

Curriculum Vitae
RONALD W. MARX

**CONTACT
INFORMATION**

Office

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

DEGREES

Stanford University

1978 Ph.D, Educational Psychology
and Child Development

California State University, Northridge

1971 M.A., School Psychology

California State University, Northridge

1969 B.A. (cum laude), Psychology

CERTIFICATION

State of California

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

Province of British Columbia

Licensed Psychologist (lapsed)

**PROFESSIONAL
EMPLOYMENT**

2017-

Professor of Educational Psychology
Dean Emeritus
University of Arizona

2003-2017

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

1990-2003

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

1984-1990 Professor

1983-1987 Director of Graduate Programs

1979-1988 Senior Researcher, Instructional Psychology Research Group

1979-1984 Associate Professor

1975-1979 Assistant Professor

Faculty of Education, Simon Fraser University
Burnaby, British Columbia

1987-1988 Director of Research

Learner's Group, British Columbia
Royal Commission on Education

1982-1983 Visiting Scholar

Department of Educational Psychology,
University of Arizona

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

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

1975 Teaching and Research Assistant

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

1974-1975 Senior Research Assistant,

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

1973-1974 Instructor

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

1971-1974 Research Assistant

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

1971 Psychological Assistant

Behavior Therapy Consultants
Tarzana, California.

1971 Research Consultant

Department of Psychology
California State University, Northridge.

1970 Research Assistant

1969 Department of Psychology
California State University, Northridge.

1969-1971 School Psychology Intern

Simi Unified School District, Simi, California.

1969-1971 Graduate Teaching Assistant

Department of Psychology
California State University, Northridge

1966-1967 Child Care Teacher

Los Angeles City Schools.

**PROFESSIONAL
SOCIETIES**

American Educational Research Association

Divisions

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

American Association for Colleges of Teacher Education

American Psychological Association

Association for Psychological Science

**PROFESSIONAL
ACTIVITIES**

Administration & University Service

Member of the Planning Committee for the Tucson Regional Educator
Collaborative

Member of the University of Arizona College of Education Personnel and Salary
Committee (2018-2020)

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

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

University of Michigan Committee Service (e.g., School of Education Promotion
and Tenure Committee, Executive Committee, Chair and member of several

faculty search committees, member of Dean of Education Search Committee, Graduate Programs Admissions Committee, Combined Program in Education and Psychology Executive Committee, Joint Program in English and Education Executive Committee, plus many more)

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

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

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

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

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

Educational and Psychological Consultation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Panel Review, National Science Foundation (1998-2001)

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

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

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

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

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

Panel Review, National Council on Disability (1990)

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

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

Principal, Educational Consultants International (1987-1990)

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

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

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

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

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

Development of career guidance program for secondary schools. Rotary Club, Burnaby, B.C. (1979)

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

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

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

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

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

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

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

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

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

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

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

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

Service to Scholarly Journals and Organizations

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

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

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

Guest Editor, Educational Psychologist, (2000)

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

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

Book manuscript review for Jossey-Bass (1996)

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

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

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

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

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

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

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

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

Manuscript reviewer:

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

Research Proposal reviewer:

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

Community Service

Member of the Southern Arizona Advisory Committee, Act One: Inspiring Minds and Hearts through the Arts.

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

Chair of the Community Investment Team

Member of the Executive Committee

Member of the subcommittee on Mission Related Investments

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

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

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

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

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

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

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

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

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

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

Numerous talks to parent, teacher, and professional groups

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

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

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

HONORS

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

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

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

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

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

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

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

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

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

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

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

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

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

RESEARCH, DEVELOPMENT AND PROGRAM GRANTS

2018

Planning Grant to Establish the Tucson Regional Educator Professional Development Institute

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

Helios Education Foundation. (\$20,000)

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

2008

First Things First External Evaluation

Arizona Early Childhood Development and Health Board (\$12,000,000)
With D. Yaden, N. Perry, E Swadener, B. Enz & D. Kain

2007

First Things First Evaluation Planning

Arizona Early Education Fund (\$35,000)
Diamond Family Foundation (\$25,000)

2002

Center for Curriculum Materials in Science (CCMS)

National Science Foundation (\$2,500,000)
with J. Krajcik, American Association for the Advancement of Science is prime.

Continued Development of the Primary Sources Virtual Expedition

Horace Rackham School of Graduate Studies, Univ. of Michigan
(\$28,000)
with B. Bain & M Zhang.

Hewlett-Packard/hi-ce Professional Development Initiative

The Hewlett-Packard Corporation (\$210,000)
with B. Fishman.

On-Line Teacher Professional Development

Michigan Virtual University (\$50,000)
with S. Best & B.Fishman.

Science Workshops for Teachers

State of Michigan Eisenhower Professional Development Program
(\$50,000)
with S. Best, Central Michigan University is prime.

2001

The Administrators' Reform Community: Phase II

The Joyce Foundation (\$96,253)
with B. Fishman, Northwestern Univ. is prime.

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

National Science Foundation (\$1,999,738)
with J. Krajcik.

