

## V I T A

Thomas Andre  
Professor  
Department of Curriculum and Instruction  
Department of Psychology  
Iowa State University  
Ames, Iowa 50011  
[tandre@iastate.edu](mailto:tandre@iastate.edu)  
515-294-1754 voice  
515-294-6202 fax

## **Biographical Data**

Born Acushnet, Massachusetts  
Birthdate November 7, 1945  
Married (Susan Hegland)  
Two children (David and Tamara)

## **Education:**

B.S.	Psychology, cum laude (1967)	University of Massachusetts
M.A.	Educational Psychology (1970)	University of Illinois
Ph.D.	Educational Psychology (1971)	University of Illinois

## **Experience (Post – Doctorate):**

1971-1974: Assistant Professor of Psychology, State University of New York, College of Arts and Sciences at Cortland.  
1974-1977: Assistant Professor of Psychology and Education, Iowa State University, Ames.  
1977-1989: Associate Professor of Psychology and Education, Iowa State University, Ames.  
1989-1997: Professor of Psychology and Education, Iowa State University, Ames.  
1997-2001 Professor of Education and Psychology, Iowa State University, Ames.  
1999, Fall Visiting Professor at University of North Carolina on Faculty Professional Development Assignment (sabbatical) from Iowa State University (Aug-Dec).  
2001-2006 Chair of Curriculum and Instruction and Professor of Education and Psychology, Iowa State University, Ames.  
2006-2008 Associate Dean for Research and Graduate Education, College of Human Sciences; and Professor of Education and Psychology, , Iowa State University, Ames.  
2008- Professor of Education and Psychology, Iowa State University, Ames.  
2008, Fall Visiting professor at North Carolina State University on Faculty Professional Development Assignment (sabbatical) from Iowa State University (Aug-Dec).

## **Graduate Faculty Membership:**

Associate 11-21-74; Full, 5-22-75

## **Honors**

Elected to membership in the Iowa Academy of Education, 2004.

Established in 1996 by the First In the Nation in Education (FINE) Foundation, the Iowa Academy of Education (IAE) is composed of outstanding Iowa scholars whose work has earned respect and recognition among peers for making a significant contribution to the field of education. The Academy's principal function is to inform educational policies and practices in the state of Iowa through the scholarly consideration and analysis of significant educational issues. (Membership is limited to 30 active members)

Recipient, Superior Research Medallion, College of Education, Iowa State University, For outstanding contributions in research over an extended period of time and research activity that has influenced students.

**Leadership and Offices Held:**

Midwestern Educational Research Association,  
Association Council (1979-82),  
Vice President (1992-93),  
President-Elect (1993-94),  
President (1994-95),  
Past President (1995-96)

National Association for Research in Science Teaching, Strand Chair, 2001-2003.

Society for the Scientific Study of Sex, Midwestern Region (Local Chapters Chair, Executive Council, 1986)

Iowa Academy of Science, Local Arrangements Chair (1999)

Iowa Association of Colleges of Teacher Education, Governing Board Member, 2002-2005.

**Editorial Boards (Past & Current):**

Computers in Human Behavior  
Contemporary Educational Psychology  
Educational Psychologist  
Educational Psychology Review  
Journal of Educational Psychology  
Journal of Experimental Education  
Journal of Research in Science Teaching  
Journal of School Psychology  
Journal of Youth and Adolescence  
MidWestern Educational Researcher

**Reviewing (past and current):**

**Grants:**

Faculty Grants for the Improvement of Undergraduate Instruction,  
Research Foundation of SUNY, Fall, 1973.,  
ISU College of Education Grants, 1997, 1998.  
ISU College of Human Sciences Grants (2006-2008)  
Iowa Agriculture and Home Economics Experiment Station (grant)  
First in the Nation in Education Foundation Grants (1985)  
Social Sciences and Humanities Research Council of Canada (grant)  
Reviewer--Proposals AECT 99 conference

**Journals**

American Educational Research Journal  
Computers in Human Behavior  
Computers in Teacher Education  
Educational Evaluation and Policy Analysis  
Educational Psychologist  
Educational Psychology Review  
Educational Research and Evaluation  
Elementary School Journal  
Journal of Educational Psychology,  
Journal of Experimental Education  
Journal of Experimental Personality  
Journal of Research in Personality  
Journal of Research in Science Teaching  
Journal of School Psychology  
Journal of Youth and Adolescence  
Mid-Western Educational Researcher  
Psychological Bulletin  
Psychological Reports  
Review of Educational Research

**Journal Publications:**

1. Andre, T., & Kulhavy, R. W. (1971). Category clustering in the free recall of sentences. *Psychological Reports*, 29, 631-634.
2. Anderson, R. C., Kulhavy, R. W., & Andre, T. (1971). Feedback procedures in programmed instruction. *Journal of Educational Psychology*, 62, 148-156.

3. Anderson, R. C., Kulhavy, R. W., & Andre, T. (1972). Conditions under which feedback facilitates learning from programmed lessons. *Journal of Educational Psychology, 63*, 186-188.
4. Andre, T. (1973). Retroactive inhibition of prose and change in physical or organizational context. *Psychological Reports, 32*, 781-782.
5. Andre, T. (1973). Clustering in the free recall of sentences. *Psychological Reports, 32*, 971-974.
6. Andre, T., Anderson, R. C., & Watts, G. H. (1974). Organizational strategy and retroactive inhibition in free recall. *American Journal of Psychology, 87*(4), 609-628.
7. Andre, T. (1975). The priority in recall of new items effect: A strategy model. *Journal of General Psychology, 92*, 187-204.
8. Andre, T. (1975). Retroactive inhibition of prose materials as a function of test mode and delay interval. *Catalog of Selected Documents in Psychology, 5*, 245, MS#952.
9. Andre, T. (1976). Forgetting of prose as a function of verbatim and paraphrased test items. *Journal of General Psychology, 95*, 5-19.
10. Andre, T., Anderson, R. C., & Watts, G. H. (1976). Item-specific interference and list discrimination in free recall. *Journal of General Psychology, 95*, 21-31.
11. Andre, T., & Sola, J. (1976). Imagery, verbatim and paraphrased questions, and retention of meaningful sentences. *Journal of Educational Psychology, 68*, 661-669.
12. Andre, T., & Womack, S. (1978). Verbatim and paraphrased adjunct questions and learning from prose. *Journal of Educational Psychology, 70*, 796- 802.
13. Andre, T. (1979). On productive knowledge and levels of questions. *Resources in Education*.
14. Andre, T. (1979). Does answering higher level questions while reading facilitate productive learning. *Review of Educational Research, 49*(2), 280-318.
15. Andre, T., Schumer, H., & Whitaker, P. (1979). Group discussion and individual creativity. *Journal of General Psychology, 100*, 111-123.
16. Andre, T., & Strahan, R. F. (1979). On predicting the age of achievement in psychology: A reply to Zusne. *American Psychologist, 34*, 562.
17. Andre, T., Mueller, C., Womack, S., Smid, K., & Tuttle, M. (1980). Adjunct application questions facilitate later application, or do they? *Journal of Educational Psychology, 72*, 533-543.

