

Bethany Rittle-Johnson
Assistant Professor
Psychology and Human Development

EDUCATION

1999 *Ph.D., Developmental Psychology*, Carnegie Mellon University, Pittsburgh, Pa.
1996 *M.S., Developmental Psychology*, Carnegie Mellon University, Pittsburgh, Pa.
1994 *B.A., Psychology (with Distinction)*, Biology minor, University of Virginia

EMPLOYMENT

Fall 2002 - Assistant Professor
Department of Psychology and Human Development
Peabody College
Vanderbilt University

Summer 1999 – Summer 2002 Post-Doctoral Research Associate
Pittsburgh Advanced Cognitive Tutor (PACT) Center
Human-Computer Interaction Institute
Carnegie Mellon University

Fall 1999 – Spring 2000 Instructor
Department of Psychology
Carnegie Mellon University

HONORS AND AFFILIATIONS

German-USA Early Career Research Exchange for Research on Learning Technologies and Technology-Supported Education, National Science Foundation, 2001-2002
NIMH/NRSA Post-Doctoral Training Grant, National Institutes of Mental Health, 2000-2001
Graduate Fellowship (for tuition and stipend), National Science Foundation, 1995-1998
Graduate Research Scholarship in Psychology, American Psychological Foundation, 1998

Representative Peer-Reviewed Publications

Rittle-Johnson, B. & Star, J. (in press). Using contrasting examples to support problem-solving flexibility and transfer in mathematics. *Journal of Educational Psychology*.

Rittle-Johnson, B. (2006). Promoting transfer: The effects of direct instruction and self-explanation. *Child Development*, 77(1), 1-15.

Rittle-Johnson, B. & Koedinger, K.R. (2005). Investigating Knowledge Scaffolds to Support Mathematical Problem Solving. *Cognition and Instruction*. 23(3), 313-349.

Rittle-Johnson, B., Siegler, R.S. & Alibali, M.W. (2001). Developing conceptual understanding and procedural skill in mathematics: An iterative process. *Journal of Educational Psychology*, 93, 346-362.

Rittle-Johnson, B. & Alibali, M.W. (1999). Conceptual and procedural knowledge of mathematics: Does one lead to the other? *Journal of Educational Psychology*, 91, 1-16.

Current Support

Co-Principle Investigator with Jon Star, Michigan State Univ., "Using contrasting examples to support procedural flexibility and conceptual understanding in mathematics" US Dept. of Education Institute of Education Sciences 8/05 - 8/08. \$1,014,175.

Past support

Principle Investigator, "Promoting integration of conceptual and procedural knowledge in mathematics: The effects of students inventing procedures and self-explaining" Peabody small research grant, 6/03-5/04. \$6850.