BONNIE J. F. MEYER

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January 25, 2019

Immediate Past-President, Division of Educational Psychology (Division 15), American Psychological Association
http://www.apadiv15.org/
http://apadiv15.org/wp-content/uploads/2017/03/NEP-Spring-2017-1.pdf

http://www.voiceofliteracy.org
https://ed.psu.edu/news/2017-10-12-news/intelligent-tutor-technology
Intelligent Tutoring of the Structure Strategy:
http://www.ed.psu.edu/news/news-july-sept-2013/ITSS
http://literacy.io/projects/itss
http://www.youtube.com/watch?v=XfkD7qFDUz0&feature=youtu.be
https://www.youtube.com/watch?v=d_ZL0yEeUac
https://www.youtube.com/watch?v=gEEXvMPMU2k&t=178s
https://www.youtube.com/watch?v=GpD4lcbeSJo

Education

BA	1970	Washington State University	Elementary Education (Highest Honors)
MS	1971	Cornell University	Educational Psychology
PhD	1974	Cornell University	Educational Psychology (minor: measurement)

Professional Experience

1973-74	Human Ecology Faculty, Cornell University
Summer 1974	Field Consultant, National Institute of Education Conference on Essential Skills
1974-75	School Psychologist and Learning Disabilities Teacher, New Milford, CT
1974-76	Visiting Research Psychologist, Educational Testing Service
1975-76	Assistant Professor, Western Connecticut State University, Danbury, CT
1976-80	Assistant Professor of Educational Psychology, Arizona State University
1980-83	Associate Professor of Educational Psychology, Arizona State University
1982-84	Visiting Professor, Center for the Study of Reading, University of Illinois
1983-86	Professor of Educational Psychology, Arizona State University, Tempe
1987-89	Consultant, Department of Psychiatry and Behavioral Sciences, Stanford University
1989-90	Consultant, College of Health and Human Development, Penn State

1986-90 Principal Research Associate in Educational Psychology, University of Washington
1993-96 Professor-in-Charge, Educational Psychology, Penn State
1992-2008 Faculty of Gerontology, Gerontology Center, The University of Georgia
1990-present Professor of Educational Psychology, ESPSE, Penn State

Past/Present Certifications

Psychologist
School Psychologist
Public School Teacher

Honors, Distinctions, and Professional Activities

Fellow in American Psychological Association Fellow Division 15
Fellow in American Psychological Association Fellow Division 20
Fellow in American Psychological Association Fellow Division 3
Fellow in the Society of Text and Discourse
Fellow in Association for Psychological Science
Fellow in American Educational Research Association

Arizona State University Faculty Achievement/Research Award, 1982
ESEA Title IV Fellowship in Educational Research, 1970-73
International Association of Applied Psychology
National Alpha Lambda Delta Honor Fellow, 1971-72
National Mortar Board Scholarship, 1970-71
National Reading Conference
Phi Kappa Phi
Pi Lambda Theta
Recognition Award for Top Five Senior Women in Academics and Service, WSU, 1970
Sigma Xi
Washington State University, graduate with Highest Honors/Summa Cum Laude, 1970

Meyer, Brandt, & Bluth (1980) was cited in the top 5 highest citations of the Reading Research Quarterly, publication of the International Reading Association, from 1965 to 2014 on the occasion of the journal's golden (50th) anniversary and 200th published issue. Article by Reutzel, D. R., & Mohr, K. A. J. (2015). 50 Years of Reading Research Quarterly (1965-2014: Looking Back, Moving Forward. *Reading Research Quarterly.* 50 (1) 13-35.

Outstanding Collaborative Research Award, which recognizes a group of investigators that transcend the traditional boundaries of academic research. The awards are part of an annual Faculty Research Recognition Awards ceremony at the Penn State Hershey College of Medicine. May 10, 2016

Dillard, J. P., Meyer, B. J. F., Solomon, D. H., & Manni, A. (2015). Factors Associated With Participation in a Prevention Trial Aimed at Reducing Biomarkers of Breast Cancer Risk. *Patient Education and Counseling, 98(5),* 640-644.

American Educational Research Association (Fellow)
Chair, Convention Program, Division C, 1981
Chair, Convention Program, Division C-1, 1980
Nominating Committee for Division C, 1983-84
Reviewer, Division C convention proposals, 1978-80, 1984, 1990-2010, 2017
Secretary, Division C, 1981-83

Association for Psychological Science (Fellow)

American Psychological Association (Fellow)
Fellow, Division 15 and Division 20 and Division 3
Division 15 President Elect 2015-2016
Division 15 President August 2016 - August 2017
Division 15 Immediate Past-President 2017-2018
Division 15 Chair of the Nominations Committee 2017-2018
Division 15 Memorial Committee 2017-2018
Division 15 Chair of Annual Revisions of the Policy and Procedure Manual 2017-2018
Division 15 Fellows Committee 2015-2017
Division 15 Member-at-Large, 1995-97, 2000-2003
Treasurer, 1997-2000
Editor, Division 15, 1981-1984
Executive Committee, Division 15, 1995-2003, 2015-2018
Mentor for Graduate Seminar at 2004 Convention
Reviewer, Division 15 Convention Programs for 2011, 2012, 2013
Council Representative, 1984-88
Council Representative Alternate, 1988
Division 15 Dissertation Award Committee/Paul Pintrich Award Committee (2011-2014)

International Reading Association
NICHD/IRA Meeting on Comprehension Research, 2004
Comprehension and Learning Committee, 1986-88
Reviewer for Conventions, 1981, 1986, 1987, 1988
Reviewer for Elva Knight Research Grant, 1984

Editorial Boards and Manuscript Reviews

Standing Review Board of the Humanities and Social Science Panel of the Research Grants Council (RGC) of Hong Kong, China; **February 1, 2017 to January 31, 2019;** prior service for reviews: March 12, 2013 to January 31, 2015; February 1, 2015 to January 31, 2017

American Educational Research Journal, Reviewer
Aging and Cognition, Reviewer
Aging, Neuropsychology, and Cognition, Reviewer
Applied Linguistics, Reviewer
Applied Psycholinguistics, Reviewer 2014-2016

