

## Curriculum Vitae

Keith W. Thiede

Boise State University  
 Curriculum, Instruction, and Foundational Studies  
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**EDUCATION**

- Ph.D. 1994      University of Washington  
 Major: Educational Psychology: Statistics, Measurement, & Research Design  
 Dissertation: *The effects of anticipating test format and levels of test difficulty on subsequent test performance*
- M.S.E. 1988      University of Wisconsin--River Falls  
 Major: Supervision & Instructional Leadership  
 Thesis: *The development of a model supervisory evaluation tool and program of supervision for secondary teachers of mathematics*
- B.S. 1987      University of Wisconsin--River Falls  
 Major: Mathematics Education

**PROFESSIONAL EXPERIENCE**

- 8/09 – present      Professor, Department of Curriculum, Instruction, and Foundation Studies, Boise State University
- 8/07 – 7/09      Associate Professor, Department of Curriculum, Instruction, and Foundation Studies, Boise State University
- 8/07 – 7/08      Chair, Department of Curriculum, Instruction, and Foundation Studies, Boise State University
- 8/06 – 7/07      Assistant Professor, Department of Curriculum, Instruction, and Foundation Studies, Boise State University
- 8/00 – 7/06      Chair, Educational Psychology, University of Illinois at Chicago
- 8/00 – 7/06      Associate Professor, Educational Psychology, University of Illinois at Chicago
- 8/94 – 7/00      Assistant Professor, Educational Psychology, University of Illinois at Chicago

6/93 - 6/94	Instructor, Educational Psychology, University of Washington
9/93 - 6/94	Research Assistant, Seattle 500--Fetal Alcohol Exposure Study Department of Psychiatry and Behavioral Sciences, University of Washington
9/93 - 12/93	Teaching Assistant, Educational Assessment, University of Washington
9/92 - 6/93	Research Assistant, Research on Writing Department of Educational Psychology, University of Washington
9/89 - 9/92	Research Assistant, Department of Medical Education, University of Washington
8/88 - 7/89	Mathematics Teacher, grades 10 - 12, Hudson High School, Hudson, WI Algebra, trigonometry, applied mathematics
6/87 - 8/88	Graduate Assistant, College of Education, University of Wisconsin—River Falls Supervisor: Dr. James Stewart
3/87 - 6/87	Teaching Internship, grades 9 - 12, Woodbury High School, Woodbury, MN Algebra, precalculus

### **AWARDS**

1999	Award for Excellence in Teaching--Teaching Recognition Program, University of Illinois at Chicago
1997	Teaching Recognition Award--Council for Excellence in Teaching and Learning, University of Illinois at Chicago

### **FUNDED RESEARCH GRANTS**

2007 to 2011	U.S. Department of Education, Institute of Education Sciences (CASL) \$1,837,208 PI, Improving Metacomprehension and Self-Regulated Learning from Scientific Texts
2003 to 2006	U.S. Department of Education, Institute of Education Sciences (CASL) \$780,956 PI, Improving Monitoring Accuracy Improves Learning from Text
1998 to 2000	James S. McDonnell Foundation \$39,411 PI, Metacognitive Monitoring and Self-regulation of Study in Reading

