

Curriculum Vitae

Degrees:

Ph.D. - University of Wisconsin, Education, 1959

M.A. - University of Wisconsin, Comparative Literature, 1952

B.A. - University of Wisconsin, Comparative Literature, 1951

Employment history (1961 - date):

1996 - date Ontario Institute for Studies in Education of the University of Toronto,
Co-Director, Programs and Research, Education Commons

1967 - date Ontario Institute for Studies in Education, Professor

1961 - 1967 University of Illinois, Assistant Professor to Professor

Honors:

Phi Beta Kappa - 1951

Guggenheim Fellowship - 1968

Fellow, Center for Advanced Study in the Behavioral Sciences - 1973-74; 1992-93

George A. Miller Visiting Professorship, University of Illinois - 1986

National Academy of Education - elected 1987

Ontario Psychological Foundation Contribution to Knowledge Award - 1989

Alumni Achievement Award, School of Education, University of Wisconsin at Madison -
1991

Honorary Doctor of Laws degree, Queen's University – 1993

Career Achievement Award, Computer Supported Collaborative Learning – CSCL2005

Subject of a chapter in Palmer, J., & Cooper, D. (Ed.). (2001). *Fifty modern thinkers on
education*. London: Routledge.

Publications

a) -doctoral thesis:

Bereiter, C. (1959). *Verbal and ideational fluency in superior tenth grade students*.
University of Wisconsin, Madison.

b) -books or chapters in books:

Bereiter, C., & Freedman, M. B. (1962). Fields of study and the people in them. In R. N.
Sanford (Ed.), *The american college* (pp. 563-596). New York: John Wiley and
Sons.

Bereiter, C. (1963). Some persisting dilemmas in the measurement of change. In C. W.
Harris (Ed.), *Problems in measuring change* (pp. 3-20). Madison, WI: University
of Wisconsin Press.

Webster, H., & Bereiter, C. (1963). The reliability of changes measured by mental test
scores. In C. W. Harris (Ed.), *Problems in measuring change* (pp. 39-59).
Madison, WI: University of Wisconsin Press.

Bereiter, C. (1965). Academic instruction and preschool children. In National Council of
Teachers of English (Ed.), *Programs for the disadvantaged*. Champaign, IL:

- National Council of Teachers of English.
- Bereiter, C. (1965). Issues and dilemmas in developing training programs for educational researchers. In E. O. Guba (Ed.), *The training and nurturance of educational researchers* (pp. 95-110). Bloomington, IN: Phi Delta Kappa.
- Bereiter, C. (1966). An academically-oriented preschool for culturally deprived children. In F. M. Hechinger (Ed.), *Preschool education today*. Garden City, NJ: Doubleday and Co.
- Bereiter, C., & Engelmann, S. (1966). *Language learning activities for the disadvantaged child*. New York: Anti-defamation League of B'nai B'rith.
- **Bereiter, C., & Engelmann, S. (1966). *Teaching disadvantaged children in the preschool*. Englewood Cliffs, NJ: Prentice-Hall.
- Bereiter, C. (1967). Instructional planning in early compensatory education. In J. Helmuth (Ed.), *Disadvantaged child* (Vol. 1, pp. 339-347). Seattle, WA: Special Child Publications.
- Brison, D. W., & Bereiter, C. (1967). Acquisition of conservation of substance in normal, retarded and gifted children. In D. W. Brison & E. V. Sullivan (Eds.), *Recent research on the acquisition of conservation of substance* (Education Research Series No. 2, pp. 53-72). Toronto: Ontario Institute for Studies in Education.
- Bereiter, C. (1968). *Arithmetic and mathematics*. San Rafael, CA: Dimensions Publishing Co.
- Bereiter, C. (1968). Psychology and early education. In D. W. Brison & J. Hill (Eds.), *Psychology and early childhood education* (Monograph Series No. 4, pp. 61-78). Toronto: Ontario Institute for Studies in Education.
- Bereiter, C., & Engelmann, S. (1968). An academically oriented preschool for disadvantaged children: Results from the initial experimental group. In D. W. Brison & J. Hill (Eds.), *Psychology and early childhood education* (Monograph Series No. 4, pp. 17-36). Toronto: Ontario Institute for Studies in Education.
- Bereiter, C. (1968). A nonpsychological approach to early compensatory education. In M. Deutsch, I. Katz, & A. R. Jensen (Eds.), *Social class, race, and psychological development* (pp. 337-346). New York: Holt, Rinehart and Winston.
- Bereiter, C. (1969). A proposal to abolish education. In B. Crittenden (Ed.), *Means and ends in education* (Occasional Papers No. 2, pp. 62-70). Toronto: Ontario Institute for Studies in Education.
- Bereiter, C. (1970). Designing programs for classroom use. In F. F. Korten (Ed.), *Psychology and the problems of society* (pp. 204-207). Washington, DC: American Psychological Association.
- Bereiter, C. (1970). Genetics and educability. In J. Helmuth (Ed.), *The disadvantaged child* (Vol. 3, pp. 279-299). New York: Brunner Mazel.
- Bereiter, C. (1972). An academic preschool for disadvantaged children: Conclusions from evaluation. In J. C. Stanley (Ed.), *Preschool programs for the disadvantaged* (pp. 1-21). Baltimore: Johns Hopkins University Press.
- Bereiter, C. (1973). *Must we educate?* Englewood Cliffs, NJ: Prentice-Hall/Spectrum Books.
- Bereiter, C. (1974). Eliminating an inconsistency in Burket's time-distance model. In D. R. Green, (Ed.), *The aptitude-achievement distinction* (pp. 49-53). Monterey, CA: CTB/McGraw Hill.
- Bereiter, C. (1976). SMPY in social perspective. In D. P. Keating, (Ed.), *Intellectual talent: Research and development* (pp. 308-315). Baltimore, MD: Johns Hopkins

