at the *2012 Inaugural International Forum*, San Antonio, TX.
48. Taraban, R. (2012, June). Time-on-task: A pedagogical measure to assess differences in U.S. and Indian engineering curricula and outcomes. Poster presented at the *2012 Inaugural International Forum*, San Antonio, TX.
49. Taraban, R., Harold, S., & Zeng, X. (2011, November). Measures of quality in research papers. Paper presented at the *41st Annual Meeting of the Society for Computers in Psychology (SCiP)*, Seattle, WA.
50. Taraban, R. (2011, June). Forward inferencing is an indicator of problem solving skill in U.S. and Indian engineering undergraduates. Paper presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Vancouver, B.C., Canada.
51. Taraban, R., & Oliver, K. (2011, June). Differences in U.S. and Indian engineering undergraduates' epistemic beliefs and use of comprehension strategies. Paper presented at the *American Society of Engineering Education (ASEE) Annual Conference*, Vancouver, B.C., Canada.
52. Taraban, R. (2011, March). Using forward inferencing as an indicator of problem solving skill in U.S. and Indian engineering undergraduates. Paper presented at the *American Society of Engineering Education – Gulf and Southwest Region (ASEE-GSW) Annual Conference*, Houston, TX.
53. Taraban, R., & Oliver, K. (2011, March). Epistemic beliefs and use of comprehension strategies by U.S. and Indian engineering undergraduates. Paper presented at the *American Society of Engineering Education – Gulf and Southwest Region (ASEE-GSW) Annual Conference*, Houston, TX.
54. Taraban, R., Bennett, B., & Zeng, X. (2010, August). Analyzing discourse functions in student research reports to assess gains due to research experiences. Poster presented at the *32nd Annual Meeting of the Cognitive Science Society*. Portland, OR.

55. Anderson, E. E., & Taraban, R. (2010). M-MODEL: An online tool for promoting student problem solving utilizing mental models. Paper presented at the *Annual Conference of the American Society for Engineering Education (ASEE)*, Louisville, KY.
56. Anderson, E. E., Taraban, R., & Hooten, D. (2009, June). A study of the impact of visuospatial ability, conceptual understanding, and prior knowledge upon student performance in engineering statics courses. Paper presented at the *Annual Conference of the American Society for Engineering Education (ASEE)*, Austin, TX, June, 2009.
57. Taraban, R., Anderson, E. E., Craig, C. (2009, June). Problem solving in statics involves mental search. Paper presented at the *Annual Conference of the American Society for Engineering Education (ASEE)*, Austin, TX, June, 2009.
58. Taraban, R. (2008, November). Category Invention in Linguistic Category Induction. Paper presented at the 49th Annual Conference of the Psychonomic Society. Chicago, IL.
59. Taraban, R. (2008, November). Time on task: A useful psychometric concept. Paper presented at the 38th Annual Meeting of the Society for Computers in Psychology (SCiP), Chicago, IL.
60. Anderson, E. E., & Taraban, R. (2008, July). Comparison of recent problem solving models. *International Conference on Engineering Education (ICEE)*, Budapest, Hungary.
61. Taraban, R., Anderson, E. E., Craig, C., Fleming, J., DeFinis, A., & Brown, A. (2008, June). An assessment of problem solving processes in undergraduate statics. Paper presented at the *Annual Conference of the American Society for Engineering Education (ASEE)*, Pittsburgh, PA.
62. Taraban, R. (2007, November). An impoverished machine: Challenges to learning and the role of technology. Presidential Address presented at the 37th Annual Meeting of the Society for Computers in Psychology (SCiP), Long Beach, CA.
63. Ekwaro-Osire, S., Taraban, R., Orono, P. O., & Craig, C. (2007, October). Using project papers and design journals to track students' cognitive patterns in engineering design. 6th ASEE Annual Colloquium on Engineering Education. Istanbul, Turkey.
64. Taraban, R., Definis, A., Brown, A., Anderson, E. E., & Sharma, M. P. (2007, June). A paradigm for assessing conceptual and procedural knowledge in engineering students. International Conference on Research in Engineering Education. Honolulu, HI.
65. Taraban, R., Pietan, A., & Myers, R. (2007, April). Analyzing discourse functions in student research reports to assess what students gain through research experiences. National Association of Research in Science Teaching (NARST). New Orleans, LA.
66. Taraban, R., Definis, A., Brown, A., & Weigold, A. (2006, November). Analyses of think-aloud data to describe cognitive outcomes of students' interactions with an

instructional CD. Paper presented at the *36st Annual Meeting of the Society for Computers in Psychology (SCiP)*, Houston, TX.

