Curriculum Vitae

Clark A. Chinn
Distinguished Professor
Department of Educational Psychology
Rutgers University

October 3, 2025

Academic Degrees

1997	Ph.D. University of Illinois at Urbana-Champaign (Educational Psychology)
1984	M.A. University of Kansas (Curriculum and Instruction)
1983	B.A. University of Kansas (Psychology)

Employment History

2024-present	Chair, Department of Educational Psychology
2024-present	Distinguished Professor, Dept. of Educational Psychology, Rutgers University
2021-2024	Associate Dean for Faculty Affairs, Graduate School of Education, Rutgers University
2013-2024	Professor, Dept. of Educational Psychology, Rutgers University
2017-2019	Associate Dean of Research, Faculty Development, and Research Outreach, Graduate School of Education, Rutgers University
2018-2019	Interim Dean, Graduate School of Education, Rutgers University
2014 (summer)	Interim Co-Dean, Graduate School of Education, Rutgers University
2013-2017	Chair, Dept. of Educational Psychology, Rutgers University
2012 (fall)	Vice-Chair, Dept. of Educational Psychology, Rutgers University
2005-2008	Director of the Ph.D. Program in Education, Rutgers University
2002-2013	Associate Professor, Dept. of Educational Psychology, Rutgers University
1996-2002	Assistant Professor, Dept. of Educational Psychology, Rutgers University
1992-1993	Teaching Assistant, Department of Educational Psychology, University of Illinois at Urbana-Champaign
1989-1996	Research Assistant, Center for the Study of Reading, University of Illinois at Urbana-Champaign
1985-1989	Instructor, Tokyo YMCA College of English, Tokyo. Also coordinator, 1986-1989, College Steering Committee, 1988-1989.
1985	Instructor, English Language Education Council, Tokyo, Japan
1984-1985	Instructor, Nippori Gaigo Center
1982-1984	Research assistant (computer programmer and statistician), University Counseling Center, University of Kansas

Editorships

2009-2015	Editor (2010-2014) / Outgoing Editor (in 2015) of *Educational Psychologist*. *Educational Psychologist* ranked #1 in Education and #1 in Educational

Psychology in two-year impact factor (InCites Journal Citation Reports) for 2015 and 2016, which covered the articles published in the last two full years of my editorship.

Grant Funding

Extramural

2023	Collaborative research: Engaging students in discourse about criteria for judging scientific models, $725,210. National Science Foundation (co-PI, with Ravit Golan Duncan, PI).
2020	Developing Teachers' Epistemic Cognition and Teaching (DeTECT) Practices for Supporting Students' Epistemic Practices with Scientific Systems, $2,105,309. National Science Foundation (co-PI, with Susan Yoon, PI). Award number 2009803.
2019	Fulbright Research Grant, Japan, 2019-2020. $54,830 (based on average yen-dollar exchange rate). Japan-United States Educational Commission (Fulbright Japan).
2018	Collaborative Research: Scaffolding Explanations and Epistemic Development for Systems (SEEDS), $856,337. National Science Foundation (co-PI, with Ravit Golan Duncan, PI). Award number 1760909.
2017	Modeling Epistemic Growth: A Microgenetic Study of the Development of Epistemic Cognition, $75,000. United States-Israel Binational Science Foundation (co-PI, with Sarit Barzilai, PI).
2012	Interdisciplinary Conference on Epistemic Cognition, $30,870. American Educational Research Association (Principal Investigatory, with Jeffrey Green, University of North Carolina, co-PI).
2010	Emerging Research-Empirical--Investigating Scaffolding Strategies to Promote Reasoning and Conceptual Change in Science, $1,497,543; National Science Foundation. (Principal Investigator, with Ravit Golan Duncan, co-PI). Award number 1008634.
2008	Research Experiences for Undergraduates Supplement to Promoting Conceptual Change in Reasoning; $15,250. National Science Foundation. (Principal Investigator with Richard A. Duschl & Ravit Golan Duncan, co-PIs).
2006	Promoting Conceptual Change in Reasoning, Supplement; $183,149; National Science Foundation. (Principal Investigator with Richard A. Duschl & Ravit Golan Duncan, co-PIs). Award number 0529582.
2005	Promoting Conceptual Change in Reasoning; $888,953; National Science Foundation. (Principal Investigator, with Richard A. Duschl & Ravit Golan Duncan, co-PIs).
2005	Research Experiences for Undergraduates Supplement to CAREER: Classroom Instruction to Promote Authentic Experimentation, $13,800; National Science Foundation
2000	Microgenetic Studies of Learning During Collaborative Inquiry; $45,000; National Academy of Education/Spencer Postdoctoral Fellowship (2000-2002).
2000	Research Experiences for Undergraduates Supplement to CAREER: Classroom Instruction to Promote Authentic Experimentation, $13,800; National Science

Foundation
1999   CAREER: Classroom Instruction to Promote Authentic Experimentation; $499,885; National Science Foundation. Award number 9875485.

Intramural

2002   Board of Trustees Research Fellowship for Scholarly Excellence, $2000, Rutgers University.

1998   Research Council Grant, $1800, Rutgers University.

Honors and Awards

Fellow

2022   Fellow of the International Society of the Learning Sciences

2017   Fellow of the American Psychological Association, Division 15 (Educational Psychology)

2016   Fellow of the American Educational Research Association

2016   July, Fellow of the Center for Advanced Study, Ludwig Maximilians University

2000   National Academy of Education/Spencer Postdoctoral Fellowship

Awards

2018   Best Paper Published in *Journal of the Learning Sciences* in 2018

2017   *American Educational Research Journal*: an Outstanding Reviewer for 2017

2017   Rutgers Graduate School of Education Alumni Association Award

2010   Undergraduate Research Mentor of the Year, Rutgers University

2007   Outstanding Service Award, Graduate School of Education Alumni Association, Rutgers University.

2004   Outstanding Research Award, Graduate School of Education Alumni Association, Rutgers University

2003   Selected as an outstanding teacher, Rutgers University chapter of Kappa Delta Pi.

2002   Board of Trustees Research Fellowship for Scholarly Excellence, Rutgers University.

2001   Richard E. Snow Award for Early Career Contributions, Division 15 (Educational Psychology), American Psychological Association

2001   Outstanding Teaching Award, Graduate School of Education Alumni Association, Rutgers University

Publications

Refereed Journal Articles

Chinn, C. A., Barzilai, S, & Elby, A. (in press). Epistemic rights in tension and accord: Expanding the analysis of source evaluation criteria. *Educational Psychologist.*

Barzilai, S., & Chinn, C. A. (in press). How do source evaluation criteria develop? A microgenetic study of growth of epistemic ideals. Computers in Human Behavior, 172. https://doi.org/10.1016/j.chb.2025.108729

Barzilai, S., Tal-Savir, D., Abed, F., Mor-Hagani, S., & Chinn, C. A. (in press). Scaffolding source evaluation during document-based scientific inquiry: The contributions of document mapping and shared criteria scaffolds. *Computers in Human Behavior, 165.* https://doi.org/10.1016/j.chb.2024.108547

Murphy, D., Duncan, R. G., Chinn, C. A., Danish, J., Hmelo Silver, C. E., Zhou, J., & Ryan, Z. (2025). Elementary students' metacognitive knowledge of epistemic criteria. *Journal of Research in Science Teaching, 62*(7), 1721-1742. https://doi.org/10.1002/tea.22030

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2025). Regrounding Inquiry-Based Learning in History: A Study of Historians' Epistemic Processes. *Cognition and Instruction, 43*(4), 291-315. https://doi.org/10.1080/07370008.2025.2503193

Duncan, R. G., & Chinn, C. A. (2025). Evaluating the quality of argumentation: The role of epistemic ideals and reliable processes. *Cognition and Instruction*, *43*(3), 201-232. https://doi.org/10.1080/07370008.2025.2497240

Zhou, J., Hmelo-Silver, C. E., Ryan, Z., Stiso, C., Murphy, D., Danish, J., Chinn, C. A., & Duncan, R. G. (2024). Disagreeing softly: Supporting students in managing disagreement in peer critique. *International Journal of Computer-Supported Collaborative Learning, 20*(2), 249-282. https://doi.org/10.1007/s11412-024-09438-z

de Jong, T., Lazonder, A. W., Chinn, C. A., Fischer, F., Gobert, J., Hmelo-Silver, C. E., Koedinger, K. R., Krajcik, J. S., Kyza, E. A., Linn, M. C., Pedaste, M., Scheiter, K., & Zacharia, Z. C. (2024). Beyond inquiry or direct instruction: Pressing issues for designing impactful science learning opportunities. *Educational Research Review, 44*. https://doi.org/10.1016/j.edurev.2024.100623

Barzilai, S., & Chinn, C. A. (2024). The AIR and Apt-AIR frameworks of epistemic performance and growth: Reflections on educational theory development. *Educational Psychology Review, 36:91.* https://doi.org/10.1007/s10648-024-09927-5

Yoon, S.A., Chinn, C., Noushad, N., Richman, T., Hussain-Abidi, H., Hunkar, K., Cottone, A., Katz, J., Mitkus, E., & Wendel, D. (2023). 7 design principles for teaching complex socioscientific issues: The design of a complex systems agent-based disease epidemic model and the application of epistemic practices in high school biology. *Frontiers in Education, 8*:1210153. https://doi.org/10.3389/feduc.2023.1210153

Marino, S., & Chinn, C. A. (2023). Jazz improvisation pedagogy: Evaluating the effectiveness of a beginning jazz improvisation learning environment for middle school instrumentalists. *Journal of Research in Music Education, 71,* 322-342. https://doi.org/10.1177/00224294221150019

Chinn, C. A., Yoon, S.A., Hussain-Abidi, H., Hunkar, K., Noushad, N., Richman, T. (2023). Designing learning environments to promote good thinking in a post-truth world: An example from science education. *European Journal of Education*, *58,* 407–421. https://doi.org/10.1111/ejed.12573

Pickal, A., Engelmann, K., Chinn, C. A., Neuhaus, B. J., Girwidz, R., & Wecker, C. (2023). The diagnosis of scientific reasoning skills: How teachers' professional knowledge predicts their diagnostic accuracy. *Frontiers in Education, 8:*1139176. https://doi: 10.3389/feduc.2023.1139176

Ryan, Z., Danish, J. A., Zhou, J., Stiso, C., Murphy, D., Duncan, R. G., Chinn, C. A., & Hmelo-Silver, C. E. (2023). Investigating students' development of mechanistic reasoning in modeling complex aquatic ecosystems. *Frontiers in Education, 8, 1159558.* https://10.3389/feduc.2023.1159558

De Jong, T., Lazonder, A. W., Chinn, C. A., Fischer, F., Gobert, J., Hmelo-Silver, C. E., Koedinger, K. R., Krajcik, J. S., Kyza, E. A., Linn, M. C., Pedaste, M., Scheiter, K., & Zacharia, Z. C. (2023). Let's talk evidence—The case for combining inquiry-based and direct instruction. *Educational Research Review, 38,* 1-14. https://doi.org/10.1016/j.edurev.2023.100536

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2022). Aims in the practice of historiography: An interview study with Finnish historians. *Historical Encounters, 9*(1), 156-175. https://doi.org/10.52289/hej9.109

Mochizuki, T., Chinn, C. A., Yamaguchi, E., & Oura, H. (2022). Information literacy based on epistemic cognition and its learning environments design in post-truth era. *Transactions of Japanese Society for Information and Systems in Education, 39*, 17-34 (In Japanese). https://doi.org/10.14926/jsise.39.17

Chinn, C. A., Duncan, R. G., & Av-Shalom, N. (2021). Applying the Grasp-of-Evidence framework to design and evaluate epistemically complex learning environments. *Information and Technology in Education & Learning*, *1(1),* 1-23. https://doi.org/10.12937/itel.1.1.Inv.p004

Kerrigan, J., Weber, K., & Chinn, C. A. (2021). Effective discourse in the productive failure process. *Journal of Mathematical Behavior, 63,* 1-20. https://doi.org/10.1016/j.jmathb.2021.100892

