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Education

A.B., History (magna cum laude, Radcliffe History Prize): Radcliffe College, 1957

A.M., Teaching: Harvard Graduate School of Education, 1958

Ed.D., Research in Instruction: Harvard Graduate School of Education, 1962

Professional Appointments

University of Pittsburgh: University Professor, Psychology /Cognitive Science	2006-present
Learning Research and Development Center, University of Pittsburgh Director, 1977-present; Associate Director, 1973-77; Director of Research and Development, 1972-73; Research Associate, 1966-72	1972-present
Institute for Learning, LRDC, University of Pittsburgh: Founder and Director	1995-present
Department of Psychology, University of Pittsburgh Professor, 1977-2006; Associate Professor, 1971-77; Assistant Professor, 1966-71	1966-present
Achieve, Inc.: Senior Associate,	1999-present
Center for Philosophy of Science, University of Pittsburgh: Resident Fellow	1989-present
School of Education, University of Pittsburgh Professor, 1977-2005; Associate Professor, 1971-77; Assistant Professor, 1966-71	1966-2005
New Standards, Co-Founder and Co-Director	1990-1999
National Center on Education and the Economy, Senior Fellow	1996-1999
Basic Systems, Inc.: Senior Scientist and Staff Consultant	1963-1966
City University of New York, Office of Research and Evaluation, Division of Teacher Education: Lecturer	1962-1963
Harvard University Committee on Programmed Instruction and Laboratory for Research in Instruction: Research Associate	1961-1962
American School of Paris: Teacher	1960-1961

Professional Associations

American Association for the Advancement of Science: Fellow

American Educational Research Association:

President, 1986-1987

Vice President, Division of Learning and Instruction, 1978-1980

Program Chair, 1974

American Psychological Association: Fellow, Divisions of Experimental Psychology, Developmental Psychology, Educational Psychology, Experimental Analysis of Behavior, and General Psychology:

President, Division of Educational Psychology, 1979-1980

Publications and Communications Board, 1998-2003

American Psychological Society: Fellow

Cognitive Science Society

International Academy of Education

International Association of Applied Psychology

International Group in the Psychology of Mathematics Education

International Society for the Study of Behavioral Development

National Academy of Education

National Council of Teachers of Mathematics

The Psychonomic Society

Sigma Xi, The Scientific Research Society of North America

Society for Research in Child Development: Publications Committee, 1983-1985

Honors and Special Professional Activities

Editorial

Founding Editor: *Research Points*, American Educational Research Association, 2002-present

Founding Editor: *Cognition and Instruction*, 1982-1993

Editorial Boards (varying periods, 1966-present): *Developmental Review*, *Educational Assessment*, *Educational Psychologist*, *European Journal of Psychology of Education*, *Journal of Educational Psychology*, *Intelligence*, *Journal of Applied Developmental Psychology*, *American Journal of Education*, *International Journal of Direct Instruction*, *Cognitive Development*, *Mathematical Cognition*, *Infancia y Aprendizaje* (Barcelona), *American Educational Research Journal* (Section on Teaching, Learning and Human Development), *Substratum* (Barcelona), *Didaskalia* (Lyon, France)

Boards and Commissions

PRTLII Steering Committee Advisory Board, 2003-2004

Journal of Research in Professional Learning, Review Board, September 2003

Advisory Board, Mayor's Commission on Pittsburgh Public Education, 2002-2004

Helsinki Collegium for Advanced Study, Academic Advisory Board, 2001-

American Psychological Association, Publications and Communications Board, 1998-2003

The College Board, National Task Force on Minority High Achievement, 1997-2000

Carnegie Task Force on Learning in the Primary Grades, 1994-1996

Smithsonian Council, 1994-2000

Board of Overseers, Harvard University, 1992-1998

Advisory Board, SCANS/2000 Program, The Johns Hopkins University Institute for Policy Studies, 1992-

Secretary's Commission on Achieving Necessary Skills (SCANS), U. S. Department of Labor, 1990-1992

National Education Goals Panel, Chair of the Resource Group on Student Achievement, 1991

National Council on Education Standards and Testing, 1991

Board of Trustees, National Center on Education and the Economy, 1988-2000

Commission on the Skills of the American Workforce, 1989-1990

Carnegie Commission on Science, Technology, and Government Task Force on Precollege Science and Mathematics Education, 1990-1991

