

## VITA

James M. Royer

### **Personal:**

Born December 22, 1941 in Pocatello, Idaho.

### **Education:**

B.A. (Psychology), Chico State University, Chico, California, 1967.

M.A. (Educational Psychology), University of Illinois, Urbana, Illinois, 1969.

Ph.D. (Educational Psychology), University of Illinois, Urbana, Illinois, 1970.

### **Organizations:**

American Psychological Association (Fellow, Division 15 and Division 3)

American Educational Research Association

Phi Delta Kappa

American Association for the Advancement of Science

International Reading Association

Society for the Scientific Study of Reading

### **Employment:**

1960-1963	United States Air Force
1964-1967	Undergraduate Research Assistant, Chico State University
1967-1969	National Defense Education Act (NDEA) Title IV Fellow
1969-1970	Teaching Assistant, Department of Educational Psychology, University of Illinois
1970-1976	Assistant Professor, Department of Psychology, University of Massachusetts. Cross appointment in School of Education since 1973
1976-1982	Associate Professor of Psychology and Education, University of Massachusetts. Area Head, Educational Psychology Area, Department of Psychology
1977-1978	Visiting Research Professor, Center for the Study of Reading, University of Illinois
1979-1982	Associate Chair, Department of Psychology, University of Massachusetts
1981-1982	Distinguished Visiting Professor, Department of Educational Psychology, Arizona State University, Fall Semester
1982-2006	Professor, Department of Psychology, University of Massachusetts
1983	Interim Chair, Department of Psychology, University of Massachusetts
1985-2006	Director, Laboratory for the Assessment and Training of Academic Skills, Department of Psychology, University of Massachusetts
1985-1987	Division Head, Cognitive, Developmental and Educational Psychology, University of Massachusetts
1993-2000	Associate Chair, Department of Psychology, University of Massachusetts
1998-1999	Visiting Research Professor, University of New England, Armidale, NSW,

2006-2012	Australia Research Professor, Department of Psychology, University of Massachusetts
2013-present	Professor Emeritus, University of Massachusetts

**Additional Employment:**

1970-1977	Conducted annual evaluation of a remedial reading program conducted by Greenfield Public School System (Greenfield, MA) under ESEA Title 1.
1972-1973	Consultant to Stanford Research Institute on the evaluation of Project Follow Through.
1973-1974	Consultant to Stanford Research Institute on ESEA Title 1 study.
1973-1974	Assistant Professor, Brooklyn Career Opportunity Program.
1974-1975	Conducted evaluation of Project Careers, a program conducted jointly by School of Engineering, University of Massachusetts, and Forest Park Junior High School, Springfield, MA.
1975	Conducted impact study of instituting a curriculum consultant position at Converse Street School, Longmeadow, MA.
1975-1976	Provided technical assistance to General Electric Corporation, Pittsfield, Massachusetts, on project comparing training under computer-based instruction with conventional instruction.
1976	Developed evaluation design for a residential program for emotionally disturbed youth conducted by Capitol Region Educational Council, Bloomfield, Connecticut.
1977	Consultant to General Electric Corporation, Pittsfield, Massachusetts, on a project comparing testing via computer with more conventional testing procedures.
1983	Consultant to the United States Air Force with regard to the establishment of a laboratory in human learning.
1983	Consultant to the Center for International Education, University of Massachusetts, on a project evaluating the effectiveness of electronic learning aids in underdeveloped nations.
1987-1988	Consultant to U.S. Agency for International Development and Institute for International Research on the Agency for International Development's Learning Technologies project.
1987	Consultant to National Evaluation Systems on the development of a reading test to be used in a basal reading series.
1989	Project Specialist, World Bank Chinese Provincial Universities Development Project. Delivered series of lectures and consulted on graduate and undergraduate programs at South China Normal University, Guangzhou, China.
1991	Evaluation Consultant to NIMH funded Alcohol and Drug Abuse Program, Springfield, Massachusetts.
1991	Consultant to Naval Personnel Research and Development Center, San Diego, California on the development of assessment procedures that measure higher order cognitive skills.
1993	Consultant to U.S. Agency for International Development's Improving Educational Quality Project
1995-1997	Consultant to Creative Associates International on Haitian Distance