67. Taraban, R., & Pietan, A. (2006, October). Analyzing discourse functions in student research reports to assess what students gain through research experiences. Poster presented at *ARMADILLO (Association for Research on Memory, Attention, Decision Making, Language, Learning, and Organization)*, Lubbock, TX.
68. Taraban, R. (2006, June). The growth of text literacy in engineering undergraduates. Paper presented at the *Annual Conference of the American Society for Engineering Education (ASEE)*, Chicago, IL.
69. Pietan, A. J., Taraban, R., & Myers, R. (2006, May). Understanding student learning: An evaluation of discourse in scientific learning experiences. Poster presented at the *18th Annual Convention of the Association for Psychological Science*, New York, NY.
70. Taraban, R., Pietan, A., & Myers, R. (2006, February). Discourse functions in student research reports: What can we say about what students know and learn through research experiences. Paper presented at *To Think and Act Like a Scientist*, a conference at Texas Tech University, Lubbock, TX.
71. Taraban, R., Pietan, A., & Myers, R. (2005, October). Discourse analysis of undergraduate research papers in the life sciences. Paper presented at the *Conference of the Linguistic Association of the Southwest (LASSO)*, Lubbock, TX.
72. Taraban, R., & Collins, E. (2004, October). Kinder Krach: An analysis of German syntax using the CHILDES database. Paper presented at *ARMADILLO (Association for Research on Memory, Attention, Decision-Making, Language, Learning, and Organization)*, Arlington, TX.
73. Anderson, E. E., Taraban, R., Hayes, M. W., & Sharma, M. P. (2004, June). The impact of course resource utilization upon student performance. Paper presented at *iCEER (International Conference on Engineering Education and Research)*, Bouzov Castle, Czech Republic.
74. Taraban, R., Weigold, A., Anderson, E. E., & Sharma, M. P. (2004, March). Students' cognitions when using an instructional CD for introductory thermodynamics. Paper presented at the *American Society of Engineering Education – Gulf and Southwest Region (ASEE-GSW) Annual Conference*, Lubbock, TX.
75. Taraban, R., Anderson, E. E., Hayes, M. W., & Sharma, M. P. (2004, April). Incorporating online homework into introductory thermodynamics: Implementation and assessment. Paper presented at the *American Society of Engineering Education – Rocky Mountain Region (ASEE-RM) Annual Conference*, Laramie, WY.

76. Anderson, E. E., Sharma, M. P., & Taraban, R. (2003, July). Student usage of supplemental study materials. Paper presented at the *Annual Conference of the International Conference on Engineering Education (ICEE)*, Valencia, Spain.
77. Sharma, M. P., Anderson, E. E., & Taraban, R. (2003, June). A study of students' perceptions of computer-based instruction in introductory thermodynamics courses. Paper presented at the *American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Nashville, TN.
78. Taraban, R. (2003, November). The role of exemplar frequency in linguistic category induction. Paper presented at the *44th Annual Meeting of the Psychonomic Society*, Vancouver, BC, Canada.
79. Taraban, R., Anderson, E. E., Sharma, M. P., & Weigold, A. (2003, June). Developing a model of students' navigations in computer modules for introductory thermodynamics. Paper presented at the *American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Nashville, TN.
80. Taraban, R., Hayes, M., Anderson, E. E., & Sharma, M. P. (2003, June). Academic time and students' study strategies in introductory thermodynamics. Paper presented at the *American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Nashville, TN.
81. Teolis, I., Peffley, E. B., Taraban, R., Wester, D. B., & McKenney, C. (2003, October). Comparing the effectiveness of independent learning, traditional learning, and independent web-based learning when receiving text-based versus object-based material. Paper presented at the *American Society for Horticultural Science (ASHS) Annual Conference*, Rhode Island.
82. Anderson, E., Sharma, M. P., & Taraban, R. (2002, June). Application of active learning techniques to computer-based instruction of introductory thermodynamics. Poster presented at the *American Society for Engineering Education (ASEE) Annual Conference & Exposition*, Montreal, Canada.
83. Taraban, R., Anderson, E., Sharma, M. P., & Hayes, M.W. (2002, June). Monitoring students' study behaviors in thermodynamics. Poster presented at the *American Society for Engineering Education (ASEE) Annual Conference & Exposition*. Montreal, Canada.
84. Jian-Yin, J., Beruvides, M., & Taraban, R. (2002, October). Towards mental learning of knowledge workers using computer-based puzzles: A preliminary study. Paper presented at the *23rd Annual Conference of the American Society for Engineering Management*, Tampa, FL.
85. Jian-Yin, J., Beruvides, M., & Taraban, R. (2002, March). Metacognition, problem solving, and decision-making: A preliminary study using computer-based puzzles. Paper presented at the *11th International Conference on Management of Technology*

(IAMOT), Miami, FL.

