VITA

Sigmund Tobias

Table of Contents

Sigmund Tobias

University Affiliation

Department of Educational and Counseling Psychology
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Winter Home (Early November to end April)

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Experience:

2009-Present	Eminent Research Professor, Department of Educational and Counseling Psychology, Division of Educational Psychology and Methodology, University at Albany, State University of New York
June 2002-July 2009	Distinguished Research Scientist, Institute for Urban and Minority Education, and Visiting Professor of Cognitive Studies in Education, Teachers College, Columbia University, New York NY
Spring 2002	Visiting Professor, Self Concept Enhancement, Learning, and Facilitation Centre, University of West Sidney, Australia.
1997-2002	Distinguished Scholar, Division of Psychological and Educational Services, Graduate School of Education, Fordham University-Lincoln Center, New York.
Summers 1991-1997	Distinguished Summer Faculty Fellow, U.S. Navy Summer Faculty Research Program, Navy Personnel Research and Development Center San Diego, CA
Fall 1988	Visiting Professor, Shanghai Institute of Education, Shanghai, China
1963-1997	Research Professor (1993), Professor (1971), Associate (1967), Assistant Professor (1963), School of Education, City College, CUNY.
1971-1972	Visiting Professor, Center for Computer-Assisted Instruction, Florida State University, Tallahassee, FL
1968-1969	Visiting Fellow, Learning Research and Development Center, University of Pittsburgh.
1959-1963	Lecturer & School Psychologist, Educational Clinic, Department of Education, Brooklyn College, City University of New York

Educational Background:

B.A., City College of New York, 1955. Major: Psychology.

M.S., City College of New York, 1956. Major: School Psychology.

Ph.D., Teachers College, Columbia University, 1960. Major: Clinical Psychology.

Awards and Honors:

Listed in: American Men and Women of Science

              Leaders in Education

              Who's Who in American Education

              Who's Who in Eastern U.S.

Graduated cum laude, City College of New York 1955

Elected to Kappa Delta Pi, City College, 1956.

Elected to Sigma Xi, Columbia University, 1960.

U.S. Office of Education Post-doctoral Fellowship in Educational Research, 1968-1969.

Fellow, Division of Educational Psychology, American Psychological Association, 1974.

President, Northeastern Educational Research Association, 1975.

Visiting Scholar, School of Education, Syracuse University, January 1977.

Leader, Conversation Hour with Prominent Researchers, American Educational Research
        Association, Los Angeles, April 1981.

Leo G. Dougherty Award for Outstanding Leadership, Northeastern Educational Research
        Association, October 1981.

Visiting Scholar, Virginia Polytechnic University, Feb. 1983.

Fellow, Division of School Psychology, American Psychological Association, 1985.

Award for "Outstanding Academic Achievements," City University of New York:
        October, 1985,
        November 1986,
        October 1988.

President, Division of Educational Psychology, American Psychological Association
        1987-1988.

Outstanding Contributions to Psychology Award to Distinguished Alumni,
        50th Anniversary Celebration, Psychology Department, City College of New York
        October 1989.

Advisory Board, Handbook of Educational Psychology, 1989-1995.

Charter Fellow, American Psychological Society, 1989.

Awards and Honors - Continued:

Visiting Professor, (Fall, 1988) Shanghai Institute of Education, Shanghai, China.

Editor, Cognition, Educational Psychology, Human Learning and Instruction. Instructional
      Science. An International Journal of Learning and Cognition. 1990-1995.

Distinguished Summer Faculty Fellow, United States Navy -American Society for
      Engineering Education Summer Faculty Research Program.
      Summer 1991   Summer 1995   .
      Summer 1992.   Summer 1996
      Summer 1993.   Summer 1997
      Summer 1994

Editor (1991-2000), with Dexter Fletcher, Training and Retraining: A Handbook for Business,
      Industry, Government and the Military. Sponsored by the Division of Educational
      Psychology, American Psychological Association.

Visiting Professor (Spring 2002) Self Concept Enhancement, Learning, and Facilitation Centre,
      University of West Sidney, Australia.

Fellow (2009) American Educational Research Association.

Grants:

$ 6,000   Center for Urban Education, New York, 6/66-9/66.
Purpose: To prepare a system of statistical computer programs for the City University of New York.

$68,000   U.S. Office of Education Grant, 2/67-6/68. "The Effect of Creativity, Response Mode, and Subject Familiarity on Achievement from Programmed Instruction.

$l0,000   U.S. Office of Education Grant, 9/68-9/69. "The Relationship of Anxiety, Response Mode, and Content Difficulty to Achievement in Programmed Instruction"

$l0,000   U.S. Office of Education Grant, 9/70-8/71. "The Effect of Sequence and Familiarity of Subject Matter on Achievement from Programmed Instruction."

$ 4,553   City University Research Award Program, 9/72-1/75. "A Q-sort Model of Teacher Morale."

$52,965   New York State Education Department, 7/76-6/77. "An Evaluation of Secondary and Post Secondary Articulation."

$l26,977   New York State Education Department, 5/77-8/79. "An Examination of the New York State Business Education Curriculum from a Futurist Perspective."

$339,784   New York State Education Department, 9/79-9/82. "An Examination of the New York State Health Occupations Education Curriculum from a Futurist Perspective."

$l0,068   Professional Staff Congress - City University of New York Faculty Research Award Program, 7/81-6/82. "The Interaction Between Prior Achievement and Adjunct Questions."

$32,070   New York State Education Department, 5/81-9/82. "An Examination of the Practical Arts and Vocational Education Curriculum from a Futurist Perspective."

$305,435   Basic Research Program, U.S. Army Research Institute for the Behavioral and Social Sciences. 9/82-8/86. "Macroprocesses and Adaptive Instruction."

$9,014   Professional Staff Congress -City University of New York Research Award Program, 9/83-8/84. "Identifying Classroom Events That Provoke6000 Anxiety in Teachers."

$100,000   Control Data Corporation, 4/84-12/86. "Consistency of Cognitive Processing of Instruction.

Grants - Continued:

$8,641   Professional Staff Congress -City University of New York Research Award
                 Program, 7/90-8/91. "Metacognition and Motivation."

$7,000   Professional Staff Congress -City University of New York Research Award
                 Program, 9/91-8/92. "Motivation, Cognition, and the Detection of
                 Inconsistencies."

$10,000.   Appraising State of the Art Research in Cognition, Instruction, and
                 Evaluation.   Educational Testing Service, 1/93-6/93.

$349,553   Assessing Metacognitive Knowledge Monitoring: Exploration and Validation of a
                 New Measurement Construct. With Howard T. Everson. The College
                 Board. 9/93-5/99.

$26,932.   General and Domain Specific Metacognition. Navy Personnel Research and
                 Development Center. 9/95-1/96.

$100,588   Education in 2010. College Board and Educational Testing Service, 7/99-8/2000.

$30,000   Contributions of Spatial Ability to Scholastic Aptitude, College Board,
                 9/99-5/2000

Publications: Professional & Scientific

Weiner, M., & Tobias, S. (1963). Chance factors in the interpretation of group administered multiple-choice tests. Personnel and Guidance Journal, 23, 435-437.

Tobias, S., & Weiner M. (1963). Effect of response mode on immediate and delayed recall from programmed materials. Journal of Programmed Instruction, 2, 9-13.

Tobias, S. (1963). Teachers' attitudes towards programmed instructional terms. Journal of Programmed Instruction, 2, 25-29.

Tobias, S. (1966). Lack of knowledge and fear of automation as factors in teachers' attitudes toward programmed instruction and media. AV Communication Review, 14, 99-109.

Tobias, S. (1968). Dimensions of teachers's attitudes towards instructional media. American Educational Research Journal, 5, 91-98.

Tobias, S. (1968). The effect of creativity, response mode, and subject matter familiarity on achievement from programmed instruction. New York: MSS Educational Publishing.

Tobias, S. (1969). Electronic data processing. (Ch. 23). In D. Fox, The research process in education. New York: Holt, Rinehart & Winston.

Tobias, S. (1969). Effect of attitudes to programmed instruction and other media on achievement from programmed materials. AV Communication Review, 17, 299-306.

Tobias, S. (1969). Effect of creativity, response mode, and subject matter familiarity on achievement from programmed instruction. Journal of Educational Psychology, 60, 453-460.

Tobias, S. , & Carlson J. (1969). Bartlett's test of sphericity and chance findings in factor analysis. Multivariate Behavioral Research, 4, 375-378.

Herr, A., & Tobias, S. (1970). Achievement via programmed instruction and socio-economic status. Psychology in the Schools, 7, 53-56.

Tobias, S., & Bye, M. (1971). The Office of Intergroup Education: A survey of opinions and attitudes. New York: New York City Board of Education.

