

CURRICULUM VITAE

PERSONAL INFORMATION:

Name: Keith E. Stanovich

Date of Birth: December 13, 1950

Marital Status: Married

Address: Department of Human Development and Applied Psychology
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University of Toronto
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EDUCATION:

The Ohio State University, 1969-1973 - B.A., 1973
(Major - Psychology)

The University of Michigan, 1973-1977 - M. A., Ph.D.
(Major - Psychology)

POSITIONS HELD:

Professor, University of Toronto, 1991-present
Department of Human Development and Applied Psychology
Member, Centre for Applied Cognitive Science

Program Head, Human Development and Education, 1996 - 2001
Department of Human Development and Applied Psychology
Canada Research Chair of Applied Cognitive Science, 2002-2005

Professor of Psychology and Education,
Oakland University, 1987-1991

Associate Professor of Psychology and Education,
Oakland University 1985 - 1987

Associate Professor of Psychology, Oakland University 1982 - 1985

Assistant Professor of Psychology, Oakland University 1977 - 1982

AWARDS AND NATIONAL COMMITTEES:

Distinguished Scientific Contributions Award, Society for the Scientific Study of Reading, July, 2000.

Distinguished Researcher Award, Special Education Research SIG, American Educational Research Association, March, 2008

Oscar S. Causey Award, National Reading Conference, 1996

Silvia Scribner Award, Division C, American Educational Research Association, March, 1997

Elected, Reading Hall of Fame, May, 1995.

Albert J. Harris Research Award for contribution to diagnosis and remediation, International Reading Association, 1992. (first two-time award winner)

Albert J. Harris Research Award for contribution to diagnosis and remediation, International Reading Association, 1988.

Fellow, Division 3 (Experimental), American Psychological Association

Fellow, Division 7 (Developmental), American Psychological Association

Fellow, Division 8 (Personality and Social), American Psychological Association

Fellow, Division 15 (Educational), American Psychological Association

Fellow, American Psychological Society

Fellow, International Academy for Research in Learning Disabilities

One of 24 University of Toronto professors in the Institute of Scientific Information Highly Cited list.

Listed as one of the 50 most-cited developmental psychologists in the mid-1990s (see Byrnes, J. P. Explaining citation counts of senior developmental psychologists. Developmental Review, 1997, 17, 62-77.)

Listed as one of the 25 most productive educational psychologists, 1997-2001 (see Smith, M. C., et al. (2003). Productivity of educational psychologists in educational psychology journals, 1997-2001. Contemporary Educational Psychology, 28, 422-430)

Listed as one of the 25 most productive educational psychologists, 1991-2002 (see Hsieh, P, et al. (2004). An alternate look at educational psychologist's productivity from 1991 to 2002. Contemporary Educational Psychology, 29, 333-343)

Highest citation rate among active educational psychologists, 1991-2002 (see Hsieh, P, et al. (2004). An alternate look at educational psychologist's productivity from 1991 to 2002. Contemporary Educational Psychology, 29, 333-343)

Current Contents: Social & Behavioral Sciences Citation Classic, October 31, 1988: Stanovich (1980), Reading Research Quarterly, 145 citations.

Current Contents: Social & Behavioral Sciences "Hot Papers in Research Section", February 7, 1994: Stanovich (1991), Reading Research Quarterly, fifth most cited publication in education, 1991-1993.

Most cited reading disability researcher for the period 1982-1992 (see Nicolson, R. I. Developmental dyslexia: Past, present and future. Dyslexia, 1996, 2, 190-207)

Two publications [Stanovich (1990) and West & Stanovich (1979)] listed among the 35 publications chosen as "classics" in forty years of National Reading Conference publications (see Journal of Reading Behavior, 1992, 24, 505-532)

Stanovich, Cunningham, & West (1981) listed as the 13th most cited paper in the 30-year history of the Journal of Literacy Research (see Journal of Literacy Research, 1999, 31, 93-104)

One of 160 individuals named as leading "Contemporary Contributors to Reading Research" in Theoretical Models and Processes of Reading (Fourth Edition), IRA, 1994

Invited Contributor, Distinguished Educator Series, The Reading Teacher, December, 1993.

Member, College of Reviewers, Canada Research Chairs Program, 2000-2005

Elected, Board of Directors, Society for the Scientific Study of Reading, 1995-1998.

Member, Committee on the Prevention of Reading Difficulties in Young Children, National Research Council/National Academy of Sciences, 1996-1997.

Member, Publications Committee, Division 15, American Psychological Association, 2000-2002.

Vice-President for Regional Meetings (North America), International Academy for Research in Learning Disabilities, 1989-1993.

Program Chair, International Academy for Research in Learning Disabilities, 1993 meeting, Boston.

Member, Drafting Committee, Literacy and Schooling Group, Human Capital Initiative, American Psychological Society, 1993.

