



SAM WINEBURG

MARGARET JACKS PROFESSOR OF EDUCATION &
HISTORY & AMERICAN STUDIES (BY COURTESY), EMERITUS
STANFORD UNIVERSITY
<http://sheg.stanford.edu>

ACADEMIC APPOINTMENTS

2002-current	Stanford University Margaret Jacks Professor of Education Professor (by courtesy) of History Professor (by courtesy) American Studies
2013	Fulbright-Nehru Distinguished Chair US/India Educational Foundation
2007-10	Stanford University Chair, Dept. of Curriculum & Teacher Education
2008-10	Executive Director National History Education Clearinghouse US Department of Education
2002-	University of Washington Affiliate Research Professor, Cognitive Studies in Education
1997-98	University of Haifa, Visiting Professor Tel Hai Regional College, Kiryat Shmoneh, Visiting Lecturer
1989-2002	University of Washington, Seattle Assistant to Associate to Full Cognitive Studies in Education, Adjunct Professor, History

EDUCATION

Umeå University, Sweden	Hon D.H.L, 2012
Stanford University	1984-1990 PhD Psychological Studies in Education
University of California/Berkeley	1980-1983 BA History of Religion <i>Summa cum laude, Phi Beta Kappa</i>
Brown University	1976-1977

AWARDS & HONORS

- ***APA Editor's Choice*** American Psychological Association, July **2022**

For "Lateral Reading on the Open Internet" (*Journal of Educational Psychology*, 2022) named "one of the most exciting new findings in psychological science selected by APA journal editors."
- ***Convocation Scholar*** Grinnell College, March, **2022**
- ***Hewitt Distinguished Professorship*** University of Northern Colorado, March, **2022**
- ***UNESCO Media Literacy Award*** Alliance International Committee, Oct., **2020**
- ***William and Edwyna Gilbert Award,*** American Historical Association, **2019**

For the "outstanding contribution to the teaching of history" for 'What is Learned in College History Classes?' Sam Wineburg, Mark Smith, & Joel Breakstone (2018) *Journal of American History*, 104, 983-993.
- ***Distinguished Scholar Community Lecture*** Walla Walla University, May, **2019**
- ***Civic Engagement Campus-Wide Scholar*** Brigham Young University, March **2019**
- ***Craft of History Endowed Lectureship*** Northwestern University, May, **2017**
- ***International Advisory Board Member*** PLATO: Positive Learning in the Age of Information, Johannes Gutenberg Universit, Mainz, **2017**
- ***Qatar Distinguished Lecturer*** Texas A&M University at Qatar, consortium of American Universities of Qatar, **2016**
- ***National Academy of Education*** Inducted **2015**
- ***Willower Endowed Lecturer*** SUNY/Buffalo, Graduate School of Education, **2016**
- ***Distinguished Teaching Award*** Stanford University Graduate School of Education, **2014**
- ***Fulbright Nehru Distinguished Chair*** US-India Fulbright Commission, **2013**
- ***Honorary Doctorate*** Umeå University, Sweden, **2012**
- ***James Harvey Robinson Award, American Historical Association, 2012***

For the innovation that has made “the most outstanding contribution to the teaching and learning of history in any field for public or educational purposes” for *Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms* by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano.

• ***Distinguished Lecturer, Organization of American Historians, 2006, 2009, 2012, 2015***

Selected by president of the Organization of American Historians as one of the field’s “most illustrious and dynamic lecturers” to serve as Distinguished Lecturer for a period of two years.

• ***Best of the Best Book Award, Association of American University Presses & the American Library Association, 2012***

Awarded by panel of public and school librarians to the finest books published by University presses to *Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms* by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano.

• ***Kappan Classic, Phi Delta Kappan Magazine, 2011***

Phi Delta Kappan Magazine names “Historical Thinking and Other Unnatural Acts” (*Kappan*, v. 80, 1999) a “*Kappan Classic*” and reprints in Jan. 2011 edition.

• ***William Gilbert Award, American Historical Association, 2008***

For the “outstanding contribution to the teaching of history” for ‘Common Belief and the Cultural Curriculum,’ *American Educational Research Journal*, 2008, v. 44, 40-76.

• ***James Harvey Robinson Award, American Historical Association, 2009***

For the teaching innovation that has made “the most outstanding contribution to the teaching and learning of history in any field for public or educational purposes” for *historicalthinkingmatters.org* (with Roy N. Rosenzweig, posthumously, Daisy Martin, & Sharon Leon).

• ***Trustee, National Council for History Education, 2007-2011***

• ***International Distinguished Lecture, Catholic University of Leuven, Belgium, 2007.***

• ***Fellow, Center for Advanced Study in the Behavioral Sciences, 2004***

Named as fellow for a twelve-month residency before 2009, Center for Advanced Study, Palo Alto, California (declined)

• ***Exemplary Research in Teaching & Teacher Education Award, 2003***

Awarded by the *American Educational Research Association*, for “Toward a Theory of Teacher Community,” Pam Grossman, Sam Wineburg, & Stephen Woolworth (2001). *Teachers College Record*, 103, 942-1012.

• ***Frederic W. Ness Book Award, 2002***

From the *Association of American Colleges and Universities* (AAC&U) for the book published that “best illuminates the goals and practices of a contemporary liberal education” to *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia, 2001).

• **‘Book of the Season,’ *American Association of State & Local History, 2002***

Selected as the “Book of the Season” by the AASLH, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. <http://www.aash.org/ambooks.htm>

• ***Outstanding Contribution Relating Research to Practice, 2000***

Awarded by the *American Educational Research Association* for the article that best exemplifies the relationship between research and educational practice, for “Historical Thinking & Other Unnatural Acts,” *Phi Delta Kappan*, 1999. <http://www.pdkintl.org/kappan/kwin9903.htm>

• ***Exemplary Research Award, National Council for the Social Studies, 1999***

Awarded every two years to “exemplary research that promotes new social knowledge,” for *Historical Thinking and Other Unnatural Acts*.
<http://www.ncss.org/about/releases.html>

• ***NRC/National Academy of Science Panel, Science of Learning, 1996-99***

Named to fifteen-member commission of the National Research Council/National Academy of Science to produce report, *How People Learn: Brain, Mind, Experience & School*. (NRC Press, 1999). <http://books.nap.edu/books/0309065577/html/index.html>

• ***Outstanding Scholarship on Teacher Education Award, 1992***

From the *Association of Colleges and Schools of Education & Land Grant Colleges* for research that “creates knowledge about the processes of teacher education” for “A Case of Pedagogical Failure—My Own.” *Journal of Teacher Education*, 42, 273-280, 1991.

• ***Distinguished Teaching Award, University of Washington, 1990-91***

One of four professors from a faculty of 2000 to receive award representing “the highest praise for teaching abilities and contributions to the University.”

• ***National Academy of Education Spencer Fellow, 1991-93***

Fellowship awarded to “outstanding researchers at the post-doctoral stage who pursue work on topics related to education.”

• *Spencer Foundation Predoctoral Fellow, 1988-89*

Fellowship for “dissertation research that promises to make a significant contribution to education and its allied disciplines.”