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

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

1999

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

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

Knowledge Networks on the Web

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

Community Health Investigator

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

Administrators Reform Community

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

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

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

1998

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

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

1997

Center for Learning Technologies in Urban Schools

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

Expanding the Primary Sources Network

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

1996

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

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

1996

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

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

1996

Dade County Teacher Development

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

1996

Computational Support for Authentic Science Inquiry

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

1996

Summer Research Support

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

1995

Middle Years Digital Library

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

1993

Teaching, Learning and Curriculum Alignment

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

1991

Enhancement of Project-Based Science

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

1988

Colloquium on Multilevel Effects

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

1987

Multilevel Analysis of Educational Effects

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

1987

Models of Teacher and Student Cognition for Artificially Intelligent Courseware

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

1986

Graduate Program for Universitas Terbuka

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

Malaysian Educators Study

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

1985

Classroom Tasks and Academic Learning

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

1984

Classroom Organization Research

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

1983

Classroom Organization Research

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

Classroom Organization and Perceptions of Student Academic and Social Status

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

1982

Leave Fellowship

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

1981

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

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

Influence of Cognitive Style on Students' Perceptions of Instruction

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

1980

Counselling Materials Handbook

British Columbia Ministry of Labor (\$3800)

1979

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

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

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

British Columbia Ministry of Labor (\$3500)

1978

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

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

1977

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

British Columbia Ministry of Labor (\$3200)

1975

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

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

**JOURNAL ARTICLES
AND CHAPTERS
IN BOOKS**

2019

Cimetta, A.D., Sulkowski, M.L., Cutshaw, C.A., Yaden, D.B., Marx, R.W. (in preparation). Firearm ownership and storage practices in Arizona families having young children with emotional and behavioral risk factors.

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

Marx, R.W. (2019, in press). Feel free to fail: We all do! That's how we learn from life's lessons. In S. Nieto, F. Erickson, & P. Winne (Eds.), *Acquired Wisdom Series. Education Review*,

2017

Cimetta, A. D., Marx, R. W., Yaden, D. B., Alkhadim, G. S., Cutshaw, C. A. (2017). Latent variable structure and measurement invariance of a modified early literacy

assessment. *International Journal of School and Educational Psychology*, 6(3), 208-222. DOI:10.1080/21683603.2017.1322016

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

2016

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

2015

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

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

2014

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

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

2013

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

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

2012

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

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

2010

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

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

2009

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

2008

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

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

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

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

2006

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

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

Kubitskey, B., Fishman, B. J., Margerum-Leys, J., Fogleman, J., Brunvand, S., & Marx, R. W. (2006). Professional development and teacher learning: Using concept maps in inquiry classrooms. In M. McMahon, P. Simmons, R. Sommers, D. DeBaets & F. Crowley (Eds.), *Assessment in science: Practical experiences and education research (pp. 107-118)*. Arlington, VA: NSTA Press.

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

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

2005

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

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

2004

Geier, R., Blumenfeld, P., Marx, R.W., Krajcik, J., Fishman, B., & Soloway, E. (2004). Standardized test outcomes of urban students participating in standards and

project-based science curricula. In Y. B. Kafai, W. A. Sandoval, N. Enyedy, A. S. Nixon, and F. Herrera (Eds.), *Proceedings of the Sixth International Conference of the Learning Sciences*. Mahwah, NJ: Erlbaum.

Fortus, D., Dersheimer, R.C., Krajcik, J.S., Marx, R.W., & Mamlock-Naaman, R., (2004). Design-based science and student learning. *Journal of Research in Science Teaching*. 41(10)

Margerum-Leys, J. & Marx, R.W. (2004). The nature and sharing of teacher knowledge of technology in a student teacher/mentor teacher pair. *Journal of Teacher Education*, 55(5), 1-16.

Marx, R.W., Blumenfeld, P.C., Krajcik, J.S., Fishman, B., Soloway, E. Geier, R., & Tal, R.T., (2004). Inquiry-based science in the middle grades: Assessment of learning in urban systemic reform. *Journal of Research in Science Teaching*. 41, 1063-1080.

Moje, E.B., Peek-Brown, D., Sutherland, L.M., Marx, R.W., Blumenfeld, P., & Krajcik, J.S. (2004). Explaining explanations: Developing scientific literacy in middle school project-base science reforms. In D.S. Strickland & D.E. Alvermann (Eds.). *Bridging the literacy achievement gap: Grades 4-12*. New York: Teachers College Press (pp. 227-251).

2003

Fishman, B., Marx, R.W., Best, S., & Tal, R. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education* 19(6), 643-658.

Fishman, B., Marx, R.W., Blumenfeld, P., Krajcik, J. & Soloway, E. (2003). Creating a framework for research on systemic technology innovations. *Journal of the Learning Sciences*. 13(1), 43-76.

2002

Brunvand, S., Fishman, B., Marx, R., & Maybaum, J. (2002). Teacher expectations of on-line professional development. *Proceedings of the International Conference of the Learning Sciences*.

Kubitskey, B., Fishman, B., & Marx., R. (2002). Professional development, teacher learning, and student learning: Is there a connection? *Proceedings of the International Conference of the Learning Sciences*.

Margerum-Leys, J., & Marx, R.W. (2002). When it works: A case study of teacher knowledge of educational technology. *Journal of Teacher Education*.

Margerum-Leys, J., & Marx, R.W. (2002). Teacher knowledge of educational technology: A study of student teacher/mentor pairs. *Journal of Educational Computing Research*, 26(4), 427-462.