86. Taraban, R., & Hayes, M. (2002, October). Category induction from knowledge of facts. Paper presented at *ARMADILLO* (Association for Research on Memory, Attention, Decision-Making, Language, Learning, and Organization), San Antonio, TX.
87. Marshall, P., Taraban, R., & Stalcup, K.A. (2001, July). A case study of computer-based learning in a freshman seminar course, Poster presented at the *14th International Conference of the First-Year Experience*, Honolulu, Hawaii.
88. Peffley, E. B., McKenney, C. B., Taraban, R., & Teolis, G. (2001, January). A comparison of the performance of students learning plant materials via the World Wide Web and traditional instruction. Paper presented at the *Southern Region American Society for Horticultural Science*, Fort Worth, TX.
89. Taraban, R. (2001, November). The decline of the 45-hour academic work week in college. Paper presented at the *31st Annual Meeting of the Society for Computers in Psychology (SCiP)*, Orlando, FL.
90. Taraban, R. (2001, November). The induction of implicit categories in an artificial language. Paper presented at the *42nd Annual Meeting of the Psychonomic Society*, Orlando, FL.
91. Ahern, T., Dean, D., Taraban, R., & Walton, B. (2000, November). Learning state: An XML based course editor for online instruction. Paper presented at the *WebNet World Conference on the WWW and Internet*, San Antonio, TX.
92. Taraban, R. (2000, October). Learning theory with applications to instruction. Paper presented at the *Annual Conference of the College Academic Support Programs (CASP)*, San Antonio, TX.
93. Taraban, R. (2000, November). Time as a variable in learning. Paper presented at the *30th Annual Meeting of the Society for Computers in Psychology (SCiP)*, New Orleans, LA.
94. Taraban, R., & Hayes, M. (2000, July). Category induction for ordinary facts. Poster presented at the *22nd Annual Meeting of the Cognitive Science Society*, Philadelphia, PA.
95. Rynearson, K. A., & Taraban, R. (1999, May). The effects of decoding, reading words in context, and strategy practice on the development of reading skills. Paper presented at the *Annual Meeting of the International Reading Association*, San Diego, CA.
96. Rynearson, K., & Taraban, R. (1999, February). Comprehension strategies among undergraduates. Paper presented at the *Southwest Regional Meeting of the International Reading Association*, Oklahoma City, OK.

97. Maki, W., Taraban, R., & Ryneerson, K. (1998, November). Implications of study time distributions for design of computer-based courses. Paper presented at the *28th Annual Meeting of the Society for Computers in Psychology (SCiP)*, Dallas, TX.
98. Applegarth, A., McGann, L., Peffley, E., Taraban, R., McKenney, C., & Durham, R. (1997, March). Web-based learning: A plant science lab case study. Paper presented at *Visions of the Future: Distance Learning for the 21st Century*, Lubbock, TX.
99. Stalcup, K., & Taraban, R. (1997, March). Assessing teaching and learning in web-based instruction. Paper presented at *Visions of the Future: Distance Learning for the 21st Century*, Lubbock, TX.
100. Taraban, R. (1997, October). Computer-based teaching of comprehension strategies in a content area. Paper presented at the *Annual Conference of College Academic Support Programs (CASP)*, S. Padre Island, TX.
101. Taraban, R., & Kempe, V. (1996, July). Gender processing effects in Russian. Paper presented at the *Eighteenth Annual Conference of the Cognitive Science Society*, San Diego, CA.
102. Ryneerson, K., Taraban, R., Fireman, G., & Nes, S. (1996, November). Word neighbor effects in readers with dyslexia. Paper presented at the *47th Annual Conference of the Orton Dyslexia Society*, Boston, MA.
103. Taraban, R., Ryneerson, K., & Stirling, T. (1996, October). Instruction with a research interface. Paper presented at the *29th Annual Conference of the College Reading and Learning Association*, Albuquerque, NM.
104. Taraban, R. (1996, March). Cognitive theory, tutors, and computers in interactive reading instruction. Paper presented at the *Annual Conference of the National Association for Developmental Education (NADE)*, Little Rock, AR.
105. Taraban, R., Johnson, M., & Schufelt, M. (1995, April). Reading comprehension development: Increasing processing capacity versus increasing knowledge. Paper presented at the *Annual Conference of the American Educational Research Association (AERA)*, San Francisco, CA.
106. Taraban, R., Johnson, M., & Schufelt, M. (1994, October). A cognitive approach to developmental reading. Paper presented at the *Annual Conference of the College Academic Support Programs (CASP)*, Lubbock, TX.
107. Taraban, R., & Taraban, C. B. (1994, July). A lexical model of learning to read single words aloud. Poster presented at the *Sixteenth Annual Meeting of the Cognitive Science Society*, Atlanta, GA.