### **PUBLICATIONS**

- Redford, J. S., Thiede, K. W., Wiley, J., & Griffin, T. D. (in press). Concept mapping improves metacomprehension accuracy among 7th graders. *Learning and Instruction*.
- Redford, J. S., Green, S., Geer, M., Humphrey, M., & Thiede, K. (in press). Exploring metacognitive accuracy in visual search. *Memory & Cognition*.
- Dunlosky, J., & Thiede, K. W. (in press). Metamemory. In D. Reisberg (Ed.) Oxford Library of Psychology, Oxford University Press.
- Thiede, K. W. & Dunlosky, J. (in press). Metacognition and Education. In H. Pashler (Ed.) *Encyclopedia of the Mind*. Thousand Oaks, CA: Sage.
- de Bruin, A., Thiede, K. W., Camp, G., & Redford, J.R. (2011). Generating keywords improves metacomprehension and self-regulation in elementary and middle school children. *Journal of Experimental Child Psychology*, 109, 294-310.
- Thiede, K.W., Griffin, T., Wiley, J. (2011). Test expectancy affects metacomprehension accuracy, *British Journal of Educational Psychology*, 81, 264-273.
- Dunlosky, J., Ariel, R., & Thiede, K. W. (2011). Agenda-based regulation of study-time allocation. In P. Higham (Ed.) *Constructions of Remembering and Metacognition*. (pp. 182-198). Hampshire, England: Palgrave Macmillan.
- Thiede, K. W., Griffin, T. D., Wiley, J., & Anderson, M.C.M. (2010). Poor metacomprehension accuracy as a result of inappropriate cue use. *Discourse Processes*, 47, 331–362.
- Thiede, K. W., Griffin, T. D., Wiley, J., & Redford, J.S. (2009). Metacognitive Monitoring During and After Reading. In D.J. Hacker, J. Dunlosky, & A.C. Graesser, (Eds.) *Handbook of Metacognition and Self-Regulated Learning* (pp. 85-106). Mahwah, NJ: Erlbaum.
- Anderson, M.C.M. & Thiede, K.W. (2008). Why Do Delayed Summaries Improve Metacomprehension Accuracy? *Acta Psychologica*. 128, 110-118.
- Griffin, T. D., Wiley, J., & Thiede, K. W. (2008). Individual Differences, Rereading, and Self-Explanation: Concurrent Processing and Cue Validity as Constraints on Metacomprehension Accuracy. *Memory & Cognition*, 36, 93-103.
- Plonczynski, D.J., Wilbur, J., Larson, J.L. & Thiede, K. (2008). Lifestyle physical activity of older rural women, *Research in Nursing and Health*, 31, 23-34,
- Thiede, K. W., Dunlosky, J., Griffin, T. D., & Wiley, J. (2005) Understanding the delayed keyword effect on metacomprehension accuracy. *Journal of Experiment Psychology: Learning, Memory & Cognition*, 31, 1267-1280
- Wiley, J., Griffin, T. & Thiede, K.W. (2005). Putting the Comprehension in Metacomprehension. *Journal of General Psychology*, 132, 408-428.
- Dunlosky, J., Hertzog, C., Kennedy, M., & Thiede, K. (2005). The self-monitoring approach for effective learning. *Cognitive Technology*, 10, 4-11.

- Dunlosky, J. & Thiede, K. W. (2004). Causes and constraints of the shift-to-easier-materials effect in the control of study. *Memory & Cognition*, 32, 779-788.
- Thiede, K. W. & Anderson, M. C. M. (2003). Summarizing can improve metacomprehension accuracy. *Contemporary Educational Psychology*, 28, 129-160.
- Thiede, K. W., Anderson, M. C. M., & Theriault, D. (2003). Accuracy of metacognitive monitoring affects learning of texts. *Journal of Educational Psychology*, 95, 66-73.
- Thiede, K. W. (2003). *Learning to Learn and Metacognition*. (pp. 1470-1472). In J.W. Guthrie (Ed.), *Encyclopedia of Education*, Second Edition. New York: Macmillan Reference.
- Kahne, J., Nagaoka, J., Brown, A., O'Brien, J., Quinn, T., & Thiede, K. (2001). Assessing after-school programs as contexts for youth development. *Youth & Society*, 32, 421-446.
- Kahne, J., Rodriguez, M., Smith, B., & Thiede, K. (2000). Developing citizens for democracy? Social studies instruction in Chicago. *Theory and Research in Social Education*, 28, 311-338.
- O'Neill, T., Lunz, M., & Thiede, K. W. (2000). The impact of receiving the same items on consecutive computer adaptive test administrations. *Journal of Applied Measurement*, 1, 131-151.
- Rawson, K., & Dunlosky, J., & Thiede, K. W. (2000). The rereading effect: Metacomprehension accuracy improves across reading trials. *Memory & Cognition*, 28, 1004-1010.
- Thiede, K.W. (1999). The importance of accurate monitoring and effective self-regulation during multitrial learning. *Psychonomic Bulletin & Review*, 6, 662-667.
- Thiede, K. W., & Dunlosky, J. (1999). Toward a general model of self-regulated study: An analysis of selection of items for study and self-paced study time. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 25, 1024-1037.
- Talbott, E., & Thiede, K. W. (1999). Pathways to antisocial behavior among adolescent girls. *Journal of Emotional and Behavioral Disorders*, 7, 31-39.
- Dunlosky, J., & Thiede, K. W. (1998). What makes people study more? An evaluation of factors that affect self-paced study. *Acta Psychologica*, 98, 37-56.
- Carmichael Olson, H., Streissguth, A. P., Sampson, P. D., Barr, H. A., Bookstein, F. L., Thiede, K. W. (1997). Association of prenatal alcohol exposure with behavioral and learning problems in early adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 36, 1187-1194.
- Sampson, P. D., Kerr, B., Streissguth, A. P., Carmichael Olson, H., Bookstein, F. L., Hunt, E., Barr, H. A., Thiede, K. W. (1997). The effects of prenatal alcohol exposure on adolescent cognitive processing: A speed-accuracy tradeoff. *Intelligence*, 24, 329-353.
- Thiede, K. W. (1996). The relative importance of anticipated test format and anticipated test difficulty on performance. *Quarterly Journal of Experimental Psychology*, 49A, 901-918.

