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CURRICULUM VITA

Gavriel Salomon, Ph.D.

Date of Birth: October 12, 1938
Marital status: Married, 2 daughters

Office Address: University of Haifa
Faculty of Education
Haifa 31905, Israel
Telephone: 972-4-824-9373
E-Mail: GSALOMON@RESEARCH.HAIFA.AC.IL
Fax: 972-4-824-9372

Home Address: 10 Sachlav Str.
Haifa, 34790
Telephone: 972-4-834-4186

Educational Background

B.A.	Hebrew University of Jerusalem, Education and Geography	1964
M.A.	Hebrew University of Jerusalem, Education and Psychology (Summa cum laude)	1966
Ph.D.	Stanford University, Educational Psychology and Communication	1968

Academic Positions

2000 -	<i>Director of the University of Haifa Unit for the Advancement of Scientific Relations</i>
9/1999 - present	<i>Foundar and Co-Director, Center for research on Peace Education, University of Haifa.</i>
10/1993 – 9/1998	<i>Dean, Faculty of Education, Haifa University.</i>
10/1992 - present	<i>Professor , School of Education, Haifa University.</i>
8 /1987 - 1992	<i>Professor, College of Education (Language, Reading & Culture) University of Arizona.</i>
10/1984 - 10/1987	<i>Professor and Head of the Graduate Program on Education and Computers, Tel-Aviv University, Tel-Aviv, Israel.</i>

- 10/1983 - 9/1984 On Leave from the Hebrew University: Senior Research Associate , School of Education, Harvard University.
- 1981 - 1983 *Professor Chaver*, School of Education, the Hebrew University, Jerusalem, Israel.
- 1979 - 1981 *Senior Lecturer*, School of Education, the Hebrew University, Jerusalem, Israel.
- 1977 - 1979 On Sabbatical Leave from the Hebrew University: A Senior Research Associate and Instructor, School of Education, Stanford University.
- 1976 - 1977 *Senior Lecturer and Chairperson*, the Graduate Program of Educational Psychology, School of Education, the Hebrew University, Jerusalem, Israel.
- 1975 - 1976 *Senior Lecturer*, School of Education, the Hebrew University, Jerusalem, Israel.
- 1974 - 1975 On Leave of Absence from the Hebrew university: Major In the Israeli Defense Forces, Head of Psychological Services in the Sinai.
- 1969 - 1974 *Lecturer*, School of Education, the Hebrew University, Jerusalem, Israel (promoted to Associate Professor on August, 1974).
- 1968 - 1969 *Visiting Assistant Professor*, School of Education, Indiana University.
- 1966 - 1968 Graduate Teaching and Research Assistant, School of Education, Stanford University.
- Prior to 1966 *Head of Inservice Training Department* for Teachers, the Hebrew University; and a graduate student.
- Principal*, Ma'alot Regional Elementary and Evening School, (Israel, 1959-60).
- Short-term Visiting Positions:
- 2003-4 Recipient of the Cleveringa Chair, Leiden University, The Netherlands
- 1998-9 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, CA
- 8-9/1983 Professor, the Open University, England
- 7-8/1980 Visting Professor, University of Southern California
- 7-8/1981 Visiting Professor, University of Southern California

- 12/ 1979 Howard R. Marsh Professor of Communication and Education, University of Michigan, Ann Arbor.
- 9/1977-9/1979 Visiting scholar, Stanford University
- 7-8/1977 Visiting Professor, Universidad Ibero Americana, Department of Communication, Mexico City, Mexico.

Administrative Responsibilities and Related Activities:

- 1999- Director, Center for Research on Peace Education, University of Haifa
- 1993-1998 *Dean*, School of Education, University of Haifa.
- 1990-1994 *President* of the Educational, Instructional, & School Psychology Division of the International Association of Applied Psychology (IAAP).
- 1989 -1993 *Vice president*, University of Arizona, Faculty Association of the College of Education.
- 1987 - Present Member of the university Academic Computing Advisory Committee/Instructional Computing, University of Arizona.
- 1986 - 1987 *Head* of R & D Unit of Information Technologies in Education, School of Education, Tel-Aviv University.
- 1986 - 1987 *Chair*, National Advisory Committee to the Israeli Ministry of Education on the Role of Computers in the Future of Public Education.
- 1984-1987 *Founder and Head* of the Graduate Program on Education and Computers, Tel-Aviv University.
- 1985 - 1987 *Chief Consultant* to the JDC Project on the Rehabilitation of Children at Risk.
- 1981 - 1982 *Scientific director* of a joint project with Hadassah Medical Center on the prevention of smoking onset in high schools.
- 1976 - 1977 *Chairperson*, the Graduate Program of Educational Psychology, School of Education, the Hebrew University, Jerusalem, Israel.
- 1974 - 1975 *Head* of Psychological Services in the Sinai (rank: Major); Israeli Defense Forces.
- 1962 -1966 *Head* of the Inservice Training Department for teachers, Hebrew University, Jerusalem, Israel

Memberships:

American Educational Research Association

American Psychological Association (Fellow)
 American Psychological Society (Fellow)
 Israeli Psychological Association
 Israeli Educational Research Association
 International Association of Applied Psychology
 European Association for Research on Learning and Instruction

Honors, Awards, and Other Activities:

Awarded the ***Cleveringa Chair*** by the Leiden University in the Netherlands

Received the ***AERA Sylvia Scribner award*** for achievements in educational research, 2002.

Received the ***"Israel Award"*** for achievements in educational research by the Ministry of Education of the State of Israel, May, 2001.

Honorary Doctorate, Catholic University of Leuven, Belgium, February, 1999

Nominated by the president of the University of Arizona to the *Jose Vasconcelos World Award for Educational Scholarship achievements*, 1992.

Editor, Educational Psychologist (APA Div. 15 journal, published by Lawrence Erlbaum Associates, 1991-1995).

