

VITA

MICHAEL F. YOUNG

Employer: Educational Psychology Dept.
University of Connecticut
Glenbrook Rd., Unit 2064
Storrs, CT 06269-2064

E-Mail: myoung@uconn.edu
Web page: <http://web2.uconn.edu/myoung/>
Fax: (860) 486-0180
Phone: (860) 486-0182

Education

- B.S. Psychology, The Pennsylvania State University, University Park, PA, with honors, 1978.
- M.A. School Psychology, The Catholic University of America, Washington, D.C. An additional 30 graduate credits in the post-master's specialization in School Psychology culminated in a certificate of training in School Psychology, 1980.
- Ph.D. Psychology, Educational Psychology (Major), Cognitive Psychology (Minor), Vanderbilt University, Nashville, TN, May 1989. Selected for the Hardy C. Wilcoxon Outstanding Psychology Dissertation Award.

Research/ Professional Experience

Associate Professor, Educational Psychology & Program Coordinator, Educational Technology, Neag School of Education, The University of Connecticut, Storrs, CT, Aug 1996 - present. This position involves teaching 2-3 courses per semester, graduate student advisement, and ecological psychology research focused on how technology can enhance thinking and learning.

Assistant Professor, Educational Psychology- Cognition and Instruction, School of Education, The University of Connecticut, Storrs, CT, Aug 1990 - 1996.

Consultant, National Research Center for Gifted and Talented (NRC G/T), The University of Connecticut, June 1992 - June 1995. Contributed to the design and implementation of a 3-year longitudinal study of instruction on higher level thinking skills (e.g., planning) and the use of advanced technology for gifted and non-gifted learners cooperating in regular classrooms.

Postdoctoral Research Associate, The Learning Technology Center, Vanderbilt University, Nashville, TN, July 1988 - Aug. 1990. Conducted research on the application of videodisc, hypertext, and interactive computer technology to mathematics education, anchored instruction, and the broader goals of enhancing student's thinking and problem solving.

Associate Research Scientist (Intern), Honeywell Systems and Research Center, Aerospace and Defense Group, Training and Simulation Section, Minneapolis, MN, September 1983 - August 1984. Contributed to development of human factors designs for NASA Space Station, Naval training systems, voice recognition algorithms, explanation capabilities for AI expert systems, and computer-based job performance aids.

Graduate Assistant, Learning Technology Center, Vanderbilt University, Summer 1986. Constructed interactive videodisc software for mathematics problem solving using Logo.

Project Manager, Multimedia Microcomputer Access Grant, Kennedy Center, Peabody College of Vanderbilt University, Fall 1980 - Fall 1983, Prof. S.C. Ashcroft, principle investigator. Duties included microcomputer hardware and software modification and evaluation, development of

teacher workshops and student modules, and national dissemination efforts to make computers accessible to blind and visually impaired persons.

Project Manager, Curricular and Prevocational Applications of Microcomputers and Cassette Braille Recorders for Visually Impaired Youth, 1980 - 1981. Managed and conducted investigations into the application of cassette braille recorders for microcomputer interactions.

Research Assistant, The Program Evaluation Laboratory, Kennedy Center, Peabody College of Vanderbilt University, January 1982 - April 1982. Duties included meta-analysis of arthritis treatments and proposal writing in the area of patient education.

Research Assistant, The Boys Town Center for Adolescence Research, The Catholic University of America, Washington, D.C., September 1978 - January 1979. Assisted with memory psychophysics research on cognitive estimations of map distances.

Research Design Consultant, Paradigm Inc., Potomac, MD, August - November 1978. Duties included training program design and professional writing.

Research Assistant for Associate Dean of Students, The Catholic University of America, Washington, D.C., January - August 1979. Conducted literature review on the topic of college level student attrition.

Special Topics Research in Psychology, The Pennsylvania State University, Fall 1977. Conducted research on computer-based measurement of cognitive multidigit mental addition.

Teaching Experience

Courses taught at the University of Connecticut:

EPSY 221: Educational Psychology, Fall 1990, Sum 1992 & 93 (undergraduate).
EDCI 240: Technology in Education, Fall 1990-2003 (undergraduate teacher education).
EPSY 251: Learning II (undergraduate teacher education)
EPSY 343: Intro to Educational Computing, Spring 1991-2, Fall 1992- 03 (graduate).
EPSY 434: Advanced Educational Technology, Sp 1993, 5, 7, 2001 (graduate).
EPSY 484: Video Designs for Learning, Spring 1991,93, 97, 2002 (graduate).
EPSY 483/356: Instructional Design, since 1991 (graduate)
EPSY 311/410/418: Situated Cognition, since Spring 1992 alternate years (graduate).
EPSY 381: Practicum, Instructional Technology, Spring 1992 (graduate).
EPSY 335: Learning: Its Implications for Education, Spring, 1994, 2002-3 (online) (graduate)
EPSY 311:Workshop:Problem-based Learning (graduate)
EPSY 410: Seminar: Distance Learning, since Fall 1994, 2002 (graduate)
EPSY 359: Theories of Learning, Spring 2005 (graduate)
EPSY 410: Serious Games in Education. Fall 2006 (graduate)
EPSY 311: Workshop: 2 Summers Pro-Seminar. Summer 2006 (graduate)

Courses taught at Peabody College of Vanderbilt University:

Psy 2310: Educational Psychology, Fall 1989.
Educ/EdLs 2810: Basic Computer Technologies, Summer 1985.

Teacher (mathematics and computers) and Department Head (Computers in Education), University School of Nashville, Nashville, TN, September 1984 - June 1988. Responsibility for curriculum and faculty support in promoting the educational use of computers in a K-12 private school.

Teaching duties included a required computer applications course, advanced PASCAL programming, AP computer science, Psychology, and Algebra II.

