BOARD OF VISITORS
2016
OCTOBER 20 – 22
Communications at LRDC

- Promoting LRDC & measuring impact
- Connecting on campus, off campus, and around the world
- Building community at LRDC, with alumni, and beyond
Promoting LRDC

- Promoting LRDC – Since January 2016, LRDC faculty and students

- **Campus**
  - Four Press Releases
    - Pitt Chronicle, May 2016, July 2016, January 2016

- **Local**
  - Pittsburgh City Paper, July 2016, Coutanche

- **National**
  - Wall Street Journal, July 2016, Page
  - Today, March 2016, Coutanche
  - The Atlantic, January 2016, Page

- **International**
  - The Indian Express, September 2016, Libertus

- **Policy Briefs**
  - NSF “Relating Research to Science” Brief, May 2016, Correnti, Schunn & Bathgate

- **TV/RADIO**
  - Radio
    - WESA Pittsburgh NPR Affiliate, August 2016, Hirshorn, Fiez et al.
  - Television
    - Wounded Warriors (WQED) May 2016, Schneider
Promoting LRDC

- **ON-LINE NEWS and BLOGS**
  - Brookings Institute, October 20, Page
  - *Time* On-line, September 2016, Libertus
  - Huffington Post, September 2016, Galla
  - The Market Watch, September 2016, Iriti
  - NPR On-line, September 2016, Libertus
  - Technoban, July 2016, Fiez
  - Huffington Post, July 2016, Page

- **Blogs**
  - Child & Family, September 2016, Hanson
  - Lifehacker, July 2016, Fraundorf
  - The Conversation, May 2016, Page and Kehoe
  - Strategy & Business, April 2016, Pfl
  - Michael & Susan Dell Foundation, February 2016, Page
  - Carnegie Foundation, January 2016, Russell
How to Help Your Kid With Math Even if You Suck at it

Donna Gorman  Sept. 6, 2016

It’s changed since your day, but don’t worry

He was supposed to be working on long-form multiplication problems — 457 x 214, 378 x 29, 112 x 978 — and my son kept asking me to check his answers. But it had been so long since I’d written out any math problems by hand that I wasn’t 100% confident I could quickly do the math in my head. So I’d pretend I needed to stir a pot, or turn off the stove, and I’d disappear into the kitchen to
LRDC Faculty and co-authors were interviewed by WESA Radio, Pittsburgh’s NPR affiliate, August 16, Left to Right: Liz Hirshorn, Avniel Singh Ghuman, WESA award-winning journalist Melinda Roeder, Yuanning Li, Julie Fiez, and and R. Mark Richardson, Discuss their study of “Decoding and Disrupting Left Midfusiform Gyrus Activity During Word Reading,” published in the Proceedings of the National Academy of Sciences [10.1073/pnas.1604126113] here. (August 2016)
Measuring Impact

An introduction

Altmetrics are metrics and qualitative data that are complementary to traditional, citation-based metrics. They can include (but are not limited to) peer reviews on Faculty of 1000, citations on Wikipedia and in public policy documents, discussions on research blogs, mainstream media coverage, bookmarks on reference managers like Mendeley, and mentions on social networks such as Twitter.

Sourced from the Web, altmetrics can tell you a lot about how often journal articles and other scholarly outputs like datasets are discussed and used around the world. For that reason, altmetrics have been incorporated into researchers’ websites, institutional repositories, journal websites, and more.
Measuring Impact

Decoding and disrupting left midfusiform gyrus activity during word reading

Overview of attention for article published in Proceedings of the National Academy of Sciences of the United States of America, June 2016

So far, Altmetric has seen 51 tweets from 26 users, with an upper bound of 59,343 followers.

- **Jelly and Bean**
  - @jellyandBean1
  - RT @pittcogneuro: @jellyandBean1 1/2 https://t.co/EAGWZRFwFy "in most cases, accurate individuation is achieved through continued processing..."
  - 28 Aug 2016

- **LCND**
  - @pittcogneuro
  - @JellyandBean1 1/2 https://t.co/EAGWZRFwFy "in most cases, accurate individuation is achieved through continued processing that likely..."
  - 26 Aug 2016

- **qULMS**
  - @msu_qualms
  - RT @TheLingSpace: Thinking about how we read recently; here's a paper about how & where words are visually represented in the brain. https://...
Measuring Impact

Within-person changes in mindfulness and self-compassion predict enhanced emotional well-being in healthy, but stressed adolescents.

