

Curriculum Vitae

Robert F. Lorch, Jr.

Personal Information

Contact Information

Office: Department of Psychology
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Education

Amherst College, Amherst, MA; B.A., Magna cum laude, 1974, Psychology
University of Massachusetts, Amherst, MA; M.S., 1977, Psychology
University of Massachusetts, Amherst, MA; Ph.D., 1980, Psychology

Employment

1999 - present Professor, Psychology, University of Kentucky
1986 - 1999 Associate Professor, Psychology, University of Kentucky
1980 - 1986 Assistant Professor, Psychology, University of Kentucky

Honors

2004 Named one of the 25 most productive researchers in educational psychology [Hsieh, P-H., et al. (2004). An alternative look at educational psychologist's productivity from 1991 to 2002. *Contemporary Educational Psychology*, 29, 333-343.]
1995 William J. Fulbright Senior Research Fellowship, University of Turku, Finland, 1995
1989 J.P. Guilford Research Award, Psi Chi National Honor Society in Psychology

Membership in Professional Organizations

American Educational Research Association
American Psychological Society
Fulbright Society
Psychonomic Society

Research Experience

External Grant

2006-2009: Institute of Education Sciences, Department of Education; "Teaching the Logic of Science Experiments in the 4th Grade," Total Costs, \$1,140,000. Co-PI with E. Lorch.

Empirical Articles in Refereed Journals

- Lorch, R.F., Jr., Lorch, E.P., Calderhead, W.J., Dunlap, E.E., Hodell, E.C., & Freer, B.D. (*in press*). Learning the control of variables strategy in higher- and lower-achieving classrooms: Contributions of explicit instruction and experimentation. *Journal of Educational Psychology*.
- Lemarie, J. Lorch, R.F., Jr., Virbel, J., & Eyrolle, H. (2008). SARA: A text-based and reader-based theory of signaling. *Educational Psychologist*, 43, 27-48.
- Hyönä, J., Lorch, R.F., Jr., & Kaakinen, J. (2004). Effects of topic headings on text processing: Evidence from adult readers' eye fixation patterns. *Learning and Instruction*, 14, 131-152.
- Hyönä, J., Lorch, R.F., Jr., & Kaakinen, J. (2002). Individual differences in reading to summarize expository text: Evidence from eye fixation patterns. *Journal of Educational Psychology*, 94, 44-55.
- van den Broek, P., Lorch, R.F., Jr., Linderholm, T., & Gustafson, M. (2002). The effects of readers' goals on inference generation and memory for text. *Memory & Cognition*, 29, 1081-1087.
- Lorch, R.F., Jr., Lorch, E.P., Ritchey, K., McGovern, L., & Coleman, D. (2001). Effects of headings on text summarization. *Contemporary Educational Psychology*, 26, 171-191.
- Sanchez, R.P., Lorch, E.P., & Lorch, R.F., Jr. (2001). Effects of headings on text processing strategies. *Contemporary Educational Psychology*, 26, 418-428.
- Klusewitz, M.A., & Lorch, R.F., Jr. (2000). Effects of headings and familiarity with a text on strategies for searching a text. *Memory & Cognition*, 28, 667-676.
- Lorch, E.P., Sanchez, R.P., van den Broek, P., Milich, R., Murphy, E.L., Lorch, R.F., Jr., & Welsh, R. (1999). The relation of story structure properties to recall of television stories in young children with attention deficit hyperactivity disorder and nonreferred peers. *Journal of Abnormal Child Psychology*, 27, 293-309.
- Wolman, C., van den Broek, P., & Lorch, R.F., Jr. (1997). Effects of causal structure on story recall by children with mild mental retardation, children with learning disabilities, and children without disabilities. *The Journal of Special Education*, 30, 439-455.
- Lorch, R.F., Jr., & Lorch, E.P. (1996). Effects of headings on text recall and summarization. *Contemporary Educational Psychology*, 21, 261-278.
- Lorch, R.F., Jr., & Lorch, E.P. (1996). Effects of organizational signals on free recall of expository text. *Journal of Educational Psychology*, 88, 38-48.
- Lorch, R.F., Jr., & Lorch, E.P. (1995). Effects of organizational signals on text processing strategies. *Journal of Educational Psychology*, 87, 537-544.
- Lorch, R.F., Jr., Lorch, E.P., & Klusewitz, M.A. (1995). Effects of typographical cues on reading and recall of text. *Contemporary Educational Psychology*, 20, 51-64.
- Lorch, R.F., Jr. (1993) Integration of topic and subordinate information during reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 19, 1071-1081.