Greene, J. A., Chinn, C. A., & Deekins, V. M. (2021). Experts' reasoning about the replication crisis: Apt epistemic performance and actor-oriented transfer. *Journal of the Learning Sciences, 30* (3)*,* 351-400. https://doi.org/10.1080/10508406.2020.1860992

Chinn, C. A., Barzilai, S., & Duncan, R. G. (2021). Education for a "post-truth" world: New directions for research and practice. *Educational Researcher, 52* (1), 51-60. https://doi.org/10.3102/0013189X20940683

Chinn, C. A., Barzilai, S., & Duncan, R. G. (2020). Disagreeing about how to know: The instructional value of Explorations into Knowing. *Educational Psychologist,* 55, 167-180. https://doi.org/10.1080/00461520.2020.1786387

Barzilai, S., & Chinn, C. A. (2020). A review of educational responses to the "post-truth" condition: Four lenses on "post-truth" problems. *Educational Psychologist*, *55,* 107-119. https://doi.org/10.1080/00461520.2020.1786388

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2019). Historians and conceptual change in history itself: The domain as a unit of analysis. *International Journal of Educational Research, 98*, 245-256. https://doi:10.1016/j.ijer.2019.09.001

Av-Shalom, N., Zimmerman, R., Chinn, C. A., & Duncan, R. G. (2019). Analysis of different categories of epistemic and metacognitive discourse in argumentation. *Studia Paedagogica*, 24, 101-118. https://doi.org/10.5817/SP2019-4-5

Duncan, R. G., Chinn, C. A., & Barzilai, S. (2018). Grasp of evidence: problematizing and expanding the Next Generation Science Standards' conceptualization of evidence. *Journal of Research in Science Education*, *55,* 907-937. https://doi:10.1002/tea.21468

Barzilai, S., & Chinn, C. A. (2018). On the goals of epistemic education: Promoting apt epistemic performance. *Journal of the Learning Sciences, 27,* 353-389. https://doi:10.1080/10508406.2017.1392968

Ruppert, J., Duncan, R. G., & Chinn, C. A. (2017). Disentangling the role of domain-specific knowledge in student modeling. *Research in Science Education, 49*, 921-948. doi:10.1007/s11165-017-9656-9

Chinn, C. A. (2017). Promoting systems understanding. *Instructional Science, 45,* 123-135. https://doi.org/10.1007/s11251-017-9406-4

Chinn, C. A., & Rinehart, R. W. (2016). Advances in research on sourcing--source credibility and reliable processes for producing knowledge claims. *Reading and Writing, 29*, 1701-1717. DOI 10.1007/s11145-016-9675-3

Rinehart, R. W., Duncan, R. G., & Chinn, C. A., Atkins, T., & DiBenedetti, J. (2016). Critical design decisions for successful model-based inquiry in science classrooms. *International Journal of Designs for Learning*, *7*, 17-40. https://doi.org/10.14434/ijdl.v7i2.20137

Duncan, R. G., & Chinn, C. A. (2016). New directions for research on argumentation: Insights from the AIR framework for epistemic cognition. *German Journal of Educational Psychology*, *30,* 155-161. DOI: 10.1024/1010-0652/a000178

Rinehart, R. W., Duncan, R. G., & Chinn, C. A. (2014). A scaffolding suite to support evidence-based modeling and argumentation. *Science Scope, 38*(4), 70-77. https://doi.org/10.2505/4/ss14_038_04_70

Rogat, T. K., Witham, S., A., & Chinn, C. A. (2014). Teachers' autonomy-relevant practices within an inquiry-based science curricular context: Extending the range of academically significant autonomy-supportive practices. *Teachers College Record, 116*, 1-46. https://doi.org/10.1177/016146811411600708

Chinn, C. A., Buckland, L. A., & Samarapungavan, A. (2011). Expanding the dimensions of epistemic cognition: Arguments from philosophy and psychology. *Educational Psychologist, 46,* 141-167. DOI: 10.1080/00461520.2011.587722

Pluta, W. J., Chinn, C. A., & Duncan, R. G. (2011). Learners' epistemic criteria for good scientific models. *Journal of Research in Science Teaching, 48,* 486-511. https://DOI: 10.1002/tea.20415

White, B., Stains, M., Escriu-Sune, M., Medaglia, E., Rostamnjad, L., Chinn, C., & Sevian, H. (2011). A novel instrument for assessing students' critical thinking abilities. *Journal of College Science Teaching*, *40,* 102-107. https://www.jstor.org/stable/42993885

Duncan, R. G., Freidenreich, H. B., Chinn, C. A., & Bausch, A. (2011). Promoting middle-school students' understanding of molecular genetics. *Research in Science Education, 41,* 147-167. DOI: 10.1007/s11165-009-9150-0

Chinn, C. A., & Samarapungavan, A. (2009). Conceptual change—multiple routes, multiple mechanisms: A commentary on Ohlsson (2009). *Educational Psychologist*, *44*, 47-57. https://doi.org/10.1080/00461520802616291

Hmelo-Silver, C. E., Duncan, R. G., Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist, 42*, 99-107. https://doi.org/10.1080/00461520701263368

Chinn, C. A., & Malhotra, B. A. (2002). Children's responses to anomalous scientific data: How is conceptual change impeded? *Journal of Educational Psychology, 19,* 327-343. https://doi.org/10.1037/0022-0663.94.2.327

Chinn, C. A., & Malhotra, B. A. (2002). Epistemologically authentic reasoning in schools: A theoretical framework for evaluating inquiry tasks. *Science Education, 86,* 175-218. https://doi.org/10.1002/sce.10001

Chinn, C. A., & Hmelo, C. E. (2002). Authentic inquiry: Introduction to the special section. *Science Education, 86, 171-174*. https://doi.org/10.1002/sce.10000

Chinn, C. A., & Samarapungavan, A. (2001). Distinguishing between understanding and belief. *Theory Into Practice, 40,* 235-241. https://doi.org/10.1207/s15430421tip4004_4

Chinn, C. A., & Brewer, W. F. (2001). Models of data: A theory of how people evaluate data. *Cognition and Instruction*, *19*, 323-393. https://doi.org/10.1207/S1532690XCI1903_3

Chinn, C. A., Anderson, R. C., & Waggoner, M. A. (2001). Patterns of discourse in two kinds of literature discussion. *Reading Research Quarterly, 36,* 378-411. https://doi.org/10.1598/RRQ.36.4.3

Chinn, C. A., O'Donnell, A. M., & Jinks, T. S. (2000). The structure of discourse in collaborative learning. *Journal of Experimental Education, 69*, 77-97. https://doi.org/10.1080/00220970009600650

Chinn, C. A., & Anderson, R. C. (1998). The structure of discussions that promote reasoning. *Teachers College Record, 100*, 315-368. https://doi.org/10.1177/016146819810000205

Chinn, C. A., & Brewer, W. F. (1998). An empirical test of a taxonomy of responses to anomalous data in science. *Journal of Research in Science Teaching, 35*, 623-654. https://doi.org/10.1002/(SICI)1098-2736(199808)35:6<623::AID-TEA3>3.0.CO;2-O

Brewer, W. F., Chinn, C. A., & Samarapungavan, A. (1998). Explanation in scientists and children. *Minds and Machines, 8*, 119-136. https://doi.org/10.1023/A:1008242619231

Anderson, R. C., Chinn, C. A., Chang, J., Waggoner, M. A., & Yi, H. (1997). On the logical integrity of children's arguments. *Cognition and Instruction, 15*, 135-167. https://doi.org/10.1207/s1532690xci1502_1

Chinn, C. A., & Brewer, W. F. (1996). Mental models in data interpretation. *Philosophy of Science, 63* (Proceedings), S211-S219. https://doi.org/10.1086/289954

Waggoner, M. A., Chinn, C. A., Anderson, R. C., & Yi, H. (1995). Collaborative reasoning about stories. *Language Arts, 72*, 582-589. https://www.jstor.org/stable/41482243

Chinn, C. A., Waggoner, M. A., Anderson, R. C., Schommer, M., & Wilkinson, I. A. (1993). Situated action in the small-group reading lesson: A microanalysis of oral reading error episodes. *American Educational Research Journal, 30*, 361-392. https://doi.org/10.3102/00028312030002361

Chinn, C. A., & Brewer, W. F. (1993). The role of anomalous data in knowledge acquisition: A theoretical framework and implications for science instruction. *Review of Educational Research, 63*, 1-49.   https://doi.org/10.3102/00346543063001001

Articles Submitted, Under Revision, or Invited at Peer Reviewed Journals

Barzilai, S., & Chinn, C. A. (under revision). How do source evaluation criteria develop? A microgenetic study of growth of epistemic ideals.

Chinn, C. A., & Barzilai, S. (invited manuscript). Developing the Apt-AIR Framework.

Duncan, R. G., & Chinn, C. A. (under revision). Evaluating the quality of argumentation: The role of epistemic ideals and reliable processes.

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (under revision). Regrounding inquiry-based learning in history: A study of historians' epistemic processes.

Murphy, D., Duncan, R. G., Chinn, C. A., Danish, J. A., & Hmelo-Silver, C. E. (under revision). Students' justifications for epistemic criteria importance and establishing students' epistemic agency around criteria revision.

Chapters

Chinn, C. A., & Iordanou, K. (2023). Theories of Learning. In N. G. Lederman, D. L. Zeidler, & & J. S. Lederman (Eds), *Handbook of Science Education* (pp. 89-120). Routledge. https://doi.org/10.4324/9780367855758-6

Duncan, R. G., Cavera, V., & Chinn, C. A. (2022). The role of evidence evaluation in critical thinking: Fostering epistemic vigilance. In B. Puig & M. Jiménez-Aleixandre (Eds.), *Critical thinking in biology and environmental education: Facing challenges in a post-truth world* (pp. 75-92). Springer. https://doi.org/10.1007/978-3-030-92006-7_5

Sherin, B. L., & Chinn, C. A. (2022). Microgenetic methods. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (3rd Ed.) (pp. 217-237). Cambridge University Press. https://doi.org/10.1017/9781108888295.014

Chinn, C. A., & Duncan, R. G. (2021). Inquiry and learning. In R. G. Duncan & C. A. Chinn (Eds.), *International handbook of inquiry and learning* (pp. 1-14). Routledge. https://doi.org/10.4324/9781315685779-1

Duncan, R. G., Av-Shalom, N., & Chinn, C. A. (2021). Inquiry and learning in science. In R. G. Duncan & C. A. Chinn (Eds.), *International handbook of inquiry and learning* (pp. 325-344). Routledge. https://doi.org/10.4324/9781315685779-22

El-Moslimany, H., Zimmerman, R. J., Av-Shalom, N., Chinn, C. A., & Duncan, R. G. (2021). The learning sciences. In D. Fisher (Ed.), *The Routledge Encylopedia of Education*. Routledge.

