

Curriculum Vitae

Robert F. Lorch, Jr.

Contact Information

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

Administrative Experience

2007 - Director, Children at Risk Research Cluster
2005- Associate Chairperson, Department of Psychology
Spring, 2003 Interim Chairperson, Department of Psychology
2002- 2007 Secretary & Treasurer, Psychonomic Society
1992-1994 Director of Experimental Psychology
1989-1991 Director of Graduate Studies
1986-1989 Coordinator of Cognitive & Developmental Studies

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

Editing Experience

- Associate Editor: Memory & Cognition (1997-2001)
- Advisory Editor: Contemporary Educational Psychology (1996-2000)

Editorial Boards:

- Educational Psychology Review (2001- present)
- Discourse Processes (1996 - 2002)
- Journal of Educational Psychology (1991-1996)
- Journal of Experimental Psychology: Learning, Memory, and Cognition (1989-2000)

Membership in Professional Organizations

- American Educational Research Association
- American Psychological Society
- Fulbright Society
- Psychonomic Society

Research Experience

External Funding:

Teaching the logic of the scientific method in the 4th grade. Funded by the Institute for Education Sciences; July 1, 2006 – June 30, 2009. Total direct costs: \$922,525. PI: Elizabeth P. Lorch; Co-PIs: Robert F. Lorch, Jr & William J. Calderhead.

Refereed Articles:

- Lemarié, J., Lorch, R.F., Jr, Eyrolle, H., & Virbel, J. (2008). 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

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