- Lorch, R.F., Jr., Lorch, E.P., & Inman, W.E. (1993). Effects of signaling topic structure on text recall. *Journal of Educational Psychology*, 85, 281-290.
- Lorch, R.F., Jr., Lorch, E.P., & Klusewitz, M.A. (1993). College students' conditional knowledge about reading. *Journal of Educational Psychology*, 85, 239-252.
- van den Broek, P., & Lorch, R.F., Jr. (1993). Network representations of causal relations in memory for narrative texts: Evidence from primed recognition. *Discourse Processes*, 16, 75-98.
- Lorch, R.F., Jr., & Myers, J.L. (1990). Regression analyses of repeated measures data in cognitive research: A comparison of three different methods. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 16, 149-157.
- Lorch, R.F., Jr. (1989). Text signaling devices and their effects on reading and memory processes. *Educational Psychology Review*, 1, 209-234.
- Lorch, E.P., Lorch, R.F., Jr., Gretter, M., & Horn, D.G. (1987). On-line processing of topic structure information by children and adults. *Journal of Experimental Child Psychology*, 43, 81-95.
- Lorch, R.F., Lorch, E.P., & Mogan, A.M. (1987). Effects of reading task on on-line processing of a text's topic structure. *Discourse Processes*, 10, 63-80.
- Balota, D.A., & Lorch, R.F., Jr. (1986). The depth of spreading activation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 12, 336-345.
- Lorch, R.F., Jr., Balota, D.A., & Stamm, E.G. (1986). Locus of inhibition effects in the priming of lexical decisions: Pre- or post-lexical access. *Memory & Cognition*, 14, 95-103.
- Lorch, R.F., Jr., & Chen, A. (1986). Effects of number signals on reading and recall. *Journal of Educational Psychology*, 78, 63-71.
- Lorch, R.F., Jr., & Lorch, E.P. (1986). On-line processing of summary and importance signals while reading. *Discourse Processes*, 9, 489-496.
- Horn, D.G., Lorch, E.P., Lorch, R.F., Jr., & Culatta, B. (1985). A relationship between distractibility and vocabulary deficits in children with spina bifida-hydrocephalus. *Developmental Medicine and Child Neurology*, 27, 713-720.
- Lorch, R.F., Jr., & Lorch, E.P. (1985). Topic structure representation and text recall. *Journal of Educational Psychology*, 77, 137-148.
- Lorch, R.F., Jr., Lorch, E.P., & Matthews, P.D. (1985). On-line processing of the topic structure of a text. *Journal of Memory and Language*, 24, 350-362.
- Lorch, R.F., Jr. (1982). Priming and search processes in semantic memory: A test of three models of spreading activation. *Journal of Verbal Learning and Verbal Behavior*, 21, 468-492.
- Lorch, R.F., Jr. (1981). Effects of relation strength and semantic overlap on retrieval and comparison processes during sentence verification. *Journal of Verbal Learning and Verbal Behavior*, 20, 593-610.
- Myers, J.L., DiCecco, J.V., & Lorch, R.F., Jr. (1981). Group dynamics and individual performances: Pseudo-group and quasi-F analyses. *Journal of Personality and Social Psychology*, 40, 86-98.
- Myers, J.L., & Lorch, R.F., Jr. (1980). Interference and facilitation effects of primes upon verification processes. *Memory & Cognition*, 8, 405-414.
- Lorch, R.F., Jr. (1978). The role of two types of semantic information in the processing of false sentences. *Journal of Verbal Learning and Verbal Behavior*, 17, 523-537.