SERVICE

National Academy of Education (2019)	NAE Committee on Civic Engagement
National Academy of Education (2016-18)	NAE Pre-doctoral fellowship review committee
Chair, International Review Committee Schools of Education (2014-15)	Israel Council for Higher Education
Academic Advisory Board (2002-2014)	<i>Mandel Foundation, Jerusalem, Israel</i>
Associate Editor (2000-05)	<i>International J. of History Teaching & Learning</i>
Editorial Board (1996-current)	<i>Cognition and Instruction</i>
(2002-2022)	<i>Journal of the Learning Sciences</i>
(2003-2008)	<i>World History Connected</i>
(1995-2005)	<i>American Educational Research Journal</i>
(1996-1999)	<i>Educational Psychologist</i>
Trustee (2007-2011)	<i>National Council for History Education</i>
Member, National Advisory Board (1996-99)	<i>College Board</i>
Member, Committee on Teacher Education (2001)	<i>National Academy of Education</i>
Member, Publications Committee (1990-93)	<i>American Educational Research Association</i>
Chair, P. O. Johnson Award Committee (2000)	<i>American Educational Research Association</i>
Member, Scribner Award Committee (1999-01)	<i>American Educational Research Association</i>
Member, Distinguished Contributions to Educational Research Award Committee (2001)	<i>American Educational Research Association</i>
Member, National Advisory Boards	<i>Board of Visitors</i>
	<i>Learning Research & Development Center (LRDC)</i>
	<i>University of Pittsburgh</i>
	<i>National Research Council/National Academy</i>

“How People Learn: Targeted Report for Teachers”

Center for the Development of Teaching
Educational Development Center, Newton MA

Center for the Study of Historical Consciousness
Univ. of British Columbia, Vancouver, BC

California History/Social Science Board
Sacramento, California

Visible Knowledge Project
Georgetown University, Washington DC

Technical Assistance Group (1994-97)

National Board of Professional Teaching Standards

GRANTS & FUNDED RESEARCH

- “Extending Civic Reasoning into New Areas of the Curriculum in Chicago and Los Angeles Public Schools,” Stanford Impact Lab (Co-PI, Antero Garcia), 2022-2024.
- “Extending Civic Reasoning into New Areas of the Curriculum.” Brinson Foundation, 2022-2023
- “Adapting and Scaling Existing Educational Programs to Combat Inauthenticity and Instill Trust in Information,” National Science Foundation, Co-PI with Justin Reich (MIT), Francesca Tripodi (University of North Carolina) & Michael Caulfield (University of Washington), 2021-22
- “Civic Reasoning Across the Curriculum.” Brinson Foundation, 2021-2022
- “Embedding Civic Online Reasoning in the Curriculum.” Spencer Foundation, 2021.
- Embedding Digital Literacy in the Core School Subjects, Robert McCormick Foundation, 2021-2023.
- Expansion of Digital Literacy to the Indian Subcontinent, Google Asia Pacific, 2020-2021.
- Online Course for teaching *Civic Online Reasoning*, subcontract from Massachusetts Institute of Technology, 2020-2021.
- “Connecting Source Work with the Writing of Persuasive Essays.” Library of Congress, 2020-2021.
- “Civic Online Reasoning in High School Government Classes.” Robert McCormick Foundation, 2019-2020.

- “Civic Online Reasoning as a Means to Civic Engagement.” Silver Giving, 2018-2020.
- “Civic Online Reasoning Intervention in India.” TELOS, 2019.
- “Teaching Students Civic Online Reasoning.” Spencer Foundation, 2019-20.
- “Civic Online Reasoning: A National Curriculum.” The Poynter Institute and Google.org, 2018-2020.
- “Teaching with Primary Sources in a Digital Age,” Library of Congress, 2018-2020.
- “Measuring Civic Online Reasoning: A National Survey,” William and Flora Hewlett Foundation, 2017-2019.
- “Civic Online Reasoning and the College General Education Curriculum,” Silver Giving Foundation, 2017-2018.
- “Teaching with Primary Sources in a Digital Age,” Library of Congress, 2017-2018.
- “Extending *Reading like a Historian* to High School,” Rose Hill Foundation, 2017-2018.
- “A Digital Curriculum for the Future,” Dintersmith Foundation, 2017-2018
- “Rethinking ‘Gen Ed’ in a Digital Age,” Germanacos Foundation, 2017-2018.
- “Putting Online Civic Literacy into the Civics Class,” Knight Foundation, 2017-2018.
- “Online Civic Literacy,” Robert McCormick Foundation, 2017-2019.
- “Phase II: Connecting Historical Reasoning to Civic Competency,” Silver Giving Foundation, 2017-2018.
- “New Assessments for Historical Thinking and Civic Reasoning,” Library of Congress, 2016-2017.
- *TELOS*, Stanford University, 2016-2017.
- “Teacher Engagement in an Inquiry-Based Curriculum in Pasadena,” The Rose Hill Foundation, 2016-2017.
- “Assessing Students Ability to Engage with Online Evidence,” Spencer Foundation, 2015-17.
- “Connecting Historical Reasoning to Civic Competency,” Silver Giving Foundation, 2016-2017.

- “Civic Reasoning,” William & Flora Hewlett Foundation, 2016-2017.
- “Educational Materials and Digital Dissemination,” Silver Giving Foundation, 2015-2016.
- “Digital History for Future Learning,” Wallenberg Global Learning Foundation, 2012-2016.
- “From History Assessments to Assessments of News Literacy,” Robert C. McCormick Foundation, 2015-2017.
- “Developing 21st Century Assessments using Library of Congress Digital Archives,” Library of Congress, 2011-15.
- “Credibility of Information on the Internet: Preparing Teachers to Prepare Students,” Germanacos Foundation, 2014-2015.
- “Extending *Reading like a Historian* to Middle School,” Newark (NJ) Public Schools, 2013-16.
- “Extending *Reading like a Historian* to Middle School: Curriculum Phase II” Silver Giving Foundation, 2013-14.
- “Developing Document-Based Assessments for the History Classroom,” City of New York, 2013-14.
- “Teaching and Learning about the Holocaust in Contemporary Poland,” Jim Joseph Foundation, 2012-2013.
- “New Assessments for History Instruction,” Bill & Melinda Gates Foundation, 2011-2013.
- “Reading like a Historian: Web-based Platform,” Stanford University K-12 Incentive Grant, 2011-2012.
- “Establishing a Concentration in Education & Jewish Studies,” Jim Joseph Foundation, San Francisco, 2009-2014.
- “Reading Like a Historian: Curriculum for SFUSD,” San Francisco Unified School District (with Avishag Reisman & Bradley Fogo) 2009-2010.
- “Assessing Historical Understanding.” *K-12 Initiative*, Stanford University (with Avishag Reisman). 2009-2010.
- “National History Education Clearinghouse.” US Department of Education (with Roy N. Rosenzweig, George Mason University), 2007-2012.