Tobias, S., & Abramson, T. (1971). Interaction among anxiety, stress, response mode, and familiarity of subject matter on achievement from programmed instruction. Journal of Educational Psychology, 62, 357-364.

Tobias, S. (1973). Sequence, familiarity, and attribute by treatment interactions in programmed instruction. Journal of Educational Psychology, 64, 133-141.

Tobias, S. (1973). Review of the response mode issue. Review of Educational Research, 43, 193-204.

Tobias, S. (1973). Distraction, response mode, anxiety, and achievement from CAI. Journal of Educational Psychology, 65, 233-237

Publications – **Professional & Scientific** (Continued)

Tobias, S. (1974). Review of: "Schools, society and mastery learning," by James H. Block (Ed.). Educational Psychologist, 11, 125-126.

Tobias, S., & Beilin, L. (1974). Review of research in curririculum and individualization. The Researcher, 13, 19-31.

Tobias, S., & Duchastel, P. (1974). Objectives, sequence and ATIs in CAI. Instructional Science, 33, 231-242.

Tobias, S., Hedl, J. J. Jr., & Towle, N. (1974). Response time and test anxiety. Psychological Reports, 34, 479-485.

Tobias, S., & Hanlon, R. (1975). Attitudes towards instructors, social desirability and behavioral intentions. Journal of Educational Psychology, 67, 405-408.

Tobias, S. (1976). Achievement treatment interactions. Review of Educational Research, 46, 61-74.

Tobias, S., & Ingber, T. (1976). Achievement treatment interaction in programmed instruction. Journal of Educational Psychology, 60, 43-47.

Tobias, S. (1977). Corrective feedback and educational evaluation. Educational Researcher, 15(2), 9-12.

Tobias, S. (1977). Anxiety and instructional methods: An introduction. (Ch. 4). In J. Sieber, H.F. O'Neil, Jr., & S. Tobias, Anxiety, learning and instruction. Hillsdale, NJ: Lawrence Erlbaum Associates.Anxiety, learning and instruction,

Tobias, S. (1977) Anxiety treatment interactions: A review of research. (Ch. 5). In J. Sieber, H.F. O'Neil, Jr., & S. Tobias, Anxiety, learning and instruction. Hillsdale, NJ: Lawrence Erlbaum Associates.

Tobias, S., & Farley, F. (1977). On a proposed reorganization of the Division of Educational Psychology. Educational Psychologist, 12, 248-261.

Tobias, S. (1977). A model for research on the effect of anxiety on instruction. (Ch. 10). In J. Sieber, H.F. O'Neil, Jr., & S. Tobias, Anxiety, learning and instruction. Hillsdale, NJ: Lawrence Erlbaum Associates.

Sieber, J., O'Neil, H. F. Jr., & Tobias, S. (1977). Anxiety, learning and instruction. Hillsdale, NJ: Lawrence Erlbaum Associates.

Tobias, S. (1978). Educational evaluation: The missing feedback loop. CEDR Quarterly, 2(2), 14-16, 21.

Tobias, S., & Zibrin, M. (1978). Does blind reviewing make a difference? Educational Researcher, 7 (1), 14-16.

Publications - **Professional & Scientific** (Continued)

Tobias, S. (1979). Anxiety research in educational psychology. Journal of Educational Psychology, 71, 573-582.

Tobias, S. (1980). Test anxiety and instruction. (Chapter 13) .In I.G. Sarason (Ed.), Test anxiety: Theory, research, and application (pp. 289-309). Hillsdale, NJ: Lawrence Erlbaum Associates.

Tobias, S. (1981). Adaptation to individual differences. (Ch. 10). In F.H. Farley and N.J. Gordon (Eds.), Psychology and education: The state of the union (pp. 60-80). National Society for the Study of Education, Berkeley, CA: McCutchan.

Tobias, S. (1981). Adapting instruction to individual differences. Educational Psychologist, 16, 111-120.

Tobias, S. (1982). When do instructional methods make a difference? Educational Researcher, 11(4), 4-9.

Tobias, S. (1982). Why are individualized programs more successful in industry and the military? Educational Leadership, 39, 532-536.

Tobias, S. (1982). Thorndike award presentation: The contributions of Robert Glaser. Newsletter for Educational Psychologists, 6(1), 10.

Tobias, S, Cole, C., Zibrin, M., & Bodlakova, V. (1982). Teacher-student ethnicity and recommendations for special education referrals. Journal of Educational Psychology, 74, 72-76.

Tobias, S., Zibrin, M., & Minell, C. (1982). Special education referrals: Failure to replicate student-teacher ethnicity interactions. Journal of Educational Psychology, 75, 705-707.

Tobias, S. (1984). Mainstream Education. A review of: "Educational Psychology" by Kelvin Seifert. Contemporary Psychology, 29, 351.

Tobias, S., & Federico, P. A. (1984). Changing aptitude-achievement relationships in instruction: A comment. Journal of Computer-Based Instruction, 11, 111-112.

Tobias, S. (1984). Computers in the classroom. Contemporary Education Review. 3, 387-390.

Tobias, S. (1985). Computer assisted instruction. In M.C. Wang and H.J. Walberg (Eds.), Adapting instruction to individual differences (pp. 135-154). National Society for the Study of Education. Berkeley, CA: McCutchan.

Tobias, S. (1985). New directions for educational psychologists. Educational Psychologist, 20, 96-101.

Tobias, S. (1985). Test anxiety: Interference, defective skills, and cognitive capacity. Educational Psychologist, 20, 135-142.

Publications - **Professional & Scientific** (Continued)

Tobias, S. (1986). Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), Self-related cognitions in anxiety and motivation (pp. 35-54). Hillsdale, NJ: Lawrence Erlbaum Associates.

Tobias, S. (1987). Learner characteristics. In R. Gagne (Ed.), Instructional technology (pp. 207-231). Hillsdale, NJ: Lawrence Erlbaum Associates.

Cleary, A.T., & Tobias, S. (1987). Where are we going in educational psychology? Newsletter for Educational Psychologists, 10(2), 1.

Tobias, S. (1987). Mandatory text review and interaction with student characteristics. Journal of Educational Psychology, 79, 154-161.

Tobias, S. (1987). New initiatives in the Division of Educational Psychology. Newsletter for Educational Psychologists, 11(1), 1.

Tobias, S. (1988). Paradox in educational psychology. Theoretical and Philosophical Psychology, 8, 42-44.

Tobias, S. (1988). Teaching strategic text review by computer and interaction with student characteristics. Computers in Human Behavior, 4, 299-310.

Tobias, S. (1988). On the state of the discipline and the profession. Newsletter for Educational Psychologists. 11 (2), 1.

Tobias, S. (1989). New roles for educational psychologists. In M.C. Wittrock & F. Farley (Eds.) The future of educational psychology (pp. 109-130). Hillsdale, NJ: Lawrence Erlbaum Associates.

Tobias, S. (1989). European research on learning and instruction. A review of: de Corte, E., Parmentier, R., & Span, P. (Eds.) (1987). Learning and instruction. European research in an international context: Volume 1. New York: Pergammon Press. Contemporary Psychology, 34, 341-343.

Tobias, S. (1989). Using computers to study consistency of cognitive processing of instruction. Computers in Human Behavior, 5, 107-118.

Tobias, S. (1989). Another look at research on the adaptation of instruction to student characteristics. Educational Psychologist, 24, 213-227.

Tobias, S. (1990). Learning styles and adaptive instruction. A review of R.R. Schmeck (Ed.) (1988). Learning strategies and learning styles. New York: Plenum Press. Contemporary Psychology, 34, 341-343

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Tobias, S, (1991). An examination of some issues in the constructivist-ISD controversy from an eclectic perspective. Educational Technology, 31(9), 41-43. Reprinted in: Duffy, T.M, & Jonassen, D.H., (Eds.) (1992). Constructivism and the technology of instruction (pp 205-209). Hillsdale NJ: Lawrence Erlbaum.

Tobias, S. (1991). Plans for a handbook on training. Newletter for Educational Psychologists, 15 (1) 8-9.

Tobias, S. (1992). The impact of test anxiety on cognition in school learning. In K. Hagtvet (Ed.), Advances in Test Anxiety Research (Vol. 7, pp. 18-31). Lisse, Netherlands: Swets & Zeitlinger.

Everson, H.T., Tobias, S., Hartman, H., and Gourgey. A. (1993). Anxiety and the curriculum: The subject matters. Anxiety, Stress, and Coping, 6, 1-8.

Everson, H. T., Smodlaka, I., & Tobias, S. (1994). Exploring the relationsip of test anxiety and metacognition on reading test performance: A cognitive analysis Anxiety, Stress, and Coping, 7, 85-96.

Tobias, S. (1994). Interest, prior knowledge, and learning. Review of Educational Research, 64, 37-54.

Tobias, S. (1995). Interest and metacognitive word knowledge. Journal of Educational Psychology, 87, 399-405.