18. Andre, T. (1981). The role of paraphrased adjunct questions in facilitating learning from prose. *Contemporary Educational Psychology*, 6, 22-27.
19. Andre, T. (1984). Questions and reading: A review of recent research. *Questioning Exchange: A Multidisciplinary Review*, 1, 3-5.
20. Glynn, S. M., Andre, T., & Britton, B. K. (1986). The design of instructional text: Introduction to the special issue. *Educational Psychologist*, 21(4), 245-252.
21. Andre, T. (1987). Questions and learning from reading. *Questioning Exchange*, 1, 47-86.
22. Holland, A., & Andre, T. (1987). Participation in extracurricular activities in secondary school: What is known, what needs to be known? *Review of Educational Research*, 57, 437-466.
23. Andre, T., & Thieman, A. (1988). Level of adjunct question, type of feedback and learning concepts by reading. *Contemporary Educational Psychology*, 13, 296-307.
24. Holland, A., & Andre, T. (1988). Beauty is in the eye of the reviewer. *Review of Educational Research*, 58, 113-118.
25. Phye, G., & Andre, T. (1989). Delayed retention effect: Attention, perseveration, or both? *Contemporary Educational Psychology*, 14(2), 173-185.
26. Andre, T., Frevert, R. L., & Schuchmann, D. L. (1989). From whom have college students learned what about sex? *Youth and Society*, 20(3), 241-268.
27. Andre, T. (1990). Type of inserted questions and the study-posttest delay. *Journal of Experimental Education*, 58(2), 77-86.
28. Andre, T., & Hegland, S. (1990). Educational psychology and the reform of teacher education. *Educational Psychology Review*, 2(3), 237-253.
29. Andre, T., & Bormann, L. (1991). Knowledge of AIDS and sexual responsibility among high school students. *Youth and Society*, 22, 339-361.
30. Holland, A., & Andre, T. (1991). Is the extracurriculum an extra curriculum? *American Secondary Education*, 19, 6-12.
31. Wang, T., & Andre, T. (1991). Conceptual change text versus traditional text and application questions versus no questions in learning about electricity. *Contemporary Educational Psychology*, 16, 103-116.
32. Andre, T., Dietsch, C., & Cheng, Y. (1991). Sources of sex education as a function of sex, coital activity, and type of information. *Contemporary Educational Psychology*, 16, 215-240.

33. Andre, T., & Veldhuis, G. H. (1991). Use of computers by physics and physical science teachers. *The Journal of Computer-Based Instruction*, 18(4), 113-117.
34. Andre, T., & Ding, P. (1991). Student misconceptions, declarative knowledge, stimulus conditions and problem solving in basic electricity. *Contemporary Educational Psychology*, 16(4), 303-313.
35. Howard, C. K., O'Boyle, M. W., Eastman, V. J., Andre, T., & Motoyama, T. (1991). The relative effectiveness of symbols and words to convey photocopier functions. *Applied Ergonomics*, 22(4), 218-224.
36. Chambers, S., Alexander, J., Howard, C., Andre, T., O'Boyle, M., & Eastman, V. (1992). Symbol and word effectiveness for conveying photocopier functions in experienced photocopier users. *Perceptual and Motor Skills*, 74, 1203-1215.
37. Holland, A., & Andre, T. (1992). College students' attitudes toward women: A three dimensional approach. *College Student Journal*, 26, 253-259.
38. Carlsen, D., & Andre, T. (1992). Use of a micro-computer simulation and conceptual change text to overcome student preconceptions about electric circuits. *The Journal of Computer-Based Instruction*, 19, 105-109.
39. Hegland, S., & Andre, T. (1992). Helping learners construct knowledge. *Educational Psychology Review*, 4, 223-240.
40. Andre, T., Chambers, D. K., Alexander, J. E., O'Boyle, M. W., Howard, C. K., Motoyama, T., & Eastman, V. (1993). Experienced and inexperienced photocopier users' perceptions of possible and useful functions. *Perceptual and Motor Skills*, 76, 215-234.
41. Lamport, L. L., & Andre, T. (1993). AIDS knowledge and sexual responsibility. *Youth and Society*, 25, 38-61.
42. Holland, A., & Andre, T. (1994). The relationship of self-esteem to selected personal and environmental resources of adolescents. *Adolescence*, 29, 345-360.
43. Holland, A., & Andre, T. (1994). Athletic participation and the social status of adolescent males and females. *Youth and Society*, 25, 388-407.
44. Andre, T. A., & Holland, A. (1995). Relationship of sport participation to sex role orientation and attitudes toward women among high school males and females. *Journal of Sport Behavior*, 19, 241-253.
45. Holland, A., & Andre, T. (1995). Prestige ratings of high school extracurricular activities. *The High School Journal*, 78(2), 67-72.

46. Chambers, S. K., & Andre, T. (1995). Are conceptual change approaches to learning science effective for everyone: Gender, prior subject matter interest, and learning about electricity. *Contemporary Educational Psychology, 20*, 377-391.
47. Chambers, S. K., & Andre, T. (1997). Gender, prior knowledge, interest, and experience in electricity and conceptual change text manipulations in learning about direct current. *Journal of Research in Science Teaching, 34*, 105-123.
48. Andre, T. (1997). Fulfilling its promise, a content analysis of 20 years of research at MWERA, *Mid-Western Educational Researcher, 10*, 37.
49. Windschitl, M., & Andre, T. (1998). Using computer simulation to enhance conceptual change: The roles of constructivist instruction and student epistemological beliefs. *Journal of Research in Science Teaching.*
50. Andre, T. (1998) The impact of digital and electronic technology in education: A multiply-caused glacier?, *Journal of Computers in Teacher Education. 14*, 17-20
51. Andre, T. and Hegland, S. (1998). Range restriction, outliers, and the use of the Graduate Record Examination to predict graduate school performance, *American Psychologist, 53*, 574-575.
52. Andre, T., Whigham, M., Hendrikson, A., & Chambers, S., (1999). Competency Beliefs, Positive Affect, and Gender Stereotypes of Elementary Students and Their Parents about Science Versus Other School Subjects, *Journal of Research in Science Teaching, 36*, 719-748.
53. Akpan, J. P., & Andre, T. (1999) The effect of a prior dissection simulation on middle school students' dissection performance and understanding of the anatomy and morphology of the frog, *Journal of Science Education and Technology, 8*, 107-121.
54. Holland, A., & Andre, T. (1999). Student characteristics relate to choice of high school remembrance role. *Adolescence. 34*, 315-338.
55. Nonis, A. S., Andre, T., & Sasser, S., (1999) The graduate education curriculum: the process of change in an instructional technology program, *Technology in Teacher Education Annual. 1673-1676.*
56. Akpan, J. P., & Andre, T. (2000). Using a computer simulation before dissection to help students learn anatomy, *Journal of Computers in Mathematics and Science Teaching, 19*, 297-313..
57. Andre, T. Schmidt, D., Nonis, A. & Hall, S. (2000), Preparing Tomorrow's Teachers Today: Using Videos of Technology-Using Teachers to Enhance Pre-Service Teachers' Technology Skills, *Technology in Teacher Education Annual. 1452-1455.*