108. Taraban, R., Deneen, N., & Britton, G. (1993, August). The use of analogy in single word pronunciation. Paper presented at the *29th Annual Conference of the Texas Association for the Education of Young Children*, Lubbock, TX.
109. Taraban, R., & Palacios, J. (1992, July). Exemplar competition: A variation on category learning in the Competition Model. Poster presented at the *Fourteenth Annual Meeting of the Cognitive Science Society*, Bloomington, IN.
110. Taraban, R., & Palacios, J. (1991, October). Multiple weighted strategies in categorization. Paper presented at the *Conference on Categorization and Category Learning by Humans & Machines*, Lubbock, TX.
111. Taraban, R. (1991). Thematic role assignment: When syntax alone won't help. Paper presented at the *Conference on Current Issues in Natural Language Processing*, Austin, TX.
112. Taraban, R., McDonald, J., & MacWhinney, B. (1987). Category learning in a connectionist network. Paper presented at the *University of Wisconsin at Milwaukee Conference on Categorization*, Milwaukee, WI.
113. Taraban, R., & McDonald, J. (1987). Learning the German definite article in a connectionist network. Paper presented at the *Conference on the Interaction of Form and Function in Language*, Davis, CA.
114. Taraban, R., & MacWhinney, B. (1985, June). Schema-based problem solving labs. Paper presented at *The IBM Academic Information Systems Conference*, Alexandria, VA.

Invited Presentations

115. Taraban, R. (2018, September). Bridging spelling, sound, and meaning. *Parallel Distributed Processing and the Emergence of an Understanding of Mind: A Symposium in Honor of James L. McClelland*. Princeton, NJ.
116. Taraban, R. (2017, December). How to discover what millennials are thinking. State of the Art Lectures. *27th Annual Conference of the National Academy of Psychology (NAOP)*. Indian Institute of Technology, Kharagpur, West Bengal, India.
117. Taraban, R., & Schumacher, J. (2017, April). Sound design and reliable implementation: Keys to worthwhile and generalizable research. *Society of Clinical Research Associates (SoCRA)*. Texas Tech University Health Sciences Center. Lubbock, TX.
118. Taraban, R. (2017, March). Human and Machine Text Analysis. *Psychology Colloquium*, Lesya Ukrainka East European National University. Lutsk, Ukraine.
119. Taraban, R. (2017, April). Changing minds. *Clinical Psychology Colloquium*, Ukrainian

Catholic University. Lviv, Ukraine.

120. Taraban, R. (2015, April). Some data and theories of language learning. *4th Applied Linguistics and Second Language Acquisition Conference*. Invited presentation, Texas Tech University, Lubbock, TX.
121. Taraban, R. (2010, May). Cross-cultural differences in U.S. and Indian engineering students: A consideration of problem solving, intellectual growth, and use of academic time. Invited presentation, American Center, Kolkata, West Bengal, India.
122. Taraban, R. (2010, March). Cross-cultural differences in U. S. and Indian engineering education. Fulbright Conference, Upaipur, Rajasthan, India.
123. Taraban, R. (2010, March). Time on Task: A Useful Psychometric Construct. Talk presented to the Department of Humanities & Social Sciences, Indian Institute of Technology, Kharagpur, West Bengal, India.
124. Taraban, R. (2010, February). The Growth of Text Literacy in Engineering Undergraduates. Presented at Winter School, *Imaginative Reading, Creative Writing*. Conference at Indian Institute of Technology, Kharagpur, West Bengal, India.
125. Taraban, R. (2007, December). Teaching with an understanding of student brain functions. Presented at the Annual Meeting of the Texas Faculty Development Network. Held at the Texas Tech Teaching Learning and Technology Center, Lubbock, TX.
126. Taraban, R. (2006, April). Text literacy in engineering undergraduates. Presentation to the College of Engineering, University of Wyoming, Laramie, WY.
127. Taraban, R., & Bleckley, K. (2006, January). Cognitive processes: Pathways to learning. Roundtable Discussion hosted by the Texas Tech University Teaching, Learning, and Technology Center, Lubbock, TX.
128. Taraban, R., Weigold, A., Anderson, E. E., & Sharma, M. P. (2005, June). Students' cognitions when using an instructional CD for introductory thermodynamics.
129. Presentation at the *American Society of Engineering Education Annual Conference* in Best Regional Paper competition, Portland, OR.
130. Taraban, R. (2005, January). Four elements of student learning. *Spotlight on the Scholarship of Teaching and Learning* colloquium series hosted by the Texas Tech University Teaching, Learning, and Technology Center, Lubbock, TX.
131. Taraban, R. (2004, October). How research leads to insight: Finding the right question. Presentation to the Texas Tech College of Education, Lubbock, TX.