1998-2001	Education Pilot Project (Project ABEL) Consultant to Academy for Educational Development on Haiti ED2004 distance education project
1999-2001	Consultant to World Bank on adult literacy project in Burkina Faso, West Africa
2002-2004	Consultant to Education Development Center on LEAP project in Nigeria
2002-2004	Consultant to Education Development Center on Haiti dot-EDU project
2002-2003	Consultant to Education Development Center on Ethiopian Interactive Radio Instruction Project
2003-2006	Consultant to Academy for Education Development on dot-EDU project in India
2005-2007	Consultant to Education Development Center on ESRA project in Pakistan
2005-2006	Consultant to Research Triangle International on DBE-2 project in Indonesia
2006-2012	Consultant to Education Development Center on DBE-2 project in Indonesia

**Editorial Activities:**Editor

1995-2000	<u>Contemporary Educational Psychology</u>
1999-2006	Book series Editor: <u>Current Perspectives on Cognition, Learning and Instruction</u> . Information Age Publishing

Editorial Boards

1977-1990	<u>Contemporary Educational Psychology</u>
1978-1995	<u>Journal of Educational Psychology</u>
1979-1982	<u>Journal of Reading</u>
1980-1981	<u>Reading Research Quarterly</u>
1983-1985	<u>Reading Research Quarterly</u>
1988-2006	<u>Educational Psychology Review</u>
1992-1995	<u>Contemporary Educational Psychology</u>
1992-1995	<u>Journal of Computing in Higher Education</u>
2002-2006	<u>Journal of Educational Psychology</u>
2005-2006	<u>Educational Psychologist</u>
2009-present	<u>Reading Research Quarterly</u>

Manuscript Reviews

Journal of Applied Behavioral Analysis  
Cognitive Psychology  
Journal of Educational Psychology  
Developmental Psychology  
Contemporary Educational Psychology  
Child Development

Memory and Cognition  
Reading Research Quarterly  
Journal of Reading  
American Educational Research Journal  
Educational Psychologist  
Review of Educational Research  
Instructional Science  
Journal of Educational Measurement  
Educational Researcher  
Journal of Experimental Psychology:  
Learning, Memory and Cognition  
Journal of Computing in Higher Education  
Linguistics and Education  
Psychological Test Bulletin  
Applied Cognitive Psychology  
Journal of Experimental Child Psychology

**Teaching:**

Undergraduate Courses:

Introductory Psychology  
Learning and Thinking  
Educational Psychology  
Methods of Research in Psychology  
Psychology of Learning Disabilities

Graduate Courses:

Advanced Educational Psychology  
Psychology of Individual Differences  
Reading Comprehension: Theory and Measurement  
Applied and Basic Cognition and its Development  
The Development of Reading Competence  
The Psychology of Learning Disabilities  
Cognitive Approaches to Learning and Instruction

**Teaching Award:**

Psychology Distinguished Teaching Award for 1974-1975. Presented by Council of Undergraduate Students in Psychology, University of Massachusetts.  
TeachNology Fellow 2001-2002. Award from the University of Massachusetts to add technology to my classroom teaching.

**Academic Outreach Awards**

1999 Award for Outstanding Academic Outreach. College of Social and Behavioral Sciences, University of Massachusetts.

Chancellor's 2001 Award for Outstanding Academic Outreach at the University of Massachusetts.