Member, Grants Subcommittee, International Reading Association, 1994-1997.

Member, Dina Feitelson Research Award Committee, International Reading Association, 1996-1997.

Member, Nominating Committee, Division C, American Educational Research Association, 1996-1997.

Planning Committee member for 1992 National Assessment of Education Progress in Reading, 1989-1990

Connaught Research Fellowship in the Social Sciences, 1997-98

Oakland University Research Excellence Award, 1989.

Finalist, Oakland University Teaching Excellence Award, 1989.

Oakland University Teaching Excellence Award, 1990.

STUDENT AWARDS:

- 1986: Anne E. Cunningham, PhD (Co-Chair) - Winner, IRA Dissertation of the Year Award
- 1996: Penny Chiappe, PhD (Chair) Winner, Dissertation of the Year Award, Division of Learning Disabilities, Council for Exceptional Children
- 1992: Jim Cipielewski, PhD (Chair) - Finalist, IRA Dissertation of the Year Award
- 1995: Linda Ayres, PhD committee member - IRA Dissertation of the Year Award
- 2001: Linda Allen, my former PhD student, won the Albert J. Harris Award from the International Reading Association

ASSOCIATE EDITOR:

Merrill-Palmer Quarterly (1986 - 2000)

MEMBER OF EDITORIAL BOARD:

- Thinking and Reasoning (2000 - present)
- Psychological Science in the Public Interest (2004 - present)
- Developmental Review (2001 - present)
- Journal of Behavioral Decision Making (2005 - present)
- Learning and Individual Differences (1988-present)
- Reading and Writing: An Interdisciplinary Journal (1988-present)
- Journal of Research in Reading (2003 - present)
- Open Behavioral Science Reviews (2007 – present)
- Journal of Educational Psychology (1981 - 1984; 1990 - 2005)
- Learning Disabilities: A Contemporary Journal (2003 - 2007)
- Learning Disability Quarterly (1989 - 2007)
- Journal of Experimental Child Psychology (1981 - 1999)
- Reading Research Quarterly (1981 - 1983; 1986 - 1991; 1995-1998)
- Scientific Studies of Reading (1995 - 2002)
- Journal of Learning Disabilities (1985 - 1991; 1995 - 1999)
- The Reading Teacher (1983 - 1986; 1995 - 1998)
- Journal of Literacy Research (1987 - 1996)

Learning Disabilities Research & Practice (1988-1992)

Canadian Journal of Special Education (1994-1999)

BOOKS:

Stanovich, K. E. (2009). What intelligence tests miss: The psychology of rational thought. New Haven, CT: Yale University Press.

Stanovich, K. E. (2007). How to think straight about psychology (Eighth Edition). Boston: Allyn & Bacon.

Stanovich, K. E. (2004). The robot's rebellion: Finding meaning in the age of Darwin. Chicago: University of Chicago Press.

Stanovich, K. E. (2000). Progress in understanding reading: Scientific foundations and new frontiers. New York: Guilford Press.

Stanovich, K. E. (1999). Who is rational? Studies of individual differences in reasoning. Mahwah, NJ: Erlbaum.

PUBLICATIONS:

Stanovich, K. E., & Stanovich, P. J. (in press). A framework for critical thinking, rational thinking, and intelligence. In R. J. Sternberg & D. Preiss (Eds.), From Genes to Context: New Discoveries about Learning from Educational Research and their Applications. New York: Springer.

Stanovich, K. E., West, R. F., & Toplak, M. E. (in press). Individual differences as essential components of heuristics and biases research. In K. Manktelow, D. Over, & S. Elqayam (Eds.), The science of reason. New York: Psychology Press.

Stanovich, K. E. (2009). Distinguishing the reflective, algorithmic, and autonomous minds: Is it time for a tri-process theory? In J. Evans & K. Frankish (Eds.), In two minds: Dual processes and beyond (pp. 55-88). Oxford: Oxford University Press.

Stanovich, K. E. (2009). Rationality versus intelligence. Project Syndicate. <http://www.project-syndicate.org/commentary/stanovich1>

Stanovich, K. E., & West, R. F. (2008). On the failure of intelligence to predict myside bias and one-sided bias. Thinking & Reasoning, *14*, 129-167.

Stanovich, K. E., Toplak, M. E., & West, R. F. (2008). The development of rational thought: A taxonomy of heuristics and biases. Advances in child development and behavior, *36*, 251-285.

Stanovich, K. E., & West, R. F. (2008). On the relative independence of thinking biases and cognitive ability. Journal of Personality and Social Psychology, *94*, 672-695.

West, R. F., Toplak, M. E., & Stanovich, K. E. (2008). Heuristics and biases as measures of critical thinking: Associations with cognitive ability and thinking dispositions. Journal of Educational Psychology, *100*, 930-941.