58. Koeppen, K.E. & Andre, T. (2000). Connecting Cultures via the Internet: The United States and Russia. *Staff and Educational Development International*. 4, (1), 9-17.
59. Chumbley, S., Hargrave, C.P., Constant, K., Andre, T., & Hand, B. (2002) Project ExCEL- Web based SEM for K-12 Education. *Journal of Engineering Education*. April, p 203-210.
60. Yang, E., Andre, T., & Greenbowe, T., (2003), Spatial ability and the impact of visualization/animation on learning electrochemistry, *International Journal of Science Education*, 25, 329-349.
61. Jones, G. Andre, T., Superfine, R., & Taylor, R., (2003). Learning at the nanoscale: the impact of students' use of haptics on concepts of viruses, scale, and microscopy. *Journal of Research in Science Teaching*. 40, 303-322.
62. Jones, G., Andre, T., Kubasko, D., Tretter, T., Bokinsky, A., Negishi, A., Taylor, R., Superfine, R (2004) Remote atomic force microscopy of microscopic organisms: Technological innovations for hands-on science with middle and high school students, *Science Education*, 88, 55-71.
63. Yang, E. Greenbowe, T. J., & Andre, T., (2004), The effective use of an interactive software program to reduce students' misconceptions about batteries. *Journal of Chemical Education*, 81, 587-596.
64. Painter, J., Jones, M. G., Kubasko, D., Tretter, T., Negishi, A., Andre, T. (2006). Pulling back the curtain: Scientists in the classroom. *School Science and Mathematics*. 106, p181-190.
65. Tretter, T. R., Jones, M. G., Andre, T., Negishi, A., Minogue, J. (2006). Conceptual boundaries and distances: students' and experts' concepts of the scale of scientific phenomena, *Journal of Research in Science Teaching*, 43, 282-319
66. Jones, M. G., Tretter, T., Paechter, M., Kubasko, D., Bokinsky, A., Andre, T., Negishi, A. (2007). Differences in African-American and European-American Students' engagement with nanotechnology experiences: Perceptual position or assessment artifact? *Journal of Research in Science Teaching*, 44, 787-799.
67. Kubasko, Dennis, Jones, M. Gail, Tretter, Thomas & Andre, Thomas (2007). Is it live or is it memorex?: Students' synchronous and asynchronous communication with scientists. *International Journal of Science Education*, 30(4), 495- 514
68. Han-Chin Liu, H-C., Andre, T., & Greenbowe, T. (2008). The impact of learner's prior knowledge on their use of chemistry computer simulations: a case study, *Journal of Science Education and Technology*, 17, 466-482

**Books/Professional Chapters:**

1. Anderson, R. C., Faust, G., Roderick, M., Cunningham, D. J., & Andre, T. (Eds.). (1969). *Current research on instruction*. New York: Prentice-Hall, Inc.
2. Andre, T. (1986). Problem-solving and education. In G. Phye & T. Andre (Eds.), *Cognitive classroom learning, understanding, thinking, problem-solving* (pp. 169-204). New York: Academic Press.
3. Andre, T., & Phye, G. (1986). Cognition, learning, and education. In G. Phye & T. Andre (Eds.), *Cognitive classroom learning, understanding, thinking, problem-solving* (pp. 1-20). New York: Academic Press.
4. Phye, G. D., & Andre, T. (Eds.). (1986). *Cognitive classroom learning, understanding, thinking, problem-solving*. New York: Academic Press.
5. Andre, T. (1987). Processes in reading comprehension and the teaching of comprehension. In J. A. Glover & R. R. Ronning (Eds.), *Historical foundations of educational psychology* (pp. 259-296). New York: Plenum.
6. Andre, T. (1997). Selected microinstructional methods to facilitate knowledge construction: Implications for instructional design. In R. D. Tennyson & F. Schott, *Instructional design: International perspectives. Vol I. Theory and research*. Hillsdale, NJ: Lawrence Erlbaum Associates.
7. Andre, T., & Windschitl, M., (2002). Interest, epistemology and intentional conceptual change, in G. Sinatra & P. Pintrich, Eds. *Intentional Conceptual Change*, pp. 173-195.

### **Grants:**

1. Andre, T. (1972). SUNY Research Foundation Fellowship and Grant in Aid, \$2,165.
2. Andre, T. (1973). SUNY Research Foundation Fellowship and Grant in Aid, \$2,838.
3. Andre, T., & Hopkins, W. (1973-74). Faculty Grant for the Improvement of Undergraduate Instruction, \$3,437.
4. Andre, T. (1975). ISU Research Grants Program, "Learning from Prose," \$2,998.
5. Andre, T. (1975). NIMH Grant, "Learning Concepts by Reading," \$4,860.
6. Andre, T. (1976). Exxon Education Foundation, \$4803.
7. Andre, T. (1981-1983). Iowa Department of Public Instruction, "Evaluation of Autism Programs," \$5,500, \$7,500, \$5,000.
8. Phye, G. D., & Andre, T. (2/82-5/83). Apple Education Foundation, "Teaching Problem Solving Skills to Prospective Teachers: Microcomputer Based Instructional Programs," \$6,831.

9. Andre, T. (9/84). Iowa Department of Public Instruction, "Develop and Modify Computer Software for Schools," \$1,200.
10. Andre, T. (1985). Iowa Department of Public Instruction, "Develop Computer Based Instructional Materials," \$2,000.
11. Reschly, D. J., & Andre, T. (8/1/86-7/31/87). Iowa Department of Public Instruction, "Mental Disability Study," \$14,904.
12. O'Boyle, M. W., & Andre, T. (7/1/90-6/30/91). RICOH Corporation, "Man/Machine Interface," \$17,000.
13. -Extension (10/90) = \$4,000-Also RICOH 6620 Photocopier = approx \$15,000,-Extension (2/91) = \$ 950,-Extension (3/91) = \$ 4,500, -Extension (7/91) = \$20,000, -Extension (7/91) = \$ 900, -Extension (8/91) = \$ 895, -Extension (9/91) = \$ 2,000, -Extension (4/92) = \$ 2,500, -Extension (7/92) = \$13,000, -Extension (9/92) = \$ 2,000, -Extension (2/93) = \$950, -Extension (3/93) = \$8,985, -Extension (7/93) = \$15,000, -Extension (11/93) = \$995, -Extension (3/94) = \$15,000, -Extension (9/94) = \$800, -Extension (11/94) = \$800, -Extension (12/94) = \$2,000, -Extension (1995-96) = \$16,500 + video equipment, -Extension (9/96) = \$2,455
14. Andre, T., Benbow, C., Dark, V., O'Boyle, M., Gerrard, M., Gibbons, F., Bushman, B., & Wells, G. (1990-91). Project Vincent Proposal to Acquire a Workstation Network in Psychology. (\$18,000)
15. Andre, T. (1991-1992). Proposal to LASCAC for computers, \$12,000.
16. Andre, T. (1992-1993). Proposal to LASCAC for computers, \$20,000.
17. Andre, T. (1992). Project Game Plan, Eisenhower Proposal, \$48,000.
18. Andre, T. (1997) College of Education Grant for \$6276 (Spring 97, data collection completed Fall, 97)
19. Andre, T. & Whigham, M. (1997/1998), College of Education Grant \$4275
20. Andre, T. & Whigham, M. (1998/1999), College of Education Grant \$4275
21. Andre, T. and Schmidt, D., (1998) Miller Fellowship Grant from ISU. \$25,000
22. Whigham, M. & Andre, T. (1998/1999). Inservice to improve teacher's understanding and use of the National Math and Science Standards, Eisenhower Grant, \$171,912 (Project Co-Director/PI)
23. Myrna A. Whigham, Project Director and Thomas Andre (Co-PI) and Brian Hand (Co-PI), (1999/2000) Modeling Science and Mathematics Reform Through Implementation of the National Standards , \$100,000 from the Eisenhower Grant Program through the State Board of Regents.