Hartman, H.J., Everson, H.T., Tobias, S., & Gourgey, A. (1996). Self-concept and metacognition in ethnic minorities: Predictions from the BACEIS model. Urban Education, 31, 222-238.

Tobias, S., & Everson, H.T. (1996). Studying the relationships between affective and metacognitive variables. Anxiety, Stress, and Coping, 9, 1-23.

Tobias, S. (1998). European Research on Learning and Instruction. A review of H. Mandl, E. de Corte, N. Bennett, & H.F. Friedrich (Eds). (1990). Learning and Instruction. European Research in an International Context (Vol. 2.1 & 2.2). Elmsford,NY: Pergamon Press, 1990. Contemporary Psychology.

Everson, H.T., & Tobias, S. (1998). The ability to estimate knowledge and performance in college: A metacognitive analysis. Instructional Science, 26, 65-79.

Tobias, S, & Fletcher, J.D. (Eds.) (2000) Training and retraining: A handbook for business, industry, government, and the military. New York: Macmillan Gale Group.

Tobias, S. & Frase, L.T. (2000). Educational psychology and training.. In S. Tobias & J.D. Fletcher (Eds), Training and retraining: A handbook for business, industry, government, and the military (pp. 3-24). New York: Macmillan Gale Group.

Publications - **Professional & Scientific** (Continued)

Tobias, S., & Everson, H.T. (2000). Assessing metacognitive knowledge monitoring. In G. Schraw & J.C. Impara (Eds.), Issues in the measurement of metacognition (pp 147-222). Lincoln NE: Buros Institute of Mental Measurements.

Tobias, S. & Everson, H.T. (2000). Cognition and metacognition. Educational Issues, 6, 167-173.

Tobias, S. (2000) Debunking the myths: There is no such thing as "learning styles." CADDI Newsletter, 4 (2) 25-26.

Everson, H.T. & Tobias, S. (2001). The ability to estimate knowledge and performance in college: A metacognitive analysis. In Hope J. Hartman (Ed.) Metacognition in learning and instruction. theory, research and practice (pp. 69-83). Amsterdam: Kluwer.

Tobias, S. & Everson, H.T. (2002). Knowing what you know and what you don't: further research on metacognitive knowledge monitoring. New York: College Board Research Report no. 2002-3 (http://iume.tc.columbia.edu/downloads/tobias/CBR2001-3.pdf).

Tobias, S. (2003) Extending Snow's conceptions of aptitudes. Contemporary Psychology, 48, 277-279.

Fletcher, J. D., & Tobias, S. (2003). Implications of advanced distributed learning for education (Urban Diversity Series). New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University. (http://iume.tc.columbia.edu/eric_archive/mono/UDS118.pdf).

Fletcher, J. D., & Tobias, S. (2005) The multimedia principle. In R. E, Mayer (Ed.) The Cambridge Handbook of Multimedia Learning (pp 117-133). New York, NY: Cambridge University Press.

Wisher, R., Fletcher, J.D., & Tobias, S. (2006). Introduction to Advanced Distributed Learning. ADL Newsletter for Educators and Educational Researchers. Issue 1. www.academiccolab.org/newsletter/ADLnewsletter.html

Fletcher, J.D., & Tobias, S. (2006). Using computer games and simulations for instruction: A research review. Proceedings of the Society for Advanced Learning Technology meeting, Orlando, FL February.

Tobias, S. (2006). The importance of motivation, metacognition, and help seeking in web based learning. In H. F. O'Neil, Jr. & R.S. Perez, (Eds.). Web-based learning: theory, research and practice (pp. 203-220). Mahwah NJ: Lawrence Erlbaum Associates.

Publications: Professional & Scientific (Continued)

Tobias, S. (2006). A report on the games, learning, and society conference. *ADL Newsletter for Educators and Educational Researchers.* Issue 3.
http://www.academiccolab.org/newsletter/ADLnewsletter.html

Tobias, S. (2006). Discussion of Kirschner et al. Article. *ADL Newsletter for Educators and Educational Researchers. Issue 4.*   http://www.academiccolab.org/newsletter/ADLnewsletter.html

Fletcher, J.D., Tobias, S. Wisher, R. A. (2007). Learning anytime, anywhere: Advanced Distributed Learning and the changing face of education. *Educational Researcher, 36 (2),9*6-102.

Tobias, S., & Fletcher, J.D. (2007)**.** What research has to say about designing computer games for learning**.** *Educational Technology***.** 47 (5), 20-29.

Fletcher, J.D., Tobias, S., & Wisher, R. A. (2007). Learning anytime-anywhere and advanced distributed learning: Some opportunities and challenges for educators and education. *Excelsior: Leadership in Teaching and Learning. 2,* 47-59.

Tobias, S. (2007). Postscript to a debate between constructivists and supporters of explicit instruction. A*DL Newsletter for Educators and Educational Researchers. Issue 6.*
http://www.academiccolab.org/newsletter/adlnewsletter.html

Tobias, S., & Fletcher, J.D. (2008). Expanding opportunities through on-demand learning. In T. L. Good (Ed.) *21st Century education: A reference handbook (*Vol. 2, pp. 238-245*).* New York NY: Sage.

Tobias, S. (2008). A report on the Joint Advanced Distributed Learning Co-Laboratory Implementation Fest 2008. A*DL Newsletter for Educators and Educational Researchers.* Issue 9.
http://www.ymlp65.com/pubarchive_show_message.php?adlnews+28

Tobias, S. (2008) SCORM, LETSI, and learning from instruction. A*DL Newsletter for Educators and Educational Researchers. Issue 9.*
http://www.ymlp65.com/pubarchive_show_message.php?adlnews+28

Tobias, S. (2008). Response to Roberts. A*DL Newsletter for Educators and Educational Researchers.* Issue 9. http://www.ymlp65.com/pubarchive_show_message.php?adlnews+28.

Tobias, S., & Duffy, T.D. (2009) *Constructivist instruction: Success or failure?.* New York: Routledge, Taylor and Francis.

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Tobias, S. (2009). An eclectic appraisal of the success or failure of constructivist instruction: In S. Tobias, & T.D. Duffy (Eds.), *Constructivist instruction: Success or failure? (*pp. 335-350*).* New York: Routledge, Taylor and Francis.

Tobias, S. & Duffy, T.D. (2009). The success or failure of constructivist instruction: An introduction. In S. Tobias, & T.D. Duffy (Eds.), *Constructivist instruction: Success or failure* (pp. 3-10*).* New York: Routledge, Taylor and Francis.

Tobias, S., & Fletcher, J.D., (2009). Transforming learning with technology redux. *Educational Technology, 49 (3),* 54-58.

Tobias, S. (2009). Report on the *Games for Change* meeting. A*DL Newsletter for Educators and Educational Researchers.* Issue 12. *http://www.ymlp165.com/pubarchive.php?adlnews*

Tobias, S., & Everson, H.T. (2009). The importance of knowing what you know: A knowledge monitoring framework for studying metacognition in education   In D.L. Hacker, J. Dunlosky, & A. Graesser (Eds.) *Handbook of metacognition in education* (pp. 107-127*).* NewYork: Routledge, Taylor, and Francis.

Tobias, S. (2010). Generative learning, paradigm shifts, and constructivism. A tribute to Wittrock. *Educational Psychologist, 45, 51-54.*

Tobias, S. (2010). The expert reversal effect and aptitude treatment interaction research. *Insructional Science, 38, 309-312.*

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Tobias, S., Fletcher, J.D., Chen, F., Musial, E., & Erbature, S. (2011). User's guide to KMA research system. http://kmaresearch.rit.albany.edu/KMA/

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Tobias, S., Fletcher, J.D., Dai, D.Y, & Wind, A. (2011). Review of research on computer games. In Tobias, S. & Fletcher, J.D. (Eds.) *Computer games and instruction* (pp. 127-222). Charlotte NC: Information Age.

Tobias, S. & Fletcher, J.D. (2011). Computer games and instruction. The present, and future. In Tobias, S. & Fletcher, J.D. (Eds.) *Computer games and instruction* (pp. 525-545). Charlotte NC: Information Age.

Fletcher, J.D., & Tobias, S. (2011). Turning the corner in Educational Technology: Reflections on a half-century of research. *Educational Technology, 51* (5), 14-20.

Tobias, S. (2013). Strengthening connections between education and training. *Educational Researcher, 42 (5),* 284-286.

Tobias, S. (2013). Learning from Bob Glaser. *APS Observer, 26(5),* http://www.psychologicalscience.org/index.php/publications/observer/2013/may-june-13/remembering-robert-glaser.html

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Tobias, S., & Hahn, D., (2014). Interview with past presidents. Dr. Sigmund Tobias, APA Divison 15 President, 1987-1988. *Newsletter for Educational Psychologists,* Winter 2014, 3-5. http://apadiv15.org/images/NEPWinter2014.pdf

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Tobias, S., & Fletcher, J.D., Bideou, B. (2015). Alignment of games and educational goals. In J.M. Spector (Ed.) *Encyclopedia of educational technology* (pp. 24-27). New York. Sage.