Cognition and Instruction, Board Member, 1982-1994, Reviewer

Cognitive Psychology
Computers & Education, frequent reviewer
Contemporary Educational Psychology
Developmental Psychology

Discourse Processes: A Multidisciplinary Journal, Editorial Board Member, 1976-December, 2015; Fellow Fellow in the *Society of Text and Discourse* August 2018 to present

Educational Psychologist, Editorial Board Member, 1986-88

Experimental Aging Research
International Journal of Behavioral Development, Reviewer
Learning and Individual Differences, Reviewer 2013
International Journal of English and Literature, Reviewer 2012
International Electronic Journal of Elementary Education, Reviewer 2011

Journal of Educational Psychology, Editorial Board Member, 1990-1995, Reviewer 2000-present

Journal of Educational Research, Consulting Editor 2013-2014

Journal of Experimental Child Psychology
Journal of Experimental Education, Reviewer 2013-
Journal of Experimental Psychology: Applied, Reviewer 2014-
Journal of Gerontology, Reviewer, 1986-present

Journal of Reading Behavior, Editorial Board Member, 1978-83

Journal of Reading, Editorial Board Member, 1977-79

Journal of Research in Reading, Reviewer, 2013, 2014-
Lawrence Erlbaum Associates
Memory and Language
MIT Press
National Institute of Education
National Reading Conference Yearbook, Reviewer, 1976-78, 1989-1996
National Science Foundation Grant Reviewer, 1983-1990, 2008
National Institute of Aging
Editorial Board of the Open Journal of Medical Psychology, February 23, 2013-
Psychology and Aging, Reviewer, 1990-present
Psycho-Oncology, 2008-2010
Reading and Writing: An Interdisciplinary Journal, Reviewer 2002-present
Reading Research Quarterly, Reviewer, 1980-present
Research Council of Canada

Scientific Committee 8th International Workshop on Multidisciplinary Approaches to Discourse 2010.
Transactions on Speech and Language Processing, Reviewer, 2010
Southeastern Center for Applied Cognitive Aging Research Seed Grant Program, Reviewer
The Society for Research on Educational Effectiveness (SREE), Reviewer for SREE 2015 Conference, Learning Curves: Creating and Sustaining Gains from Early Childhood through Adulthood to be held in Washington, D.C. from March 5-7, 2015

Consulting

Ginn and Company, 1984
Center for the Study of Reading on the Reading Adoption Guidelines Project, 1984-85
Centre for Second Language Learning, University of Ottawa, 1988
Examiner, Master of Arts students at Deakin University, Victoria, Australia, 1988
Stanford University, 1987-89
Penn State, 1989-90
Gerontology Center, The University of Georgia, 1989-90
Hong Kong Research Grants Council External Reviewer, 2013-2017
SPRY (Setting Priorities for Retirement) Foundation
Constella Group READ Panel for the 2004 Institute of Education sciences (IES) peer review

College Board for new SAT in the areas of reading and writing, 2004

Carnegie Grant on reading comprehension assessment, PI Donald Deshler, 2005-2006

Columbia University on structure strategy instruction, PI Joanna Williams, 2007 - 2015

Constella Group READING & WRITING Panel for the 2008 Institute of Education sciences
Advisory Committee for NSF proposal about intergenerational learning of math and computer technology with workforce STEM experts and middle-school students.

Progress in International Reading Literacy (PERLS): Reading Comprehension Expert Panel Washington, DC November 2011

Collaboration with Prof. PhD. DrSc. Arturas Kaklauskas; Vilnius, Lithuania
Development ATEN system for increasing student learning by integrating affective & conative variables with multimodal biometric and intelligent methodologies & technologies.
Advisory Board for recently proposed projects: Technology-Enabled Science System for Improving Elementary Science Education. Contact Dr. Wayne Ward; A Dialog System for Augmented Questioning in Learning to Read Academic Papers. Contact Dr. Karen Mazidi.

Current Advisory Boards for two different NSF grants proposed in Fall 2017– PI and topics: (1) Becky Passonneau, PhD., Department of Computer Science and Engineering, The Pennsylvania State University, National Science Foundation proposal entitled *RI: Medium: Collaborative Research: Computational Pragmatics of Argumentative Text*. (2) Danielle McNamara, PhD., Department of Psychology Arizona State University, National Science Foundation, Discovery Research PreK-12 project, iSTART-Early.

Courses Taught

Penn State Graduate courses:

EDPSY 521 – Learning and Cognition: Educational Applications
EDPSY 475 - Introduction to Educational Research
EDPSY 528 - Instructional Psychology
EDPSY 513 - Individual and Group Differences in Learning
EDPSY 527 - Psychology of Adults as Learners
EDPSY 575 - Grant Writing
EDPSY 575 - Literature Review Writing and Review Strategies (EDPSY 575 - Section 002 for Three Credits)
EDPSY 597A - Special Topics: Discourse Analysis

Penn State Undergraduate courses:

ED 100_S - First-Year Undergraduate Seminar In Education
EDPSY 10 Individual Differences in Education

Arizona State University courses:

The Psychology of Reading
Theories of Learning
Seminar in Discourse Processing
Educational Psychology

Sponsored Research

Effects of Different Discourse Types on Recall, Educational Testing Service, Princeton, NJ, 9/1/74-9/1/75, $1,150.

Following the Organization of Classroom Text: Assessing and Teaching the Use of This Skill to High School Students With Learning Disabilities, College of Education. Co-Principal Investigator, 1/1/79-12/30/79, $2,000.

Top-Level Structure in Prose: Key for Memory, Arizona State University Faculty Grant-in-Aid. Principal Investigator, 12/13/76-7/30/79, $2,435.

Use of Organization in Prose with Aging, Arizona State University Faculty Grant-in-Aid. Principal Investigator, 12/31/77-9/31/79, $2,700.

Use of Organization in Prose Across the Adult Life Span, National Institute of Mental Health. Principal Investigator, 12/1/78-5/31/81, $70,000.

High and Less High Elderly: Strategies to Learn, Arizona State University Faculty Grant-in-Aid. Principal Investigator, 1/1/82-12/31/82, $2,999.