Schneider, R., Krajcik, J., Marx, R.W., & Soloway, E. (2002). Student learning in project-based science classrooms. *Journal of Research in Science Teaching*. 39(5), 410-422.

2001

Fishman, B., Kupperman, J., Marx, R., & Soloway, E. (2001). Linking urban Latino families to school using the web. *Journal of Educational Computing Research*. 25(1), 35-49.

Moje, E. B., Collazo, T., Carrillo, R., & Marx, R. W. (2001). "Maestro, what is quality?": Language, literacy, and discourse in project-based science. *Journal of Research in Science Teaching*, 38(4), 469-498.

Soloway, E., Norris, C., Blumenfeld, P., Fishman, B., Krajcik, J., & Marx, R. (2001). Handheld devices are ready at hand. *Communications of the ACM*, 44(6), 15-20.

Soloway, E., Norris, C., Curtis, M., Jansen, R., Krajcik, J., Marx, R., Fishman, B., Blumenfeld, P. (2001) Making Palm-Sized Computers the PC of Choice for K-12, *Learning and Leading with Technology*, 8(7).

2000

Best, S., Marx, R.W., Fishman, B., & Peek-Brown, D. (2000). Professional Development for Systemic Change: A Strategic Approach to Scaling Educational Reform through Professional Development Programs. In D.A. Willis, J.D. Price & J. Willis (Eds.). *Proceedings of the Society for Information Technology in Teacher Education*, Charlottesville, VA: Association for the Advancement of Computing in Education.

Best, S., Fishman, B., Marx, R.W., & Foster, J. (2000). Comprehensive Professional Development Reform Efforts: Changing Attitudes and Practices about Pedagogy and Technology for Science Teachers with Diverse Needs. In D.A. Willis, J.D. Price & J. Willis (Eds.). *Proceedings of the Society for Information Technology in Teacher Education*, Charlottesville, VA: Association for the Advancement of Computing in Education.

Blumenfeld, P., Krajcik, J., Marx, R.W., & Soloway, E. (2000). Promising new instructional practices. In *New teachers for a new century*. (pp. 47-78). San Francisco: McCutchan.

Blumenfeld, P., Marx, R.W., Krajcik, J., Fishman, B. & Soloway, E. (2000). Creating useable innovations in systemic reform: Scaling-up technology-embedded project-based science in urban schools. *Educational Psychologist*, 35, 149-164.

Marx, R.W. (2000). School reform and research in educational psychology. *Educational Psychologist*, 35, 161-163.

Singer, J., Krajcik, J., & Marx, R.W. (2000). The design and evaluation of classroom supports for seamless integration of a dynamic modeling tool. In B. Fishman and S. O'Connor-Divelbiss (Eds.), *Fourth International Conference of the Learning Sciences* (pp. 62-69). Mahwah, NJ: Erlbaum.

Singer, J., Marx, R.W., Krajcik, J., & Clay Chambers, J. (2000). Constructing extended inquiry projects: Curriculum materials for science education reform. *Educational Psychologist*, 35, 165-178.

Soloway, E., Norris, C., Blumenfeld, P., Fishman, B., Krajcik, J., & Marx, R.W. (2000). K-12 and the Internet. *Communications of the ACM*, 43(1), 19-23.

1999

Crawford, B., Marx, R., Krajcik, J. (1999). Elements of a community of learners in a middle school science classroom. *Science Education*. 83(6), 701-723.

Krajcik, J., Blumenfeld, P., Marx, R. and Soloway, E. (1999). Instructional, curricular, and technological supports for inquiry in science classrooms. In J. Minstrel & E. Van Zee (Eds.), *Inquiry into inquiry: Science learning and teaching*, American Association for the Advancement of Science Press, Washington, D.C.

1998

Marx, R.W., Blumenfeld, P.C., Krajcik, J.S., & Soloway, E. (1998). New technologies for teacher professional development. *Teaching and Teacher Education*, 14, 33-52.

Reprinted in R. E. Moon, L. Bird and J. Butcher (Eds.). *Leading professional development in education*. London: Routledge.

Marx, R.W., Freeman, J.G., Krajcik, J.S., & Blumenfeld, P.C. (1998). The professional development of science teachers. In B. Fraser and K. Tobin (Eds.). *International handbook of science education*. pp. 667-680. Dordrecht, The Netherlands: Kluwer.

Krajcik, J.S., Blumenfeld, P., Marx, R.W., Bass, K.M., Fredricks, J., & Soloway, E. (1998). Inquiry in project-based science classrooms: Initial attempts by middle school students. *Journal of the Learning Sciences*. 7, 313-350.

Krajcik, J.S., Soloway, E., Blumenfeld, P., & Marx, R.W. (1998). Scaffolded technology tools to promote teaching and learning in science. In C. Dede (Ed.), 1998 *ASCD Yearbook: Learning and Technology* (31-45).

1997

Blumenfeld, P.C., & Marx, R.W., (1997). Motivation and cognition. In H. J. Walberg and G. D. Haertel (Eds.), *Educational psychology: Effective practices and policies*. (pp. 79-106).. Berkeley, CA: McCutchan Publishers..

