

VERDI, MICHAEL P. Ph.D.

Associate Professor of Educational Psychology

Years of Appointment to CSUSB (9)8 years in residence CSUSB (Tenured September 2003) + One year from Texas Tech

Single Subjects Credential Program

1. Academic Degrees

Ph. D.	Arizona State University	1994 Learning and Instructional Technology
MS	Northwestern University	1986 Science Education
BS	University of Notre Dame	1985 Biology

2. Professional Experience

Higher Education

2007- Present	California State University San Bernardino	Professor
2001-2007	California State University San Bernardino	Associate Professor
2001	Texas Tech University	Associate Professor
1996-2000	Texas Tech University	Assistant Professor
1994-1996	Grand Canyon University	Assistant Professor

School Experience

1987-1990	Junior High Algebra/Science Teacher	Pope John XXIII School
1987	High School Biology Teacher	High School District 211
1987	GT K-3 Science Teacher	Center for Talent Development

3. Faculty Load

Fall 2008 California State University San Bernardino
ESEC 410 Adolescent Developments and Learning
TPA Coordinator (2 course release)

Summer 2008 EDU 716 Leading and Motivation

Winter 2009 California State University San Bernardino
ESEC 417 Educational Psychology: Instructional Theory, Assessment and
Classroom Management
TPA Coordinator (2 course release)

College Assignments 2006-2009

California State Master Trainer for the Teacher Performance Assessment
TPA Coordinator

Faculty Senate

Executive Council Faculty Senate

Dining Hall Advisory Board

Non Academic Faculty Grievance Committee

Graduate Program Admissions Committee

Graduate Program Evaluation Committee

SB 2042 Committee

Assessment Executive Committee (NCATE)

Logistic Committee NCATE

Athletics Advisory Board (2006-2008)

4. Professional and Academic Associations

American Educational Research Association: Member*

Program Chair/President Elect Teaching Educational Psychology SIG AREA (2006)

President Teaching Educational Psychology SIG (2007)

American Psychological Society: Member

European Researchers Association For Learning and Instruction: Member*

National Consortium for Instruction & Cognition: Member*

National Board Member National Consortium for Instruction and Cognition

National Secretary National Consortium for Instruction and Cognition (2005-2008)

Chair National Consortium for Instruction and Cognition (2009-20011)

5. Current Professional Assignments and Activities

Manuscript Reviewer

Contemporary Educational Psychology;
Learning and Instruction

Editorial Board

Teaching Educational Psychology On Line

Contributing Editor

Journal of Educational Research

Proposal Reviewer

American Educational Research Association

Book Reviewer

Allyn and Bacon and Houghton Mifflin Company
John Wiley and Sons

6. Publications

Riggs, M., Verdi, M.P. and Arlin, P. (In Press) An analysis of the results of the teacher performance assessment exam. Issues in Teacher Education.

Johnson, J.T., Verdi, M.P. and Vogel, J. (In Submission) The edge effect: Improving retention of text information. Journal of Educational Research

Schwartz, N.H., Verdi, M.P., Morris, T.D., Lee, T.R. and Larson, N.K. (2007). Navigating web based environments: Differentiating internal spatial representation for external spatial displays. Contemporary Educational Psychology, 32, 551-568.

Verdi, M.P. (2006) SB2042: Changes the landscape for becoming a teacher in California. An essay in Santrock (2006) Educational Psychology New York, New York McGraw-Hill

Verdi, M.P. and Johnson, J.T. (2005). Teaching educational psychology in an online environment The Clearing House, (78), 5 235-238

Crooks, S.M., Verdi, M.P. and While, D.R. (2005). Effects on contiguity and feature animation in computer-based geography instruction Journal of Educational Technology Systems.(33), 3

7. Professional Presentations

2008 Verdi, Riggs, Riggs and Norton The CA Teacher Performance Assessment Task for Assessing Student Learning: What Do Teacher Education Candidates Really Learn? A roundtable presented at the Annual Meeting of the American Educational Research Association New York, New York

2007

Verdi, Vogel, Johnson and Hart Text Learning Using Organized Spatial Displays: Enhancing the Border to Improve Text Recall. A paper presented at the Annual Meeting of the American Educational Research Association Chicago, IL

Vogel, Verdi, Johnson and Hart Edge effect: Bordered: organized spatial displays used to enhance text learning. A roundtable presented at the annual meeting of the American Educational Research Association, Chicago, IL

2006

Johnson, Vogel, Hart and Verdi. Teaching Educational Psychology on Line A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA

2005 Verdi, Schwartz, Larson and Morris Non Geographic Spatial Displays in Internet Learning. A paper presented at the Bi-annual meeting of the European Research Association for Learning and Instruction. Nicosias, Cyprus

Schwartz, Verdi, Morris and Larson Cognitive Representation and Spatial Displays in Web Based Learning Environment A paper presented at the Bi-annual meeting of the European Research Association for Learning and Instruction. Nicosias, Cyprus

Larson, Morris, Verdi and Schwartz Can a Geographic Map Function as a Cognitive Geographic Map? A paper presented at the annual conference of the American Educational Research Association Montreal, Quebec Canada

Morris, Larson, Schwartz and Verdi Navigating Web Based Environments Differentiating Internal Spatial Representation from External Spatial Representations A paper presented at the annual conference of the American Educational Research Association Montreal, Quebec Canada

8. Research

I am currently working on two additional experiments on how Configurational knowledge is used by students to learn spatial and related text material and have one manuscript in preparation and two other experiments in data analysis. In addition, I have been asked to work on setting up the college's outcome assessment program during the coming summer and during the next school year. Moreover I am faculty advisor to two doctoral students.