- “Planning Grant: Ph.D. Concentration in Education and Jewish Studies.” Jim Joseph Foundation, San Francisco, 2008.
- “Teaching for Historical Thinking.” *K-12 Initiative*, Stanford University (with Avishag Reisman & Bradley Fogo). 2007-2008.
- “Promoting Historical Thinking and Literacy.” *Teachers for a New Era*, Carnegie Corporation of New York, 2006-2007.
- “Teaching History with Online Resources,” William & Flora Hewlett Foundation (with Roy N. Rosenzweig, George Mason University), 2004-2006.
- “Digital History & Online Resources: Extension into Teacher Education,” Carnegie Corporation of New York, 2005-2006.
- “World History Curriculum that Speaks to the World,” Wallenberg Global Learning Network, Wallenberg Foundation, Sweden (with Brigid Barron & Hans Albin Larrson), 2005-2006.
- “A Digital Head Camera for Understanding Learning in History Museums” (with Susie Wise). Stanford Humanities Laboratory, 2005-06
- “Famous Americans: Changes in Historical Consciousness Across an American Century,” Spencer Foundation, 2004-2005.
- “A Comparative Psychology of School Subjects: Promoting Epistemological Sophistication in Elementary Science through the Study of History” (with Reed Stevens, Leslie Herrenkohl, & Philip Bell). *National Science Foundation*, 1999-2003.
- “Examining Discourse and Multiple Methodologies in Research: Support for Postdoctoral Fellow,” *Mandel Foundation*, 2001-2003.
- “Youth and Historical Learning: An International Conference,” *Spencer Foundation Officers’ Grant* (with Peter Seixas & Peter Stearns), 1998-2000.
- “Historical Sense Making—The Next Phase: Support for Postdoctoral Fellow,” 1998-2000 (*anonymous donor*).
- “Youth and Historical Learning: An International Conference,” *Carnegie Foundation for Advancement of Teaching* (with Peter Seixas & Peter Stearns), 1998-2000.
- “Studying a Community of Teacher-Learners,” *John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Grant* (with Pam Grossman), 1997-2000.
- “A Community of Learners for Teachers,” *James S. McDonnell Foundation* (with Pam Grossman), 1995-1998.

- “Historical Sense-Making: Intergenerational Study,” *Spencer Foundation*, 1995-1999.
- “Fostering a Community of Learners—Extension into History/Social Studies,” *Andrew W. Mellon Foundation* (subcontract to Ann Brown/Joseph Campione, principal investigators), 1994-95.
- “The Qualitative Turn in Psychological Research in Education,” *Spencer Foundation*, 1992-93.
- “Using Performance-Based Exercises to Assess the Teaching of History,” *Graduate School Research Fund*, University of Washington, 1989.
- “Historical Problem-Solving: A Study of the Cognitive Processes Used in the Evaluation of Documentary Evidence,” *Spencer Foundation*, 1987-88.

CONTRACTS WITH DISTRICTS, STANFORD HISTORY EDUCATION GROUP [SELECTED]

- **2021-22** Chicago Public Schools
- **2014-17** Los Angeles Unified Schools
- **2012-16** Newark (NJ) Public Schools
- **2014-15** Syracuse Unified Schools
- **2012-13** New York City Public Schools
- **2012-13** Baltimore Public Schools
- **2012-13** Cincinnati Public Schools
- **2012-13** Eagle County (CO) Public Schools
- **2012-14** Los Angeles Unified School District
- **2012-13** Chicago Public Schools

REVIEWER/CONSULTANT [selected]

Google
TikTok
Journal of the Learning Sciences
Research on the Teaching of English
Educational Psychologist
Teaching and Teacher Education
Review of Educational Research
Educational Researcher
American Educational Research Journal
Teachers College Record
Journal of Social Psychology
Pacific Quarterly Review
Journal of Educational Psychology
World History Connected
International Journal of Social Education
Journal of Research on Educational Effectiveness
 James S. McDonnell Foundation
 Spencer Foundation

Microsoft
 Qatar Foundation, Qatar
Journal of Curriculum and Supervision
Journal of Teacher Education
Contemporary Educational Psychology
Written Communication
Historical Studies in Education
Educational Research and Evaluation
American Journal of Education
Qualitative Studies in Education
Handbook of Research on Teaching
Social Education
Jewish Social Studies
Journal of Social History
Journal of American History
Reading and Writing
 Historica/Canada
 State of Connecticut

State of Washington
State of Maryland
New York State Regents
Ministry of Education, British Columbia
National Research Council
Phillips Exeter Academy
LA Unified School District
College Board
HaMakom, Tel Aviv, Israel
Dutch Social Science Research Council
University of Hong Kong
Singapore American School
California State University/Northridge

National Science Foundation
State of California
New York University
US Department of Education
Teaching American History (TAH) Grants
Saint Andrews School (DE)
Riverside (CA) Unified School District
Virginia Beach Unified School District
Michigan State University
Oakland Unified School District
BOCES Western New York
Austrian Research Council

PUBLICATIONS

BOOKS

Caulfield, M., & Wineburg, S. (in press, 2023). *A Citizen's Guide to the Internet: How to Think Straight, Avoid Being Duped, and Make Better Decisions about what to Believe Online*. Chicago: University of Chicago Press.

Wineburg, S. (2018). *Why Learn History (When It's Already on Your Phone)*. Chicago: University of Chicago Press.

Reviewed: *Journal of American History*, 2020
American Historical Review, 2020
Perspectives of the American Historical Association, 2018
Washington Independent Review of Books, 2018
Revue Francaise de Pédagogie, 2018
Commonweal, 2019
National Council for History Education, 2019
Teachers College Record, 2019
Trend & Tradition: Magazine of Colonial Williamsburg, 2019
The Public Historian, 2019
Theory & Research in Social Education, 2019
Historical Studies in Education, 2019
Marginalia Historica, 2019
Teaching History: A Journal of Methods, 2020
Ciencia y Educación, 2020
European History Quarterly, 2020
Teaching History (AU), 2020
The History Teacher, 2020
Contemporary Educational Dialogue, 2021

Translated *Chinese* (2022)
Korean (2020)

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a Historian*. New York: Teachers College Press. [9th printing]

Reviewed: *Theory & Research in Social Education*, 2015
History Teacher, 2012

Teaching History: A Journal of Methods, 2012

J. of Adolescent & Adult Literacy, 2012

Translated: *Chinese*, 2016

Wineburg, S. (2001). *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia, PA: Temple University Press. [19th printing]

Reviewed: *New York Times*, March 6, 2002. <http://www.nytimes.com/2002/03/06/education/06LESS.html>
Seattle Post-Intelligencer, June 1, 2001 http://seattlepi.nwsource.com/books/25496_book01.shtml
J. of American History, March, 2003.
American J. of Education, v. August 2002
Teachers College Record, v. 104 (5), 2001
History Teacher, v. 35 (4), 2002
Social Education, v. 89, Sept. 2001
History News, Winter 2003
Thought & Action: NEA Higher Education Journal, Fall 2002
Anthropology & Education Quarterly, v. 33, Dec. 2002
Pennsylvania History, v. 69, Summer 2002
The Historian, v. 65, June 2003
Indiana Magazine of History, v. 50, Sept. 2004
History News Network, <http://hnn.us/blogs/entries/12469.html>

Translated *Indonesian 2005*
Korean 2006
Japanese 2017
Chinese 2022

Wineburg, S., & Grossman, P. (Eds.). (2000). *Interdisciplinary Curriculum: Challenges to Implementation*. New York: Teachers College Press.