Advisory Board, The Literacies Institute, 1989-1992

Federation of Behavioral, Psychological, and Cognitive Sciences, Science Seminar Committee, 1986-1989

Board of Trustees, Carnegie Foundation for the Advancement of Teaching, 1979-1987

National Research Council:

Committee on Title 1 Testing and Assessment, 1998-1999

Mathematical Sciences Education Board, National Academy of Sciences, 1987-1990

Chair, Working Panel on Cognitive Skill Instruction, 1984-1986

Commission on Behavioral and Social Sciences and Education, National Academy of Sciences, 1983-1989

Committee on Child Development Research and Public Policy, 1981-1984

Committee on Ability Testing, 1978-1981

Panel on Selection and Placement of Students in Programs for the Mentally Retarded, 1980-1981

Conseil Scientifique, Centre Mondial Informatique, Paris, 1984-1986

Educational Broadcasting Corporation, Consultant to Learning Laboratory and Quantum Physics Project, 1984-1986

Advisory Panel, Institute for Research on Teaching, Michigan State University, 1985-1986

Elementary Education Study Commission, Department of Education, 1985-1986

Board of Trustees, Educational Testing Service, 1982-1984

National Children's Television Workshop, Research Advisory Committee, 1971-1973; 1984

Scientific Advisory Board, Center for the Study of Reading, University of Illinois, 1977-1982

Secondary Schools Panel, Carnegie Foundation for Advancement of Teaching, 1980-1982

Council for the Review of the National Assessment of Educational Progress, 1981

Panel Chair, Planning Conference on Essential Skills, National Institute of Education, 1974

Research Advisory Committee, National Program on Early Childhood Education, 1971-1973

Fellowships and Awards

American Psychological Association 2007 Distinguished Contribution of Applications of Psychology to Education and Training

Lifetime National Associate of the National Academies of Science, Engineering and Medicine

Visiting Scholar, The College Board, 2001-2002

Oeuvre Award for Outstanding Contributions to the Science of Learning and Instruction, European Association for Research on Learning and Instruction, 1999

Edward L. Thorndike Award for Distinguished Psychological Contributions to Education, American Psychological Association, 1998

Distinguished Daughters of Pennsylvania, 1994

Phi Beta Kappa Visiting Scholar, 1993-1994

Chancellor's Distinguished Public Service Award, University of Pittsburgh, 1993

Fulbright Commission Research Scholar, The University of Gothenburg, Sweden, 1991-1992

Docteur es sciences de l'éducation *honoris causa*, Université de Genève, Switzerland, June 1991

Award for Distinguished Contributions to Research in Education, American Educational Research Association, 1990

Alumni Council Award for the Distinguished Contribution to the Field of Education, Harvard Graduate School of Education, 1990

Award for best research article in the *Journal for Research in Mathematics Education*, National Council of Teachers of Mathematics, 1989

Medal for Distinguished Service, Teachers College, Columbia University, 1988

Jerome S. Bruner Award from the Please Touch Museum for Children, 1984

Fellow, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, 1976-1977

Visiting Fellow, National Institute of Education, Washington, DC, 1974-1975

International Activities

Invited Lecturer, Department of Education, Goteborg University, Goteborg, Sweden, October 2007

Invited Lecturer, EARLI conference, Budapest, Hungary, August, 2007

Organizer, EARLI Executive Committee, Athens, Greece, April 2007

Keynote Speaker, Kent Primary Head Teachers Conference, Ashford, Kent England, 2006

Invited Lecturer, Centre for Research on Teaching and Training, Rome Fiumicino, Italy, 2005

Invited Lecturer, International Academy of Education conference, Leuven, Belgium, 2004

Invited lecturer, EARLI conference, Padova, Italy, 2003

Forum Fellow, National College for School Leadership Forum, Nottingham, England 2002

Invited lecturer, EARLI conference, Zurich, Switzerland, 2001

Keynote lecturer, Economic and Social Research Council conference, Leicester, England, 2000

Keynote lecturer, Calouste Gulbenkian Foundation conference, Lisbon, Portugal, 2000

Taught short course, Facultad Latinoamericana de Ciencias Sociales, Buenos Aires, 2000

Lectures, Universidad Catolica, Santiago, Chile, 2000

Keynote lecturer, Bank of Sweden Tercentenary Foundation conference, Stockholm, 2000

