

CURRICULUM VITAE

PERSONAL DATA

Name: Philip Langer
Address: 249 UCB
University of Colorado
Boulder, Colorado 80309
Phone: (303) 492-8747

ACADEMIC BACKGROUND

Ph.D. in Education
University of Connecticut (1957)
M.A. in Science Education
New York University (1951)
B.A. in Chemistry
University of Michigan (1948)

PROFESSIONAL EXPERIENCE

Position: Professor (with tenure)
Educational Psychological Studies
School of Education
Faculty Fellow
Institute of Cognitive Science
University of Colorado
Faculty, Center for Research on Training
Boulder, Colorado
September, 1971 to present

Position: Development Team Director
Far West Laboratory for Educational Research and Development
Berkeley, California
September, 1967 to August, 1971

Position: Professor (with tenure)
Department of Psychology
Utah State University
Logan, Utah
September, 1961 to August, 1967

Position: Associate Professor
Department of Psychology
College of New Jersey (Trenton State College)
Trenton, New Jersey
September, 1959 to August, 1961

Position: Associate Professor
Department of Education
State University of New York College at Potsdam
Potsdam, New York
September, 1957 to August, 1959

Position: Teaching Assistant
Department of Education
University of Connecticut
Storrs, Connecticut
September, 1954 to June, 1957

Position: High School Teacher
Board of Education
New York, New York
September, 1949 to June, 1954

PROFESSIONAL AFFILIATIONS

The Psychonomic Society
American Educational Research Association
Society for Military History

SPECIAL HONORS AND SOCIETIES

Phi Kappa Phi
Phi Delta Kappa
Sigma Xi
Psi Chi
Fellowship, Air Force Office of Scientific Research, Summer, 1985
Educator of the Week, University of Colorado Athletic Department, 1995
Plaque awarded by the University of Colorado Privilege and Tenure Committee 2009

EXTERNAL ACTIVITIES

Editorial

Allyn and Bacon: 1996
American Educational Research Journal: 2007, 2004, 2003, 1994, 1993, 1984, and 1977
Editorial Board, *Chicorel Abstracts in Reading and Learning Disabilities* : 1980, 1977, 1976
Editorial Board, *JSAS Catalog of Selected Documents in Psychology*: 1980, 1979, 1978,
1977, 1976, 1975, 1974, 1973, and 1972
Educational Psychology Review (Editorial Board): 2009
Harper-Collins Co., New York: 1993, 1992, and 1990
Holt, Rinehart, and Winston, Inc., New York: 1988
Houghton Mifflin, New York: 1991
Journal of Teacher Education: 2010
Macmillan, Inc., New York: 1989, 1988
Journal of Experimental Psychology: Learning, Memory, and Cognition: 2002
Perceptual and Motor Skills: 2008, 2004, 2000, 1999, 1998, 1997, 1989, and 1988
Prentice-Hall, Inc., New Jersey: 1998, 1987, 1983

Psychological Reports: 2009, 2007, 2006, 2004, 2003, 2001, 2000, 1999, 1997, 1996, 1995, 1994, 1990, 1989, and 1987
Random House, Inc., New York: 1982, 1981, 1978, 1976
Review of Educational Research: 2004, 2003
Worth Publishing Co., New York: 1991, 1990

Consulting and Evaluation

Air Training Command, United States Air Force: Lowry Air Force Base (CO), and Brooks Air Force Base (TX).
School Districts: Boulder (CO), Denver (CO), Ignacio (CO), Adams County RE-50 (CO), Chinle (AZ), and Page (AZ)
Wyoming State Department of Education

UNIVERSITY OF COLORADO SERVICE

Until recently I served. as Vice-Chair of the University Committee on Privilege and Tenure and Chair of Panel 1 on the Boulder campus. I was a member of Privilege and Tenure for 15/16 years. I have resumed as an external in vestigator. I served as hearing officer in two University dismissal cases. I am a faculty member for the Center for Research on Training. Previously I was faculty advisor to Kappa Delta Pi, the national honorary society for graduate students in Education. I served as Chair of the Educational Psychological Studies Program for several terms,, as well as a member of numerous School of Education committees, including search groups.

A number of years ago I completed a six-year term as chair of the Faculty Senate Intercollegiate Athletic Committee, subsequently serving as ex-officio member for one year. This was the second time I served on and chaired this Committee. During this time I was also a member of the Steering Committee for the NCAA Certification of the University of Colorado Athletic Department, as well as a member of a University of Colorado committee investigating NCAA allegations. In addition, I have served on the University Institutional Research Review Board (Chair), the University Library Committee (twice, once as Chair), the University NCAA Compliance Committee, the University Space Management Committee, the Academic Program Committee for the Institute of Cognitive Science, and the University ROTC Advisory Committee.