Stanovich, K. E. (2008). Individual differences in reasoning and the algorithmic/intentional level distinction in cognitive science. In L. Rips & J. Adler (Eds.), Reasoning: Studies of human inference and its foundations (pp. 414-436). Cambridge: Cambridge University Press.

Stanovich, Keith E.

- Stanovich, K. E. (2008). Higher-order preferences and the Master Rationality Motive. Thinking & Reasoning, 14, 111-127.
- Stanovich, K. E., & West, R. F. (2007). Natural myside bias is independent of cognitive ability. Thinking & Reasoning, 13, 225-247.
- Toplak, M., Liu, E., Macpherson, R., Toneatto, T., & Stanovich, K. E. (2007). The reasoning skills and thinking dispositions of problem gamblers: A dual-process taxonomy. Journal of Behavioral Decision Making, 20, 103-124.
- Macpherson, R., & Stanovich, K. E. (2007). Cognitive ability, thinking dispositions, and instructional set as predictors of critical thinking. Learning and Individual Differences, 17, 115-127.
- Stanovich, K. E. (2007). The psychology of decision making in a unified behavioral science. Behavioral and Brain Sciences, 30, 41-42.
- Stanovich, K. E. (2006). Editorial: Rationality and the adolescent mind. Psychological Science in the Public Interest, 7, i-ii.
- Stanovich, K. E. (2006). Memetics and money. Behavioral and Brain Sciences, 29, 194-195.
- Stanovich, K. E. (2006). Fluid intelligence as cognitive decoupling. Behavioral and Brain Sciences, 29, 139-140.
- Stanovich, K. E., & Stanovich, P. J. (2006). Fostering the scientific study of reading instruction by example. In K. Dougherty Stahl & M. McKenna (Eds.), Reading research at work: Foundations of effective practice (pp. 36-44). New York: Guilford Press.
- Stanovich, K. E. (2005). On the coexistence of cognitivism and intertemporal bargaining. Behavioral and Brain Sciences, 28, 661-662.
- Stanovich, K. E. (2005). Development and decisions. In J. Jacobs & P. Klaczynski (Eds.), The development of judgment and decision-making in children and adolescents (pp. 107-113). Mahwah, NJ: Erlbaum.
- Stanovich, K. E. (2005). The future of a mistake: Will discrepancy measurement continue to make the learning disabilities field a pseudoscience? Learning Disability Quarterly, 28, 103-106.
- Sá, W., Kelley, C., Ho, C., & Stanovich, K. E. (2005). Thinking about personal theories: Individual differences in the coordination of theory and evidence. Personality and Individual Differences, 38, 1149-1161.
- Stanovich, K. E. (2004). Metarepresentation and the great cognitive divide. Journal of Clinical Psychology, 60, 1263-1266.
- Stanovich, K. E. (2004). Balance in psychological research: The dual process perspective. Behavioral and Brain Sciences, 27, 357-358.
- Stringer, R., Toplak, M., & Stanovich, K. E. (2004). Differential relationships between RAN performance, behaviour ratings, and executive function measures: Searching for a double dissociation. Reading and Writing: An Interdisciplinary Journal, 17, 891-914.
- Cunningham, A. E., Perry, K. E., Stanovich, K. E., & Stanovich, P. J. (2004). Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. Annals of Dyslexia, 54, 139-166.
- Stanovich, K. E., Sá, W. C., & West, R. F. (2004). Individual differences in thinking, reasoning, and decision making. In J. P. Leighton & R. J. Sternberg (Eds.), The nature of reasoning (pp. 375-409). New York: Cambridge University Press.