Computer-based Training Consultant, Hospital Corporation of America, The Center for Health Studies, Nashville, TN, September 1981 - September 1983. Technical consultant on microcomputer hardware and computer-based hospital management simulations for executive management training.

Intern, School Psychology, Arlington County Schools, Arlington, VA. September 1979 - June 1980. Performed all duties of a school psychologist with supervision by three certified school psychologists.

Graduate Teaching Assistant, Psychology Department, The Catholic University of America, September 1979 - May 1980. Instructed undergraduate lab sessions of Experimental Psychology: Sensation and Perception, and Experimental Psychology: Cognition.

Workshop Participation: Comprehensive Rorschach System, Washington, D.C., March 1980. John Exner's advanced clinical training in interpretation of the Rorschach Test.

Individual Counseling Practicum, The Catholic University of America, June - August 1979. Individually counseled adjudicated adolescents referred through the GUIDE program.

School Psychology Assessment Practicum, Washington, D.C., January - May 1979. Administered psycho-educational tests to parochial school students.

Undergraduate Teaching Assistant, The Pennsylvania State University, January - May 1978. Instructed lab sessions on topics in educational psychology.

Tennis Instructor, Keystone Central School District's Summer Programs, Lock Haven, PA. Summers 1975, 1976, and 1977.

Papers

Book Chapters:

Effken, J., Lamb, G., McEwen, M., Verran, J., Vincent, D., Young, M. (2005). Using EPAID to design doctoral minors. In H. Heft & K. L. Marsh (Eds.), *Studies in Perception and Action VIII* (pp. 257-260). Mahwah, NJ: Erlbaum.

Young, M. F. (2004). An ecological psychology of instructional design: Learning and thinking by perceiving-acting systems. In D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology*, 2nd Ed. Mahwah, NJ: Erlbaum.

Young, M. F., Barab, S., Garrett, S. (2000). Agent as detector: An ecological psychology perspective on learning by perceiving-acting systems. In D. H. Jonassen & S. M. Land (Eds.), Theoretical foundations of learning environments (pp.147-172). Mahwah, NJ: Erlbaum.

Young, M. F., Nastasi, B. K., & Braunhardt, L. (1996). Implementing Jasper immersion: A case of conceptual change. In R. G. Wilson (Ed.) Constructivist learning environments: Case studies in instructional design (pp. 121-134). Englewood Cliffs, NJ: Educational Technology Publications.

Young, M. (1995). Using interactive technology for teaching: Integrating an interactive videodisc lesson with traditional classroom activities. In A. Acuña (Ed.) New media, old learning: New technologies

in education. (Nuevos medios, viejos aprendizajes: Las nuevas tecnologías en la educación) Mexico City, Mexico: Universidad Iberoamericana.

Young, M., & McNeese, M. (1995). A Situated Cognition Approach to Problem Solving (Chapter 12). In J. Hancock, J. Flach, P. Caird, & K. Vicente (Eds.) The Ecology of Human-Machine Systems. Hillsdale, NJ: Erlbaum.

Gillingham, M. G., Young, M. F., & Kulikowich, J. M. (1994). Do teachers consider nonlinear text to be text? In R. Garner & P. A. Alexander (Eds.) Beliefs About Text and Instruction with Text (pp 201-244). Hillsdale, NJ: Erlbaum.

Young, M. F., & McNeese, M. (1993). A situated cognition approach to problem solving with implications for computer-based learning and assessment. In G. Salvendy & M. J. Smith (Eds.) Advances in Human Factors/Ergonomics, 19B. Human-Computer Interaction: Software and Hardware Interfaces. New York: Elsevier Science Publishers.

Van Haneghan, J., Barron, L., Young, M., Williams, S., Vye, N., & Bransford, J. (1992). The Jasper series: An experiment with new ways to enhance mathematical thinking (pp. 15-38). In D. F. Halpern (Ed.) Enhancing thinking skills in the sciences and mathematics Hillsdale, NJ: Erlbaum.

Young, M. with the Cognition and Technology Group at Vanderbilt. (1992). An anchored instruction approach to cognitive skills acquisition and intelligent tutoring. In J. W. Regian and V. J. Shute (Eds.) Cognitive Approaches to Automated Instruction. Hillsdale, NJ: Erlbaum.

Young, M. with the Cognition and Technology Group at Vanderbilt. (under review). To appear in R. Duschl and R. Hamilton (Eds.), Philosophy of Science, Cognitive Psychology, and Educational Theory and Practice. SUNY Press.

Monograph:

Young, M., Van Haneghan, J., Barron, L., Williams, S., Vye, N., & Bransford, J. (1991). A problem-solving approach to mathematics instruction using an embedded data videodisc. In A. L. Costa (Ed.) Developing minds: Programs for Teaching Thinking, Revised Edition, Volume 2. Alexandria, VA: ASCD.

Journal Articles (Refereed):

Zheng, D., Young, M. F., & Wagner, M. (forthcoming). Negotiation for action: English language learning in Game-based virtual worlds. The Modern Language Journal.

Zheng, D., Young, M. F., & Wagner, M. (forthcoming, 2009). Attitude and self-efficacy change: English language learning in virtual worlds. The Computer Assisted Language Instruction Consortium Journal, 27(1).

Vermillion, J., Young, M. F., & Hannafin, R. D. (2007). An academic technology initiative for teacher preparation candidates: Implications for preservice teacher programs. Journal of Computing in Teacher Education, 23(3), 99-104.

Stephens, J. M., Young, M. F., & Calabrese, T. (2007). Does moral judgment go offline when students are online? A comparative analysis of undergraduates' beliefs and behaviors related to conventional and digital cheating. Ethics & Behavior, 17(3), 233-254.

Young, M. F., Schrader, P. G., & Zheng, D. P. (2006). MMOGs as learning environments: An ecological journey into Quest Atlantis and The Sims Online. *Innovate 2* (4). <http://www.innovateonline.info/index.php?view=article&id=66> (accessed May 1, 2006).