Besides these committee assignments, I have conducted intensive training workshops for the Graduate Teacher Education Program on a regular basis, as well as providing written materials for their Handbook. My materials have been reprinted at a number of institutions for use in similar programs.

Professionally, I have served as Treasurer and President of the Board of the Boulder County Sheltered Workshop from 1977-1987, as well as member and Treasurer of the Board of Directors for Imagine! (formerly known as the Boulder County Developmental Disabilities Center) from 1993-2001, and 2002-2006.

SCHOLARLY ACTIVITIES

Dissertation

Langer, P. (1957). *Relationship of certain selected factors among Connecticut school teachers to status role expectations*. (Doctoral Dissertation, University of Connecticut). *Dissertation abstracts* (1958), 18, 1353 (University of Michigan Microfilms, No. 58-4816).

Books and Instructional Publications

- Pois, R. & Langer, P. (2004). *Command failure in war: Psychology and leadership*. Bloomington, IN: Indiana University pPess. (Translated 2008, Taiwan: Military & History Division Translation, Mandarin Chinese, with addition of some photos).
- Langer, P. (1984). Instructor test manual. J. Vander Zanden & A. J. Pace, *Educational psychology in theory and practice*. (2nd ed.). NY: Random House.
- Langer, P. (1984). Chapter exercises. J. Vander Zanden & A.J. Pace, *Educational psychology in theory and practice* (2nd ed.). NY: Random House.
- Langer, P. (1980). Study guide. J. Vander Zanden, *Educational psychology in theory and practice*. NY: Random House.
- Borg, W, Kelley, M., Langer, P., & Gall, M. (1970). *The Minicourse: A microteaching approach to education*. Beverly Hill, CA: Macmillan Educational Services.
- Borg, W., Kelley, M. , & Langer, P. (1970). *Effective questioning (elementary level): Teacher's handbook*. Beverly Hills, CA: Macmillan Educational Services.
- Borg, W., Kelley, M. , & Langer, P. (1970). *Effective questioning (elementary level): Coordinator's handbook*. Beverly Hills, CA: Macmillan Educational Services.

Monographs

- Langer, P. (1978). *An evaluation of selected course authoring systems (2 vols.)*. Washington, D.C.: United States Air Training Command.
- Langer, P. (1967). *Characteristics of freshman students in need of and receptive to counseling*. Washington, DC: United States Office of Education Cooperative Research.

Book Chapters

- Borg, W., Kelley, M., Langer, P., & Gall, M. (1973). Minicourse--im unterricht erprobtes trainingsmaterials für die Lehrerausbildung. In Georg E. Becker (Ed.), *Optimierung schulischer groppenprozesse durch situatives lehrtraining*. 79-89. Heidelberg, Germany: Quelle and Mayer.

Journal Articles

- Langer, P., Escamilla, K, & Lorenzo, A. (2010). The University of Colorado Puebla experience: A study in changing attitudes and teaching strategies. *Bilingual Research Journal* (in press)
- Langer, P. (2009). Situated learning: Whatever happened to educational psychology? *Educational Psychology Review*, **21**(2), 181-192.
- Langer, P. (2008) There's no "win" in Bush's Iraq war [Letter to the editor]. *Clio's Psyche*, **15**(2), 96-98.
- Langer, P. & Pois, R. (2007). The psychological roots of Bush's Iraq obstinacy. *Clio's Psyche*, **14** (1,2), 8-10.
- Schimmel, J. & Langer, P. (2001). Raising the graduation bar for the schools: Expectations versus outcomes. *Psychological Reports*, **89**, 317-325.