Keynote lecturer, Taiwan National Association in Science Education, Taipei, 1999

Forum Fellow, World Economic Forum, Davos, Switzerland, 1999

Visiting Professor, University of Helsinki, Finland, 1998

Organizer, Johann Jacobs Foundation conference, Marbach Castle, Öhningen, Germany, 1997

Keynote Address, Onderwijsresearchdagen (Dutch-Flemish Educational Research Council), Leuven, Belgium, 1997

Keynote Lecturer, National Taiwan Normal University, Taipei, 1996

Member, Australian Research Council research funding review panel, Canberra, 1996

Invited Lecturer and member of Comité d'Honneur, The Growing Mind Congress, Geneva, Switzerland, 1996

Speeches, National Industry Education Forum series, Sydney/Perth/Melbourne, Australia, 1995

Keynote Lecturer, Entretiens de la Sorbonne, Paris, 1994

Keynote Address, Jean Piaget Archives, Geneva, Switzerland, 1994

Keynote Speaker, Jena University, Jena, Germany, 1994

Director, NATO Advanced Research Workshop, Lucca, Italy, 1993

Organizer/leader, Study Mission on National and State Standards and Assessment Systems, Australia, 1993

Consultant, Organization for Economic Cooperation and Development, Stockholm, 1993

Organizer/leader, National Science Council of the Republic of China conference, Taiwan, 1993

Invited Lecturer, Fondation Des Treilles, Nice, France, 1993

Consultant, French Ministry of National Education and Culture, Paris, 1993

Invited Lecturer, Ministry of Education, Stockholm, Sweden, 1992

Invited Lecturer, Universite de Geneve, Switzerland, 1991

Invited Lecturer, Resource Center for Science and Engineering, Puerto Rico, 1991

Invited Lecturer, Universita degli Studi di Roma "La Sapienza," Rome, 1990

Invited Address, Second Meeting of the Greek Psychological Association, 1990

Lectures, Universities of Paris, Marseilles, and Aix-en-Provence, France, 1989

Lectures, University of Rome, 1989

Lectures, Tel Aviv and Haifa Universities, Israel, 1988

Lectures, Federal University of Pernambuco, Brazil, 1988

Thesis Committee Referee, Goteborgs Universitet, Sweden, 1987

Lectures, Beijing, Hangzhou, and Beijing Normal Universities, People's Republic of China, 1987

Lectures, Miyazaki University, Japan, 1987

Keynote Address, Italian Association of Educational Psychology, 1986

Lectures, Universities of Padova and Roma, 1986

Lectures, Hong Kong University and Hong Kong Educational Research Association, 1986

Lectures, Tokyo University, 1986

International Advisory Board of the Tel Aviv University Unit of Human Development and Education, 1986-1989

Keynote Address, Founding Convention of the European Association for Research in Learning and Instruction, 1985

Visiting Professor, Universidade Federal de Pernambuco, Recife, Brazil, 1984

External Examiner, University of Hong Kong, Department of Psychology, 1982-1986

Visiting Scholar, Laboratoire de Psychologie, Maison des Sciences de l'Homme, Paris, 1982-1983

Presidente, Comite Sur l'Apprentissage, Centre Mondial Informatique et Ressource Humaine, Paris, 1983

Lectures, University of Geneva, Switzerland, 1982

- Invited Lecturer, Beijing Normal University, People's Republic of China, 1981 (sponsored by the Foundation for Child Development Exchange Program with the Institute of Psychology, 4/10/01 Chinese Academy of Sciences)
- Visiting Scholar, University of Tübingen, Tübingen, West Germany, 1981
- Research Travel Grants for Comparative Study of the Social Functions of Testing: England 1981; France 1979, The Ford Foundation
- Member, United States Delegation to India, Seminar on the Effects of Deprivation in Early Childhood Learning, New Delhi, 1980
- Invited Lecturer, 50th Anniversary of the Universidad Nacional Autónoma de México, Mexico City, 1979
- Member, Scientific Exchange Delegation to the Union of Soviet Socialist Republics, Moscow, 1977
- Visiting Scholar, Tel Aviv University, Israel, 1977