Schrader, P. G., Zheng, D. P. & Young, M. (2006, Feb 2). Teachers' perceptions of video games: MMOGs and the future of preservice teacher education. *Innovate*, 2(3) Retrieved Feb 2, 2006 from <http://www.innovateonline.info/index.php?view=article&id=125>

Young, M. F., DePalma, A., & Garrett, S. (2002). An ecological psychology perspective on Situations, Interactions, Process and Affordances. *Instructional Science*, 30, 47-63.

King, F. B., Young, M. F., Drivere-Richmond, K., & Schrader, P. G. (2001). Defining distance learning. [Online] *Educational Technology Review*. Available at <http://www.aace.org/pubs/etr/king2.cfm>

Kulikowich, J. M., & Young, M. F. (2001). Locating an ecological psychology methodology for situated action. *Journal of the Learning Sciences*, 10(1 & 2), 165-202.

Duarte, V., Young, M., & DeFranco, T. (2000). What experts say and do regarding the use of technology in the mathematics classroom. *J. of Resarch and Development in Education*, 33(4), 223-231.

Young, M. F., & Barab, S. A. (1999). Perception of the raison d'être in anchored instruction: An ecological psychology perspective. *J. of Educational Computing Research*, 20(2), 113-135.

Barab, S. A., Cherkes-Julkowski, M., Swenson, R., Garrett, S., Shaw, R. E., & Young, M. (1999). Principles of self-organization: Learning as participation in autocatkinetic systems. *Journal of the Learning Sciences*, 8(3 & 4), 349-390.

Barab, S. A., Young, M. F., & Wang, J. (1999). The effects of navigational and generative activities in hypertext learning on problem solving and comprehension. *International Journal of Instructional Media*, 26(3), 283-309.

Arthurs, E. M., DeFranco, T. C. & Young, M. F. (1999). An examination of the impact of tuning students' attention to information in a mathematical problem on their problem-solving performance. *J. of Educational Computing Research*, 20 (4), 345-363.

Barab, S. A., Fajen, B. R., Kulikowich, J. M., & Young, M. F. (1996). Assessing navigation through Pathfinder: Learning from dribble files. *J. of Educational Computing Research*, 15 (3), 175-195.

Young, M. F., Kulikowich, J. M., & Barab, S. A. (1997). The unit of analysis for situated assessment. *Instructional Science*, 25(2), 133-150.

Young, M., & Campbell, P. (1996). University - Natchaug integrated voice, video and data link. *Interpersonal Computing and Technology: An Electronic Journal for the 21st Century (ICTP-J)*, 4(2). available at <http://www.helsinki.fi/science/optek/#1996>.

Young, M. (1995). Assessment of Situated Learning Using Computer Environments. *J. of Science Education and Technology*, 4(3), 89-96.

Barab, S. A., Bowdish, B. E., Young, M. F., & Owen, S. V. (1996). Anchored kiosk navigation: Using log files to capture hypermedia searches. *Instructional Science*, 24, 377-395.

Young, M. F., Nastasi, B. K., & Braunhardt, L. (in press). Implementing Jasper immersion: A case of conceptual change. To appear in a special issue of *Educational Technology: Designing Constructivist Learning Environments*.

Reiser, J. J., Garing, A. E., & Young, M. F. (1994). Imagery, action, and young children's spatial orientation: It's not being there that counts, it's what one has in mind. Child Development 65(5), 1262-1278.

Pierce, J., Glass, G., Young, M., & Soucy, D. (1994). The educational research list (ERL-L) on BITNET/INTERNET, Educational Researcher 23(2), 25-28.

Young, M. F. (1993). Instructional design for anchored instruction. Educational Technology Research and Development, 41 (1), 43-58.

Young, M. F., & Ho, C. P. (1991). Anchored instruction in the educational uses of telecommunications. Technology and Teacher Education Annual 1991, 130-134.

Young, M. F., Williams, S. M., & Corbin, B. J. (1990). Enhancing videodisc-based problem solving instruction with telecommunication links. Technology In Education (TIE), 1 (2), 12-13.

Young, M. F. with Cognition and Technology Group at Vanderbilt. (1990). Anchored instruction and its relationship to situated cognition. Educational Researcher, 19, (6), 2-10.

Young, M., Van Haneghan, J., Barron, L., Williams, S., Vye, N., & Bransford, J. (1989). A problem-solving approach to mathematics instruction using an embedded data videodisc. Technology and Learning. 3 (4), 1-4.

Young, M.F. (1984). Constraints on microcomputer access for visually impaired persons. Journal of Visual Impairment and Blindness, 78(9), 426-427.

Baum, D. R., Osgood, R. B., & Young, M. (1984). VIMAD. Scientific Honeyweller, 5(2), 45-51.

Ashcroft, S.C., & Young, M. (1981). Recent developments in technology for visually impaired persons. The 1981 International Workshop of Special Education of the National Taiwan Normal University. 35-40.

Ashcroft, S.C., & Young, M. (1981). Microcomputers for visually impaired and multihandicapped persons. Journal of Special Education Technology, Summer.

Journal Articles (Non Refereed):

Young, M. (1999). Multimedia: A fundamental way of thinking. Curriculum Administrator, 35(3), 58-60.

Young, M. (1990). Multimedia: Myth to Manifestations. 1990 ConnSENSE Bulletin, 7, (3), 1, 12-13.

Theses & Dissertation:

Young, M. F. (1989). Ph.D. Dissertation. Cognitive Repositioning: A Constraint on Access to Spatial Knowledge. Nashville, TN: Vanderbilt University.

Topic Paper (Masters Degree). Computer-Assisted Diagnosis: Implications for School Psychology, 1980.