- Langer, P., & Keenan, V. (2000). Text processing and feedback: What have we learned? *Psychological Reports*, **87**, 406-412
- Langer, P., Keenan, V., & Diesel, K. (1998). Effects of text and feedback variants on spatial inferencing. *Perceptual and Motor Skills*, **86**, 479-487.
- Langer, P., Keenan, V., Wetzel, J., Jacques-Griffin, J., & Chiszar, D. (1996). Memorial representations as a product of feedback and text variants. *Psychological Reports*, **78**, 803-813.
- Langer, P., Keenan, V., & Schreiner, M.E. (1995). Assisting text processing: What do we need to consider. *Psychological Reports*, **76**, 835-845.
- Langer, P., & Chiszar, D. (1993). Assessment of critical thinking courses. *Perceptual and Motor Skills*, **77**, 930.
- Langer, P., & Keenan, V. (1993). A note on feedback in discourse processing. *Psychological Reports*, **72**, 1392-1394.
- Keenan, V., & Langer, P. (1993). Instructional feedback in context. *Psychological Reports*, **73**, 107-112.
- Langer P., & Keenan, V. (1993). Feedback, concordance, and text comprehension. *Psychological Reports*, **72**, 517-518.
- Langer, P., Keenan, V., & Bergman, J. (1993). Contributions of different feedback assistance to text memorial representations. *Bulletin of the Psychonomic Society*, **31**, 209-212.
- Langer, P., Keenan, V., & Cumbo, K. (1992).. Effects of text version and feedback type on memorial representations. *Bulletin of the Psychonomic Society*, **30**, 373-376.
- Langer, P., Keenan, V., & Nelson, S. (1991). Influence of feedback type on comprehension of two variants of a text. *Bulletin of the Psychonomic Society*, **29**, 348-350.
- Chiszar, D., Radcliffe, C., Smith, H., & Langer, P. (1991). Strike-induced chemosensory searching: Do rattlesnakes make one decision or two? *Bulletin of the Maryland Herpetological Society*, **22**, 90-95.
- Langer, P., Keenan, V., & Nelson, S. (1991).. Sentence-order feedback in the processing of sequential or spatial texts. *Bulletin of the Psychonomic Society*, **29**, 31-32.
- Al-Nesir, R., Keenan, V., & Langer, P. (1991). Field dependence-independence in the development of referential communication. *Bulletin of the Psychonomic Society*, **29**, 17-18.
- Pomeroy, C., Langer, P., & Chiszar, D. (1990) Strike-induced chemosensory searching in rattlesnakes. Tests of several alternative explanations. *The Journal of the Colorado-Wyoming Academy of Sciences*, **21**, 5-6.
- Langer, P., Keenan, V., & Culler, J. (1989). Text cueing and comprehension. *Psychological Reports*, **64**, 1147-1158.
- Langer, P., Keenan, V., & Culler, J. (1989). Reconstruction of sentence clusters at the paragraph level from scrambled discourse using feedback. *Perceptual and Motor Skills*, **68**, 539-548.
- Langer, P., Keenan, V. & Culler, J. (1988).. Effects of signaling and feedback on the comprehension of reconstructed text. *Perceptual and Motor Skills*, **66**, 27-39.
- Langer, P., Keenan, V., & Culler, J. (1987). Effect of content on feedback in processing discourse. *Psychological Reports*, **60**, 1191-1200.
- Langer, P., Keenan, V., & Medosch-Schonbeck, C. (1986). Some possible limitations of feedback in instruction. *Psychological Reports*, **59**, 731-741.
- Langer, P., Keenan, V., & Medosch-Schonbeck, C. (1986). Reconstruction of text and feedback. *Psychological Reports*, **58**, 259-268.

- Langer, P., Keenan, V., & Medosch-Schonbeck, C. (1985). A text synthesis approach to feedback. *Psychological Reports*, **57**, 599-610.
- Getsie, R., Langer, P. & Glass, G. V. (1985). Meta-analysis of the effects of type and combination of feedback on children's discrimination learning. *Review of Educational Research*, **55**, 9-22.
- Langer, P., Kalk, J. & Searls, D. (1984). Age of admission and trends in achievement: A comparison of blacks and caucasians. *American Educational Research Journal*, **21**, 61-78.
- Daltrey, M. & Langer, P. (1984). Development and evaluation of a measure of future time perspective. *Perceptual and Motor Skills*, **58**, 719-725.
- Garrett, C.J. & Langer, P. (1983). Effects of instructions on encoding on constructive memory processes: A small-n approach. *Psychological Reports*, **52**, 435-444.
- Langer, P. & Carline, D. (1982). The impact of the Initial Teaching Alphabet (I/T/A) on reading skills among seventh, eighth, and ninth grade low- level readers. *Reading Psychology*, **3**, 303-309.
- Langer, P., Hansen, B.J., & Parker, B.J. (1980). Some consequences of manipulating testing procedures in a course using a Personalized System of Instruction. *Psychological Reports*, **46**, 1179-1183.
- Langer, P., Duncan, E., & Rassen, R. (1980). Factors contributing to large- scale instructional development. *Psychological Reports*, **47**, 147-154.
- Langer, P., Carline, D., & Church, R. (1980). A note on the Wyoming Standards of Excellence. *Reading Psychology*, **1**, 111-114
- Langer, P. (1980). The student: Forgotten element in Personalized System of Instruction? *JSAS Catalog of Selected Documents in Psychology*, **10(21)**. (Ms. No. 2012)
- Langer, P. (1980). An evaluation of selected course authoring systems. *JSAS Catalog of Selected Documents in Psychology*, **10(43)**. (Ms. No. 2033)
- Langer, P., Rassen, R., & Duncan, E. (1979). Note on routinization as an organizational variable. *Psychological Reports*, **45**, 731-734.
- Langer, P. (1979). Some general evaluation strategies for assessing and modifying individualized instruction at the university level. *JSAS Catalog of Selected Documents in Psychology*, **9(32)**. (Ms. No. 1848)
- Langer, P. (1979). Maintaining stability of achievement in an individualized instructional system. *Psychological Report*, **45**, 211-214.
- Langer, P. (1979). Critical decision areas in instructional development. *JSAS Catalog of Selected Documents in Psychology*, **9(93)**. (Ms. No. 1790)
- Langer, P. (1977). Phase V: Stabilization and general analysis of a modularized/individualized multimedia educational/adolescent psychology course. *JSAS Catalog of Selected Documents in Psychology*, **7(114)**. (Ms. No. 1602)
- Langer, P. (1976). Phase IV: A modularized/individualized multimedia educational/adolescent psychology course. *JSAS Catalog of Selected Documents in Psychology*, **6(3)**. (Ms. No. 1303)
- Langer, P. (1975). Phase III: A modularized/individualized secondary educational psychology course. *JSAS Catalog of Selected Documents in Psychology*, **6(344)**. (Ms. No. 1131)
- Borg, W., Langer, P., & Wilson, J. (1975). Teacher classroom management skills and pupil performance. *Journal of Experimental Education*, **44**, 52-58.
- Langer, P. (1974). Phase II: A modularized/individualized secondary educational psychology program. *JSAS Catalog of Selected Documents in Psychology*, **4(135)**. (Ms. No. 790)