**Professional Offices:**

1983	Chair, Nominations Committee, American Educational Research Association
1984	Member, Division 15 Nominations Committee, American Psychological Association
1987	Chair, Division C Awards Committee, American Educational Research Association
1988	Member, Advisory panel for the United States Agency for International Development Learning Technologies Project
1993	Nominations Committee: Division 15 of the American Psychological Association
1995	Fellows Committee, Division 15, American Psychological Association
1997	Early Contribution Award Committee, Division 15, American Psychological Association
1998	Treasurer, Society for the Scientific Study of Reading
2001-2003	Chair, Early Contributions Award Committee, Division 15, American Psych. Assoc.
2002	President Elect, Division of Educational Psychology (Div 15), American Psychological Association
2003-2004	President, Division of Educational Psychology (Div 15), American Psychological Association
2004-2005	Division 15 representative to the American Psychological Association's Coalition on Psychology in the Schools

**Grants and Contracts**

- "Non-specific Transfer in Prose Learning," Faculty Research Grant, Graduate School, University of Massachusetts. 12/1/1974-11/30/75 (Total Costs: \$2000)
- "A New Measure of Reading Comprehension," Faculty Research Grant, Graduate School, University of Massachusetts. 4/1/81-6/1/82 (Total Costs: \$1700)
- "Assessment of Learning from Instructional Text," Air Force Human Resources Laboratory. 7/15/85-10/1/86 (Total Costs: \$59,274).
- "A Language Analysis Micro-computer Facility," Biomedical Research Support Grant, Graduate School, University of Massachusetts. 12/1-/86-4/5/86 (Total Costs: \$9990).
- "The Sentence Verification Technique as a Bilingual Assessment Procedure," Faculty Research Grant, Graduate School, University of Massachusetts. 12/4/86-6/1/87 (Total Costs: \$2667).
- "The Development of a Computer Based Reading Diagnostic System," Faculty Research Grant, Department of Psychology, University of Massachusetts. 12/1/86-11/30/87 (Total Costs: \$1950).
- "Using the Sentence Verification Technique To Assess Storage and Retrieval Processes," Air Force Office of Scientific Research. 6/1/87-5/31/88 (Total Costs: \$19,193).
- "Training in Applied and Basic Cognition," National Institute of Mental Health. 7/1/87-6/31/92 (Total Costs: \$565,983).

- "Research on Bilingual Assessment," Massachusetts Department of Education and Holyoke Public School System. 10/1/87-6/30/89 (Total Costs: \$18,370).
- "The Development of a Computer-Based Reading Diagnostic System," Biomedical Research Support Grant, Graduate School, University of Massachusetts. 7/1/88-8/31/89 (Total Costs: \$4,609)
- "Assessing Reading Skills in Belize," Agency for International Development through a subcontract with the Institute for International Research. 2/1/90-6/30/90 (Total costs: \$11,364).
- "Assessing the Impact of Computer Assisted Instruction in Grenada," Agency for International Development through a subcontract with the Institute for International Research. 2/1/91-6/30/91 (Total costs: \$12,236).
- "Developing Techniques for the Assessment of Higher Order Cognitive Skills," Naval Personnel Research and Development Center. 5/15/91-12/31/91 (Total costs: \$16,600).
- "Assessing the Impact of the Grenada CAI System," Agency for International Development through a subcontract with the Institute for International Research. 2/1/92-9/30/92 (Total costs: \$15,124).
- "Are Arithmetic Skills Modularized?" Faculty Research Grant, University of Massachusetts Graduate School. 2/1/94-1/31/95 (Total Costs: \$3500).
- "Emergency Medicine Evaluation," Bay State Medical Center. 3/1/95-8/31/95 (Total Costs: \$16,812)
- "Haitian ED2004 Distance Education Project." U.S. Agency for International Development through a subcontract with the Academy for Educational Development. 6/1/00-9/30/00 (Total Costs: \$27,512)
- "Haitian ED2004 Distance Education Project." U.S. Agency for International Development through a subcontract with the Academy for Educational Development. 1/1/01-9/30/01 (Total Costs: \$38,262)
- "Enhancing High School Women's Mathematical Competence." (co-PI with Carole Beal and Beverly Woolf). National Science Foundation 11/1/01-11/31/2004. (Total Costs: \$900,284).
- "Gender Differences in College Admission Math Performance." College Board. 11/20/01-6/30/02 (Total Costs: \$11,000)
- "Research and evaluation on the Dot-Edi Haitian Education Project." U.S. Agency for International Development through a subcontract with Education Development Center. 1/1/03-9/30/03 (Total Costs: \$38, 855)
- "Evaluating Reading and Math Performance in the Haiti dot.EDU project. United States Agency for International Development through a subcontract with Education Development Center (1/1/2004-9/30/2004). (Total Costs: \$43,461)