Comprehension and Use of Prose in Middle and Later Years, National Institute on Aging. Principal Investigator, 10/1/82-11/30/86, $154,029.

Older Adults' Memory for Written Medical Information, National Institute on Aging. Co-Principal Investigator, 12/31/85-12/31/87, $126,197.

Minimizing Age Differences in Reading: How and Why, National Institute on Aging. Principal Investigator, 1/1/94-12/31/98, $806,734.

Intergenerational Internet Tutoring for Reading Comprehension: Preparation of Tutors, Penn State Outreach Partnership Fund. Principal Investigator, 1/1/00-8/30/00, $2,780.

Incorporating Technology into Intergenerational Tutoring, Penn State Child, Youth, and Family Consortium Level II Proposal. Co-Principal Investigator, 2/9/00- 6/3/01, $17,190.

Intelligent Tutoring Using the Structure Strategy to Improve Reading Comprehension of Middle School Students, Institute of Education Sciences in the US. Department of Education Grant R305G030072, Principal Investigator, 8/15/03 -8/14/08, $1,266,018.

Intelligent Tutoring for the Structure Strategy in Intermediate Unit 1 with Students Grade 4 –12; Claude Worthington Benedum Foundation: Gift to Penn State Beaver, Co-Principal Investigator, 1/1/05 – 5/31/06, $169,500

Mid-Atlantic Collaborative for Applied Research in Education (MAREL)/ US. Department of Education, Research Collaborator & Advisor for Methodology & Methods, 2006-2012, $29 million.

Collaborative, interdisciplinary research includes work with Penn State professors in Department of Communication Arts and Sciences at The Pennsylvania State University (Jim Dillard and Denise Solomon) and Hershey Medical Center (Andre Manni) about decision-making related to breast cancer. For example, we designed a survey of women who were offered the opportunity to participate in the preventive breast cancer clinical trial overseen by Dr. Andrea Manni at Hershey Medical Center. Data were published in 2015 (Dillard, Meyer, Solomon, & Manni, 2015).

Breast Cancer and Couple Communication Project. Child Youth and Family Consortium Penn State Level 1 Grant, 4/1/05-4/1/06, $3,892.

Collaborative Information Behavior during Breast Cancer Treatment Decisions. Co-investigator, Penn State Social Science Research Institute Level I Funding, 9/20/07-9/19/08, $4,000.

Understanding Breast Cancer Patients' Decisions to Participate in Clinical Trials. Penn State Hershey Cancer Institute. Co-Investigator. 1/1/2010 – 6/30/2013; $15,000.

Decision Making in Cancer. Penn State Social Science Research Institute Level II Funding. Co-Principal Investigator, 12/9/10 - 6/30/13, $18,000.

A major collaboration began with professors at Penn State University Park and two branch campuses to develop and study online instruction in reading comprehension. Collaboration to design and examine Intelligent Tutoring of the Structure Strategy (ITSS) included Kausalai (Kay) Wijekumar in the College of Information Sciences and Technology at Penn State Beaver – (now

Professor of Teaching, Learning, & Culture at Texas A&M University); Wendy Middlemiss, College of Human Development at Penn State Shenango (now Associate Professor at the University of Northern Texas); Barb van Horn from Adult Literacy at Penn State as well as Pui-wa Lei, Rayne Sperling, and Jonna Kulikowich in Educational Psychology at Penn State. A related current collaborative effort involves adapting ITSS to English language learners in grades 4, 5, and 6 in Texas and New Mexico (Spanish as first language). Collaborators are Kay Wijekumar (PI) – Penn State Beaver Information Science & Technology (now TAMU) (PI) and others: Pui-wa Lei at Penn State, Joanna Williams at Teachers College and Ana Schwartz at the University of Texas El Paso. We have proposed an efficacy trial with ESL adaptations of ITSS called SWELL. Currently I continue to collaborate with Penn State professors and investigators associated with other universities or school district about writing. Collaborators include Kay Wijekumar, Professor of Teaching, Learning, & Culture at Texas A&M University; Pui-wa Lei at Penn State; Karen Harris & Steven Graham at the Arizona State University, College of Education; Jennifer Ireland in the Sumner School District. Relevant IES grants with various subsets of these colleagues are listed below. Additionally we were recently awarded a 4-year IES efficacy grant to help fourth and fifth grade students using an individualized, adaptive version of ITSS with students in high poverty schools.

Intelligent Tutoring Using the Structure Strategy to Improve Reading Comprehension of Middle School Students, Institute of Education Sciences in the US. Department of Education Grant R305G030072, Principal Investigator, 8/15/03 - 8/14/08, $1,266,018 (collaborators: Wijekumar, Middlemiss, van Horn, Lei, and Sperling).

Efficacy and Replication Research on the Intelligent Tutoring System for the Structure Strategy -- Rural and Suburban Schools Grades 4, 5, 7, and 8. Co-Principal Investigator, U.S. Department of Education Institute of Education Sciences – Efficacy Grant R305A080133, 7/1/08 - 6/30/2013, $3,001,019. (collaborators: Wijekumar, Lei, and Kulikowich).

Improving Reading Comprehension of Middle Grades English Language Learners by Combining Structure Strategy with Web-Based Adaptive Tutoring for ELLearners (SWELL). Co-Principal Investigator, U.S. Department of Education Institute of Education Sciences – Development Grant R305A120593, 7/1/2012 - 6/30/2016, $1,497,191.

Development of a web-based writing partner (We-Write Persuasively) to improve writing persuasive essays for 5th grade students. Co-Principal Investigator, U.S. Department of Education Institute of Education Sciences – Development Grant R305A130327, 7/1/2013 - 6/30/2017, $1,489,755.

Goal 3 – Efficacy and Replication Trial of the Individualized Adaptive ITSS with 4th- and 5th-Grade Students in High Poverty Schools. Co-Principal Investigator, U.S. Department of Education Institute of Education Sciences ($3,500,000; 7/1/2015 - 6/30/2019).

Also, I collaborate with Ping Li, a Professor in the Psychology Department at Penn State who directs the Brain, Language, and Computation lab. Ping Li, Roy Clariana (Department of Learning and Performance Systems as Penn State), and I collaborated on NSF grant funded in

2015 (below); we also received in 2016 $100,000 additional funding to buy an eye-tracker for use in the fMRI.