- Thiede, K.W. & Dunlosky, J. (1994). Delaying students' metacognitive monitoring improves their accuracy in predicting the recognition performance. *Journal of Educational Psychology*, 86, 290-302.
- Hancock, G.R., Thiede, K.W., Sax, G., & Michael, W.B. (1993). Reliability of comparably written two-option multiple-choice and true-false test items. *Educational and Psychological Measurement*, 53, 651-660.
- Neville, B. & Thiede, K.W. (1993). *Federation of International Volleyball Coaching Course Examination*. Distributed by the FIVB.
- Carline, J.D., Paauw, D.S., Thiede, K.W., & Ramsey, P.G. (1992). Factors affecting the reliability of ratings of students' clinical skills in a medicine clerkship. *Journal of General Internal Medicine*, 7, 506-510.

### INVITED COLLOQUIA

- Thiede, K. W. (2011). Improving comprehension by improving monitoring Accuracy. Paper presented at Rochester Institute of Technology.
- Thiede, K. W. (2008). *Does test expectancy affects the accuracy of metacognitive monitoring?* Paper presented at Kent State University.
- Thiede, K. W. (2005). *The relationship between monitoring accuracy and learning*. Paper presented at the Metacognitive Strategies Workshop, Rotterdam, The Netherlands.
- Thiede, K. W. (2005). *Improving metacomprehension accuracy*. Paper presented at the Metacognitive Strategies Workshop, Rotterdam, The Netherlands.
- Thiede, K. W. (1999). *Does metacognitive monitoring affect learning?* Paper presented at the annual meeting of the Southeastern Psychology Association, Savannah, Georgia.

### CONFERENCE PRESENTATIONS

- Thiede, K.W., Redford, J.S., Wiley, J., & Griffin, T.D. (2011). Does curriculum influence comprehension monitoring? Paper presented at the European Association for Research on Learning and Instruction, Exeter, England.
- Wiley, J., & Griffin, T.D., Thiede, K.W., & Redford, J.S., (2010). Interventions that improve metacomprehension accuracy. Poster presented at the Annual Meeting of the Institute of Education Sciences Research Conference, Washington, DC.
- Thiede, K.W., Redford, J.S., Wiley, J., & Griffin, T.D. (2009). Improving Comprehension by Improving Monitoring Accuracy. Paper presented at the Annual Meeting of the Association for Psychological Science, San Francisco, CA.

- Thiede, K.W., Redford, J.S., Wiley, J., & Griffin, T.D. (2009). Exploring metacomprehension accuracy and regulation in 7<sup>th</sup> graders. Poster presented at the Annual Meeting of the Institute of Education Sciences Research Conference, Washington, DC.
- Thiede, K.W., Petlichkoff, L., Redford, J.S. , & Jones, L. (2008). Monitoring performance of process and product skills in golf. Poster presented at the 2008 Annual Meeting of the Psychonomic Society, Chicago, IL.
- Thiede, K.W., Wiley, J., & Griffin, T.D. (2008). *Shifting students from memory to comprehension-based cues for better learning from texts*. Poster presented at the Annual Meeting of the Institute of Education Sciences Research Conference, Washington, DC.
- Wiley, J., Griffin, T. D., & Thiede, K. W. (2008). To understand your understanding, one must understand what understanding means. Paper presented at the Annual Meeting of the Cognitive Science Society, Washington, DC.
- Thiede, K.W., Wiley, J., & Griffin, T.D. (2007). *Does test expectancy affect metacomprehension accuracy*. Poster presented at the Annual Meeting of the Institute of Education Sciences Research Conference, Washington, DC.
- Griffin, T. D., Sanchez, C., Wiley, J. & Thiede, K. W. (2007). The impact of tasks and individual differences on learning from science texts. Paper presented at the Annual Meeting of the Society for Text and Discourse, Glasgow, Scotland.
- Thiede, K.W., Wiley, J., & Griffin, T.D. (2007). *Does test expectancy affect metacomprehension accuracy*. Poster presented at the 2007 Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Thiede, K.W., Wiley, J., & Griffin, T.D. (2007). *Test expectancy affects metacomprehension accuracy*. Poster presented at the Annual Meeting of the Institute of Education Sciences Research Conference, Washington, DC.
- Thiede K. W., Anderson, M., Griffin, T. D., & Wiley, J. (2007). Constructing concept maps improves the accuracy of comprehension monitoring. Paper presented at the 2007 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Wiley, J., Thiede K. W., & Griffin, T. D. (2007). What does it mean to learn from and understand science text? Paper presented at the 2007 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Griffin, T. D., Wiley, J., & Thiede, K.W. (2007). *Improving Metacomprehension through Instruction in Comprehension*. Paper presented at Winter Text Conference, Jackson Hole, WY.
- Thiede, K.W., Wiley, J., & Griffin, T.D. (2006). *Metacomprehension and Learning from Science Text*. Poster presented at the 2006 Institute of Education Sciences research Conference, Washington, DC.