"Improving Mathematics Competency through Instruction on Cognitive Strategies and Computational Fluency." National Science Foundation (8/1/2004-7/31/2007) (Total Costs: \$228,600).

"Enhancing Assessment Skills in Indonesian Psychometricians." U.S. Agency for International Development through a subcontract with Education Development Center. (9/1/06-4/10/10) (Total Costs: \$615,000).

"What kind of math software works for girls?" National Science Foundation (9/1/2007-8/31/2010) (Total Costs: \$449,671)

### **Publications:**

#### **Books:**

Royer, J. M., & Allan, R. G. (1978). Psychology of learning: Educational applications. New York: John Wiley. Spanish version: Royer, J. M., & Allan, R. G. (1980). Psicologia del Aprendizaje: Aplicaciones en la Educacion. Mexico: Editorial Limusa.

Royer, J. M., & Feldman, R. S. (1984). Educational psychology: Applications and theory. New York: A. Knopf.

Royer, J. M. (Ed.) (2003). Mathematical cognition. Greenwich, CT: Information age Publishing.

Royer, J. M. (Ed.) (2005). The Impact of the Cognitive Revolution on Educational Psychology. Greenwich Ct: Information age Publishing.

#### **Articles and Book Chapters:**

Royer, J. M. (1969). Associative recall as a function of stimulus recognition. American Journal of Psychology, 82, 96-103.

Watts, G. H., & Royer, J. M. (1969). Stimulus context and retroactive inhibition in free recall. Psychonomic Science, 17, 253-254.

Anderson, R. C., Royer, J. M., Kulhavy, R. W., Thornburg, S. D., & Klemm, L. D. (1971). Thematic prompting in paired-associate learning. Journal of Educational Psychology, 62, 315-321.

Royer, J. M., & Kulhavy, R. W. (1971). Encoding behavior and thematically prompted paired-associates. Proceedings, 79th Annual Convention, American Psychological Association, 545-546.

Royer, J. M. (1973). Memory effects for test-like events during foreign language vocabulary acquisition. Psychological Reports, 32, 195-198.

Royer, J. M., & Kulhavy, R. W. (1973). Encoding behavior while learning thematically prompted paired-associates. Journal of Educational Psychology, 64, 39-45.

Perlmutter, J., & Royer, J. M. (1973). Organization of prose materials: Stimulus, storage, and retrieval. Canadian Journal of Psychology, 27, 200-209.