- Langer, P. (1973). Development and first phase of a modularized/ individualized educational psychology program. *JSAS Catalog of Selected Documents in Psychology*, **3**(98). (Ms. No. 437)
- Langer, P. (1972). Some observations on Flanders' system of Interaction Analysis. *College Student Journal*, **6**, 10-14.
- Langer, P. (1971). Effects of prior experiences on teachers' videotape performance. *Educational Technology Research*, **1**, 1-7.
- Borg, W., Langer, P., & Kelley, M. (1970). The Minicourse: A new tool for the education of teachers. *Education*, **91**, 1-7.
- Langer, P. (1969). Minicourse: Theory and strategy. *Educational Technology*, **9**, 54-59.
- Langer, P. (1966). Varsity football performance. *Perceptual and Motor Skills*, **23**, 1191-1199.
- Langer, P. (1966). Some psychological implications of varsity football performance. *Coach and Athlete*, **29**, 30-41.
- Nelson, D.O., & Langer, P. (1965). Comments on the athlete's playing performance and his anxiety. *Coach and Athlete*, **28**, 12-23.
- Langer, P., & Wood, C.G. (1965). A comparison of two multiple-choice Rorschach tests. *Perceptual and Motor Skills*, **20**, 143-150.
- Langer, P., & Norton, R. (1965). THE SORT: A question of choice locations. *Perceptual and Motor Skills*, **21**, 703-706.
- Langer, P., & Hick, T.L. (1965). THE SORT: A question of choice intensity. *Perceptual and Motor Skills*, **22**, 439-442.
- Langer, P., & Hick, T.L. (1965). THE SORT: A question of choice frequency. *Perceptual and Motor Skills*, **21**, 687-697.
- Langer, P., & Hick, T.L. (1965). Response set on the SORT revisited. *Journal of Clinical Psychology*, **21**, 63.
- Langer, P., & McKain, C.W. (1964). Rigidity and the SORT. *Journal of Clinical Psychology*, **20**, 489-492.
- Langer, P., & McKain, C.W. (1964). Interest changes in acquiescence. *Psychological Reports*, **15**, 71-76.
- Nelson, D.O. & Langer, P. (1963). Getting to know your players. *Athletic Journal*, **44**, 39-93.
- Langer, P., Hayes, W., & Sharp, H.C. (1963). Effects of anxiety and induced stress on the Structured-Objective Rorschach Test. *Perceptual and Motor Skills*, **16**, 573-580.
- Langer, P., and Carlisle, A.L., & Hayes, W. (1963). The effects of anxiety and conformity on the Structured-Objective Rorschach Test. *Journal of Clinical Psychology*, **19**, 317-319.
- Langer, P. (1962). Social desirability and P responses on the SORT. *Journal of Clinical Psychology*, **18**, 492.
- Langer, P. (1962). Social desirability and acquiescence on the SORT. *Psychological Reports*, **11**, 531-534.
- Langer, P. (1962). Sex differences in response set. *Journal of Psychology*, **54**, 203-207.
- Langer, P. (1962). Compulsivity and response set on the Structured-Objective Rorschach Test. *Journal of Clinical Psychology*, **18**, 299-302.