Reading the Brain and Reading in the Brain: Integrative Approaches toward First and Second Language Comprehension. Co-PI, National Science Foundation, Award ID: 1533625, $984,027, 8/1/2015-7/31/2019.

(PI) Wijekumar, K.; Meyer, B J F & Lei, P. as consultants; U S Department of Education - Institute of Education Sciences; Goal 3 Efficacy Trial of Text Structure Strategy Instruction on the Web for Spanish-Speaking English Learners (SWELL) in Grades 4 and 5. Award ID: R305A150057; $3,298,202; 2018/07/01 - 2022/06/30.

(PI) Wijekumar, K.; Meyer, B J F & Lei, P. as consultants; U S Department of Education - Institute of Education Sciences; Goal 3 Efficacy Trial of the We-Write Intervention with 4th and 5th Grade Students. Award ID: R305A180060; $3, 299,952; 2018/07/01 - 2022/06/30.

Partial Listing of Publications

Books

Meyer, B. J. F., Young, C. J., & Bartlett, B. J. (1989). *Memory improved: Enhanced reading comprehension and memory across the life span through strategic text structure.* Hillsdale, NJ: Lawrence Erlbaum.

Meyer, B. J. F., Young, C. J., & Bartlett, B. J. (2014). *Memory improved: Enhanced reading comprehension and memory across the life span through strategic text structure.* Hoboken, NY: Taylor & Francis; East Sussex, England: Psychology Press, ISBN: ISBN-13: 9781317785774

Meyer, B. J. F. (1975). *The organization of prose and its effects on memory.* Amsterdam: North-Holland.

Parts of Books

Meyer, B. J. F., & Wijekumar, K. K. (2016). Intelligent Tutoring of the Structure Strategy: A Reading Strategy Tutor. In S. A. Crossley & D. S. McNamara (Eds.), *Adaptive Educational Technologies for Literacy Instruction*, pp. 82-103. New York, NY: Routledge Publishers, Taylor & Francis Group.

Wijekumar, K. K., Harris, K. R., Graham, S., & Meyer, B. J. F. (2016). We-Write: A Web-Based Intelligent Tutor for Supporting Elementary Classroom Teachers in Persuasive Writing Instruction. In S. A. Crossley & D. S. McNamara (Eds.), *Adaptive Educational Technologies for Literacy Instruction*, pp. 184-203. New York, NY: Routledge Publishers, Taylor & Francis Group.

Wijekumar, K., Harris, K., Graham, S., **&** Meyer, B.J.F. (2016). Improving persuasive writing with a teacher-managed web-based intelligent tutoring system implementing self-regulated strategies development. In Robert K. Atkinson (Ed.) *Intelligent Tutoring Systems: Structure, Applications and Challenges.* Hauppauge, NY: Nova Science Publishers.

Wijekumar, K., Meyer, B.J.F., Harris, K., Graham, S., Lei, P.-W., Beerwinkle, A. (2016). Comparing Learning Outcomes and Implementation Factors from Student-Managed vs. Teacher-Managed Intelligent Tutoring Systems. In R. K. Atkinson (Ed.), *Intelligent Tutoring Systems: Structure, Applications and Challenges* (pp. 175-200). Hauppauge, NY: Nova Science Publishers, Inc.

Wijekumar, K. K., Meyer, B. J. F., Lei, P.-W. (2016). Improving content area reading comprehension with 4-6th grade Spanish ELLs using web-based structure strategy instruction. In J. M. Spector, D. Ifenthaler, D. G. Sampson, & P. Isaias (Eds). *Competencies in Teaching, Learning and Educational Leadership in the Digital Age* (chapter 7, pp.123-135). Switzerland: Springer International Publishing. ISBN 978-3-319-320293-5; ISBN 987-3-319-30295-9 (eBook); DOI 10.1007/978-3-319-30295-9

Wijekumar, K. K., & Meyer, B. J. F. (2013). Comprehension using the strategic organization of text aided by a Web-based intelligent tutoring system: A text and computer-based mindtool. In J. M. Spector, B. B. Lockee, S. E. Smaldino, & M.C. Herring. *Learning, Problem Solving, and Mind Tools*, 126-138. New York, NY: Routledge Publishers – Taylor & Francis Group.

Meyer, B. J. F., Ireland, J. J., & Ray, M. N. (2013). Applying the Structure Strategy to Write Persuasive Texts. In J. C. Richards and C. Lassonde (Eds.), *Writing Strategies for All Students in Grades 4-8: Scaffolding' Independent Writing through Differentiated Mini Lessons*, pp. 126-136. Thousand Oaks, CA: Corwin, A SAGE Company.

Meyer, B. J. F. (2013). Intelligent tutors – Strategy types. In J.A.C. Hattie and E.M. Anderman (Eds.), *International Guide to Student Achievement.* pp. 289-291. New York, NY: Routledge Publishers, Taylor & Francis Group.

Meyer, B. J. F., & Wijekumar, K. (2007). A Web-Based Tutoring System for the Structure Strategy: Theoretical Background, Design, and Findings. In D.S. McNamara (Ed.), *Reading comprehension strategies: Theories, interventions, and technologies*, pp. 347-375. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Meyer, B. J.F. & Pollard, C. (2006). Applied Learning and Aging: A Closer Look at Reading Comprehension. In J. E. Birren and K. Warner Schaie (Eds.) *Handbook of the Psychology of Aging*, Sixth Edition, pp. 233-260. New York: Academic Press.

Meyer, B.J.F. & Poon, L.W. (2004) Effects of Structure Strategy Training and Signaling on Recall of Text. In Robert B. Ruddell and Norman J. Unrau (Eds.) *Theoretical Models and Processes of Reading*, Fifth Edition, pp. 810-851. Newark, Delaware: International Reading Association.

Wijekumar, K., Meyer, B., Felix, D. & Walker, D. (2003). Creating Web-Based Intelligent Tutoring Systems
Using the .net Infrastructure: A Case Study. In A. Rossett (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003*, pp. 2494-2497. Chesapeake, VA: AACE.