- University Press, 1976.
- Bereiter, C. (1980). Development in writing. In L. W. Gregg and E. R. Steinberg (Eds.), *Cognitive processes in writing* (pp. 73-93). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bereiter, C. (1980). IQ and elitism. In A. Himelfarb and C. J. Richardson (Eds.), *People, power and process* (pp. 269-280). Toronto: McGraw-Hill Ryerson, Ltd.
- Bereiter, C. (1980). The relevance of genetic ideas to education. In L. J. Th. van der Kamp, W. F. Langerak, & D. N. M. deGruijter (Eds.), *Psychometrics for educational debates* (pp. 73-82). New York: John Wiley & Sons.
- Scardamalia, M., Bereiter, C., & Fillion, B. (1981). *Writing for results: A sourcebook of consequential composing activities*. Toronto: OISE Press. (Also, La Salle, IL: Open Court Publishing Co., p. 167)
- Bereiter, C., & Scardamalia, M. (1982). From conversation to composition: The role of instruction in a developmental process. In R. Glaser (Ed.), *Advances in instructional psychology* (Vol. 2, pp. 1-64). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Woodruff, E., Scardamalia, M., & Bereiter C. (1982). Computers and the composing process: An examination of computer-writer interaction. In J. Lawlor (Ed.), *Computers in composition instruction* (pp. 30-45). Los Alamitos, CA: SWRL Educational Research and Development.
- Scardamalia, M., Bereiter, C., & Goelman, H. (1982). The role of production factors in writing ability. In M. Nystrand (Ed.), *What writers know: The language, process, and structure of written discourse* (pp. 173-210). New York: Academic Press.
- Bereiter, C., & Scardamalia, M. (1983). Does learning to write have to be so difficult? In A. Freedman, I. Pringle, & J. Yalden (Eds.), *Learning to write: First language, second language* (pp. 20-33). New York: Longman Inc.
- Bereiter, C., & Scardamalia, M. (1983). Levels of inquiry in writing research. In P. Mosenthal, L. Tamor, & S. A. Walmsley (Eds.), *Research on writing: Principles and methods* (pp. 3-25). New York: Longman Inc.
- Bereiter, C., & Scardamalia, M. (1983). Schooling and the growth of intentional cognition: Helping children take charge of their own minds. In Z. Lamm (Ed.), *New trends in education* (pp. 73-100). Tel-Aviv: Yachdev United Publishing Co.
- Burtis, P. J., Bereiter, C., Scardamalia, M., & Tetroe, J. (1983). The development of planning in writing. In G. Wells & B. M. Kroll (Eds.), *Explorations in the development of writing* (pp. 153-174). Chichester, England: John Wiley and Sons.
- Scardamalia, M., & Bereiter, C. (1983). Child as co-investigator: Helping children gain insight into their own mental processes. In S. Paris, G. Olson, & H. Stevenson (Eds.), *Learning and motivation in the classroom* (pp. 61-82). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Scardamalia, M., & Bereiter, C. (1983). The development of evaluative, diagnostic, and remedial capabilities in children's composing. In M. Martlew (Ed.), *The psychology of written language: Developmental and educational perspectives* (pp. 67-95). London: John Wiley and Sons.
- Scardamalia, M., & Bereiter, C. (1983). Can children plan? In R. Dowling & J. Porter (Eds.), *Understanding writing: Process, skill and product*. Columbus, OH: Department of Education.
- Bereiter, C., & Scardamalia, M. (1984). Information-processing demand of text composition. In H. Mandl, N. Stein, & T. Trabasso (Eds.), *Learning and*