- Royer, J. M. (1973). Within-list RI in free recall as a function of list organization. American Journal of Psychology, 86, 89-101.
- Nelson, T. O., Wolff, J. L., & Royer, J. M. (1973). More about dimensional similarity in concept attainment. American Journal of Psychology, 86, 237-249.
- Pezdek, K., & Royer, J. M. (1974). The role of comprehension in learning concrete and abstract sentences. Journal of Verbal Learning and Verbal Behavior, 13, 551-558.
- Royer, J. M., & Cable, G. W. (1975). Facilitated learning in connected discourse. Journal of Educational Psychology, 67, 116-123.
- Royer, J. M., & Cable, G. W. (1976). Illustrations, analogies, and facilitative transfer in prose learning. Journal of Educational Psychology, 68, 205-209.
- Royer, J. M., & Schumer, H. (1976). Reading achievement gains as a function of teacher predictions. Journal of Educational Research, 69, 232-235.
- Royer, J. M. (1976). Learning: A look at this year's literature. The Researcher, 15, 20-32.
- Royer, J. M. (1977). Remembering: Constructive or reconstructive? In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), Schooling and the acquisition of knowledge. Hillsdale, NJ: Erlbaum.
- Royer, J. M., Sefkow, S. R., & Kroft, R. B. (1977). Contributions of existing knowledge structure to retroactive inhibition in prose learning. Contemporary Educational Psychology, 2, 31-36.
- Royer, J. M., & Perkins, M. R. (1977). Facilitative transfer in prose learning over an extended time period. Journal of Reading Behavior, 9, 185-188.
- Royer, J. M., Hambleton, R. K., & Cadorette, L. (1978). Individual differences in memory: Theory, data, and educational implications. Contemporary Educational Psychology, 3, 182-203.
- Royer, J. M., Perkins, M. R., & Konold, C. E. (1978). Evidence for a selective storage mechanism in prose learning. Journal of Educational Psychology, 70, 457-462.
- Royer, J. M. (1979). Theories of the transfer of learning. Educational Psychologist, 14, 53-69.
- Royer, J. M., Hastings, C. N., & Hook, C. (1979). A sentence verification technique for measuring reading comprehension. Journal of Reading Behavior, 11, 355-363.
- Royer, J. M., & Cunningham, D. J. (1981). On the theory and measurement of reading comprehension. Contemporary Educational Psychology, 6, 187-216.
- Royer, J. M., & Lynch, D. J. (1982). The misuses and appropriate uses of norm-referenced tests of reading comprehension. Reading Psychology, 3, 131-142.
- Royer, J. M. (1982). Critique of: Children's use of speech recoding to obtain meaning from sentences. Working papers and their critiques: Graduate research in the college of education. Arizona State University, Tempe, AZ, 1982.



- Royer, J. M. (Ed.). (1983). The development of reading competence: Psychological and educational foundations. Contemporary Educational Psychology (Special Issue), 8, 205-344.
- Royer, J. M. (1983). Reading: The natural interface between developmental and educational psychology. Contemporary Educational Psychology, 8, 205-209.
- Royer, J. M., Bates, J. A., & Konold, C. E. (1984). Learning from text: Methods of affecting reading intent. In J. C. Alderson and A. H. Urquhart (Eds.), Reading in a foreign language. London: Longman.
- Royer, J. M., Lynch, D. J., Hambleton, R. K., & Bulgarelli, C. (1984). Using the sentence verification technique to assess the comprehension of technical text as a function of level of expertise. American Educational Research Journal, 21, 839-869.
- Royer, J. M. (1985). Reading from the perspective of a biological metaphor. Contemporary Educational Psychology, 10, 150-200.
- Lynch, D. J., Royer, J. M. (1986). The right and wrong ways to use standardized reading comprehension tests. Kansas Journal of Reading, 18-20.
- Rasool, J. M., & Royer, J. M. (1986). Assessment of reading comprehension using the sentence verification technique: Evidence from narrative and descriptive texts. Journal of Educational Research, 79, 180-184.
- Royer, J. M. (1986). Designing instruction to produce understanding: An approach based on cognitive theory. In G. Phye & T. Andre (Eds.), Cognitive instructional psychology. New York: Academic Press, pp. 83-113.
- Royer, J. M., Kulhavy, R. W., Lee, J. B., & Peterson, S. E. (1986). The sentence verification technique as a measure of listening and reading comprehension. Educational and Psychological Research, 6, 299-314.
- Royer, J. M., Greene, B. A., & Sinatra, G. M. (1987). The Sentence Verification Technique: A practical procedure teachers can use to develop their own reading and listening comprehension tests. Journal of Reading, 30, 414-423.
- Royer, J. M., Abranovic, W. A., & Sinatra, G. (1987). Using entering reading performance as a predictor of course performance in college classes. Journal of Educational Psychology, 79, 19-26.
- Royer, J. M. (1987). Dimensions of transfer space. In V. E. Holt (Ed.), Issues in psychological research and application in transfer of training (pp. 17-24). Army Research Institute for the Behavioral Sciences.
- Marchant, H. G., Royer, J. M., & Greene, B. A. (1988). Superior reliability and validity for a new form of the Sentence Verification Technique for measuring comprehension. Educational and Psychological Measurement, 48, 827-834.
- Kardash, C. A., Royer, J. M., & Greene, B. A. (1988). Locus of schema effects on prose: Encoding or retrieval? Journal of Educational Psychology, 80, 324-329.