- Stanovich, K. E., & Cunningham, A. E. (2004). Inferences from correlational data: Exploring associations with reading experience. In N. Duke & M. Mallette (Eds.), Literacy research methodologies (pp. 28-45). New York: Guilford Press.
- Stanovich, K. E., & West, R. F. (2003). The rationality debate as a progressive research program. Behavioral and Brain Sciences, 26, 531-534.
- Stanovich, P. J., & Stanovich, K. E. (2003). Using research and reason in education: How teachers can use scientifically-based research to make curricular and instructional decisions. Washington, DC: US Department of Education.
<http://www.nifl.gov/partnershipforreading/publications/html/stanovich/>
- Stanovich, K. E., Grunewald, M., & West, R. F. (2003). Cost-benefit reasoning in students with multiple secondary school suspensions. Personality and Individual Differences, 35, 1061-1072.
- Stanovich, K. E. (2003). The fundamental computational biases of human cognition: Heuristics that (sometimes) impair decision making and problem solving. In J. E. Davidson & R. J. Sternberg (Eds.), The psychology of problem solving (pp. 291-342). New York: Cambridge University Press.
- Toplak, M. E. & Stanovich, K. E. (2003). Associations between myside bias on an informal reasoning task and amount of post-secondary education. Applied Cognitive Psychology, 17, 851-860.
- Stanovich, K. E. (2003). Understanding the styles of science in the study of reading. Scientific Studies of Reading, 7, 105-126.
- West, R. F., & Stanovich, K. E. (2003). Is probability matching smart? Associations between probabilistic choices and cognitive ability. Memory & Cognition, 31, 243-251.
- Stanovich, K. E., & West, R. F. (2003). Evolutionary versus instrumental goals: How evolutionary psychology misconceives human rationality. In D. Over (Ed.), Evolution and the psychology of thinking: The debate (pp. 171-230). Hove, England: Psychology Press.
- Cunningham, A. E., & Stanovich, K. E. (2003). Reading matters: How reading engagement influences cognition. In J. Flood, D. Lapp, J. Squire, & J. Jensen (Eds.), Handbook of research on teaching the English language arts (Second Ed.) (pp. 666-675). Mahwah, NJ: Lawrence Erlbaum Associates.
- Cunningham, A. E., & Stanovich, K. E. (2003). Reading can make you smarter! Principal, 83(2), 34-39.
- Kokis, J., Macpherson, R., Toplak, M., West, R. F., & Stanovich, K. E. (2002). Heuristic and analytic processing: Age trends and associations with cognitive ability and cognitive styles. Journal of Experimental Child Psychology, 83, 26-52.
- Cunningham, A. E., Perry, K., Stanovich, K. E., & Share, D. L. (2002). Orthographic learning during reading: Examining the role of self-teaching. Journal of Experimental Child Psychology, 82, 185-199.
- Stanovich, K.E., & West, R.F. (2002). Individual differences in reasoning: Implications for the rationality debate? In T. Gilovich, D. W. Griffin, D. Kahneman (Eds.), Heuristics and biases: The psychology of intuitive judgment (pp. 421-440). New York: Cambridge University Press.
- Stanovich, K. E. (2002). Rationality, intelligence, and levels of analysis in cognitive science: Is dysrationalia possible? In R. J. Sternberg (Ed.), Why smart people can be so stupid (pp. 124-158). New Haven, CT: Yale University Press.
- Toplak, M. E., & Stanovich, K. E. (2002). The domain specificity and generality of disjunctive reasoning: Searching for a generalizable critical thinking skill. Journal of Educational Psychology, 94, 197-209.

- Chiappe, P., Stringer, R., Siegel, L. S., & Stanovich, K. E. (2002). Why the timing deficit hypothesis does not explain reading disability in adults. Reading and Writing: An Interdisciplinary Journal, 15, 73-107.
- Stanovich, K. E., & West, R. F. (2002). Variation in how we cope with uncertainty. Review of "The Uncertain Mind: Individual Differences in Facing the Unknown" by Sorrentino & Roney. American Journal of Psychology, 115, 127-132.
- Cunningham, A. E., Perry, K., & Stanovich, K. E. (2001). Converging evidence for the concept of orthographic processing. Reading and Writing: An Interdisciplinary Journal, 14, 549-568.
- Sá, W., & Stanovich, K. E. (2001). The domain specificity and generality of mental contamination: Accuracy and projection in judgments of mental content. British Journal of Psychology, 92, 281-302.
- Stanovich, K. E. (2001). Reductionism in the study of intelligence: Review of "Looking Down on Human Intelligence" by Ian Deary. Trends in Cognitive Sciences, 5(2), 91-92.
- Stanovich, K. E. (2001). The rationality of educating for wisdom. Educational Psychologist, 36, 247-251.
- Stanovich, K. E., & West, R. F. (2000). Individual differences in reasoning: Implications for the rationality debate? Behavioral and Brain Sciences, 23, 645-665.
http://falcon.jmu.edu/~westrf/papers/BBS_Replies.html
- Stanovich, K. E., & West, R. F. (2000). Advancing the rationality debate. Behavioral and Brain Sciences, 23, 701-726.
- Stringer, R., & Stanovich, K. E. (2000). The connection between reaction time and variation in reading ability: Unravelling covariance relationships with cognitive ability and phonological sensitivity. Scientific Studies of Reading, 4, 41-53.
- Stanovich, K. E. (2000). The field of reading without Jeanne Chall. Perspectives: Magazine of the International Dyslexia Association, 26(4), 17-18.
- Sá, W., West, R. F., & Stanovich, K. E. (1999). The domain specificity and generality of belief bias: Searching for a generalizable critical thinking skill. Journal of Educational Psychology, 91, 497-510.
- Stanovich, K. E. (1999). The search for theoretically meaningful subtypes of reading disability. Thalamus, 17(1), 2-20.
- Stanovich, K. E. (1999). Educational research at a choice point. Issues in Education: Contributions from Educational Psychology, 5, 267-272.
- Stanovich, K. E., & West, R. F. (1999). Discrepancies between normative and descriptive models of decision making and the understanding/acceptance principle. Cognitive Psychology, 38, 349-385.
- Stanovich, K. E. (1999). The sociopsychometrics of learning disabilities. Journal of Learning Disabilities, 32, 350-361.
- Stanovich, K. E. & West, R. F. (1999). Individual differences in reasoning and the heuristics and biases debate. In P. Ackerman, P. Kyllonen, & R. Roberts (Eds.), Learning and individual differences: Processes, trait, and content determinants (pp. 389-407). Washington, DC: American Psychological Association.
- Stanovich, K. E. (1999). Foreword. In R. J. Sternberg & L. Spear-Swerling (Eds.), Perspectives on learning disabilities: Biological, cognitive, and contextual (pp. vii-xiii). New York: Westview Press.
- Stanovich, K. E., & Stanovich, P. J. (1999). How research might inform the debate about early reading acquisition. In J. Oakhill & R. Beard (Eds.), Reading development and the teaching of reading (pp. 12-41). Oxford: Blackwell Publishers.