Elected to the status of Fellow, the American Psychological Society, July, 1990.

Elected President of the Educational, Instructional, and School Psychology Division of the International Association of Applied Psychology, July, 1990.

Elected representative of the College of Education, University of Arizona, to the University Faculty Senate, May, 1990.

The book "Interaction of Media, Cognition, and Learning" (Jossey-Bass, 1979), was selected as a Citation Classic by Current Contents, 1988, 20, (October).

The paper entitled "Can we affect cognitive skills through visual media?" (AVCR, 1972, 20, 401 - 423) was selected as Citation Classic by Current Contents, 1987.

Co-editor of a regular column on Information Technologies and Education, Educational Researcher, 1984 - 1989.

Editor, the field of Education, in the International Encyclopedia of Communication, to be published by the Oxford University Press and the University of Pennsylvania, 1984-1987.

Elected to the status of Fellow, the American Psychological Association, August 1983.

Recipient of the First 1981 James W. Brown Publication Award by the Association for Educational Communication and Technology (USA) for the book Interaction of Media, Cognition and Learning, as "the best book in the field".

Elected *Chairperson* of Media Research Special Interest Group, American Educational Research Association, 1978 - 1979.

Member of the Editorial board of the National Society for the Study of Education (NSSE), Chicago University, for the 73rd Volume of the NSSE Yearbook, 1972 - 1974.

Teaching Activities:

- Research on Peace Education in Regions of Intractable onflict
- Disciplined Inquiry in Education: Qualitative and Quantitative Approaches
- Advanced Course in Cognition, Instruction and Learning.
- The Cognitive Aspects of Information Technologies in Education.
- Advanced course in the nature of thinking skills and their cultivation
- Introduction to Statistics.
- Introduction to psychology.
- Social and Organizational Psychology in the Schools.
- Communication and Education: Cognitive and Social-Psychological Aspects.
- The Psychology of Media's Symbol Systems.
- Research Methods in Educational Psychology.

Grants Received:

1971	American Psychological Association (For the Development of a Statistical Text in Hebrew): \$4,000.
1972 - 1976	The Spencer Foundation (for the study of TV's symbols and their effects on cognition): \$45,000.
1978 - 1979	National Institute for Education, USA (for the comparative study of school organization): \$17,000.
1980 - 1985	The Markle Foundation (for the study of televiewing and reading): \$118,000.
1982	The Markle Foundation (for a conference to plan future research on children and TV): \$27,000.
1982	The Foundation for Basic Research, Israel (for the study of the attribution of communicational intentions in education): \$5,000.
1983	The Sheinbron Foundation, Israel (for the study of intent attributions in educational communication): \$15,000.

- 1985 - 1989 The Spencer Foundation (for the study of cognitive transfer of learning; jointly with Dr. Tamar Globerson): \$207,000.
- 1990 - 1991 The Apple Computer Co. (for the study of learning, motivation, and social effects of the System Thinking Approach and the computer program "STELLA" in High School, lower SES math teaching): \$78,000
- 1991 - 1993 National Institute of Child Health and Human Development (for the study of Metacognitive Cultivation Using Computer Tools): \$320,000
- 1993- 1996 Ministry of Education, the State of Israel (for the development and study of "The technology-intensive classroom of the future"): \$150,000.
- 1998-1999 Spencer Foundation grant to establish a world-wide electronic network of peace education scholars (\$11,700).
- 2000 - Spencer Foundation, grant with Baruch Nevo (support for the Haifa International Workshop on Peace Education Research): \$12,000.
- 2001 - Spencer Foundation, grant (for a pilot study on "Constructing an adversary's narrative in ethnocentric conflicts": \$31,500.
- 2002 - UNESCO grant to construct a kit of tools to evaluate peace education programs around the world. \$38,000.

Member of Editorial Boards of:

- 1974 *National Society for the Study of Education Yearbook* (1973-4)
- *Journal of Educational Computing Research* (1985 --)
- *Israeli Journal of Psychology and Counseling in Education* (1984-7)
- *Social Behaviour: A Journal of Applied Social Psychology* (1985-1991)
- *International Education Almanac* (1987-1989)
- *Journal of Educational Technology* (1985--)
- *Substratum*, Barcelona, Spain (1992--)
- *Educational Technology* (1994--)
- *Computers in Human Behavior* (1995 --)
- *Educational Research and Evaluation* (1995 --)
- *Learning and Instruction* (1996 -)
- *Technology-Based Education Series*; Kluwer Academic Publishres (1996-)
- *Journal of Intreractive Learning Research* (1998-)

Reviewer for:

- American Educational Research Journal
- Educational Researcher
- Educational Psychologist
- Cognition and Instruction
- Journal of Educational Psychology
- Journal of Personality and Social Psychology
- Journal of Educational Computing Research

- Journal of Computers in Human Behavior
- Journal of Communication
- National Institute of Mental Health
- National Science Foundation
- Israeli Branch of the Ford Foundation
- Israeli Academy of Sciences
- Contemporary Psychology
- International Journal of Teacher and Teacher Education
- Human Communication Research
- Psychological Sciences
- American Journal of Mental Retardation

List of Publications

Books

- Salomon, G. (1979). Interaction of media, cognition and learning. San Francisco, CA: Jossey-Bass. (Published again by Lawrence Erlbaum, 1994).
- Salomon, G. (1981) Communication. Tel-Aviv: Sifriyat Poalim (Hebrew)
- Salomon, G. (1981). Communication and education: Social and psychological interactions. Beverly Hills, CA: Sage Publication.
- Salomon, G. (2001). Technology and education in the age of information. Zmora-Bitan (Hebrew).