Tobias, S., Fletcher, J.D., & Chen, F. (2015). Digital games as educational technology: Promise and challenges in the use of games to teach. *Educational Technology*, *55,* 3-12.

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Publications: Popular (Most of these articles may be found at) :

http://sites.google.com/site/stobiasblog/home

Tobias, S. (1987). Days of fear. *Together* (Federation of Jewish Holocaust Survivors). 2 (3), 1, 15-17.

Tobias, S. (1999). *Strange haven: A Jewish childhood in wartime Shanghai.* Champaign IL: University of Illinois Press (Re-isued in paperback in 2009).

Tobias, S. (2004). What can be learned from Kristallnacht? *Berkshire Jewish Voice, 13* (2), 10-18.

Tobias, S. 2007. Peace education in Israel. *Berkshire Jewish Voice, 15 (3)*, 1, 9

Tobias, S. (2008). *Strange Haven's Popularity.* http://www.press.uillinois.edu/wordpress/?p=1858.

Tobias, S. (2010). *Fear, faith, and community.* *http://www.press.uillinois.edu/wordpress/?p=7137*

Tobias, S., & Tobias, L.   (2012). A visit to Germany (Part I). *Jewish News-Sarasota of Manatee,* 42 (4), 16A-17A.

Tobias, S., & Tobias, L.   (2012). A visit to Germany (Part 2). *Jewish News of Sarasota-Manatee, 42 (5). 16A.*

Tobias, S. (2014). TBI trip focuses on Jewish community in Cuba. *Jewish News of Sarasota-Manatee, 44 (5), 26.*

Tobias, S. (2015). Book review. *Pepper, silk, & ivory,* the story of Jews in the Far East. *Berkshire Jewish Voice, 23 (7), 26.*

Documentary Film Appearances

"Shanghai Ghetto" (2002). Documentary film produced by Dana Janklowicz and Amir Mann.

"The Last Refuge -- The Story of Jewish Refugees in Shanghai " (2002). Documentary film produced by Xiaohong Cheng & Noriko Sawada Miyagawa.

Invited Scientific and Professional Presentations:

Tobias, S. (1972, March). <u>A review of research on the effectiveness of different response modes.</u> Invited symnposium paper delivered at the annual convention of the National Society for Programmed Instruction, New Orleans, LA.

Tobias, S. (1974, April). <u>Prior achievement as a variable in ATI research</u>. Invited address at the annual convention of the American Educational Research Association, Chicago, Il.

Tobias, S., & Beilin, L. (1974, October). <u>Review of research in curriculum and individualization: 1973-1974.</u> Invited research review presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Tobias, S. (1977, October). <u>Corrective feedback and educational evaluation</u>. Presidential address at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Tobias, S. (1978, August). <u>Anxiety and education.</u> Invited address presented at the annual convention of the American Psychological Association, Toronto, Canada.

Tobias, S. (1981, December). <u>Futuring in Health Occupations Education: Concept, process, results.</u> Invited address presented at the annual convention of the American Vocational Association, Atlanta, GA.

Tobias, S. (1982, August). <u>Sigmund (Freud's) Follies.</u> Presented at an invited symposium at the annual convention of the American Psychological Associatio, Washington, D.C.

Tobias, S. (1982, October). <u>Curriculum revision in Health Occupations Education from a futurist perspective.</u> Invited keynote address presented at the Iowa Health Occupations Education Conference, Des Moines, Iowa.

Tobias, S. (1982, March). <u>Applications of research on the adaptation of instruction to individual differences.</u> Paper presented at an invited symposium at the annual convention of the American Educational Research Association, New York.

Tobias S. (1983, April). <u>Macroprocesses and adaptive instruction.</u> Invited address presented at the annual convention of the American Educational Research Association, Montreal, Canada.

Tobias, S. (1983, June). <u>Computer assisted instruction</u>. Paper presented at an invitational conference on "Adaptive Instruction" at the Learning Research and Development Center, University of Pittsburgh.

Tobias, S. (1983, July). <u>Anxiety and cognitive processing of instruction.</u> Paper presented at an invitational conference on "Anxiety and Self-Related Cognitions," Free University, Berlin, West Germany.

Invited Scientific and Professional Presentations (Continued):

Moderator & Organizer, (1984, April), Invited State of the Art Symposium on Research Syntheses, American Educational Research Association annual convention, New Orleans, LA..

Tobias, S. (1984, August). Demographic data, futurist scenarios, and future direction for educational psychology. Paper presented at an invited symposium at the annual convention of the American Psychological Association, Toronto, Canada.

Tobias, S. (1985, August). Whatever happened to ATIs? Invited address presented at the annual convention of the American Psychological Association, Los Angeles, CA.

Tobias, S. (1985, November). How does test anxiety affect the cognitive processing of instruction? Invited address presented at the Free University, Berlin, West Germany.

Discussant, (1986, April), Invited International Symposium on Test Anxiety. Annual convention of the American Educational Research Association, San Francisco, CA.

Tobias, S. (1987, June). The impact of test anxiety. Invited presentation on the "Metacognition: Research Findings," panel at the Dimension of Thinking Conference, Cincinnati, Ohio.

Tobias, S. (1987, December). Computer based instruction in cognitive processes. Invited address to Psi Chi and Graduate Education Students Society, Fordham University, NY.

Tobias, S. (1988, February). An unobtrusive paradigm for studying and teaching cognitive processes. Invited address to the Naval Personnel Research and Development Center, San Diego CA.

Tobias, S. (1988, May). Teaching cognitive reading strategies by computer. Invited address to the Literary Circle, Teachers College, Columbia University, New York.

Tobias, S. (1988, August). Adapting instruction to student characteristics. Presidential address presented at the convention of the American Psychological Association, Atlanta, GA.

Panelist (1991, August) Invited Panel Discussion: What If They Called, What Would We Say? Educational Psychology's Answer to School Reform. Annual convention of the American Psychological Association, San Francisco, CA.

Tobias, S. (1992, October). Educational psychology as cognitive instructional psychology. Invited address at East Texas State University, Commerce TX.

Tobias, S. (1993, July) The assessment of metacognition and its relationship to affective variables. Presented to the Navy Personnel Research and Development Center, San Diego CA.

Tobias, S. (1994, July). Metacognition, anxiety, and interest. Invited address to be preented at the annual meeting of the American Psychological Society, Washington DC.

Invited Scientific and Professional Presentations (Continued):

Tobias, S., & Everson, H.T. (1995, August). The relationship of metacognitive know-ledge monitoring to cognitive and affective variables. Invited symposium presentation at the European Association for Research on Learning and Instruction, Nijmegen, Netherlands.

Tobias, S. (1996, April). Moderator/Organizer. "Going to School in 2021." Invited PBS Session at the annual meeting of the American Educational Research Association, New York, NY.

Tobias, S. (1996, August). Presenter. "Issues in Strategic Learning: A Discussion and Dialogue." Invited session at the annual convention of the American Psychological Association, Toronto.

Tobias, S. (1997, March). Moderator/Organizer. "Successful Inner City Elementary Schools." Invited PBS Session at the annual meeting of the American Educational Research Association, Chicago Il.

Tobias, S., & Everson, H.T. (May, 1997). Knowledge monitoring: A fundamental metacognitive process. Invited talk at a meeting on " Metacognition: Its Many Faces" at SUNY-Cortland, Cortland NY.

Tobias, S. (November, 1997). Metacognitive knowledge monitoring and learning.   Invited talk to the Training Systems Division, Naval Air Warfare Center, Orlando Fl.

Tobias, S. & Fletcher, J.D. (November, 2000). Feature Session: Training and retraining - An overview of current research, practice and likely future training. TechLearn 2000 Conference, Orlando Fl.

Tobias, S. (2001, April). *Opportunities for educational researchers and educational psychologists in training*. In "Expanding Career Options and Building Community: An Interactive Symposium For Graduate Students." Annual meeting of the American Educational Research Association, Seattle WA.

Tobias, S. (2002, March) *Studying metacognition by assessing what you know and do not know*. University of West Sydney, & Sydney University, Australia.

Tobias, S. (2003, February). *Metacognition, motivation, help seeking, and learning from the Internet*. Invitational conference sponsored by the Office of Naval Research and the National Center for Excellence in Disance Learning, California State University, San Bernadino.

Tobias, S. (2003, February). *The importance of knowing what you know and don't know.* Invited colloquium, Clinical Psychology Program, Teachers College, Columbia University.