- Gottardo, A., Chiappe, P., Siegel, L. S., & Stanovich, K. E. (1999). Patterns of word and nonword processing in skilled and less-skilled readers, Reading and Writing: An Interdisciplinary Journal, 11, 465-487.
- Stanovich, K. E., & West, R. F. (1998). Individual differences in framing and conjunction effects. Thinking and Reasoning, 4, 289-317.
- Stanovich, K. E. (1998). Individual differences in cognitive biases. Psycoloquy, 9(75), psyc.98.9.75.social-bias.11.stanovich
- Stanovich, K. E., & West, R. F. (1998). Cognitive ability and variation in selection task performance. Thinking and Reasoning, 4, 193-230.
- Stanovich, K. E., & West, R. F. (1998). Individual differences in rational thought. Journal of Experimental Psychology: General, 127, 161-188.
- Stanovich, K. E., & West, R. F. (1998). Who uses base rates and P(D/~H)? An analysis of individual differences. Memory & Cognition, 26, 161-179.
- Metsala, J. L., Stanovich, K. E., & Brown, G. D. A. (1998). Regularity effects and the phonological deficit model of reading disabilities: A meta-analytic review. Journal of Educational Psychology, 90, 279-293.
- Stanovich, K. E. (1998). Twenty-five years of research on the reading process: The grand synthesis and what it means for our field. In T. Shanahan & F. Rodriguez-Brown (Eds.), Forty-Seventh Yearbook of the National Reading Conference (pp. 44-58). Chicago: NRC.
- Siddiqui, S., West, R. F., & Stanovich, K. E. (1998). The influence of print exposure on syllogistic reasoning and knowledge of mental-state verbs. Scientific Studies of Reading, 2, 81-96.
- Stanovich, K. E. (1998). Cognitive neuroscience and educational psychology: What season is it? Educational Psychology Review, 10, 419-426.
- Cunningham, A. E. & Stanovich, K. E. (1998). What reading does for the mind. American Educator, 22(1&2), 8-15.
- Stanovich, K. E., Cunningham, A. E., & West, R. F. (1998). Literacy experiences and the shaping of cognition. In S. Paris & H. Wellman (Eds.), Global prospects for education: Development, culture, and schooling (pp. 253-288). Washington, DC: American Psychological Association.
- Cunningham, A. E. & Stanovich, K. E. (1998). The impact of print exposure on word recognition. In J. Metsala & L. Ehri (Eds.), Word recognition in beginning literacy (pp. 235-262). Mahwah, NJ: Erlbaum.
- Stanovich, K. E. (1998). Refining the phonological core deficit model. Child Psychology & Psychiatry Review, 3, 17-21.
- Stanovich, K. E., & Siegel, L. S. (1998). The role of IQ in the diagnosis of reading disorders: The quest for a subtype based on aptitude/achievement discrepancy. In J. Rispen, T. van Yperen, & W. Yule (Eds.), Perspectives on the classification of specific developmental disorders (pp. 105-136). Dordrecht, The Netherlands: Kluwer.
- Stanovich, K. E., & Stanovich, P. J. (1998). Ending the reading wars. Orbit: OISE/UT's Magazine for Schools, 28(4), 49-55.
- Stanovich, K. E., & West, R. F. (1997). Reasoning independently of prior belief and individual differences in actively open-minded thinking. Journal of Educational Psychology, 89, 342-357.

