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## CURRICULUM VITAE

**Name:** David Richard Olson

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**Date of Birth:** June 16, 1935

**Citizenship:** Canadian

### Academic Background:

B.Ed.	University of Saskatchewan, 1960
M.Ed.	University of Alberta, 1962
Ph.D.	University of Alberta, 1963
Ph.D. (Honor)	University of Gothenburg, Sweden, 1994
LLD (Honor)	University of Saskatchewan, 1996

**Status:** Full member of School of Graduate Studies, University of Toronto  
Member, Centre for Applied Cognitive Science  
Professor, Department of Human Development and Applied Psychology  
University Professor, University of Toronto

### Teaching and Research Experience:

1955 - 1956	Teacher, Grades 4-8, Alsask Elementary School, Alsask, Saskatchewan
1956 - 1958	Teacher, Grade 10-12 Sciences, Western Christian College, Weyburn, Saskatchewan
1963 - 1965	Assistant Professor, Education, Dalhousie University
1966 - 1971	Associate Professor, Applied Psychology, The Ontario Institute for Studies in Education

1971 - present	Professor, Human Development & Applied Psychology, The Ontario Institute for Studies in Education
1976 - 1978	Consultant, National Institute of Education, Washington, DC
1976 - 1978	Consultant, Center for Study of Reading and Cognition, University of Illinois
1982 - 1990	Director/Co-director, McLuhan Program in Culture and Technology, University of Toronto
1995 -	Cross-Appointed to University College, University of Toronto
1998 - present	University Professor, University of Toronto

### **Honors:**

1960 - 1961	Carnegie Research Fellowship
1961	F. F. Reeves Intersession Bursary
1961 - 1962	University of Alberta Teaching Fellowship
1962 - 1963	W. J. Gage Fellowship for Research on Concept Formation
1964 (Summer)	Canada Council Category 7 Award Centre for Cognitive Studies
1964 (Summer)	Research Fellow, Harvard University Centre for Cognitive Studies
1965 - 1966	Research Fellow, Harvard University
1965 - 1966	Canada Council Post-Doctoral Research Fellowship
1969 - 1970	Fellow - Stanford University
1969 - 1970	Canada Council Leave Fellowship
1974 - 1975	Fellow — Wolfson College and Department of Experimental Psychology; Oxford University, Oxford, England
1974 - 1975	Spencer Foundation Fellowship
1975 (Summer)	Van Leer Jerusalem Foundation Fellowship
1976 - present	Fellow, Canadian Psychological Association
1978 - 1979	Fellow, Netherlands Institute for Advanced Studies in Humanities and Social Sciences

1983 - 1984	Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California
1987- 1988	Fellow, Commonwealth of Australia, Departments of Education
1994- 1997	Senior Scholar, The Spencer Foundation
1994	Fellow, Royal Society of Canada
1994	Honorary Doctor of Philosophy, University of Gothenburg, Sweden
1995	CEA/Whitworth Award in Educational Research
1997	Honorary Doctor of Laws, University of Saskatchewan
1998	William S. Gray Citation of Merit, International Reading Association
1998	University Professor, University of Toronto
1999	Fellow, National Academy of Education (US)
1999	Fellow, Reading Hall of Fame, International Reading Association
1999- 2000	Fellow, Wissenschaftskolleg zu Berlin (Centre for Advanced Studies in the Humanities and Social Sciences)
2000	Festschrift: <i>Minds in the Making: Essays in Honor of David R. Olson</i> (J. Astington, ed.) Oxford: Blackwell
2001	Visiting Erskine Fellow, University of Canterbury, Christchurch, NZ
2003	Lansdowne 100-Year Anniversary Scholar, University of Victoria, BC

### **Professional activities: (past 7 years) - Executive and Editorial positions**

#### **a) Editorial boards of scholarly journals:**

1975-1984	<i>Applied Psycholinguistics</i>
1975-1985	<i>Research in the Teaching of English</i>
1978-present	<i>Journal of Communication</i>
1978-present	<i>Interchange</i>
1980-present	<i>First Language</i>
1981-present	<i>Developmental Review</i>
1982-1997	<i>Behavioral and Brain Sciences</i>

1983-present	<i>Infancia Aprendizaje</i>
1983-1992	<i>Journal of Educational Psychology</i>
1988-1992	<i>Canadian Psychology</i>
1989-present	<i>Visible Language</i>
1991-1994	<i>Cognitive Development</i>
1992-present	<i>Studies in Written Language</i>
1992-present	<i>Substratum</i>
1992-present	<i>Studies in Written Language and Literacy</i> , John Benjamins
1993-present	<i>Written Communication</i>
1995-present	<i>Metaphor and Symbolic Activity</i>
1996-1999	<i>American Educational Research Journal</i>
1996-present	<i>Written Language and Literacy</i>
2001-present	<i>EME- Explorations in Media Ecology</i>
2002-	<i>British Journal of Educational Psychology</i>

b) Executive positions:

1992-1997	Head, Centre for Applied Cognitive Science (OISE)
1988 - 1989	President, Canadian Psychological Association
1987-present	Board of Advisors, American Biographical Institute
1982 - 1990	Co-Director, McLuhan Program in Culture and Technology

**Research and Field Development Activities:**

a) Funded Research and Field Development activities:

(i) Externally Awarded Research Grants: 1979 - present

1998	Conference Grant, SSHRC "Literacy and conceptions of language."
1997-2000	Schooling minds. (N. Torrance, co-investigator, SSHRCC)
1996-2000	Children's mental representations, Natural Sciences and Engineering Research Council of Canada, research, individual.