132. Ahern, T., Dean, D., & Taraban, R. (2001, April). Mentor: Using WWW resources in instruction. Presentation hosted by the Texas Tech University Faculty Internet Group, Lubbock, TX.
133. Taraban, R. (2001, April). Learning and cognition. Colloquium series hosted by the Texas Tech University TEACH Program, Lubbock, TX.
134. Taraban, R. (2000, April). Overview of learning theory: Applications for instructional design. Roundtable Discussion hosted by the Texas Tech University Teaching, Learning, and Technology Center, Lubbock, TX.
135. Taraban, R. (2000, August). Learning theory: Cognitive and neural approaches. Presentation to the Texas Tech University College of Agricultural Sciences and Natural Resources annual retreat, Lubbock, TX.
136. Taraban, R. (2000, September). Metacognition and study skills. Roundtable Discussion for new faculty hosted by the Texas Tech University Teaching, Learning, and Technology Center, Lubbock, TX.
137. Taraban, R. (2000, December). Technology, learning, and research. Presentation to the College of Education at the University of Nevada, Las Vegas, NV.

Workshops

Taraban, R. (with E. E. Anderson). (2005, March). Development and assessment of computer-based active-learning materials for engineering courses. Presented at the *American Society of Engineering Education – Gulf and Southwest Region (ASEE-GSW) Annual Conference*, Corpus Christi, TX.

Research Grants

1. Texas Tech Center for Global Communication. Principal Investigator (with William Marcy and Sukant Misra), *A Global Context for Reflective Thinking in Engineering and Technology Ethics*, 2019-2021, \$33,500.
2. National Science Foundation (NSF IGE), Co-PI (with Dr. Danny Reible, PI, and Co-PIs Ryan Campbell, Jeong-Hee Kim, Chongzheng Na). IGE: *Developing Reflective Engineers through Artful Methods (DREAM)*, 2018-2021. \$456,796.
3. Texas Tech Center for Global Communication. Principal Investigator (with William Marcy and Sukant Misra), *A Global Context for Reflective Thinking in Engineering and Technology Ethics*, 2017-2019, \$83,000.
4. Texas Tech Seed Grant for Interdisciplinary Research (SGIR), Co-Investigator (with Dr. Danny Reible, Dr. Chongzheng Na, Dr. Jeong-Hee Kim, Dr. Gary Morgan, and Dr. Jill Hoffman). *Developing Reflective Engineers with Artful Methods (DREAM)*, 2016-2017,

\$150,000.