Tobias, S., & Fletcher, J.D. (2011). *Learning from Computer Games: A review of research.* Keynote address at the "Serious Games: The Challenge": meeting, Gent, Belgium, October.

<u>Invited Scientific and Professional Presentations</u> (Continued):

Tobias, S. (2003, June) *Metacognition, motivation, and help seeking.* Invited address,, Educational Testing Service, Princeton NJ.

Tobias, S. (2003, October) *Metacognition, motivation, help seeking and the achievement gap.* Invited address, SUNY Cortland.

Tobias, S., & Fletcher, J.D. (2007). *Review of research on the use of computer games for instruction.* Presented at Arizona State University, Tempe AZ, November.

Tobias, S., (2007) *Knowing what you know and don't know and when to seek help.* Presented at University of Arizona, Tucson AZ, November.

Tobias, S., (2009), (Organizer, Co-Chair). *Successes and failures of constructivism: A continuing discussion.* Presidential Invited Session, Annual convention of the American Educational Research Association, San Diego CA, April.

Tobias, S., & Fletcher, J.D., (2010) *When can computer games be useful for instruction?* Distibuted Learning Conference, Newport News VA, March.

Tobias, S. & Fletcher, J.D. (2010). *What we've learned from research on computer games.* Games for Learning Conference, New York NY, May.

Tobias, S., & Fletcher, J.D. (2010). *Can computer games be used for instruction?* Southern Interactive Entertainment and Game Expo . Atlanta VA, October.

Tobias, S., & Fledtcher, J.D. (2012). *Research on using computer games for instruction.* Invited address, Advanced Distributed Learning Co-Laboratory, Orlando FL, February.

Tobias, S., & Fletcher, J.D. (2012). *Metacognitive monitoring, help seeking, and adapting to the unexpected.* Invited address, Educational Psychology Doctoral Program, City University of NY, September.

Fletcher, J.D., & Tobias, S. (2013). *On play in the garden of empirical analysis.* Invited address. Serious Play Conference, Redmond WA, August.

Presentations at Professional and Scientific Meetings:

Tobias, S. (1960, September). Effect of verbal reinforcement on response changes in a non-reinforced situation. Paper presented at the annual convention of the American Psychological Association, Chicago, Il.

Tobias, S. (1967, April). Dimensions of teacher attitudes to a variety of instructional media. Paper presented at the annual convention of the Eastern Psychological Association, Boston, MA.

Tobias, S., & Williamson J. (1968, February). Anxiety and response mode to programmed instruction. Paper presented at the annual convention of the American Educational Research Association, Chicago, Il.

Herr, A., & Tobias, S. (1968, November). Achievement from programmed instruction and socio-economic status. Paper presented at the annual convention of the Educational Research Association of New York State, Kiamesha Lake, NY.

Tobias, S. (1969, November). Individual differences in the need for confirmation and learning. Paper presented at the annual convention of the Educational Research Association of New York State, Kiamesha Lake, NY.

Tobias, S. & Abramson, T. (1970, April). The interaction among anxiety, stress, response mode, and familiarity of subject matter on achievement from programmed instruction. Paper presented at the annual convention of the American Educational Research Association, Minneapolis, MN.

Tobias, S. (1972, April). The effect of sequence and familiarity of subject matter on achievement from programmed instruction. Paper presented at the annual convention of the American Educational Research Association, Chicago, Il.

Tobias, S. (1972, April). Preference for instructional method and achievement. Paper presented at the annual convention of the Eastern Psychological Association, Boston, MA.

Tobias, S. (1972, September). Anxiety, attribute treatment interactions, and individualized instruction. Paper presented at a symposium at the annual convention of the American Psychological Association, Honolulu, Hawaii.

Tobias, S., & Duchastel, P.C. (1973, March). Behavioral objectives, sequence and anxiety in CAI. Paper presented at the annual convention of the American Educational Research Association, New Orleans, LA.

Tobias, S., Hedl, J. J. Jr., & Towle, N. (1973, May). Response time and test anxiety. Paper presented at the annual convention of the Eastern Psychological Association, Washington, D.C.

Tobias, S. (1975, May). Instructional effectiveness and attribute treatment interactions. Paper presented at a symposium at the annual convention of the New England Educational Research Organization, Provincetown, MA.

Publications: Professional & Scientific (Continued)

Tobias, S., & Kreitzberg, C. B. (1976, April) . <u>Attitudes, achievement, and prior knowledge as predictors of choice of instructional method.</u> Paper presented at the annual convention of the American Educational Research Association, San Francisco, CA.

Stekel, K., & Tobias, S. (1977, April). <u>Persistence and achievement.</u> Paper presented at the annual convention of the American Educational Research Association, New York, NY.

Tobias, S., & Litwak, D. (1977, April). <u>Adapting instruction to achievement.</u> Paper presented at the annual convention of the American Educational Research Association, New York, NY.

Tobias, S., Kremnitzer, S., & Cohen, A. (1977, August). <u>Accuracy, anxiety, and achievement from mathematics.</u> Paper presented at the annual convention of the American Psychological Association, San Francisco, CA.

Tobias, S. (1978, March). <u>Interaction between achievement and instructional methods.</u> Paper presented at a symposium at the annual convention of the American Educational Research Association, Toronto, Canada.

Everson, H. T., & Tobias, S. (1978, March). <u>Fear of automation in teachers' attitudes toward media.</u> Paper presented at the annual convention of the American Educational Research Association, Toronto, Canada.

Tobias, S. (1969, November). <u>Individual differences in the need for confirmation and learning.</u> Paper presented at the annual convention of the Educational Research Association of New York State, Kiamesha Lake, NY.

Tobias, S. & Abramson, T. (1970, April). <u>The interaction among anxiety, stress, response mode, and familiarity of subject matter on achievement from programmed instruction.</u> Paper presented at the annual convention of the American Educational Research Association, Minneapolis, MN.

Gordon, K., & Tobias, S. (1978, August). <u>Fear of success, coeducation, and type of school.</u> Paper presented at annual meeting of the American Psychological Association, Toronto, Canada.

Kusherman, R., & Tobias, S. (1978, October). <u>Estimated persistence and persistence.</u> Paper presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Kreitzberg, C. B., & Tobias, S. (1979, September). <u>Effect of anxiety on focal attention and short term memory.</u> Paper presented at the annual convention of the American Psychological Association, New York, NY.

Everson, H. T., Mozman, M., & Tobias, S. (1979, October). <u>Attitudes toward instructional media: A comparison of teacher education and computer science majors.</u> Paper presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Presentations at Professional and Scientific Meetings: - (Continued)

Deutsch, T., & Tobias, S. (1980, September). Prior achievement, anxiety, and instructional method. Paper presented at the annual convention of the American Psychological Association, Montreal, Canada.

Hyman, C., & Tobias, S. (1980, October). Feedback and prior achievement. Paper presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Lathey, J. W. & Tobias, S. (1981, April). Associative and conceptual training of retarded and normal children. Paper presented at the annual convention of the American Educational Research Association, Los Angeles, CA.

Tobias, S., Cole, C., & Zibrin, M. (1981, April). Bias in the referral of children to special services. Paper presented at the annual convention of the American Educational Research Association, Los Angeles, CA.

Florio, D., Tobias, S., & Zibrin, M. (1981, October). Attitudes toward behavior disorders. Paper presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Sacks, J., Everson, H. T., & Tobias, S. (1982, October) . A study of the interaction between anxiety and attention. Paper presented at the annual convention of the Northeastern Educational Research association, Ellenville, NY.

Sherman, P., Tobias, S., & Zibrin, M. (1982, March) . Fear of success in re-entry versus non-reentry women. Paper presented at the annual convention of the American Educational Research Association, New York, NY.

Tobias, S., & Sacks, J. (1983, October). Aptitude treatment interactions, adjunct questions, review and macroprocesses. Paper presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Wendell, A. S., & Tobias, S. (1983, October). Anxiety and the retrieval of information from long-term memory. Paper presented at the annual convention of the the Northeastern Educational Research Association, Ellenville, NY.

Tobias, S. (1984, April). Test Anxiety: Cognitive interference or inadequate preparation? Paper presented at a "Test Anxiety: State of the Art" symposium at the annual convention of the American Educational Research Association, New Orleans, La.

Tobias, S. (1984, April). Macroprocesses, individual differences, and instructional methods. Paper presented at a symposium at the annual convention of the American Educational Research Association, New Orleans, La.

Tobias, S. (1984, August). Implications of wellness models for educational and school psychology. Paper presented at a symposium at the annual convention of the American Psychological Association, Toronto, Canada.

Presentations at Professional and Scientific Meetings: - (Continued)

Sacks, J., & Tobias, S. (1984, August). Effect of role and instructions in evaluating children's behavior problems. Paper presented at the annual convention of the American Psychological Association, Toronto, Canada.