- comprehension of text* (pp. 407-428). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Scardamalia, M., & Bereiter, C. (1984). Development of strategies in text processing. In H. Mandl, N. Stein, & T. Trabasso (Eds.), *Learning and comprehension of text* (pp. 379-406). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Woodruff, E., Scardamalia, M., & Bereiter, C. (1984). Computers and the composing process: An examination of computer-writer interaction. In R. Shostak (Ed.), *Computers in composition instruction* (pp. 33-44). Eugene, OR: International Council for Computers in Education.
- Bereiter, C. (1985). Children need more complete reading strategies. In J. Osborn, R. C. Anderson, & P. Wilson (Eds.), *Reading education: Foundations for a literate America* (pp. 311-317). Lexington, MA: D. C. Heath.
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- Scardamalia, M., & Bereiter, C. (1985). Fostering the development of self-regulation in children's knowledge processing. In S. F. Chipman, J. W. Segal, & R. Glaser (Eds.), *Thinking and learning skills: Vol. 2. Research and open questions* (pp. 563-577). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bereiter, C., & Scardamalia, M. (1986). Levels of inquiry into the nature of expertise in writing. In E. Z. Rothkopf (Ed.), *Review of research in education* (Vol. 13, pp. 259-282). Washington, DC: American Educational Research Association.
- Scardamalia, M., & Bereiter, C. (1986). Research on written composition. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 778-803). New York: Macmillan.
- Scardamalia, M., & Bereiter, C. (1986). Writing. In R. F. Dillon & R. J. Sternberg (Eds.), *Cognition and instruction* (pp. 59-81). Orlando, FL: Academic Press.
- Bereiter, C. (1987). Jensen and educational differences. In S. Modgil and C. Modgil (Eds.), *Arthur Jensen: Consensus and controversy* (pp. 329-337). New York: The Falmer Press.
- Bereiter, C., & Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Scardamalia, M., & Bereiter, C. (1987). Knowledge telling and knowledge transforming in written composition. In S. Rosenberg (Ed.), *Advances in applied psycholinguistics: Vol. 2. Reading, writing, and language learning* (pp. 142-175). Cambridge: Cambridge University Press.
- Bereiter, C. (1988). A cognitive adaptational interpretation of reading disability. In C. Hedley (Ed.), *Reading and the special learner* (pp. 21-34). Norwood, NJ: Ablex Publishing Corporation.
- Bereiter, C., & Scardamalia, M. (1989). Intentional learning as a goal of instruction. In L.