- 1994-1997 Children's "objectivization" of language: The cognitive implications of writing and written language (N. Torrance, co-investigator), Social Sciences and Humanities Research Council of Canada, research, individual.
- 1994-1997 Belief in education, The Spencer Foundation, research, individual.
- 1993 - 1996 Understanding representational states, Natural Sciences and Engineering Research Council of Canada, research, individual.
- 1993 Modes of thought workshop, Social Sciences and Humanities Research Council of Canada, conference.
- 1991 - 1992 The concept of literacy, Secretary of State of Canada, National Literacy Secretariat, newsletter publication, individual.
- 1991 - 1994 Ortho-cognition: The nature and development of systematic thinking (N. Torrance, co-investigator), Social Sciences and Humanities Research Council of Canada (joint funding), research, group.
- 1989 - 1994 Literacy and thought, The Spencer Foundation, research, individual.
- 1988 - 1991 Children's mental states, Natural Sciences and Engineering Research Council of Canada, research, individual.
- 1989 - 1990 Children's understanding of text, interpretation and knowledge, (N. Torrance, co-investigator), Social Sciences and Humanities Research Council of Canada (joint funding), research, group.
- 1987 - 1989 Children's understanding of text and interpretation (N. Torrance, co-investigator), Social Sciences and Humanities Research Council of Canada (joint funding), research, group.
- 1984 - 1986 Children's competence with metalinguistic and metacognitive expressions and reading acquisition (N. Torrance, co-investigator), Social Sciences and Humanities Research Council of Canada (joint funding), research, group.
- 1979 - 1983 Oral language competence and the development of literacy (N. Torrance and A. Hildyard, co-investigators), jointly funded by The Spencer Foundation, and the Social Sciences and Humanities Research Council of Canada, research, group.

(ii) Internally awarded research grants.

- 1991 - 1992 Ortho-cognition: The nature and development of critical thinking, OME Transfer Grant (joint funding) research, group.
- 1990 - 1991 Children's understanding of text, interpretation and knowledge, OME Transfer Grant (joint funding) research, group.
- 1987 - 1990 Children's understanding of text and interpretation, OME Transfer Grant (joint funding) research, group.

- 1985 - 1986      The metalanguage and children's acquisition of literacy, OME Transfer Grant (joint funding) research, group.
- 1984 - 1985      Children's competence with the metalanguage and reading acquisition, OME Transfer Grant (joint funding) research, group.
- 1983 - 1984      Children's competence with metalinguistic and metacognitive expressions, OME Transfer Grant (joint funding) research, group.
- 1982 - 1983      Children's oral language competence and the acquisition of literacy, Ontario Ministry of Education Block Transfer Grant (joint funding) research, group.

## **Publications:**

### **a) Books**

- Olson, D. R. & Cole, M. (Eds.) (In press) *Technology, literacy and the evolution of society: Implications of the work of Jack Goody*. Mahwah, NJ: Erlbaum Associates.
- Olson, D. R. (2003). *Psychological theory and educational reform: How schools remake mind and society*. Cambridge: Cambridge University Press. Also to be published in French by Retz, Paris.
- Olson, D. R., & Torrance, N. (Eds.). (2001). *The making of literate societies*. Oxford: Blackwell. Also to be published in Spanish by Fondo de Cultura Economica.
- Brockmeier, J., Wang, M., & Olson, D. R. (Eds.). (2002). *Literacy, narratives and culture*. London: Curzon.
- Zelazo, P., Astington, J., & Olson, D. (Eds.). (1999). *Developing theories of intention*. Mahwah, NJ: Erlbaum.
- Olson, D. R., & Torrance, N. (Eds.). (1996). *Modes of thought: Explorations in culture and cognition*. New York: Cambridge University Press.
- Olson, D. R., & Torrance, N. (Eds.). (1996). *Handbook of education and human development: New models of learning, teaching and schooling*. Oxford: Blackwell. Also published in Portuguese as *Educacao e Desenvolvimento Humano*. Sao Paulo: Artemeo.
- Taylor, I., & Olson, D. R. (Eds.). (1995). *Scripts and literacy: Reading and learning to read alphabets, syllabaries, and characters*. Amsterdam: Kluwer.
- Olson, D. R. (1994). *The world on paper: The conceptual and cognitive implications of writing and reading*. Cambridge: Cambridge University Press. Also published in Spanish (1997) *el mundo sobre el papel*. Barcelona: Gedisa Editorial; in Portuguese (1997) *O mundo no papel*. Sao Paulo: Editora Atica; in French (1999) *L'Univers de l'ecrit*. Paris: Retz; in Greek (2003).. (Chapter 1 is anthologized in B. B. Street, Ed., (2003) *Literacy: A handbook*. London: Routledge.
- Olson, D. R., & Torrance, N. G. (Eds.) (1991). *Literacy and orality*. Cambridge: Cambridge University Press. Also published in Italian (1995) *Alfabetizzazione e oralità*. Milan: Raffaello Cortina Editore; in Portuguese (1995) *Cultura escrita e oralidade*. São Paulo: Editora Atica, 1995; and in Spanish (1995) *Cultura escrita y oralidad*. Barcelona: Gedisa Editorial.