Tobias, S., & Sacks, J. (1984, October). Test anxiety and postprocessing interference, II. Paper presented at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Tobias, S. (1985, April). Review, macroprocesses and individual differences. Paper presented at a symposium at the convention of the American Educational Research Association, Chicago, IL.

Walters, J. & Tobias, S. (1985, April). The effect of anxiety and strategy training on learning. Paper presented at the annual convention of the American Educational Research Association, Chicago, Il.

Tobias, S. & Podell, K. (1985, August). Dimensions of stress among regular and special education teachers. Paper presented at the annual convention of the American Psychological Association, Los Angeles, CA.

Tobias, S. (1986, July). Unobtrusive monitoring of cognitive processing of instruction. Paper presented at the 21st International Congress of Applied Psychology, Jerusalem, Israel.

Tobias, S. (1987, August). New perspectives for educational psychologists. Paper presented at a symposium at the annual convention of the American Psychological Association, New York, NY.

Tobias, S. (1988, April). How capable are students of regulating their use of macroprocesses? Paper presented at a symposium at the annual convention of the American Educational Research Association, New Orleans, LA.

Tobias, S. (1988, August). Changing directions for educational psychology. Paper presented at a symposium at the annual convention of the American Psychological Assocation, Atlanta, GA.

Tobias, S. (1990, January). Teaching reading strategies by computer. Paper presented at the First Annual Winter Text Conference, Jackson, Wyoming. .

Tobias, S. (1990, July). The cognitive effects of test anxiety. Paper presented at a symposium on "Educational Psychological Research: East Meets West," at the International Association of Applied Psychology, Kyoto, Japan

Walters-Esposito, J. & Tobias, S. (1990, August). Differential use of cognitive processes by effective and less effective students. Paper presented at the annual convention of the American Psycholoogical Association, Boston, MA.

Tobias, S. (1990, August). The relationship of learning theory to instructional theory. Talk presented at a Dialogue Session at the annual convention of the American Psycholoogical Association, Boston, MA.

Presentations at Professional and Scientific Meetings: - Continued

Tobias, S. (1991, January). Effects of incentives on solving problems presented via text. Paper presented to the Winter Text Conference, Jackson Hole WY.

Tobias, S., & Kaufman, C.J. (1991, April). Incentives and problem solving. Paper presented at the annual convention of the American Educational Research Association, Chicago, Il.

Tobias, S., Everson, H., Hartman, H., & Gourgey,A., (1991, April). Anxiety in different curricular areas. Paper presented at the annual convention of the American Educational Research Association, Chicago, Il.

Everson, H.T., Hartman, H., Tobias, S., & Gourgey, A. (1991, June). A metacognitive reading strategies scale: Preliminary validation evidence. Paper presented at the annual convention of the American Psychological Society, Washington, D.C.

Tobias, S., & Wittrock, M.C. (1991, August). Contributions of Educational Psychology to the Teaching of Thinking. Paper presented at the annual convention of the American Psychological Association, San Francisco, CA

Hartman, H., Everson, H., Tobias, S., & Gourgey, A. (1991, August). Metacognition and self concept. Paper presented at the annual convention of the American Psychological Association, San Francisco, CA .

Tobias, S., Hartman, H., Everson, H., & Gourgey, A. (1991, August). The development of a group administered, objectively scored metacognitive evaluation procedure. Paper presented at the annual convention of the American Psychological Association, San Francisco, CA .

Tobias, S. (1992, January) Interest and metacognition. Paper presented at the Winter Text Conference, Jackson Hole WY.

Tobias, S. (1992, April). Interest and metacognition in mathematics. Paper presented at a symposium on "Interest, Attention, and Knowledge Acquisition," at the annual convention of the American Educational Research Association, San Francisco, CA.

Everson, H.T., Smodlacka, I., & Tobias, S. (1992, August). The interaction of test anxiety and metacognition on reading comprehension. Paper delivered at the annual convention of the American Psychological Assocation, Washington, D.C.

Tobias, S. (1993, January). The assessment of metacognition. Paper presented at the Winter Text Conference, Jackson Hole WY.

Tobias, S. (1993, April). Interest and prior knowledge. Paper presented at a symposium on "Interest, Cognition, and Learning," a the annual convention of the American Educational Research Association, Atlanta GA.

Tobias, S. (1994, January). <u>Does interest enhance metacognition</u>? Paper presented at the Winter Text Conference, Jackson, WY.

Tobias, S. (1994, April). <u>Interest and metacognition in word knowledge and mathematics.</u> Paper presented at a symposium on "How Does Interest Improve Learning?" at the annual convention of the American Educational Research Association, New Orleans, LA.

Tobias, S., & Everson, H.T. (1995, January). <u>Metacognition and college learning</u>. Paper presented at the Winter Text Conference, Jackson, WY.

Tobias, S., & Everson, H.T. (1995, April) <u>Development and validation of an objectively scored measure of metacognition approriate for group administration</u>. Paper presented at a symposium on "Issues in Metacognitive Research and Assessment," at the annual convention of the American Educational Research Association, San Francisco CA.

Bigord, M.G., & Tobias, S. (1995, October) <u>Test anxiety among bilingual students</u>. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville NY.

Burks, J.L., & Tobias, S. (1995, October). <u>Interest and the whole language approach to reading instruction.</u> Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville NY.

Tobias, S. & Everson, H.T. (1996, January). <u>Metacognitive knowledge monitoring.</u> Paper presented at the Winter Text Conference, Jackson, WY.

Seignon, N., & Tobias, S. (1996, April). <u>Metacognitive knowledge monitoring and need for feedback</u>. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Tobias, S., & Everson, H.T. (1996, April). <u>Assessing metacognitive knowledge monitoring judgments</u>. Paper presented at a symposium on "Research on Metacognitive Judgments and Assessments" at the annual convention of the American Educational Research Association, New York, NY.

Gerrity, H., & Tobias, S. (1996, October). <u>Test anxiety and metacognitive knowledge monitoring among high school dropouts.</u> Paper presented at a symposium on "Metacognitive Knowledge Monitoring" at the annual convention of the Northeastern Educational Research Association, Ellenville NY.

Fajar, L., Santos, K. & Tobias, S. (1996, October). <u>Knowledge monitoring among bilingual students</u>. Paper presented at a symposium on "Metacognitive Knowledge Monitoring" at the annual convention of the Northeastern Educational Research Association, Ellenville NY.

Romero, R., & Tobias, S. (1996, October). <u>Knowledge monitoring and strategic study.</u> Paper presented at a symposium on "Metacognitive Knowledge Monitoring" at the annual convention of the Northeastern Educational Research Association, Ellenville NY.

Presentations at Professional and Scientific Meetings: - (Continued)

Tobias, S., Everson, H.T., & Tobias, L. (1997, January). Further research on metacognitive knowledge monitoring. Paper presented at the Winter Text Conference, Jackson Hole, WY.

Everson, H.T., Tobias, S., & Laitusis, V. (1997, March) Do metacognitive skills and learning strategies transfer across domains? Paper presented at a symposium on " Assessing Metacognitive Knowledge Monitoring," at the annual convention of the American Educational Research Association, Chicago IL.

Tobias, S., Everson, H.T., & Tobias, L. (1997, March). Assessing monitoring via the discrepancy between estimated and demonstrated knowledge. Paper presented at a symposium on " Assessing Metacognitive Knowledge Monitoring," at the annual convention of the American Educational Research Association, Chicago.

Tobias, S., & Everson, H.T. (1998, January). Three studies of metacognitive knowledge monitoring. Paper presented at the annual meeting on Discourse, Text, and Cognition. Jackson Hole WY.

Tobias, S., & Everson, H.T. (1998, April). Research on the assessment of metacognitive knowledge monitoring. Paper presented at a symposium on " Metacognition: Assessment and Training," at the annual convention of the American Educational Research Association, San Diego CA.

Tobias, S., Ford, H., & Everson H.T. (1999, January). Further research on metacognitive monitoring. Paper presented at the annual meeting of the Winter Conference on Discourse, Text, and Cognition, Jackson Hole Wy.

Tobias, S., Everson, H. T. & Laitusis, V. (1999, April). Towards a performance based measure of metacognitive knowledge monitoring: relationships with self-reports and behavior ratings. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Tobias, S., Everson, H.T., Laitusis,V., & Fields, M. (1999, April). Metacognitive knowledge monitoring: Domain specific or general? Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Nathan, J., & Tobias, S. (2000, August). Metacognitive knowledge monitoring: Impact of anxiety. Paper presented at the meeting of the American Psychological Association, August, Washington DC.

Presentations at Professional and Scientific Meetings: - (Continued)

Tobias, S., Njoku, H., & Everson, H. (2001, January). *Cross cultural research on metacognitive knowledge monitoring and help seeking*. Paper presented at the annual meeting of the Winter Conference on Discourse, Text, and Cognition, Jackson Hole WY.