Meyer, B. J. F., Talbot, A. P., Poon, L. W., & Johnson, M. M. (2001). Effects of structure strategy instruction on text recall of older African American Adults. In J. L. Harris, A. Kamhi, & K. Pollock (Eds.), *Literacy in African Americans communities* (pp. 233-263). Mahwah, NJ: Erlbaum.

Meyer, B. J. F. (1999). The importance of text structure in everyday reading. In A. Ram & K. Moorman (Eds.), *Understanding language understanding: Computational models of reading* (pp. 227-252). Cambridge, MA: MIT Press.

Meyer, B. J. F., & Talbot, A. P. (1998). Adult age differences in reading and remembering text and using this information to make decisions in everyday life. In M. C. Smith & T. Pourchot (Eds.), *Adult learning and development: Perspectives from educational psychology* (pp. 179-200). Hillsdale, NJ: Erlbaum.

Poon, L. W., Meyer, B. J. F., Johnson, M. M., Elsner, R. J. F. Talbot, A. P., & Hetrick, C. J. (1997, April). A conceptual introduction: Understanding the contributions of working memory capacity and processing speed in prose memory for young and older adults. In C. A. Noble & R. J. F. Elsner (Eds.), *An odyssey in aging* (pp. 111-122). Athens, GA: University of Georgia Gerontology Center.

Johnson, M. M., Elsner, R. J. F., Poon, L. W., Meyer, B. J. F., Yang, B., Smith, G., Noble, C. A., Talbot, A. P., Hetrick, C. J., Stubblefield, R. A., Puskar, D., Edmondson, J., & Shaffer, S. C. (1997, April). Building a model to test the capacity-speed hypotheses. In C. A. Noble & R. J. F. Elsner (Eds.), *An odyssey in aging* (pp. 123-141). Athens, GA: University of Georgia Gerontology Center.

Elsner, R. J. F., Johnson, M., Poon, L. W., & Meyer, B. J. F. (1997, April). Comparison of linear structural equation models and their implications for prose reading retention. In C. A. Noble & R. J. F. Elsner (Eds.), *An odyssey in aging* (pp. 143-153). Athens, GA: University of Georgia Gerontology Center.

Meyer, B. J. F. (1995). Inferencing. In A. C. Purves (Ed.), *Encyclopedia of English studies and language arts*. New York: Scholastic Inc.

Meyer, B. J. F., Young, C. J., & Bartlett, B. J. (1993). Reading comprehension and the use of text structure across the adult life span. In S. R. Yussen & M. C. Smith (Eds.), *Reading across the life span* (pp. 165-192). NY: Springer-Verlag.

Meyer, B. J. F. (1992). An analysis of a plea for money. In W. C. Mann & S. A. Thompson (Eds.), *Discourse description: Diverse linguistic analyses of a fund raising text* (pp. 79-108). Amsterdam: John Benjamins.

Meyer, B. J. F., & Rice, G. E. (1989). Prose processing in adulthood: The text, the reader, and the task. In L. W. Poon, D. C. Rubin, & B. A. Wilson (Eds.), *Everyday cognition in adulthood and later life* (pp. 157-194). New York: Cambridge University Press.

Meyer, B. J. F. (1987). Following the author's top-level structure: An important skill for reading comprehension. In R. Tierney, J. Mitchell, & P. Anders (Eds.), *Understanding readers' understanding.* Hillsdale, NJ: Erlbaum.

Meyer, B. J. F. (1987). Reading comprehension and aging. In K. W. Schaie (Ed.), *Annual review of gerontology and geriatrics* (Vol. 7, pp. 93-115). New York: Spring.

Meyer, B. J. F. (1985). Signaling the structure of text. In D. H. Jonassen (Ed.), *The technology of text* (pp. 64-89). Englewood Cliffs, NJ: Educational Technology.

Meyer, B. J. F. (1985). Prose analysis: Purposes, procedures, and problems. In B. K. Britton & J. Black (Eds.), *Analyzing and understanding expository text* (pp. 11-64, 269-304). Hillsdale, NJ: Erlbaum.

Meyer, B. J. F. (1984). Text dimensions and cognitive processing. In H. Mandl, N. Stein, & T. Trabasso (Eds.), *Learning and comprehension of text.* Hillsdale, NJ: Erlbaum.

Meyer, B. J. F. (1984). Organizational aspects of text: Effects on reading comprehension and applications for the classroom. In J. Flood (Ed.), *Promoting reading comprehension.* Newark, DE: International Reading Association.

Meyer, B. J. F., & Rice, G. E. (1984). The structure of text. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 319-352). New York: Longman.

Meyer, B. J. F. (1983). Text structure and its use in studying comprehension across the adult life span. In B. A. Hutson (Ed.), *Advances in reading/language* (Vol. 2). Greenwich, CT: JAI Press.

Meyer, B. J. F., & Rice, G. E. (1983). Learning and memory from text across the adult life span. In J. Fine & R. O. Freedle (Eds.), *Developmental studies in discourse* (pp. 291-306). Norwood, NJ: Ablex.

Meyer, B. J. F. (1981). Basic research on prose comprehension: A critical review. In D. F. Fisher & C. W. Peters (Eds.), *Comprehension and the competent reader: Inter-specialty perspectives.* New York: Praeger.

Meyer, B. J. F. (1979). Organizational patterns in prose and their use in reading. In M. L. Kamil & A. J. Moe (Eds.), *Reading research studies and applications* (pp. 109-117). Clemson, SC: Mason.

Meyer, B. J. F. (1977). What is remembered from prose: A function of passage structure. In R. Freedle (Ed.), *Discourse production and comprehension* (pp. 307-336). Norwood, NJ: Ablex.

Meyer, B. J. F. (1977). The structure of prose: Effects on learning and memory and implications for educational practice. In R. C. Anderson, R. Spiro, & W. Montague (Eds.), *Schooling and the acquisition of knowledge* (pp. 179-200). Hillsdale, NJ: Erlbaum.

Meyer, B. J. F. (1977). Organization in prose and memory: Research with application to reading comprehension. In P. D. Pearson (Ed.), *Reading, theory, research and practice* (pp. 214-220). Clemson, SC: Mason.