Barzilai, S., & Chinn, C. A. (2019). Epistemic thinking in networked society: Contemporary challenges and educational responses. In Y. Kali, A. Baram-Tsubari, & A. M. Schejter (Eds.), *Learning in a networked society: Spontaneous and designed technology enhanced learning communities* (pp. 57-77). Springer. https://doi.org/10.1007/978-3-030-14610-8_4

Chinn, C. A., & Duncan, R. G. (2018). What is the value of general knowledge of scientific reasoning? In F. Fischer, C. A. Chinn, K. Engelmann, & J. Osborne (Eds.), *Scientific reasoning and argumentation: The roles of domain-specific and domain-general knowledge* (pp. 77-101). Routledge. https://doi.org/10.4324/9780203731826-5

Engelmann, K., Chinn, C. A., Osborne, J., & Fischer, F. (2018). The roles of domain-specific and domain-general knowledge in scientific reasoning and argumentation: An introduction. In F. Fischer, C. A. Chinn, K. Engelmann, & J. Osborne (Eds.), *Scientific reasoning and argumentation: The roles of domain-specific and domain-general knowledge* (pp. 1-8). Routledge. https://doi.org/10.4324/9780203731826-1

Chinn, C. A., & Sandoval, W. A. (2018). Epistemic cognition and epistemic development. In F. Fischer, C. Hmelo-Silver, S. Goldman, & P. Reimann (Eds.), *International Handbook of the Learning Sciences* (pp. 24-33). Routledge. https://doi.org/10.4324/9781315617572-3

Chinn, C. A. (2018). Modeling, explanation, argumentation, and conceptual change. In T. G. Amin & O. Levrini (Eds.), *Converging perspectives on conceptual change* (pp. 206-226). Routledge. https://doi.org/10.4324/9781315467139-25

Chinn, C. A., Duncan, R. G., & Rinehart, R. W. (2018). Epistemic design: Design to promote transferable epistemic growth in the PRACCIS project. In E. Manalo, Y. Uesaka, & C. A. Chinn (Eds.), *Promoting spontaneous use of learning and reasoning strategies: Theory, research, and practice for effective transfer* (pp. 242-259)*. New York: Routledge. doi:10.4324/9781315564029-16

Manalo, E., Uesaka, Y., & Chinn, C. A. (2018). Introduction: Addressing the problem of inadequate spontaneity in students' use of learning and reasoning strategies. In E. Manalo, Y. Uesaka, & C. A. Chinn (Eds.), *Promoting spontaneous use of learning and reasoning strategies: Theory, research, and practice for effective transfer* (pp. 1-9)*. New York: Routledge. https://doi.org/10.4324/9781315564029-1

Manalo, E., Uesaka, Y., & Chinn, C. A. (2018). Conclusion: Some take-home messages on how it may be possible to promote greater spontaneity in students' use of learning and reasoning strategies. In E. Manalo, Y. Uesaka, & C. A. Chinn (Eds.), *Promoting spontaneous use of learning and reasoning strategies: Theory, research, and practice for effective transfer* (pp. 327-337)*. New York: Routledge. https://doi.org/10.4324/9781315564029-21

Chinn, C. A., & Rinehart, R. W. (2016). Epistemic cognition and philosophy: Developing a new framework for epistemic cognition. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 460-478). New York: Routledge.

Hmelo-Silver, C. E., & Chinn, C. A. (2016). Collaborative learning. In E. Anderman & L. Corno (Eds.), *Handbook of educational psychology* (3rd ed.) (pp. 349-363). New York: Routledge.

Chinn, C. A., & Sherin, B. L. (2014). Microgenetic methods. In R. Keith Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (2nd Ed.) (pp. 171-190). New York: Cambridge University Press. https://doi.org/10.1017/CBO9781139519526.012

Chinn, C. A., Rinehart, R. W., & Buckland, L. A. (2014). Epistemic cognition and evaluating information: Applying the AIR model of epistemic cognition. In D. Rapp & J. Braasch (Eds.), *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences* (pp. 425-453). Cambridge, MA: MIT Press.

Chinn, C. A., Duncan, R. G., Dianovsky, M., & Rinehart, R. (2013). Promoting conceptual change through inquiry. In S. Vosniadou (Ed.) *International Handbook of Conceptual Change* (2nd ed.) (pp. 539-559). New York: Routledge.

Chinn, C. A., & Clark, D. B. (2013). Learning through collaborative argumentation. In C. E. Hmelo-Silver, C. A. Chinn, C. K. K. Chan, & A. M. O'Donnell (Eds.), *International Handbook of Collaborative Learning* (pp. 314-332). New York: Taylor & Francis.

Chinn, C. A., & Buckland, L. A. (2012). Model-based instruction: Fostering change in evolutionary conceptions and in epistemic practices. In K. S. Rosengren, S. K. Brem, E. M. Evans, & G. M. Sinatra (Eds.), *Evolution challenges: Integrating research and practice in teaching and learning about evolution* (pp. 211-232). Oxford: Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199730421.003.0010

Sinatra, G. M., & Chinn, C. A. (2012). Thinking and reasoning in science: Promoting epistemic conceptual change. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *APA Educational psychology handbook: Vol. 3. Application to learning and teaching* (pp. 257-282). Washington, DC: American Psychological Association. https://doi.org/10.1037/13275-011

Chinn, C. A., & Buckland, L. A. (2011). Differences in epistemic practices among scientists, young earth creationists, intelligent design creationists, and the scientist creationists of Darwin's era. In R. Taylor and M. Ferrari (Eds.), *Epistemology and science education: Understanding the evolution vs. intelligent design controversy* (pp. 38-76). New York: Taylor & Francis.

Chinn, C. A. (2009). Epistemological beliefs. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 38-39). Detroit: Macmillan Reference USA.

Chinn, C. A., & Chinn, L. M. (2009). Cognitive strategies. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 209-214). Detroit: Macmillan Reference USA.

Chinn, C. A., & Chinn, L. M. (2009). Collaborative learning. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 214-219). Detroit: Macmillan Reference USA.

Chinn, C. A., & Nguyen-Jahiel, K. (2009). Richard C. Anderson. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 371-376). Detroit: Macmillan Reference USA.

Chinn, C. A., & Samarapungavan, A. (2008). Learning to use scientific models: Multiple dimensions of conceptual change. In R. A. Duschl & R. E. Grandy (Eds.), *Teaching scientific inquiry: Recommendations for research and implementation* (pp. 191-225). Rotterdam, NL: Sense Publishers. https://doi.org/10.1163/9789460911453_016

Chinn, C. A. (2006). The microgenetic method: Current work and extensions to classroom research. In J. L. Green, G. Camilli, & P. Elmore (Eds.). *Handbook of complementary methods in education research* (pp. 439-456). Washington, DC: American Educational Research Association.

Chinn, C. A. (2006). Learning to argue. In A. M. O'Donnell, C. Hmelo-Silver, & G. Erkens (Eds.), *Collaborative learning, reasoning, and technology* (pp. 355-383). Mahwah, NJ: Erlbaum.

Chinn, C. A., & Malhotra, B. A. (2001). Epistemologically authentic scientific reasoning. In K. Crowley, C. D. Schunn, & T. Okada (Eds.), *Designing for science: Implications from everyday, classroom, and professional settings* (pp. 351-392). Mahwah, NJ: Erlbaum.

Brewer, W. F., Chinn, C. A., & Samarapungavan, A. (2000). Explanation in scientists and children. In F. C. Keil & R. A. Wilson (Eds.), *Explanation and cognition* (pp. 279-298). Cambridge, MA: MIT Press.

Chinn, C. A., & Brewer, W. F. (2000). Knowledge change in response to data in science, religion, and magic. In K. S. Rosengren, C. N. Johnson, & P. L. Harris (Eds.), *Imagining the impossible: Magical, scientific, and religious thinking in children* (pp. 334-371). Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511571381.013

Chinn, C. A., & Brewer, W. F. (1998). Theories of knowledge acquisition. In B. J. Fraser & K. G. Tobin (Eds.), *International handbook of science education* (Vol. 1, pp. 97-113). Dordrecht: Kluwer. https://doi.org/10.1007/978-94-011-4940-2_7

Chinn, C. A. (1998). A critique of social constructivist explanations of knowledge change. In B. Guzzetti & C. Hynd (Eds.), *Perspectives on conceptual change: Multiple ways to understand knowing and learning in a complex world* (pp. 77-115). Mahwah, NJ: Erlbaum.

Anderson, R. C., Chinn, C., Waggoner, M., & Nguyen, K. (1998). Intellectually stimulating story discussions. In J. Osborn & F. Lehr (Eds.), *Literacy for all: Issues in teaching and learning* (pp. 170-186). New York: Guilford Press.

Hughes, G., & Chinn, C. (1986). Building reading vocabulary through inference: A better classification of context clues. In B. Snyder, W. H. Bartz, & J. B. Goepper (Eds.), *Second Language Acquisition: Preparing for Tomorrow* (pp. 93-108). Lincolnwood, Illinois: National Textbook Company.

Edited Volumes

Duncan, R. G., & Chinn, C. A. (Eds.) (2021). *International Handbook of Inquiry and Learning*. New York: Routledge. https://doi.org/10.4324/9781315685779

Fischer, F., Chinn, C. A., Engelmann, K., & Osborne, J. (Eds.) (2018). *Scientific reasoning and argumentation: The roles of domain-specific and domain-general knowledge*. New York: Routledge. https://doi.org/10.4324/9780203731826

Manalo, E., Uesaka, Y., & Chinn, C. A. (Eds.). (2018). *Promoting spontaneous use of learning and reasoning strategies: Theory, research, and practice for effective transfer*. New York: Routledge. https://doi.org/10.4324/9781315564029

Hmelo-Silver, C. E., Chinn, C. A., Chan, C. K. K., & O'Donnell, A. M. (Eds.) (2013). *International Handbook of Collaborative Learning*. New York: Taylor & Francis. https://doi.org/10.4324/9780203837290

One of three Associate Editors of: Anderman, Eric (Ed.) (2009). *Psychology of Classroom Learning: An Encyclopedia,* Detroit: Macmillan Reference USA. (Editor of the articles on Learning and Instruction.)

Edited Proceedings

Chinn, C. A., Tan, E., Chan, C., & Kali, E. (Eds.). *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022.* Hiroshima, Japan: International Society of the Learning Sciences.

Chinn, C. A., Erkens, G., & Puntambekar, S. (Eds.) (2007). *The Computer Supported Collaborative Learning (CSCL) Conference 2007, Volume 8, Parts 1 and 2.* New Brunswick, NJ: International Society of the Learning Sciences.

Conference Proceedings - Refereed

Chinn, C. A., Hussain-Abidi, H., Kalu-Mamji, H., Hunkar, K., & Jhala, R. (in press). The debate between inquiry learning and direct instruction: What should count as evidence. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences.* International Society of the Learning Sciences.

Chinn, C. A., Kalu-Mamji, Hera, & Boyle, B. (in press). Preparing students for a "post-truth" world: The epistemic unfriendliness of science curricula. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences.* International Society of the Learning Sciences.

Cottone, A., Yoon, S.A., Richman, T., Chinn, C., Hussain-Abidi, H., & Noushad, N. (in press). Examining the effects of teacher instructional approaches on shifting students' experiences towards epistemic practices during scientific modeling. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023.* International Society of Learning Sciences.

Noushad, N., Richman, T., Yoon, S.A., Hussain-Abidi, H., Cottone, A., & Chinn, C. (in press). The creation of an epistemically authentic learning environment: Making space for epistemic practices in high school science classrooms. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023.* International Society of Learning Sciences.

Hussain-Abidi, H., Hunkar, K., Chinn, C.A., Yoon, S.A., Cottone, A.C., Noushad, N.F., & Richman, T. (in press). Analyzing teacher epistemic moves in science classrooms. In P.

Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023.* International Society of Learning Sciences.

O'Dwyer, E. P., Chinn, C. A., Mochizuki, T., Swe, Myat Min, Khaung, Htay Min, & Sekine, S. (in press). Digital epistemic scaffolds to support student collaboration for the integration of evidence across multiple documents. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023.* International Society of Learning Sciences.

Oura, H., Mochizuki, T., Chinn, C. A., Yamaguchi, E. (in press). Developing undergraduate students' competence in reasoning about bodies of evidence. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023.* International Society of Learning Sciences.

Murphy, D., Duncan, R. G., Chinn, C. A., Danish, J., Hmelo-Silver, C. E., Ryan, Z., & Stiso, C. (in press). Supporting students' epistemic agency to revise a class criteria list for scientific models. In P. Blikstein et al. (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023.* International Society of Learning Sciences.

Mochizuki, T., O'Dwyer, E. P., Chinn, C. A., Swe, Myat Min, Khaung, Htay Min, & Sekine, S. (in press). Epistemic scaffolds to promote disagreement identification and resolution for multiple conflicting documents. In Damsa, C., et al., *Proceedings of the 16th International Conference on Computer-Supported Collaborative Learning - CSCL 2023.* International Society of Learning Sciences.

Pickal, A. J., Engelmann, K., Chinn, C. A., Girwidz, R., Neuhaus, B., & Wecker, C. (in press). Fostering the collaborative diagnosis of cross-domain skills in video-based simulations. In P. Blikstein et al. (Eds.), *Proceedings of the 16th International Conference on Computer-Suuported Collaborative Learning – CSCL 2023.* International Society of Learning Sciences.