- Royer, J. M., Tirre, W. C., Sinatra, G. M., & Greene, B. A. (1989). The assessment of on-line comprehension of computer-presented text. Journal of Educational Research, 82, 348-355.
- Walczyk, J. J., & Royer, J. M. (1989). A program for constructing SVT tests: An alternative way of assessing text comprehension. Behavioral Research Methods and Instrumentation, 21, 369-370.
- Royer, J. M., Marchant, H. G., Sinatra, G. M., & Lovejoy, D. A. (1990). The prediction of college course performance from reading comprehension performance: Evidence for general and specific factors. American Educational Research Journal, 27, 158-179.
- Greene, B. A., Royer, J. M., & Anzalone, S. J. (1990). A new technique for measuring listening and reading literacy in developing countries. International Review of Education, 36, 57-68.
- Royer, J. M., Sinatra, G. M., & Schumer, H. (1990). Patterns of individual differences in the development of listening and reading comprehension. Contemporary Educational Psychology, 15, 183-196.
- Royer, J. M. (1990). The Sentence Verification Technique: A new direction in the assessment of reading comprehension. In S. Legg and J. Algina (Eds.), Cognitive assessment of language and math outcomes. Norwood, NJ: Ablex. (pgs. 144-191).
- Mestre, J. P., & Royer, J. M. (1991). Cultural and linguistic influences on Latino testing. In G. Keller, J. Deneen, & R. Magallan (Eds.), Assessment and access: Hispanics in higher education. Albany, N. Y.: State University of New York Press. (pp. 39-66)
- Royer, J. M., & Carlo, M. S. (1991). Transfer of comprehension skills from native to second language. Journal of Reading, 34, 450-455.
- Royer, J. M., & Carlo, M. S. (1991). Assessing the language acquisition progress of Limited-English-Proficient Students: Problems and a new alternative. Applied Measurement in Education, 4, 85-113.
- Royer, J. M., Carlo, M. S., Carlisle, J. F., & Furman, G. A. (1991). A new procedure for assessing progress in transitional bilingual education programs. Bilingual Review, 16, 3-14.
- Royer, J. M. (1992). Buckyballs, hairyballs, educational semiotics and other interesting topics. Educational Psychology Review, 4, 253-259.
- Royer, J. M., Carlo, M. S., & Cisero, C. A. (1992). School-based uses for the Sentence Verification Technique for measuring listening and reading comprehension. Psychological Test Bulletin, 5, 5-19.
- Walczyk, J. J., & Royer, J. M. (1992). Does activation of a script facilitate lexical access? Contemporary Educational Psychology, 17, 301-311.
- Royer, J. M., Cisero, C. A., & Carlo, M. S. (1993). Techniques and procedures for measuring cognitive skills. Review of Educational Research, 63, 201-243.