24. Constant, K. P. Andre, T., Chumbley, L. S., Hand, B. Hargrave, C. P., & Thompson, A. (1999-2000) Incorporating inquiry-based science modules involving an environmental scanning electron microscope into preservice teacher education classes, NSF, (\$74,877) , awarded for June 1999-August, 2000.
25. Andre, T., (PI/Project Director), Whigham, M. (Co-PI) & Hand, B (Co-PI), Modeling Science and Mathematics Reform Through Implementation of the National Standards Project (2000/2001). \$85,000 from the Eisenhower Grant Program through the State Board of Regents.
26. Greenbowe,T.,(PI). Hand, B, (Co-PI) & Andre,T. (Co-PI) Developing a technology enhanced guided inquiry book for introductory chemistry. Directorate of Undergraduate Education NSF, (2001/2004) ~\$480,000,
27. Andre (PI), and Andreotti, A (co-PI). Staff Development Leadership Teams to Promote Science and Mathematics Reform Through Implementation of the National Standards, Regents Eisenhower Proposal, Spring 2001-Aug. 2002, (\$87,000.)
28. Andre, T., Hargrave, C.P., Chumbley, S., & Constant, K., Preparing Inservice and Preservice Teachers to Integrate WebSEM into K-12 Science Instruction; April, 2001 – March, 2002. Funded by Qwest, \$24,500.
29. Andre, T., Hand, B., Sharp, J., Lubineski, S., Davis, N., Olson, J., & Clough, M. (2001-2003). Recruiting, educating, inducting, supporting and retaining mathematics and science teachers to improve the quality of mathematics, science, and technology education for K-12 students in the 21<sup>st</sup> Century. U. S. Department of Education, \$249398, (active through May 31, 2003)
30. Andre, T., Hand, B., Sharp, J., Lubineski, S., Davis, N., Olson, J., & Clough, M. (2001-2004). Recruiting, educating, inducting, supporting and retaining mathematics and science teachers to improve the quality of mathematics, science, and technology education for K-12 students in the 21<sup>st</sup> Century. U. S. Department of Education, \$150,000, (active through May 31, 2004)
31. Andreotti, A. (PI) and Andre, T. (co-PI) 2002-2003: Staff Development Leadership Teams to Promote Science and Mathematics Reform Through Implementation of the National Standards. Eisenhower Funds from Iowa Board of Regents. ~\$80000

### **Reviews/Technical Reports, etc.:**

1. Anderson, R. C., Kulhavy, R. W., & Andre, T (1970). *Feedback procedures in programmed instruction* (Report X-11). Urbana: University of Illinois, Computer-based Educational Research Laboratory.

2. Andre, T. (1970). *Is the new item priority effect an experimental artifact?* (Report X-16). Urbana: University of Illinois, Computer-based Educational Research Laboratory.
3. Andre, T. (1981). *Final report of the Autism Evaluation Project*. Des Moines, IA: Iowa Department of Public Instruction.
4. Andre, T. (1982). *Final report of the Autism Evaluation Project*. Des Moines, IA: Iowa Department of Public Instruction.
5. Andre, T. (1983). *Final report of the Autism Evaluation Project*. Des Moines, IA: Iowa Department of Public Instruction.
6. Phye, G., & Andre, T. (1984). *Teaching master manual*. Ames, IA: Iowa State University.
7. Holland, A., & Andre, T. (1988). *The effects of participation in extracurricular activities in secondary school: What is known, what needs to be known?* ERIC, EDRS ED 290 804.
8. Andre, T., & Bormann, L. (1989). *The relationship of sexual responsibility to knowledge of acquired immuno-deficiency syndrome among high school students*. ERIC, CG 021 999.
9. Howard, C., Andre, T., O'Boyle, M., & Eastman, V. (1990). *The effectiveness of generated symbols, in-use symbols, and words in communicating copier functions* (Final Report, Human/Machine Interface Project). Ames, IA: Iowa State University.
10. Andre, T., & Veldhuis, G. H. (1991). *Use of computers by physics and physical science teachers in Iowa*. ERIC ED 325 338.
11. O'Boyle, M., Andre, T., & Howard, C. (1991). *Final Report, Human/Machine Interface Project*.
12. Andre, T., Howard, C., Chambers, S., Alexander, J.
13. (1992). *Final report. Human/Machine Interface Project*.
14. O'Boyle, M., Andre, T., Chambers, S., Gill, H., & Wojan, T. (1993). *Final report. Human/Machine Interface Project*.

**Papers and Conference Activity:**

1. Andre, T., & Schumer, H. (1968, February). *Creativity and conformity as functions of group size and test instructions*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

2. Anderson, R. C., Kulhavy, R. W., & Andre, T. (1970, February). *Feedback procedures in programmed instruction*. Paper presented at the meeting of the American Educational Research Association, Minneapolis, MN
3. Anderson, R. C., Kulhavy, R. W., & Andre, T. (1971, February). *Conditions under which feedback facilitates learning from programmed lessons*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
4. Andre, T. (1972, April). *Organizational processes in the free recall of sentences*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
5. Andre, T. (1972, April). An information-processing model of memory and forgetting. In T. Andre, & R. W. Kulhavy, *Interference and the forgetting of prose*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.
6. Hopkins, W. M., & Andre, T. (1974, April). *Extrinsic and intrinsic cueing in free recall*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
7. Hopkins, W. M., & Andre, T. (1975, April). *Correlates of clustering in free recall*. Paper presented at the meeting of the American Educational Research Association, Washington, DC.
8. Andre, T., Hill, M., & Poulos, G. (1976, April). *Forgetting, passage organization, and content*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
9. Andre, T. (1977, April). *On getting there from here, application questions and applying knowledge*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
10. Fuqua, R. W., & Andre, T. (1977, April). *Student ratings of typical and actual instructors*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
11. Pio, C., & Andre, T. (1977, April). *Paraphrasing highlighted statements and learning from prose*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
12. Andre, T. (1978, April). *Visual memory in reading and recall tasks*. In Symposium presented at the meeting of the American Educational Research Association, Toronto, Canada.
13. Andre, T., Smid, K., Groth, G., & Runge, M. (1978, April). *Adjunct application questions facilitate later application, or do they?* Paper presented at the meeting of the American Educational Research Association, Toronto, Canada.

14. Woods, A., & Andre, T. (1978, April). *Level of adjunct question, type of feedback and learning from prose*. Paper presented at the meeting of the American Educational Research Association, Toronto, Canada.
15. Andre, T. (1978, May). *The role of paraphrased and verbatim adjunct questions in facilitating learning by reading*. Paper presented at the meeting of the Midwestern Educational Research Association, Bloomington, IL.
16. Andre, T. (1979, March). *Asking students higher-order questions while reading doesn't facilitate higher order learning, at least not consistently*. Paper presented at the meeting of the Midwestern Educational Research Association, Kalamazoo, MI.
17. Andre, T., Mueller, C., & Tuttle, M. (1979, April). *The effects of type and position of adjunct questions on learning to apply concepts*. Paper presented at meeting of the American Educational Research Association, San Francisco, CA.
18. Andre, T. (1979, October, December). *Interaction of reasoning and vocabulary abilities and type of inserted question in learning from prose*. Paper presented at the meetings of the Midwestern Educational Research Association & Iowa Educational Research and Evaluation Association.
19. Andre, T. (1979, October, December). *Prediction of high school students overall rating of their instructor*. Paper presented at the meetings of the Midwestern Educational Research Association & Iowa Educational Research and Evaluation Association.
20. Andre, T., Engel, J., & Harris, S. (1980, April). *Feedback and type of adjunct question in learning concepts from reading*. Paper presented at the meeting of the American Educational Research Association, Boston, MA.
21. Andre, T., & Harris, S. (1980, April). *Memory ability, delayed testing and type of adjunct question*. Paper presented at the meeting of the American Educational Research Association, Boston, MA.
22. Andre, T. (1980, October). *The incredible green creative--or--releasing the powers that dwell within us: Problem-solving and the gifted*. Paper presented at the meeting of the Midwestern Educational Research Association.
23. Andre, T. (1980, October). *The role of responses in facilitating school learning*. Paper presented at the meeting of the Midwestern Educational Research Association.
24. Andre, T. (1980, December). *Problem solving and the gifted*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association.