- Astington, J. W., Harris, P. L., & Olson, D. R. (Eds.) (1988). *Developing theories of mind*. Cambridge: Cambridge University Press.
- van Holthoon, F., & D. R. Olson (Eds.) (1987). *Common sense: The foundations for social science*. Lanham, MD: University Press of America.
- Olson, D. R., Torrance, N., & Hildyard, A. (Eds.) (1985). *Literacy, language and learning: The nature and consequences of reading and writing*. Cambridge: Cambridge University Press.
- Olson, D. R., & Bialystok, E. (1983). *Spatial cognition: The structure and development of the mental representation of spatial relations*. Hillsdale, NJ: Erlbaum.
- Olson, D. R. (Ed.) (1980). *The social foundations of language and thought: Essays in honor of Jerome S. Bruner*. New York: Norton.
- Olson, D. R. (Ed.) (1974). Media and symbols: The forms of expression, communication and education. *The 73rd Yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.
- Olson, D. R. (1970). *Cognitive development: The child's acquisition of diagonality*. New York: Academic Press. (Second edition: L. E. Erlbaum and Associates, 1996)
- b) Chapters in Books and Handbooks
- Horowitz, R. & Olson, D. R. (in press). Texts that talk: The special and peduliar nature of classroom discourse and the crediting of sources. In R. Horowitz (Ed.), *Talking texts: Knowing the world through instructional discourse*. Newark, Delaware: International Reading Association and Mahwah, NJ: Erlbaum.
- Olson, D. R. & Venezky, R. (in preparation). Writing in and for school. In C. Bazerman (Ed.), *Writing Research Handbook*. Mahwah, NJ: Erlbaum.
- Olson, D. R. (in press). Shaping literacy policy. In N. Basica, K. Leithwood & A. Cumming (Eds.), *International Handbook of Educational Policy*. Dordrecht, NL: Kluwer.
- Olson, D. R. (in press). Whatever happened to the 'Toronto School'? In M. Blondheim and R. Watson, Eds., *The Toronto School of Communications Theory*. Jerusalem: Hebrew University Magnus Press.
- Olson, D. R. (in press). Ways of writing and ways of reading from the alphabet to the Internet. In C. Belisle, Ed., *Challenges to publication on the WEB*. Lyon, France: Centre Jacques Cartier.
- Olson, D. R. (in press). Literacy: Rules for language, mind and society. In M. Toyota & J. Noguchi (Eds.), *Speech, writing and context: Interdisciplinary Perspectives*. Osaka, Japan: Intercultural Research Institute of Kansai Gaidai University.
- Olson, D. R. (in press). Technology and intelligence in a literate society. In R. Sternberg & D. Preiss (Eds.), *Intelligence and technology*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Olson, D. R. (2002). Literacy in the millenium just passed. In K. Euler and E. Hjelmquist (Ed.), *Dyslexia and literacy: A tribute to Ingmar Lundberg*. London: Whurr. (pp. 23-38)

- Olson, D. R. (in press). Mind, brain, and culture. In C. Erneling & D. M. Johnson (Eds.), *Mind as a scientific object: Between brain and culture*. New York: Oxford University Press.
- Olson, D. R. (2003). The cognitive consequences of literacy. In P. Bryant & T. Nunes (Eds.), *Handbook of children's literacy*. (pp. 539-555). Amsterdam: Kluwer.
- Olson, D. R. (in press). Knowledge and its artifacts. In K. Chemla (Ed.), *History of science, History of writing*. Dordrecht, NL: Kluwer.
- Olson, D. R. (in press). Writing as a technology of the mind. In E. Hjelmquist (Ed.), *Technologies of thought*. Amsterdam: Benjamins.
- Olson, D. R. (in press) Knowledge and its artifacts. In T. Pease (Ed.) *Memory, representation and culture*. Logan, Utah: Utah State University Press.
- Olson, D. R. (2002). What writing does to the mind. In E. Amsel & J. P. Byrnes, (Eds.), *Language, literacy, and cognitive development: The development and consequences of symbolic communication*. Mahwah, NJ: Erlbaum.
- Olson, D. R., & Kamawar, D. (2002). Writing as a form of quotation. In J. Brockmeier, M. Wang, & D. Olson (Eds.), *Literacy, narrative, and culture*. London: Curzon.
- Brockmeier, J., & Olson, D. R. (2002). Introduction: What is a culture of literacy. In J. Brockmeier, M. Wang, & D. Olson, (Eds.), *Literacy, narrative, & culture*. London: Curzon.
- Olson, D. R., & Torrance, N. G. (2001). Conceptualizing literacy as a personal skill and as a social practice. In D. R. Olson & N. G. Torrance (Eds.), *The making of literate societies*. Oxford: Blackwell.
- Olson, D. R. (2001). Literate minds; literate societies. In P. Tynjala, L. Mason, & K. Lonka (Eds.), *Writing as a learning tool*. Volume 7, Studies in Writing. Dordrecht: Kluwer.
- Olson, D. R. (2001). From utterance to text: The bias of language in speech and writing. In S. Beck & L. Olah, Eds. *Perspectives of Language and Literacy*, Reprint Series # 35, Harvard Educational Review. (This is a reprint of the original 1977 article.)
- Olson, D. R. (2001). Education, the bridge from culture to mind. In D. Bakhurst & S. Shanker (Eds.), *Language, culture, self: The Philosophy of Jerome Bruner*. Thousand Oaks, CA: Sage.
- Olson, D. R., & Katz, S. (2001). The fourth folk pedagogy. In B. Torff & R. Sternberg (Eds.) *Understanding and teaching the intuitive mind*. Mahwah, NJ: Erlbaum.
- Olson, D. R. (1999). There are x kinds of learners in a single class: Diversity without "Individual differences". In J. Gaffney & B. Askew (Eds.), *Stirring the waters: A tribute to Marie Clay*. Portsmouth, NH: Heinemann.
- Olson, D. R. (1999). Truth and its negation: Macnamara's analysis of logic in a cognitive psychology. In R. Jackendoff, P. Bloom & K. Wynn (Eds.), *Language, logic and concepts: Essays in memory of John Macnamara*. Cambridge, MA: MIT Press.
- Olson, D. R., & Kamawar, D. (1999). The theory of ascriptions. In Zelazo, P., Astington, J., & Olson, D. (Eds.), *Developing theories of intention*. Mahwah, NJ: Erlbaum.

