

**Richard E. Thurlow**

Hyatt Hall  
One University Place  
Chester, PA 19013-5792  
610-506-8193 (cell)  
610-499-4497 (work)  
rthurlow@widener.edu

**EDUCATION:*****University of Minnesota***

Ph.D., Educational Psychology: Learning and Cognition (Minor: Cognitive Science), 1991

***University of Minnesota***

B.S., Music Education, 1974

**AWARDS & OTHER PROFESSIONAL APPOINTMENTS:**

2000-Present: Associate Professor, Center for Education, Widener University

2009-2014: Adjunct Faculty, Penn State University at Great Valley

2008: Service Learning Fellow - Widener University

2005: R. Carter Kelso Service Award, Widener/PMC Alumni Association

2004: Faculty Award for Service, Center for Education, SHSP, Widener University

2003: Sabbatical Award, Widener University

1994-2000: Assistant Professor, Center for Education, Widener University

1991-1993: Postdoctoral Research Associate, Learning Research and Development Center  
University of Pittsburgh

1990-1991: Miller Dissertation Fellowship, University of Minnesota

1988-1989: Pre-doctoral Trainee, Center for Research in Learning, Perception and Cognition  
University of Minnesota

1985-1990; Teaching & Research Assistant, College of Education, University of Minnesota

1985: Wilson Learning Fellow, Wilson Learning Foundation

1984-1985: Instructor, School of Music, University of Minnesota

1974-1984: Music Teacher - Elementary, Jr. & Sr. High, Independent School District 622  
Maplewood, Minnesota

## **RESEARCH ACTIVITIES**

### ***Peer Reviewed Publications***

Thurlow, R. (2009). Improving emergent literacy skills: web destinations for young children. *Computers in the Schools*, 26, 290-298.

Thurlow, R., Ledoux, M., McHenry, N., & Burns, M. (2007). University and community partnerships: A full circle program. *Essays in Education*, 22.

Ledoux, M. W., Thurlow, R., McHenry, N., & Burns, M., Prugh, E. (2007). Graduate students and field experience: Aligning curricular goals with multiple measures of assessment. *The Journal of Social Studies Research*, 31, 12-19.

Thurlow, R. (2000). How do I begin to use computers in my classroom. In S. B. Wepner, W. J. Valmont, & R. Thurlow (Eds.) *Linking Literacy and Technology*. Newark, DE: International Reading Association.

Wepner, S. B., Valmont, W. J., & Thurlow, R. Eds. (2000). *Linking Literacy and Technology*. International Reading Association.

Thurlow, R., & van den Broek, P. (1997). Automaticity and inference generation processes during reading comprehension. *Reading and Writing Quarterly*, 13, 165-181.

van den Broek, P., Lorch, E. P., & Thurlow, R. (1996). Children's and adults' memory for television stories: The role of causal factors, story-grammar categories and hierarchical level. *Child Development*, 67, 3010-3028.

van den Broek, P., Ridsen, K., Fletcher, R., & Thurlow, R. (1995) A 'landscape' view of reading: Fluctuating patterns of activation and the construction of a stable memory representation. In B. Britton & A. Graesser, Eds. *Models of Understanding Text*. Hillsdale, NJ: Erlbaum.

van den Broek, P., & Thurlow, R. (1991) The role and structure of personal narratives. *Journal of Cognitive Psychotherapy: An International Quarterly*, 4, 257-274.

Thurlow, R. (1991). The inference of causal antecedents during the reading of narratives. doctoral dissertation. University of Minnesota.

Tennyson, R. D., Thurlow, R., & Breuer, K. (1987). Problem oriented simulations to develop and improve higher-order thinking strategies. *Computers in Human Behavior*, 3, 151-165.

### ***Editor Reviewed Publications***

Pappas, T., & Thurlow, R. (2014). Is sexuality training important for a drug and alcohol therapist? *Advances in Addiction & Recovery*, 2, 28-29.

*Reviewed Presentations at Professional Conferences*

McGeehan, C. & Thurlow R. (2011). The effects of brain injury on the ability to make predictive inferences while reading. North American Brain Injury Society Annual Conference on Brain Injury, New Orleans, LA.

Thurlow, R. (2004, May). Using computers as recording devices in the literacy classroom. International Reading Association Annual Conference, Reno, NV.