Edited Books

- Salomon, G. & Snow, R. E. (1970). Commentaries on research in instructional media: An examination of conceptual schemes. Indiana University. (Editor and author of two chapters).
- Murray, J., & Salomon, G. (1984). The future of children's television. Boys Town, Nebraska. (Editor and author of two chapters).
- Salomon, G. (1993). Distributed cognitions. New York: Cambridge University Press.
- Salomon, G., & Nevo, B. (2002). Peace education: The concept, principles, and practices around the world. Mahwah, NJ: LEA

Chapters in books

- Salomon, G. (1971). Instructional system development and individual differences. In: M. L. Fleming (Ed.): Aspects of perception: their relation to instructional communication (pp. 176 - 195). Indiana University.
- Salomon, G. (1974). What is learned and how is it taught? The interaction of media, message, task, and learner. In: D. Olson. (Ed.), Media and symbols: The forms of expression, communication, and education (PP. 383-406). Chicago: The NSSE Yearbook. (Translated into Spanish and published in Technologica educativa, 1976, 2, 145-165).
- Salomon, G. (1975). Aptitude treatment interaction in educational research and evaluation. In H.F. Crombag & D.N. Gruijter (Eds.). New ways in educational evaluation. The Hague: Mouton.

- Salomon, G. (1975). Cognitive effects of visual media. In: K. F. Reigel, & J. A. Meachem (Eds.). The developing individual in a changing world (Vol. 2). The Hague: Mouton.
- Salomon, G. (1981). Shape, not only content: The way media's symbol systems partake in the development of children abilities. In E. Wartella (Ed.). The development of children's communicative behavior (pp. 53-82). The Seventh Annual Review of Communication Research. Beverly Hills, CA: Sage (Translated into French, published in Communication, 1981, 33, 75-100).
- Salomon, G. (1981). Introducing AIME: An assessment of children's mental involvement with television. In: H. Gardner and H. Kelly (Eds.). Children and the world of television (pp. 89-102). A Quarterly in the series New directions for child development. San Francisco, CA: Jossey-Bass.
- Salomon, G. (1983). Television watching and mental effort: A social psychological view. In J. Bryant & D. Anderson (Eds.). Watching TV, understanding TV: Research in children's' attention and comprehension (pp. 181-198). New York: Academic Press.
- Salomon, G. (1983). Television literacy and television vs. literacy. In: R.W. Bailey, & R.M. Fosheim (Eds.). Literacy for life: The demand for reading and writing (pp. 67-78). New York: The Modern Language Association of America.
- Salomon, G. (1983). Beyond formats: Social psychological aspects of children's' televiewing. In: M. Meyer (Ed.). Children and the formal features of television. Munich, Germany: Second Rundfunct.
- Clark, R.E., & Salomon, G. (1985). Media in instruction. In: M.C. Wittrock (Ed.). Handbook of research on teaching (Vol. 3) (pp. 464-468). Chicago: Rand McNally.
- Salomon, G. (1986, Hebrew). An educational cognitive approach to the study of technologies in education. In: D. Bar-Tal (Ed.). The Annual Review of Psychology and Counseling (pp. 5-23). Jerusalem, Israel: Ministry of Education.
- Salomon, G. (1987). Television and reading: The roles of orientation and reciprocal relations. In: M.E. Manley-Casimir & C. Luke (Eds.). Children and television: A challenge for education. (pp. 15-33). New York: Praeger.
- Perkins, D. N., & Salomon, G. (1987). Transfer and teaching thinking. In J. Bishop, J. Lockhead, & D. N. Perkins (Eds.). Thinking. Hillsdale, N.J.: Erlbaum.
- Salomon, G. (1988). Psychologie und Medienerziehung. In L. Issing (Ed.). Medienpädagogik im Informationszeitalter (pp. 79-90). Weinheim, West Germany: Deutscher Studien Verlag.

- Salomon, G. (1989). Learning from text and learning from pictures: Reflections on a metalevel. In H. Mandl & J. R. Levin (Eds.). Knowledge acquisition from texts and pictures (pp. 73-82). Amsterdam: North-Holland Publishing Company.
- Salomon, G. (1989). Zur Psychologie der Computer und ihrer Wirkungen. In J. Groebel and P. Winterhoff-Spurk (Eds.) Empirische Medienpsychologie (pp. 256-274). Munich, West Germany: Psychologie Verlag Union.
- Salomon, G. (1989). Artificial intelligence and natural wisdom: How cultural artifacts can cultivate the mind. In J. A. Keats & R. A. Heath (Eds.). History, systems and mathematical psychology (pp. 195-205). Proceedings of the 24th International Congress of Psychology (Vol. 4). Amsterdam, Holland: North Holland-Elsevier.
- Salomon, G. (1990). Kognitionswissenschaft und Bildungsforschung. In D. Meutsch & B. Freund (Eds.). Fernsehjournalismus und die Wissenschaften (pp. 169-186). Germany: Westdeutscher Verlag.
- Salomon, G. (1991). Effects with and of computers and the study of computer based learning environments. In E. De Corte, M. Linn, H. Mandl & L. Verschaffel (Ed.). Computer-Based Learning Environments and Problem Solving. Springer-Verlag.
- Salomon, G. (1991). On the cognitive effects of technology. In L. Tolchinsky (Ed.). Culture, schooling and psychological development. (pp. 185-204). New York: Ablex.
- Salomon, G. (1992). The changing role of the teacher: From knowledge transmitter to orchestrator of learning. In F. K. Oser, A. Dick, & J. L. Patry (Eds.). Effective and responsible teaching: The new synthesis (pp. 35-49). San Francisco: Jossey-Bass.
- Perkins, D. N., & Salomon, G. (1992). The science and art of transfer. In A. L. Costa, J. Bellanca, & R. Forgarty (Eds.). If minds matter: A foreword to the future. Volume 1 (pp. 201-210). Palatine, IL: Skylight Publishing.
- Salomon, G. (1992). Effects with and of computers and the study of computer-based learning environments. In E. De Corte, M. Linn, H. Mandl, & L. Verschaffel (Eds.). Computer-based learning environments and problem solving (pp. 249-263). Berlin: Springer-Verlag.
- Salomon, G. (1993). On the nature of pedagogic computer tools: The case of the *Writing Partner*. In S. P. Lajoie & S. J. Derry (Eds.). Computers as cognitive tools. (pp. 179-198). Hillsdale, NJ: LEA.
- Salomon, G. (1993). No distribution without cognition: A dynamic interactive view. In G. Salomon (Ed.). Distributed Cognitions (PP. 11-138). New York: Cambridge University Press.