- Olson, D. R., Astington, J. & Zelazo, P. (1999). Introduction: Actions, intentions and attributions. In Zelazo, P., Astington, J., & Olson, D. (Eds.), *Developing theories of intention..* Mahwah, NJ: Erlbaum.
- Olson, D. R. (1997). Critical thinking: Learning to talk about talk and text. In G. D. Phye (Ed.), *Handbook of academic learning: The construction of knowledge* (Educational Psychology Series). San Diego, CA: Academic Press, Inc.
- Olson, D. R. (1997). On the relations between speech and writing. In C. Pontecorvo (Ed.), *Writing development: An interdisciplinary view*. Amsterdam: Benjamins.
- Olson, D. R. (1997). A new mentality. In G. Wolf & N. Love (Eds.), *Linguistics Inside Out: Roy Harris and his Critics*. Amsterdam: Benjamins.
- Olson, D. R., & Bruner, J. S. (1996). Folk psychology and folk pedagogy. In D. Olson & N. Torrance (Eds.), *Handbook of education and human development: New models of learning, teaching and schooling* (pp. 9-27). Oxford: Blackwell.
- Olson, D. R. (1996). Literate mentalities: Literacy, consciousness of language, and modes of thought. In D. R. Olson & N. Torrance (Eds.), *Modes of thought: Explorations in culture and cognition* (pp. 141-151). New York: Cambridge University Press. Reprinted in S. Goodman, T. Lillis, J. Maybin & N. Mercer, Eds., (2003) *Language, literacy and education: A reader*. (pp. 67-76). Stoke on Trent, UK: Trentham Books.
- Olson, D. R., & Torrance, N. (1996). Introduction. In D. R. Olson & N. Torrance (Eds.), *Modes of thought: Explorations in culture and cognition* (pp. 1-11). New York: Cambridge University Press.
- Olson, D. R. (1995). Writing and the mind. In J. V. Wertsch, P. del Río Pereda & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 95-123). Cambridge: Cambridge University Press. Also translated into Spanish (1987) *La escritura y la mente*.
- Olson, D. R. (1994). Literacy and the making of the Western mind. In L. Verhoeven (Ed.), *Functional literacy: Theoretical issues and educational implications* (pp. 135-150). Amsterdam: Benjamins.
- Olson, D. R., & Campbell, R. (1994). Representation and misrepresentation: On the beginnings of symbolization in young children. In D. Tirosh (Ed.), *Implicit and explicit knowledge: An educational approach* (pp. 83-95). Norwood, NJ: Ablex.
- Olson, D. R., & Campbell, R. (1993). Constructing representations. In C. Pratt & A. F. Garton (Eds.), *Systems of representation in children: Development and use* (pp. 11-26). Chichester, UK: Wiley.
- Olson, D. R. (1993). Writing, literal meaning, and logical proof. In R. Scholes (Ed.), *Literacy and language analysis* (pp. 167-179). Hillsdale, NJ: Erlbaum.
- Olson, D. R., & Babu, N. (1992). Critical thinking as critical discourse. In S. P. Norris (Ed.), *The generalizability of critical thinking: Multiple perspectives on an educational ideal* (pp. 191-197). New York: Teachers College Press.
- Olson, D. R. (1991). Literacy as metalinguistic activity. In D. R. Olson & N. Torrance, (Eds.), *Literacy and orality* (pp. 251-270). Cambridge: Cambridge University Press.

- Olson, D. R. (1991). Literacy and objectivity: The rise of modern science. In D. R. Olson & N. Torrance (Eds.), *Literacy and orality* (pp. 149-164). Cambridge: Cambridge University Press.
- Olson, D. R. (1991). Children's understanding of text and interpretation. In A. McKeough & J. Lupart (Eds.), *Theory-based instruction: Cognition and learning* (pp. 15-31). Hillsdale, NJ: Erlbaum.
- Olson, D. R. (1990). Mythologizing literacy. In S. P. Norris & L. M. Phillips (Eds.), *Foundations of literacy policy in Canada* (pp. 15-22). Calgary, AB: Detselig Enterprises Ltd.
- Olson, D. R. (1990). Thinking about narrative. In B. Britton & A. Pellegrini (Eds.), *Narrative thought and narrative language* (pp. 99-111). Hillsdale, NJ: Erlbaum.
- Campbell, R., & Olson, D. R. (1990). Children's thinking. In R. Grieve & M. Hughes (Eds.), *Understanding children: Essays in honour of Margaret Donaldson* (pp. 189-209). Oxford: Blackwell.
- Olson, D. R. (1989). Symbols and their uses. In B. Abu-Laban (Ed.), *University research and the future of Canada* (pp. 323-333). Ottawa: University of Ottawa Press.
- Olson, D. R. (1989). Literate thought. In C.K. Leong & B.S. Randhawa (Eds.), *Understanding literacy and cognition: Theory, research and application*. (pp. 3-15) New York: Plenum.
- Olson, D. R. (1989). On literacy and cognition: A critical summation. In C.K. Leong & B.S. Randhawa (Eds.), *Understanding literacy and cognition: Theory, research and application* (pp. 315-317). New York: Plenum.
- Olson, D. R. (1988). Mind and the technologies of communication. In J. Hattie, R. Kefford & P. Porter (Eds.), *Skills, technology and management in education* (pp. 83-90). Deakin, A.C.T.: Australian College of Education.
- Olson, D. R. (1988). On the language and authority of textbooks. In S. de Castell, A. Luke, & C. Luke (Eds.), *Language, authority and criticism: Readings on the school textbook* (pp. 233-244). London/Philadelphia: Falmer Press.
- Olson, D. R. (1988). Sources of authority in the language of the school: A response to "Beyond criticism." In S. de Castell, A. Luke, & C. Luke (Eds.), *Language, authority and criticism: Readings on the school textbook* (pp. 261-262). London/Philadelphia: Falmer Press.
- Olson, D. R. (1988). Interpreting texts and interpreting nature: The effects of literacy on hermeneutics and epistemology. In R. Säljö (Ed.), *Springer Series in Language and Communication: Vol. 23. The written world* (pp. 123-138). New York: Springer-Verlag.
- Olson, D. R., Astington, J. W., & Harris, P. L. (1988). Introduction. In J. W. Astington, P. L. Harris & D. R. Olson (Eds.), *Developing theories of mind* (pp. 1-15). Cambridge: Cambridge University Press.
- Olson, D. R. (1988). On the origins of beliefs and other intentional states in children. In J. W. Astington, P. L. Harris & D. R. Olson (Eds.), *Developing theories of mind* (pp. 414-426). Cambridge: Cambridge University Press.