Presentations

Conference Papers (Refereed)

- Zheng, D., Young, M.F., Brewer, R., & Newgarden, K. (2008). Co-Quest design: Collaborative language learning in 3D virtual environments. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Sulzen, J., Young, M. F., & Hannafin, R. (2008). Reliability and validity of an ecologically-grounded student teacher electronic portfolio rubric. Paper presented at the annual meeting of the Society for Information Technology in Education, Las Vegas, NV, March 3-7, 2008.
- Zheng, D. P., Weber, M., & Young, M. F. (2007). Negotiation of culture and language: An ecological psychological description of language pick-up. Paper present at the AAAL Annual Meeting, Costa Mesa, CA, April 23.
- Hornung, F., & Young, M. F. (2007). A digital peek in van Gogh's bedroom: Avatars as extension of embodied perception-action. Paper presented at the AERA Annual Meeting, Chicago, IL, April 10.
- Sulzen, J., & Young, M (2007a). Identifying judgments supported solely from preservice teacher electronic portfolios. Paper presented at the American Educational Research Association annual conference Chicago, IL, April 13.
- Sulzen, J., & Young, M (2007b). Characterizing preservice teacher electronic portfolio content. Paper presented at the American Educational Research Association annual conference Chicago, IL, April 12.
- Sulzen, J., & Young, M. (2007c). The formative and summative value of electronic portfolio assessment. Paper presented at the AERA Annual Meeting, Chicago, IL, April 11.
- Sulzen, J., & Young, M. (2007d). Validation of e-portfolios for preservice teacher education. Paper presented at the AERA Annual Meeting, Chicago, IL, April 11.
- Sulzen, J., & Young, M. F. (2007e). Fast and reliable evaluation of preservice teacher electronic portfolios. Paper presented at the AERA Annual Meeting, Chicago, IL, April 11.
- Zheng, D. P., Young, M., & Weber, M. (2006). English-Language Learning in a 3-D Virtual Environment: Native/Non-Native Speaker Dyads Co-Questing in Quest Atlantis. Paper presented at the AERA Annual Meeting San Francisco, CA, April 10.
- Zheng, D. P., Young, M., & Weber, M. (2006). Attitude and Self-Efficacy Change in English-Language Learning in MUVes. Paper presented at the AERA Annual Meeting San Francisco, CA, April 11.
- Stephens, J. Calabrese, T., & Young, M. F. (2006). Digital Technology and Academic Integrity: Does Moral Judgment Go Offline When Students Are Online? Paper presented at the AERA Annual Meeting San Francisco, CA, April 10.
- Hannafin, R. D., Vermillion J. R., & Young, M. F. (February, 2007). Technology's impact on learning. Presented at the annual meeting of the MA Educational Computing Association, Worcester, MA.
- Hannafin, R. D., Vermillion J. R., & Young, M. F. (October, 2006). Technology's impact on learning: Myths and promises. Presented at the annual meeting of the CT Educational Computing Association, Cromwell, CT.
- Vermillion, J., Young, M. F., & Hannafin, R. (2006). Laptop initial survey results. Paper presented to SITE conference, Orlando FL.

- Calabrese, T., Stephens, J., & Young, M. (2005, October). Digital Technology and Academic Integrity. Paper presented at the Northeastern Educational Research Association (NERA) Thirty-Sixth Annual Conference, Kerhonkson, NY.
- Hornung F. and Young, M. (2005). Finding an Impressionist Moment in the Digital Classroom. Paper presented at the annual meeting of the Northeastern Educational Research Association, Oct. 19 - 21, Kerhonkson, N.Y.
- Zheng, D., Brewer, R. A., & Young, M. F. (2005, November). English language learning in a game-based Multi-User Virtual Environment: Quest Atlantis connects middle school students in China to the world. Paper presented at Webheads in Action Online Convergence.
- Zheng, D., Young, M. F., Brewer, R. A., & Seo, J. H. (2005, October). Attitude and self-efficacy change in English language learning in online multi-user virtual environments: An International Interaction. Paper presented at the Annual Meeting of the Northeast Educational Research Association, Kerhonkson, NY.
- Effken, J., Lamb, G., McEwen, M., Verran, J., Vincent, D., Young, M. (2005). Using EPAID to design doctoral minors. Paper presented to the International Conference on Perception and Action, 5 July, Monterey, CA.
- Young, M. F., Zheng, D., Sulzen, J. (2005). Design experiment: Expertise in the domain of classroom technology integration. Paper presented to the APA Annual Meeting, 19 August, Washington, DC.
- Kelleher, J., Young, M. Hannafin, R., & Stephens, J. (2005). Using sound evaluation methodologies and collaboration with leaders to assess a new electronic portfolio assessment system in the Neag School of Education. (session 200) . Presentation of AACTE annual meeting. Washington DC, Feb 21.
- Young, M. (2004). An Ecological Description of Video Games in Education. Proceedings of the International Conference on Education and Information Systems Technologies and Applications (EISTA), July 22, Orlando, FL, pp.203-208.
- Schrader, P. G. & Young, M. F. (2004). Video Designs for Learning: Defining Key Attributes and Affordances (session 24-4F). Paper presented at the AECT annual meeting. Chicago, IL, Oct 21.
- Zheng, D., Young, M., & Sulzen, J. (2004). Comparing Instructional Practices For Learning About Technology in Education For Pre-service Teachers: a Formative Evaluation Of the Course Design (Session 31-4B.c). Paper presented at the AECT annual meeting. Chicago, IL, Oct 22.
- Zheng, D., Young, M., & Gilson, S. (2004). Defining the Role Of Teacher In an Online Virtual Environment (Session 37-S5.g). Paper presented at the AECT annual meeting. Chicago, IL, Oct 22.
- Gilson, S. & Young, M. (2004). An Ecological Description of Teaching With Technology.
- Sulzen, J. T., Zheng, D., & Young, M. F. (2004). Fostering preservice teacher web and multimedia skills via ePortfolios. Paper presented at the AERA Annual Meeting (#38.044) San Diego, CA, April 14.
- Puntambekar, S., & Young, M. F. (2003). Moving toward a theory of CSCL. (June 18th). Paper presented at the CSCL2003 Conference, Bergen, Norway.