Mochizuki, T., Chinn, C. A., Zimmerman, R. M., Myat Min Swe, Htay Min Khaung, & Sekine, S. (2022). Promoting collaborative productive epistemic discourse for disagreement resolution among multiple documents: How epistemic scaffolds and epistemic scripts in CSCL Worked. In Weinberger, A. Chen, W., Hernández-Leo, D., & Chen, B. (Eds.). (2022). *Proceedings of the 15th International Conference on Computer-Supported Collaborative Learning - CSCL 2022* (pp. 340-343). Hiroshima, Japan: International Society of the Learning Sciences.

Zhou, J., Hmelo-Silver, C. E., Danish, J., Ryan, Z., Stiso, C., Gonzalez, C. C., Duncan, R. G., Chinn, C. A., & Murphy, D. (2022). Mediating students' scientific argumentation to support model revision. In Weinberger, A. Chen, W., Hernández-Leo, D., & Chen, B. (Eds.). (2022). *Proceedings of the 15th International Conference on Computer-Supported Collaborative Learning - CSCL 2022* (107-114). Hiroshima, Japan: International Society of the Learning Sciences.

Noushad, N. F., Cottone, A., Hussain-Abidi, H., Chinn, C. A., & Yoon, S. A. (2022). Epistemic practices that advance learning of complex scientific models. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 1688-1689). Hiroshima, Japan: International Society of the Learning Sciences.

Av-Shalom, N., Duncan, R. G., Chinn, C. A., Danish, J., Hmelo-Silver, C. E., Murphy, D., Stiso, C., Ryan, Z., & Zhou, J. (2022). Supporting students' development of a "grasp of modeling." In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (p. 1688). Hiroshima, Japan: International Society of the Learning Sciences.

Cavera, V. L., El-Moslimany, H., Duncan, R. G., & Chinn, C. A. (2022). A comparison of refutational and rhetorical aspects in science arguments by grade level. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 504-511). Hiroshima, Japan: International Society of the Learning Sciences.

Cottone, A. M., Yoon, S. A., Chinn, C. A., Noushad, N. F., & Hussain-Abidi, H. (2022). High school science education in a "post-truth" society: Confronting confirmation bias with students and teachers. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 91-98). Hiroshima, Japan: International Society of the Learning Sciences.

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2022). Historians' criteria for appraising historiography: An interview study. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 989-992). Hiroshima, Japan: International Society of the Learning Sciences.

Hussain-Abidi, H., Chinn, C. A., Yoon, S. A., Cottone, A. M., Noushad, N. F., & Richman, T. (2022). Apt epistemic practices in a high school classroom: A contrastive case study. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 751-758). Hiroshima, Japan: International Society of the Learning Sciences.

Oura, H., Mochizuki, T., Chinn, C. A., Winchester, E., & Yamaguchi, E. (2022). Detecting cherry-picked evidence in texts: Challenges for undergraduate students. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 1257-1260). Hiroshima, Japan: International Society of the Learning Sciences.

Murphy, D., Chinn, C. A., Duncan, R. G., Danish, J., Hmelo-Silver, C. E., Ryan, Z., Zhou, J., & Stiso, C. (2022). Students' ideas about evidentiary fit and its role in modeling practice. 519-526. In C. A. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences – ICLS 2022* (pp. 519-526). Hiroshima, Japan: International Society of the Learning Sciences.

Mochizuki, T., Chinn, C.A., Zimmerman, R.M., Myat Min Swe, Htay Min Khaung, & Sekine S., (2021). Grasping Evidence with EDDiE: A CSCL Tool to Support Collaborative Reasoning about Disagreements in Multiple Documents. In C. Hmelo-Silver, B. de Wever, & J. Oshima (Eds.), 14th International Conference on Computer-Supported Collaborative Learning – CSCL 2021 (pp. 271–272). International Society of the Learning Sciences, 2021.

Murphy, D., Duncan, R. G., Chinn, C. A., Danish, J. A., Hmelo-Silver, C. E., Ryan, Z., Vickery, M., & Stiso, C. (2021). Students' justifications for epistemic criteria for good scientific models. In C. Hmelo-Silver, B. de Wever, & J. Oshima (Eds.), *14th International*

Conference on Computer-Supported Collaborative Learning—CSCL 2021 (pp. 203-210). International Society of the Learning Sciences, 2021.

Av-Shalom, N. Y., Duncan, R. G., & Chinn, C. A. (2021). Students' conceptualizations of the role of evidence in modeling. In C. Hmelo-Silver, B. de Wever, & J. Oshima (Eds.), *14th International Conference on Computer-Supported Collaborative Learning—CSCL* 2021 (pp. 291-298). International Society of the Learning Sciences, 2021.

Danish, J., Vickery, M., Duncan, R. G., Ryan, Z., Stiso, C., Zhou, J., Murphy, D., Hmelo-Silver, C., & Chinn, C. A. (2021). Scientific model evaluation during a gallery walk. In C. Hmelo-Silver, B. de Wever, & J. Oshima (Eds.), *14th International Conference on Computer-Supported Collaborative Learning—CSCL* 2021 (pp. 1077-1078). International Society of the Learning Sciences, 2021.

Mochizuki, T., Chinn, C. A., Zimmerman, R. M., & Yamaguchi, E. (2020). Reasoning about disagreements: Instructional design to improve thinking about controversial multiple documents. In M. Gresalfi & I. S. Horn (Eds.), *14th International Conference of the Learning Sciences (ICLS) 2020* (pp. 1609-1612). International Conference of the Learning Sciences.

Cavera, V. L., El-Moslimany, H., Duncan, R. G., & Chinn, C. A. (2020). Differences in rhetorical and refutational argument complexity by grade level. *14th International Conference of the Learning Sciences (ICLS) 2020* (pp. 533-536). International Conference of the Learning Sciences.

Zimmerman, R. M., & Chinn, C. A. (2020). Epistemic injustices obstruct reliable epistemic practices. In M. Gresalfi & I. S. Horn (Eds.), *14th International Conference of the Learning Sciences (ICLS) 2020* (pp. 517-520). International Conference of the Learning Sciences.

Moreland, M., Vickery, M., Ryan, Z., Murphy, D., Av-Shalom, N. A., Hmelo-Silver, C. E., Danish, J. A., Duncan, R. G., & Chinn, C. (2020). Representing Modeling Relationships in Systems: Student Use of Arrows. In M. Gresalfi, & I. S. Horn, (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020,* Volume 3 (pp. 1773-1774). Nashville, Tennessee: International Society of the Learning Sciences.

Pickal, A., Chinn, C. A., Girwidz, R., Neuhaus, B. J., & Wecker, C. (2020). Diagnosing scientific reasoning skills in inquiry settings: The role of pre-service teachers' professional knowledge. In M. Gresalfi & I. S. Horn (Eds.), *14th International Conference of the Learning Sciences (ICLS) 2020* (pp. 2265-2268). International Conference of the Learning Sciences.

Cavera, V. L., Duncan, R. G., Chinn, C. A., & Castro-Faix, M. (2018). Developing assessments that measure core ideas and scientific practices: Challenges and insights. In J. Kay & R. Luckin (Eds.), *Rethinking learning in the digital age: Making the learning sciences count, 13th International Conference of the Learning Sciences (ICLS) 2018 Volume 2* (pp. 576-583). London: International Society of the Learning Sciences.

Av-Shalom, N. Y., El-Moslimany, H., Duncan, R. G., & Chinn, C. A. (2018). Changes in students' use of epistemic criteria in model evaluation. In J. Kay & R. Luckin (Eds.), *Rethinking learning in the digital age: Making the learning sciences count, 13th*

International Conference of the Learning Sciences (ICLS) 2018 Volume 2 (pp. 768-775). London: International Society of the Learning Sciences.

Duncan, R. G., Chinn, C. A., & Barzilai, S. (2018). Problematizing and expanding our conceptualization of evidence in science instruction. In J. Kay & R. Luckin (Eds.), *Rethinking learning in the digital age: Making the learning sciences count, 13th International Conference of the Learning Sciences (ICLS) 2018 Volume 2* (pp. 1254-1255). London: International Society of the Learning Sciences.

Duncan, R. G., Tate, C., & Chinn, C. A. (2014). Students' use of evidence and epistemic criteria in model generation and model evaluation. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor, T. Lee, & L. D'Amico, *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 1* (pp. 615-622). Boulder, CO: International Society of the Learning Sciences.

Chinn, C. A., Hung, L. C.-C., Zimmerman, R. M., & Duncan, R. G. (2014). How good is this evidence? Students' epistemic competence in evidence evaluation. In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor, T. Lee, & L. D'Amico, *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 2* (pp. 1122-1126). Boulder, CO: International Society of the Learning Sciences.

Chinn, C. A., Duncan, R. G., & Rinehart, R. W. (2014). Epistemic criteria: How far does general knowledge get you? In J. L. Polman, E. A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor, T. Lee, & L. D'Amico, *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS) 2014, Volume 3* (pp. 1194-1195). Boulder, CO: International Society of the Learning Sciences.

Rinehart, R., Duncan, R. G., Chinn, C. A., Dianovsky, M. T. (2013). Digital evidence and scaffolds in a model-based inquiry curriculum for middle school science. In N. Rummel, M. Kapur, M. Nathan, & S. Puntambekar (Eds.), *To see the world and a grain of sand: Learning across levels of space, time and scale* (pp. 341-342). Madison, WI: International Society of the Learning Sciences.

Chinn, C. A. (2010). Integrating philosophy into learning sciences research on epistemic cognition. In *ICLS 2010: Proceedings of International Society of the Learning Sciences*. Raleigh, NC: Lulu.

Buckland, C. A., & Chinn, C. A. (2010). Model-evidence link diagrams: A scaffold for model-based reasoning. In *ICLS 2010: Proceedings of International Society of the Learning Sciences*. Raleigh, NC: Lulu.

Pluta, W. J., Buckland, L. A., Chinn, C. A., Duschl, R. A., & Duncan, R. G. (2008). Learning to evaluate scientific models. In *ICLS 2008: Proceedings of International Society of the Learning Sciences*. Raleigh, NC: Lulu.

Chinn, C. A., Duschl, R. A., & Duncan, R. G., Buckland, L. A., Pluta, W. P. (2008). *A microgenetic classroom study of learning to reason scientifically through modeling and argumentation*. In *ICLS 2008: Proceedings of International Society of the Learning Sciences*. Raleigh, NC: Lulu.

Chinn, C. A. (1995). Representing dialectical arguments. In J. D. Moore & J. F. Lehman (Eds.), *Proceedings of the Seventeenth Annual Conference of the Cognitive Science Society* (pp. 544-549). Hillsdale, NJ: Erlbaum.

Brewer, W. F., & Chinn, C. A. (1994). Scientists' responses to anomalous data: Evidence from psychology, history, and philosophy of science. *PSA 1994, 1*, 304-313.

Chinn, C. A. (1994). Are scientific theories that predict data more believable than theories that retrospectively explain data? A psychological investigation. In A. Ram & K. Eiselt (Eds.), *Proceedings of the Sixteenth Annual Conference of the Cognitive Science Society* (pp. 177-182). Hillsdale, NJ: Erlbaum.

Brewer, W. F., & Chinn, C. A. (1994). The theory-ladenness of data: An experimental demonstration. In A. Ram & K. Eiselt (Eds*.), Proceedings of the Sixteenth Annual Conference of the Cognitive Science Society* (pp. 61-65). Hillsdale, NJ: Erlbaum.

Chinn, C. A., & Brewer, W. F. (1993). Factors that influence how people respond to anomalous data. *Proceedings of the Fifteenth Annual Conference of the Cognitive Science Society* (pp. 318-323). Hillsdale, NJ: Erlbaum.

Chinn, C. A., & Brewer, W. F. (1992). Psychological responses to anomalous data. *In Proceedings of the Fourteenth Annual Conference of the Cognitive Science Society* (pp. 165-170). Hillsdale, NJ: Erlbaum.

Brewer, W. F., & Chinn, C. A. (1991). Entrenched beliefs, inconsistent information, and knowledge change. In L. Birnbaum (Ed.), *The International Conference on the Learning Sciences: Proceedings of the 1991 Conference* (pp. 67-73). Charlottesville, VA: Association for the Advancement of Computing in Education.