Stearns, P. N., Seixas, P., & Wineburg, S. (Eds.). (2000). *Knowing, Teaching and Learning History: National and International Perspectives*. New York: NYU Press.

Reviewed: *Educational Researcher*, 2003.
History & Theory 104 (5), 2001.
History Teacher, v. 89, Sept. 2001.
Teachers College Record, June 1, 2001.
Canadian Historical Review, May, 2001.
Teaching History: A Journal of Methods. March 2004

TEXTBOOKS

Stearns, P.N., & Wineburg, S., & Ramirez, S. (2007). *Human Legacy* (10th grade World History textbook). Austin, TX: Holt, Rinehart, & Winston.

Wineburg, S., & Stearns, P. (2007). *Reading Like a Historian Toolkit* (World History). Austin, TX: Holt, Rinehart, & Winston.

Wineburg, S. (2006). Consulting author, *American Anthem* (11th grade US History). Austin, TX: Holt, Rinehart, & Winston.

Wineburg, S. (2006). *Reading Like a Historian Toolkit* (11th grade US History). Austin, TX: Holt, Rinehart, & Winston.

ARTICLES & CHAPTERS

Kozyreva, A., Wineburg, S., Lewandowsky, S., & Hertwig, R (2022). “Critical ignoring as a core competence for digital citizens.” *Current Directions in Psychological Science*. <https://doi.org/10.1177/0963721422112157>

Wineburg, S., & Ziv, N. (August 1, 2022). What happens when TikTok is your main source of news and information? *Los Angeles Times*.

Breakstone, J., Smith, M., Ziv, N. & Wineburg, S. (2022). Civic preparation for the digital age: How college students evaluate online sources about social and political issues. *Journal of Higher Education*, <https://doi.org/10.1080/00221546.2022.2082783>

Wineburg, S., Breakstone, J., McGrew, S., Smith, M., & Ortega, T. (2022). Lateral reading on the open Internet: A district-wide field study in high school government classes. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000740>

Wineburg, S. (2021, May 13). To navigate the Web you need critical thinking, but also critical ignoring. *The Conversation* (reprinted *Houston Chronicle*, *St. Louis Post-Dispatch*, *Albany Times-Union* and dozens of other papers)

Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & Saavedra, A. (2021). Civic online reasoning: A National Portrait. *Educational Researcher*, 20 (10), 1-11. DOI: 10.3102/0013189X211017495

Breakstone, J., Smith, M., Connors, P., Ortega, T, Kerr, D., & Wineburg, S. (2021). Lateral reading: College students learn to critically evaluate internet sources in an online course. *Harvard Kennedy School (HKS) Misinformation Review*, 2 (1), <https://misinfoeviwe.hks.harvard.edu>

Wineburg, S. (2021). Silence of the ellipses: Why we need to stop telling lies to our children. *Phi Delta Kappan*. <https://kappanonline.org/history-textbook-lies-wineburg/>

Wineburg, S. (2021). Deliberation and the culture of the yellow folder (pp. 1019-1038). In Daniel Pekarsky (Ed.), *Empowering leaders*. Jerusalem: Hebrew University Magnes Press.

Wineburg, S., & Ziv, N. (2020). Educating for misunderstanding. *Los Angeles Times*.

Wineburg, S. (2020). Is there a role for history in a digital age? Introduction to Chinese edition of *Historical Thinking and Other Unnatural Acts*.

Wineburg, S. (2020). The curriculum we owe our students in a digital age. *Schulmanagment*. (German).

- Ziv, N., & Wineburg, S. (2020, March 16). How to spot coronavirus misinformation. *TIME Magazine*. <https://time.com/5803936/coronavirus-misinformation/>
- Wineburg, S. & Ziv, N. (2019, Dec. 4). The meaninglessness of .org. *New York Times*. <https://www.nytimes.com/2019/12/05/opinion/dot-org-domain.html>
- Wineburg, S., & McGrew, S. (2019). Lateral Reading: Reading less and learning more when evaluating digital information. *Teachers College Record*, 121 (11), 1-40.
ISSN: ISSN-0161-4681
- Wineburg, S. (2019). Be internet smart. *TIME for Kids*. <https://www.timeforkids.com/g56/be-internet-smart-2/>
- Wineburg, S. (2019). Why historical expertise is insufficient for evaluating digital sources. In Sebastian Barsch, Hans-Joachim Langbehn, Andreas Lutter, Christian Meyer-Heidemann (Eds.), *Fake und Filter: Historisches und politisches Lernen in Zeiten der Digitalisierung* (Fake and filter: Teaching history and civic education in times of digitization). Frankfurt, Germany: Wochenschau-Verlag.
- Wineburg, S. (2019, June 12). Why George Washington embraced the idea of a ‘nondescript’ God? *Smithsonian Magazine*, <https://www.smithsonianmag.com/history/why-george-washington-embraced-idea-nondescript-god-180972405/>
- Wineburg, S. (2019, May 19). Don’t know much about the history of Russian spying? *Los Angeles Times*.
- Wineburg, S. (2019, April 10). Digitally native? Hardly. *Pacific Standard*.
- McGrew, S., Breakstone, J., Smith, M.D., Ortega, T., & Wineburg, S. (2019). Improving university students’ web savvy: An intervention study. *British Journal of Educational Psychology*, 89, 485-500.
- Wineburg, S. (2019, Feb. 12). The Internet is sowing mass confusion: We must rethink how we teach kids every subject. *USAToday*. <https://www.usatoday.com/story/opinion/2019/02/12/internet-confusion-rethink-education-digital-sputnik-moment-column/2769781002/>
- Breakstone, J., Smith, M.D., Wineburg, S. (2019). Historical assessments of thinking: A validity study. *Cognition and Instruction*, 37 (1), 118-144. <https://doi.org/10.1080/07370008.2018.1499646>
- Wineburg, S. (2019). What’s difficult about difficult history? In M. Gross and Luke Terra (Eds.). *Teaching and learning the difficult past: Comparative perspectives*. New York: Routledge.
- McGrew, S., Breakstone, J., Smith, M., Ortega, T. & Wineburg, S. (2019). Civic online reasoning. In Wayne Journell (Ed.) *Fake news: What it is, why it is problematic, and what educators can do about it*. New York: Teachers College Press.