Conference Papers

- Langer, P. (2009). *Educational psychology: A vanishing relevance?* Paper presented at the annual meeting of the Psychonomic Society, Boston, MA

- Langer, P., & Keenan, V. (1999). *Text processing, assistance, and memorial representations: A summing up*. Paper presented at the annual meeting of the Psychonomic Society, Los Angeles, CA.
- Langer, P., Keenan, V., & Diesel, K. (1996). *Inferential reasoning as a function of text and feedback variants*. Paper presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Langer, P., & Keenan, V. (1995). *Text comprehension and feedback: Some general findings*. Paper presented at the annual meeting of the Psychonomic Society, Los Angeles, CA.
- Langer, P., Keenan, V., Wetzel, J., Jacques-Griffin, J. & Chiszar, D. (1994). *Differential effects of feedback on text comprehension*. Paper presented at the annual meeting of the Psychonomic Society, St. Louis, MO.
- Keenan, V., Langer, P., & Wetzel, J. (1994). *Feedback effects on propositional and situational representations of text*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Las Vegas, NV.
- Langer, P., Keenan, V., & Schreiner, M. E. (1993). *Text comprehension as function of feedback type and amount*. Paper presented at the annual meeting of the Psychonomic Society, Washington, D.C.
- Langer, P., Keenan, V., & Bergman, J. (1992). *Differences in comprehension as a result of text and feedback*. Paper presented at the annual meeting of the Psychonomic Society, St. Louis, MO.
- Langer, P., Keenan, V., & Blash, K. (1991). *Influence of text and feedback variations in discourse processing*. Paper presented at annual the meeting of the Psychonomic Society, San Francisco, CA.
- Langer, P., Keenan, V., & Nelson, S. (1990). *Discourse processing as a function of content and feedback*. Paper presented at the annual meeting of the Psychonomic Society, New Orleans, LA
- Pomeroy, C., Langer, P., & Chiszar, D. (1990). *Strike-induced chemosensory searching in rattlesnakes: Tests of several alternative explanations*. Paper presented at the meeting of the Colorado-Wyoming Academy of Sciences, Laramie, WY.
- Langer, P., Keenan, V., & Culler, J. (1989). *Signalling as an aid to text comprehension*. Paper presented at the joint meeting of the Western Psychological Association and Rocky Mountain Psychological Association, Reno, NV.
- Keenan, V., Langer, P., & Culler, J. (1989). *Sentence-order feedback while processing sequential or spatial texts*. Paper presented at the joint meeting of the Western Psychological Association and Rocky Mountain Psychological Association, Reno, NV.
- Keenan, V., Al-Nesir, R., & Langer, P. (1989). *Field dependency in the development of message evaluation*. Paper presented at the joint meeting of the Western Psychological Association and Rocky Mountain Psychological Association, Reno, NV.
- Langer, P., Keenan, V., & Medosch-Schonbeck, C. (1988). *Feedback as an aid to text comprehension*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA
- Langer, P., Keenan, V., & Culler, J. (1988). *Reconstruction of paragraphs from scrambled text using feedback*. Paper presented at the annual meeting of the American Psychological Association, Atlanta, GA.
- Langer, P., Summers, R.H., & Griffith, W. (1987). *Expectations, realities, and training*. Paper presented at the annual meeting of the American Psychological Association, New York, NY.

- Keenan, V., Langer, P., & Medosch-Schonbeck, C. (1987). *Structure, content, and feedback in discourse processing*. Paper presented at the meeting of the American Psychological Association, New York, NY.
- Langer, P., Keenan, V. & Culler, J. (1987). *Discourse processing, feedback, and the content problem*. Paper presented at the annual meeting of the American Psychological Association, New York, NY.
- Langer, P., Summers, R. H., & Griffith, W. (1986). *Air Force Security Police: Trainee expectations versus job realities*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Keenan, V., Langer, P., & Medosch-Schonbeck, C. (1986). *Feedback in text processing: Searching a domain*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Langer, P., Keenan, V., & Medosch-Schonbeck, C. (1985). *Feedback and the reconstruction of memory*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ.
- Langer, P. (1985). *Toward convergence: A psychological analysis*. Paper presented at the meeting of the Rocky Mountain Psychological Association, Tucson, AZ.
- Keenan, V., Langer, P., & Medosch-Schonbeck, C. (1985). *Does anyone know how feedback really works*. Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Langer, P. (1984). *Hood's defeat at Franklin (November 30, 1864): A case study in frustration-aggression*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Las Vegas, NV.
- Keenan, V., Langer, P. & Medosch-Schonbeck, C. (1984). *Text synthesis: An exploration*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Las Vegas, NV.
- Langer, P. (1983). *Instruction and the feedback dilemma*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Langer, P., J. Kalk, & D. Searls (1982). *Age of admission and trends in achievement: A comparison of Blacks and Whites*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Langer, P. (1982). *Psychohistory: Pickett's Charge (July 3, 1863)*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Keenan, V., Shapiro, M. & Langer, P. (1981). *Time on task in the rank-rate effect*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Langer, P., Carline, D., & Church, R. (1981). *Conference structure- effectiveness: Some preliminary findings*. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, CA.
- Langer, P. (1981). *PSI: Some empirical evidence for masochism*. Paper presented at the meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Langer, P. (1981). *Malvern Hill (July 1, 1862): Deadly antecedents of Pickett's Charge*. Paper presented at the meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Getsie, R. & Langer, P. (1981). *Modification of isolate behavior in a pre- school child*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