Publications

Books and Monographs

- Perret-Clermont, A.-N., Pontecorvo, C., Resnick, L. B., Zittoun, T., & Burge, B. (2004). *Joining society: Social interaction and learning in adolescence and youth*. Cambridge, UK; New York: Cambridge University Press.
- Resnick, L. B. (1999). *La educación y el aprendizaje del pensamiento* [Education and learning to think; introduction added]. Buenos Aires: Aique.
- Resnick, L. B., Saljo, R., Pontecorvo, C., & Burge, B. (Eds.). (1997). *Discourse, tools, and reasoning: Essays on situated cognition*. Berlin: Springer-Verlag.
- Pontecorvo, C., Orsolini, M., & Burge, B., & Resnick, L. B. (Eds.). (1996). *Children's early text construction*. Mahwah, NJ: Erlbaum.
- Resnick, L. B., & Wirt, J. (Eds.). (1996). *Linking school and work: Roles for standards and assessment*. San Francisco: Jossey-Bass.
- Resnick, L. B., Levine, J. M., & Teasley, S. D. (Eds.). (1991). *Perspectives on socially shared cognition*. Washington, DC: American Psychological Association.
- Resnick, L. B. (Ed.). (1989). *Knowing, learning, and instruction: Essays in honor of Robert Glaser*. Hillsdale, NJ: Erlbaum.
- Resnick, L. B., & Klopfer, L. E. (Eds.). (1989). *Toward the thinking curriculum: Current cognitive research* (ASCD Yearbook). Alexandria, VA: Association for Supervision and Curriculum Development. Also in Spanish: *Curriculum y cognición*. Buenos Aires, Argentina: Aique.
- Resnick, L. B. (1987). *Education and learning to think*. Washington, DC: National Academy Press.
- Resnick, L. B., & Ford, W. W. (1981). *The psychology of mathematics for instruction*. Hillsdale, NJ: Erlbaum.
- Resnick, L. B., & Weaver, P. A. (Eds.). (1979). *Theory and practice of early reading* (Vols. 1-3). Hillsdale, NJ: Erlbaum.
- Resnick, L. B. (Ed.). (1976). *The nature of intelligence*. Hillsdale, NJ: Erlbaum.

Articles and Book Chapters

2007

Resnick, L.R., Besterfield-Sacre, M., Mehalik, M.M., Sherer, J.Z. and Halverson, E.R. (2007, in press). A framework for effective management of school system performance. In Moss, P.A. (Ed.). *National Society for the Study of Education (NSSE) yearbook on evidence and decision making*, 106 (1).

Resnick, L.R., & Matsumura, L.C. (Winter, 2007). Academic proficiency: Bright hopes, blurry vision. *Voices in education* (14). <<http://www.annenberginstitute.org/VUE/index.html>>

2006

Resnick, L.B. (2006). Giving psychology away: From individual learning to earning organizations. In Jing, Q., Rosenzweig, M.R., d'Ydewalle, G., Zhang, H., Chen, H., & Zhang, K. (Eds.). *Progress in psychological science around the world. Volume 2: Social and applied issues. Proceedings of the 28th International Congress of Psychology*. London: Taylor & Francis Group, Psychology Press.

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006) Task, Text, and Talk: Literacy for All Subjects. *Educational Leadership*, 64(2), 8-14.

Resnick, L.B. (2006) Making Accountability Really Count. *Educational Measurement: Issues and Practice*, 25(1), 33-37.

Resnick, L.B. and Spillane, J. P. (2006) "From Individual Learning to Organizational Designs for Learning." In Verschaffel, L., Dochy, F., Boekaerts, M., & Vosniadou, S. (Eds). *Instructional psychology: Past, present and future trends. Sixteen essays in honor of Erik De Corte* (Advances in Learning and Instruction Series). Oxford: Pergamon.

2005

Resnick, L. B. and Zurawsky, C. (2005). Getting Back on Course: Fixing Standards-Based Reform and Accountability. *American Educator*, 29(1), 8-46.

Resnick, L.B., Lesgold, A., & Hall, M.W. (2005). Technology and the new culture of learning: Tools for education professionals. In P. Gardenfors & P. Johansson (Eds.), *Cognition, education, and communication technology* (pp. 77-107). Mahwah, NJ: Erlbaum.