- Salomon, G. (1994). Differences in patterns: Studying computer enhanced learning environments In S. Vosniadou, E. De Corte, & H. Mandl (Ed.). Technology-based learning environments: Psychological and educational foundations (pp. 79-88). Berlin: Springer-Verlag.
- Salomon, G. (1996). Studying novel learning environments as patterns of change. In S. Vosniadou, E. De Corte, R. Glaser & H. Mandl (Eds.). International Perspectives on the design of Technology Supported Learning. NJ: Lawrence Erlbaum Associates.
- Salomon, G., & Perkins, D. N. (1996). Learning in wonderland: What computers really offer education. In S. Kerr (Ed.). Technology and the future of education. (pp. 111-130). NSSE Yearbook. Chicago: University of Chicago Press.
- Salomon, G. (1996). Studying the computer vs. the whole learning environment: Relating analytic and systemic paradigms. In S. Strauss (Ed.). Development and learning environments. New York: Ablex.
- Salomon, G. and Almog, G. (1995). The image of the desired graduate. In Planning educational policy. (pp. 343-368). Jerusalem: Ministry of Education (Hebrew).
- Salomon, G. (1997). Key questions needing answers: From confusion to focus. In: D. Halperin (Ed.). To live together: Shaping new attitudes to peace through education. Geneva: International Bureau of Education.
- Salomon, G. & Perkins, D. N. (1998). Individual and social aspects of learning. Review of Research in Education, 23, 1-24, (Special issue editors: P.D. Pearson & A. Iran-Nejad).
- Salomon, G. (2002). The nature of peace education: Not all programs are created equal. In G. Salomon & B. Nevo (Eds.). Peace education: The concept, principles and practices around the world. Mahwah, NJ: LEA.
- Salomon, G., Kosminsky, E., & Asaf, M. (2003). Computers and Writing. In T. Nunes & Bryant, P. (Eds.) (2003). Handbook of children's literacy. (pp. 409-442). London: Kluwer.
- Salomon, G. (2003). The essential nature of of peace education and some of the dilemmas that accompany it. In T. Fried (Ed.). Social and psychological factors in conflict and its resolution: The Mid-Eastern and European experience. European Commission: Directorate-General for Research. EUR 20640.
- Mayseless, O., & Salomon, G. (2003). Dialectic contradictions in the experiences of Israeli Jewish adolescents: Efficacy and stress closeness and friction, and conformity and non-compliance. In F. Pajares, & T. Urdan (Eds.). Adolescence and Education, Volume III: International Perspectives on adolescence (pp. 149-171). Greenwich, CT: Information Age

Publishing. Translated into the Hebrew and published in a book edited by G. Rahav, Y. Wosner, & M. Schwatz: Youth in Israel, 2004. Tel-Aviv, Tel-Aviv University.

- Salomon, G. & Perkins, D.N. (2005). Do technologies make us smarter? Intellectual amplification *with, of and through* technology. In D. D. Preiss & R. Sternberg (Eds.). Intelligence and technology. (pp. 71-86). Mahwah, NJ: LEA.
- Ichilov, O., Salomon, G., & Inbar, D. (2005). Citizenship Education in Israel – A Jewish-Democratic State. in R. Cohen-Almagor (ed.), Israeli democracy at the crossroads, (pp.29-49). London: Routledge.
- Bar-Tal, D., & Salomon, G. (2006). Israeli-Jewish Narratives of the Israeli-Palestinian Conflict: Evolvement, Contents, Functions and Consequences. In R.I. Rotberg (Ed.). Israeli and Palestinian narratives of conflict: History's Double Helix. Bloonington, In: Indiana University Press.
- Salomon, G. (2006). The systemic vs. analytic study of complex learning environments. In J. Ellen and R.E. Clark (Eds.). Handling Complexity in Learning Environments: Theory and Research (pp. 255-274). Amsterdam: Elsevier.
- Items in encyclopedias**
- Salomon, G. (in press). School learning for transfer. In the N. Smelser & P. Baltes (Eds.). International Encyclopedia for the Behavioral Sciences.
- Salomon, G. (1999). Computers in curriculum. In T. N. Postlethwaite & T. Husen (Eds.). International Encyclopedia of Education. Oxford, England: Pergamon Books (Selected by Pergamon Press to be included also in The international Encyclopedia of Educational Technology (1999)).
- Salomon, G. (1989). Children: Use of the media. In the International Encyclopedia of Communication (pp. 268-270). Oxford University Press, Inc., and The University of Pennsylvania.
- Salomon, G. (1992). New information technologies in education. In M. C. Alkin (Ed.). Encyclopedia of Educational Research (Sixth Edition) (pp. 892-903). New York: Macmillan.
- Perkins, D. N., & Salomon, G. (1994). Transfer of learning. In T. Husen & T. N. Postelwhite (Eds.). International Handbook of Educational Research (Second Edition, Vol. 11; pp. 6452-6457). Oxford, Pergamon Press.
- Salomon, G. (2001). School learning fo transfer. In N. J. Smelser and Paul B. Baltes (editors). International Encyclopedia of the Social & Behavioral Sciences. (pp. 13576-13579). Pergamon, Oxford.

