



## Upcoming Conferences

March 14-16, 2013  
[Digital Media and Learning](#)  
Chicago, Illinois  
[Event Website](#)

March 25-29, 2013  
[Society for Information Technology & Teacher Ed](#)  
New Orleans, Louisiana  
[Event Website](#)

April 18-20, 2013  
[Society for Research in Child Development](#)  
Seattle, WA  
[Event Website](#)

April 4- 6, 2013  
[International Conference on Adaptive & Natural Computing Algorithms](#)  
Lausanne, Switzerland  
[Event Website](#)

April 27- May 1, 2013  
[American Educational Research Association](#)  
San Francisco, California  
[Event Website](#)

April 24- 26, 2013  
[The Second Language Research Center](#)  
Odense, Denmark  
[Event Website](#)

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## The History of LRDC: Part I

The story of LRDC begins with story of the young experimental psychologist Robert Glaser – and his contemporaries Douglas Ellson, John C. Flanagan, Arthur Melton, and Robert Thorndike. As with many of his peers, Bob Glaser suspended his education during World War II to work in the Army Air Corps Aviation Psychology Program (now U.S. Air Force), which developed tests to help identify pilots suitable for combat missions. LRDC staff members remember Bob reminiscing that he and colleagues “watched the B-17 crews fly overhead on D-Day on the way to Normandy Beach and hoped their tests had done their job well.” The team and its head were awarded the Legion of Merit in recognition of “the outstanding contribution . . . made to winning the war.”

After completing his military duty, Bob earned a Ph.D. in Psychological Measurement and Learning Theory. He soon joined John C. Flanagan in Pittsburgh at the recently created American Institutes for Research, and then joined the faculty of the University of Pittsburgh.

In 1963, Bob Glaser and J. Steele Gow co-founded LRDC with support from the Buhl Foundation. Through a grant to the Center by the United States Office of Education the following year, LRDC, and Pitt, became one of the first institutions in the world to receive federal funding to investigate learning, instruction, and schooling for the improvement of educational practice.

One of the first major research endeavors undertaken by the Center was work on math and reading and adaptive instruction at the 250-student Oakleaf elementary school in a suburb of Pittsburgh studying individualized prescribed instruction (IPI). Using computers that filled a moving van, they studied the use of computers as aids to instruction and classroom management, an application of Bob’s interest in technology in the service of learning. By 1968, it was estimated that 30,000 children across the country were using IPI.



**Next up: March 21: Kate Nation, St. John’s College, University of Oxford, “Learning to Read and Learning to Comprehend”** Visit the 50<sup>th</sup> site [here](#).

**April 4: Gautam Biswas, Vanderbilt University, “Open-Ended Environments that help Middle School Students Develop Metacognitive Strategies for Learning Science”**

**May 15: Bruce McCandliss, Vanderbilt University, “Educational Neuro-science: Points of Mutual Influence between Developmental Cognitive Neuroscience and the Science of Education”**

**September 19: Marshall Smith “Federalism and School Reform in a Changing Environment”**

**October 17: Judith Harackiewicz, University of Wisconsin-Madison, “Optimal Motivation in Education”**