5. Howard Hughes Medical Institute (HHMI), Co-Investigator (with Dr. Lou Densmore-Project Director, Dr. Michael San Francisco, and Susan Talkmitt). *Undergraduate Biological Sciences Education Program--HHMI Phase V Extension: Total grant 2010-2012: \$500,000; Program Assessment, \$10,000.*
6. Texas Tech VPR Education Research Grant, Co-Investigator (with Dr. Edward E. Anderson, Dr. David Lamp, Dr. James Surles). *Retaining and Preparing Reflective and Self-Directed Learners in the STEM Disciplines, 2008-2010. \$124,253.*
7. Howard Hughes Medical Institute (HHMI), Co-Investigator (with Dr. Michael San Francisco-Project Director, Dr. Lou Densmore, and Susan Talkmitt). *Undergraduate Biological Sciences Education Program--HHMI Phase V: Total grant 2006-2010: \$1.5 Million; Program Assessment, \$82,629.*
8. Howard Hughes Medical Institute (HHMI), Co-Investigator (with Dr. Richard L. Blanton, Project Director). *Undergraduate Biological Sciences Education Program--HHMI Phase IV. Total grant 2002-2006: \$2.2 Million; Program Assessment, \$144,183.*
9. Texas Tech University. *Howard Hughes Support, 2002-2006. \$73,761.*
10. National Science Foundation (NSF DUE-CCLI), Co-PI (with Dr. Edward Anderson, PI, and Dr. M. P. Sharma, Co-PI). *Refinement of Introductory Engineering Thermodynamics, 2001-2004. \$240,001.*
11. Texas Tech University, *Matching for Refinement of Introductory Engineering Thermodynamics, 2002-2004. \$37,500.*
12. Texas Tech University Multidisciplinary Seed Grant, Co-PI (with Dr. Terence Ahern, PI, and Dr. David Dean, Co-PI). *Improving the Instructional Congruency of Educational Software, 2000-2001. \$12, 107.*
13. Howard Hughes Medical Institute (HHMI), 1999-2003. \$30,000.
14. Community of Learners, Educators, and Researchers (CLEAR). *Training program for tutoring reading – K-5 Level, 1999-2002. \$8900.*
15. Texas Tech University College of Arts & Sciences. *Distance Education in Arts & Sciences, 1997-1998. \$8,000.*
16. Community of Learners, Educators, and Researchers (CLEAR). *Lessons in Leadership Seminar, 1997. \$260.*
17. Texas Tech University Teaching, Learning, and Technology Center. *Distance Education in Arts & Sciences, 1996-1997. \$2,666.*
18. Texas Tech University Teaching, Learning, and Technology Center. *Classroom and*

- Computer Components for Teaching, Tutoring, and Evaluating*, 1996-1997. \$4,250.
19. Texas Tech University Research Enhancement Fund. *Comprehension Development in College Readers*, 1995-1996. \$3,200.
 20. U. S. Army Research Institute (with Dr. Glenn Nakamura, Co-PI). *The Selection, Representation, and Processing of Features in Categorization*, 1991-1992. \$13,690.
 21. Texas Higher Education Coordinating Board. *The Contribution of Prototypes and Exemplars to Category Learning*, 1989-1992. \$31,354.
 22. Texas Tech University Organized Research Fund. *Combinatorial Syntax and Semantics in a Connectionist Network*, 1990-1991. \$2,750.

College and University Service

2017 – present	Member STEM Center for Outreach, Research, & Education (CORE) Research Committee
2012 – present	Faculty Advisor for Center for the Integration of STEM Education and Research (CISER)
2012 – present	Member of Texas Tech Fulbright Committee
2012 – 2013	Member of Texas Tech Computational-Neuroimaging Cluster-Hires Committee
2012 – 2013	Member of Texas Tech Neuroimaging Institute (TTNI) Search Committee
2012 (August)	Member of President's Research Award Committee
2010 – 2011	Member Texas Tech Undergraduate Research Task Force
2006 – 2008	Ad-Hoc Committee for Undergraduate Research Experiences
2006 – 2009	Member of Texas Tech Faculty Incentive Grant Review Panel
2005 – 2008	Member of College of Arts & Sciences Scholarship Committee
2001 (January)	Represented Carnegie Mellon University at the inauguration ceremonies of David J. Schmidly as President of Texas Tech University
2001 – 2002	Member of the Arts and Sciences Research Council (Appointed by Caryl Heintz, Associate Dean in Arts & Sciences)

2001 – 2002	Member of the Course Evaluation Committee (Appointed by Rosslyn Smith, Chair, Distance Learning Executive Committee)
2000 – 2003	Member of the College of Arts & Sciences Curriculum Committee (ASCAP)
2000 (May)	Member of the Industrial Engineering Graduate Programs Review Committee (with James Burns and John Borrelli).
1997 – 2007	Member of the Teaching, Learning, and Technology Center (TLTC) Advisory Committee
1997 - 2002	Member of the Southwestern Bell Foundation Systems Learning Advisory Committee (CLEAR)
1997 - 2000	Chair of the TLTC Facility Use Subcommittee
1997 - 2000	Member of the Distance Learning Technology Committee (Appointed by Provost John Burns in October, 1997)
1997 - 2000	Member of the Arts & Sciences Distance Learning Council
1997 - 1998	Chair of the Institutional Review Board for the Protection of Human Subjects (Appointed by Provost John Burns)
1996 - 1999	Member of the Texas Tech University College of Arts and Sciences Research Council (Appointed by Dr. Thomas McLaughlin)
1994 - 1995	Member of the Educational Psychology Faculty Search Committee in the College of Education
1992 - 1998	Member of the Institutional Review Board for the Protection of Human Subjects (Appointed by Provost Donald Haragan)