Articles in refereed journals

- Salomon, G., & Snow, R. E. (1968). The specification of film attributes for psychological and educational research purposes. AV Communication Review, 16, 225-244.
- Snow, R.E., & Salomon, G. (1968). Aptitudes and instructional media. AV Communication Review, 16, 341-358.
- Salomon, G. (1970). A suggested procedure for training teachers for subjective response uncertainty based on laboratory applications. Journal of Teacher Education, 21, 244-251.
- Salomon, G., McDonald, F.J. (1970). Pretest and posttest reactions to self-viewing one's teaching performance on videotape. Journal of Educational Psychology, 61, 280-286.
- Salomon, G., & Sieber-Suppes, J. (1970). Relevant subjective response uncertainty as a function of stimulus-task interaction. American Educational Research Journal, 7, 337-349.
- Salomon, G. (1971, Hebrew). Training of mental processes: A suggested procedure for experimental research. Megamot, 18, 145-166.
- Salomon, G. (1971). Heuristic models for the generation of aptitude-treatment interaction hypotheses. Review of Educational Research, 42, 327-343.
- Salomon, G., & Sieber-Suppes, J.(1972). Learning to generate subjective uncertainty. Journal of Personality and Social Psychology, 23, 163-174.
- Salomon, G. (1972). Can we affect cognitive skills through visual media? Communication Review, 20, 401-423.
- Salomon, G. (1974). Internalization of filmic schematic operations in interaction with learners' aptitudes. Journal of Educational Psychology, 66, 499-511.
- Salomon, G. (1976). Cognitive skill learning across cultures. Journal of Communication, 26, 138-145.
- Salomon, G. (1976). A cognitive approach to media. Educational Technology, 16, 25-28.
- Salomon, G., & Clark, R.E. (1977). Re-examining the methodology of research on media and technology in education. Review of Educational Research, 47, 99-120.
- Salomon, G. (1977). Effects of encouraging Israeli mothers to co-observe "Sesame Street" with their five-year olds. Child Development, 48, 1146-1151.

- Salomon, G., & Cohen, A. A. (1977). Television formats, mastery of mental skills, and the acquisition of knowledge. Journal of Educational Psychology, 69, 612-617.
- Salomon, G., & Cohen, A. A. (1978). On the meaning and validity of measuring TV viewing. Journal of Human Communication Research, 4, 265-270.
- Salomon, G. (1978). On the future of media research: No more full acceleration in neutral gear. Educational Communication and Technology, 26, 37-46.
- Babad, E., & Salomon, G. (1978). Professional dilemmas of the psychologist in an organizational emergency. American Psychologist, 33, 840-846.
- Cohen, A. A., & Salomon, G. (1979). Children's literate television watching: Empirical surprises and possible explanations. Journal of Communication, 29, 156-163.
- Salomon, G. (1979). Media's symbol systems as related to cognition and learning. Journal of Educational Psychology, 71, 131-148. (Translated into the Spanish and published in Technologica Educativa, 1980, 6, 6-38).
- Salomon, G. (1980). The use of visual media in the service of enriching mental thought processes. Instructional Science, 9, 327-339.
- Salomon, G. (1981, Hebrew). Structure, phenomenology and interaction in psychological interventions in schools. Israeli Journal of Psychology and Counseling in Education, 14, 5-20.
- Salomon, G. (1983). The differential investment of mental effort in learning from different sources. Educational Psychologist, 18, 42-50.
- Salomon, G. (1983). Experience televisuelle et apprentissage. Technique d'instruction, 1, 5-26.
- Salomon, G. (1984). Television is "easy" and print is "tough": The differential investment of mental effort in learning as a function of perceptions and attributions. Journal of Educational Psychology, 76, 647-658.
- Salomon, G., & Leigh, T. (1984). Predispositions debilitate learning from television. Journal of Communication, 34, 119-135.
- Salomon, G. (1984). On ability development and far transfer. New Ideas in Psychology, 2, 169-174.
- Salomon, G., et al. (1984). Adolescent smokers and nonsmokers: Profiles and their changing structure. Preventive Medicine, 13, 446-461.

- Salomon, G. (1984). Computers in education: Setting the research agenda. Educational Technology, 24, 7-11. (Reprinted in the Standard Education Almanac, 18th Edition, 1985).
- Salomon, G. (1984). Media's effects on children's thinking patterns. Educational Media International, 4, 2-7.
- Shavelson, R. J., & Salomon, G. (1985). Information technology: Tool and teacher of the mind. Educational Researcher, 14, 4-5.
- Salomon, G. (1985). The study of television in cross-cultural context. Journal of Cross Cultural Psychology, 16, 381-397.
- Salomon, G. (1985). The new information technologies: What you see is not (always) what you get. Educational Psychologist, 20, 207-217.
- Salomon, G., & Gardner, H. (1986). The computer as educator: Lessons from television research. Educational Researcher, 15, 13-19.
- Salomon, G. & Perkins, D. N. (1987). Transfer of cognitive skills from programming: When and how? Journal of Educational Computing Research, 3, 149-169.
- Salomon, G., & Globerson, T. (1987). Skill is not enough: The role of mindfulness in learning and transfer. International Journal of Educational Research, 11, 623-637.
- Babad, E., Ariav, A. Rosen, I., & Salomon, G. (1987). Perseverance of bias as a function of debriefing conditions and subjects' confidence. Social Behavior, 2, 185-193.
- Salomon, G. (1987). Basic and applied research in psychology: Reciprocity between two worlds. International Journal of Psychology, 22, 1-6.
- Salomon, G. (1988). Artificial intelligence in reverse: Computer tools that turn cognitive. Journal of Educational Computing Research, 4, 123-139.
- Perkins, D. N., & Salomon, G. (1988). Teaching for transfer. Educational Leadership, 46, 22-33. (To be included also in N. Modrak (Ed.). Developing minds (Second Edition). Published by ASCD.)
- Salomon, G., & Perkins, D. N. (1989). Rocky roads to transfer: Rethinking mechanisms of a neglected phenomenon. Educational Psychologist, 24, 113-142.
- Salomon, G., & Globerson, T. (1989). When teams don't function the way they ought to. International Journal of Educational Research, 13, 89-100.
- Perkins, D.N., & Salomon, G. (1989). Are cognitive skills context bound? Educational Researcher, 18, 16-25.