Blumenfeld, P.C., & Marx, R.W., Patrick, H., & Krajcik, J. S., & Soloway, E. (1997). Teaching for understanding. In B.J. Biddle, T.L. Good, and I.F. Goodson (Eds.). *International handbook of teachers and teaching*. Pp. 819-878. Dordrecht, The Netherlands:

Reprinted as La enseñanza para la comprensión. In B.J. Biddle, T.L. Good, and I.F. Goodson (Eds.). (2000). *La enseñanza y los profesores II*. Barcelona: Paidós.

1996

Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., & Soloway, E., (1996).. Enacting project-based science: Challenges for practice and policy. *Elementary School Journal*. 97, 341-358.

Marx, R.W., & Freeman, J.G. (1996). Project-based learning. In S. Cole-Misch, L. Price, & D. Schmidt (Eds.). *Sourcebook for watershed education*. Debuque, Iowa: Kendall-Hunt (172-174)..

Blumenfeld, P.C., & Marx, R.W., Krajcik, J. S., & Soloway, E. (1996). Learning with peers: From small group cooperation to collaborative communities. *Educational Researcher*. 25 (8), 37-40.

Krajcik, J.S., Soloway, E., Blumenfeld, P.C., Marx, R.W., Ladewski, B.L., Bos, N.D., & Hayes, P.J. (1996).. The Casebook of Project Practices: An example of an interactive multimedia system for professional development. *Journal of Computers in Mathematics and Science Teaching*. 15, 119-135.

Soloway, E., Krajcik, J., Blumenfeld, P., & Marx, R.W. (1996).. Technological support for teachers transitioning to project-based science practices. In T. Koschman (Ed.). *CSCL: Theory and practice of an emerging paradigm*. (pp.269-305). Hillsdale, NJ: Erlbaum.

1995

Anderson, L.M., Blumenfeld, P.C., Pintrich, P, Clark, C.M., Marx, R.W., & Peterson, P.L. (1995). Educational psychology for teachers: Reforming our courses, rethinking our goals. *Educational Psychologist*.

Archibald, F.S., Bartholomew, K., & Marx, R.W. (1995). Loneliness in early adolescence: A test of the cognitive discrepancy model of loneliness. *Personality and Social Psychology Bulletin*, 21, 296-301.

1994

Marx, R.W., Blumenfeld, P., Krajcik, J. S., Blunk, M., Crawford, B., Kelly, B., & Mills, K. (1994). Enacting project-based science: Experiences of four middle grade teachers. *Elementary School Journal*, 94, 517-538.

Blumenfeld, P., Krajcik, J. S., Marx, R.W., & Soloway, E. (1994). Lessons learned: A collaborative model for helping teachers learn project-based instruction. *Elementary School Journal*, 94, 539-551.

Krajcik, J. S., Blumenfeld, P., Marx, R.W., & Soloway, E. (1994). A collaborative model for helping teachers learn project-based instruction. *Elementary School Journal*, 94, 483-498.

1993

Marx, R.W. & Collopy, R.M.B. (1993). Student influences on teaching. In L. Anderson (Ed.). *International encyclopedia of education: Research and studies* (2nd Ed.), Section 19: Teaching. Oxford: Pergamon.

Reprinted in L.W. Anderson (Ed.), (1995). *International encyclopedia of teaching and teacher education* (2nd Ed.). Oxford: Elsevier Science.

Reprinted in L.J. Saha (Ed.). *International encyclopedia of the sociology of education*. Oxford: Elsevier Science.

Pintrich, P., Marx, R.W., & Boyle, R. (1993). Beyond "cold" conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational Research*, 63, 167-199.

Abridged and reprinted as "Learning as a 'hot' process" in A. Craft (Ed.). (1996). *Primary education: Assessing and planning learning*. London: Routledge.

1991

Marx, R.W., & Walsh, J. (1991). Recitation and direct instruction: Possibilities and limitations. In R.H. Short, L.L. Stewin, & S.J.H. McCann (Eds.), *Educational psychology: Canadian perspectives*. (pp 235-272) Toronto: Copp Clark Pitman Ltd.

Marx, R.W., & Winne, P.H. (1991). Cognitive approaches to classroom motivation. In R.H. Short, L.L. Stewin, & S.J.H. McCann (Eds.), *Educational psychology: Canadian perspectives*. (pp 157-175) Toronto: Copp Clark Pitman Ltd.

Blumenfeld, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26, 369-398.

Horvath, A.O., & Marx, R.W. (1991). The development and preliminary validation of the Counselors' Intentions List. *Psychological Assessment*,

1990

Marx, R.W. (1990, spring). Learning, motivation and teaching. *Research Forum*. #6. 8-15.

Horvath, A.O., & Marx, R.W. (1990). The development and decay of the working alliance during time-limited counselling. *Canadian Journal of Counselling*, 24, 240-259.

Horvath, A.O., & Marx, R.W. (1990). Thinking about thinking in therapy: An examination of clients' understanding of their therapists' intentions. *Journal of Consulting and Clinical Psychology*. 58, 614-621

1989

Winne, P.H., & Marx, R.W. (1989). A cognitive-processing analysis of motivation with classroom tasks. In C. Ames and R. Ames (Eds.), *Research on motivation in education* (Vol. III) (pp. 223-257). New York: Academic Press.

1988

Marx, R.W. (1988). Bitter pills and grim reapers. *Canadian Journal of Education*, 13, 29-38.

Marx, R. W. & Walsh, J. (1988). Learning from academic tasks. *Elementary School Journal*, 88, 207-220.