Departmental Service

2006 – 2017	Associate Chair, Department of Psychological Sciences
2006 – 2017	Member of the Psychology Executive Committee
2012 – 2014	SONA Experiment Scheduling System Coordinator
2007 – 2008	Member Experimental Search Committee (3 positions)
2006	Chaired Tenure and Promotion Committee

2000 – 2005	Member of the Psychology Graduate Programs Committee
2000	Member of the Comprehensive Performance Evaluation Review Committee
1999 – 2000	Chair of the Applied Cognitive and Social Search Committee
1997 - 2000	Member of the Psychology Undergraduate Curriculum Committee
1997 - 1998	Chair of Undergraduate Curriculum Committee
1997 - 1998	Member of the Applied Cognition / Human Factors Search Committee
1994 - 1995	Member of the Cognitive Faculty Search Committee
1993 - 1996	Faculty advisor to Psi Chi, the national honor society for Psychology majors
1993 - 1994	Developmental Faculty Search Committee
1992 - 1998	Member of the Subject Pool Committee
1990 – 1992	Member of the Computer Committee
1990 - 1991	Member of the Interfaces Conference Committee
1989 - 1998	Ad hoc undergraduate advisor

Community Service

2010 – 2011	Federal Grand Jury for Lubbock District
2001 – 2010	Active in Prison Ministry at TDCJ Montford Unit, Lubbock, TX
2001 (January)	Grand Jury Member for Lubbock County
2000 - 2002	President of Christ the King School Home & School Association
1994 - 2000	Member of the Christ the King School Board
1993 - 1996	Member of the Christ the King School Committee for Excellence in Teaching
1992	Participated in the Lubbock Independent School District's "Adopt-A-Classroom" program

Membership in Professional Organizations

2012 – present	Southwestern Psychological Association (SWPA)
2012 – present	National Academy of Psychology – India
2008 – 2011	American Psychological Association
2003 – present	Society for Computers in Psychology (SCiP)
1998 - present	Psychonomic Society
1996 - 2000	International Reading Association
1995 – 2004	National Association for Developmental Education
1994 - 2003	College Reading and Learning Association
1992 – 2000	American Educational Research Association
1990 - 1992	International Reading Association
1989 – present	Cognitive Science Society

Ad Hoc Reviewer

Advances in Engineering Education

Behavior Research Methods, Instruments & Computers

Cognitive Psychology

Education Policy Analysis Archives

Experimental Aging Research

Human Factors

Journal of Educational Psychology

Journal of Engineering Education

Journal of Engineering Technology

Journal of Experimental Psychology: Learning, Memory, and Cognition

Journal of Memory and Language

Journal of Research in Science Teaching

Journal of Social and Personal Relationships

Language Learning

Learning and Individual Differences

Memory & Cognition

Perception and Psychophysics

Psychological Science

Cooperative Grants Program of the U.S. Civilian Research and Development Foundation
(CDRF)

National Science Foundation - Linguistics Program

National Science Foundation - Human Cognition and Perception Program

National Association for Developmental Education

Dissertations and Theses

Student	Department	Level	Role	Completion
Sandra Netherton	Psychology	Ph.D.	Member	1990
Vir Phoha	Computer Science	Ph.D.	Member	1992
Mihoko Kubota	Interdisciplinary Studies	M.A.	Chair	1993
Marcos Palacios	Computer Science	Ph.D.	Member	1993
Maralyn Billings	Psychology	Ph.D.	Member	1994
Alexa Marrach	Psychology	Ph.D.	Member	1994
Mukesh Rohatgi	Information Systems	Ph.D.	Member	1994
Nina Stolzenberg	Psychology	Ph.D.	Chair	1994
Jennifer Hanners	Communication Disorders	MS	Member	1995