Katz, I., Bauer, M.I., Nagarajan, A, & Tobias, S. (2001, April). *Assessing metacognitive skill within a scaffolded learning environment.* Paper presented at the annual meeting of the American Educational Research Association, Seattle WA.

Tobias, S. Galvin, K., Michna, G. (2002, April). *Metacognition, motivation, and help seeking.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Tobias, S. (2005, April). *Instructional innovations, adaptive instruction, and Advanced Distributed Learning*. Paper presented at the annual convention of the American Educational Research Association, Montreal, Canada.
(http://iume.tc.columbia.edu/downloads/tobias/ADL_paper_st.pdf)

Fletcher, J.D., & Tobias, S. (2006). *Using computer games and simulations for instruction: A research review.* Paper presented at the annual meeting of the Society for Advanced Learning Technology, Orlando, FL, February.

Fletcher, J.D., & Tobias, S. (2007)**.** *What research has to say (thus far) about designing computer games for learning*. Paper presented at the annual convention of the American Educational Research Association, Chicago IL, April.

Tobias, S. & Fletcher, J.D. (2008). *Needed research on using computer games for instruction*. Paper presented at the annual convention of the Eastern Educational Research Association, Hilton Head SC, February.

Tobias, S., & Fletcher, J.D. (2008). *What do we know about the learning effectiveness of computer games?* Paper presented at the annual convention of the American Educational Research Association, New York, NY, March.

Tobias, S., & Fletcher, J.D. (2009). *Teaching adaptability and preparation for the unexpected*. Paper presented at the annual convention of the Eastern Educational Research Association, Sarasota FL, February.

Tobias, S. & Fletcher, J.D. (2010). *Cognitive readiness to deal with the unexpected and metacognition*. Paper presented at the annual convention of the Eastern Educational Research Association, Savanah GA, February.

Tobias, S., Fletcher, J.D., Wind, A., & Lafave, M. (2011) *Dealing with the unexpected. A pilot study.* Paper presented at the annual convention of the Eastern Educational Research Association, Sarasota FL, February.

Presentations at Professional and Scientific Meetings: - (Continued)

Tobias, S. (2012). *An introduction to self contained instructional objects.* Presented at the annual convention of the American Educational Research Association, Vancouver BC, April.

Fletcher, J.D., & Tobias, S. (2013). *On play in the garden of empirical analysis.* Paper prsesented at the Serious Play Conference, Redmond WA, August.

Chen, F., & Tobias, S. (2014). *Cognitive processes in adapting to unexpected changes: The role of metacognitive monitoring.* Paper presented at the annual convention of the American Educational Research Association annual convention, Phildapelphia, April.

Tehnical Reports

Tobias, S. (1961). Psychological section of: Report on a preliminary survey of the incidence and cause of emotional disturbances among abstract scientists in private industry. New York: Mt. Sinai Hospital. ONR Final Report No. 1511-222.

Tobias, S. (1962) . The group Rorschach in the detection of conduct and psychiatric disorders. New York: Mt. Sinai Hospital.

Tobias, S. (1969). Distraction and programmed instruction. Technical Report No. 2. New York: Programmed Instruction Research Project, City College, CUNY.

Tobias, S. (1970). Attribute treatment interactions in programmed instruction. Technical Report No. 5. New York: Programmed Instruction Research Project, City College, CUNY.

Tobias, S. (1971). The effect of sequence and familiarity of subject matter on achievement from programmed instruction. Technical Report No. 6. New York: Programmed Instruction Research Project, City College, CUNY.

Tobias, S. (1972). History of an instructional program of varying familiarity to college students (Tech. Memo No. 43). Tallahasee, Florida: CAI Center, Florida State University.

Tobias, S., & Hedl, J. J. Jr. (1972). Test anxiety: Situationally specific or general? (Tech. Memo No. 49). Tallahassee, Florida: CAI Center, Florida State University.

Tobias, S. (1972). A rationale for computer art (Tech. Memo No. 51). Tallahassee, Florida: CAI Center, Florida State University.

Tobias, S. & Everson, H. T. (1977). High school-community college articulation follow-up. New York: Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, CUNY.

Tobias, S. (1977). Introduction. In S. Tobias (Ed.), Statewide business education evaluation committee. New York: Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, CUNY.

Tehnical Reports – Continued

Tobias, S. (1978). Introduction. In S. Tobias (Ed.), <u>Statewide Business Education Review Committee, 1977-1978.</u> New York: Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, CUNY.

Tobias, S. (1980). Introduction. In S. Tobias (Ed.), <u>Examination of the Health Occupations Education curriculum from futurist perspective: I</u> . Institute for Research and Development in Occupational Education, Center for Advanced Study of Education, CUNY.

Tobias, S. (1981). Introduction. In S. Tobias (Ed.), <u>Examination of the Health Occupations Education Curriculum from a futurist perspective: II.</u> Institute for Research and Development in Occupational Education, Center for the Advanced Study of Education, CUNY.

Tobias, S. (1984). <u>Test anxiety and post processing interference</u> (Tech. Rep. No. 2). New York: City College of New York, Instructional Research Project.

Everson, H., & Tobias, S. (1985). <u>The effects of instructional method and individual differences on the cognitive processing of instruction</u> (Tech. Rep. No. 3). New York: City College of New York, Instructional Research Project.

Tobias. S. (1985). <u>Optional and required text review strategies and their interaction with student characteristics</u> (Tech. Rep. No. 5). New York: City College of New York, Instructional Research Project.

Tobias, S., & Sacks, J. (1986). <u>Review, test anxiety, and prior achievement.</u> (Tech. Rep. No. 6). New York: City College of New York, Instructional Research Project.

Tobias, S. (1986). <u>Review instruction, comprehension monitoring, and student characteristics</u> (Tech. Rep. No. 7). New York: City College of New York, Instructional Research Project

Tobias, S. (1986). <u>Macroprocesses and adaptive instruction.</u> Final Report to the U.S. Army Research Institute for the Behavioral and Social Sciences.

Tobias, S. (1987). <u>Consistency of cognitive processing of instruction</u>. Final Report to the Control Data Corporation.

Tobias, S., & Everson, H.T. (1996). <u>Assessing Metacognitive Knowledge Monitoring</u>. New York: College Board Report No. 96-01.

Offices in Professional and Scientific Societies:

Nominations Committee, (1971), Northeastern Educational Research Association.

Committee on Social Concerns and Relevance, (1972-1975). Division of Educational Psychology, American Psychological Association.

Program Committee, (1970, 1971, 1973), Division of Learning and Instruction, American Educational Research Association.

Offices in Professional and Scientific Societies: - Continued

Chair, (1974-1975), Nominations Committee, Division of Educational Psychology, American Psychological Association.

Program Chair, (1975-1976), Section on "Learner Characteristics, Learning Styles, Creativity, Gifted and Exceptional Persons, Cultural Differences," Division C, Learning and Instruction, American Educational Research Association.

President (1975-1976), Northeastern Educational Research Association.

Chair, (1976), Special Task Force on a Society for Educational Psychology, Division of Educational Psychology, American Psychological Association.

Program Chair, (1976-1977), Division of Learning and Instruction, American Educational Research Association.

Chair, (1976-1977), Nominations Committee, Northeastern Educational Research Association.

Nominations Committee, (1977), Division of Learning and Instruction, American Educational Research Association.

Chair, (1978-1979), Fellows and Membership Committee, Division of Educational Psychology, American Psychological Association. Member, 1978-1980.

Chair, (1980-1981), Thorndike Award Committee, Division of Educational Psychology, American Psychological Association. Member, 1982-1983.

Member, (1980-1981), Governance Task Force, American Educational Research Association.

Member at Large, (1983-1986), Executive Committee, Division of Educational Psychology, American Psychological Association.

Member, (1983-1986), Committee on Education, Training and Employability, Division of Educational Psychology, American Psychological Association.

Member, (1986-1990) Executive Committee, Division of Educational, Instructional, and School Psychology, International Association of Applied Psycholgy.

Chair, (1986-1987), Program Committee, Division of Educational Psychology, American Psychological Association.

President, (1987-1988), Division of Educational Psychology, American Psychological Association.

Chair, (1988-1989), Nominations Committee, Division of Educational Psychology, American Psychological Association.

Offices in Professional and Scientific Societies: - Continued

Member, (1988-1991). Publications Committee, Division of Educational Psychology, American Psychological Association.

Delegate, APA's Division of Educational Psychology, to the (1992) American Psychological Society's Human Capital Initiative Workshop, Washington, D.C., September.

Panels, Roundtables, Symposium Discussant, etc...

Panelist, (1970, September), Roundtable Discussion on "Aptitude Treatment Interactions," Annual Convention of the American Psychological Association, Miami Beach FL.