Other Publications

Anderson, R. C., Chinn, C., Chang, J., Waggoner, M., & Yi, H. (1995, November). *On the logical integrity of children's arguments* (Tech. Rep. No. 628). Champaign, IL: Center for the Study of Reading.

Chinn, C. A. (1995, November). *Constructing explanations from scientific text: A theory with implications for conceptual change* (Tech. Rep. No. 626). Champaign, IL: Center for the Study of Reading.

Chinn, C. A., & Brewer, W. F. (1993, September). *The role of anomalous data in knowledge acquisition: A theoretical framework and implications for science instruction* (Tech. Rep. No. 583). Champaign, IL: Center for the Study of Reading.

Chinn, C. A., Waggoner, M. A., & Anderson, R. C. (1993, September). *Situated actions during reading lessons: A microanalysis of oral reading error episodes* (Tech. Rep. No. 582). Champaign, IL: Center for the Study of Reading.

Anderson, R. C., Waggoner, M. A., & Chinn, C. A. (1990). *Reader's guide to Fostering a literate culture.* Champaign, IL: Center for the Study of Reading.

Presentations

Keynote and Plenary Presentations

Chinn, C. A. (2021, October). *Epistemic education for a "post-truth" world: Promoting Knowledge and Epistemic Justice*. Annual meeting of the Scholarly Consortium for Innovative Psychology in Education, Virtual Conference, Tempe, AZ.

Chinn, C. A. (2021, February). *Facets of domain specificity and domain generality in reasoning and argumentation*. REASON conference. Ludwig-Maximilians-Universität München, Munich, Germany.

Chinn, C. A. (2020, February). *Developing a Grasp of Evidence in science classes.* Keynote address scheduled for the Korean Association of Science Education, Seoul, Republic of Korea. (Conference cancelled due to the COVID-19 pandemic.)

Chinn, C. A. (2018, February). *Epistemic education in a networked society: Navigating post-truth challenges*. Keynote address at The Learning in a Networked Society (LINKS) International Conference, Zirchon, Israel.

Chinn, C. A. (2015, August). *Epistemic design: Creating learning environments to foster epistemic growth*. Keynote address at the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Chinn, C. A. (2014, April). *The quality of arguments in problem-based and inquiry learning environments*. Keynote address at the Problem-Based Education SIG, American Educational Research Association, Chicago.

Chinn, C. A. (2014, August). *Promoting reasoning and conceptual change through argumentation: Challenges and responses.* Plenary address at the meeting of the Conceptual Change SIG of the European Association for Research on Learning and Instruction, Bologna, Italy.

Chinn, C. A. (2012, July). *Promoting epistemic growth*. Keynote presentation. Biennial meeting of the International Society for the Psychology of Science and Technology, Pittsburgh, PA.

Invited Conference Presentations

Chinn, C. A., & Duncan, R. G. (2016, July). *General knowledge of reasoning strategies and practices: What (if any) value does it have?* Paper presented at a conference on Interplay of Domain-General and Domain-Specific Aspects of Scientific Reasoning and Argumentation Skills, Ludwig-Maximilians-Universität München, Munich Germany.

Chinn, C. A., Rinehart, R. W., & Duncan, R. G. (2015, August). *Conceptual change through inquiry and argumentation: Successes and challenges.* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Chinn, C. A., & Duncan, R. G. (2015, March). *Designing science instruction to support growth in students' thinking.* Invited presentation, Waseda University Conference on Teaching Critical Thinking, Tokyo, Japan.

Chinn, C. A. (2014, November). *The Learning Sciences and Educational Psychology*. Invited presentation, Japan Association of Educational Psychology, Kobe, Japan.

Chinn, C. A., & Duncan, R. G. (2013, April). *PRACCIS: Promoting reasoning and conceptual change in science*. Invited paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Chinn, C. A. (2011, October). Invited comments on National Science Foundation panel to discuss a potential *How People Learn, Part 2*.

Chinn, C. A. (2011, April). Invited panelist in session *What educational psychologists and learning scientists can learn from each other: A dialogue*. Annual meeting of the American Educational Research Association, New Orleans, LA.

Chinn, C. A. (2007, June). *Cognitive perspectives on epistemology in science education*. Invited panel presentation presented at the biennial meeting of the International History, Philosophy, and Science Teaching Conference, Calgary, Canada.

Editorial Presentations

Chinn, C. A. (2016, June). Invited panelist on session on publishing in academic journals at the CyberLearning Conference 2016, Washington, DC.

Chinn, C. A. (2015, April). Invited panelist on session on publishing in academic journals at the annual meeting of the American Educational Research Association, Chicago, IL.

Chinn, C. A. (2014, August). Invited panelist on session on publishing in academic journals at the annual meeting of the American Psychological Association, Philadelphia, PA.

Chinn, C. A. (2014, June). Invited panelist on session on publishing in academic journals at the biennial meeting of the International Conference of the Learning Sciences, Boulder, CO.

Chinn, C. A. (2014, April). Invited panelist on session on publishing in academic journals at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Chinn, C. A. (2012, July). Invited panelist on session on publishing in academic journals a the biennial meeting of the International Conference of the Learning Sciences, Sydney, Australia.

Other Invited Presentations

Chinn, C. A. (2022, January). *Promoting apt epistemic performance in a complex digital world*. Invited presentation, Weizmann Institute, Israel.

Chinn, C. A. (2021, March). *Promoting apt epistemic performance in a "post-truth" world*. Invited presentation, University of Minnesota, Minneapolis, MN.

Chinn, C. A. (2018, November). *Epistemic education in a "post-truth" world*. Invited presentation, Teachers College, Columbia University, New York.

Chinn, C. A. (2018, August). *Conceptual change in aims, ideals, and reliable processes during epistemic growth*. Invited paper (in invited symposium, *Changing how we think about knowledge: Exploring the relationships between epistemic cognition and conceptual change*) presented at the 11th International Conference on Conceptual Change, a SIG of the European Association for Research on Learning and Instruction, Klagenfurt, Austria.

Chinn, C. A. (2018, June). *Research partnerships driving educational innovation*. Invited presentation, Educational Services Commission of New Jersey.

Chinn, C. A. (2017, August). *Teaching thinking in the contemporary world, with reflections for teacher preparation.* Invited presentation, Department of Education, Turku University, Turku, Finland.

Chinn, C. A. (2017, April). *Teaching thinking in the post-truth world*. Invited presentation, Graduate School of Education Alumni Association, Rutgers University, New Brunswick, NJ.

Chinn, C. A. (2016, July). *Coding argumentation with the AIR model of epistemic cognition.* Invited workshop presented at Ludwig-Maximilians-Universität München, Munich, Germany.

Chinn, C. A. (2016, April). *The AIR model of epistemic cognition.* Invited presentation. Department of Engineering and Science Education, Clemson University, Clemson, SC.

Chinn, C. A. (2016, April). *A new model of epistemic cognition: Applications to practical problems*. Invited presentation, Graduate School of Education, Temple University, Philadelphia, PA.

Chinn, C. A. (2014, November). *Improving students' argumentation in science classes*. Invited presentation, Graduate School of Education, Kyoto University, Kyoto, Japan.

Chinn, C. A. (2014, April). *Learning to reason through epistemic criteria: Challenges of underdetermination and domain-specific knowledge.* Invited presentation, Ludwig Maximilians University, Munich, Germany.

Chinn, C. A. (2014, April). *Epistemic cognition.* Webinar for the **N**etwork of **A**cademic **P**rograms in the **L**earning **S**ciences, http://isls-naples.psy.lmu.de/intro/1-how-people-learn/index.html.

Chinn, C. A. (2013, July). *Promoting epistemic growth in the classroom through epistemic criteria and understanding reliable processes: Challenges and possible solutions.* Invited presentation, Muenster University, Psychology Department, Muenster University.

Chinn, C. A. (2012, April). *Promoting reasoning and epistemic growth in middle-school science classes.* Invited presentation, Learning Sciences Program, University of Illinois at Chicago.

Chinn, C. A. (2011, September). *Promoting growth in reasoning in middle-school science classes*. Invited presentation, Graduate School of Education, University of Tokyo and Japan Association of Educational Psychology.

Chinn, C. A. (2009, May). *Learning to reason in middle-school science classes.* Invited presentation, Department of Educational Psychology, University of Nevada at Las Vegas, Las Vegas, NV.

Chinn, C. A. (2009, April). *Learning to reason through modeling and argumentation in middle-school life-science classes.* Invited presentation, Department of Human Development, Columbia University, New York, NY.

Chinn, C. A. (2009, March). *Promoting growth in scientific reasoning through model-based inquiry.* Invited presentation, TERC, Cambridge, MA.

Chinn, C. A. (2003, March). *Authentic reasoning in the classroom*. Colloquium presented at the Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA.

Workshops

Chinn, C. A., Mochizuki, T., & Yamaguchi, E. (2020). *Improving students' thinking in a post-truth world: Growth of epistemic cognition.* Workshop presented at the Japanese Society for Education and Technology, conference held virtually.

Chinn, C. A., Barzilai, S., Duncan, R. G., & Rinehart, R. W. (2018, June). *Epistemic cognition and the AIR model. Analysing epistemic growth: Applying the AIR Model to promote and analyze epistemic cognition*. Workshop presented at the International Conference of the Learning Sciences, London.

Chinn, C. A., & Barzilai, S. (2018, February). Applying the AIR Model to Promote and Analyze Epistemic Cognition. Workshop presented at The Learning in a Networked Society (LINKS) International Conference, Zirchon, Israel.

Renken, M., Chinn, C., Sandoval, W., & Vargas, P. (2014, June). *Exposing and assessing epistemic thinking.* Workshop presented at the International Conference of the Learning Sciences, Boulder, CO.

Presentations as Invited Discussant

Chinn, C. A. (2023, August). Discussant of symposium *Critical evaluation of evidence and sources when learning from multiple documents*. Discussion to be presented at the biennial meeting of the European Association for Research on Learning and Instruction, Thessaloniki, Greece.

Chinn, C. A. (2022, June). Discussant of symposium *Cultivating critical, justice-oriented data literacies in a post-truth world*. Discussion presented at the International Conference of the Learning Sciences, Hiroshima, Japan.

Chinn, C. A. (2018, August). Discussant of symposium *Promoting scientific argumentation and learning with competing models and contradictory evidence*. Discussion presented at the Conference on Argumentation, a SIG of the European Association for Research on Learning and Instruction, Jerusalem, Israel.

Chinn, C. A. (2018, August). Discussant of symposium *Epistemic cognition in the social sciences*. Discussion presented at the 11th International Conference on Conceptual Change, a SIG of the European Association for Research on Learning and Instruction, Klagenfurt, Austria.

Chinn, C. A. (2018, June). Discussant of symposium *Rising above? Implications of complexity for theories of learning*. Discussion presented at the biennial meeting of the International Conference of the Learning Sciences, London, UK.

Chinn, C. A. (2017, August). Discussant of symposium *Teachers epistemic cognition for professional practice: A focus on reflection and reflexivity*. Discussion presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Chinn, C. A. (2017, April). Discussant of symposium *Just a minute! New methods for observing conceptual change in STEM*. Discussion presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Chinn, C. A. (2015, August). Discussant of symposium, *Argumentation in long-term educational program: Skill acquisition or becoming a citizen?* Discussion presented at the biennial meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Chinn, C. A. (2014, April). Discussant of symposium, *Problem-based education*. Discussion presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Chinn, C. A. (2013. August). Discussant of symposium *Dealing with (Socio-)Scientific Controversies: Epistemic, motivational, and cognitive dimensions*. Discussion presented at the biennial meeting of the European Association for Research on Learning and Instruction, Munich, Germany.

Chinn, C. A. (2013, June). Discussant of symposium *Scripting and orchestration: Recent theoretical advances*. Discussion presented at the biennial Computer Supported Collaborative Learning conference, Madison, WI.

Chinn, C. A. (2011, August). Discussant of symposium *The role of refutational texts in achieving conceptual change*. Discussion presented at the biennial meeting of the European Association for Research on Learning and Instruction, Exeter, UK.

Chinn, C. A. (2011, August). Discussant of symposium *The impact of genre on reading processes, critical thinking and epistemological beliefs in science*. Discussion presented at the biennial meeting of the European Association for Research on Learning and Instruction, Exeter, UK.