- Langer, P. (1980) *W(h)ither PSI?* Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ.
- Langer, P. (1979). *Maintaining stability of achievement in an individualized instructional system.* Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Las Vegas, NV.
- Langer, P. (1978). *Critical decision areas in instructional development.* Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Langer, P. (1977). *Innovating undergraduate educational psychology: A somewhat different set of problems.* Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Langer, P. (1977). *Innovating in educational psychology: A five year project.* Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Langer, P. (1976). *Some observations on instructional research in the classroom.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Langer, P. (1976). *Meaning of an individualized system.* Paper presented at the Eighth Annual Reading Conference, Boulder, CO.
- Langer, P. (1975). *Diversification of instructional techniques in a modularized/individualized educational/adolescent psychology program.* Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Langer, P. (1974). *Round two--a modularized/individualized secondary educational psychology program.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Langer, P. (1973). *Procedures for developing a modular educational psychology program--minimal resources.* Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.
- Langer, P. (1971). *Some problems of Interaction Analysis.* Paper presented at the meeting of the Rocky Mountain Educational Research Association, Boulder, CO.
- Langer, P. (1970). *The Minicourse as a model for teaching interaction analysis.* Symposium presented at the annual meeting of the American Educational Research Association, Minneapolis, MN.
- Langer, P. (1969). *The range of teaching skills that can be changed by the Minicourse model.* Symposium conducted at the annual meeting of the American Psychological Association, Washington, D.C.
- Langer, P. (1969). *Minicourse: Theory and strategy.* Symposium conducted at the annual meeting of the American Educational Research Association, Los Angeles, CA.
- Gall, M., Borg, W., Kelley, M., & Langer, P. (1969). *The relationship between personality and microteaching behavior before and after inservice microteaching.* Paper presented at the meeting of the California Educational Research Association, Los Angeles, CA.
- Langer, P. (1968). *Use of videotape recorders in training teachers.* Paper presented at the annual meeting of the Western Psychological Association, San Diego, CA.
- Borg, W., Kallenbach, W., Kelley, M., & Langer, P. (1968). *The Minicourse: Rationale and uses in the inservice education of teachers.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Langer, P. (1967). *The general psychology course: A lesson from astrology.* Paper presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

- Langer, P. (1965). *Rah, Rah psychology*. Paper presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Langer, P. (1965). *Free versus forced choice on the SORT*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Langer, P. (1964). *Comparison of two multiple-choice Rorschach tests*. Paper presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Langer, P. (1963). *Motivational influences on the Structured-Objective Rorschach Test (SORT)*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Cody, WY.
- Langer, P. (1963). *Intertest changes in response set and item content*. Paper presented at the annual meeting of the American Psychological Association, Philadelphia, PA.
- Langer, P. (1962). *Social desirability and acquiescence on the SORT*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Butte, MT.
- Langer, P. (1962). *Response set and P responses on the SORT*. Paper presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- Langer, P. (1961). *Response set*. Paper presented at the meeting of the Utah Psychological Association, Salt Lake City, UT.
- Langer, P. (1961). *Sex differences in response set*. Paper presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA.

Technical Reports

- Keenan, V., Langer, P., & Diesel, K. (1996). *The influence of feedback on two versions of a related text: VI*. (Institute of Cognitive Science Tech. Rep. No. 96-05). Boulder: University of Colorado.
- Langer, P., Keenan, V., Wetzel, J., Jacques-Griffin, J., & Chiszar, D. (1994). *The influence of feedback on two versions of a related text: V*. (Institute of Cognitive Science Tech. Rep. No. 94-09.) Boulder: University of Colorado.
- Langer, P., Keenan, V., & Wetzel, J. (1994). *The influence of feedback on two versions of a related text: IV*. (Institute of Cognitive Science Tech. Rep. No. 94-03). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Schreiner, M.E. (1993). *The influence of feedback on two versions of a related text: III*. (Institute of Cognitive Science Tech. Rep. No. 93-09). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Cumbo, K. (1992). *The influence of feedback on two versions of a related text: II*. (Institute of Cognitive Science Tech. Rep. No. 92-01). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Nelson, S. (1991). *The influence of feedback on two versions of a related text: I*. (Institute of Cognitive Science Tech. Rep. No. 91-02). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Culler, J. (1988). *Signalling, sentence order, and text comprehension* (Institute of Cognitive Science Tech. Rep. No. 88-10). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Culler, J. (1988). *Comprehension of paragraphs reconstructed from scrambled discourse using feedback*. (Institute of Cognitive Science Tech. Rep. No. 88-1). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Culler, J. (1987). *Signalling, feedback, and text content* (Institute of Cognitive Science Tech. Rep. No. 87-4). Boulder: University of Colorado.