1987

Marx, R. W., Howard, D. C., & Winne, P. H. (1987). Student perception of instruction, cognitive style and achievement. *Perceptual and Motor Skills*, 65, 123-134.

Partridge, M.J., Gehlbach, R.D., & Marx, R.W. (1987). Social contingencies, physical environment and prosocial behavior in children's play. *Journal of Research and Development in Education*, 20(4), 25-29.

Reprinted in S. Towson (Ed.). (1992). *Educational psychology: Readings for the Canadian context*. (pp155-163). Peterborough, Ontario: Broadview Press.

Winne, P.H., & Marx, R.W. (1987). The best tools teachers have - their students' thinking. In D.C. Berliner and B. Rosenshine (Eds.), *Talks to Teachers*. New York: Lane Akers, Inc.

1985

Marx, R.W. (1985). Classroom organization and perceptions of student academic and social status. In I. Housego and P. Grimmet (Eds.), *Teaching and teacher education*. Vancouver, B.C.: Wedge Publications.

Marx, R.W., Winne, P.H., & Walsh, J. (1985). Studying student cognition during classroom learning. In M. Pressley and C.J. Brainerd (Eds.), *Cognitive learning and memory in children: Progress in cognitive development research*. New York: Springer-Verlag.

1984

Marx, R.W. (1984). Canadian content and the WISC-R information subtest. *Canadian Journal of Behavioural Science*, 16, 30-35.

Marx, R.W. (1984). Cognitive psychology, perception and classroom learning. In L. McLean, R. Crocker, and P. H. Winne, (Eds.), *Research on Teaching in Canada*. Toronto: OISE Press.

Marx, R.W., & Winne, P.H. (1984). Matching students' cognitive processes and teacher skills to enhance learning from teaching. In L. McLean, R. Crocker and P. H. Winne, (Eds.), *Research on Teaching in Canada*. Toronto: OISE Press.

1983

Marx, R.W. (1983). Student perception in classrooms. *Educational Psychologist*, 18, 145-164.

Hiebert, B.A., Cardinal, J., Dumka, L., & Marx, R.W. (1983). Self-instructed relaxation: A therapeutic alternative. *Biofeedback and Self Regulation*, 8, 601-617.

Haynes, C.R., Marx, R.W., Martin, J., Wallace, L.J., Merrick, R., & Einarson, T. (1983). Rational emotive counselling and self-instruction training for test anxious high school students. *Canadian Counsellor*, 18, 31-38.

Olsen, J., Wong, B.Y.L., & Marx, R.W. (1983). Linguistic and metalinguistic aspects of the communication process in normally-achieving and learning-disabled children. *Learning Disability Quarterly*, 6, 289-304.

Walsh, J., Marx, R.W., & Sudmant, W. (1983). WISC-R factor score profiles and academic achievement: A test of Kaufman's profile analysis procedures. *Canadian Journal of Behavioural Science*, 15, 203-210.

1982

Winne, P.H., & Marx, R.W. (1982). Students' and teachers' views of thinking processes for classroom learning. *Elementary School Journal*, 82, 493-518.

1981

Marx, R.W. & Peterson, P.L. (1981). The nature of teacher decision making. In B.R. Joyce, C.C. Brown, and L. Peck (Eds.). *Flexibility in teaching: Excursions into the nature of teaching and training*. New York: Longman.

Hiebert, B.A., Martin, J., & Marx, R.W. (1981). Instructional counselling: The counsellor as teacher. *Canadian Counsellor*, 15, 107-114.

Hiebert, B.A., Martin, J., & Marx, R.W. (1981). Vocational counselling: An instructional perspective. In G.G. Ross (Ed.), *Workshop presentations of the world seminar on employment counselling*. Ottawa, Ontario: Employment and Immigration Canada.

Kluwin, T., Marx, R.W., & Joyce, E. (1981). The relative effects of content vehicles in educational research. In B.R. Joyce, C.C. Brown, and L. Peck (Eds.), *Flexibility in teaching: Excursions into the nature of teaching and training*. New York: Longman.

Leal, L.L., Baxter, E.G., Martin, J., & Marx, R.W. (1981). Cognitive modification and systematic desensitization with test anxious high school students. *Journal of Counseling Psychology*, 28, 525-528.

Martin, J., Hiebert, B.A., & Marx, R.W. (1981). Instructional supervision in counselor training. *Counselor Education and Supervision*, 20, 193-202.

Wallace, G.C.M., Marx, R.W., & Martin, J. (1981). Training psychiatric nursing staff in social approval skills. *Canadian Journal of Behavioural Science*, 13, 171-180.

1980

Marx, R.W., & Winne, P.H. (1980). Self-concept validation research: Some current complexities. *Measurement and Evaluation in Guidance*, 13(2), 72-82.

Martin, J., Marx, R.W., & Martin, E.W. (1980). Instructional counseling for chronic underachievers. *School Counselor*, 28, 109-118.

Winne, P.H., & Marx, R.W. (1980). Matching students' cognitive responses to teaching skills. *Journal of Educational Psychology*, 72, 257-264.

1979

Marx, R.W. (1979). Distance education and the university. *Journal of the Canadian Association of University Continuing Education*, 6(1), 7-8.