25. Frevert, R., Andre, T., & Bender, T. (1980, December). *Does sex education influence sexual knowledge or behavior?* Paper presented at the meeting of the Iowa Educational Research and Evaluation Association.
26. Lamp, C. K., & Andre, T. (1980, December). *Attitudes of school personnel towards educational research and evaluation.* Paper presented at the meeting of the Iowa Educational Research and Evaluation Association.
27. Andre, T., Bender, T., & Frevert, R. (1980, December). *The delayed-retention effect: Impact of re-responding and group discussion on feedback.* Paper presented at the meeting of the Iowa Educational Research and Evaluation Association.
28. Andre, T, Bender, T., & Frevert, R. (1981, April). *The influence of group testing taking and responding after feedback on the delayed retention effect.* Paper presented at the meeting of the American Educational Research Association, Los Angeles, CA.
29. Frevert, R., Andre, T., & Bender, T. (1981, April). *The relationship of sex education to sexual behavior, attitudes, and knowledge.* Paper presented at the meeting of the American Educational Research Association, Los Angeles, CA.
30. Andre, T., Frevert, R., & Hecht, W. (1981, November). *The relationship of the quantity and affective quality of sex education to sexual behavior attitudes and knowledge.* Paper presented at the meetings of the Iowa Educational Research and Evaluation Association & Midwestern Educational Research Association.
31. Andre, T., & Pio, C. (1981, November). *Paraphrasing highlighted statements and learning from prose.* Paper presented at the meetings of the Iowa Educational Research and Evaluation Association & Midwestern Educational Research Association.
32. Andre, T. (1983, April). *Type of question, delay interval, and learning from prose.* Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.
33. Andre, T. (1983, November). *Long term effects of sex education: A research agenda.* Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
34. Andre, T. (1983, November). *Determining the influences of formal and informal sex education on adolescent's and young adult's sexuality.* Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.

35. Andre, T., & Frevert, R. L. (1983, November). *Formal and informal affective and informational sex education: Relationships to sexual knowledge, attitudes and behavior*. Paper presented at the meeting of the Society for the Scientific Study of Sex, Chicago, IL.
36. Andre, T. (1984, April). *Adjunct aids and the acquisition of concepts, principles, and problem solving skills from text*. Paper presented at the meeting of the American Educational Research Association.
37. Andre, T. (1984, September). *Designing instruction to better facilitate the learning of intellectual skills*. In symposium conducted at the meeting of the Midwestern Educational Research Association, Chicago, IL.
38. Andre, T., & Moses, B. (1985, June). *Predicting effective and ineffective contraceptive use: Sexual responsibility, erotophobia/philia, family relationships, and gender*. Paper presented at the meeting of the Society for Scientific Study of Sex, Midwestern Region, Chicago, IL.
39. Andre, T. (1986, June). *Electronic communication services for sex researchers, therapists, and educators*. Workshop presented at the meeting of the Midcontinent Region of The Society for the Scientific Study of Sex, Inc., Madison, WI.
40. Andre, T. (1986, April). *Sources of sex education as a function of type of sex information*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA. (ERIC ED 275 964)
41. Andre, T. (1986, November). *Sex education in Iowa schools as a function of school size and public or private status*. Invited paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Ames, IA.
42. Andre, T. (1987, April). Expert-novice differences and the role of the student response in acquiring schemata in science learning. In *Perspectives on expert learning: An integrative examination of theoretical and empirical issues*. Symposium conducted at the meeting of the American Educational Research Association, Washington, DC.
43. Andre, T., & Xiao, B. (1988, April). *Sexual activity, education, knowledge and responsibility*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
44. Andre, T. (1988, October). *A eulogy for educational psychology*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

45. Ding, P., & Andre, T. (1988, December). *The effect of student misconceptions, lack of declarative knowledge, and stimulus conditions on problem solving in basic electricity*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
46. Wang, T., & Andre, T. (1988, December). *Exploring naive students' knowledge of basic electrical circuits: Developing a multiple-choice test procedure to assess student misconceptions about basic electrical circuits*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
47. Andre, T., & Bormann, L. (1988, December). *The development of an AIDS knowledge test and the relationship between knowledge of AIDS and sexual responsibility in high school students*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
48. Andre, T., & Ding, P. (1989, March). *Misconceptions, declarative knowledge, and the solving of electrical circuit problems*. Paper presented at the meeting of the National Consortium for Instruction and Cognition.
49. Andre, T., & Holland, A. (1989, April). *Extracurricular participation in secondary schools: Applying research to the future*. Invited presentation at the meeting of the North Central Association Chicago, IL.
50. Wang, T., & Andre, T. (1989, December). *Conceptual change text versus traditional text and application questions versus no questions in learning about electricity*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Cedar Rapids, IA.
51. Fagan, P., Andre, T., & Baker, B. (1989). *Preliminary findings of student misconceptions on the concept of function*. Paper presented at the meeting of the Iowa Council of Teachers of Mathematics, Des Moines, IA.
52. Wang, T., & Andre, T. (1990, April). *Application questions, text manipulations, and conceptual change in physics*. Paper presented at the meeting of the American Educational Research Association, Boston, MA.
53. Andre, T. (1990, October). *Text design for improving science learning*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.
54. Andre, T. (1990, November). *Educational technology, the schools, and the administrator, being a stimulation of discussion and argument*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.

55. Chambers, S. K., & Andre, T. (1990, November). *The effects of sex, interest, experience and conceptual change text manipulation in learning about direct current*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
56. Erickson, A. R., & Andre, T. (1990, November). *Relationship of first sources of sex information to rated importance of sources*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
57. Chambers, S., & Andre, T. (1991, April). *Sex, interest, experience, and conceptual change text*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
58. Erickson, A. R., & Andre, T. (1991, April). *Relationship of first sources of sex information to rated importance*. In *Studies of special adolescent problems*. Roundtable conducted at the meeting of the American Educational Research Association, Chicago, IL.
59. Chambers, S., Andre, T., Wanberg, C., Phye, G., & Turnage, T. (1991, December). *Are student ratings of faculty worth a darn? The student view*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Cedar Rapids, IA.
60. Chambers, S., & Andre, T. (1991, December). *A text-based approach for facilitating conceptual change in learning science: The role of interest in evidence for long-term effects*. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Cedar Rapids, IA.
61. Chambers, S. K., & Andre, T. (1992, April). *Learners' attention to and learning from scientific text as a function of conceptual change or didactically oriented text*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, San Francisco, CA.
62. Lampert, L., & Andre, T. (1992, April). *Sexual responsibility and knowledge of AIDS in high school and college populations*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
63. Chambers, S. K., & Andre, T. (1992, October). *Learning from scientific text, conceptual change vs. didactic approaches*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
64. Quick, K. J., & Andre, T. (1992, October). *Schematic influences on the comprehension of AIDS education materials*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