- Zheng, D., Young M. F., Robinson L., and Sulzen J. (2003). Research-Based Instructional Methods for Teaching Technology in Education to Pre-Service Teachers: A Design Experiment. Paper presented October 2003 at the Annual Meeting of the Northeast Educational Research Association, Kerhonkenson, NY.
- Wlodarczyk, M. S., & Young, M. F. (2003). Using the World Wide Web as a problem-solving tool to understand water quality science: Teacher adoption and student understanding of near-real-time vs archived internet streamed data. Paper presented at the AERA Annual Meeting (#20.079), Chicago, IL, April 21.
- Young, M., Wlodarczyk, M., Torgersen, T. & Branco, B. (2002) GEEWIS anchored problem solving using real time authentic watter quality data. Paper presented at the American Geophysical Union Spring Meeting, Washington DC May 28-31.
- Young, M. F., Wlodarczyk, M., Torgersen, T. & Branco, B. (2002). An ecological psychology framework for customizing anchored instruction with real-time authentic data. Paper presented at the AERA Annual Meeting (#37.04), New Orleans, LA. April 4.
- Sulzen, J., Robinson, L., Zheng, D. P., & Young, M. F. (2002). The University of Connecticut's Technology in Education Course for Preservice Techaer Ecuation. Northeastern Educational Research Association Conference, October 23-25, 2002. Kerhonkson, NY.
- Siegle, D., Young, M. F.; King, F. B., & Silver, B. (2001). Teaching via distance education: What have we found out? Paper presented to NERA.
- Kelleher, J., Lee, G., & Young, M.F. (2001). What did the students say they did with the Neag laptops? Paper presented to NERA.
- Young, M. & Znamenskaia, E. (2001). Future teacher perceptions concerning educational technology. Paper presented at the AERA Annual Meeting (#37.65), Seattle, WA, April 13.
- Kulikowich, J.M, Young, M.F., O'Connell, A.A. Rezendez, G., & Archambault, F. X. (2000). "Many Theories, Many Methodologies: Blending Quantitative and Qualitative Procedures in the Study of Classroom Dynamics Involving Technology." Paper presented at the AERA Annual Meeting, New Orleans, LA, April 24-28.
- Young, M., Guan, Y., Toman, J., DePalma, A., Znamenskaia, E. (2000). Agent as detector: An ecological psychology perspective on learning by perceiving-acting systems. In B. J. Fishman & S. F. O'Connor-Divelbiss (Eds.), Proceedings of Internation Conference of the Learning Sciences 2000. Mahwah, NJ: Erlbaum.
- Znamenskaia, E., & Young, M. F. (1999). Preconceptions regarding educational technology: Research in progress. Paper presented to NERA, October 27, 1999 (#2.3), Ellenville, NY.
- Kulikowich, J., Archambault, F. X., Mayall, H. J., Schrader, P. G., Brown, S. W., Toman, J., Young, M. F., King, F. B., Puntambekar, S, & Rezendes, G. (1999). The interplay among schema theoretic, situated cognitive, and sociocultural perspectives in the study of technology utilization in classroom settings. Roundtable presented to NERA, October 27, 1999 (#2.5), Ellenville, NY.
- Toman, J. & Young, M. (1999). Perception-action and the classroom environment. Symposium paper presented to NERA, October 27, 1999, Ellenville, NY.

- Kulikowich, J. M., & Young, M. F. (1999). Adoption of the anchor: The dynamic visualization of problem-solving. Paper presented to AERA, April 20, 1999 (#19.56), Montreal, Quebec, Canada.
- Wang, J., Young, M. F., Barab, S. A., Guan, Y. (1999). The Effects of Goal Intentions on Problem Solving And Reading Comprehension in Generative Hypertext Processing. Proceedings Of Selected Research And Development Papers Presented At The National Convention of The Association For Educational Communications And Technology [AECT] (21st, Houston, TX, February 10-14, 1999).
- Guan, Y., Owen, S., Young, M., Andrew, R., & Wang, J. (1999). Motivation: Goals, agency beliefs and emotions in web assisted learning. Paper presented to AECT, Feb. 13, 1999, Houston, TX.
- Znamenskaia, E., Guan, Y., & Young, M. F. (1999). Teacher in-service multimedia training: A view of outcomes from a situated learning perspective. Paper presented to AECT, Feb. 10, 1999, Houston, TX.
- Barab, S. A., Young, M. F., & Wang, J. (1998). The Effects of Navigational and Generative Activities in Hypertext Learning on Problem Solving and Comprehension. Paper presented to AERA, April 17, 1998 (#46.29), San Diego, CA.
- Guan, Y., Wang, J., Gable, R., Young, M. (1998). Student attitudes toward multimedia classrooms. Paper presented to EERA, Feb. 26, 1998, Tempa, FL.
- Barab, S. A., Young, M. F., Lawless, K. A., Bowdish, B. E. (1997). Capturing and interpreting hypermedia navigation. Paper presented to AERA, March 26, 1997, Chicago, Il.
- Guan, Y., Znamenskaia, E., Wang, J., & Young, M. (1996). Anchored instruction for multimedia faculty training. Poster presented to NERA, October 24, Ellenville, NY.
- Young, M. F., Barab, S., & Fajen, B. (1996). Dynamics of intentions in dribble files (39.25). Poster presented to AERA, April 11, New York, NY.
- Young, M. (1995). Symposium: Log File Analysis. What dribbles from interactive multimedia (1.1). Presented to NERA, Oct. 25, Ellenville, NY.
- Barab, S., Bowdish, B., Lawless, K., & Young, M. (1995). Intentional dynamics: The role of intentions in constraining a kiosk search. Paper presented to APS, July, New York.
- Nastasi, B., Johnson, J., Owens, W., & Young, M. (1995). Ethnographic study of collaborative and mathematical problem solving in a fifth-grade interactive video context. Roundtable presentation (53.07). to AERA, April 22, San Francisco, CA.
- Young, M. (1994). Symposium: Ongoing research on situated learning environments. Presented to NERA, Oct 27th, Ellenville, NY.
- Nastasi, B. K., & Young, M. F. (1994). Ethnographic study of collaborative and mathematical problem solving. Paper presented to APS, 1 July, Washington, DC.
- Young, M. F. Interim observations of a technology-rich program for urban gifted students working in regular classrooms. Invited symposium presentation to APS, 2 July, Washington, DC.
- Chen, C. H., Brown, S. W., Young, M., & Owen, S. (1994). Effects of feedback on learning through memorization and problem solving. Paper presented to APS, 2 July, Washington, DC.