Chinn, C. A. (2010, May). Discussant of symposium *"Really? How do you know?" An exploration of the relation between knowledge, information, and truth.* Discussion presented at the annual meeting of the American Educational Research Association, Denver, CO.

Chinn, C. A. (2009, April). Discussant of symposium *Developing and refining a learning progression for matter from PreK to grade 12: Commonalities and contrasts among four current projects* (Marianne Wiser and Carol L. Smith, Organizers). Discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chinn, C. A. (2007, August). Discussant of symposium *Exploring the nature of the refutation text effect in conceptual change* (Gale Sinatra and Mirjamaija Mikkila-Erdmann, Organizers). Discussion presented at the biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Chinn, C. A. (2005, April). Discussion of symposium *Examining the hinge: The influence of epistemological beliefs in conceptual change* (Jill A. Gushka, Chair). Discussion presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chinn, C. A. (2003, April). Discussion of symposium *The development of argument skills* (Deanna Kuhn, Chair). Discussion presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Chinn, C. A. (2002, April). Discussion of symposium *The development of reasoning through story discussions* (Richard C. Anderson, Chair). Discussion presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chinn, C. A. (1999, April). Discussion of symposium *Seeking common ground: Exploring the bonds between conceptual change and persuasion theory and research* (P. K. Murphy, Chair). Discussion presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chinn, C. A.(1999, April). Discussion of symposium *Innovations in the use of analogies in science education* (J. Clement, Chair). Discussion presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chinn, C. A. (1998, April). Discussion of symposium *Theoretical and empirical perspectives on learning science* (J. Clement, Chair). Discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Papers and Posters (excludes presentations based on papers that already appear under refereed conference proceedings)

Zhou, J., Murphy, D., Danish, J. A., Hmelo-Silver, C. E., Duncan, R. G., Chinn, C. A., Ryan, Z. D., Stiso, C., & Albert, L. (2024, April). Supporting students' grasp of evidence interpretation to determine model validity through peer critique. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Varda, C., Kyza, E. A., & Chinn, C. A. (2024, April). *Trusting information on social media: What does epistemic engagement look like?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA..

Yoon, S.A., Chinn, C., Noushad, N., Richman, T., Hussain-Abidi, H., & Hunkar, K. (2024, January). *Curricular, instruction, and technological designs to enhance students' epistemic performance when evaluating socioscientific issues*. Paper presented at the Hawaii International Conference on Education.

Hussain-Abidi, H., Chinn, C., Hunker, K., Yoon, S., Noushad, Richman, T., & Cottone, A. (2023, August). *Students' metacognitive understanding of apt epistemic performance in science.* Paper to be presented at the biennial meeting of the European Association for Research on Learning and Instruction, Thessaloniki, Greece.

Cottone, A.M., Yoon, S.A., Chinn, C., Noushad, N., Hussain-Abidi, H., & Richman, T. (2023, August). *Noticing confirmation bias and emphasizing scientific reasoning during modeling.* Paper to be presented at the biennial meeting of the European Association for Research on Learning and Instruction, Thessaloniki, Greece.

Oura, H., Chinn, C. A., Mochizuki, T., & Yamaguchi, E. (2023, August). *Resolving disagreements between experts through identifying questionable research practices.* Paper to be presented at the biennial meeting of the European Association for Research on Learning and Instruction, Thessaloniki, Greece.

Yamaguchi, E., Mochizuki, T., Chinn, C. A., & Oura, H. (2023, August), *Examining all the evidence: Do undergraduates prioritize a review of studies over a single study?* Paper to be

presented at the biennial meeting of the European Association for Research on Learning and Instruction, Thessaloniki, Greece.

Barzilai, S., Tal-Savir, D., Chinn, C. A., Mor-Hagani, S., & Abed, F. (2023, June). Learning to draw conclusions from multiple scientific documents; Effects of strategic and metacognitive epistemic scaffolds. Paper to be presented at the annual meeting of the Society for Text and Discourse. Oslo, Norway.

Zhou, J., Ryan, Z. D., Hmelo-Silver, C. E., Danish, J. A., Cruz-Gonzalez, C., Stiso, C., Duncan, R. G., & Chinn, C. A. (2023, April). *Students' use of criteria for what counts as good models*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.

Chinn, C. A. (2023, February). *Argumentation in the Apt-AIR framework.* Paper presented at the conference on Promoting Cross-Disciplinary Dialogue Between Experts in Argumentation and Innovative Technologies. Remote conference.

Mochizuki, T., Chinn, C. A., O'Dwyer, E., Zimmerman, R., Swe, Myat Min, Khaung, H. M., & Sekine, S. (2022, September). *Collaborative inquiry with EDDiE: A CSCL system for resolving disagreements among multiple documents*. Paper presented at the 2022 meeting of SIGS 20 & 26 of the European Association for Research on Learning and Instruction. Utrecht, the Netherlands.

Mor-Hagani, S., Barzilai, S., & Chinn, C. A. (2022, September). *The development of students' epistemic aims during inquiry with multiple scientific documents.* Paper presented at the 2022 meeting of SIGS 20 & 26 of the European Association for Research on Learning and Instruction. Utrecht, the Netherlands.

Hussain-Abidi, H., Smithen, B., Stiso, C., O'Dwyer, E., Murphy, D., Chinn, C. A., Duncan, R. G., Danish, J. A., Hmelo-Silver, C. E., Ryan, Z. D., & Zhou, J. (2022, April). *Coordinating empirical and simulation evidence during model-building in elementary science*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Noushad, N. F., Hussain-Abidi, H., Cottone, A., Yoon, S. A., & Chinn, C. A. (2022, April). *Investigating the epistemic practices that advance high school students' learning of complex scientific models.* Poster presented at the annual meeting of the American Educational Research Association, San Diego.

Zhou, J., Hmelo-Silver, C. E., Danish, J. A., Ryan, Z. D., Stiso, C., Duncan, R. G., & Chinn, C. A. (2023, April). *Mediating scientific argumentation when students engage in modeling in small groups.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Mochizuki, T., Chinn, C. A., & Yamaguchi, E. (2021, August). *Integrating evidence when some evidence is cherry picked: Challenges for undergraduates.* Paper presented at the 2021 meeting of the European Association for Research on Learning and Instruction. Remote conference.

Barzilai, S., & Chinn, C. A. (2021, April). *Learning to evaluate sources of knowledge: A microgenetic study*. Paper presented at the 2021 meeting of the American Educational Research Association. Remote conference.

Mochizuki, T., Chinn, C. A., Zimmerman, R. M., Swet, M. M., Khaung, M., & Sekine, S. (2021, March). *Encouraging collaborative reasoning about multiple conflicting pieces of information*. Paper presented at the spring 2021 meeting of the Japan Association for Education and Technology. Remote conference.

Yamaguchi, E., Chinn, C. A., & Mochizuki, T. (2021, March). *How do people evaluate the reliability of scientific information?* Paper presented at the spring 2021 meeting of the Japan Association for Education and Technology. Remote conference.

Danish, J. A., Moreland, M., Ryan, Z. D., Hmelo-Silver, C. E., Chinn, C. A., Duncan, R. G. & Av-Shalom, N. Y. (2020, April). *Designing to support iterative model revision from simulation and research evidence*. Poster accepted at the AERA Annual Meeting San Francisco, CA. (Conference Canceled)

Hmelo-Silver, C., Danish, J., Duncan, R. G., Chinn, C., Ryan, Z., Moreland, M., & Av-Shalom, N. (2019, August). *Scaffolding explanations and epistemic development for systems (SEEDS)*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Mochizuki, T., Chinn, C. A., & Zimmerman, R., (2019, August). *Development of instructions for disagreement resolutions in reasoning about diverging information*. Poster presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Barzilai, S., & Chinn, C. (2019, August). *The emergence of source evaluation criteria: A microgenetic study*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

El-Moslimany, H., Chinn, C., Duncan, R., O'Brien, E. (2019, August). *Examining argumentative essays across a curriculum and identifying ruling-out arguments*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Av-Shalom, N., Mauclair-Augustin, B., El-Moslimany, H., Cavera, V., Duncan, R., & Chinn, C. (2019, August). *Students' use of epistemic criteria across model evaluation tasks*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Kainulainen, M., Puurtinen, M., & Chinn, C. (2019, August). *Reliable epistemic processes in academic historiography*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Jimenez-Aleixandre, M. P., Chinn, C., & Brocos, P. (2019, August). *Argumentation in science education as an epistemic performance*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Chinn, C., & Mikko Kainulainen, M. (2019, August). *Epistemic principles to evaluate theories of learning and instruction*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Barzilai, S., & Chinn, C. (2019, June). *What is apt online information behavior?* Paper presented at the EARLI Workshop on what is successful online information behavior? Berlin, Germany.

Deekens, V., Greene, J. a., Chinn, C. A., & Jain, S. (2019, April). *Epistemic competence in the post-truth era: Does evidence evaluation transfer?* Poster presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Av-Shalom, N. Y., Mauclair-Augustin, B., El-Moslimany, H., Cavera, V., Duncan, R. G., & Chinn, C. A. (2019, April). *Students' use of epistemic criteria across model evaluation tasks.* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2019. April). *Historians' epistemic practices: Interviewing academic experts.* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Chinn, C. A., Duncan, R. G., & Barzilai, S., & (2019, April). *Investigating middle school students' grasp of evidence.* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Chinn, C. A., Barzilai, S., & Duncan, R. G. (2019, April). *Promoting meta-epistemic understanding of science practices when learning about food, water, and energy.* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

El-Moslimany, H., Chinn, C.A., Duncan, R. G., & O'Brien, E. (2019, April). *Evidence-based argumentation: Reasons students provide to link evidence to claim.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

Av-Shalom, N. Y., Barzilai, S., Duncan, R. G., & Chinn, C. A. (2019, April). *Identifying epistemic growth in dialogic instruction: An apt epistemic performance approach.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.

Duncan, R. G., & Chinn, C. A. (2018, October). Evaluating argumentation: Going beyond structure to incorporate epistemic practices. Paper presented at the biennial meeting of the Argumentation SIG, a SIG of the European Association for Research on Learning and Instruction.

Chinn, C. A. (2018, August). *Modeling, explanation, and argumentation in conceptual change.* Paper presented at the 11th International Conference on Conceptual Change, a SIG of the European Association for Research on Learning and Instruction, Klagenfurt, Austria.

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2018, August). *Historians' epistemic practices: An interview study of experts.* Paper presented at the 11th International Conference on Conceptual Change, a SIG of the European Association for Research on Learning and Instruction, Klagenfurt, Austria.

Cavera, V. L., Duncan, R. G., Chinn, C. A., & Castro-Faix, M. (2018). *Developing assessments that measure core ideas and scientific practices: Challenges and insights.* Paper presented at the biennial meeting of the International Conference of the Learning Sciences, London, UK.

Av-Shalom, N. Y., El-Moslimany, H., Duncan, R. G., & Chinn, C. A. (2018). *Changes in students' use of epistemic criteria in model evaluation.* Paper presented at the biennial meeting of the International Conference of the Learning Sciences, London, UK.

Duncan, R. G., Chinn, C. A., & Barzilai, S. (2018). *Problematizing and expanding our conceptualization of evidence in science instruction*. Paper presented at the biennial meeting of the International Conference of the Learning Sciences, London, UK.

Chinn, C. A., Barzilai, S., & Duncan, R. G. (2018, April). *Teaching thinking in a "post-truth" world*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Cavera, V. L., Duncan, R. G., & Chinn, C. A. (2018, April). *Argumentation using evidence in a modeling task: Challenges in model-evidence coordination.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Chinn, C. A., & Duncan, R. G. (2017, August). *What is the value of general knowledge of scientific reasoning?* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Mauclair-Augustin, B., Cavera, V., Chinn, C. A., & Duncan, R. G. (2017, August). *Middle school students engage in a pre-instruction model revision task: Ideals for good models*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2017, August). Historians' epistemic aims: Interviewing experts. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Rinehart, R. W., Chinn, C. A, & Duncan, R. G. (2017, August). *The body of evidence: The role of evidence evaluation in science classes*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

El-Moslimany, H., Av-Shalom, H., Duncan, R. G., & Chinn, C. A. (2017, August). *Evidence-based Model Evaluation: Students' Interpretation of Multiple Pieces of Evidence*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Mochizuki, T., Chinn, C. A., Yamaguchi, E., & Zimmerman, R. (2017, August). *Instruction on disagreement resolution in reasoning about multiple documents*. Poster presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Kainulainen, M., Puurtinen, M., & Chinn, C. A. (2017, August). *Historians' epistemic cognition: An interview study of experts*. Paper presented at the 29th Congress of Nordic Historians, Aalborg, Denmark.