65. Chambers, S. K., & Andre, T. (1992, December). *The acquisition of a scientific understanding of electricity: Hands on versus computer simulation experience: Conceptual change versus didactic text*. Paper presented at the annual meeting of the Iowa Educational Research and Evaluation Association, Ames, IA.
66. Quick, K., & Andre, T. (1993, April). *Sexual schema and the comprehension of AIDS education materials*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
67. Quick, K., & Andre, T. (1993, October). *Cognitive factors influencing the comprehension of AIDS education materials*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.
68. Chambers, S. K., Haselhuhn, C. W., & Andre, T. (1994, April). *The acquisition of a scientific understanding of electricity: Hands-on experience versus computer simulation and conceptual change versus didactic text*. Paper presented at the meeting of the American Educational Research Association.
69. Hargrave, C., & Andre, T. (1994, April). *Examining the use of computer simulations, journals, and peer group interactions to overcome physics misconceptions*. Paper presented at the meeting of the American Educational Research Association.
70. Andre, T., & Hasselhuhn, C. (1994, October). *Mission Newton! Using a computer game that simulates motion in Newtonian space before or after formal physics instruction in mechanics*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.
71. Haselhuhn, C., Andre, T., Whigham, M., & Veldhuis, G. (1994, October). *Attitudes of middle-school students and their parents about education in physical science, biological science, and mathematics*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.
72. Andre, T., & Haselhuhn, C. (1995, April). *Mission Newton!: Using a computer game that simulates motion in Newtonian space before or after formal instruction in mechanics*. Poster presented at the meeting of the American Educational Research Association, San Francisco, CA.
73. Haselhuhn, C., Andre, T., Wigham, M., & Veldhuis, G. H. (1995, April). *Attitudes of middle-school students and their parents about education in physical science, biological science, and mathematics*. Poster presented at the meeting of the American Educational Research Association, San Francisco, CA.

74. Windschitl, M., & Andre, T. (1996, April). *Using computer simulations to enhance change: The roles of constructivist instruction and student epistemological beliefs*. Paper presented at the meeting of the American Educational Research Association.
75. Whigham, M., Andre, T., Hendrickson, A., & Chambers, S. (1997, March). *Elementary students' and parents' attitudes on perceptions of competence about science*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL,
76. Haselhuhn, C. W. & Andre, T. (1997, March). *Relationships of gender, science self-efficacy, attitude, and subjective norm to intended enrollment in high school biology, chemistry, and physics*, Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Oak Brook, Illinois,
77. Whigham, M., Andre, T., Chambers, S., & Hendrickson, A. (1997, March). *Gender and parental and elementary pupils attitudes about science and mathematics*. Paper presented at the meeting of the National Association for Research in Science Teaching, Chicago, IL, March
78. Whigham, M., Andre, T., Hendrickson, & Chambers, S. (1997, March). *Science and mathematics versus other school subject areas: Pupil attitudes versus parent attitudes*. Paper presented at the meeting of the National Association for Research in Science Teaching, Chicago, IL.
79. Whigham, M., Andre, T., Hendrickson, A., & Chambers, S. (1998, April). *The effect of a teacher inservice on pupil and parent attitudes in science and mathematics*, Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Diego, CA,
80. Nonis, A. S., Andre, T., & Sasser, S., (1999, Feb.-Mar.) *The graduate education curriculum: the process of change in an instructional technology program*, Paper presented at the Society for Information Technology and Teacher Education National Meeting, San Antonio.
81. Andre, T., Mroch, A., Duschen, A., Werner, B., & Akpan, J. P., (1999, April) *Impact of a prior conceptual change simulation on learning about motion*, Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
82. Whigham, M. A., Andre, T. Wang, E. M., & Hendrikson, A. (1999, April). *What are elementary students and their parent's perceptions of completeness, expectations of success, degree of liking, and gender stereotypes about physical science, biological science, math, and reading?* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

83. Yang, E. M., Greenbowe, T., & Andre, T. (1999, March). *Spatial ability and the impact of visualization/ simulations software on learning electro-chemistry*. Paper presented at the Annual Meeting of the National Association for Research on Science Teaching, (Boston, MA).
84. Andre, T., Whigham, M. A., and Yang, E. M. (1999, March). *Changing pupil and parent attitudes and beliefs about gender roles in science through teacher workshops*, Paper presented at the Annual Meeting of the National Association for Research on Science Teaching, (Boston, MA).
85. Andre, T., Haselhuhn, C. W., Mroch, A., Duschen, A., Werner, B., & Akpan, J. P., (2000, Feb.) *Mission Newton! and Thinker Tools: Using Prior Simulations to Promote Learning about Motion*, Mathematics, Science and Educational Technology Conference, San Diego. CA.
86. Whigham, M., Andre, T., Yang, E. (2000, April) *Teacher's Beliefs about the National Math and Science Standards and the Emphasis Placed on the Standards in the Classroom*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, (New Orleans. LA)
87. L. S. Chumbley, C.P. Hargrave, K. Constant, B. Hand, T. Andre, E.A. Thompson, Iowa State University (2000. Feb.), *Project ExCEL - Web-based SEM for K-12 Education*, presented at American Society of Engineering Education, St. Louis. MO.
88. M. G. Jones, R. Superfine, R. Taylor, & T. Andre. (2000, April). *Students and Scientists: Investigating viruses with touch*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
89. Andre, T. Schmidt, D., Nonis, A. & Hall, S. (2000, Feb.), *Preparing Tomorrow's Teachers Today: Using Videos of Technology-Using Teachers to Enhance Pre-Service Teachers' Technology Skills*, paper to be presented at the Society for Information Technology and Teacher Education. San Diego, CA.
90. Andre, T., Whigham, M., & Yang, E. (2001, April). *Gender, ethnic, and developmental differences in students' subject specific self-efficacy, liking, expended effort, expected grade, and gender dominance for reading, math, life and physical science, and social studies*. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
91. Andre, T., Whigham, M., & Yang, E. (2001, April). *Extending the Eccles/Wigfield Expectancy-Value Motivation Model to Life and Physical Science*, Presented at the annual meeting of the National Association for Research in Science Teaching. St. Louis, MO.

92. Yang, E., Andre, T., & Whigham, M. (2001, April) *Self- Efficacy Liking Effort Grades and Gender Dominance for Science Among Czech and American Students*, Presented at the annual meeting of the National Association for Research in Science Teaching. St. Louis, MO.
93. Andre, T. Jones, G., Superfine, R., Tayler, R. (2001, Feb.). *Helping teachers and students use advanced technology in teaching high school science: A preliminary feasibility study of the use of a WWW-controlled atomic force microscope in high school science*, Presented at the annual meeting of the Society for Information Technology and Teaching.
94. Jones, G. & Andre, T. (2001, April) *Students and Scientists: Investigating Viruses With Touch*. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
95. Chumbley, S., Constant, K., Hargrave, C. P., Andre, T. (2001). *Project ExCEL – Web-based SEM for K-12 Education*, Proceeding of the 2001 American Society for Engineering Education Annual Conference and Exposition.
96. Hargrave, C., Andre, T., Chumbley, S., & Constant, K., (2001, June). *On-line Microscope & Inquiry-based Science Instruction: Improving Science Teacher Education*, Paper presented at the National Educational Computing Conference, Chicago, IL.
97. Windschitl, M., & Andre, T., (2002, April). *Interest, Epistemological Belief, and Intentional Conceptual Change*, Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
98. Jones, M. G., Andre, T., Kubasko, D., Taylor, R., and Superfine, R., (2002, January). *Virtual hand-on experiences: The use of haptics in students' investigations of viruses*. Paper presented at the Association of Educators of Teachers of Science Conference, Charlotte, NC.
99. Jones, M. G., Kubasko, D., Andre, T., Taylor, R., Superfine, R., Negishi, A., Bokinsky, A., Daye, N., Smith, B., Dennision, P. (2001, November). *Virtual Hands-On Experiences: Using Technology for Students to Touch Viruses*. Presentation made to the North Carolina Science Teachers Conference, Greensboro, North Carolina.
100. Liu, H., Andre, T., & Barbour, P., (2002, Oct.) *Investigating the Use of ThinkerTools to Promote Learning of Newton's Laws of Motion Among Middle School Students*. Science Teachers Section Fall Conference, Iowa Academy of Science, Des Moines, IA.
101. Nyles, Roque, K., & Andre, T., (2002) *A Qualitative Examination of Student Understanding of Newton's 1<sup>st</sup> Law after Simulation Software Use*, Science Teachers Section Fall Conference, Iowa Academy of Science, Des Moines, IA.