2004

Glennan, T.K., Jr. and L. Resnick, (2004) "School Districts as Learning Organizations: A Strategy for Scaling Education Reform." In T.K. Glennan, Jr., S.J. Bodilly, J. Galegher, and K. Kerr, (Eds.) *Expanding the Reach of Education Reforms: Collected Essays by Leaders in the Scale-up of Educational Interventions*. Santa Monica, CA: RAND, MG-177-FF.

2003

Resnick, L. B., Rothman R., Slattery, J. B, & Vranek, J. L. (2003). Benchmarking and alignment of standards and testing. *Educational Assessment*, 9(1 & 2), 1–27.

2002

Resnick, L. B., and T. K. Glennan, Jr., (2002) "Leadership for learning: A theory of action for urban school districts," In Hightower, A. M., M. S. Knapp, J. A. Marsh, and M. W. McLaughlin, (Eds.), *School Districts and Instructional Renewal*, New York: Teachers College Press, pp. 160-172.

2001

Resnick, L. B. (2001). Making America smarter: The real goal of school reform. In A. L. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (3rd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Collins, A., Greeno, J. G. & Resnick, L. B. (2001) Education learning theories. In: Smelser, N. J., Baltes, P. B. (Eds.) *The International Encyclopedia of the Social and Behavioral Sciences*. Elsevier Science Ltd, Oxford.

Fink, E., & Resnick, L. B. (2001). Developing principals as instructional leaders. *Phi Delta Kappan* 82, 598-606.

Resnick, L., M. W. Hall, and Fellows of the Institute for Learning, (2001) *The Principles of Learning: Study tools for educators*. [CD-ROM]. Pittsburgh, PA: Institute for Learning, Learning Research and Development Center, University of Pittsburgh.

Resnick, L. B. (2001). The mismeasure of learning [Review of books: *Will standards save public education, One size fits few: The folly of educational standards, The schools our children deserve: Moving beyond traditional classrooms and tougher standards, Standardized minds: The high price of America's testing culture and what we can do to change it, The big test: The secret history of the American meritocracy*]. *Education Next*, 1(3), 78-83

2000

Briars, D. and Resnick, L. (2000). *Standards, Assessments – and What Else? The Essential Elements of Standards-Based School Improvement*. Los Angeles, CA: The National Center for Research on Evaluation, Standards, and Student Testing.

Keefer, M. W., Zeitz, C. M., & Resnick, L. B. (2000). Judging the quality of peer-led student dialogues. *Cognition and Instruction*, 18, 53-81.

Reiner, M., Slotta, J. D., Chi, M. T. H., & Resnick, L. B. (2000). Naïve physics reasoning: A commitment to substance-based conceptions. *Cognition and Instruction*, 18, 1-34.

Resnick, L. B. (2000). Developing mathematical knowledge. In P. K. Smith & A. D. Pelligrini (Eds.), *Psychology of education: Major themes* (Vol. 3, pp. 223-238). London/New York: Routledge.

Resnick, L. B. (2000). From aptitude to effort: A new foundation for our schools. In L. Abbeduto (Ed.), *Taking sides: Clashing views on controversial issues in educational psychology* (pp. 206-210). Guilford, CT: Dushkin/McGraw-Hill.

Resnick, L. B. (2000). Literacy in school and out. In M. A. Gallego & S. Hollingsworth (Eds.), *What counts as literacy: Challenging the school standard* (pp. 27-41). New York: Teachers College Press.

1999

Resnick, L. B. (1999). From aptitude to effort: A new foundation for our schools. *American Educator*, 23, 14-17.

Resnick, L. B. (1999, June 16). Making America smarter. *Education Week*, pp. 38-40.

1998

Nelson-Le Gall, S., & Resnick, L. B. (1998). Help seeking, achievement motivation, and the social practice of intelligence in school. In S. A. Karabenick (Ed.), *Strategic help seeking: Implications for learning and teaching* (pp. 39-60). Mahwah, NJ: Erlbaum.

Resnick, L. B., & Hall, M. W. (1998). Learning organizations for sustainable education reform. *Daedalus*, 127, 89-118.