Zimmerman, R. M., Av-Shalom, N., Chinn, C. A., & Duncan, R.G. (2017, August). *Disagreement Discourse Processes and Strategies in the Middle School Science Inquiry Classroom*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Rogat, T., Samarapungavan, A., Chinn, C. A., Adeoye, T., & Shuba, T. (2017, August). *Students' epistemic beliefs about group process as antecedents for collaborative interactions.* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.

Barzilai, S., & Chinn, C. A. (2017, April). *Rethinking the goals of epistemic education*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Zimmerman, R., Av-Shalom, N., Chinn, C. A., & Duncan, R. G., (2017, April). *Disagreement discourse processes and strategies in middle-school science inquiry classrooms*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

El-Moslimany, H., Av-Shalom, H., Duncan, R. G., & Chinn, C. A. (2017, April). *Choosing among competing models: Students' evidence-based arguments.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

Chinn, C. A., Duncan, R. G., Hung, Leah C.-C., & Rinehart, R. W. (2016, April). *Epistemic criteria and reliable processes as indicators of argument quality in science students' argumentation*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Zimmerman, R. M., Chinn, C. A., & Duncan, R.G. (2016, April). Disagreement resolution strategies during student inquiry: Applying the AIR model of epistemic cognition. Poster presented at the annual meeting of the *American Educational Research Association*, Washington, DC.

Mauclair-Augustin, B., Chinn, C.A., & Duncan, R.G. (2016, April). Meta-epistemic discourse in middle-school science inquiry classes. Poster presented at the annual meeting of the *American Educational Research Association*, Washington, DC.

Cavera V. L., Seryapov, R., Belkin, K, J., Duncan, R. G., & Chinn, C. A., (2016, April). Relating evidence and models in genetics: Students' argumentation strategies. Paper presented at the annual meeting of the *National Association of Research in Science Teaching*, Baltimore, MD.

Rinehart, R. W., Chinn, C.A., & Duncan, R. G. (2015, August). *Bad evidence makes for good learning: An analysis of science students' argumentation.* Paper presented at the 16th meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Rinehart, R. W., Castro-Faix, M., Duncan, R. G., & Chinn, C. A. (2015, April). *Learning inheritance through modeling in middle school life science classes*. Paper presented at the annual meeting of the National Association of Research on Science Teaching, Chicago, IL.

Chinn, C. A., Duncan, R. G., Rinehart, R. W., & Dianovsky, M. (2014, November). *Learning to reason through epistemic criteria.* Presentation at the Japanese Association of Educational Psychology.

Rinehart, R. W., Chinn, C. A., Duncan, R. G., & Castro-Faix, M. (2014, August). *Conceptual change through model-based inquiry in genetics for middle school science students*. Paper presented at the 9th International Conference on Conceptual Change, a SIG of the European Association for Research on Learning and Instruction, Bologna, Italy.

Chinn, C. A., & Rinehart, R. W. (2014, April). *Epistemic practices of coordinating conflicting data with competing theories.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Rinehart, R. W., Duncan, R. G., & Chinn, C. A. (2014, April). *Emphasizing evidence evaluation in model-based inquiry.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Rinehart, R. W., Castro, M. F., Duncan, R. G., & Chinn, C. A. (2014, January). *Scaffolding Student Coordination of Evidence and Models in Genetics.* Presented at the Seventh Annual Subway Summit on Cognition and Education Research, New York, NY.

Dianovsky, M., Chinn, C. A., Duncan, R. G., & Rinehart, R. (2013, May). *Middle school students' reasoning about the relations between models and evidence.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Dianovsky, M., Duncan, R. G., Rinehart, R., & Chinn, C. A. (2013, April). *Using evidence to evaluate multiple competing models.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Puerto Rico.

Dianovsky, M., Rinehart, R., Duncan, R, & Chinn, C. (2012, January). *Promoting scientific reasoning through public epistemic criteria in middle-school science classrooms.* Paper presented at the Subway Submit, New York.

Chinn, C. A. (2012, August). *A classroom study of learning to evaluate scientific evidence.* Poster presented at the annual meeting of the Cognitive Science Society, Sapporo, Japan.

Chinn, C. A., & Buckland, L. A. (2012, April). *The epistemic cognition of evaluating sources.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Chinn, C. A., Rinehart, R., Drescher, C., Duncan, R. G., Dianovsky, M., & Buckland, L. A. (2012, April). *Standards for evaluating evidence in arguments: The problem of Underdetermination.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Chinn, C. A., & Buckland, L. A. (2012, April). *A multiparameter framework for the design of assessments of epistemic cognition.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Chinn, C. A., Buckland, L. A., & Samarapungavan, A. (2011, September). *A new framework for the conceptualization of epistemic cognition.* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Exeter, UK.

Chinn, C. A., Duncan, R. G., Pluta, W. J., & Buckland, L. A. (2011, April), *Promoting model-based reasoning and conceptual change in middle school.* Poster presented in a poster symposium at the annual meeting of the American Educational Research Association, New Orleans, LA.

Buckland, C. A., Chinn, C. A., & Hurwitz, A. (2011, April). *Expert disagreement and epistemic commitment.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chinn, C. A., Buckland, L. A., & Samarapungavan, A. (2010, August). *Expanding (greatly) the scope of epistemic cognition: Insights from philosophy*. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.

Chinn, C. A., Duncan, R. G., Pluta, W. J., Buckland, L. A., Rogat, T. K., DiFranco, J., & Witham, S. (2010, May). *Promoting reasoning: A microgenetic study of middle-school students learning through model-based inquiry.* Symposium presented at the annual meeting of the American Educational Research Association, Denver, CO.

Chinn, C. A., Buckland, L. A., & Samarapungavan, A. (2010, May). *Expanding the dimensions of learners' personal epistemologies: Applying philosophy to psychology and education.* Roundtable presented at the annual meeting of the American Educational Research Association, Denver, CO.

Chinn, C. A., & Duncan, R. G. (2010, May). *Teacher practices that support and impede growth in reasoning.* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Buckland, L. A., Chinn, C. A., & Duncan, R. G. (2010, May). *Epistemic growth in model-based argumentation.* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Pluta, W. J., Chinn, C. A., & Duncan, R. G. (2010, May). *Epistemic criteria for good scientific models.* Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

Chinn, C. A. (2010, April). *How teachers promote growth in reasoning in a model-based inquiry curriculum.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

Pluta, W. P., Chinn, C. A., Buckland, L. B., Duncan, R. G., Rogat, T. K. (2009, April). *The structure of discussions that promote successful model-based reasoning.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Buckland, L. B., Chinn, C. A., Pluta, W. P., Duncan, R. G. (2009, April). *Model evaluation criteria in inquiry classrooms.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Rogat, T. K., Swiggett, W., & Chinn, C. A. (2008, July). *Sustaining motivation during complex tasks with motivating features.* Paper presented at Motivation in Action – The 11th International Conference on Motivation, Turku, Finland.

Chinn, C. A., Duschl, R. A., Duncan, R. G., Pluta, W. J., Buckland, L. A., Ruppert, J., Bausch, A., & Freidenreich, H. B. (2008). *Promoting growth in scientific reasoning: A yearlong microgenetic study of middle-school students learning through model-based inquiry.* Symposium presented at the annual meeting of the American Educational Research Association, New York.

Chinn, C. A. (2008, March). *Middle school students' epistemic criteria for evaluating scientific studies.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chinn, C. A. (2008, March). *A microgenetic study investigating the development of reasoning in middle-school life-science classrooms.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Pluta, W. P., & Chinn, C. A. (2008, March). *Coordinating evidence across science domains: Students' adaptive epistemologies and strategy use.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Hung, C.-C. L., & Chinn, C. A. (2007, April). *Group argumentation and learning.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Chinn, C. A., & Hung, C.-C. L. (2007, April). *Learning to reason about the methodology of scientific studies: A classroom experiment in the middle school.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Chinn, C. A., & Samarapungavan, A. (2006, August). *Rethinking the foundations of research on learners' epistemologies.* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Cutting, M. F., & Chinn, C. A. (2006, August). *Perspective taking: Strategies and obstacles.* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Chinn, C. A. (2006, April). *Deep epistemological differences between creationists and evolutionary scientists.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chinn, C. A. (2006, April). Panelist on panel *Research on epistemology: Bridging disciplinary boundaries and theoretical perspectives* (Clark A. Chinn, Chair). Panel presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chinn, C. A. (2006, March). *Learning through argumentation in classrooms.* Paper presented at the Institute for Child Development, University of Medicine and Dentistry of New Jersey, New Brunswick, NJ.

Chinn, C. A. (2005, October). *Rethinking the foundations of research on learners' epistemologies.* Paper presented at the University of Delaware, Newark, DE.

Chinn, C. A., & Samarapungavan, A. (2005, July). *Toward a broader conceptualization of epistemology in science education.* Paper presented at the biennial meeting of the International History, Philosophy, and Science Teaching Conference, Leeds, United Kingdom.

Chinn, C. A., & DaCosta, M. C. (2005, July). *Reasoning about conflicting evidence.* Paper presented at the biennial meeting of the International History, Philosophy, and Science Teaching Conference, Leeds, United Kingdom.

Cutting, Maris F., & Chinn, C. A. (2005, April). *Perspective taking in cross-cultural problem solving: Reasoning from another's point of view.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chinn, C. A. (2005, April). *The microgenetic method.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chinn, C. A., & Samarapungavan, A. (2005, February). *Learning to use scientific models: Multiple dimensions of conceptual change.* Paper presented at the Inquiry Conference on Developing a Consensus Research Agenda, Piscataway, NJ.

Chinn, C. A. (2004, November). *Learning through argumentation in classrooms.* Paper presented to the National Academy of Sciences Committee on Science Education, Washington, DC.

DaCosta, M.C., & Chinn, C. A. (2004, June). *Who is to blame? The impact of views of causal agency on reasoning and decision making.* Poster presented at the International Conference of the Learning Sciences, Santa Monica, CA.

Chinn, C. A. (2004, April). *Learning to reason.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chinn, C. A. (2004, April). *Reasoning about methodological error.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Schreiner, M., & Chinn, C. A. (2004, April). *High school students' beliefs about learning Spanish: An interview study.* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chinn, C. A. (2004, April). *The microgenetic method: Current work and extensions to classroom research.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chinn, C. A. (2003, March). *The epistemology of observation.* Paper presented at the annual meeting of the National Association of Research in Science Teaching, Philadelphia, PA.

Chinn, C. A. (2003, January). *Knowledge, belief, and understanding in learning science.* Paper presented at the biannual meeting of the American Association of Physics Teachers, Austin, TX.

Chinn, C. A., Van Der Beck, S. L., & Cutting, M. F. (2002, April). *Reasoning about uncertain evidence.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Malhotra, B. A., & Chinn, C. A. (2002, April). *A microgenetic study of fourth graders learning to design and interpret experiments in the classroom.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chinn, C. A. (2001, October). *Effects of the structure of collaborative discourse on student learning.* Paper presented at the annual meeting of the National Academy of Education, Berkeley, CA.

Chinn, C. A. (2001, August). *Obstacles to children's conceptual change in response to anomalous observational data.* Invited address presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Chinn, C. A. (2001, June). *Promoting authentic reasoning in middle-school classrooms.* Paper presented at the National Science Foundation, Washington, DC.

Chinn, C. A. (2000, November). *Children's conceptual change in response to anomalous data.* Colloquium presented at the Department of Educational Psychology, University of Washington, Seattle, WA.