- Olson, D. R. (1987). Schooling and the transformation of common sense. In F. van Holthoon & D. Olson (Eds.), *Common sense: The foundations for social science* (pp. 319-344). Lanham, MD: University Press of America.
- Olson, D. R. (1987). Television and literacy. In M. Manley-Casimir & C. Luke (Eds.), *Children and television: A challenge for education* (pp. 145-152). New York: Praeger.
- Bialystok, E., & Olson, D. R. (1987). Spatial categories: The perception and conceptualization of spatial relations. In S. Harnad (Ed.), *Categorical perception: The groundwork of cognition* (pp. 511-531). Cambridge: Cambridge University Press.
- Watson, R., & Olson, D. R. (1987). From meaning to definition: A literate bias on the structure of meaning. In R. Horowitz & S. J. Samuels (Eds.), *Comprehending oral and written language* (pp. 329-353). San Diego, CA: Academic Press.
- Olson, D. R., & Astington, J. W. (1986). Children's acquisition of metalinguistic and metacognitive verbs. In W. Demopoulos and A. Marras (Eds.), *Language learning and concept acquisition* (pp. 184-199). Norwood, NJ: Ablex.
- Olson, D. R., & Torrance, N. G. (1986). Some relations between children's knowledge of metalinguistic and metacognitive verbs and their linguistic competencies. In I. & M. Gopnik (Eds.), *From models to modules: Studies in cognitive sciences from the McGill workshops* (pp. 66-81). Norwood, NJ: Ablex.
- Olson, D. R. (1986). Intelligence and literacy: The relationships between intelligence and the technologies of representation and communication. In R. J. Sternberg & R. K. Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world* (pp. 338-360). Cambridge: Cambridge University Press.
- Olson, D. R. (1986). Learning to mean what you say: Toward a psychology of literacy. In S. de Castell, A. Luke & K. Egan (Eds.), *Literacy, society and schooling: A reader* (pp. 145-158). Cambridge: Cambridge University Press.
- Olson, D. R. (1985). Introduction. In D. R. Olson, N. G. Torrance & A. Hildyard (Eds.), *Literacy, language and learning: The nature and consequences of reading and writing* (pp. 1-15). Cambridge: Cambridge University Press.
- Torrance, N., & Olson, D. R. (1985). Oral and literate competencies in the early school years. In D. R. Olson, N. Torrance, & A. Hildyard (Eds.), *Literacy, language and learning: The nature and consequences of reading and writing*. Cambridge: Cambridge University Press.
- Olson, D. R. (1985). On the designing and understanding of written texts. In T. R. Duffy & R. Waller (Eds.), *Designing usable texts* (pp. 3-15). San Diego, CA: Academic Press.
- Olson, D. R. (1984). "See! Jumping!" Some oral language antecedents of literacy. In H. Goelman, A. Oberg & F. Smith (Eds.), *Awakening to literacy* (pp. 185-192). London: Heinemann.
- Torrance, N. G., & Olson, D. R. (1984). Oral language competence and the acquisition of literacy. In A. D. Pellegrini & T. D. Yawkey (Eds.), *The development of oral and written language in social contexts* (pp. 167-181). Norwood, NJ: Ablex.

- Olson, D. R. (1984). McLuhan on literacy: "Bringing language into line with print." In D. de Kerckhove & A. Iannucci (Eds.), *McLuhan e la metamorfosi dell'uomo* (pp. 51-59). Rome, Italy: Bulzoni Editors.
- Olson, D. R., Bell, B., & Torrance, N. G. (1983). Discourse cohesion in first grade children's conversations. In S. Ehrlich, S., S. Embleton & G. Ewing (Eds.), *The Proceedings of Focus on Discourse: Papers in honor of H. A. Gleason, Jr.* (pp. 113-152). Toronto: Department of Linguistics, University of Toronto.
- Olson, D. R., & Bialystok, E. (1983). Spatial cognition: The mental representation of objects and forms. In B. de Gelder (Ed.), *Knowledge and representation* (pp. 121-138). London: Routledge and Kegan Paul.
- Olson, D. R., & Hildyard, A. (1983). Writing and literal meaning. In M. Martlew (Ed.), *The psychology of writing* (pp. 41-65). New York: Wiley.
- Olson, D. R. & Torrance, N. G. (1983). Literacy and cognitive development. In S. Meadows (Ed.), *Developing thinking: Approaches to childhood cognitive development* (pp. 142-160). London: Methuen.
- Olson, D. R., & Hildyard, A. (1983). Literacy and the comprehension and expression of literal meaning. In F. Coulmas and K. Ehlich (Eds.), *Writing in focus* (pp. 291-325). New York: Mouton.
- Olson, D. R., & Torrance, N. G. (1983). Writing and criticizing texts. In B. Kroll & G. Wells (Eds.), *Explorations in the development of writing* (pp. 31-42). Chichester, UK: Wiley.
- Hildyard, A., & Olson, D. R. (1982). On the structure and meaning of prose text. In W. Otto & S. White (Eds.), *Reading expository material* (pp. 155-184). New York: Academic Press.
- Hildyard, A., & Olson, D. R. (1982). On the comprehension and memory of oral vs. written discourse. In D. Tannen (Ed.), *Advances in discourse processes: Vol. 9. Spoken and written language: Exploring orality and literacy* (pp. 19-33). Norwood, NJ: Ablex Publishing Co.
- Olson, D. R. (1981). The literate native speaker: Some intellectual consequences of the language of schooling. In F. Coulmas (Ed.), *A festschrift for native speaker* (pp. 379-389). The Hague: Mouton.
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- Olson, D. R. (1975). Education and literacy. Review of Carroll and Chall's *Toward a literate society*. *Proceedings of the National Academy of Education*, 2, 109-117.
- Olson, D. R. (1972). Review of B. Bernstein (Ed.), *Primary socialization, language and education*, Vol. 1, 2, 3. London: Routledge and Kegan Paul. Also published (1971) in *The Educational Forum*, 36, 559-560.
- Olson, D. R. (1970). Review of Jean Piaget, *The moral judgment of the child*. 18, 38-41.
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e) Encyclopedia Entries, Handbooks, and Popular Press