- Keenan, V., Langer, P., & Medosch-Schonbeck, C. (1987). *Sentence-order feedback in the comprehension of prose* (Institute of Cognitive Science Tech. Rep. No. 155). Boulder: University of Colorado.
- Langer, P., Keenan, V., & Culler, J. (1986). *Significance of feedback to discourse processing* (Institute of Cognitive Science Tech. Rep. No. 156). Boulder: University of Colorado.
- Langer, P. & Summers, R.H. (1986). *Task-Worker-Environment Interaction Study survey data: Final Report*. Boulder: University of Colorado, Institute of Cognitive Science.
- Langer, P. & Summers, R.H. (1986). *Task-Worker-Environment Interaction Study survey data: Interim Report*. Boulder: University of Colorado, Institute of Cognitive Science.
- Langer, P. (1986). *Expectations and satisfaction: A preliminary analysis of the Task-Worker-Environment Interaction Study survey of Security Police data*. Boulder: University of Colorado, Institute of Cognitive Science.
- Langer, P., Keenan, V., & Medosch-Schonbeck, C. (1985). *Limitations of feedback on retrieval using a text synthesis paradigm* (Institute of Cognitive Science. Tech. Rep. No. 149). Boulder: University of Colorado.
- Langer, P., Keenan, V. & Medosch-Schonbeck, C. (1985). *Text synthesis feedback and retrieval* (Institute of Cognitive Science Tech. Rep. No. 137). Boulder, CO: University of Colorado.
- Langer, P. (1985). *Some perspectives on reappraising task performance: Interim report* (Institute of Cognitive Science Tech. Rep. No. 144). Boulder, CO: University of Colorado.
- Keenan, V., Langer, P. & Medosch-Schonbeck, C. (1985). *Delayed retrieval following text synthesis with varied feedback* (Institute of Cognitive Science Tech. Rep. No. 136). Boulder: University of Colorado.
- Langer, P. & Keenan, V. (1984). *Modification of current feedback strategies: A text synthesis approach*. (Institute of Cognitive Science Institute of Cognitive Science Tech. Rep. No. 127). Boulder: University of Colorado.
- Langer, P. (1982). *Modification of current feedback strategies: A text synthesis approach*. Annual Report of the Air Force Office of Scientific Research Summer Faculty Research Program. St. Cloud, FL: SCEE Press.
- Kalk, J., Langer, P. & Searls, D. (1982). *A closer look at school cut-off dates and achievement*. Denver, CO: National Assessment of Educational Progress, Educational Commission of the States.
- Kalk, J., Langer, P. & Searls, D. (1981). *Trends in achievement as a function of age of admission*. Denver, CO: National Assessment of Educational Progress, Educational Commission of the States.
- Carline, D. & Langer, P. (1979). *Final report: I/T/A project*. Boulder: University of Colorado, School of Education.
- Langer, P (1978). *An evaluation of course authoring systems* (2 vols.). Lowry Air Force Base, CO: Air Force Human Resource Laboratory.
- Hurst, R.L. & Langer, P. (1965). *Sorting, standardized scores, and ratings for the Structured-Objective Rorschach Test (SORT)*. 1920 General Programs Lib. 6.0 165.