1997

- Resnick, L. B. (1997). Getting to work: Thoughts on the function and form of the school-to-work transition. In A. Lesgold, M. J. Feuer, & A. M. Black (Eds.), *Transitions in work and learning: Implications for assessment* (pp. 249-263). Washington, DC: National Academy Press.
- Resnick, L. B. (1997). It's learning all the way down—and up! Some thoughts on systemic reform in math and science education. In W. H. Clune, S. B. Millar, S. A. Raizen, N. L. Webb, D. C. Bowcock, E. D. Britton, R. L. Gunter, & R. Mesquita, *Research on systemic reform: What have we learned? What do we need to know? Synthesis of the Second Annual National Institute for Science Education Forum*. Vol. 2: Proceedings of the panel on The Role of Teaching and Learning in Systemic Reform (pp. 62-64). Madison: University of Wisconsin.
- Resnick, L. B. (1997). Research and public policy activism: What relationship? "The vision thing": Educational research and AERA in the 21st century. Part 2: Competing visions for enhancing the impact of educational research [Presidents' Essay Series]. *Educational Researcher*, 26(5), 12-27.
- Resnick, L. B. (1997). Student performance portfolios. In H. J. Walberg & G. D. Haertel (Eds.), *Psychology and educational practice* (pp. 158-175). Berkeley, CA: McCutchan.
- Resnick, L. B., & Nelson-Le Gall, S. (1997). Socializing intelligence. In L. Smith, J. Dockrell, & P. Tomlinson (Eds.), *Piaget, Vygotsky and beyond* (pp. 145-158). London/New York: Routledge.
- Singer, J. A., Kohn, A. S., & Resnick, L. B. (1997). Knowing about proportions in different contexts. In T. Nunes & P. Bryant (Eds.), *Learning and teaching mathematics: An international perspective* (pp. 115-132). Hove, England: Psychology Press.

1996

- Greeno, J. G., Collins, A., & Resnick, L. B. (1996). Cognition and learning. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 15-46). New York: Macmillan.
- Resnick, D. P., & Resnick, L. B. (1996). Performance assessment and the multiple functions of educational measurement. In M. B. Kane & R. Mitchell (Eds.), *Implementing performance assessment: Promises, problems, and challenges* (pp. 23-38). Mahwah, NJ: Erlbaum.
- Resnick, L. B. (1996). Schooling and the workplace: What relationship? Paper prepared for The Aspen Institute's Congressional Program, *Preparing Youth for the 21st Century*, February 16-29, Palm Beach, FL.
- Resnick, L. B. (1996). Situated learning. In E. De Corte & F. E. Weinert (Eds.), *International encyclopedia of developmental and instructional psychology* (pp. 341-347). Oxford, England: Elsevier Science.
- Resnick, L. B. (1996). Situated rationalism: The biological and cultural foundations for learning. *Prospects* [UNESCO], 26, 37-53. Also published in French as Le rationalisme situe: Les fondements biologiques et culturels de l'apprentissage. *Perspectives*, 26, 39-58; and in Spanish as El racionalismo situado: Los fundamentos biologicos y culturales del aprendizaje. *Perspectivas*, 26, 39-57.
- Resnick, L. B., Nolan, K. J., & Resnick, D. P. (1996). Caution heeded--A response to "High standards and cultural diversity: Cautionary tales of comparative research." *Educational Evaluation and Policy Analysis*, 18(3), 262-264.

Schwarz, B. B., Nathan, M. J., & Resnick, L. B. (1996). Acquisition of meaning for arithmetic structures with The Planner. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the design of technology-supported learning environments* (pp. 61-80). Mahwah, NJ: Erlbaum.