- Salomon, G. (1989). Nothing terribly new on the vid-kid front. Review Children and television (1986) by Hodge, R. & Tripp, D. Contemporary Psychology, 34, 402-403.
- Salomon, G. (1989). Computing and education: The second frontier. Review. Journal of Educational Computing Research, 5, 248-252.
- Salomon, G. (1989). Discontinuity between controlled study and implementation of computers in classrooms: A letter to a young friend. Technology and Learning. 3, 1-5.
- Salomon, G., Globerson, T., & Guterman, E. (1989) The computer as a zone of proximal development: Internalizing reading-related metacognitions from a Reading Partner. Journal of Educational Psychology, 81, 620-627.
- Salomon, G. (1990). Cognitive effects with and of computer technology. Communication Research, 17, 26-44. (Translated and published in Spain in Infancia y Aprendizaje and in Germany in Educational Training Technology International).
- Salomon, G. (1990). Studying the flute and the orchestra: Controlled vs. classroom research with computers. International Journal of Educational Research. 14, 37-47. (Translated into the Italian and published in Golem, 3 (6), pp. 2-8).
- Salomon, G. (1990). The computer lab: A bad idea now sanctified. Educational Technology, 30, 50-53.
- Salomon, G., Perkins, D. N., & Globerson, T. (1991). Partners in cognition: Extending human intelligence with intelligent technologies. Educational Researcher, 20, 2-9; (translated into the Spanish and published in CL &E: Methods y Tecnicas Para el Educador en las Areas del Curriculum, 1992, 13, 6-22).
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- Salomon, G. (1992) "What Does the Design of Effective CSCL Require and How Do We Study Its Effects?" SIGCUE Outlook, 21(3), pp. 62-68.
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- Salomon, G. (1996). Unorthodox thoughts on the nature and mission of educational psychology. Educational Psychology Review, 8, 397-417.
- Salomon, G. (1996). A highway for information or disinformation? Studies in Technology, 25, December, 2-5.
- Salomon, G. (1997). Of mind and media: How culture's symbolic forms affect learning and thinking. Phi Delta Kappan, 78, 5, 375-380.
- Salomon, G., & Almog, T. (1998). Educational psychology and technology: A matter of reciprocal relations. Teachers' College Record, 100, 1, 1-20.
- Salomon, G. (1998). Technology's promises and dangers in a psychological context. From Theory to Practice, 37, 4-10.
- Salomon, G. (1998). Novel constructivist learning environments and novel technologies: Some issues to be concerned with. Research Dialogue, 1 (1), 1-12. Also in: Iskolakultura (In Hungarian).
- Salomon, G. (1999). Higher education facing the challenge of the information age. European Journal for Education Law and Policy, 3, 1-6. [Translated into the Spanish: La educacion superior frente a los desafíos de la era de la inromacion. Buletin de la RED-U, May 2002, Vol. 2, No. 2, pp. 5-11]
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- Salomon, G. (2002). Technology and pedagogy: Why don't we see the promised revolution? Educational Technology. Vol. XLII (2), 71-75.
- Salomon, G. (2004). A narrative-based view of coexistence education. Journal of Social Issues. 60, 273-288.

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Shechter, H., & Salomon, G. (2005). Does Vicarious Experience of Suffering Affect Empathy for an Adversary? The Effects of Israelis' Visit to Auschwitz on Their Empathy for Palestinians. Journal of peace education, 2 (2), 125-138.

Conference papers

Cultural differences in reading and understanding geographic maps. Annual Meeting of the American Educational Research Association, Chicago, February, 1968.

The Psychological analysis of media attributes. National Convention of the Division of AV instruction. Houston, TX, March, 1968.

Reactions of self-viewing on videotape. Annual Meeting of the American Psychological Association, San Francisco, August, 1968.

The training of uncertainty. Annual Meeting of the American Psychological Association, San Francisco, August, 1968.

Response uncertainty, stimuli and tasks. Annual Meeting of the American Educational Research Association, Los Angeles, February, 1969.

What does it do to Johnny? A cognitive-functionalist view on media. National Conference on Research in Instructional Media. Indiana University, June, 1969.

Dogmatism and response uncertainty. Regional Conference of the Midwestern Psychological Association. Chicago, May, 1970.

Interaction between dogmatism, uncertainty and information search behavior. Annual Meeting of the American Educational Research Association, New York, February, 1971.

- Heuristics for the generation of aptitude-treatment-interaction hypotheses. Annual Meeting of the American Educational Research Association, New York, February, 1971.
- Cognitive effects of media: Educational and psychological considerations. Annual Meeting of the American Educational Research Association, New York, February, 1971.
- Cognitive effects of media. Invited address to the Biennial Meeting of the International Society for the Study of Behavioral Development. Ann Arbor, August, 1973.
- Aptitude-treatment-interaction and its contribution to the study of thinking processes. Conference on Testing and Evaluation, The Hague, July, 1973.
- The front-line psychologist. The First International Congress on Stress. Tel-Aviv, January, 1975.
- The effects of TV-formats on mental skill development (with A.A. Cohen). Conference on Visual Literacy, Nashville, March, 1976.
- Cross-cultural effects of television on the cultivation of mental skills. The Third International Conference of Cross-Cultural Psychology, The Hague, July, 1976.
- Television and child development. Invited address to the First Latin American Forum on TV and Children. Mexico City, August, 1976.
- TV formats and the acquisition of knowledge (with A. A. Cohen). Annual Conference of the International Communication Association. Berlin, June 1977.
- Linking communication and education: Paradigms for ETV evaluation. Conference of the International Union of Psychology, Tokyo, September, 1977.
- The language of media and the cultivation of mental skills. Invited Address, Annual Meeting of the American Educational Research Association, Toronto, March, 1978.
- Past and future in research on media in education. Invited Address, Annual Meeting of the Association of Educational Communication Technology, New Orleans, March, 1979.
- Visual Media in the teaching of psychology. Invited Address to the European Conference on the Teaching of Psychology. Amsterdam, January 1980.
- Planned instruction in reciprocal interaction: What is horse and which is cart. Invited Address, Annual Meeting of the American Educational Research Association, Boston, April, 1980.