- B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 361-392). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Scardamalia, M., & Bereiter, C. (1989). Conceptions of teaching and approaches to core problems. In M. C. Reynolds (Ed.), *Knowledge base for the beginning teacher* (pp. 37-46). New York: Pergamon Press.
- Scardamalia, M., & Bereiter, C. (1990). Computer supported intentional learning environments. In B. Bowen (Ed.), *Design for learning: Research-based design of technology for learning* (pp. 5-14). Cupertino, CA: Apple Computer, Inc.
- Scardamalia, M., & Bereiter, C. (1991). Literate expertise. In K. A. Ericsson & J. Smith (Eds.), *Toward a general theory of expertise: Prospects and limits* (pp. 172-194). Cambridge: Cambridge University Press.
- Bryson, M., Bereiter, C., Scardamalia, M., & Joram, E. (1991). Going beyond the problem as given: Problem solving in expert and novice writers. In R. Sternberg & P. Frensch (Eds.), *Complex problem solving: Principles and mechanisms*. (pp. 61-84). Hillsdale, NJ: Erlbaum.
- Bowen, B., Bereiter, C., & Scardamalia, M. (1991). Computer Supported Intentional Learning Environments. In F. Y. Phillips (Ed.) *Thinkwork: Working, Learning, and Managing in a Computer-Interactive Society* (pp. 87-98). New York: Praeger.
- Bereiter, C., & Scardamalia, M. (1992). Cognition and Curriculum. In Philip W. Jackson (Ed.), *Handbook of research on curriculum* (pp. 517-542). New York, NY: Macmillan.
- Bereiter, C., & Scardamalia, M. (1992). Two models of classroom learning using a communal database. In S. Dijkstra (Ed.), *Instructional models in computer-based learning environments* (NATO-ASI Series F: Computer and systems sciences) (pp. 229-241). Berlin: Springer-Verlag.
- Scardamalia, M., & Bereiter, C. (1992). An architecture for collaborative knowledge-building. In E. De Corte, M. Linn, H. Mandl, & L. Verschaffel (Eds.), *Computer-based learning environments and problem solving* (NATO-ASI Series F.: Computer and Systems Sciences, Vol. 84, pp. 41-66). Berlin: Springer-Verlag.
- Bereiter, C., & Scardamalia, M. (1993). Composing and writing. In Roger Beard (Ed.), *Teaching literacy: Balancing perspectives* (pp. 155-175). London: Hodder & Stoughton.
- Bereiter, C., & Scardamalia, M. (1993). Enfoques de primero, segundo y tercer orden para mejorar las estrategias cognitivas de aprendizaje de la escritura. In J. A. Beltrán, V. Bermejo, M. D. Prieto & D. Vence (Eds.), *Intervención psicopedagógica* (pp. 51-87). Madrid: Ediciones Pirámide.
- Bereiter, C., & Scardamalia, M. (1993). *Surpassing ourselves: An inquiry into the nature and implications of expertise*. Chicago: Open Court.
- Scardamalia, M., Bereiter, C., & Lamon, M. (1994). The CSILE Project: Trying to bring the classroom into world 3. In Kate McGilly (Ed.), *Classroom lessons: Integrating cognitive theory and classroom practice* (pp. 201-228). Cambridge, MA: MIT Press.
- Bereiter, C. (1995). A dispositional view of transfer. In A. McKeough, J. L. Lupart, & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 21-34). Hillsdale, NJ: Erlbaum.
- Bereiter, C. (1995). Jensen and educational differences. In Russell Jacoby & Naomi

- Glaubergerman (Eds.), *The Bell curve debate: History, documents, opinions* (pp 640-652). New York, NY: Randon House, Inc.
- Ng, E., & Bereiter, C. (1995). Three levels of goal orientation in learning. In A. Ram and D. B. Leake (Eds.), *Goal-driven learning* (pp 355-381). Cambridge, MA: The MIT Press.
- Bereiter, C., & Scardamalia, M. (1996). Rethinking learning. In D.R. Olson & N. Torrance (Eds.), *Handbook of education and human development: New models of learning, teaching and schooling* (pp. 485-513). Cambridge, MA: Basil Blackwell.
- Scardamalia, M., & Bereiter, C. (1996). Adaptation and understanding: A case for new cultures of schooling. In S. Vosniadou, E. de Corte, R. Glaser, and H. Mandl (Eds), *International perspectives on the psychological foundations of technology-based learning environments* (pp 149-163). Mahwah, NJ: LEA.
- Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann (Ed.) *CSCL: Theory and practice of an emerging paradigm* (249-268). Mahwah, NJ:Lawrence Erlbaum Associates.
- Scardamalia, M., Bereiter, C., Hewitt, J., & Webb, J. (1996). Constructive learning from texts in biology. In K.M Fischer, & M. Kirby (Eds.), *Relations and biology learning: The acquisition and use of knowledge structures in biology* (pp. 44-64). Berlin: Springer-Verlag.
- Bereiter, C. (1997). Situated cognition and how to overcome it. In D. Kirshner & J. A. Whitson (Eds.), *Situated cognition: Social, semiotic, and psychological perspectives* (pp. 281-300). Hillsdale, NJ: Erlbaum.
- Bereiter, C., & Scardamalia, M. (1998). Beyond Bloom's taxonomy: Rethinking knowledge for the knowledge age. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *International handbook of educational change* (pp. 675-692). Dordrecht: Kluwer.
- Bereiter, C. (1999). In search of high impact. In L. Harasim (Ed.), *Wisdom & wizardry: Celebrating the pioneers of online education* (pp. 8-9). Vancouver, BC: Telelearning, Inc.
- Scardamalia, M., & Bereiter, C. (1999). Schools as knowledge building organizations. In D. Keating & C. Hertzman (Eds.), *Today's children, tomorrow's society: The developmental health and wealth of nations* (pp. 274-289). New York: Guilford.
- Bereiter, C., & Scardamalia, M. (2000). Process and product in Problem-Based Learning (PBL) research. In D. H. Evensen, and C.E. Hmelo (Eds.), *Problem-Based Learning, A research perspective on learning interactions* (pp.185-195). Mahwah, NJ: Lawrence Erlbaum Associates.
- Bereiter, C. (2002). Artifacts, canons, and the progress of pedagogy: A response to contributors. In B. Smith (Eds.), *Liberal education in a knowledge society* (pp. 223-244). Chicago: Open Court.
- Bereiter, C. (2002). *Education and mind in the knowledge age*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bereiter, C. (2002). Liberal education in a knowledge society. In B. Smith (Ed.), *Liberal education in a knowledge society* (pp. 11-33). Chicago: Open Court.
- Bereiter, C. (2002). Emergent versus presentational hypertext. In R. Bromme & E. Stahl (Eds.), *Writing hypertext and learning: Conceptual and empirical approaches*. (pp. 73-78). Oxford, UK: Elsevier Science.
- Bereiter, C. & Scardamalia, M. (2002). Schooling and the growth of intentional