- West, R. F., & Stanovich, K. E. (1997). The domain specificity and generality of overconfidence: Individual differences in performance estimation bias. Psychonomic Bulletin & Review, *4*, 387-392.
- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability ten years later. Developmental Psychology, *33*, 934-945.
- Stanovich, K. E., Siegel, L. S., & Gottardo, A. (1997). Converging evidence for phonological and surface subtypes of reading disability. Journal of Educational Psychology, *89*, 114-127.
- Gottardo, A., Siegel, L. S., & Stanovich, K. E. (1997). The assessment of adults with reading disabilities: What can we learn from experimental tasks? Journal of Research in Reading, *20*, 42-54.
- Stanovich, K. E., Siegel, L. S., Gottardo, A., Chiappe, P., & Sidhu, R. (1997). Subtypes of developmental dyslexia: Differences in phonological and orthographic coding. In B. Blachman (Ed.), Foundations of reading acquisition and dyslexia: Implications for early intervention (pp. 115-141). Mahwah, NJ: Erlbaum Associates.
- Stanovich, K. E., & Stanovich, P. J. (1997). Further thoughts on aptitude/achievement discrepancy. Educational Psychology in Practice, *13*, 3-8.
- Stanovich, K. E., Siegel, L. S., & Gottardo, A. (1997). Progress in the search for dyslexia subtypes. In C. Hulme & M. Snowling (Eds.), Dyslexia: Biology, cognition, and intervention (pp. 108-130). London: Whurr Publishers.
- Stanovich, P. J., & Stanovich, K. E. (1997). Research into practice in special education. Journal of Learning Disabilities, *30*, 477-481.
- Stanovich, K. E., & Stanovich, P. J. (1997). Prevention and remediation of reading disabilities: A classic glass half empty and half full. Journal of Academic Language Therapy, *1*, 48-51.
- Klein, P., Olson, D. R., & Stanovich, K. E. (1997). Structuring reflection: Teaching argument concepts and strategies enhances critical thinking. Canadian Journal of School Psychology, *13*, 38-47.
- Stanovich, K. E. (1996). Toward a more inclusive definition of dyslexia. Dyslexia, *2*, 154-166.
- Gottardo, A., Stanovich, K. E., & Siegel, L. S. (1996). The relationships between phonological sensitivity, syntactic processing, and verbal working memory in the reading performance of third-grade children. Journal of Experimental Child Psychology, *63*, 563-582.
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- Stanovich, K. E., & Stanovich, P. J. (1996). Rethinking the concept of learning disabilities: The demise of aptitude/achievement discrepancy. In D. Olson & N. Torrance (Eds.), Handbook of education and human development: New models of learning, teaching, and schooling (pp. 117-147). Cambridge, MA: Blackwell Publishers.
- Stanovich, K. E. (1996). Toward a scientifically responsible philosophy of reading instruction. In J. Shimron (Ed.), Literacy and education: Essays in Memory of Dina Feitelson (pp. 185-208). Cresskill, NJ: Hampton Press.
- Stanovich, K. E., West, R. F., Cunningham, A. E., Cipielewski, J., & Siddiqui, S. (1996). The role of inadequate print exposure as a determinant of reading comprehension problems. In C. Cornoldi & J. Oakhill (Eds.), Reading comprehension disabilities: Processes and intervention (pp. 15-32). Mahwah, NJ: Erlbaum.
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- West, R. F., Stanovich, K. E., & Cunningham, A. E. (1995). Compensatory processes in reading. In R. Dixon & L. Backman (Eds.), Compensating for psychological deficits and declines: Managing losses and promoting gains (pp. 275-296). Hillsdale, NJ: Erlbaum.
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SAMPLING OF INVITED ADDRESSES:

- Stanovich, K. E. (2008, September). "What Intelligence Tests Miss: Individual Differences in Reasoning Beyond IQ". Invited paper presented at the Workshop on Higher Cognition in Adolescents and Young Adults, National Science Foundation, Washington, DC.
- Stanovich, K. E., West, R. F., & Toplak, M. (2008, August). Intelligent but irrational: Cognitive ability as a predictor of performance on heuristics and biases tasks. Invited paper presented at the Symposium in Honour of Jonathan Evans, Sixth International Conference on Thinking, Venice, Italy.
- Stanovich, K. E. (2008, August). Why humans are less rational than other animals: Context and values in human judgment. Invited symposium paper presented at the Sixth International Conference on Thinking, Venice, Italy.
- Stanovich, K. E. (2007, October). Intelligence and Rationality: Individual Differences in Within a Dual-Process Framework. Address to the conference, Dual Process Theories in Cognitive and Social Psychology, University of Virginia, Charlottesville, Virginia.
- Stanovich, K. E. (2007, May). Rationality, evolution, and the meme concept. Address to the conference, Imitation, Memory, and Cultural Changes: Probing the Meme Hypothesis, Victoria College, University of Toronto.
- Stanovich, K. E. (2007, April). Rationality and Evolution: The Roots of the Robot's Rebellion. Address to the conference, Visions of Integration: Implications for Self and Society, James Madison University, Harrisonburg, Virginia.
- Stanovich, K. E. (2007, March). Is it time for a tri-process theory? Distinguishing the reflective and the algorithmic mind. Colloquium presented to Department of Psychology, Princeton University.
- Stanovich, K. E. (2006, July). Is it time for a tri-process theory? Distinguishing the reflective and the algorithmic mind. Address to the conference, In Two Minds: Dual-Process Theories of Reasoning and Rationality, Fitzwilliam College, Cambridge University.
- Stanovich, K. E. (2006, February). Does Reading Make You Smarter? Research address to the 15th Core Knowledge National Conference, San Antonio.
- Stanovich, K. E. (2005, February). Rationality and Evolution: The Robot's Rebellion in the Age of Darwin. Keynote address to the Conference on Reasoning, Rationality, and Know How, California State University, Long Beach.
- Stanovich, K. E. (2003, July). Understanding the styles of science in the study of reading. Keynote address to the 2003 Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, Michigan.
- Stanovich, K. E. (2003, May). The World Turned Upside Down: Decentred Thought as a Goal of Education. The Annual Jackson Lecture, Ontario Institute for Studies in Education, University of Toronto.
- Stanovich, K. E. (2002, June). Understanding the styles of science in the study of reading. Distinguished Scientific Contribution Award address presented at the meeting of the Society for the Scientific Study of Reading, Chicago.
- Stanovich, K. E. (2000, August). Aspects of thinking revealed by an individual differences approach. Plenary address to the Fourth International Conference on Thinking, sponsored by Cognitive Section of the British Psychological Society, University of Durham, Durham, England.