- Olson, D. R. & Pelletier, J. (2003). Schooling and the development of literacy. In J. Valsiner & K. Connolly, (Eds.), *Handbook of developmental psychology*. (pp. 358-369). London: Sage.
- Olson, D. R. (2002). Robbie Case (1944-2000). *American Psychologist*, 57, 724.
- Olson, D. R. (2001). Carl Bereiter. In J. A. Palmer (Ed.), *Fifty modern thinkers on education: From Piaget to the present*. London: Routledge Key Guides.
- Olson, D. R. (2002). Jerome S. Bruner. *Child Development Encyclopedia*, Volume 1. N. Salkind (Ed.), Macmillan Psychology Reference Series. NY: Macmillan Reference USA.
- Olson, D. R. (in press). Bruner, J. S. In B. Hopkins (Ed.), *Cambridge Encyclopedia of Child Development*. Cambridge, England: Cambridge University Press.
- Olson, D. R. (in press). Literacy. In A. Kazdin (Ed.), *Encyclopedia of Psychology* (American Psychological Association). NY: Oxford University Press.
- Olson, D. R. (in press). The psychology of writing systems. *Cognitive Psychology and Cognitive Science* (W. Kintsch, ed.) In *the International Encyclopedia of the Social and Behavioral Sciences* (N. Smelzer & P. Baltes, Eds.). London: Pergamon.
- Olson, D. R. (1999). Language development and literacy. In D. A. Wagner, R., L. Venezky, & B. V. Street (Eds.), *Literacy: An international handbook*. New York: Westview Press.
- Olson, D. R. (1999). Literacy. In R. Wilson & F. Keil (Eds.), *MIT Encyclopedia of Cognitive Science*. Cambridge, MA: MIT Press.

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- Olson, D. R. (1996). Literacy. In DeCorte & Weinert (Eds.) *International Encyclopedia of Developmental and Instructional Psychology* (pp. 428-431).
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- Olson, D. R. (1994). Writing and science. In H. Günther & O. Ludwig (Eds.), *Writing and its use: An interdisciplinary handbook of international research* (Vol. 1, pp. 654-657). Berlin: Walter de Gruyter.
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- Olson, D. R. (1989). Symbols and their uses. In B. Abu-Laban (Ed.), *University research and the future of Canada*. (pp. 323-333). Ottawa: University of Ottawa Press.
- Olson, D. R. (1988). Mind and the technologies of communication. In J. Hattie, R. Kefford & P. Porter (Eds.), *Skills, technology and management in education* (pp. 83-90). Deakin, A.C.T.: Australian College of Education.
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f) Published Conference Proceedings

- Olson, D. R. (1994). On the relations between speech and writing. In L. Verhoeven & A. Teberosky (Eds.), *Understanding early literacy in a developmental and cross-linguistic approach*. Proceedings of the Workshop of the Network on Written Language and Literacy (pp. 249-274), October 7-9, 1993. Wassenaar, The Netherlands: European Science Foundation.
- Olson, D. R. (1991). Cognitive consequences of becoming literate. In I. Lundberg & T. Høien (Eds.), *Literacy in a world of change*. Proceedings of the Literacy Conference at Stavanger Forum, October 24-26, 1990. Stavanger, Norway: Center for Reading Research.
- Olson, D. R. (1972). Is the instructional medium the message? Abstract Guide of the 20th *International Congress of Psychology*, Tokyo, August.
- Olson, D. R. (1972). Proving the Whorfian hypothesis with octopi, white rats, and children: The perception and lexical representation of obliques. *Proceedings of the 20th International Congress of Psychology*, Tokyo, August.
- Olson, D. R. (1970). Language and thought: Some aspects of the relations between words and perceptions. In J. Linhart (Ed.), *Proceedings of the International Conference on*

*Psychology of Human Learning*, Vol. 2. Prague: Institute of Psychology, Czechoslovak Academy of Sciences, 69-86.

Olson, D. R. (1967). *Negative acceleration and the public schools*. Proceedings of the Phi Delta Kappan Centennial Symposium, Toronto, February.

Olson, D. R. (1967). Super-optimism and the science of education. *Proceedings of the Canadian Council for Research in Education*, Winnipeg, June.

### **Other Scholarly Contributions:**

#### **a) Invited Addresses and Conference Presentations**

Olson, D. R. (September, 2001). Psychological theory and educational reform. University of Canterbury, Christchurch, NZ and University of Auckland, NZ.

Olson, D. R. (October, 2001). Schooling and the creation of a common ground between "us" and "them". University of Helsingborg, Sweden.

Olson, D. R. (October, 2001). Thinking about beliefs. University of Lund, Sweden.

Olson, D. R. (February, 2000). What writing is. Invited address at the Wissenschaftskolleg zu Berlin.

Olson, D. R. (December, 1999). What writing is. Invited address at the Ecole Normale Supérieure, Paris.

Olson, D. R. (1999). *The written word*. Inaugural address as University Professor. OISE/UT, March, 1999.

Olson, D. R. (1998). *Cognition and written language*. Invited address to the Jean Piaget Society, Chicago, May 20, 1998.

Olson, D. R. (Nov. 1997). *Children's discovery of words*. The 9th Annual S. R. Laycock Lecture. Saskatoon: University of Saskatchewan.

Kamawar, D., & Olson, D. R. (1997). *Theory of mind and referential opacity: Representation and meaning*. Paper presented at the annual meeting of the Canadian Psychological Association, Toronto, June 14, 1997.

Olson, D.R. (May, 1997). *What is a word and why does it matter?* Invited address to the International Reading Association, Atlanta.

Olson, D.R. (April, 1997). *Computational resources and conceptual structures in theory of mind*. Paper presented at the conference Developing Intentions in a Social World. University of Toronto.

Olson, D. R. (April, 1997). *Writing and the Mind: Extravagant theories and modest facts*. Invited address to the Education Faculty, University of Saskatchewan.

Olson, D. R. (February, 1997). *Writing, cognition, and consciousness*. Invited address to the Toronto Centre for the Book, University of Toronto.