Marx, R.W. (1979). On test purpose and item type. *Canadian Journal of Education*, 4, 14-19.

Marx, R.W., Martin, J., & Ellis, J.F. (1979). The training of teaching assistants in Canadian universities: A survey and case study. *Canadian Journal of Higher Education*, 9, 55-63.

Clark, C.M., Marx, R.W., Stayrook, N., Gage, N.L., Peterson, P.L., & Winne, P.H. (1979). A factorial experiment, on teacher structuring, soliciting, and reacting. *Journal of Educational Psychology*, 71, 534-552.

Winne, P.H., & Marx, R.W. (1979). Perceptual problem solving. In P.L. Peterson and H.A. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications*. San Francisco: McCutchan.

1978

Marx, R.W., Martin, J., Ellis, J.F., & Hasell, J. (1978). Improving the instructional effectiveness of university teaching assistants: Report I. *Canadian Journal of Education*, 3, 1-12.

Marx, R.W., & Winne, P.H. (1978). Construct interpretations of three self-concept inventories. *American Educational Research Journal*, 15, 99-109.

Martin, J., Marx, R.W., Hasell, J., & Ellis, J.F. (1978). Improving the instructional effectiveness of university teaching assistants: Report II. *Canadian Journal of Education*, 3, 13-26.

Peterson, P.L., Marx, R.W., & Clark, C.M. (1978). Teacher planning, teacher behavior, and student achievement. *American Educational Research Journal*, 15, 417-432.

1977

Winne, P.H., & Marx, R.W. (1977). Reconceptualizing research on teaching. *Journal of Educational Psychology*, 69, 668-678.

Winne, P.H., Marx, R.W., & Taylor, T.D. (1977). A multitrait-multimethod study of three self-concept inventories. *Child Development*, 48, 893-901.

1976

Clark, C.M., Corno, L., Gage, N.L., Marx, R.W., Peterson, P.L., Stayrook, N., & Winne, P.H. (1976). Student perceptions of teacher behavior as related to student achievement. *Journal of Classroom Interaction*, 12(1), 17-30.

1975

Marx, R.W., & Winne, P.H. (1975). Self-concept in low SES black children: Implications for educational programs. *Integrated Education*, 13(1), 30-31.

1972

Smith, P.A., & Marx, R.W. (1972). Some cautions on the use of the Frostig Test: A factor analytic study. *Journal of Learning Disabilities*, June/July.

1971

Smith, P.A., & Marx, R.W. (1971). The factor structure of the revised edition of the Illinois Test of Psycholinguistic Abilities. *Psychology in the Schools*, 8, 349-356.

BOOK REVIEWS

1980

Marx, R.W. (1980). A job for Occam's Razor: Review of *They think again* by C. Frankenstein. *Contemporary Psychology*, 25, 841-842.

1979

Marx, R.W. (1979). Review of *Distance education* by B. Holmberg. *Canadian Journal of Education*, 4, 81-83.

INSTITUTIONAL REPORTS/CURRICULUM MATERIALS

2014

Worrell, F., Brabeck, M., Dwyer, C., Geisinger, K., Marx, R.W., Noell, G., & Pianta, R. (2014). *Assessing and evaluating teacher education programs*. Washington, D.C.: American Psychological Association.

2012

Cabrera, N. L., Milem, J., F., & Marx, R. W., (2012). An Empirical Analysis of Mexican American Studies Participation on Student Achievement Within Tucson Unified School District. A report to the Federal Court Appointed Special Master for the Tucson Unified School District Desegregation Case. University of Arizona, College of Education.

2011

First Things First External Evaluation. (2011). *Arizona Kindergarten Readiness Study*. Tucson, AZ: Department of Educational Psychology.

Marx, R. W., Yaden, D., Taren, D., Cutshaw, C., Bravo-Clouvet, B., Perry, N., Horn, R. (2011). First Things First External Evaluation: Longitudinal Child Study of Arizona: Status of design, sampling, data collection and proposals for analysis (Unpublished manuscript). Tucson, AZ: Department of Educational Psychology, University of Arizona.

Perry, N., Mazur, C., Nagasawa, M., Enz, B., Prior, J., Gallagher, L., Horn, R., Yaden, D., Cimetta, A., Cutshaw, C., & Taren, D. (2011, July). Arizona Kindergarten Readiness Study: A reanalysis (Report No. 2). Arizona State University, College of Education, First Things First External Evaluation.

Yaden, D. B., Jr., Cimetta, A., Marx, R., Taren, D., Perry, N., Enz, B., & Swadener, B., Gallagher, L., & Prior, J. (2011, January). Arizona Kindergarten Readiness Study (Report No 1.) University of Arizona, College of Education, First Things First External Evaluation.

2010

Marx, R., Yaden, D., Cimetta, A., Cutshaw, C., Taren, D., Swadener, B., Enz, B., Perry, N., Gallagher, L., & Prior, J. (2010). What is “readiness” for school in Arizona? A snapshot of beginning kindergarteners (Research Brief No. 1). Tucson, Arizona: University of Arizona, College of Education, First Things First External Evaluation.

Swadener, B., Enz, B., Perry, N., Marx, R., Yaden, D., Cimetta, A., & Gallagher, L. (2010). Raising Arizona’s children: Voices of Arizona families and service providers (Research Brief No. 2). Tucson, Arizona: University of Arizona, College of Education, First Things First External Evaluation.