Instructional Development

- Educational psychology and adolescent development*. (2008). (Custom edition for the University of Colorado at Boulder). Boston, MA: Pearson Custom Publishing. Taken from Woolfolk, A. *Educational psychology* (10th ed.) and Rice, P. & Dolgin, K. *The adolescent: Development, relationships, and culture* (12th ed.)
- Langer, P. (1993). Thoughts on teaching II. *Teaching at CU: A handbook for graduate teachers*. Boulder, CO: University of Colorado.
- Langer, P. (1993). Tips for teaching II. *Teaching at CU: A handbook for graduate teachers*. Boulder, CO: University of Colorado.
- Langer, P., Calisher, S., & Harvey, L. (1989). *Final report: Improvement of instruction in general psychology*. Boulder, CO: University of Colorado, Department of Psychology.
- Langer, P. (1988). Thoughts on teaching. *The tutor: Graduate teacher program newsletter*, 3(4), 1-4. Boulder, CO: *University of Colorado
- Langer, P. (1987). Tips for teaching. *The Tutor: Graduate Teacher Program Newsletter*, 3(4), 1-5. (ERIC Document Reproduction Services No. ED 297676).
- Langer, P. (1987). *Survival as an outcome: The implications for education*. Paper presented at the meeting of the Colorado Alliance for Science, Golden, CO.
- Langer, P. (1979). *Student manual for educational and adolescent psychology* (3rd ed.). Boulder: University of Colorado, School of Education.
- Langer, P. (1976). *Student manual for educational and adolescent psychology* (2nd ed.). Boulder: CO: University of Colorado, School of Education
- Langer, P. (1976). *Meaning of an individualized learning system*. Paper presented at the University of Colorado Annual Reading Conference, Boulder: University of Colorado, School of Education
- Langer, P. (1975). Individualized/modularized multi-media educational/ adolescent psychology course. In James Maas and Douglas Kleiber (Eds.), *Directory of teaching innovations in psychology*, 437-438. Washington, DC: American Psychological Association.
- Langer, P. (1975). *Student manual for educational and adolescent psychology*. Boulder, CO: University of Colorado, School of Education.
- Langer, P. (1974). Review of managing instructional problems: A case study workbook. , *School and University Review* 4 (4), 2, and 4,. Boulder, CO; University of Colorado.
- Langer, P. (1974). *Behaviorism in teacher education*. Symposium conducted at the University of Colorado. UPSTEP Conference, Glenwood Springs, CO.
- Langer, P. (1973). Secondary professional year: Secondary educational psychology program. *UPSTEP position papers*. Boulder, CO: University of Colorado.
- Langer, P. (1973). *Individualized instruction*. Symposium conducted at the University of Colorado UPSTEP Conference, Glenwood Springs, CO.
- Langer, P. (1973). A system for secondary teacher training. *School and university review*, 3 (Summer), 6-8.
- Langer, P. & Borg, W. (1973). *Instructor guide: Utah State University protocols*. Logan: Utah State University, College of Education.
- Langer, P. (1972). *A description of a modularized/individualized under-graduate educational/adolescent psychology course*. Paper presented at the University of Colorado UPSTEP Conference, Estes Park, CO.
- Langer, P. & Borg, W. (1972). *Instructor guide: Utah State University protocols*. Logan: Utah State University, College of Education.

- Langer, P. (1971). *Role playing: Teacher handbook*. Berkeley, CA: Far West Laboratory for Educational Research and Development.
- Langer, P. (1971). *Interaction analysis: Teacher handbook*. Berkeley, CA: Far West Laboratory for Educational Research and Development.
- Langer, P. (1970). *Human relations training unit: Discussion leaders' guide*. Berkeley, CA: Far West Laboratory for Educational Research and Development.
- Langer, P. (1970). *Human relations training unit: Coordinator's handbook*. Berkeley, CA: Far West Laboratory for Educational Research and Development.
- Langer, P. (1970). *Final report on Minicourse 3: Effective questioning techniques--secondary level*. Berkeley, CA: Far West Laboratory for Educational Research and Development.
- Langer, P. (1970). *Effective questioning in a classroom discussion-- secondary level: Teacher's handbook*. Berkeley, CA: Far West Laboratory for Educational Research and Development.

External Academic

Invited examiner, doctoral dissertation, University of Melbourne, Australia, 1994

GRANTS

- Faculty fellow. (2001). *Development of an Optoelectronic Microsystems Education Resource Center*. NSF grant, funded through the College of Engineering, University of Colorado, 36 months, \$499,722.
- Principal Investigator. (1993). *Text comprehension and feedback*. University of Colorado, CRCW Small Grant: \$600.
- Principal Investigator (with Harvey, L.& Calisher S). (1989). *Use of microteaching to train General Psychology teaching assistants*. University of Colorado: \$2,300.
- Principal Investigator (with Keenan, V.) (1983). *Modification of current feedback strategies: A text synthesis approach*. United States Air Force Office of Scientific Research Mini-grant: \$12,000.
- Principal Investigator. (1977). *An evaluation of selected course authoring systems*. United States Air Training Command: \$81,735.
- Principal Investigator (with Daley, M.). (1966). *Vocal operant behavior*. Utah State University Research Foundation: \$ 2,500
- Principal Investigator. (1965). *Psychological correlates of complex motor activities*. Utah State University Scientific Research Foundation: \$2,000.
- Principal Investigator. (1965). *Characteristics of freshmen students in need of and receptive to counseling*. United States Office of Education: \$7,500.
- Principal Investigator. (1962-1964). *Validation of the Structured-Objective Rorschach Test (SORT)*. Utah State University Scientific Research Foundation: \$6,500.