- cognition: Helping children take charge of their own minds. In B. Smith (Ed.) *Liberal education in a knowledge society* (pp. 245-277). Chicago: Open Court.
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- Bereiter, C., & Scardamalia, M. (2003). Learning to work creatively with knowledge. In E. De Corte, L. Verschaffel, N. Entwistle, & J. van Merriënboer (Eds.), *Powerful learning environments. Unraveling basic components and dimensions* (pp. 55-68). (Advances in Learning and Instruction Series). Oxford, UK: Elsevier Science.
- Bereiter, C. (2003). Automated essay scoring's coming-of-age. In M. D. Shermis & J. Burstein (Eds.), *Automated essay scoring: A cross-disciplinary approach*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bereiter, C., & Scardamalia, M. (2005). Technology and literacies: From print literacy to dialogic literacy. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood, & D. Livingstone (Eds.), *International handbook of educational policy* (pp. 749-761). Dordrecht, Netherlands: Springer.
- Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp. 97-118). New York: Cambridge University Press.
- Bereiter, C., & Scardamalia, M. (2006). Education for the knowledge age: Design-centered models of teaching and instruction. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 695-713). Mahwah, NJ: Lawrence Erlbaum Associates.
- Scardamalia, M., & Bereiter, C. (2007). Fostering communities of learners and knowledge building: An interrupted dialogue. In J. C. Campione, K. E. Metz, & A. S. Palincsar (Eds.), *Children's learning in the laboratory and in the classroom: Essays in honor of Ann Brown*. Mahwah, NJ: Erlbaum.
- Bereiter, C., & Scardamalia, M. (2008). Toward research-based innovation. In Centre for Educational Research and Innovation (Ed.), *Innovating to learn, learning to innovate* (pp. 67-91). Paris: OECD Publishing.

c) -papers in refereed journals:

- Bereiter, C., & Harris, C. W. (1959). Individual differences. *Annual Review of Psychology*, 10, 89-108.
- Bereiter, C. (1960). Verbal and ideational fluency in superior tenth-grade students. *Journal of Educational Psychology*, 51, 337-345.
- Bereiter, C. (1961). Fluency abilities in preschool children. *Journal of Genetic Psychology*, 98, 47-48.
- Bereiter, C. (1962). Using tests to measure change. *Personnel and Guidance Journal*, 41, 6-11.
- Bereiter, C. (1962-63). Notes on the training of educational researchers. *APA Division 15 Newsletter*, 8.
- Bereiter, C. (1963). Liberalism versus attitude sophistication in college women. *Journal of Social Psychology*, 3, 121-127.
- Freedman, M. B., & Bereiter, C. (1963). A longitudinal study of personality development in college alumnae. *Merrill-Palmer Quarterly of Behavior and Development*, 9(4), 295-302.
- Bereiter, C. (1964). How many units of measurement be safely ignored? *Journal of*