- Anderson, M. & Thiede, K.W. (2006). *Why Does Summarizing Improve Monitoring Accuracy?* Paper presented at the 2006 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Griffin, T.D, Wiley, J., & Thiede, K. W. (2006). *Improving Metacomprehension: Paradigms and Performance.* Paper presented at the 2006 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Griffin, T.D, Wiley, J., & Thiede, K. W. (2005). *Methods for promoting and assessing readers' metacomprehension monitoring.* Poster presented at the 2005 Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Thiede, K. W. & Anderson, M. (2005). *Why delayed summarization improves metacomprehension accuracy.* Poster presented at the 2005 Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Griffin, T.D, Wiley, J., & Thiede, K. W. (2005). *Putting the "meta" in metacomprehension.* Paper presented at the Annual Meeting of the Society for Text and Discourse, Amsterdam, NL.
- Thiede, K.W., Wiley, J. & Griffin, T. D. (2005) *Improving Metacomprehension Accuracy.* Paper presented at the 2005 Annual Meeting of the American Educational Research Association, Montreal, CA.
- Thiede, K.W., Griffin, T. D., Wiley, J. & Dunlosky, J. (2004) *Improving Metacomprehension Accuracy: Delay is Critical.* Poster presented at the 2004 Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Anderson, M. C. M. & Thiede, K. W. (2004). *Student Insights into Comprehension Monitoring.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Thiede, K. W., Anderson, M., Griffin, T., & Wiley, J. (2004). *New attempts to improve monitoring accuracy.* Paper presented at the annual meeting of the Society of Text and Discourse, Chicago, IL.
- Thiede, K. W. & Dunlosky, J. (2003). *Planning and Self-Regulated Learning.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Thiede, K. W., Theriault, D., & Anderson, M. C. M. (2002). *Does the accuracy of comprehension monitoring and self-regulated affect reading comprehension?* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Thiede, K. W., Anderson, M. C. M., & Theriault, D., (2001). *Generating keywords improves metacomprehension accuracy and comprehension?* Paper presented at the annual meeting of the Psychonomic Society, Orlando, FL.
- Thiede, K. W., Theriault, D., & Anderson, M. C. M. (2001). *Does the accuracy of comprehension monitoring and self-regulated affect reading comprehension?* Paper

presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Thiede, K. W. (2000). *Generating keywords improves comprehension monitoring*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Dunlosky, J., Matvey, G., Lamb, C. A., & Thiede, K. W. (2000). *Does self-pacing study require resource capacity?* Paper presented at the annual meeting of the Psychonomic Society, New Orleans, LA..

Thiede, K. W. & Anderson, M. C. M. (2000). *Summarizing improves comprehension monitoring...Sometimes*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Thiede, K. W. (1999). *Rereading improves comprehension monitoring*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Thiede, K. W. & Anderson, M. C. M. (1999). *Summarizing improves comprehension monitoring*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Thiede, K. W. & Dunlosky, J. (1999). *The effects of planning on self-regulated learning*. Paper presented at the annual meeting of the Psychonomic Society, Dallas, Texas.

Dunlosky, J., Rawson, K. A., & Thiede, K.W. (1999). *The Rereading Effect: Improving Metacomprehension Accuracy by Reading Text Twice*. Paper presented at the annual meeting of the Society for Applied Research on Memory and Cognition, Boulder, CO.