- Breakstone, J., McGrew, S., Smith, M., Ortega, T., & Wineburg, S. (2018). Teaching students to navigate the online landscape. *Social Education*, 82 (4), 219-221.
- Wineburg, S., & McGrew, S. (2018, December 18). To avoid getting duped by fake news, think like a fact checker. *Huffington Post* https://www.huffingtonpost.com/entry/opinion-fake-news-web-literacy-propaganda-fact-checkers_us_5c1812f5e4b0432554c332e3
- Wineburg, S. (2018, October). Flunking an exam of historical facts? Let's teach why learning history really matters. *The Hill*, <https://thehill.com/opinion/education/411705-flunking-an-exam-with-historical-facts-lets-teach-why-history-really>
- Wineburg, S. (2018, October 1). Why California's New Media Law for Schools May Backfire? *Washington Post*. https://www.washingtonpost.com/education/2018/10/01/why-californias-new-media-literacy-law-schools-could-backfire/?utm_term=.6d1acf76beb5
- Wineburg, S. (2018). Don't know much about history—never did. *Education Week*. <https://www.edweek.org/ew/articles/2018/09/19/think-todays-students-dont-know-history-try.html>
- Wineburg, S. (2018). Howard Zinn's Anti-Textbook. *Slate*. <https://slate.com/human-interest/2018/09/howard-zinn-in-history-class-teachers-and-a-peoples-history-of-the-united-states.html>
- Wineburg, S., Breakstone, J., & Smith, M. (2018). Assessing the past in college classrooms. *Inside Higher Education*. <https://www.insidehighered.com/views/2018/04/03/historians-need-measure-what-their-students-learn-opinion>
- Wineburg, S. (2018, January 4). "Toxic Content on the Web: Education, not Regulation." *TheHill.com* <http://thehill.com/opinion/cybersecurity/367996-toxic-content-on-the-web-the-answer-is-education-not-regulation>
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PRESS COVERAGE 2016-2021 [CIVIC ONLINE REASONING -- SELECTED]

<i>Wall Street Journal</i>	<i>New York Times</i>	<i>CNN</i>
<i>Washington Post</i>	<i>BBC</i>	<i>Korean Public Television</i>
<i>NPR, All Things Considered</i>	<i>VICE News</i>	<i>Japan Public Television</i>
<i>Forbes</i>	<i>Slate</i>	<i>Canada Broadcast Corp.</i>
<i>EDWEEK</i>	<i>Salon</i>	<i>TIME</i>
<i>Family Circle</i>	<i>Teen Vogue</i>	<i>Quartz</i>
<i>Die Zeit</i>	<i>La Repubblica</i>	<i>MSNBC</i>
<i>USA Today</i>	<i>Better Homes & Gardens</i>	<i>Nieman Lab</i>

(Articles about our research have appeared in French, Japanese, Thai, Chinese, Portuguese, Italian, Spanish, Vietnamese, Hungarian, Swedish, German, Hebrew, Arabic, Indonesian, and dozens of other languages)

PRESS COVERAGE

[OTHER TOPICS: SELECTED]

Print

<i>HaAretz</i> תּוֹרָה	Universities Ignore Teachers	(2016 April 1)
<i>Los Angeles Times</i>	LA Adopts Curriculum	(2014 Nov. 26)
<i>New York Times</i>	With Help from Bill Gates	(2014 Sept. 8)
<i>Atlantic Monthly</i>	Real World Impact	(2013, Oct. 3)
<i>The Hindu</i> (Karnataka)	Interactive Teaching	(2013, Oct. 3)
<i>Chicago Sun Times</i>	Daniels: Bennett not Zinn	(2013, Aug. 18)
<i>New York Times</i>	Historians Defend Howard Zinn	(2013, July 29)
<i>The World</i>	Daniels Criticized for Censorship	(2013, July 27)
<i>Stanford Magazine*</i>	History Detected	(2013, May/June)
<i>Fast Company</i>	Problem Reframing & Innovation	(2013, April. 19)
<i>EDWEEK</i>	History Lessons Build Skill	(2012, Aug. 8)
<i>CNN</i>	New York City to Ban ‘Loaded Words’	(2012, March 28)
<i>New Yorker</i>	Report Card: Anyone?	(2011, June 27)
<i>Washington Post</i>	Is Knowing History So Important?	(2011, June 22)
<i>San Francisco Chronicle</i>	Stanford, S.F. Schools Learn from Each Other	(2010, Dec. 29)
<i>Good Housekeeping</i>	Parent-Teacher Talk	(2009, Sept. 8)
<i>Washington Times</i>	Kids’ Brains	(2009, Aug. 23)
<i>Houston Chronicle</i>	Don’t Taint Teaching of History	(2009, July 25)
<i>NJ Star-Ledger</i>	Future of Black History Month	(2009, Feb. 10)
<i>Lexington Leader*</i>	Youth Leading the Way	(2008, Sept. 22)
<i>USA TODAY*</i>	Blacks, Women Top List	(2008, Feb. 4)
<i>JET Magazine*</i>	History Revised	(2008, Feb. 22)
<i>Honolulu Advertiser*</i>	Blacks Lead List	(2008, Feb. 5)
<i>Kansas Star</i>	Did They Know History Back Then?	(2007, Sept. 25)
<i>San Bernardino Sun</i>	History Text Not Final Word	(2007, June 04)
<i>Daily Press (Va. Beach)</i>	History Surveys are Misleading	(2007, May 18)
<i>Chronicle of Higher Ed.</i>	Condemned to Repeat It	(2006, Nov. 24)
<i>Sydney (Aust.) Herald</i>	Recover our Past by Method, Not Make-Believe	(2006, Oct. 21)
<i>Asahi Shimbun</i> (Tokyo)	Textbook Wars, American Style	(2006, June 16)
<i>Contra Costa Times</i>	Teachers Balance Emotions, Facts of War	(2006, March 18)
<i>SF Chronicle</i>	Hindu Groups Lose Fight to Change Textbooks	(2006, March 10)
<i>School Board News</i>	Don’t Neglect History Lessons	(2005, Aug. 8)
<i>Arizona Republic</i>	Reading Key to Social Studies Expectations	(2005, July 9)
<i>Times (London)</i>	City Becomes Pioneer for Black History Course	(2005, July 8)
<i>Chronicle of Higher Ed</i>	Digital Archives are a Gift of Wisdom	(2005, June 24)
<i>St. Louis Post Dispatch</i>	Pundit Parker Deserves an “F”	(2005, March 8)
<i>Lexington (KY) Herald</i>	History: Based on a True Story	(2005, March 4)
<i>Los Angeles Times</i>	9/11 Makes 12/7 Less Remote	(2004, Dec. 7)
<i>Chicago Tribune</i>	Engaging Students’ Civic Imagination	(2004, June 24)
<i>Boston Globe</i>	Don’t Know History: Here’s Why	(2004, March 20)
<i>Washington Post*</i>	Greatest Generation Struggled with History	(2004, March 9)
<i>South Bend Tribune</i>	Students’ Struggle with History Not New	(2004, March 16)

<i>Providence Journal</i>	Hell in a Hand Basket	(2004, March 16)
<i>Detroit News</i>	Most Students Struggle with U.S. History	(2004, March 14)
<i>Houston Chronicle</i>	HISD Wary in Deal with Bush Brother	(2003, Dec. 14)
<i>Philadelphia Inquirer</i>	The Future of History.	(2003, July 13)
<i>St. Petersburg Times</i>	Nation’s Future Lets Past Slip Away	(2003, Nov. 2)
<i>Melbourne, The Age</i>	New Method of Making History	(2002, June 5)
<i>New York Times*</i>	Going Beyond Mere Facts in the Study of History	(2002, March 6)
<i>Seattle Post*</i>	Questioning Minds Make Study of the Past Alive	(2001, June 1)
<i>Washington Post</i>	Brain Research Oversold, Experts Say	(2001, March 13)
<i>New York Times*</i>	On Education: Making the Past Come Alive	(1988, Sept. 2)