- Young, M. Proctor, T., & Braunhardt, L. (1994). Immersion problem solving with the "Jasper" series. Revolutionary Classrooms presentation to NECC, June 14, Boston, MA.
- Young, M. (1994). Anchored instruction through immersion problem solving. Presentation to AERA annual meeting, #26.45 April 6, New Orleans, LA.
- Gillingham, M., Kulikowich, J., & Young, M. (1994). Is nonlinear text really text? Presentation to AERA annual meeting, #30.23 April 6, New Orleans, LA.
- Brown, S., Lounsbury, C., & Young, M. (1994). The role of technology in the context of the urban classroom. Presentation to AERA annual meeting, #38.10, April 7, New Orleans, LA.
- Young, M., Kim, E. Acuna, A. (1994). Constructivist designs for interactive video: Conditionalized and anchored instruction. Presentation to AECT annual meeting, #370 Feb 16, Nashville, TN.
- Young, M. (1994). Anchored instruction through immersion problem solving. Presentation to AECT annual meeting, #613 Feb 19, Nashville, TN.
- Young, M. (1993). Symposium: Instructional issues of video-based contexts. Presentation to NERA, Fall 1993, Ellenville, NY.
- Young, M. (1993). Symposium: Applications of educational technology. Presentation to NERA, Fall 1993, Ellenville, NY.
- Nastasi, B. Braunhardt, L., Young, M., & Margiano-Lyons, S. (1993). Cooperative and mathematical problem solving in the Jasper context. Presentation to NERA, Fall 1993, Ellenville, NY.
- Young, M., & McNeese, M. (1993). A situated cognition approach to problem solving with implications for computer-based learning and assessment. Presentation to 5th International Conference on Human-Computer Interaction, Aug. 13th, Orlando.
- Kim, E.C., & Young, M. (1993). Embedded rules for procedural learning of football. Presentation to AECT annual meeting, Jan 14th, New Orleans.
- Young, M., & Kulikowich, J. M. (1992). Anchored assessment with JPA. Presentation to NERA, Ellenville, NY.
- Young, M., & Kulikowich, J. M. (1992). Anchored Instruction and Anchored Assessment. Presented to the AERA annual meeting (session 28.30), San Francisco, CA. ERIC#: TM019557
- Young, M., & Kulikowich, J. M. (1991). JPA and protocol analysis. Presentation to NERA, Ellenville, NY.
- Young, M., & Ho, C. P. (1991). Anchored instruction in the educational uses of telecommunications. Presentation to the TATE Conference (April 27, 1991) Greenville, NC.
- Van Hanaghan, J., Young, M. Williams, S., Barron, L., Vye, N., Goldman, S. R., & Bransford, J. D. (1991). Investigations of the effects of instruction in Jasper on the attitudes and cognitive skills of middle school students. Paper presented to the AERA annual meeting (Session 13.05, April 4th), Chicago, IL.
- Young, M. Using videodisc macrocontexts to enhance middle school problem solving instruction. Presentation to the National Educational Computing Conference. June 27th, 1990.

Vye, N., Bransford, J., Furman, L. Barron, B., Montavon, E., Young, M., Van Haneghan, J., & Barron, L. An Analysis of Students' Mathematical Problem Solving in Real-World Settings. Paper presented at APA Annual Meeting, March 31, 1989, San Francisco, CA.

Barron, L., Young, M., & Corbin, B. (9 Nov. 1989). Using videodisc technology to provide problem solving contexts. Presentation to 18th Annual MSERA, Little Rock, AR.

Young, M. F., & Corbin, B. J. (21 March 1990). Interactive Video Databases to Enhance Thinking Skills. Presentation to TECC, Nashville, TN.

Young, M. F., & Vye, N. (15 Feb. 1990). The Jasper Research Project. Presentation to Metropolitan Public Schools Roundtable Program, Nashville, TN.

North, R., and Young, M.F. (1984). Dynamic Retraining Algorithm. Paper presented to the American Voice Input and Output Society, Fall .

Presentations (Not Refereed)

Hannafin, R. D., Vermillion J. R., & Young, M. F. (February, 2007). Technology's impact on learning: To be presented at the annual meeting of the MA Educational Computing Association, Worcester, MA.

Hannafin, R. D., Vermillion J. R., & Young, M. F. (November, 2006). Research on technology and student achievement: What do we really know? Presented at the annual meeting of the CT Educational Media Association, Cromwell, CT.

Hannafin, R. D., Vermillion J. R., & Young, M. F. (October, 2006). Technology's impact on learning: Myths and promises. Presented at the annual meeting of the CT Educational Computing Association, Cromwell, CT.

Young, M. (2006). CEMA conference 2006. Enhancing classroom pedagogy and assessment with "Clickers". Cromwell, CT, November 6, 2006.