Thurlow, R. (2003, May). The radio play's the thing: Computers and reader's theater. International Reading Association Annual Conference, Orlando, FL.

Thurlow, R. (2003, May). Collaboration with technology: How and why it works. International Reading Association Annual Conference, Orlando, FL.

Thurlow, R. & Antifaiff, G. (May, 2002) Working smarter or working harder: Technology in the content classroom: International Reading Association Annual Conference, San Francisco, CA.

Farnsworth, J., Strong, M., & Thurlow, R. (May, 2001) Making classroom connections: Technology, communication, and literacy: International Reading Association Annual Conference, New Orleans, LA.

Madigosky, S., Thurlow, R., Gatz, F., & Bucar, P. (April 2001) Rural Amazonian Teachers - Critical to the Rain Forest: National Science Teacher's Association, St. Louis, MO.

Strong, M., Lamb, S., & Thurlow, R. (October, 2000) Philosophical Dilemmas in Undergraduate and Graduate Literacy Programs: College Reading Association, St. Petersburg, FL.

Thurlow, R. (May, 2000) First things first: Using technology to learn about technology: International Reading Association Annual Conference, Indianapolis, IN.

Strong, M., Farnsworth, J., & Thurlow, R. (May, 2000) Making classroom connections: Technology, communication, and literacy: International Reading Association Annual Conference, Indianapolis, IN.

Wepner, S. B., Thurlow, R., & Valmont, W. J. (1999, June). Webbing in and out of electronic books: National Educational Computing Conference: Atlantic City, NJ.

Thurlow, R. (1999, May). Your Attention Please! Technology's Impact on Young Readers. International Reading Association Annual Conference: San Diego, CA.

Wepner, S. B., & Thurlow, R. (1999, January). Screening for electronic learning. Manhattan Reading Council, Parents and Reading Conference: New York, NY.

Thurlow, R. (1998, October). A new day in the life of the high-tech ethnographer? Possible futures for qualitative evaluations. American Evaluation Association Annual Conference: Chicago, IL.

Thurlow, R. (1998, May). Cognitive influences of technology on reading comprehension. International Reading Association Annual Conference: Orlando, FL.

Brogan, B. R., Thurlow, R., & Ebert, S. A. (1997, February). A parent-driven, research-based model for school improvement. Eastern Educational Research Association Annual Meeting: Hilton Head, SC.

van den Broek, P., Risdien, K., Fletcher, R., & Thurlow, R. (1994, January) How little pieces make a big picture: Fluctuating patterns of activation and stable memory representations. Annual Winter Text Conference: Jackson, WY.

van den Broek, P., & Thurlow, R. (1990, November). Reinstatements and elaborative inferences during the reading of narratives. Psychonomic Society Annual Meeting: Atlanta, GA.

van den Broek, P., Lorch, R. W., Fletcher, C. R., Thurlow, R., & Husebye, E. A. (1990, June). Establishing coherence during reading: A process model of inference generation. Cognitive Science Society Annual Meeting: Boston, MA.

van den Broek, P., Trabasso, T., & Thurlow, R. (1990, April). The effects of story structure on children's and adults' ability to summarize stories. American Educational Research Association Annual Conference: Chicago, IL.

van den Broek, P., Lorch, R. W., Fletcher, C. R., Thurlow, R., & Husebye, E. A. (1990, January). Building Coherence: inferential processes during reading. Winter Text Conference: Jackson, WY.

van den Broek, P., Lorch, E. P., & Thurlow, R. (1989, April). Effects of causal structure story-grammar categories and episodic level on children's and adults' memory for television stories. Society for Research in Child Development Biennial Conference: Seattle, WA.

Thurlow, R. (1988, April). Developing higher-order thinking using problem-oriented simulations. American Educational Research Association Annual Conference: New Orleans, LA.

Schneider, J., Maruyama, G., Stealey, D., Peterson, R., & Thurlow, R. (1988, July) Comparing need for uniqueness and individuation. American Psychological Association Annual Meeting: New York, NY.

### ***Unpublished Reports***

Thurlow, R. (2003). Evaluation report of the Scholars in Partnership with Schools : NSF funded project.

Miller E., & Thurlow R. (1997). The Valley Forge Partnership: Evaluation of a pilot partnership between Valley Forge Elementary School & Valley Forge National Historical Park. Evaluation for Tredyffrin/Easttown School District: Berwyn, PA

Brogan, B. R., Thurlow, R., & Ebert, S. A. (1997). Survey of Parental Attitudes. Report presented to Springfield School District School Board: Springfield, PA.