*Full-length feature or cover story

TV/Radio (selected)

- ABC**, “Critical Race Theory and the Teaching of History in Schools” (2021, September 23)
ABC, “Free Curriculum Helps Students Understand Disinformation” (2021, Jan. 25)
MSNBC, “Staying Sane in an age of Deep Fakes,” (2019, December 6)
BBC, “You Can Know the Truth,” (2018, June 10)
NPR, “Big History Challenges Conventional History” (2016, Jan 5)
CNN, “Why We Love and Hated Forrest Gump” (2014, July 4)
German National Public Radio, “Blacks’ Long March to the White House” (2012, Feb. 28)
KPCC Radio, Los Angeles, “Is there a crisis of historical knowledge?” (2011, Oct. 6)
KGO Radio, San Francisco, “Stanford Wins National History Center,” (2007, Oct. 3)
Voice of America (VOA), “Talking History: The preparation of History Teachers,”
 Syndicated program sponsored by the Organization of American Historians, (2005 May 10)
C-SPAN, “Talking History with Sam Wineburg,” *Washington Report with Brian Lamb*
 National call-in broadcast (2004 March 12)
KCTS News Radio, San Francisco, “Are the kids dumb, or are we?” (2004 April 2)
WKGET-Bakersfield, Connecting With Kids (syndicated TV show in 103 markets). “Kids,
 Parents, and History.” (2003 November 12)
NPR, *All Things Considered*, “Remembering the Past” (2002 September 10)
KQED-Seattle Public Radio interview, “Sam Wineburg: Why Thinking Historically Is Hard
 to Do” (2002 September 2)
WBUR-Boston Public Radio interview, “Sam Wineburg: Creating a Historical Revolution in
 Teaching,” (2002 May 29).
Reshet Aleph (א רשת) Learning History—Call-in Radio Show with Avi Katzman (in
 Hebrew). Jerusalem, Israel, (2001 July 12)

COMMISSIONED PAPERS & TECHNICAL REPORTS

- Sam Wineburg, “In the Beginning There Were the Objects: Fresh Principles for New
 Jewish Museum,” (commissioned paper for the World Jewish Museum, Tel Aviv,
 2020)
- Sam Wineburg, Nadav Ziv, Joel Breakstone, & Mark Smith “Educating for
 Misunderstanding: How Approaches to Teaching Digital Literacy Make Students
 Susceptible to Scammers, Rogues, Bad Actors & Hate Mongers” (working paper A-
 21322, Stanford History Education Group, Stanford University, Stanford, CA, 2020).

Sam Wineburg, Joel Breakstone, Mark Smith, Sarah McGrew, & Teresa Ortega. "Civic Online Reasoning: Curriculum Evaluation" (working paper 2019-A2, Stanford History Education Group, Stanford University, Stanford, CA, 2019).

Joel Breakstone, Mark Smith, Sam Wineburg, Amie Rapaport, Jill Marshall Garland, & Anna Saavedra (2019). Civic online reasoning: A national portrait. *Working Paper, A1, Stanford History Education Group*, Stanford University, Stanford University.

Nadav Ziv and Sam Wineburg (2019). Dot-Orgs and Hate Groups. *Working Paper A2, Stanford History Education Group*, Stanford University, Stanford University.

Wineburg, S., Breakstone, J., Smith, M.D., McGrew, S., & Ortega, T. (2019). Civic Online Reasoning: Curriculum Evaluation. *Working Paper 2019-A3, Stanford History Education Group*, Stanford University, Stanford University.

Wineburg, S., & McGrew, S. (2018). Lateral Reading: Reading Less and Learning More When Evaluating Digital Information. *Working Paper No. 2017-A1; Stanford History Education Group*. <https://ssrn.com/abstract=3048994> [downloaded 12,000 times as of July, 2021]

Wineburg, Sam & Associates (2015). *Education Schools in Israel: Final Report to the State of Israel Council for High Education* המועצה להשכלה גבוהה. Jerusalem, Israel.

Wineburg, Sam (2004). *Must it be this way?* Division K Newsletter, American Educational Research Association, Washington, DC.

Wineburg, S. S. (1994). *Nature of Subject Matter Knowledge for Assessment*. (Issues Paper, no. 5). National Board of Professional Teaching Standards, Detroit, MI.

Wineburg, S. S. (1993). *Issues in Teacher Assessment: The Role of Collaboration in the Construction of a Site-Based Teaching Portfolio*. (Issues Paper, no. 9). National Board of Professional Teaching Standards, Detroit, MI.

INVITED PRESENTATIONS (selected)

[May 2022 **Jerusalem**]. "Teacher Education: Past, Present, and a Possible Future," Keynote address, Hebrew University of Jerusalem.

[September 2019 **London**]. "Why the Media Literacy We Have is Not the Media Literacy We Need," Invited presentation, Global Media Literacy Summit, sponsored by Google.org.

[January 2019 **Greensboro, NC**]. "Surfing the Web in an Age of Fake News," Invited presentation, American Association of University Professors, University of North Carolina, Greensboro.

[February 2018 **Tel Aviv**]. "Literacy and Historical Texts," Invited presentation, Center for Educational Technology, Tel Aviv University.

- [May 2017 **Chicago**]. “*Historical Thinking and the College Classroom*,” Invited colloquium, Department of History, Northwestern University.
- [December 2017 **San Francisco**]. “*Why the Media Literacy We’re Teaching Won’t Help*” Keynote address, National Council for the Social Studies.
- [March 2016 **Buffalo, NY**]. “*The Role of a School of Education in a Research University*” Willower Endowment Distinguished Lecture, State University of New York at Buffalo.
- [Feb., 2016 **Qatar**]. “*Reading More and Learning Less: The Evaluation of Online Sources*” Address to the Qatar Foundation, Texas A&M University at Qatar.
- [Dec., 2015, **Jerusalem**]. “*Report on the Status of Education Schools in Israel*.” Address to the Council for Higher Education, State of Israel.
- [June, 2015, **New York**]. “*Why Historical Thinking is not about History?*” Keynote address to the Reacting to the Past Conference, Barnard College, Columbia University.
- [March, 2015, **Syracuse**]. “*What is Intelligences in a Digital World?*” Keynote address to the New York State Council for the Social Studies.
- [March, 2015, **Oakland**]. “*What does Historical Thinking Have to Do with Civic Reasoning?*” Keynote address to the California Council for the Social Studies.
- [November, 2013, **Bangalore**]. “*Assessment for Quality in Education*,” Presentation to Council of Indian Industry (CII).
- [April, 2013, **San Francisco**]. “*A People’s History of the United States: Howard Zinn and Historical Thinking*,” Presentation to Organization of American Historians.
- [March, 2012, **Singapore**]. “*Was Barak Obama Born in Kenya and How Historical Thinking Can Help You Find Out?*” Presentation to students and staff, Singapore American School, Singapore.
- [September, 2011, **Quebec City**]. “*A History with No Hands: Howard Zinn’s A People’s History of the United States*.” Presentation to conference on “*Historical Consciousness Today*,” University of Laval.
- [April, 2011, **Gothenburg, Sweden**]. “*Teaching Children to Think Historically*,” Keynote address to the Swedish Association of History Didactics.
- [Feb., 2011, **Delaware**]. “*A Collision of Histories: Reconciling Academic and Sacred Conceptions of the Past*,” invited colloquium, University of Delaware.
- [Nov. 2010, **Denver**]. “*Thinking Historically*,” invited plenary, National Council for the Social Studies.