1999

Hug, B. & the Center for Highly Interactive Computing in Education. (1999). Can my good friends make me sick? Middle school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Rivet, A. & the Center for Highly Interactive Computing in Education. (1999). How do machines help me build big things? Middle school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Schneider, R. & the Center for Highly Interactive Computing in Education. (1999). Why do I need to wear a bicycle helmet? Middle school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Singer, J. & the Center for Highly Interactive Computing in Education. (1999). What is the quality of air in my community? Middle school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Singer, J. & the Center for Highly Interactive Computing in Education. (1999). What is the quality of water in my river? Middle school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Bain, B. & the Center for Highly Interactive Computing in Education. (1999). Why do people move to and within Detroit? High school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Dershimer, C. & the Center for Highly Interactive Computing in Education. (1999). Can I design a structure for extreme environments? High school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

Fortus, D. & the Center for Highly Interactive Computing in Education. (1999). Can we design a cellular phone that is safe to use? High school curriculum materials, University of Michigan, Center for Highly Interactive Computing in Education.

1994

Krajcik, J., & Marx, R.W. (1994). Project-based science. The University of Michigan, School of Education, Videotape (29 min).

Marx, R.W., Blumenfeld, P., Krajcik, J. S., & Soloway, E. (1994). What we learned from Deborah, Connie and Barbara. In C. Julyan and M.S. Wiski (Eds.), *KidNetwork: Curriculum as a map for change*. Cambridge, MA: Technical Education Research Center.

Krajcik, J. S., Blumenfeld, P., Marx, R.W., & Soloway, E. (1994). Helping teachers learn project-based science. In C. Julyan and M.S. Wiski (Eds.), *KidNetwork: Curriculum as a map for change*. Cambridge, MA: Technical Education Research Center.

1989

Marx, R.W. (Ed.) (1989). *Curriculum: Toward developing a common understanding*. Victoria, B.C.: British Columbia Ministry of Education.

1988

Marx, R.W., Grieve, T., & Rossner, V. (1988). *The learners of British Columbia*. Commissioned Papers: Vol. 2, British Columbia Royal Commission on Education. Victoria, B.C.: Queen's Printers.

1987

Marx, R.W. (1987). *Hogey and Friends Traffic Safety Education Kit: An instructional psychological analysis*. North Vancouver, B.C.: Traffic Safety Education Division, Insurance Corporation of British Columbia.

1986

O'Shea, T. & Marx, R. W. *The distance education graduate program at Simon Fraser University*. (Studies in Asia-Pacific Education, Report 86-1). Simon Fraser University.

Winne, P.W., Rothen, W., & Marx, R.W. (1986). *Docent: Artificially intelligent courseware for teachers*. (Instructional Psychology Research Group). Simon Fraser University.

1983

Hiebert, B.A., Cardinal, J., Dumka, L., & Marx, R.W. (1983). *Self-instructed relaxation: A therapeutic alternative*. (Instructional Psychology Research Group, Research Report 83-01). Simon Fraser University.

Winne, P.H., & Marx, R.W. (1983). *Students' cognitive processes while learning from teaching: Summary of Findings*. (Instructional Psychology Research Group, Occasional Paper 83-03). Simon Fraser University.

Winne, P.H., & Marx, R.W. (1983). Students' cognitive processes while learning from teaching (Vols. 1 & 2). (Instructional Psychology Research Group, NIE Final Report, Grant #NIE-G-79-0098), Simon Fraser University.

1982

Marx, R.W. (1982). Canadian modification of selected WISC-R information subtest items. (Instructional Psychology Research Group, Research Report 82-01), Simon Fraser University.

Marx, R.W., Winne, P.H., & Howard, D.C. (1982). Influence of cognitive style on students' perception of instruction. (Instructional Psychology Research Group, Research Report 82-05), Simon Fraser University.

1981

Marx, R.W., Kendall, J., Shapson, S. & Ang, T.B.H. (1981). Screening students for teacher education: A pilot project and literature review. (Faculty of Education), Simon Fraser University.

Marx, R.W., & Winne, P.H. (1981). The shape of teaching to come: Implications for the National Teachers Examination (National Teacher Examination Policy Council), Educational Testing Service.

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

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

1980

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

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

1976

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

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

1974

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

1973

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

CONFERENCE PRESENTATIONS

2019

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

2018

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

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

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

2017

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

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

Yaden, D. B., Marx, R. W., Cimetta, A. D., Alkhadim, G. S., Cutshaw, C., A. Assessing Early Literacy with Hispanic Preschoolers: The Factor Structure of the

Phonological Awareness Literacy Screening—Español. American Educational Research Association Annual Conference, San Antonio, Texas. April.

2013

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

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

2012

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

2010

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

2009

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

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

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

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

2008

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

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

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

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

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

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

2006

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

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

2002

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

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

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

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

2001

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

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

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

Fishman, B.J., & Marx, R. (2001). Design research on professional development in a systemic reform context. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.

Fishman, B. J., Marx, R., Bobrowsky, W., Warren, D., Merrill, W., & Best, S. (2001). Knowledge Networks on the Web: An on-line professional development resource to support the scaling-up of curriculum enactment. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.