Articles

Meyer, B. J.F., Wijekumar, K., & Lei, P. (2018). Comparative signaling words generated for expository texts by 4th - 8th graders: Variations by text structure strategy instruction, comprehension skill, and signal word. *Reading and Writing: An Interdisciplinary Journal. Volume 31(*9 – Special Issue: Text Structure in Reading and Writing*), pp. 1937-1968.* https://doi.org/10.1007/s11145-018-9871-4

Wijekumar, K., Meyer, B.J.F., Lei, P., Hernandez, A. C., & August, D. L. (2018). Improving content area reading comprehension of Spanish speaking English learners in Grades 4 and 5 using web-based text structure enstruction. *Reading and Writing: An Interdisciplinary Journal. Volume 31(*9 – Special Issue: Text Structure in Reading and Writing), *pp. 1969-1996.* https://doi.org/10.1007/s11145-017-9802-9

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Wijekumar, K., Meyer, B.J.F., Lei, P., Cheng, W., Xuejun, J., & Joshi, R.M. (2017). Evidence of an Intelligent Tutoring System as a Mindtool to Promote Strategic Memory of Expository Texts and Comprehension with Children in Grades 4 and 5. *Journal of Educational Computing Research*. 55, 1022-1048. https://doi.org/10.1177/0735633117696909

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Wijekumar, K., Meyer, B.J.F., Lei, P., Lin, Y., Johnson, L.A., Spielvogel, J. A., Shurmatz, K. M., Ray, M., & Cook, M. (2014). Multisite Randomized Controlled Trial Examining Intelligent Tutoring of Structure Strategy for Fifth-Grade. *Journal of Research on Educational Effectiveness. 7, 331-357.* [ISSN: 1934-5747] http://dx.doi.org/10.1080/19345747.2013.853333

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Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (2013). High-fidelity implementation of web-based Intelligent tutoring system improves fourth and fifth graders content area reading comprehension. *Computers & Education, 68*, 366-379.

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Meyer, B. J. F., Haring, M. J., Brandt, D. M., & Walker, C. H. (1980). Comprehension of stories and expository test. *Poetics: International Review for the Theory of Literature, 9,* 203-211.

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Meyer, B. J. F. (1975). Identification of the structure of prose and its implications for the study of reading and memory. *Journal of Reading Behavior, 7,* 7-47.

McConkie, G. W., & Meyer, B. J. F. (1974, July). Investigation of reading strategies: II. A replication of payoff condition effects. Journal of Reading Behavior, 6, 151-158.

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Recent Presentations

Wijekumar, K., Lei, P., Meyer, B. J. F., & Beerwinkle, A. (March 2019). Reading Comprehension Improves When Fourth- and Fifth-Grade Economically Disadvantaged Learners Use Web-Based Text Structure Instruction with Trained Teacher Support. Annual Society for Research on Educational Effectiveness Conference held March 6 -9 in Washington, D.C.

Meyer, B. J. F. (August 2018). Development, Impact, and Outreach of the Text Structure Strategy to Boost Reading Comprehension. Invited Presidential Address for Division 15 – Educational Psychology at the 2018 Annual Convention of the American Psychological Association August 9 – 13 in San Francisco, CA.

Yu, J., & Meyer, B. J. F. (September 2017). *How much do college students understand about expository texts?* Poster presented at Connecting Language, Interaction and Education in Digital Environments (CLIEDE) NSF sponsored workshop at Penn State, September 26-27, 2017 in University Park, PA.

Wijekumar, K. K., Meyer, B. J. F., & Lei, P-W. (August 2017). Text structure for strategic reading comprehension. Symposium Presentation Collaborative Invited Symposium on Forstering Lifelong Cognitive Resilience. American Psychological Association Annual Convention meetings August 3 - 6 in Washington, D.C.

Wijekumar, K. K., Harris, K.R., Graham, S., Lei, P-W., & Meyer, B. J. F. (August 2017). Changing the dyanmics of learning technologies in the classroom: Choreographing teacher and technology roles to improve writing. Symposium Presentation Intended and Unintended Consequences of Technoloiges – Impacting Learners, Teachers, and Schools. American Psychological Association Annual Convention meetings August 3 - 6 in Washington, D.C.

Wijekumar, K. K., Meyer, B. J. F., & Lei, P-W. (April 2017). Fourth- and fifth-grade struggling readers show strong improvements in reading comprehension when taught the structure strategy using a web-based tutoring system. Symposium Presentation by R. M. Joshi, entitled Translating Effective Research on Reading and Writing into Practice at the Elementary Grades at the American Educational Research Association Annual Convention meetings April 27 – May 1, 2017 in San Antonio, TX.

Li, X., Lei, P.-W., Meyer, B.J.F, & Wijekumar,K. (2017). *Comparison of Bi-factor and Unidimensional IRT Model for Reading Comprehension Test.* Poster session presented at the 2017 Annual Meeting of the National Council on Measurement in Education, San Antonio, TX.

Ji, X. R., Wijekumar, K. K., Meyer, B. J. F., Lei, P-W, Joshi, R. M. (April 2017). Using latent transition model to identify effect of an intelligent tutoring system on reading comprehension. Paper presented at the American Educational Research Association Annual Convention meetings April 27 – May 1, 2017 in San Antonio, TX.

Wijekumar, K. K., Meyer, B. J. F., Lei, P-W, Hernandez, A. C., & Beerwinkle, A. (April 2017). Elementary Spanish speaking English learners improve in comprehension with text structure instruction on the Web. Paper presented at the American Educational Research Association Annual Convention meetings April 27 – May 1, 2017 in San Antonio, TX.

K. K. Wijekumar, B. J. F. Meyer, and P. Lei (2016). "Improving content area reading comprehension with 4-6th grade Spanish ELLs using web-based structure strategy instruction," *Competencies Teaching, Learn. Educ. Leadersh. Digit. Age Pap. from CELDA 2014*, vol. 8, pp. 123–135, 2016.

Wijekumar, K. K., Meyer, B. J. F., Lei, P., Hernandez, A. C., & Montelongo, J. A. (April 2016). Improving content area reading comprehension of fourth- and fifth-grade Spanish-speaking

English language learners. In Chair & Discussant Karen Douglas (U.S. Department of Education) World Educational Research Association Symposium held in collaboration with the 100th Anniversary Convention of the American Educational Research Association at the AERA and WERA meetings April 8 -12, 2016 in Washington, DC.