- [March 2009, **Seattle**]. “Teaching American History Program: Antidote for an Ailing Profession or Boondoggle for an Ailing Profession,” invited address, Organization of American Historians.
- [January 2009, **New York**]. “Inverting Bloom’s Taxonomy: What’s Basic When Reading History?” invited address, American Historical Association.
- [March 2008, **New York**]. “Famous Americans: The Changing Pantheon of American Heroes,” invited address (with Chauncey Monte-Sano), Division C, American Educational Research Association.
- [October 2007, **Nashville**]. “Taking History to the Streets,” invited plenary, Tennessee Council for History Education.
- [November 2007, **Rochester**]. “History Thinking and the Advancement of Literacy,” invited plenary, New York State Council for the Social Studies.
- [December 2006 **Jerusalem**]. “סטנדרטים בלימודי היסטוריה בארה"ב: מודל לחיקוי או כרוניקה של ?כשלון ידוע מראש? (Standards in the Learning of History: A Model Worthy of Emulation or a Pre-ordained Failure?). Mandel Foundation Community Lecture.
- [March 2005, **San Jose, CA**]. “Tear Down this Wall: Improving Relations between Departments of History and Schools of Education,” invited talk to Organization of American Historians (OAH), Annual Conference.
- [March 2005, **St. Peter, MN**]. Historical Thinking and the Liberal Arts Curriculum. Invited Distinguished Lecture. Gustavus Adolphus College, Department of History.
- [February 2005, **Los Angeles**]. The preparation of history teachers for “Teachers for a New Era.” Faculty seminar, California State University, Northridge.
- [Sept. 2004, **Exeter, NH**]. Beyond historical thinking. Visiting distinguished address to the faculty at Phillips Exeter Academy.
- [Feb. 2004, **Chicago**]. What does NCATE Have to Say to the Future Teacher of History: Not Much. Keynote address, American Association of Colleges of Teacher Education (AACTE).
- [Jan. 2004, **Jerusalem**]. Teaching the Holocaust. Presentation to the Jerusalem Fellows, Mandel School of Educational Leadership. Jerusalem, Israel.
- [March, 2003, **St. Louis**]. History in school and out. Presentation to the Missouri Historical Society.
- [May, 2002, **Seattle**]. Knowing Other-wise: How confrontations with the past teach us about the present. Keynote address, *Partnerships in Teaching through Technology* (PETTT), University of Washington.

[November, 2001, **Washington, DC**]. Rethinking connections between school history and the liberal arts. Keynote address, *Project 30*, Washington, DC.

[August, 2001, **Vancouver**]. Historical thinking and other unnatural acts. Keynote address, Peter Wall Institute for Advanced Studies and the Vancouver Art Gallery, Center for the Study of Historical Consciousness, Vancouver, British Columbia.

[February 2001, **Delaware**]. “Teaching for Understanding in History” Endowed Lectureship, College of Education, University of Delaware, Newark, Delaware.

[April 2001, **Seattle**]. “Collective memory, cultural studies, and the teaching of history: Separate spheres or common partners?” Presidential Invited Session, presented at the American Educational Research Association.

[June, 2000, **San Jose, CA**]. “The Role of Intermediate Cognitive Processes in Skilled Historical Cognition” Presentation to the Conference on the Scholarship of Teaching, Carnegie Foundation for the Advancement of Teaching.

[March, 2000, **Lake Chelan, WA**]. “Making Historical Sense: Memory and the Teaching of History.” Presentation to the Conference of Washington State Council for the Social Studies.

[June, 1999, **Germany**]. “Making Historical Sense: Memory as an Intergenerational Phenomenon.” Invited paper for working conference, *Traditions & Transitions: Commemorating History and Presenting the Past*, University of Hannover.

[June, 1999, **Pittsburgh**]. “Affect and Effect in Cognitive Approaches to Instruction.” Invited paper, *Thirtieth Annual Carnegie Symposium on Cognition*, Carnegie Mellon University.

[April 1999, **Montreal**]. “History, collective memory, and the battleground of the school curriculum.” Presidential Invited Session, American Educational Research Association, Montreal.

[May 1998, **Tel Aviv**] “Between Raul Hilberg & Steven Spielberg: The Relationship between the Past and the Present among American High School Students.” Invited colloquium to the School of Education, Tel Aviv University.

[March 1998, **London**] “Standards for Historical Thinking.” Invited colloquium to the Institute of Education, University of London.

[March 1997, **Toronto**] “The nature of historical expertise: An expert-expert study,” Invited colloquium to the Ontario Institute for Studies in Education, University of Toronto.

[June, 1994, **Germany**] “Empirical Methods for Exploring Historical Consciousness.” Invited presentation to the faculty of history and philosophy, ZIF Interdisciplinary Center, Universtat Bielefeld.

- [June, 1994, **Israel**] "Reconstructing Teacher Education." Invited presentation to the faculty of education, University of Haifa.
- [February, 1994, **East Lansing, MI**] "Overcoming the 'natural' in achieving historical understanding." Invited colloquium to the College of Education, Michigan State University.
- [January, 1993, **Reno, NV**] "Students' naive epistemologies and the learning of history." Invited colloquium, Department of History, University of Nevada.
- [October, 1992, **Spain**] "Finding home in a foreign country: The nature of contextualized thinking in history." Invited presentation to the First International Conference on Reasoning in History and the Social Sciences, Autonoma University, Madrid.
- [February, 1992, **Vancouver**] "Reading historical texts: New problems and old." Keynote address to the Department of Social and Educational Studies and the British Columbia Social Studies Teachers Association, University of British Columbia, Vancouver.
- [October, 1990, **Cambridge, MA**] "On the reading of historical texts." Invited paper presented at the "Languages of Thinking" Conference, Project Zero, Harvard University

REFEREED PRESENTATIONS

- Wineburg, S. (2018). Civic online reasoning: Are the tools we've invented handling us, Not Vice Versa? Paper presented at the annual meeting of the American Educational Research Association.
- McGrew, S., & Wineburg, S. (2017). "Reading Less and Learning More: Expertise in Evaluating the Credibility of Online Information," Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Breakstone, J., McGrew, S., Smith, M., Ortega, T., & Wineburg, S. (2017). "Assessments of Digital Literacy: Development and Validation," Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Breakstone, J., Wineburg, S., & Smith, M. (2016). "History Assessments of Thinking: A Validity Study." Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- McGrew, S., & Wineburg, S. (2016). "Expertise in Assessing the Credibility of Online Information: An Exploratory Study," Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Wineburg, S., Breakstone, J., & Smith, M. (2013). "Creating History Assessments for the Twenty-first Century: Using the Library of Congress's Digital Resources to Go Beyond the Bubble," Organization of American Historians, San Francisco.