1995

- Hill, C. A., & Resnick, L. B. (1995). Creating opportunities for apprenticeship in writing. In J. Petraglia (Ed.), *Reconceiving writing, rethinking writing instruction* (pp. 145-158). Mahwah, NJ: Erlbaum.
- Joram, E., Resnick, L. B., & Gabriele, A. J. (1995). Numeracy as cultural practice: An examination of numbers in magazines for children, teenagers, and adults. *Journal for Research in Mathematics Education*, 26, 346-361.
- Nathan, M. J., & Resnick, L. B. (1995). Less can be more: Unintelligent tutoring based on psychological theories and experimentation. In S. Vosniadou, E. De Corte, & H. Mandl (Eds.), *Technology-based learning environments: Psychological and educational foundations* (pp. 183-192). (NATO ASI Series F, Computer and Systems Sciences, Vol. 137, Subseries on Advanced Educational Technology). New York: Springer.
- Resnick, L. B. (1995). From aptitude to effort: A new foundation for our schools. *Daedalus*, 124, 55-62.
- Resnick, L. B. (1995). Inventing arithmetic: Making children's intuition work in school. In C. A. Nelson (Ed.), *Basic and applied perspectives on learning, cognition, and development* (pp. 75-101). Mahwah, NJ: Erlbaum. Also published as *Inventer l'arithmetique: Faire appel a l'intuition des enfants a l'ecole. Actes des entretiens Nathan: "Savoirs et savoir-faire"* (pp. 41-71). Paris: Nathan.
- Resnick, L. B. (1995). Making high school count. In M. Higginbotham (Ed.), *What governors need to know about education reform* (pp. 85-89). Washington, DC: National Governors' Association.
- Resnick, L. B., & Nolan, K. J. (1995). Standards for education. In D. Ravitch (Ed.), *Brookings dialogues on public policy* (pp. 94-119). Washington, DC: Brookings Institution.
- Resnick, L. B., & Nolan, K. (1995). Where in the world are world-class standards? *Educational Leadership*, 52(6), 6-10.
- Resnick, L. B., Nolan, K. J., & Resnick, D. P. (1995). Benchmarking education standards. *Educational Evaluation and Policy Analysis*, 17, 438-461.

1994

- Collins, A., Greeno, J. G., & Resnick, L. B. (1994). Learning environments. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 6, pp. 3297-3302). Oxford: Pergamon.
- Resnick, L. B. (1994). Performance puzzles. *American Journal of Education*, 102, 511-526.
- Resnick, L. B. (1994). Situated rationalism: Biological and social preparation for learning. In L. A. Hirschfeld & S. A. Gelman (Eds.), *Mapping the mind: Domain specificity in cognition and culture* (pp. 474-493). New York: Cambridge University Press.

Resnick, L. B., & Collins, A. (1994). Cognition and learning. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol 2, pp. 835-838). Oxford: Pergamon. Also published in 1996 as *Cognición y aprendizaje*. *Anuario de Psicología*, 69, 189-197 (Barcelona).

1993

Levine, J. M., Resnick, L. B., & Higgins, E. T. (1993). Social foundations of cognition. *Annual Review of Psychology*, 44, 585-612.

Resnick, L. B. (1992-1993). Standards, assessment, and educational quality. *Stanford Law & Policy Review*, Winter, 53-59.

Resnick, L. B. (1993). Working, thinking, and assessment. In *Restructuring learning: 1990 Summer Institute papers and recommendations* (pp. 1-8). Washington, DC: Council of Chief State School Officers.

Resnick, L. B., Salmon, M. H., & Zeitz, C. M. (1993). The structure of reasoning in conversation. In C. Pontecorvo (Ed.), *La condivisione della conoscenza* [Shared knowledge]. Firenze: La Nuova Italia.

Resnick, L. B., Salmon, M. H., Zeitz, C. M., Wathen, S. H., & Holowchak, M. (1993). Reasoning in conversation. *Cognition and Instruction*, 11, 347-364.

Resnick, L. B., & Singer, J. A. (1993). Protoquantitative origins of ratio reasoning. In T. P. Carpenter, E. Fennema, & T. A. Romberg (Eds.), *Rational numbers: An integration of research* (pp. 107-130). Hillsdale, NJ: Erlbaum.

Schwarz, B. B., Kohn, A. S., & Resnick, L. B. (1993). Positives about negatives. *The Journal of Learning Sciences*, 3(1), 37-92.

Simmons, W., & Resnick, L. B. (1993). Assessment as the catalyst of school reform. *Educational Leadership*, 50(5), 11-15.

1992

Bill, V. L., Leer, M. N., Reams, L. E., & Resnick, L. B. (1992). From cupcakes to equations: The structure of discourse in a primary mathematics classroom. *Verbum*, 15(1), 63-85.

Resnick, L. B. (1992). From protoquantities to operators: Building mathematical competence on a foundation of everyday knowledge. In G. Leinhardt, R. T. Putnam, & R. Hatrup (Eds.), *Analysis of arithmetic for mathematics teaching* (pp. 373-429). Hillsdale, NJ: Erlbaum.

Resnick, L. B., Bill, V., & Lesgold, S. (1992). Developing thinking abilities in arithmetic class. In A. Demetriou, M. Shayer, & A. Efklides (Eds.), *Neo-Piagetian theories of cognitive development: Implications and applications for education* (pp. 210-230). London: Routledge.

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