Chapters and Invited Articles

- Hyönä, J., Lorch, R.F., Jr., & Rinck, M. (2003). Eye movement measures to study global text processing. In J. Hyona, R. Radach & H. Deubel (editors), *The mind's eye: Cognitive and applied aspects of eye movement research*. Amsterdam: Elsevier Science.
- Lorch, R.F., Jr. (2001). Psychology of macrostructure in discourse comprehension. In N. J. Smelser & Paul B. Baltes (editors), *International Encyclopedia of the Social & Behavioral Sciences* (pp 9122-9125). Oxford: Pergamon.
- Lorch, R.F., Jr. (1998). Memory-based text processing: Assumptions and issues. *Discourse Processes*, 26, 213-221.
- Lorch, R.F., Jr., & van den Broek, P. (1997). Understanding reading comprehension: Current and future contributions of cognitive science. *Contemporary Educational Psychology*, 22, 213-246. **[Selected for inclusion in: P.K. Smith & A.D. Pellegrini (Eds.), *Major Writings in the Psychology of Education: The School Curriculum.*]**
- Lorch, R.F., Jr., & O'Brien, E.J. (1995). Sources of coherence in reading: An overview. In R.F. Lorch, Jr. & E.J. O'Brien (Eds.), *Sources of coherence in reading*, pp. 1-8. Hillsdale, N.J.: Erlbaum.
- Lorch, R.F., Jr. (1995). Integration of topic information during reading. In R.F. Lorch, Jr. & E.J. O'Brien (Eds.), *Sources of coherence in reading*, pp. 279-294. Hillsdale, N.J.: Erlbaum.
- Lorch, R.F., Jr., Klusewitz, M.A., & Lorch, E.P. (1995). Distinctions among reading situations. In R.F. Lorch, Jr. & E.J. O'Brien (Eds.), *Sources of coherence in reading*, pp. 375-398. Hillsdale, N.J.: Erlbaum.

Edited Work

- O'Brien, E.J., Lorch, R.F., Jr., & Myers, J.L. (1998). Special issue: Memory-based text processing. *Discourse Processes*.
- Lorch, R.F., Jr., & O'Brien, E.J. (1995). *Sources of coherence in reading*. Hillsdale, N.J.: Erlbaum.

Teaching Experience & Service

Course Preparations

- | | |
|------------------------|---|
| Graduate Courses: | Foundations of Inferential Statistics |
| | Experimental Design & Analyses |
| | Proseminar in Cognitive Processes |
| | Topical Seminar in Reading Processes |
| | Writing Proposals and Empirical Papers |
| Undergraduate Courses: | Cognitive Processes |
| | Cognitive Processes Lab |
| | Introduction to Statistics |
| | Advanced Topical Seminar in Reading Processes |

Curriculum

- Proposed the development of a departmental thesis program
- Chaired committee that revised the major curriculum in Psychology

Student Committees

Dissertations directed: Donna Horn
Jamie Baker-Prewitt
Jerry Hauselt
Madeline Campbell
Scott Johnston
Kristin Ritchey
Clarese Lemberger

International students: Johanna Kaakinen, Turku, Finland
Teresa Guasch, Barelona, Spain
Julie Lemarie, Toulouse, France

I have served on more than 30 thesis committees
I have served on more than 30 doctoral committees

Service

To the Department

2005- Associate Chairperson, Department of Psychology
2005- Executive Committee, Department of Psychology
Spring, 2003 Interim Chairperson, Department of Psychology
1992-1994 Director of Experimental Psychology
1989-1991 Director of Graduate Studies
1986-1989 Coordinator of Cognitive & Developmental Studies
1980-2006 Yearly committee and committee chair assignments

To the College and University

Faculty Senate
Member of review committee, Department of Mathematics
Chair of review committee, Department of Statistics
Member of review committee, College of Education
Chair of Graduate Fellowships Committee
Member, University Research Committee
Director, Center for the Study of Children at Risk (2006-)

To the Profession

Secretary & Treasurer of the Psychonomic Society (2002-2007)
Associate Editor: Memory & Cognition (1997-2001)
Advisory Editor: Contemporary Educational Psychology (1996-2000)
Editorial Boards: Educational Psychology Review (2001- present)
Discourse Processes (1996 - 2002)
Memory & Cognition (1988-1995)
Journal of Educational Psychology (1991-1996)
Journal of Experimental Psychology: Learning, Memory & Cognition (1989-2000)

To the Community

- Funded and directed senior thesis on “RAH!” (“Read at Home”) in second-grade classrooms, Stonewall Elementary School, 1996-1997
- Site-Based Decision-Making Council, Henry Clay H.S., 2005-2006, 2009-2010, Parent member
- Site-Based Decision-Making Council, Winburn M.S., 2004-2007, Parent member
- 2020 Vision Project, Community Involvement Committee, 2004-2005, Member