- Sinatra, G. M., & Royer, J. M. (1993). The development of cognitive component processing skills that support skilled reading. Journal of Educational Psychology, 85, 509-519.
- Royer, J. M., & Carlo, M. S. (1993). Assessing language comprehension skills in cross cultural settings. In J. Altarriba (Ed.), Culture and cognition. Amsterdam: Elsevier Science Publishers. (pp. 157-176)
- Royer, J. M., Greene, B. A., & Anzalone, S. J. (1994). Can U.S. developed CAI work effectively in a developing country? Journal of Educational Computing Research, 10, 41-61.
- Greene, B. A., & Royer, J. M. (1994). A developmental review of response time data that support a cognitive component model of reading. Educational Psychology Review, 6, 141-172.
- Royer, J. M. (Special Editor). (1994), Cognitive theory based approaches to reading diagnostics. Educational Psychology Review, 6, 79-189.
- Royer, J. M., & Sinatra, G. M. (1994). A cognitive theoretical approach to reading diagnostics. Educational Psychology Review, 6, 81-114.
- Cisero, C. A., & Royer, J. M. (1995). The development and cross-language transfer of phonological awareness. Contemporary Educational Psychology, 20, 275-303.
- Royer, J. M., Carlo, M. S., Dufrense, R., & Mestre, J. (1996). The assessment of levels of domain expertise while reading. Cognition and Instruction, 14, 373-408.
- Royer, J. M. (1997). A Cognitive Perspective on the Assessment, Diagnosis and Remediation of Reading Skills. In G. D. Phye (Ed.), Handbook of academic learning. San Diego, CA: Academic Press. (pp. 199-234).
- Cisero, C. A., Royer, J. M., Marchant, H. G., & Jackson, S. J. (1997). Can the Computer-based Academic Assessment System (CAAS) be used to diagnose reading disability in college students? Journal of Educational Psychology, 89, 599-620.
- Royer, J. M., & Tronsky, L. N. (1998). Addition practice with math disabled students improves subtraction and multiplication performance. In T. E. Scruggs and M. A. Mastropieri (Eds.), Advances in Learning and Behavioral Disabilities (Vol 12). Greenwich, Conn.: JAI Press, Inc. (pp 185-218).
- Carlo, M. S., & Royer, J. M. (1999). A cognitive components perspective of language transfer. In D. A. Wagner, R. L. Venezky, & B. V. Street, (Eds.), Literacy: An International Handbook. Boulder, CO: Westview Press. (pp. 148-154)
- Royer, J. M., Tronsky, L. N., Chan, Y., Jackson, S. J., & Marchant, H. G. (1999). Math fact retrieval as the cognitive mechanism underlying gender differences in math test performance. Contemporary Educational Psychology, 24, 181-266.
- Royer, J. M., Tronsky, L. N., Marchant, H., & Jackson, S. J. (1999). Reply to the commentaries on the math-fact retrieval hypothesis. Contemporary Educational Psychology, 24, 286-300.
- Royer, J. M. (2001). The keys to reducing reading problems. Education Connection, Spring 2001, 28-33.