Critic, (1971, March), Paper Session on "Programmed Instruction, II." Annual convention of the American Educational Research Association, New York, NY.

Critic, (1971, March), Symposium on "Computer Assisted Instruction, I." Annual Convention of the American Educational Research Association, New York NY.

Panelist, (1971, March), Symposium on "Aptitude Treatment Interactions." Annual Convention of the American Educational Research Association, New York NY

Co-chairman, (1972, April), "Aptitude Treatment Interactions Roundtable Discussion." American Educational Research Association annual convention, Chicago IL.

Discussant, (1972, September), Symposium on "Trait X Treatment Interaction in Instructional Research." Annual convention of the American Psychological Association, Honolulu.

Chairman, (1973, February), Discussion Group, "Program and Product Development." Annual convention of the American Educational Research Association, New Orleans LA.

Panelist, (1973, February), Roundtable Discussion, "Intrinsic Individual Differences." Annual convention of the American Educational Research Association, New Orleans LA.

Discussant, (1973, August), Symposium on "Anxiety and Instruction Symposium." Annual convention of the American Psychological Association, Montreal.

Co-founder (1973), Metropolitan Area Instructional Research Interest Group.

Chair and Discussant, (1974, April), Symposium on: "Instructional Variable Research: Learner Variables and Predispositions." Annual meeting of the American Educational Research Association, Chicago, IL.

Chair, (1975, October), Roundtable Discussion on "Pre-School Education." Annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Grant Selection Panel, (1976, February), National Training and Development Service, Washington, DC.

Panels, Roundtables, Symposium Discussant, etc...(continued)

Critic, (1976, September), Paper Session on "Test Variables." Annual Convention of the American Psychological Association convention, Washington, D.C.

Panelist, (1977, April), Roundtable Discussion on "Aptitude-Treatment Interaction." American Educational Research Association annual convention, New York, NY.

Chair, (1977, October), Roundtable Discussion on "Individual Differences." Annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Chair, (1978, March), Roundtable Discussion on "Individual Differences." American Educational Research Association annual
Convention, Toronto.

Discussant, (1979, March), Symposium on "Instructional Strategies in Computer Assisted Instruction."   American Educational Research Association annual convention, San Francisco CA.

Panelist, (1979, October), Roundtable Discussion on "Modes of Inquiry in Research and Evaluation." Annual Convention of the Northeastern Educational Research Association, Ellenville, NY.

Panelist, (1979, October), Roundtable Discussion on "Theoretical Perspectives on Individual Differences." Annual Convention of the Northeastern Educational Research Association, Ellenville, NY.

Member, (1970-1972, 1979), Education Grant Review Panel, City University of NY Faculty Research Award Program.

Chair, (1980, October), Roundtable Discussion on "Individualized Instruction." Northeastern Educational Research Association, Ellenville, NY.

Discussant, (1981, April), Symposium on "Future Directions for Computer-Based Instruction." Annual convention of the American Educational Research Association, Los Angeles CA.

Chair, (1981, April), Roundtable Discussion, "Contradictory Research Results on Individualized Instruction." Annual convention of the American Educational Research Association, Los Angeles, CA.

Chair, (1981, October), Roundtable Discussion on "Teacher Behavior Research and Teacher Education." Northeastern Educational Research Association annual convention, Ellenville, NY.

Panelist, (1982, March), Roundtable Discussion on "New Directions in Research on Individual Differences, Learning and Instruction." Annual convention of the American Educational Research Association, New York, NY.

Panels, Roundtables, Symposium Discussant, etc..- (Continued)

Critic, (1982, March), Paper Session on "Affective and Social Variables." Annual convention of the American Educational Research Association, New York, NY.

Reviewer (1982), Division of Personality and Social Psychology American Psychological Association Convention, Washington, DC.

Discussant, (1983, April), "Student Cognitive Processing of Instruction" symposium. Annual convention of the American Education Research Association, New Orleans, LA.

Discussant, (1983, April), "Computers and Learning: Research on Teaching Teachers and Children" symposium. Annual convention of the American Educational Research Association, New Orleans, LA.

Chair, (1984, October), "Effect of Difficulty on School Learning" roundtable discussion. Annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Discussant, (1985, August), "Motivation and Information Processing" symposium. Annual convention of the American Psychological Association, Los Angeles CA.

Discussant, (1986, July), "Individual Differences in Test Anxiety as Related to Information Processing" symposium. 21st International Congress of Applied Psychology, Jerusalem, Israel.

Discussant, (1986, August), "Intelligent Learning Systems: Cognitive Perspectives" symposium. Annual convention of the American Psychological Association, Washington, DC.

Critic (1986, October), "Cognition" paper session. Annual convention of the Northeastern Educational Research Association, Kerhonkson, NY.

Member (1987, June), Task Force on "Implications of Thinking Research for Students at Risk." Conference on Dimensions of Thinking, Cincinnati, Ohio.

Discussant, (1988, August), "Motivational and Cognitive Dimensions of Student Learning" symposium. Annual meeting of the American Psychological Association, Atlanta, GA.

Discusant, (1989, August), "Classroom Learning and Cognition" symposium. Annual convention of the American Psychological Assocation, New Orlean, LA.

Chair/Discussant (1991, April), "Diverse Perspectives on Stress in the Teaching Profession" symposium. Annual meeting of the American Educational Research Association, Chicago, IL.

Chair (1992, April) "Remembering Schooling Past" symposium. Annual convention of the American Educational Research Association, San Francisco, CA.

Chair/Discussant (1992, April) "New Scholars: Their Agenda for the Field" symposium. Annual convention of the American Educational Research Association, San Francisco, CA.

Panels, Roundtables, Symposium Discussant, etc..- (Continued)

Chair/Discussant (1994, April). "Alternatives to Traditional Classroom Instruction" symposium. Annual convention of the American Educational Research Association, New Orleans, LA.

Panelist, (1995, October), Invitational meeting on "Issues in the Measurement of Metacognition." Buros Institute of Mental Measurements, Lincoln, Nebraska.

Discussant (1998, April). "The Interactive Multisensor Analysis Training System: An Innovative Approach to Teaching Complex Cognitive Skills" symposium. Annual convention of the American Educational Research Association, San Diego, CA.

Discussant/ Chair/ Organizer (2000, April). "Preparing for the New Millennium: Lessons About Learning and Instruction from Education and Training." Interactive symposium and the annual convention of the American Educational Research Association, New Orleans, LA..

Discussant (2004, April). "Self-regulation and achievement: A non-USA view." Annual convention of the American Educational Research Association, San Diego CA.

Organizer and Chair (2007, April). Debate: "Constructivism, discovery, problem based, experiential, and inquiry based teaching: Success or failure"? Annual meeting of the American Educational Research Association, Chicago Il.

Chair and Discussant. (2007, April). Symposium: "Learning anytime-anywhere and advanced distributed learning: Implications for education." Annual meeting of the American Educational Research Association, Chicago Il.

Participant (2008, March). "Tribute to a consummate educational psychologist: Merlin C. Wittrock." Annual meeting of the American Educational Research Association, Chicago Il.

Chair (2007, April). "Four AERA presidents discuss the success or failure of constructivist instruction: A continuing discussion.   Annual meeting of the American Educational Research Association, Chicago IL.

Chair & Organizer (2011, April). Debate: Valerie Shute and Richard Clark. Motivation, learning, and transfer from computer games. Annual meeting of the American Educational Research Association, New Orleans LA.

Discussant (2014, April) How can computer games change text comprehension and learning? Annual meeting of the American Educational Research Association, Philadelphia PA.

Critic, (1982, March), Paper Session on "Affective and Social Variables." Annual convention of the American Educational Research Association, New York, NY.

Editorial Activities (Continued)

Editorial Board, (1978-2000). Educational Psychologist

Editorial Board (1995-1999). Training Research Journal

Editorial Board (1995-1998). Contemporary Educational Psychology

Editorial Board (1976-1988). Journal of Educational Psychology

Editor, (1990-1995) Cognition, Educational Psychology, Human Learning and Instruction, Instructional Science. An International Journal of Learning and Cognition.

Editor (2005-2014), Advanced Distributed Learning Newsletter for Educators and Educational Researchers (http://www.academiccolab.org/newsletter/ADLnewsletter.html)

Manuscript Reviews:

American Educational Research Journal

American Psychologist

American Psychological Association

Anxiety Research

Child Development

Computers in Human Behavior

Educational Researcher

Journal of School Psychology

Journal for Research in Mathemtics Education

Journal of Personality and Social Psychology

Personality and Social Psychology Bulletin

Review of Educational Research

Simulation and Gaming

<u>Membership in Professional and Scientific Societies</u>

American Educational Research Association

American Psychological Association

Eastern Educational Research Association

Northeastern Educational Research Association