Graham, S., Wijekumar, K. K., Harris, K. R., Lei, P., & Meyer, B. J. F. (April 2016). Factors contributing to writing skills of fifth-grade learners. In Chair & Discussant Karen Douglas (U.S. Department of Education) World Educational Research Association Symposium held in collaboration with the 100th Anniversary Convention of the American Educational Research Association at the AERA and WERA meetings April 8 -12, 2016 in Washington, DC.

Yu, Jia & Meyer, Bonnie (2016, April). Understanding the use of structure strategy in reading Chinese as a second language. The 2nd CLTA International Symposium on Chinese Language Teaching and Learning (CLTA-S2). Washington, D.C.

Li, P., Clariana, R., & Meyer, B.J.F. (2015). How do students understand science concepts? Brain signatures of reading comprehension. Poster presented at the *BRAIN Initiative Investigators Conference,* National Science Foundation, Bethesda, December, 2015.

Wijekumar, K., Meyer, B. J .F., Lei, P. , Hernandez, A., Montelongo, J. (July 2015). Improving content area reading comprehension with Spanish speaking English Language Learners in grades 4-6 using web-based tutoring for the structure strategy. Twenty-Second Annual Meting of the Society for the Scientific Study of Reading, Kamuela, HI.

Wijekumar, K., Meyer, B. J. F., & Lei, P. (April 2015). Efficacy of the web-based intelligent tutoring system for the structure strategy with 4th and 5th-grade students in high poverty schools in AERA Paper Session session entitled, "Social Mediated Learning, Intelligent Tutoring, and Knowledge Building Discourse." Annual Meeting of the American Educational Association held in Chicago, IL.

Yu, Jia & Meyer, Bonnie (2015, April). The effects of structure strategy and signaling in second language reading. National Council of Less Commonly Taught Languages (NCLCTL) Annual Conference. Washington, D.C.

Meyer, B. J. F., Wijekumar, K. & Lei, P. (March 2015). *Use of Comparative Text Signals: Variations Across Grades, Comprehension Abilities, and Instruction* in Wijekumar, K., Williams, J., Meyer, B.J.F., Harris, K., & Albro, E. (2015). "The Many Facets and Applications of Text Structure in Supporting Educational Trajectories of Elementary and Middle Grade Children in Content Area Reading Comprehension and Writing." 2015 SREE Conference, Learning Curves: Creating and Sustaining Gains from Early Childhood Through Adulthood held in Washington, D.C.

Wijekumar, K., Meyer, B.J.F., & Lei, P. (March 2015). The Power of Text Structure. In K. Wijekumar, J. Williams, B.J.F., K. Harris, & E. Albro, Panel Session entitled, "The Many Facets and Applications of Text Structure in Supporting Educational Trajectories of Elementary and Middle Grade Children in Content Area Reading Comprehension and

Writing." 2015 SREE Conference, Learning Curves: Creating and Sustaining Gains from Early Childhood Through Adulthood held in Washington, D.C.

Wijekumar, K., Williams, J., Meyer, B.J.F., Harris, K., & Albro, E. (March 2015). Panel entitled, "The Many Facets and Applications of Text Structure in Supporting Educational Trajectories of Elementary and Middle Grade Children in Content Area Reading Comprehension and Writing." 2015 SREE Conference, Learning Curves: Creating and Sustaining Gains from Early Childhood
Through Adulthood held in Washington, D.C.

Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (October 2014). Improving Content Area Reading Comprehension with 4-6th Grade Spanish ELLs Using Web-Based Structure Strategy Instruction. Paper presentation at Internal Conference of Cognition and Exploratory Learning in Digital Age (CELDA) held in Porto, Portugal.

Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (April 2014). Small Steps to Big Gains in Reading Comprehension With Fourth- to Sixth-Grade Spanish-Speaking English Language Learners. Presentation in Leveraging Home-Language Literacies in Education of Emergent Bilinguals. Session at the Annual Meeting of the American Educational Association held in Philadelphia, PA

Li, M., & Meyer, B. J. F. (April 2014). Effects of Structure Strategy Instruction on Chinese Students Reading English Expository Texts. Presentation in New Perspectives in Language Learning. Session at the Annual Meeting of the American Educational Association held in Philadelphia, PA

Wijekumar, K. K., & Meyer, B. J. F. (April 2014). Adapting a Web-Based Intelligent Tutoring System for American Sign Language. Presentation in Advances in Technology-Facilitated Language Learning. Session at the Annual Meeting of the American Educational Association held in Philadelphia, PA

Meyer, B. J. F. (October 2013). Improving Reading Comprehension by Teaching the Structure Strategy in Schools. The 1st International Workshop on Advanced Learning Sciences (IWALS 2013). University Park, PA

Meyer, B. J. F., & Wijekumar, K. (April 2013). Automated Feedback and Online Individualization of Reading Comprehension Instruction. Presentation in Automated Scoring and Adaptive Guidance Session at the Annual Meeting of the American Educational Association held in San Francisco, CA.

Wijekumar, K., Meyer, B. J. F., Lei, P. (April 2013). Is Learning Road-Kill on the Information Highway? Presentation in Rethinking Technology, Instruction, Cognition, and Learning at the Annual Meeting of the American Educational Association held in San Francisco, CA.

Meyer, Bonnie J, "Reading comprehension and Text Structure," Psychology Department University of Texas El Paso, El Paso, Texas, Presentation. (April 11, 2013).

Lin, Y., & Meyer, B. J. F. (March 2013). Comprehension During Reading Scientific Texts: Effects of Prior Knowledge and Text Structure. Presentation at the 2013 Annual Meeting of the Eastern Psychological Association, New York, NY.

Meyer, B. J. F. (2012, July). Memory and use of text structure in scientific articles: History and

applications via the structure strategy. In R. Horowitz (Chair), *Text Structure in Discourse Processing: Past, Present, and Future Directions.* Symposium at the 22nd Annual Conferences of the Society for Text and Discourse and the Society for the Scientific Study of Reading. Montreal, Canada.