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Bret Roark	Psychology	Ph.D.	Chair	1996
Allison Haskell	Psychology	Ph.D.	Chair	1996
Mark Solomon	Psychology	Ph.D.	Member	1996
Nina Wang	Higher Education	Ed.D.	Co-Chair	1996
Linda Brant	Psychology	Ph.D.	Member	1997
Ronald Dunlap	Psychology	Ph.D.	Member	1997
Greg Langevin	Business Administration	Ph.D.	Member	1997
Gregory Liddell	Psychology	Ph.D.	Member	1997
Sandra Nes	Special Education	Ed.D.	Member	1997
Paul Nicodemus	Psychology	Ph.D.	Member	1997
Ellen Sigler	Educational Psychology	Ed.D.	Member	1997
Robert Demski	Psychology	Ph.D.	Member	1998
Alison Esler	Psychology	Ph.D.	Member	1998
Shelly Hook	Psychology	Ph.D.	Member	1998
Scott Hutchens	Psychology	Ph.D.	Chair	1998
Matthew Johnson	Psychology	Ph.D.	Chair	1998
Beverly Kleiber	Psychology	Ph.D.	Member	1998
Tina Ware	Classical & Modern Languages	Ph.D.	Member	1998
Ashley Applegarth	Plant and Soil Sciences	MS	Member	1999
Kimberly Rynearson	Psychology	Ph.D.	Chair	1999
Ross Willis	Psychology	Ph.D.	Chair	1999
Michael McGuire	Psychology	Ph.D.	Member	2000
LeAnn Lincecum	Instructional Technology	Ed.D.	Member	2000
Benny C. Shaw, Jr.	Instructional Technology	Ed.D.	Member	2002

TARABAN—Updated 01-20-20

Gino Teolis	Plant & Soil Science	Ph.D.	Member	2003
Jiun-Yin Jian	Industrial Engineering	Ph.D.	Member	2004
Cory Pearce	Psychology	Ph.D.	Member	2004
Shelley Woodson	Psychology	Ph.D.	Co-Chair	2004
Vu Ho	Applied Linguistics	MA	Member	2005
Matthew Hayes	Psychology	Ph.D.	Chair	2007
Erin Buchanan	Psychology	Ph.D.	Member	2008
Brian Johnson	Psychology	Ph.D.	Member	2008
Arathi Sethumadhavan	Psychology	Ph.D.	Member	2008
Andrew Dattel	Psychology	Ph.D.	Member	2009
Chris Adams	Mechanical Engineering	Ph.D.	Member	2009
Kirsten Mork	Psychology	Ph.D.	Member	2010
Jacek Jacinski	Psychology	Ph.D.	Member	2011
Sara Girotto	Psychology	Ph.D.	Chair	2012
Curtis Craig	Psychology	Ph.D.	Member	2016
Angela Sickle-Bednarz	Speech, Language, and Hearing	Ph.D.	Member	2015
J Rudine	Psychology	Ph.D.	Chair	Withdrew
Benjamin England	Psychology	Ph.D.	Member	2014
Francesca Flores	Psychology	Ph.D.	Member	2016
Debbie Magreehan	Psychology	Ph.D.	Member	2016
Dmitrii Paniukov	Psychological Sciences	Ph.D.	Co-Chair	2017
Eevin Jennings	Psychological Sciences	Ph.D.	Chair	2018
John R. Schumacher	Psychological Sciences	Ph.D.	Chair	Current
David Mesple	Art	Ph.D.	Member	Current

Micah Iserman	Psychological Sciences	Ph.D.	Member	Current
Taleen Nalabandian	Psychological Sciences	Ph.D.	Member	Current
Glenys Young	Interdisciplinary Studies	M.A.	Member	Current

Students with Academic Positions Whose Dissertations I Chaired

Bret Roark Psychology Ph.D. 1996
Department of Psychology
Oklahoma Baptist University
Shawnee, OK
Professor of Psychology
Ralph and Marie Barby Endowed Chair
<https://www.okbu.edu/directory/bret-roark.html>

Scott Hutchens Ph.D. 1998
Department of Psychology
Stephen F. Austin State University
Nacogdoches, TX
Department Chair and Professor
<http://www.sfasu.edu/sfapsych/105.asp>

Matthew Johnson Ph.D. 1998
Behavioral Sciences
University of Texas at Brownsville
Brownsville, TX
Associate Professor
<http://blue.utb.edu/matjohnson/>

Kimberly Rynearson Ph.D. 1999
Department of Psychological Sciences
Tarleton State University
Stephenville, TX
Professor and Department Head
<http://www.tarleton.edu/scripts/directory/staff.asp?FirstName=&LastName=rynearson&Keyword=&Ext=>

Matthew Hayes Ph.D. 2007
Department of Psychology
Winthrop University
Rock Hill, SC
Associate Professor
<http://www.winthrop.edu/cas/faculty/default.aspx?id=14613>