- Stanovich, K. E. (1999, September). The search for theoretically meaningful subtypes of reading disability. Address presented at the A8 meeting of the Cooperation Scientifique et Technologique, European Community, St. John's College, University of Cambridge.
- Stanovich, K. E. (1999, January). Literacy experiences and the shaping of cognition. Invited address presented at the University College Symposium on Literacy, University of Toronto.
- Stanovich, K. E. (1998, September). The search for theoretically meaningful subtypes of reading disability. William Cruickshank Memorial Lecture presented at the meeting of the International Academy for Research in Learning Disabilities, University of Padua, Italy.
- Stanovich, K. E. (1998, May). Recovering our foundations: The current convergence of research on the reading process. Featured speaker at the annual meeting of the International Reading Association, Orlando, Florida.
- Stanovich, K. E. (1998, April). Does reading make you smarter? The cognitive consequences of exposure to print. Sylvia Scribner Award Winner Colloquium Series speaker to the Texas Center for Reading and Language Arts, Austin, Texas.
- Stanovich, K. E. (1998, April). Literacy experiences and the shaping of cognition. Sylvia Scribner Award Address presented at the meeting of the American Educational Research Association, San Diego.
- Stanovich, K. E. (1997, December). Twenty-five years of research on the reading process: The grand synthesis and what it means for our field. Oscar S. Causey Award Address to the National Reading Conference, Scottsdale, Arizona.
- Stanovich, K. E. (1997, October). Individual differences in rational thought: Implications for the rationality debate? Paper presented at the Conference on The Future of Learning and Individual Differences Research, University of Minnesota.
- Stanovich, K. E. (1997, April). Progress in the search for dyslexia subtypes. Keynote address delivered at the 25th Anniversary meeting of the British Dyslexia Association, University of York, England.
- Stanovich, K. E. (1996, August). Empirical status of discrepancy definitions of reading disability. Invited address to Division 16 (School Psychology), presented at the annual meeting of the American Psychological Association, Toronto.
- Stanovich, K. E. (1996, August). Teaching critical thinking skills when teaching introductory psychology. Invited address to the Teachers of Psychology in Secondary Schools, presented at the annual meeting of the American Psychological Association, Toronto.
- Stanovich, K. E. (1996, May). Literacy experiences and the shaping of cognition. Paper presented at the symposium "Global Prospects for Education: Development, Culture, and Schooling" a Festschrift Conference to Honor Harold Stevenson, Ann Arbor, Michigan.
- Stanovich, K. E. (1996, April). Reading makes you smarter: Research evidence on the effects of exposure to print. Keynote address presented to the 25th Congress of the International Publishers Association, Barcelona, Spain.
- Stanovich, K. E. (1995, August). Does reading make you smarter? Invited address to Division 15 (Educational Psychology), presented at the annual meeting of the American Psychological Association, New York.
- Stanovich, K. E. (1995, May). Processing models and definitional issues in dyslexia. Paper presented at the Conference on the Extraordinary Brain: Part III, sponsored by the National Dyslexia Research Foundation, Kauai, Hawaii.
- Wagner, R. K., & Stanovich, K. E. (1995, April). Expertise in reading. Invited joint paper to the Conference on the Acquisition of Expert Performance, Tallahassee, Florida.
- Stanovich, K. E. (1995, February). The role of IQ in diagnosis and treatment of reading disorders. Address to the Workshop on the Classification of Specific Developmental Disorders, University of Utrecht, The Netherlands.
- Stanovich, K. E. (1994, May). The role of inadequate print exposure as a determinant of reading comprehension problems. Address to the Workshop on Comprehension Disabilities, Centro Diagnostico Italiano, Milan, Italy.