102. Jones, G., Andre, T., Negishi, A., Tretter, T. & Kubasko, D. (2003, March). *Hands-On Science: The Impact of Haptic Experiences on Attitudes and Concepts*. Presented at the National Association for research in Science Teaching. Philadelphia, PA.
103. Jones, G., Andre, T., Kubasko, D., Trettor, T., Bokinsky, A., Negishi, A., Taylor, R., Superfine, R (2003, April). *Putting Hands-on Science To the Test: Students' Haptic Experiences With Microbes*, Presented at the annual meeting of the American Educational Research Association, Chicago, Il.
104. Liu, H., Andre, T., Barbour, P.(2003, April) *How do students use ThinkerTools to learn about motion?*, Presented at the annual meeting of the American Educational Research Association, Chicago, Il. Madsen, A., Megivern, K., Andre, T., (2004, Jan.). *STAR Science Camps: Motivating adolescents to learn and teach science*, Presented at the International AETS Conference, Nashville, TN. Tretter, T. R., Jones, M. G., Andre, T., Kubasko, D., Minogue, J., (2004, March). *How Small Is Small? Students' Conceptions Of Scale*, paper presented at the Annual Conference of the National Association for Research on Science Teaching, Vancouver, Canada.
107. Yang, O., & Andre, T. (April 2005). *Motivation model for Czech and U.S. students' learning of science, mathematics, and reading: Gender effects and causal relationships*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.
108. Jones, M. G., Tretter, R., Paechter, M., Kubasko, D., Bokinsky, A., Andre, T., & Negishi, A. (2005, April). *Spectator or participant? African-American students' writing about science*. Paper presented at the American Educational Research Association Annual Meeting. Montreal, CA.
109. Tretter, T., Jones, M.G., Andre, T., Negishi, A., & Minogue, J. (2005, April). *Conceptual distances and conceptual boundaries: Students' and adults' conceptualizations of spatial scale in science*. Paper presented at the American Educational Research Association Annual Meeting. Montreal, CA.
110. Tretter, T., Jones, M.G., Andre, T., Negishi, A., & Minogue, J. (2005, April). *Scale of scientific phenomena: Demarcation of distinct spatial scales in experts' and students' cognitive frameworks*. Paper presented at the National Association of Research in Science Teaching Meeting, Dallas, TX.
111. Jones, M. G., Tretter, T., Paechter, M., Kubasko, D., & Andre, T. (2005, April). *Differences in African-American and Euro-American students' perceptions of science instruction*. Paper presented at the National Association of Research in Science Teaching Meeting, Dallas, TX.

112. Liu, H.-C., & Andre, T. (2006, April). *How College Students' Prior Knowledge Level Affected Their Use of Computer Simulations to Learn Electrochemistry*. Paper Presented at annual meeting of the American Educational Research Association. San Francisco, CA.

**Conference Activities:**

1. Andre, T. (1975, April). Invited paper discussant. Annual Convention of the American Educational Research Association, Washington, DC.
2. Andre, T. (1977, April). Organizer. *Productive learning from instruction*. Symposium conducted at the meeting of the American Educational Research Association, New York, NY.
3. Andre, T. (1978, April). Invited discussant. Annual Convention of the American Educational Research Association, San Francisco, CA.
4. Andre, T. (1979, March). Discussant. Annual Convention of the Midwestern Educational Research Association, Kalamazoo, MI.
5. Andre, T. (1979). Organizer. *Research in computer assisted instruction in Iowa: Directions for the future*. Symposium conducted at the meeting of the Iowa Educational Research and Evaluation Association.
6. Andre, T. (1979). Organizer. *LEAs, AEAs, DPI, and the universities, areas for cooperation in educational research*. Symposium conducted at the meeting of the Iowa Educational Research and Evaluation Association.
7. Andre, T. (1980, April). Invited chair & discussant. B. Montague & E. Rothkopf, *A common flaw in research design: Inconsistency between learning and testing task requirement*. Symposium conducted at the American Educational Research Association.
8. Andre, T. (1980, October). Chair. Gifted education. Paper session at the meeting of the Midwestern Educational Research Association.
9. Andre, T. (1980, December). Organizer. *Micro-computers in education: Research activities and needs*. Symposium conducted at the meeting of the Iowa Educational Research and Evaluation Association.
10. Andre, T. (1981, April). Discussion leader. *The association between Piagetian cognitive and long-term mnemonic levels and problem-solving in mathematics. Adjunct aids: Effects on study behaviors and cognitive structure*. Symposium conducted at the meeting of the American Educational Research Association, Los Angeles, CA.
11. Andre, T. (1983, November). Chairperson and Organizer. *Research and development in computer-based education: Directions for the future*. Symposium conducted at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.

12. Andre, T. (1983, April). Invited critic. *Individual differences in adult prose learning*. Annual Convention of the American Educational Research Association, Montreal, Canada.
13. Andre, T. (1984, April). Organizer. Pedagogical controls. In *Cognitive processes involved in acquiring knowledge from instructions*. Symposium conducted at the meeting of the American Educational Research and Evaluation Association.
14. Andre, T. (1984, April). Invited critic. *Processing comprehension questions*. Session conducted at the meeting of the American Educational Research and Evaluation Association.
15. Andre, T. (1986, April). Chair. Paper Session. Meeting of the American Educational Research Association, San Francisco, CA.
16. Andre, T. (1986, October). Chair. Paper Session. Meeting of the Midwest Educational/Research Association, Chicago, IL.
17. Andre, T. (1988, December). Organizer and Chair. *Computers in education: Anticipating research and development in the 21st century*. Symposium presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
18. Andre, T. (1990, November). Commentator. *Student's consciousness or awareness of factors in learning: A view from the Soviet Union*. Symposium presented at the meeting of the Iowa Educational Research and Evaluation Association, Des Moines, IA.
19. Andre, T. (1991, October). Participant. "Meet the Editors" Session. Midwestern Educational Research Association, Chicago, IL.
20. Andre, T. & Greenbowe, T. (1999), Local Arrangements Co-Chairs, Iowa Academy of Science, held at ISU, April 23-24.

### **Colloquia:**

1. Andre, T. (1972, April). *The forgetting of prose*. Colloquium presented at SUNY, Oswego, Oswego, NY.
2. Andre, T. (1973, February). *Retroactive inhibition of prose material*. Colloquium presented at Florida State University, Tallahassee, FL.
3. Andre, T. (1973, April). *The new item priority effect*. Seminar given at SUCC.
4. Andre, T. (1974, May). Colloquium presentation at American College, Bryn Mawr, PA.
5. Andre, T. (1979, May). *Concept learning in humans*. Colloquium presented at Drake University, Des Moines, IA.