- Smith, M., Breakstone, J., & Wineburg, S. (2013). "Innovative Measures of Historical Thinking: A Validity Study." Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Breakstone, J., Smith, M., & Wineburg, S. (2013). "Pedagogical Content Knowledge for Historical Inquiry: Making Sense of Students' Answers to New History Assessments," Paper presented at the annual meeting of the American Educational Research Association, San Francisco
- Wineburg, S., Breakstone, J., & Smith, M. (2012). "Using *Library of Congress*'s digital resources to create new forms of history assessments." Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Monte-Sano, C. B., & Wineburg, S. (2008). "Who is a 'Famous American'?" Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Martin, D., Monte-Sano, C.B., Reisman, A., & Rosenzweig, R., Wineburg, S. (2006). "*Historical Thinking Matters: An Approach to Digital History.*" Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wineburg, S., & Gottlieb, E. (2005). "Dimensions of Historical Thinking." Paper presented at the annual meeting of EARLI (European Association of Research in Learning and Instruction), Nicosia, Cyprus.
- Wineburg, S. (2003). "Learning history from *Forrest Gump*." Paper presented at the annual meeting of the Western Humanities Conference, Salt Lake City.
- Wineburg, S., Herrenkohl, L., & Stevens, R. (2002). "Constructing historical selves through discourse." Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wineburg, S. (2002). "Teaching school history when most of what kids know comes from somewhere else." Paper presented at the annual meeting of the American Historical Association, San Francisco.
- Wineburg, S. (2000). "Remembering the Past and Foretelling the Future," Paper presented at the conference on Jewish Education and Jewish Memory, Bar Ilan University, Ramat Gan, Israel.
- Grossman, P., Wineburg, S., & Woolworth, S. (2000). "Beyond the rhetoric of teacher community, or, what makes community different from a meeting of teachers?" Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Mosborg, S., & Wineburg, S. (1999). "Apocalypse how?: An intergenerational analysis of how contemporary adolescents and their parents narrate the Vietnam War." Paper

presented at the annual meeting of the American Educational Research Association, Montreal.

Grossman, P. L., Wineburg, S., & Woolworth, S. (1998). "The formation of teacher community: Standards for evaluating change." Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Wineburg, S. S., & Mosborg. (1998). "Teaching and learning history as epistemological acts." Paper presented at the annual meeting of the American Educational Research Association, San Diego.

McNeil, M., Nasby, D., Quinn, D., & Wineburg, S. (1997). "At risk for understanding: A play in one act." One act play performed at the annual meeting of the American Educational Research Association, Chicago.

Wineburg, S. S., & Grossman, P. L. (1997). "Scenes from a marriage: Some implications of interdisciplinary humanities curricula in the comprehensive high school." Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Wineburg, S. S. (1997). "Historical thinking and other unnatural acts." Paper presented at the annual meeting of the American Historical Association, New York.

Wineburg, S. S., & Grossman, P. L. (1996). "Teachers' representations of student understanding in the humanities." Paper presented at the annual meeting of the American Educational Research Association, New York.

Wineburg, S. S. (1996). "Why question drives method—or ought to—in educational research." Paper presented at the annual meeting of the American Educational Research Association, New York.

Wineburg, S. S. (1995). "The formation of a historical interpretation: An 'expert/expert' study." Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fournier, J., & Wineburg, S. S. (1993). "Framing assumptions and the learning of history." Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Nolen, S. B., Johnson-Crowley, N., & Wineburg, S. S. (1993). "Texts as teachers: Dynamic effects on learning and motivation in statistics." Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Wineburg, S. S. (1993). Chair, "Toward a pedagogy of history." Symposium presented at the annual meeting of the American Educational Research Association, Atlanta.

Wineburg, S. S. (1993). "The content of the form in the testing of history." Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

- Wineburg, S. S. (1992). Discussant, "History instruction and learning: Across time and place." Presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wineburg, S. S., & Fournier, J. (1992). "Thinking in time: A study of anachronistic and contextualized thinking among preservice teachers." Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wilson, S. M., & Wineburg, S. S. (1991). "Using performance-based exercises to measure the pedagogical content knowledge of history teachers." Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Wineburg, S. S. (1991). "Some unanswered questions about performance-based assessments of teaching: A case study." Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Wineburg, S. S. (1991). "Overcoming the apprenticeship of observation: Creating conceptual change in teacher education." Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Wineburg, S. S. (1991). "Beyond Ed Psych 101: Tampering with tradition to create conceptual change." Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Wineburg, S. S. (1990). "The nature of the 'problem' in research on historical problem solving." Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Wineburg, S. S. (1989). "The role of student beliefs in the learning of history." Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Finnan, C. R., Knapp, M. S., & Wineburg, S. S. (1989). "An ecumenical approach to teaching and using qualitative research methods in education." Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wilson, S. M., & Wineburg, S. S. (1988). "Models of wisdom in the teaching of history." Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wineburg, S. S. (1988). "The self-fulfillment of the self-fulfilling prophecy: Thoughts and afterthoughts." Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wineburg, S. S., & Reynolds, A. (1988). "To teach or not to teach: Is *that* the question for teachers turned qualitative researchers?" Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Wilson, S. M., & Wineburg, S. S. (1987). "Peering at history through different lenses: The role of disciplinary perspectives in the teaching of social studies." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Wineburg, S. S., & Reynolds, A. (1987). "Qualitative queries about qualitative quandaries: Confessions of qualitative researchers in education." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Wineburg, S. S. (1987). "The teaching of charity: The construction of meaning during adolescence." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Schnieder, B., Martinez, M. E., & Wineburg, S. S. (1986). "A qualitative investigation of self-efficacy and anxiety in mathematics." Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

COLLEGE & UNIVERSITY COLLOQUIA (SELECTED)

Harvard University (education)	University of Nebraska (education)
University of Toronto (education)	City University of New York (history)
Gustavus Adolphus College (history)	California State Univ./Northridge (history)
Evergreen State University (history)	Santa Clara University (history)
University of Nevada, Reno (history)	University of Akron (history)
Arizona State University (history)	Indiana University (history)
Hampshire College (history/psychology)	Hebrew University (education)
San Jose State University (history)	Cascadia College (history)
Tel Aviv University (education)	Michigan State University (education & history)
University of Delaware (education)	University of British Columbia (education)
University of Southern California (history)	Stanford University (history)
Hebrew University of Jerusalem (education)	Ben Gurion University (education)
University of Karlstad, Sweden (history)	Univ. of N. Carolina/Greensboro (history, educ.)
Brigham Young University (history, educ.)	Göteborg University, Sweden (history)
Nalanda University, New Delhi (history)	Jadavpur University, Calcutta (history)
Jawaharlal Nehru University, New Delhi	University of Kerala, Trivandrum, India
St. Joseph's College, Nagaland, India	North Bengal University, Siliguri, India (English)
Jamia Islamia University (anthropology)	Greensboro College (history)
Barnard College (history)	Kerem Teachers College, Jerusalem (education)
Northwestern University (history)	Philips Exeter Academy (history)
Saint Anselm College (education)	San Diego State University (history)
Brigham Young University (communication)	Walla Walla University (humanities)
Bloomsburg University (history)	University of California, Irvine (education)
UC/Santa Barbara (history)	Pima Community College
UC/Irvine (education)	Beit Berel College, Israel
Grinnell College (information science)	University of Northern Colorado (history)