Chinn, C. A., O'Donnell, A., & Jinks, T. (2000, April). *Structural analysis: An approach to analyzing discourse*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chinn, C. A., & Samarapungavan, A. (2000, April). *Relations between belief and understanding*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chinn, C. A., & Malhotra, B. A. (2000, October). *The epistemology of authentic scientific research*. Paper presented at the inaugural meeting of the Cognitive Development Society, Chapel Hill, NC.

Chinn, C. A., & Malhotra, B. A. (1999, April). *Models of authentic experiments*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chinn, C. A. (1998, April). *Learning science from explicit models*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chinn, C. A. (1998, April). *Patterns of participation during literature discussions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chinn, C. A., & Malhotra, B. A. (1998, April). *What does it mean to do an experiment?* Invited paper presented at the Designing for Science Conference, Pittsburgh, PA.

Chinn, C. A. (1998, January). *Core issues in knowledge acquisition: A microgenetic study of learning about matter and chemical reactions*. Paper presented at the Winter Conference on Discourse, Text, and Cognition, Jackson Hole, WY.

Chinn, C. A. (1998, January). *Eight issues in knowledge acquisition: A microgenetic study of learning in chemistry*. Poster presented at the annual meeting of the Cognitive Science Society, Stanford, CA.

Chinn, C. A., & Brewer, W. F. (1997, April). *Scientific reasoning in children*. Paper presented at the annual meeting of the Society for Research in Child Development, Washington, DC.

Chinn, C. A. (1997, April). *A microgenetic study of learning about molecules and chemical reactions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Chinn, C. A., & Brewer, W. F. (1996, November). *Mental models in data interpretation*. Paper presented at the biennial meeting of the Philosophy of Science Association, Cleveland, OH.

Chinn, C. A., & Brewer, W. F. (1996, April). *Key issues for theories of knowledge acquisition in science*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Chinn, C. A., & Brewer, W. F. (1996, April). *A psychological model of how people evaluate data*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Anderson, R. C., Chinn, C. A., Waggoner, M. A., & Chang, J. (1996, April). *Aspects of children's argumentation during story discussions*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Brewer, W. F., & Chinn, C. A. (1995, September). *Cross-domain and within-domain reasoning and beliefs about the world in children and scientists*. Paper presented at Conference on the Psychology of Science, Memphis, TN.

Chinn, C. A. (1995, July). *Representing dialectical arguments*. Poster presented at the annual meeting of the Cognitive Science Society, Pittsburgh, PA.

Brewer, W. F., & Chinn, C. A. (1995, July). *An analysis of models of knowledge acquisition*. Paper presented at the IV European Congress of Psychology, Athens, Greece.

Chinn, C. A., & Brewer, W. F. (1995, April). *Issues for models of knowledge acquisition*. Paper presented at the annual meeting of the Society for Research in Child Development, Indianapolis, IN.

Chinn, C. A., & Waggoner, M. A. (1995, April). *Participation structure and argumentation during collaborative reasoning*. Poster presented at the annual meeting of the Society for Research in Child Development, Indianapolis, IN.

Brewer, W. F., & Chinn, C. A. (1994, October). *Scientists' responses to anomalous data: Evidence from psychology, history, and philosophy of science*. Paper presented at the biennial meeting of the Philosophy of Science Association, New Orleans, LA.

Chinn, C. A. (1994, August). *Are scientific theories that predict data more believable than theories that retrospectively explain data?* Poster presented at the annual meeting of the Cognitive Science Society, Atlanta, GA.

Chinn, C. A. (1994, August). *The theory-ladenness of data: An experimental demonstration*. Poster presented at the annual meeting of the Cognitive Science Society, Atlanta, GA.

Chinn, C. A. (1993, July). *The role of anomalous data in knowledge acquisition*. Invited paper presented at the Third International Seminar on Misconceptions and Educational Strategies in Science and Mathematics, Ithaca, NY.

Chinn, C. A. (1993, December). *An analysis of the effects of reflective thinking discussions on discourse structure*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.

Brewer, W. F., & Chinn, C. A. (1993, November). *The role of anomalous data in theory change*. Poster presented at the annual meeting of the Psychonomics Society, Washington, DC.

Chinn, C. A., & Brewer, W. F. (1993, June). *Factors that influence how people respond to anomalous data*. Paper presented at the annual meeting of the Cognitive Science Society, Boulder, CO.

Anderson, R. C., Waggoner, M., Chinn, C. A., & Yi, H. (1993, May). *Story discussions that promote reflective thinking*. Reading Research '93, San Antonio, TX.

Chinn, C. A. (1993, April). *Effects of reflective thinking discussions on discourse structure.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Chinn, C. A., & Brewer, W. F. (1993, April). *Theory change in response to contradictory information.* Poster presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Chinn, C. A., & Brewer, W. F. (1993, April). *A theoretical framework for understanding how science students respond to anomalous data.* Paper presented at the annual meeting of the American Educational Research Association. Atlanta, GA.

Waggoner, M. A., & Chinn, C. A. (1993, April). *Teachers' beliefs and the nature of classroom discussions.* Poster presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Brewer, W. F., & Chinn, C. A. (1993, April). *The role of anomalous data in knowledge acquisition.* Paper presented at the annual meeting of the Society for Research in Child Development, New Orleans, LA.

Chinn, C. A., & Brewer, W. F. (1992, July). *Psychological responses to anomalies.* Paper presented at the annual meeting of the Cognitive Science Society, Bloomington, IN.

Chinn, C. A., & Waggoner, M. A. (1992, April). *Dynamics of classroom discussion: An analysis of what causes segments of open discussion to begin, continue, and end.* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chinn, C. A., Waggoner, M., & Schommer, M. (1990, December). *Oral reading errors and teachers' reactions to them.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Professional Activities

Editorial and Reviewer Activities

Past Editor of *Educational Psychologist* (2010-2015; outgoing editor in 2015).

Currently serving on Editorial Boards of:
Journal of the Learning Sciences
Educational Psychologist

Past member of Editorial Boards of *Educational Research Review, Educational Researcher, Contemporary Educational Psychology, American Educational Research Journal,* and *Journal of Experimental Education.*

National Service

2023-present   Member of Early Career Workshop committee, International Conference of the Learning Sciences
2021-2022   Chair of Program Committee, International Conference of the Learning Sciences.
2016-present   Chair of the Division 15 Career Award Committee, Division 15, American Psychological Association

2010-2015	Member, Publications Committee, Division 15, American Psychological Association
2012-2013	Program Chair for Section 1d of Division C, American Educational Research Association
2006-2007	Program Chair, Computer Supported Collaborative Learning conference, International Society of the Learning Sciences
2005-2006	Program Chair, Division 15 (Educational Psychology), American Psychological Association
1999-2000	Chair, Sylvia Scribner Award Committee, Division C, American Educational Research Association.
1998-1999	Chair, Sylvia Scribner Award Committee, Division C, American Educational Research Association.
1997-1998	Program Chair for Section 4 of Division C, American Educational Research Association.

Educational Service

1998-present	Have worked with middle-school and/or high school teachers in over 30 New Jersey districts to develop science curriculum and to improve science instruction practices.
2016-2018	Led professional learning experiences with science teachers as part of a math-science partnership with central New Jersey districts
2012-2018	Worked with the state of New Jersey (Department of Education) on various aspects of the adoption and implementation of the Next Generation Science Standards
2005-2007	Worked with faculty at Raritan Valley Community College, NJ, to infuse strategy instruction into courses.
2000-2001	Developed a variety of lessons to promote reasoning; these have been used in all seventh-grade science classes in Franklin, NJ.
1990	Consultant to Teaching Reading: Strategies from Successful Classrooms, a six-part national teacher training video series (directed by R. C. Anderson). Champaign, IL: Center for the Study of Reading.

Rutgers Graduate School of Education: Major Leadership Roles

2017-present	Associate Dean for Research, Faculty Development, and Research Outreach, Graduate School of Education, Rutgers University
2018-2019	Interim Dean, Graduate School of Education, Rutgers University
2014, July-August	Co-Interim Dean, Graduate School of Education, Rutgers University
2013-2017	Chair, Department of Educational Psychology, Graduate School of Education, Rutgers University
2012 (Fall)	Vice-Chair, Department of Educational Psychology, Graduate School of Education, Rutgers University
2005-2008	Director, Ph.D. Program in Education, Rutgers University

Rutgers Graduate School of Education: Program Coordination

2021-present	Coordinator, Design of Learning Environments concentration in the Ed.D. Program
2012-present	Coordinator, Learning Sciences specialization in the Ph.D. Program in Education
2009-2018	Coordinator, Master's Program in Learning, Cognition, and Development
2009-2014	Coordinator, Concentration in Learning, Cognition, Instruction, and Development, Ph.D. Program in Education

Rutgers Graduate School of Education, Rutgers University: Committees

In the Graduate School of Education and Department of Educational Psychology, I have served on and often chaired one or more committees in all semesters when I was not on sabbatical. This includes the two major departmental committees, the Planning and Resources and the Admissions Committee. Among GSE committees, it includes the Admissions and Scholastic Standing committee, the Commencement Committee, the Courses of Study Committee, the Rules of Procedure Committee, the Planning and Resources Committee, and the Online Learning and Technology Committee.

I have also served on and often chaired (1) multiple Reading committees to prepare narratives for faculty being evaluated for promotion, (2) many Appointments and Promotions committees providing evaluations of candidates for appointment and promotion to the Dean, and (3) search committees for Faculty members, and (4) search committees for Staff members.

In the University, I have served on a Middle States accreditation committee and on the Social Sciences Area Committee in the Graduate School – New Brunswick (now the School of Graduate Studies). I also served on deaconal ad-hoc committees when I served as Interim Dean.

Courses Taught

Graduate:

Cognition and Memory
Design-Based Research
Educational Psychology II: Theories of Cognition and Instruction
Fieldwork Experience in the Design of Learning Environments
Problem-Based Learning
Psychology of Instruction
Psychology of Learning
Seminar on Conceptual Change
Seminar on Creativity and Problem Solving
Seminar on Critical Thinking Across the Curriculum
Seminar on Inquiry and Inquiry-Based Learning
Seminar on Metacognition and Learning
Seminar on Reasoning
Seminar on Reasoning and Problem Solving
Teacher As Researcher

Undergraduate:

Educational Psychology/Principles of Classroom Learning

Introduction to How People Learn
Psychology of Reasoning
Thinking Well in a Post-Truth World

Dissertations Chaired

Miller, Simone, 2020, *Designing for science talk at home.*
Chi-Chun Leah Hung, 2019, *Let's build a model: How students incorporate evidence and mechanisms in models during small group discussion.*
Hebbah El-Moslimany, 2019, *Trajectories of change in written arguments: How students' scientific written arguments change throughout a school year.*
Cheryl Cuddihy, 2019, *Once upon a Makerspace: Elementary students document the stories of their thinking.*
Sara Marino, 2019, *Jazz improvisation pedagogy: Evaluating the effectiveness of a beginning jazz improvisation learning environment for middle school instrumentalists.*
Dave Motovidlak, 2018, co-chaired, *Connections, collaboration, and collective knowledge fostering knowledge sharing community.*
John Kerrigan, 2018, *Productive failure in the flipped mathematics classroom.*
Ron Rinehart, 2017, co-chaired, *Promoting students' epistemic cognition and conceptual learning through the design of science learning environments.*
William Pluta, 2015, *Promoting the development of epistemic cognition.*
Luke A. Buckland, 2013, *Exploring an expanded conception of epistemic cognition.*
Maris F. Cutting, 2009, *Perspective-taking accuracy on a conceptually complex problem.*
Wanda D. Swiggett, 2008, *"It was more useful than I initially thought": Changes in motivational components as preservice teachers complete a meaningful academic task.*
Maria Carolina DaCosta, 2008, *Causal beliefs in educational leadership and implications for problem solving.*
Betina Malhotra, 2006, *Research in Education Applied to Learning (R.E.A.L.): Community-project-based learning.*
Michele Schreiner, 2004, *High school students' beliefs about learning.*
Rebecca Dutton, 2003. *The impact of epistemology, motivation, and metacognition on performance in case-based classes.*