Hug, B., Krajcik, J., & Marx, R.W. (2001). Using innovative learning technologies to promote learning and engagement in an urban science classroom. Paper presented at the meeting of the National Association of Research in Science Teaching, Saint Louis, MO.

Mamlok, R., Dershimer, R.C., Fortus, D., Krajcik, J., & Marx, R.W. (2001). A case study of the development of a design-based science curriculum. Paper presented at the meeting of the National Association of Research in Science Teaching, Saint Louis, MO.

2000

Margerum-Leys, J., & Marx, R.W., (2000). Cases of educational technology. Roundtable presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Murray, O., Fishman, B. J., Gomez, L., Williams, K., & Marx, R. (2000). Building a community of administrators between and within urban school districts in support of systemic reform efforts. Paper presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association. Seattle, WA.

Marx, R.W., Bain, R., Mucher, S., & Dershimer, C., (2000). Children and museums as resources for learning: The Primary Sources Network. In D. Anderson and S. Paris (co-chairs). Future Directions in Understanding Learning In and Outside the Classroom. Special Symposium presented at the annual meetings of the American Educational Research Association and the National Association for Research in Science Teaching. New Orleans, LA.

Best, S., Marx, R.W., Fishman, B., & Peek-Brown, D. (2000). Professional Development for Systemic Change: A Strategic Approach to Scaling Educational Reform through Professional Development Programs. Paper presented at the annual meetings of the Society for Information Technology in Teacher Education, San Diego, CA.

Best, S., Fishman, B., Marx, R.W., & Foster, J. (2000). Comprehensive Professional Development Reform Efforts: Changing Attitudes and Practices about Pedagogy and Technology for Science Teachers with Diverse Needs. Paper presented at the annual meetings of the Society for Information Technology in Teacher Education, San Diego, CA.

Carrillo, R. Moje, E., & Marx, R.W. (2000). A Latino family computer program: Socially constructed discourse and the production of multiliteracies. In B. Rogoff (chair). Three After-school Programs for Latino Families: Adding to Home-based Literacy Practices. Symposium presented at the annual meeting of the American Educational Research Association. New Orleans.

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

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

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

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

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

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

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

1999

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

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

Middleton, M., Schneider, R., Krajcik, J. & Marx, R. (1999). Case Studies of Three Middle School Science Teachers: What They Tell Us About Developing Project-Based Curriculum Materials. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.

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

1998

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

1997

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

1996

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

1995

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

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

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

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

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

Ladewski, B., Marx, R.W., & Blumenfeld, P.C. (1995, April). Project Integration Visualization Tool: How graphic oriented tools help teachers plan and enact projects. In J. Krajcik, (Chair), Technological support for the professional development of science teachers, National Association for Research in Science Teaching, San Francisco.

1994

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

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

1993

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

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

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

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

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

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

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

1992

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

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

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

1991

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

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

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

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

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

1989

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

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

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

1988

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

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

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

1987

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

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

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

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

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

1986

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

1985

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

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

1984

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

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

1983

Marx, R.W., & Winne, P.H. (April, 1983). Classroom studies of students' cognitive processing during teaching. American Educational Research Association, Montreal.

Marx, R.W., & Winne, P.H. (April, 1983). Knowledge and Skills Teachers Need to Influence Students' Cognitive Learning. American Educational Research Association, Montreal.

Marx, R.W., Winne, P.H., & Howard, D.C. (April, 1983). Influence of cognitive style on students' perception of instruction. American Educational Research Association, Montreal.

Winne, P.H., & Marx, R.W. (April, 1983). A field study of matching students' cognitive processing to teaching. American Educational Research Association, Montreal.

Winne, P.H., & Marx, R.W. (April, 1983). Studying students' cognitive processing during classroom teaching. American Educational Research Association, Montreal.

1982

Marx, R.W., & Winne, P.H. (February, 1982). The shape of teaching to come: Implications for the National Teachers Examination. American Association of Colleges for Teacher Education. Houston, Texas.

Winne, P.H., & Marx, R.W. (March, 1982). Training students to use cognitive strategies for classroom learning. American Educational Research Association, New York.

Marx, R.W. (December, 1982). Cognitive psychology, perception and classroom learning: A proposed research agenda. CERA/OISE/UBC Conference on Research on Teaching, University of British Columbia, Vancouver, British Columbia.

1981

Marx, R.W. (April, 1981). Students' views of how teachers want them to think. American Educational Research Association, Los Angeles.

Marx, R.W. (November, 1981). Cognition and instruction: A common ground for educational and clinical intervention. Invited address, British Columbia Psychological Association, Victoria, British Columbia.

Winne, P.H., & Marx, R.W. (April, 1981). Convergent and discriminant validity in self-concept measurement. American Educational Research Association, Los Angeles.

Partridge, M.J., Gehlbach, R., & Marx, R.W. (April, 1981). The role of physical structure in the control of social contingencies to produce prosocial behavior in a play setting. American Educational Research Association, Los Angeles.

1980

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

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

1979

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

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

1978

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

1977

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

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

1976

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

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

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

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

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

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

1975

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

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

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

1974

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

1973

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

1971

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

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

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

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

1969

Larson, R.D., & Marx, R.W. (June, 1969). Differences in humor appreciation between homosexual and "straight" males. Symposium on the Social Aspects of Humor:

Recent Research and Theory. Western Psychological Association. Vancouver, British Columbia.