- Royer, J. M. (2001). Transporting modern reading science to a developing country. National Consortium for Instruction and Cognition Bulletin, Spring, 2001, 2-3.
- Royer, J. M. (2001). A team approach to developing listening and reading comprehension tests based on the sentence verification technique (SVT). Journal of Adolescent and Adult Literacy, 45, 30-43.
- Pitoniak, M. J., & Royer, J. M. (2001). Testing accommodations for examinees with disabilities: A review of psychometric, legal and social policy issues. Review of Educational Research, 71, 53-104.
- Royer, J. M., Rath, K. A., & Tronsky, L. N. (2001). Automaticity training as a reading intervention for adolescents with attentional disorders. Advances in Learning and Behavioral Disorders. (Vol 15), 3-16. New York: JAI Press.
- Rath, K. A., & Royer, J. M. (2002). The nature and effectiveness of learning disability services for college students. Educational Psychology Review, 14, 353-382.
- Royer, J. M., & Wing, R. E. (2002). Making sense of sex differences in reading and math assessment: The practice and engagement hypothesis. Issues in Education, 8, 77-85.
- Tronsky, L. N., & Royer, J. M. (2002) Relationships among basic computational automaticity, working memory, and complex mathematical problem solving: What we know and what we need to know. In J. M., Royer (Ed.), Mathematical cognition. Greenwich, CT: Infoage Publishing.
- Royer, J. M., Abadzi, H., Kinda, J. (2004). The Impact of Phonological Awareness and Rapid Reading Training on the Reading Skills of Adolescent and Adult Neoliterates. International Review of Education, 50, 53-71.
- Royer, J. M., & Garofoli, L. (2005). Explaining gender differences in mathematics performance. In J. Kaufman & A. Gallagher (Eds.), Gender differences in mathematical cognition. London: Cambridge University Press. (pp. 99-120)
- Royer, J. M. (2005). The Cognitive revolution in Educational Psychology. In J. M. Royer (Ed.) The Impact of the Cognitive Revolution in Educational Psychology. Greenwich Ct: Information age Publishing. (pp. 1-12)
- Royer, J. M. (2005) From Behaviorism to Situated Cognition: An Examination of Learning and Instruction in the Second Half of the 20 Century Through the Research and Writing of Richard C. Anderson. In J. M. Royer (Ed.) The Impact of the Cognitive Revolution in Educational Psychology. Greenwich Ct: Information age Publishing. (pp. 41-86)
- Royer, J. M., Mestre, J., & Dufrense, R. (2005). Framing the transfer problem. In J. Mestre (Ed.), Transfer of Learning from a Modern Multidisciplinary Perspective. Greenwich Ct: Information age Publishing. (pp. 7-26)
- Royer, J. M., & Walles, R. (2007) Fluency Training as an alternative intervention for treatment resistant readers. In E. Grigorenko and A. Naples (Eds.) Single Word Reading: Biological and Behavioral Perspectives. Hillsdale, NJ: L. Erlbaum.. (pp. 327-353)

- Royer, J. M., & Walles, R. (2007). Influence of motivation, ethnicity and gender on mathematics performance. In D. Berch and M. Mazocco (Eds). Why is Math so Hard for Some Children: The Nature and Origins of Mathematical Learning Difficulties and Disabilities. Baltimore: Brookes Publishing. (pp. 349-368)
- Jeffrey M. Patton & James M. Royer (2009). The influence of gender and ethnicity on numeracy acquisition. Encyclopedia of Language and Literacy Development, pp. 1-7.
- Arroyo, I., Royer, J. M., & Woolf, B. P. (2011). Using an intelligent tutor and math fluency training to improve math performance. Journal of Artificial Intelligence in Education, 21, 135-152.
- Carr, M., Taasobshirazi, G, Stroud, R., & Royer, James M. (2011). Combined Fluency and Cognitive Strategies Instruction Improves Mathematics Achievement in Early Elementary School. Contemporary Educational Psychology, 36, 323-333.

### **Book Reviews:**

- Royer, J. M. (1984). Review of J. S. Chall's "Learning to read: The great debate" (updated edition). In Child Development Abstracts and Bibliography, 58, 250.
- Royer, J. M. (1989). Do we understand reader's understanding? Contemporary Psychology: A Journal of Reviews, 34, 237-238.
- Royer, J. M. (1989). Controlled and automated processes in reading. Contemporary Psychology: A Journal of Reviews, 34, 934-935.
- Royer, J. M. (1989). The readability dilemma. Contemporary Psychology: A Journal of Reviews, 35, 41-42.
- Royer, J. M. (2001). Learning science as a guide to educational practice. Contemporary Psychology: APA Review of Books, 46, 570-572.
- Royer, J. M. (2003). Almost everything you would want to know about self-regulation. Contemporary Psychology: APA Review of Books, 48, 56-58.