### ***Invited Presentations***

Thurlow, R. (2013, June) Child Development and the Brain. Featured speaker at the opening plenary session of the 2013 International Congress of the Society for Cognitive Rehabilitation.

Thurlow, R. (2005, May) Ten new technologies for the next fifty years of literacy. Featured Technology Speaker at the Annual Conference of the International Reading Association: San Antonio, TX

Thurlow, R. (2005, May) The future of technology and literacy. Keynote Address for the Pre-conference workshop of the Annual Conference of the International Reading Association: San Antonio, TX

Thurlow, R. (2004, December). Developing a school-wide behavior code. Albert Einstein Academy: Wilmington, DE

Thurlow, R. (2000, May). The Changing Focus from Teaching to Learning. Bridge Week Program for the Enhancement of Teaching and Learning: Widener University

Thurlow, R. (1998, May). Does learning theory fly in cyber space? Bridge Week Program for the Enhancement of Teaching and Learning: Widener University

Thurlow R. (1997, March). Children's and adults memories for television stories. Faculty Research Colloquium: School of Human Service Professions, Widener University.

### ***Media Interview***

Radio Times with Marty Moss-Coane (August 27<sup>th</sup>, 1998) Teaching teachers: WHYY Radio, Philadelphia

## **GRANTS AND HONORS**

### ***Grants***

2014	Faculty Development Option Grant, Widener University
2013	Faculty Development Option Grant, Widener University
2006	Living History, Valley Forge Interp. Assoc. \$50,000
2004	Living History, Valley Forge Interp. Assoc. \$15,000
2002	Technology & Literacy Initiative, Raymond Foundation \$32,000

2000	Faculty Development Option Grant, Widener University
1999	Faculty Development Option Grant, Widener University
1998	Faculty Development Option Grant, Widener University

### ***Academic Honors***

Kappa Delta Pi, International Honor Society in Education  
 Phi Delta Kappa International, Education Honorary Fraternity  
 Alpha Upsilon Alpha, Honorary Society of the International Reading Association

## **PROFESSIONAL RESPONSIBILITIES**

### ***Widener University***

#### Graduate Courses Taught

Instructional Psychology  
 Applications of Educational Research  
 Educational Statistics  
 Advanced Educational Research  
 Educational Measurement  
 Adolescent Psychology  
 Seminar in the Psychology of Language  
 Comprehension: Theories and Practice  
 Reading Research; Past, Present and Future  
 Teaching Reading in the Content Class  
 The Brain and It's Development  
 Developmental Psycholinguistics  
 Ethnographic Study of Language

#### Undergraduate Courses Taught

Language Development in Early Childhood Education  
 Language Development: Birth to Age Six  
 Educational Psychology

### ***Penn State Great Valley***

#### Graduate Courses Taught

Psychology of Reading

### ***Oversight Board***

National Advisory Board: Girls at the Center - A National Science Foundation-funded partnership between The Girl Scouts of America, The Franklin Institute, and four regional science centers intended to build girls into confident, enthusiastic learners of science, and to provide their adult partners with skills to encourage the girls to explore science and related careers.

### ***Journal and Conference Reviews***

*Reading and Writing: An International Journal*

*Reading and Writing Quarterly*

*Cognition and Instruction*

AERA Annual Conference: Division C

IRA Presidential Award for Technology

IRA Annual Conference Technology Strand

IRA Annual Conference Program Committee – 2001, 2002, 2003, 2005

***Professional Book Reviews (for publishers)***

Sage Publications – proposal for book on Intellectual Assessment

Sage Publications – new text on Language Development

Cengage Learning – new edition of *Behavior Analysis for Lasting Change*

***Research Collaborations***

Garfield Park Academy – Grant application submitted June, 2009 - U. S. Department of Education

Institute of Educational Sciences: National Center for Special Education. *A reading*

*comprehension program for adolescents with Emotional/Behavioral Disorders: The dialogic scaffolding model.* Amount sought: \$1,300,000

Friends of Valley Forge - *Living History* as an Instructional Model

Chester-Upland School District / Ridley School District – LEGO Robotics Teams -Collaborating with Technology