- Educational Measurement*, 1, 19-22.
- Bereiter, C., & Engelmann, S. (1966). Observations on the use of direct instruction with young disadvantaged children. *Journal of School Psychology*, 4(3), 55-62.
- Bereiter, C. (1967). Instruction of three- and four-year-old children. *Child Study*. Toronto: 29(3-4), 3-11.
- Bereiter, C., Case, R., & Anderson, V. (1968). Steps toward full intellectual functioning. *Journal of Research and Development in Education*, 1(3), 70-79.
- Bereiter, C., & Engelmann, S. (1968). Teaching disadvantaged children the language of instruction. *Canadian Education and Research Digest*, 8(1), 1968, 68-72.
- Bereiter, C. (1969). The future of individual differences. *Harvard Educational Review*, 39, 310-318.
- Bereiter, C. (1970). Educational implications of Kohlberg's cognitive-developmental view. *Interchange*, 1(1), 25-32.
- Bereiter, C. (1970). A last word: The soul builds its mansions by nailing boards together. *Interchange*, 1(1), 49-51.
- Bereiter, C. (1971). Education and the pursuit of reality. *Interchange*, 2(1), 44-50.
- Bereiter, C. (1972). Moral alternatives to education. *Interchange*, 3(1), 25-41.
- Bereiter, C. (1972). The relation of social class and educational aptitude. *Canadian Psychologist*, 13(4), 329-340.
- Bereiter, C. (1972). Schools without education. *Harvard Educational Review*, 42(3), 390-413.
- Bereiter, C. (1973). Elementary school: Necessity or convenience? *Elementary School Journal*, 73, 435-446. (Reprinted in E. W. Eisner and E. V. Valance, Eds., *Conflicting conceptions of curriculum*. Berkeley, CA: McCutchan Publishing Corporation, 1974.)
- Bereiter, C. (1976-77). IQ and elitism. *Interchange*, 7(3), 36-44.
- Bereiter, C., & Scardamalia, M. (1977). The limits of natural development. *The Researcher*, December. (Commissioned paper prepared for the Northeastern Educational Research Association.) (Also in *Resources in Education*, 1978).
- Bereiter, C. (1978). An error of interpretation in Cloutier and Goldschmid's "Individual differences in the development of formal reasoning". *Child Development*, 49, 251-252.
- Bereiter, C., Hidi, S., & Dimitroff, G. (1979). Qualitative changes in verbal reasoning during middle and late childhood. *Child Development*, 50, 142-151.
- Bereiter, C., & Scardamalia, M. (1979). Pascual-Leone's M construct as a link between cognitive-developmental and psychometric concepts of intelligence. *Intelligence*, 3, 41-63.
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- Bereiter, C., & Kurland, M. (1981). A constructive look at Follow Through results. *Interchange*, 12(1), 1-22.
- Bereiter, C., & Kurland, M. (1981). Response to House. *Interchange*, 12(1), 27-30.
- Woodruff, E., Bereiter, C., & Scardamalia, M. (1981). On the road to computer assisted compositions. *Journal of Educational Technology Systems*, 10(2), 133-148.
- Bereiter, C. (1982). Structures, doctrines, and polemical ghosts. *Educational Researcher*, 11(5), pp. 22-25, 27.
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- Educational Psychologist*, 17(3), 165-171.
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- Bereiter, C., & Scardamalia, M. (1984). Learning about writing from reading. *Written Communication*, 1(2), 163-188.
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- Bereiter, C. (1985). Toward a solution of the learning paradox. *Review of Educational Research*, 55, 201-226.
- Bereiter, C., & Bird, M. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. *Cognition and Instruction*, 2(2), 131-156.
- Bereiter, C., & Scardamalia, M. (1985). Wissen-Wiedergeben als ein Modell für das Schreiben von Instruktionen durch ungeübte Schreiber [Knowledge telling as a model for beginning writers to write instructions]. *Unterrichts Wissenschaft*, 4, 301-318.
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- Bereiter, C. (1986). Does direct instruction cause delinquency? *Early Childhood Research Quarterly*, 1, 289-292.
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