- Olson, D.R. (January, 1997). *Writing and the consciousness of language*. Invited address at the University College Senior Common Room Seminar, University of Toronto.
- Olson, D.R. (December, 1996). *Writing and cognition*. Seminar presented to the Department of Education, University of Hong Kong.
- Olson, D.R. (December, 1996). *Writing and language*. Seminar presented to the Department of English, City University of Hong Kong.
- Olson, D.R. (September, 1996). *Assymetries between teaching and learning to read*. Colloquium presented to the Department of Human Development and Applied Psychology, The Ontario Institute for Studies in Education of the University of Toronto.
- Olson, D. R. (September, 1996). *Internalism vs. externalism in Piaget's and Vygotsky's accounts of cognitive growth*. Paper presented in the invited symposium "Does development explain anything?" at The Growing Mind, IInd Conference for Socio-cultural Research, Geneva, September 14-18, 1996.
- Olson, D. R. (September, 1996). *Written representation of negation*. Paper presented in the invited symposium "Literacy and knowledge about language and mind" at Vygotsky-Piaget, IInd Conference for Socio-cultural Research, University of Geneva, September 11-15, 1996.
- Olson, D. R. (May 10, 1996). *Writing and cognitive development*. Invited address at The Waterloo Conference on Child Development, University of Waterloo.
- Olson, D. R. (April 30, 1996). *The written word: On the relation between speech and writing*. Gruss colloquium *Learning and literacy in the Judaic tradition - A comparative and interdisciplinary inquiry*. Philadelphia: Centre for Judaic Studies, University of Pennsylvania.
- Olson, D. R. (April 9, 1996). *The world on paper: Writing and its implications*. The Aldrich Lecture in Interdisciplinary Studies. St. John's: Memorial University of Newfoundland.
- Olson, D. R. (March 29, 1996). *Why literacy matters to psychology*. Department of Psychology Colloquium. Queen's University.
- Olson, D. R. (March 12, 1996). *Literacy and the mind*. Tami Globerson Memorial Lecture. Tel Aviv, Israel.
- Olson, D. R. (March 7, 1996). *Writing cultures*. Towards an Ecology of Knowledge symposium on Science, Certainty, and Knowledge. Toronto: The Museum Studies Program and Woodsworth College, University of Toronto.
- Olson, D. R. (February 15, 1996). *Emblems, proper names, common names and words: The impact of writing on language*. Public lecture. Mexico City: El Colegio de México.
- Olson, D. R. (January 25, 1996). *Literacy*. Special presentation to the Board of the Spencer Foundation. Chicago: The Spencer Foundation.
- Olson, D. R. (December 14-18, 1995). *Perspectives on Literacy*. Conference on Cognition and Education. Varanasi, India: Banares Hindu University.

- Olson, D. R. (December 10-12, 1995). Three Lectures: 1. *Literacy and language*, 2. *Literacy and knowledge*, 3. *Literacy and Mind*. International Workshop on the Cognitive Bases of Learning. Bombay, India: Tata Institute.
- Olson, D. R. (1995, September). *Writing and the mind*. Department of Psychology, University of Manitoba.
- Olson, D. R. (1995, June). *On living with children: Understanding and shaping children's minds*. Paper presented at the conference *Psychology in everyday life*. University of Gothenburg, Sweden.
- Olson, D. R. (1995, May). *Knowledge and its artifacts: Representing the world in maps, diagrams, formulas, pictures and text*. Paper presented at the O. C. Tanner Symposium on "Memory, Representation, and Culture." Utah State University, Logan, UT.
- Olson, D. R. (1995, April). *Knowledge and its artifacts*. Paper presented at the workshop on "History of Science, History of Text" at the Einstein Forum, Potsdam, Germany.
- Olson, D. R. (1995, April). Representing the world in maps, diagrams, formulas, pictures and text. Paper presented at the International Conference "Representation and interpretation in the 12th Century" (Matchette Philosophy Lecture). Canisius College, Buffalo, NY.
- Olson, D. R. (1995, April). *The world on paper: Literacy and its aftermath*. Division C invited address at the meeting of the American Educational Research Association, San Francisco, CA.
- Olson, D. R., & Astington, J. W. (1993, October). *Children's folk psychology: Explanation or understanding?* Paper presented at the seminar "Reassessing the Cognitive Revolution," York University, Toronto.
- Olson, D. R. (1992, October). *Writing and the mind: The cognitive implications of literacy*. Marilyn Sadow Memorial Lecture, Department of Education, University of Chicago.
- Olson, D. R. (1992, November). *Cognition and literacy*. D. O. Hebb Lecture Series, Department of Psychology, McGill University.
- Olson, D. R. (1992, September). *Literacy, language and metalanguage: How writing turns speech into language*. The Conference on Piaget. University of Urbino, Urbino, Italy.
- Olson, D. R. (1992, September). *Literacy: The cognitive and social implications of writing*. Conference for Socio-cultural Research. Madrid, Spain.
- Olson, D. R. (1992, July). *What is involved in having a mind*. Paper presented at the conference "Comparative Studies of Social Behavior: Mindreading in Development and Evolution," 25th International Congress of Psychology. Brussels.
- Olson, D. R. (1991, November). *How writing affects the mind*. Paper presented at the First International Colloquium of Psychology, University Mohammed V, Rabat, Morocco.
- Olson, D. R. (1991, November). *The making of the representational mind*. Paper presented at a seminar at Reparto di Psicopedagogia, del CNR, Rome.
- Olson, D. R. (1991, November). *The making of the literate mind*. Paper presented at the workshop on Technologies of the Mind, University of Gothenberg, Sweden.