Analysis of learning, cognition, and teaching as reciprocal variables. Annual Meeting of the American Psychological Association, Los Angeles, August 1981.

TV, mental effort, and Reading: Diagnosis and possible remedies. Invited Address, International Conference on Children and Television, Paris, January 1981.

The differential investment of mental effort in sources of information. Invited address, Annual Meeting of the American Educational Research Association, New York, April 1982.

The front-line psychologist: A stressed manager of stress. Third International Congress on Stress. Tel-Aviv, January 1983.

How do students decide when to invest mental effort in learning? Invited symposium paper, Annual Meeting of the American Educational Research Association, Montreal, March 1983.

Toward a theory of communication, cognition, and education in reciprocal relations: Learners' active role. Invited Honorary Address, Annual Meeting of the American Psychological Association, Anaheim, August, 1983.

Rocky roads to transfer: Mechanisms of a neglected phenomenon (with D. N. Perkins). The First Harvard Conference on Thinking, August 1984.

The computer as tool and cultivator of the intellect. Invited Symposium Paper, Annual Meeting of the American Educational Research Association, Chicago, April, 1985.

Mindfulness, computers, and learning. Annual Meeting of the American Educational Research Association, San Francisco, April, 1986.

On literacy. Invited discussion of Ivan Illich's Invited Address, Annual Meeting of the American Educational Research Association, San Francisco, April 1986.

Psychology and media education. Conference on Media Education in the Information Age. Berlin, June 1986.

On the future of instructional psychology in the cognitive age. International Association of Applied Psychology, Jerusalem, July 1986.

On the relations between basic and applied psychology. International Association of Applied Psychology, Jerusalem, July 1986.

Mindfulness and learning, transfer, and daily performance. Invited Address, Annual Meeting of the Israeli Psychological Association, Tel-Aviv, February, 1987.

Technology and the development of mind. Fourth Annual Workshop on Human Development: Society, Schooling, and Psychological Development, Tel-Aviv, June 1987.

Artificial intelligence in reverse: Computer tools that become cognitive. Invited Address, Annual Meeting of the American Educational Research Association, New Orleans, April 1988.

When teams don't function the way they ought to. Invited Symposium Paper, Annual Meeting of the American Educational Research Association, New Orleans, April 1988.

Technology for the mind: Partner and cultivator. Invited Keynote Address, Dutch Educational Research Association, Lueven, Belgium, May 1988.

Artificial intelligence and natural wisdom: How cultural artifacts can cultivate the mind. Invited Keynote Address, 24th International Congress of Psychology, Sydney, Australia, August 1988.

Why would a learner bother to transfer?. Symposium paper, Annual Meeting of the American Educational Research Association, San Francisco, March, 1989.

The computer as a novel zone of proximal development: Intellectual partnership and cognitive residue. Invited Address to the Biennial Meeting of the Society for Research in Child Development, Lawrence, Kansas, April 1989.

Cognitive effects with and of computer tools. Invited address to the SSRC Annual Meeting on Computers and Society, British Virgin Islands, June, 1989.

What can computer expertise offer poor readers and writers? Third International SCRIPT Conference on Writing. Jerusalem, July, 1989.

Studying the computer vs. the whole learning environment: Relating analytic and systemic paradigms in the study of computers and writing. The Seventh Annual International Workshop on Human Development. Tel-Aviv, October, 1989.

Content and reasoning: Is critical thinking context-bound? Invited paper to the Annual Meeting of the American Association of Colleges, San Francisco, January, 1990.

If intelligence is distributed, what about the cultivation of individuals' minds? Symposium paper to be presented at the Annual Meeting of the AERA, April, 1990.

Educational psychology at the crossroads in the Western World. Symposium paper to be presented at the 22nd Congress of the International Association of Applied Psychology. Japan, July 1990.

The changing role of the teacher: From knowledge transmitter to exploration orchestrator. Invited address presented at the International Symposium on Effective and Responsible Teaching. University of Freiburg, Switzerland, September, 1990.

New roles for the computer; new conceptions of educating the mind. Invited address presented at a specially convened NATO conference on computers and education, Leuven, Belgium, September, 1990.

Children and computers: New idea, new partnerships, new possibilities. Invited keynote Address to the Fourth International Conference on Children in the Computer Age, Sofia, Bulgaria, May 1991

What would we say if they called us for advice? Symposium paper presented at the Annual Meeting of the American Psychological Association, San Francisco, August, 1991.

Technology in education: Hindrance or lever for change? Invited keynote address at the First Educational Congress, Tel-Aviv, Israel, September, 1991.

Refocusing educational research: From single learner to whole learning environments. President's invited address, Southwest Educational Research Association, Houston, Texas, January, 1992.

The first decade of educational computing: Golem, Camelot, or Promised Land? Invited address, Annual Meeting of the AERA, April, 1992.

Computers and learning: A new look. Invited key note presentation at the European Conference on Educational Research, Leiden, The Netherlands, June, 1992.

Changing foci: Studying individuals within learning environments. Paper presented at the 25th International Congress of Psychology, Brussels, July, 1992.