Overview of attention for article published in Journal of Adolescence

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<th>Blogs</th>
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<td>Authors</td>
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<tr>
<td>Abstract</td>
<td>Meditation training programs for adolescents are predicated on the assumptions that mindfulness... [show]</td>
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TWITTER DEMOGRAPHICS

The data shown below were collected from the profiles of 4 tweeters who shared this research output. Click here to find out more about how the information was compiled.
In Chicago, preparing teachers for the classrooms that need them most

August 30, 2016 at 6:20 PM EDT
Following Friends of LRDC

- Board of Visitors Member Carol Lee
- Newshour, August 2016
Connecting on Campus

- College and Pre-College Teaching and Learning

- Extending our reach to other university units – We have aligned with other units to the goals and strategies in The Plan for Pitt.

- We are contributing to the learning environment for all students on campus. A commitment to a research-based approach in our educational programs – making the campus a laboratory for research on and implementation of effective teaching in the on-campus environment.
College & Pre-College Teaching & Learning

The Learning Research and Development Center (LRDC) is an internationally renowned center for research on learning and education, from basic academic domains of reading and mathematics to innovative research in educational technology, social and motivational aspects of learning, and cognitive neuroscience.

Since the Center’s founding in 1963, classroom-based research on instructional practice coupled with analyses of teacher knowledge and teacher learning has been a mainstay of LRDC’s educational research, though primarily centered in grades K-12. In addition to current studies of college readiness, a wide range of other factors have come to light.

[more]

Research Projects

Barriers to College Attendance

There has been a long-standing recognition that issues of college cost and affordability stand as barriers to college access, particularly for students from low-income backgrounds or students who would be first in their family to attend.

Research Projects

Promoting Knowledge Transfer

Our research group examines human learning and problem solving with an aim to understand, predict, and promote knowledge transfer. Transfer is the ability to use prior knowledge and experience to solve novel problems. Specific topics include: 1) identifying the cognitive processes underlying transfer success and failure, 2) exploring the relations between motivation, cognition, and transfer, 3) examining the social and ecological processes that support or inhibit transfer, and 4) investigating the effects of mindfulness meditation on cognition, learning, and transfer. An overarching goal is to develop theories of learning and transfer to drive interventions to promote knowledge transfer for both children and adults across a range of formal and informal learning environments. We are particularly interested in creating and testing forms of instruction that integrate psychological theories with technology innovations (e.g., intelligent tutoring systems) to achieve this goal. Over the last decade our work has expanded to examine how people learn and transfer with others and the role that social, motivational, and environmental factors play in those processes (Nokes-Malach & Mestre, 2013). Our work has also become more action oriented in order to facilitate positive change in learners' everyday lives. This can be seen in both our close collaborations with teachers and administrators in conducting research to improve the learning and motivational outcomes of students at the middle school, high school, and college levels and by giving professional development workshops on lessons learned from cognitive science for education. A major goal of our group is to help translate cognitive and learning science discoveries to improve people's lives broadly. More information can be found at [Dr. Nokes-Malach's website].

Timothy Nokes-Malach
Associate Professor, Department of Psychology
Research Scientist, LRDC
Connecting around the World

Welcome to LRDC

欢迎

Central China Normal University Visitors
Central China Normal University Visit
The Search for the Universal in Reading: Writing systems, Languages, and the Brain

Professor Charles A. Perfetti
Distinguished University Professor of Psychology
Director of Learning Research & Development Center
University of Pittsburgh, USA
Like Learning Research & Development Center (LRDC) on Facebook
Building Community at LRDC

- Receptions
- Picnic
- Halloween Lunch
- Elevator Flyers
- Photos on right lobby display
  Graduate Student Research Committee
LRDC 2016 Summer Picnic!

Thursday, June 23, 2016

1:00 – 5:00 PM

David Lawrence Pavilion, Schenley Park

RSVP to Marge ASAP
IFL National Conference 2016

Please join us for a celebration of the Institute for Learning's 20 years of achievement and experience, and a conference dedicated to building teacher leadership.

Collaboration: Key to Building Leadership & Instructional Capacity

May 11th – 13th, 2016 | Hotel Monaco, Downtown Pittsburgh
Building Community with Alumni

- Alumni Network
- Distinguished Alumni Award
- Connecting with Alumni who visit Pittsburgh such as Roberta Golinkoff in September 2016
Building Community with Alumni

LRDC has been home to hundreds of graduate students and postdoctoral fellows whose careers have included research at the Center. The graph shows the number of students and postdocs entering the Center over the past 50 years.

LRDC has compiled the names of the many graduate students and postdoctoral researchers who began their careers here before moving on to academic and non-academic positions. The link below contains alumni information. Please send additions or corrections to lrdcposl@pitt.edu.

LRDC Alumni Information

LRDC Distinguished Alumni Award
Building Community with Alumni