- Stanovich, K. E. (1994, May). Romance and reality in reading research: Are they mutually exclusive? Keynote address to the Research Awards Ceremony, annual meeting of the International Reading Association, Toronto, Ontario.
- Stanovich, K. E. (1994, April). Intelligence and reading disabilities. Keynote speaker, Edmund Hardcastle Henderson Roundtable in Reading, University of Virginia, Charlottesville, VA.
- Stanovich, K. E. (1993, November). What is unique about the reading process of dyslexic children? Address to the annual meeting of the Orton Dyslexia Society, New Orleans.
- Stanovich, K. E. (1993, August). A review of current issues and controversies in dyslexia research. Keynote address to the Conference on Methodological Issues in Dyslexia Research, Gothenborg, Sweden.
- Stanovich, K. E. (1993, April). Studying the consequences of literacy within a literate society: The cognitive correlates of print exposure. Keynote address to the meeting of the British Psychological Society, Blackpool, England.
- Stanovich, K. E. (1992, May). Differences in Reading Acquisition: Causes and Consequences. Keynote Address to the Eighteenth New Zealand Conference on Reading, Wellington, New Zealand.
- Stanovich, K. E. (1992, March). Are discrepancy-based definitions of dyslexia conceptually coherent and empirically defensible? Paper presented at the International Dyslexia Conference, Amsterdam.
- Stanovich, K. E. (1991, September). Problems of differential diagnosis: Intelligence-related paradoxes. Address presented at the NATO Advanced Study Institute on Differential Diagnosis and Treatments of Reading and Writing Disorders, Chateau de Bonas, Castera-Verduzan, France.
- Stanovich, K. E. (1991, September). Exposure to print: A consequence and cause of differential outcome among reading disabled children. Address presented at the NATO Advanced Study Institute on Differential Diagnosis and Treatments of Reading and Writing Disorders, Chateau de Bonas, Castera-Verduzan, France.
- Stanovich, K. E. (1991, April). The theoretical and practical consequences of discrepancy definitions of dyslexia. Keynote address presented at the Second International Conference of the British Dyslexia Association, Oxford, England.
- Stanovich, K. E. (1990, October). Dimensional versus categorical perspectives on reading disabilities. Presented at the Conference on the Construct of Learning Disabilities sponsored by NICHD & The Johnson Foundation, Wingspread, Racine, Wisconsin.
- Stanovich, K. E. (1990, June). The causes and consequences of individual differences in reading. Keynote address presented at the New South Wales Conference on Learning Difficulties, Sydney University, Australia.
- Stanovich, K. E. (1990, March). A critique of discrepancy definitions of dyslexia: Has intelligence led us astray? Invited address to the New York Branch of the Orton Dyslexia Society, New York.
- Stanovich, K. E. (1989, June). Issues of potential in conceptualizations of dyslexia. Invited address delivered at the Joint Conference on Learning Disabilities (IARLD & NICHD), Ann Arbor, Michigan.
- Stanovich, K. E. (1988, November). Phonological awareness: Is that all there is? Address presented at the Festschrift Conference to Honor Isabelle Liberman, annual meeting of the Orton Dyslexia Society, Tampa Florida.
- Stanovich, K. E. (1988, June). Matthew effects: Aids in interpreting individual differences & intelligence related paradoxes in reading. Address presented at the Seventh Annual University of Wisconsin Reading Symposium, Milwaukee.
- Stanovich, K. E. (1988, March). Explaining the differences between the dyslexic and the garden-variety poor reader: The phonological-core variable-difference model. Invited paper presented at the Austin Invitational Research Symposium on Learning Disabilities, Austin, Texas.

Stanovich, K. E. (1988, March). The right and wrong places to look for the cognitive locus of reading disability. Invited address to the New York Branch of the Orton Dyslexia Society, New York.

Stanovich, K. E. (1986, July). Cognitive epiphenomena as an organizing principle for the literature on individual differences in reading ability. Presented at the Eleventh World Congress on Reading, International Reading Association, London, England.

Stanovich, K. E. (1986, April). Critical thinking. Invited lecture presented in the James Madison University Visiting Scholars Series, Harrisonburg, Virginia.

Stanovich, K. E. (1986, March). Speculations on the causes and consequences of individual differences in early reading acquisition. Presented at the Conference on the Process of Reading Acquisition, Center for Cognitive Science, University of Texas.

Stanovich, K. E. (1984, May). An interactive-compensatory model of developmental and individual differences in the effect of context on word recognition. Invited paper presented at the annual meeting of the Midwestern Psychological Association, Chicago.

CONFERENCE PRESENTATIONS AND POSTERS:

number over 175 and have been omitted from this vita