Differences in patterns: Studying computer-enhanced learning environments. Invited key note presentation at the NATO Advanced Study Institute on Psychological and Educational Foundations of Technology-Based Learning Environments. Crete, July 1992.

The future mission and nature of educational psychology. Invited Conversation Hour, Annual Meeting of the American Psychological Association, Toronto, August, 1993.

The interaction of cognitive and metacognitive factors in the development of thinking. Symposium paper presented at the 5th Conference of the European Association on Learning and Instruction, Aix-en-Provence, France, August, 1993.

Revisiting the partnership with intelligent technologies. Invited presentation. Annual Meeting of the AERA, New Orleans, April, 1994.

To be or not to be (mindful)? Symposium paper presented at the Annual Meeting of the AERA, New Orleans, April, 1994.

Not just the individual: A new conception for the future of educational psychology. Presidential address for the Educational and Instructional Division of the International Association of Applied Psychology, Madrid, July, 1994.

Whole individuals in complex settings. Invited keynote address to the Annual Meeting of the Australian Association of Educational Research, Newcastle, Australia, November, 1994.

Unorthodox thoughts on the nature and mission of contemporary educational psychology. Division 15 Invited address, Annual Meeting of the APA, San Francisco, August, 1995.

Technology's promises and dangers in a psychological context: Implications for teaching and teacher education. Invited address to the Second International Conference on Teacher Education: Stability, Evolution and Revolution. Wingate Institute, Israel, June, 1996.

Individuals' and distributed cognitions: Can they inform each other? Invited paper presented at the International Symposium on Interdisciplinary Teamwork. Madison, Wisconsin, November, 1996.

Novel Constructivist learning environments and novel technologies: Some issues to be concerned with. Invited address to the 7th Conference of the European Association of Research on Learning and Instruction, Athens, August, 1997.

Technology and educational psychology: What kind of marriage is this? Paper presented at the Meeting of the International Association of Applied Psychology, San-Francisco, August, 1998.

Common pathways to peace through education and international relations. Invited Symposium, AERA Annual Meeting, Montreal, April, 1999.

Is there light at the end of the internet? Invited keynote address at the 3rd International Cognitive Technology Congress, San Francisco, August, 1999.

It's not just the tool, but the educational rationale that counts. Invited keynote address to the World Conference on Educational Media, Hypermedia, and Telecommunication. Montreal, June, 2000.

What have we learned from the field of computing this far? Invited keynote address to the National Conference of the Norwegian Association for Educational Research. November, 2000.

Higher education faces the challenge of the information age. Invited key note address at the Studieren mit Multimedia und Internet - Ende der traditionellen Hochschule oder Innovationsschub? Darmstadt, 12. Juli 2001

Peace education: Its nature and complications. Invited key note address at the 2001 Meeting of the European Association for Research on Learning and Instruction. Fribourg, Switzerland, August 2001.

Peace education and novel technologies: How can the former benefit from the latter? Invited key note address at the International Congress on "Peace Education in Europe", University of Klagenfurt, Austria, November, 2001

The basic nature of peace education in regions of intractable conflict. Invited Address to the Canadian National Conference on Peace Educaiton, Hamilton, Ontario, November, 2002.

Peace education: Can it make a difference in the face of intractable conflict? Invited Address, the Annual Meeting of the AERA, Chicago, April 2003.

Does peace education make a difference? Invited address on the occasion of being awarded the Clervinga Chair, Leiden University, The Netherlands.

Invited Talks and Colloquia

- Indiana University (1968).
- Ontario Institute for the Study of Education, Toronto, Canada (1969, 1987, 1988).
- Educational Testing Service, Princeton, NJ (1970).
- Michigan State University (1971).
- University of Hawaii (1972, 1979).
- University of Lyden, The Netherlands (1973).
- Stanford University (1973, 1974, 1978).
- Ohio State University (1977).
- Sophia University, Tokyo, Japan (1977).
- Universidad Ibero Americana, Mexico City, Mexico (1977).
- Iowa State University (1978).
- University of Southern California, Los Angeles (1980, 1981, 1984, 1986, 1989).

- University of Paris, France (1981).
- Berlin Free University, Berlin, West Germany (1982, 1986).
- University of Michigan (1980, 1981).
- Simon Fraser University, Vancouver, Canada (1981, 1989).
- University of London (1983).
- The Open University, England (1983).
- Concordia University, Montreal, Canada (1984).
- Harvard University (1984, 1989, 1996).
- Yale University (1984, 1989).
- SUNY at Albany (1984).
- New York University (1984).
- University of Arizona (1984).
- Technion, Haifa, Israel (1985).
- Weitzman Institute, Israel (1986).
- MIT (1987)
- Lueven University, Belgium (1988).
- University of Sidney, Australia (1988).
- Max-Plank Institute, Munich, West Germany (1988).
- UCLA (1989).
- Cornell University (1989).
- Syracuse University (1989).
- University of Frieburg, Switzerland (1990).
- Kansas University (1990).
- University of Seville, Spain (1991).
- University of Granada, Spain (1991)
- The Institute for General and Pedagogic Psychology, Moscow, the USSR (1991).
- University of Sidney, Australia (1992).

- Technion, Israel (1993).
- University of Barcelona, Spain (1994).
- University of Leiden, The Netherlands (1994).
- University of Sydney (1994).
- Technical University, Berlin (1998)
- Free University, Berlin (1998)
- Max Plank Institute, Berlin (1998).
- Center for Advanced Behavioral Sciences, Stanford (1999).
- Catholic University of Leuven, Belgium (1999)
- UC at Berkeley (1999)
- Stanford University (1999)
- Tokyo University. Japan (2002)
- Nihon University, Japan (2002)
- University of Hiroshima, Japan (2002)
- University of Bergen, Norway (2003)
- University of Amsterdam, The Netherlands (2004)
- University of Utrecht, The Netherlands (2004)
- The UN International Court of Justice, The Hague (2004)