6. Andre, T. (1980, May). *Effects of questions in learning*. Presentation to ISU Media Group, Ames, IA.
7. Andre, T. (1981). *Sexual behavior of ISU students*. Presentation to Psychology Club, Iowa State University, Ames, IA.
8. Andre, T. (1983). *Facilitating learning from prose*. ISU Education Seminar, Ames, IA.
9. Andre, T. (1986, June). *Electronic communication services for sex researchers, therapists, and educators*. Workshop. Midcontinent Region of the Society for the Study of Sex, Inc., Madison, WI
10. Andre, T., & Veldhuis, G. Henry. (1992, June). *Conceptual change approaches to teaching problem-solving in mechanics and electricity*. Presentation. Western Hills AEA (12).
11. Andre, T., Veldhuis, G. H., & Whigham, M. (1993, July). Project *GAMEPLAN: A two-week workshop for 5th-9th grade teachers focusing on teaching problem-solving and conceptual change in mechanics and electricity*, Sioux City, IA.
12. Andre, T., (1995, March). *Constructivist learning theory, learning cycles, and learning styles*. Presentation. AEA Science Curriculum Meeting, Fort Dodge, IA
13. Andre, T. (1995, August). *Using conceptual change teaching in science*. Presentation. Jewell, IA.
14. Andre, T. (1998, June). *Misconceptions in Science and Math Instruction and the National Standards*. Presentation to Eisenhower Inservice, Des Moines, IA
15. Andre, T. (1999, Oct.) *Using simulations before or after instruction in physics*. Presentation to faculty and students in School of Education, University of North Caroline.
16. Andre, T. (1998, June). *Technology in Education and the Math and Science Standards*, Presentation to Eisenhower Inservice, Des. Moines, IA.
17. Andre, T. (1999, June). *Misconceptions in Science and Math Instruction and the National Standards*. Presentation to Eisenhower Inservice, Des Moines, IA
18. Andre, T. (1999, June). *Technology in Education and the Math and Science Standards*, Presentation to Eisenhower Inservice, Des. Moines, IA.
19. Andre, T. (2000, March, 25). *The WEBSEM project*. Presentations to OPPTAG Spring 2000 Investigation Series
20. Andre, T. (2005, Nov.) *Using simulations to help students learn about Newton's first law*, Presentation of NATO class, University of Twente, Netherlands.

### **Teaching Experience:**

**Undergraduate:** Introductory Psychology; Educational Psychology; Computer Applications in Psychology; Adolescent Psychology; Behavior Modification/Applied Behavioral Analysis; Developmental Psychology; Introduction to Instructional Technology

**Graduate:** Educational Psychology--Cognition, Learning, and Motivation in Educational Settings; Adolescent Psychology; Applied Research Methods; Psychology of Computer Applications in Education and Training, Research Trends in Technology and Education.

**Graduate Seminars:** Learning from Prose; Trait Treatment Interactions; The Psychology of Reading; Research Methods, Instructional Technology, Science Education.

### **Teaching Interests:**

Educational Psychology, Learning, Cognition, Instructional Psychology, Computer Applications to Teaching and Learning; Learning and Science Education; Motivation and Management in Classroom Settings.

### **Graduate Students Supervised**

Han Chin Liu, Ph.D. Curriculum and Instruction, 2004  
Eun-Mi Yang, Ph.D. Curriculum and Instruction, 2003  
Jeffrey M. Kenton, Ph.D. Curriculum and Instruction, 2002.  
Joseph P. Apkan, Ph.D. Curriculum and Instruction, 1998  
Charlotte W. Haselhuhn, Ph.D. Psychology, 1995  
Mark A. Windshitzl, Ph.D. Curriculum and Instruction, 1995  
Constance P. Hargrave, Ph.D. Curriculum and Instruction, 1993  
Lowell L. Sneller, Ph.D. Education, 1993  
David D. Carlsen, Ph.D. Curriculum and Instruction, 1989.

John M. Gamble, M.A.T. Curriculum and Instruction, 2006  
Rohini Vanchiswaran, M.S. Curriculum and Instruction, 2005  
Han-Chin Liu, M.S. Curriculum and Instruction, 2002  
Heather Jo Sanders, M.S. Curriculum and Instruction, 2002.  
Elizabeth G. Miller, M.Ed. Curriculum and Instruction, 2000  
Steve L. Neugent, M.S. Curriculum and Instruction, 2000  
Eun-Mi Yang, M.S. Curriculum and Instruction, 1999  
Gene McClugage, M.Ed. Curriculum and Instruction, 1998  
Kathryn J. Quick, M.S. Psychology, 1993  
Linda L. Lamport, M.S. Psychology, 1991  
Tianyu Wang, M.S. Psychology, 1989  
Yu Cheng, M.S. Psychology, 1986

John A. McCullough,. M.S. Psychology, 1979

**Theses/Dissertation:**

1. Andre, T. Creativity and conformity as functions of group size and test instructions. Unpublished Senior Thesis, University of Massachusetts.
2. Andre, T. Is the new item priority effect an experimental artifact? Unpublished Master's Thesis, University of Illinois, June 1970. Also published as CERL Report X-16, Computer-based Educational Research Laboratory, Urbana, Illinois, August 1970.
3. Andre, T. Retroactive Inhibition and the forgetting of prose. Unpublished Doctoral Dissertation, University of Illinois, October 1971.

**Memberships (Current)**

American Education Research Association  
American Psychological Association  
American Association for Colleges of Teacher Education.  
National Association for Research on Science Teaching  
Midwestern Educational Research Association.  
Iowa Educational Research and Evaluation Association (1980)

**Selected Graduate Courses and Professors:**

Programmed Instruction	R.C. Anderson
Computer Assisted Instruction	B. Hicks
Psychology of Learning and Instruction	R.C. Anderson
Independent Study: Memory for Prose	R.C. Anderson
Theory of Educational Evaluation	R.E. State
Seminar: Computer in Education	R. Spencer
Experimental Psychology of Human Learning	J.A. Adams
Psycholinguistics	C. Osgood
Seminar: Organization in Memory	W. Montague
Advanced Child Psychology	J. Wolff
Learning in Children	L.R. Goulet
Cognitive Development	L. Cohen
Quantitative Methods	R. Bogartz
Quantitative Methods	B. Batchelder
Experimental Design	J. Myers

### **Pre-Doctorate Experience**

- 1965-1967: Research Assistant in Psychology to Dr. Harry Schumer and Dr. Robert Stanfield, University of Massachusetts. Duties included research, data analysis, and computer programming in social psychology.
- 1967-1968: Research Assistant in the Training Research Laboratory for Professor Richard C. Anderson, University of Illinois. Duties included conducting research, analyzing data, and computer programming in verbal learning and computer assisted instruction.
- 1968 Summer: Research Assistant in Psychology for Professor William Montague, University of Illinois. Duties included the development and programming of a computer-based course in statistics.
- 1969 Spring and Summer: Research Assistant in Psychology in the Computer-based Educational Research Laboratory for Professor Richard C. Anderson and Professor Paul Handler, University of Illinois. Duties included research, data analysis, and computer programming in verbal and prose learning and development of a computer-based course in demography.
- 1969-1970: Research Assistant in the Computer-based Educational Research Laboratory for Professor Richard C. Anderson. Duties included research, data analysis, and computer programming in human learning, memory and instruction.
- 1970-1971: Research Assistant in Education Computer Facility, University of Illinois for Professor Russell Chadborn. Duties included computer programming and statistical consultation for students and faculty in the College of Education.

Andre.Vit (10/08

)