Meyer, B. J. F. (May 2012). *Research on Reading Comprehension.* Advances in Literacy Research in Schools: A Summer Institute for the Training of Interdisciplinary Educational Scientists (TIES). University Park, PA.

Meyer, B. J. F., Ireland, J., & Ray, M. (April 2012). *Applying the Structure Strategy to Write Persuasive Texts.* Writing Strategy Mini-lessons for Grades K-8: Workshop presented at the International Reading Association 57th Annual Convention held in Chicago, IL.

Ray, M., Meyer, B. J. F., & Middlemiss, W. (April 2012). *Effects of Age and Comprehension Skill on the Awareness of Nonfiction Text Structures.* Paper presented at Annual Meeting of the American Educational Association held in Vancouver, British Columbia, Canada.

Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (April 2012). *The Efficacy of a Web-Based Intelligent Tutoring System Designed to Teach the Structure Strategy to Fifth-Grade Students.* Paper presented at Annual Meeting of the American Educational Association held in Vancouver, British Columbia, Canada.

Wijekumar, K., & Meyer, B.J.F. (2012, January). *Improving Reading Comprehension with Elementary Students using Adaptive Intelligent Tutoring Systems*. International Conference on Technology Enhanced Education: ICTEE 2012, Kerala, India.

Meyer, B. J. F. (2011, October). *Attempts to Better Reach and Teach Children with the Structure Strategy.* Invited presentation to graduate students and faculty at Teacher's College Columbia University, New York.

Wijekumar, K. & Meyer, B.J.F. (2011). Natural Language Processing and Scoring Student Writing in Web-Based Intelligent Tutoring Systems. Global Learn – Melbourne, Australia: March 28 – April 1, 2011.

Ray, M.N., Meyer, B. J. F., Middlemiss, W. (2011, May). *Age differences in the awareness of expository text structures: The role of comprehension skill in the development of structural awareness.* Poster presented at the summer institute of the Training Interdisciplinary Educational Scientists program, University Park, PA.

Wijekumar, K.K., Lei, P., & Meyer, B.J.F. (June 2010). Design and Implementation of Efficacy Trials: Intelligent Tutoring for the Structure Strategy, Grades 4 and 5. Institute for Education Science Conference, National Harbor, MD.

Meyer, B. J. F., Wijekumar, K. K., Lei, P., Lin, Y., Ray, M. (May 2010). The structure strategy: A program of intervention-based research in reading comprehension of expository text. Paper presented as part of AERA Symposium entitled, "Reading for Understanding: Where We Were, Where We Are, Where We Need To Be," for the annual meeting of the American Educational Research Association in Denver, CO.

Wijekumar, K. & Meyer, B.J.F. (2008, March). Web-based Intelligent Tutoring Technologies to Improve Reading Comprehension with Struggling Readers in Middle and High Schools: Design and Research. AERA, New York.

Wijekumar, K. & Meyer, B.J.F. (2008, March). Motivation and Reading Comprehension in Fifth Grade Students Using a Web-Based Tutoring System for the Structure Strategy. AERA, New York.

Wijekumar, K. K. & Meyer, B.J.F. (2008, October). *Reading Comprehension and Motivation in Elementary School Using a Web-based Tutoring System*. IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA). Freiburg, Germany.

Convertino, G., Ke, F., Lin, Y., Carroll, J., Meyer, B.J.F., Swain, W. J., Harwood, J. T. (2007, July). *Computer-Mediated Intergenerational Collaboration: knowledge workers in university settings.* Poster presented at the Human - Computer Interaction International 2007 Convention, Beijing, P. R. China.

Wijekumar, K., Meyer, B.J.F., & Floro, A. (2007, June). *Web-Based Intelligent Tutoring to Improve Reading Comprehension in an Alternative K-12 School Setting.* Paper presented at the World Conference on Educational Multimedia, Hypermedia & Telecommunications. Vancouver, B.C. Canada.

Meyer, B.J.F., Wijekumar, K., Middlemiss, W., & Higley, K. (2007, June). *Effects ofWeb-Based Tutoring of the Structure Strategy Delivered With or Without Elaborated Feedback or Choice on Reading Comprehension and Motivation.* Poster session presented at the Institute of Education Sciences 2007 Research Conference. Washington, D.C.

Meyer, B.J.F., Wijekumar, K., Middlemiss, W., Meier, C., Spielvogel, J., & Higley, K. (2006, April). Impact of computer-delivered strategy instruction on student outcomes. In A. P. Sweet (Chair) and G.E. Garcia (Discussant), *The many faces of strategy instruction*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco, CA.

Convertino, G., Meyer, B.J.F., Carroll, J.M.; (2006, April). A minimalist approach for designing collaborative tools that support work and learning in intergenerational teams, Paper presented at the Annual Symposium Society for Research in Adult Development (Pre-conference of AERA) San Francisco, California.

Convertino, G., Farooq, U., Rosson, M.B., Carroll, J.M.; Meyer, B.J.F., (2006, February). Supporting Intergenerational Groups in Computer-Supported Cooperative Work. Paper presented at the International Conference on Aging, Disability and Independence (ICADI), San Petersburg, FL.

Meyer, B.J.F., Wijekumar, K., Meier, C., Johnson, L. (2006, June*). Intelligent Tutoring Using the Structure Strategy (ITSS). Paper presented at the* U.S. Department of Education, Institute of Education Sciences First Annual Research Conference, Washington, D. C.

Middlemiss, W., Meyer, B. J. F., & Wijekumar, K. (2005, June). *Intelligent tutoring for the structure strategy*. Presented at the Institute for Education Sciences PI Meeting in Washington, D.C.

Meyer, B. J. F. & Wijekumar, K. (2005, May). *A Web-Based Tutoring System for the Structure Strategy: Theoretical Background, Design, and Findings*. Presented at the University of Memphis Symposium/Workshop on Reading Comprehension Strategies.

Note: Prior International Invited Speaker Presentations include Invited Key Note Speaker at the Australian Reading Conference in Brisbane, Australia and invited speaker at an international reading comprehension symposium at the University of Tübingen, Tubingen, Germany.