- Olson, D. R. (1991, October). *Literacy and cognition: How writing affects the mind*. Paper presented at the conference "Attaining functional literacy: A cross-cultural perspective," Tilburg, The Netherlands.
- Olson, D. R. (1990, October). *The cognitive consequences of becoming literate*. Paper presented at the conference "Literacy in a World of Change," Stavanger, Norway.
- Olson, D. R. (1990, September). *What will the listener think? Children's understanding of interpretation*. Paper presented at the conference "Towards a Comprehensive Theory of Audience," University of Illinois, Chicago.
- Olson, D. R. (1990, September). *Ortho-cognition*. Paper presented at the miniconference "Languages of thought," Harvard Project Zero, Cambridge, MA.
- Olson, D. R. (1990, April). *Children's understanding of text and interpretation*. Paper presented at the World Conference of Applied Linguistics, Thessaloniki, Greece.
- Olson, D. R. (1989, November). *Literacy: The world on paper*. Paper presented at the National Conference of the Canadian Council for Inner-City Education, Winnipeg, MB.
- Olson, D. R. & Babu, N. (1989, September). *Critical thinking as critical discourse*. Paper presented at the Conference on Critical Thinking, Memorial University, St. John's, NF.
- Olson, D. R. (1989, August). *Mind and the technologies of communication*. Paper presented at the Osaka University 50th Anniversary International Symposium: New Media, Communication and Education, Osaka, Japan.
- Olson, D. R. (1989, July). *Literacy and modes of interpretation*. Paper presented at the tenth biennial meeting of the International Society for the Study of Behavioural Development, Jyväskylä, Finland.
- Olson, D. R. (1989, June). *Making up your mind*. Presidential Address to the meeting of the Canadian Psychological Association, Halifax, NS.

b) Refereed Conference Presentations

- Eskritt, M., & Olson, D. R. (April, 2001). Children's production and evaluations of notations. Poster presentation at the meeting of the Society for Research in Child Development.
- Kamawar, D., & Olson, D. R. (1999, April). *Children's understanding of transparent and opaque uses of language*. Paper presented at the meeting of the Society for Research in Child Development.
- Kamawar, D., & Olson, D. R. (1997). *Theory of mind and referential opacity: Representation and meaning*. Paper presented at the annual meeting of the Canadian Psychological Association, Toronto, June 14, 1997.
- Olson, D. R., and Homer, B. (August, 1996). *Children's concept of 'word.'* Paper presented at the 26th International Congress of Psychology, Montreal.
- Torrance, N., Lee, E., & Olson, D. R. (1995, April). *Language form and the say/mean distinction: Verbatim and paraphrase recognition in narrative and nursery rhyme*. Poster presentation at the meeting of the American Educational Research Association, San Francisco, CA.

- Keefer, M. W., & Olson, D. R. (1995, April). *Moral reasoning and moral concerns: An alternative to Gilligan's gender-based hypothesis*. Poster presentation at the meeting of the Society for Research in Child Development, Indianapolis, IN.
- Lee, E., Torrance, N., & Olson, D. R. (1994, April). *The emerging concept of text: Can young children distinguish the exact words from a paraphrase?* Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Olson, D. R. (1993, October). *On the relations between speech and writing*. Paper presented at the workshop "Written Language and Literacy" (European Science Foundation), Wassenaar, the Netherlands.
- Olson, D. R. (1993, July). *From causes to meanings: Children's representational development*. Paper presented at the meeting of the International Society for the Study of Behavioral Development, Recife, Brazil.
- Olson, D. R. (1993, March). *What are beliefs and why can a four-year-old but not a three-year-old understand them?* Paper presented at the meeting of the Society for Research in Child Development, New Orleans, LA.
- Ash, A., Torrance, N., & Olson, D. R. (1993, March). *Children's understanding of claims and evidence*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans, LA.
- Ash, A., Torrance, N., & Olson, D. R. (1993, April). *The development of children's understanding of necessary and sufficient evidence*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Olson, D. R. (Chair) (1992, June). *Literacy: Learning to read and write in different literate environments*. Symposium presented at the meeting of the Canadian Psychological Association, Quebec City, PQ.
- Astington, J. W., & Olson, D. R. (1992, June). *Developing understanding of truth*. Paper presented at the meeting of the Canadian Psychological Association, Quebec City, PQ.
- Ash, A., Torrance, N., Olson, D. R., Lee, E., & MacLaren, R. (1991, June). *Being of two minds: Young children's understanding of another's possible thoughts*. Paper presented at the meeting of the Canadian Psychological Association, Calgary, AB.
- Olson, D. R. (1991, June). *The making of the representational mind*. Presented at the symposium "Developmental Roots: How developmental psychology can inform psychology" at the meeting of the Canadian Psychological Association, Calgary, AB.
- Ash, A., Torrance, N., Olson, D. R., & Ruffman, T. K. (1991, April). *Children's understanding of other's interpretations of inadvertently misleading clues*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Olson, D. R. (1990, May). *Representing mental representations*. Symposium presented at the University of Waterloo Conference on Child Development, Waterloo, ON.
- Olson, D. R. (1990, April). (Discussant) *Making meaning: Children's interactions with definitions*. Symposium presented at the meeting of the American Educational Research Association, Boston, MA.

- Olson, D. R. (1990, April). *Implications of literacy*. Roundtable presented at the meeting of the American Educational Research Association, Boston, MA.
- Olson, D. R. (1989, March). *Interpretation and the autonomy of written texts*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Astington, J. W. & Olson, D. R. (1987, April). *Literacy and schooling: Learning to talk about thought*. Paper presented at the meeting of the American Educational Research Association, Washington, DC.
- Astington, J. W., Gopnik, A. & Olson, D. R. (1987, April). *Metarepresentational ability: The fundamental metacognitive skill*. Paper presented at the meeting of the American Educational Research Association., Washington, DC.
- Gopnik, A., Astington, J. W., Forguson, L. & Olson, D. R. (1987, April). *Children's understanding of representational change*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

#### Other media

- Proceedings for the *Orality and Literacy* conference, held in Toronto in June 1987, were edited by David Cayley into a four-part series for the CBC Radio Series *Ideas* and broadcast in 1990-91.
- Proceedings for the *Modes of thought* conference, held in Toronto in September 1993, were edited by David Cayley into a four-part series for the CBC Radio Series *Ideas* and broadcast in 1994-5.
- A segment of the PBS series *Scientific American Frontiers* hosted by Alan Alda on "Children's theories of mind" was filmed in our laboratory and broadcast in March, 1995.