Young, M. (2006). CECA conference 2006. Enhancing classroom pedagogy and assessment with "Clickers". Cromwell, CT, October 23, 2006.

Young, M. (2006). Keynote address, RITER conference, Providence, RI, May 1, 2006.

Young, M. (2006). Presentation on PRS "Clickers" for CEA Prof. Dev., Storrs, CT, March 16, 2006.

Young, M. (2005). Keynote address Apple/NSOE Leadership Conference, Mar 3, 2005.

Young, M. (2005). Keynote address, NERCOMP Jan 20, 2005.

Young, M. (2003). Keynote speaker, KAEIB Conference, Seoul, S. Korea, Sept. 5, 2003.

Young, M. (2003). Quinnabaug Valley Technology Conferenc Keynote address June 6 2003.

Young, M. (1995). The UConn-Natchaug Interactive Link. Ct. Distance Learning Consortium, May 11, UConn Campus.

Young, M. (1995). Teacher Education: Winds of Change. May 13, Rocky Hill, CT.

Young, M. (1994). Inservice training in the use of interactive videodiscs in mathematics. Springfield, MA.

Young, M. (1993). Invited Address: Multimedia and Science Education. Murdock Oil and Washington State University, Vancouver, Jan 29-30, Vancouver, Washington.

Young, M. (1992). Problem solving with Jasper. Presentation to the Challenger 7 Science & Technology Conference, Mystic, CT.

Young, M. F. (1990). The JASPER Series. Presentation to the 1990 School Board Chairpersons' Institute held at the Opryland Hotel, Nashville, June 26th, 1990.

Young, M. F. (31 Jan. 1990). Presentation to advisory group for the NASA Teacher Center, University of Alabama in Huntsville, Huntsville, AL.

Teacher Inservice Workshop, Aug 15, 1989. Metropolitan Davidson County Teachers. Enhancing Problem Solving in Middle School.

Teacher Inservice Workshop, Aug 16, 1989. Franklin TN Special School District. The Jasper Math Program.

Presentation to American Psychological Association, (1982). "Dissemination of Educational Microcomputer Technology", August 24.

Presentation to American Printing House for the Blind, Annual Convention, (1982). "Microcomputer Access for Visually Impaired Students", October 3.

Microcomputer-Based Computer Literacy Workshops:

Professional Development Course- Computer tools and Applications, Summer 1986. Two week course for K-12 teachers focused on word processing, data bases and spreadsheets in the classroom.

Professional Development Seminar- Software Evaluation, Summer, 1986. One week seminar for K-12 teachers discussing criteria and procedures for curricular software review and evaluation.

Professional Development Course for High School Teachers- Computer Tools and Applications, Instructor's Course, Summer 1985. Six weeks summer course offered to teachers at University School preparing them to teach the introductory computer tools class- participants were selected from all academic departments in the High school.

Vanderbilt Summer Computer Camp- Junior and senior high school students, July 19-30 and August 2-6, 1982.

Brentwood High School, Introduction to BASIC and LOGO, October 26 - November 9, 1982.

Harpeth Hall Academy for Girls, Middle School, January 17- 21, 1983.

Nashville Junior League Computer Literacy Workshop, February 14-25, 1983.

Vanderbilt Faculty Computer Literacy Workshop, March 21-25, 1983.

Vanderbilt Staff Computer Literacy Workshop, March 28- April 1, 1983.

Microcomputer Workshops for Teachers of Visually Impaired Students: The Tennessee School for the Blind, The Kentucky School for the Blind, The Georgia Academy for the Blind, and DeKalb County, Georgia Public Schools.

Reviews

Young, M. (1997). Review of The Media Equation, Int'l J. of Instructional Media, 24(2), pp4-5.

Young, M. (1991). Review of Encyclopedia Macintosh, for CD-ROM Professional.

Young, M. (1990). Review of Mac Warehouse, in CD-ROM Professional, Jan.

Misc. other Publications

Thuot, S., M., & Young, M. F. (unpublished manuscript). Achievement orientation and physical self-efficacy in adult male tennis players: Age and ability group differences. Submitted to J. of Aging and Physical Activity, Oct. 1998.

Rieser, J.J., & Young, M.F. (unpublished manuscript). Judging perspective structure from cognitive spatial representations.

Young, M., & Ashcroft, S.C. (1981). Applications of paperless braille recorders and microcomputers for blind youth. Counterpoint, 2(1), 30.

Hollingsworth, S., Thomas, C., Detweiler, M., & Young, M. IUSS Training Requirements Analysis. Prepared for Tetra Tech by Honeywell Systems and Research Center. Contract No. N00024-84-C-6190.

Interim Report: Dynamic Retraining Algorithm for Voice Recognition, submitted to Dept. of the Air Force, AF Systems Command, Aeronautical Systems Division, Wright- Patterson AFB, OH, January 1984.

Final Report: Curricular and Prevocational Applications of Paperless Braille Recorders and Microcomputers for Blind Youth. U.S. Dept. of Education, Office of Special Education and Rehabilitation Services, Division of Media Services, Grant #G007904513, December 1981.

Service to Academic Community

Evaluator, Connecticut Level III Technology Assessment (Husky Educational Technology Assessment Program)

AERA SIG: Education and the WWW Program Chair 2003-05.

NERA Board member, 2003-2006.

AERA Division C Mentor Coordinator (2003, 2004).

Program Coordinator, Educational Technology program, UConn (2000- present)

Program Coordinator, Cognition and Instruction program, UConn (1996-1999, 2004-present).

Associate Director, Bureau of Educational Research and Service (BERS).

Proposal Review for Optical Data Corp., Eastern PA Innovations Grant project, April 8, 1993.

Metanoia Panel on Challenges and Opportunities for Technology in the Classroom, Feb 8, 1994.