Thiede, K. W. (1998). *A comparison of two procedures for evaluating the link between self-regulation and learning*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Kahne, J., Rodriguez, M., Smith, B. & Thiede, K. (1998). *The democratic purposes of schooling: Social studies instruction throughout Chicago*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

O'Neill, T., Lunz, M., & Thiede, K. (1998). *Item security and item exposure for computer adaptive testing*. Paper presented at the annual meeting of the National Committee of Measurement in Education, San Diego, CA.

Thiede, K. W., & Dunlosky, J. (1997). *The effects of restricting study on self-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hacker, D. J., Dunlosky, J., Plumb, C., & Thiede, K. W. (1997). *The effects of immediate versus delayed revision: Don't revise that essay just yet*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL



- Thiede, K. W., & Dunlosky, J. (1996). *Is goal setting a necessary part of metacognition?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Carmichael Olson, H., Streissguth, A. P., Sampson, P. D., Barr, H. A., Bookstein, F. L., Thiede, K. W. (1995). *Prenatal alcohol exposure and behavioral and learning problems in early adolescence.* Paper presented at the annual meeting of the International Neuropsychology Symposium, Seattle, WA.
- Sampson, P. D., Bookstein, F. L., Streissguth, A. P., Thiede, K. W., Carmichael Olson, H., Barr, H. A. (1995). *Detection of individual children with alcohol-related learning and behavioral problems at 14 years: Lifespan trajectories on multiple assessments.* Paper presented at the annual meeting of the International Neuropsychology Symposium, Seattle, WA.
- Streissguth, A. P., Sampson, P. D., Thiede, K. W., Carmichael Olson, H., Bookstein, F. L., Barr, H. A. (1995). *Latent variable calibration of the effects of prenatal alcohol exposure on adolescent neuropsychologic performance.* Paper presented at the annual meeting of the International Neuropsychology Symposium, Seattle, WA.
- Thiede, K.W. (1994). *How students' test performance and study time are affected by anticipating test format and levels of test difficulty.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Neville, B. & Thiede, K.W. (1993). *Reliability and validity of the Federation of International Volleyball coaching course examination procedure.* Paper presented at the annual meeting of the FIVB; Lausanne, Switzerland.
- Hancock, G.R., Thiede, K.W., & Sax, G. (1992). *Reliability of comparably written two-option multiple-choice and true-false test items.* Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
- Thiede, K.W. & Dunlosky, J. (1992). *The accuracy of immediate versus delayed predictions of eventual recognition tests and recall tests.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Thiede, K.W., Klockars, A.J., & Hancock, G.R. (1991). *Recall and recognition formats: A correlational analysis.* Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

## SERVICE

### Grant Application Review

2010 – 2012 Principal Member of the Basic Processes Standing Review Panel—U.S.  
Department of Education, Institute of Education Sciences

2010 Ad Hoc Grant Reviewer for Isreali Science Foundation

- 2006 – 2008    Principal Member of the Basic Processes Standing Review Panel—U.S.  
Department of Education, Institute of Education Sciences
- 2005            Member of the Reading Comprehension Panel—U.S. Department of Education,  
Institute of Education Sciences
- 2003 – 2005    Ad Hoc Grant Reviewer for the Social Sciences and Humanities Research Council  
of Canada

External Reviewer for Promotion and Tenure

- 2010    Christopher Was, Kent State University  
2009    Shana Carpenter, UC-Santa Barbara

Editorial Board Member

- 2003 – present    *Journal of Educational Psychology*  
2001 – present    *Contemporary Educational Psychology*

Ad hoc reviewer

*American Educational Research Journal*  
*British Journal of Educational Psychology*  
*Current Directions in Cognitive Psychology*  
*Cognitive Development*  
*Discourse Processes*  
*Educational Psychologist*  
*Journal of Experimental Child Psychology*  
*Journal of Experimental Psychology: Applied*  
*Journal of Experimental Psychology: General*  
*Journal of Experimental Psychology: Learning, Memory & Cognition*  
*Journal of Learning and Instruction*  
*Journal of Memory and Language*  
*Journal of Metacognition and Learning*  
*Memory*  
*Memory & Cognition*  
*Psychological Reports*  
*Social Psychology of Education*

Service to Organizations

- 2005            Co-chair, Division C, Section 6, Annual Conference of the American  
Educational Research Association
- 1998 – present    Ad hoc reviewer for Division C, Section 6 ; and Division C, Studying  
and Self-Regulation SIG