Director, University of Connecticut Educational Microcomputer Lab (UCEML), May 1991 - Fall 1997.

Committees Served

SOE IRTAC (technology planning), chair, Fall 1999.
SOE Area Review Committee (ARC) Fall 1998-2000.
Provost's "plug-and-play" committee, Spring 1998.
Provost's AIT planning committee (P. Kobelnicki, chair), Fall 1997.
SOE Technology Strategic Planning committee (F. Archambeault, chair), Spring 1998.
EPSY 240 Review Committee (Chair), Spring 1998.
UCEML planning subcommittee, Spring 1998.
SOE Technology "Student Learning & Distance Learning" subcommittee, Spring 1998.
IMT Search Committee (Chair), Spring 1997, Fall 1997.
Governor's Joint Committee on Educational Technology, appointed Fall 1993.
Provost's Small Classroom renovation project Fall 1994- Spring 1995.
Curriculum and Courses, School of Ed., UConn, Fall 1992-Summer 1994.
Alternative Approaches to Instruction, EPSY Dept., UConn, Fall 1992.
Teacher Education Applicants Review Committee, UConn, Spring 1991.
5th Year Program Steering Committee, UConn, Spring 1991.
NCATE Knowledge Bases Subject Subcommittee, UConn, Fall 1990.
Graduate Studies Committee, Psychology Department, Peabody College of Vanderbilt University, 1983.
Instructional Technology Professor Search Committee, Department of Teaching and Learning, Peabody College of Vanderbilt University, 1983.

Paid Consulting Services

Designer: Multimedia Behavioral Intervention (MBI) V. Panzer, PI, SBIR grant from NIH, phase I 2003, phase II 2004.
Consultant: AASA. Course design: Technology for Administrators (Willis Hawley, PI).
Consultant: NEA, Washington, DC. KEYS Instituted online course design. (Summer 2003).
External Evaluator: Ct Alliance of Regional Education Service Centers (RESCs): Technology Literacy Challenge Grant funding for Teacher Technology Professional Development Fall 1998-2000.
Instructional Design Consultant: Academic Edge, Inc. STARStream conflict resolution project. 2000.
Reviewer: Lawrence Erlbaum Associates 1996.
Reviewer: Addison Wesley Longman 1996.
Reviewer: J. of Experimental Psychology: General 1996.
Reviewer: J. of Educational Computing Research 1996 -7.
Washington State, Vancouver, Invited Address on K-12 use of interactive multimedia. Jan. 29-30, 1993.
Computer Based Education Evaluator for the Hartford Board of Education. Oct .1990 to Aug .1991.
Instrument development, implementation and analysis of a system-wide evaluation of the use of computers for instruction in middle school for the Hartford Public Schools.
Apple Consultant in Education (ACE) presentations on the use of multimedia technology in middle school mathematics. Made to all Maryland State mathematics coordinators, 16 Nov 1990, and to Fairfax, VA mathematics educators and curriculum coordinators, 22 Jan 1991.
Reviewer. Allyn & Bacon Publishing. Clements Mathematical Problem Solving: Summer 1992.

Misc. Consulting

Presentation for Institute for Teaching and Learning, UConn (27 February, 1997).
Mansfield Public Schools, Educational Technology Planning Committee
Springfield Public Schools, Educational Technology for middle school mathematics (1994-5 school year).
Consultant, Quinipiac College, Educational Uses of Multimedia, April 23, 1993.
Ashford Public School Technology Plan development (Spring 1993)
Hole-in-the-Wall Camp/ Hartford Schools Program. (Fall 1992)
Connecticut Distance Learning Consortium, Hartford Graduate Center, April 1993.

Project ConnStruct Inservice for Windham Mathematic Curriculum Committee, May 11, 1993

Advisory Boards

The Odyssey School, Charter School for Media Literacy, Manchester, CT (Fall 1996).
Child Development Laboratories, School of Family Studies (appointed Feb. 1995).
National Educational Technologies Research Institute, Inc (Tim Dowding, Exec. Director)
Center for Technology Education to Advance Mathematics and Science (CTEAMS)

Offices

Program Chair, AERA Education and the World Wide Web 2002-2004.
Program Chair, AERA E-Networking SIG 1996-97.
Treasurer, AERA E-Networking SIG 1993-4, 1994-5, 1995-6, 1996-7.
SIG Chair, AERA E-Networking 1998-99.

Funded Projects

Spring 2009

T-Tec

Summer scholarships 2002 \$2500 funded by CCIC/ SNET.

Jan 2001- 2003

Geoscience Environmental Education – Web-accessible Instrumented Systems (GEE-WIS)
\$126,358 funded by NSF Geoscience Ed.

1998-99

Uconn's High Performance Connections to the Internet (I2) \$350,000 funded by NSF

1996-97

UConn Faculty Large Grant \$4000 funded by the Teaching Institute
Virtual Reality in Sci. Classrooms \$58,678 funded by Eisenhower Prof Dev. Program

1995-96

Center for Tech Ed to Adv Math/Sci (CTEAMS) \$57827 funded by Project CONNSTRUCT and NSF
Generative Hypertext - Log File Analysis \$12000 funded by Spencer Foundation
PIES II \$114303 funded by Project CONNSTRUCT and NSF
PIES Professional Development \$66409 funded by Project CONNSTRUCT and NSF

1994-95

GIS for Teachers \$65000 funded by Eisenhower Foundation
Partners in Exploring Science (PIES) \$20000 funded by Project CONNSTRUCT and NSF

1993-94

Analysis of Log Files \$1600 funded by UConn Research Foundation
SNET/ Hartford? Simpson-Waverly School \$1500 Southern New England Telephone

References Available Upon Request:

Robert Hannafin, PriceWatershouseCoopers, Hartford, CT
Scott W. Brown, Dept. Head, EPSY, UConn, Storrs, CT.