

Judith Torney-Purta, Professor of Human Development (EDHD) (November 2004)
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ACADEMIC BACKGROUND

Ph.D. 1965 Human Development, University of Chicago, Division of Social Sciences
M.A., 1962 Human Development, University of Chicago, Division of Social Sciences
A.B., 1959 Psychology (with great distinction), Stanford University

HONORS:

- 2004 Appointed Senior Advisor to the National Center for Learning and Citizenship, Education Commission of the States (Denver)
- 2004 Appointed to the Policy Board of the Education for Democratic Citizenship Initiative of the Council of Europe (Strasbourg)
- 2003 International Mentor Award, Division 52, American Psychological Association
- 2003 Award for Innovative Use of Technology in Internationalization of Undergraduate Education from American Council on Education, recognizing work with ICONS Computer-Assisted International Simulation
- 2001 Honorary Individual Member of IEA (International Association for the Evaluation of Educational Achievement, Amsterdam), elected by the organization's General Assembly
- 2001 Nevitt Sanford Award (for the application of scholarly work in political psychology), International Society for Political Psychology
- 2000 Book, *Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Study*, received the CHOICE award from the American Library Association as an Outstanding Academic Book of the Year
- 1998 Elected Charter Fellow, American Psychological Association Division 52--International Psychology (effective 1999)
- 1997 Appointed to American Bar Association Commission on Public Education
- 1996 Appointed Chair, International Steering Committee, Second IEA Civic Education Project (International Association for the Evaluation of Educational Achievement, Amsterdam, The Netherlands)
- 1992 Elected Fellow, American Psychological Association Division 15 -- Educational Psychology (effective 1993)

- 1990 Elected Fellow, American Psychological Association Division 2 – Teaching Psychology
- 1990 Appointed to Task Force on Youth, Carnegie Council on Adolescence
- 1988 Appointed to Board on International Comparative Studies in Education, Commission on Behavioral and Social Science and Education of the National Research Council (National Academy of Sciences); reappointed in 1989 and again in 1992 to 3-year-terms
- 1982 Nominated by U.S. Government for UNESCO's Human Rights Teaching Prize
- 1981 Notified that *The Development of Political Attitudes in Children*, 1967, was among the most frequently cited works in the Social Science Citation Index
- 1974 Delegate representing the United States at Intergovernmental Conference on International Education at UNESCO (Paris)
- 1968 Book, *The Development of Political Attitudes in Children*, won National Education Association Award
- 1977 Award for Exemplary Research, National Council for the Social Studies
- 1962 Elected to Sigma Xi (national scientific honorary)
- 1959 Elected to Phi Beta Kappa (national scholastic honorary)

Awards to Graduate Students:

- 2003 Bruce Chopin Award from the International Association for the Evaluation of Educational Achievement for the Best Dissertation Using IEA Data won by Wendy Klandl Richardson (doctoral advisor to this student).
- 2002 Award for Best Co-authored Graduate Student Paper at the 2002 conference of the International Society for Political Psychology won by Celeste Lay (co-author with this student).

PROFESSIONAL WORK EXPERIENCE

1981 - present

Professor of Human Development (College of Education) with affiliate appointments in Psychology and in Public Affairs, University of Maryland, College Park;
Director of Graduate Admissions and Fellowships, 1990- 1998;
Teach developmental, educational and cross-cultural psychology (graduate and undergraduate, including College Park Scholars, Advocates for Children)
25 Ph.D. advisees completed degrees under my supervision.

1970 - 1981

Professor of Psychology, University of Illinois at Chicago (Associate Professor, 1970-77)
Head, Developmental Psychology Ph.D. Program, 1976-80
Vice-Chair of the Department, 1976-1978
Taught developmental and community psychology (graduate and undergraduate)
6 Ph.D. advisees completed degrees under my supervision.

1969-1970

Assistant Professor of Education and
Lecturer in Psychology, University of Illinois-Chicago

1967-1969

Assistant Professor of Psychology and Education,
Illinois Institute of Technology

PUBLICATIONS (focus on period since 1988)

Books authored and edited:

Torney-Purta, J. & Amadeo, J. (2004). *Strengthening democracy in the Americas through civic education: An empirical analysis of the views of students and teachers*. Washington, D.C.: Organization of American States, 160 pages. (also in Spanish)

Amadeo, J., Torney-Purta, J.; Lehmann, R.; Husfeldt, V.; & Nikolova, R. (2002). *Civic knowledge and engagement among upper secondary students in sixteen countries*. Amsterdam: International Association for the Evaluation of Educational Achievement. 215 pages.

Steiner-Khamsi, G.; Torney-Purta, J. & Schwille, J. (Eds.) (2002). *New paradigms and recurring paradoxes in education for citizenship*. Amsterdam: Elsevier Science (JAI Press).

Torney-Purta, J.; Lehmann, R.; Oswald, H.; & Schulz, W. (2001). *Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age 14*. Amsterdam: International Association for the Evaluation of Educational Achievement, 237 pages.

Torney-Purta, J.; Schwille, J.; & Amadeo, J. (Eds.). (1999). *Civic education across countries: Twenty-four case studies from the IEA Civic Education Project*. Amsterdam: International Association for the Evaluation of Educational Achievement, 622 pages.

Haste, H. & Torney-Purta, J. (Eds.) (1992). *The development of political understanding*. San Francisco: Jossey Bass. (New Directions in Child Development), 109 pages.

Graves, N.; Dunlop, O.; & Torney-Purta, J. (Eds.) (1984). *Teaching for international understanding and human rights*. Paris: UNESCO, 244 pages.

Torney, J.V.; Oppenheim, A. N. & Farnen, R. F. (1975). *Civic education in ten countries: An empirical study*. New York: Halsted Press of John Wiley and Stockholm: Almqvist and Wiksell, 341 pages.

Buergenthal, T. and Torney, J.V. (1976). *International human rights and international education*. Washington, D.C.: U.S.National Commission for UNESCO, Department of State (U.S. Government Printing Office), 211 pages. (also in Spanish)

Oppenheim, A. N. & Torney, J. V. (1974) *The measurement of children's civic attitudes in different nations*. New York: Halsted Press of John Wiley.

Hess, R.D. & Torney, J.V. (1967). *The development of political attitudes in children*. Chicago: Aldine. 325 pages.

Monographs and working papers authored:

Torney-Purta, J. & Barber, C. (2004). *Democratic school participation and civic attitudes among European adolescents: Analysis of data from the IEA Civic Education Study*. Strasbourg, France: Education for Democratic Citizenship Project, Council of Europe. 49 pages. (also in French)

Torney-Purta, J. & Vermeer, S. (2004). *Developing citizenship competencies from kindergarten through Grade 12: A Background Paper for Policymakers and Educators*. Denver, CO: Education Commission of the States, 32 pages.

Torney-Purta, J. & Barber, C. (2004). *Strengths and weaknesses in U.S. students' knowledge and skills: Analysis of data from the IEA Civic Education Study*. College Park, MD: Center for Information and Research on Civic Learning and Engagement. 8 pages

Torney-Purta, J., Richardson, W. K., & Barber, C. (2004). *Adolescents' trust and civic participation in the United States: Analysis of data from the IEA Civic Education Study*. College Park, MD: Center for Information and Research on Civic Learning and Engagement. 9 pages.

Torney-Purta, J., Richardson, W., & Barber, C. H. (2004). *Trust in government-related institutions and civic engagement among adolescents*. College Park, MD: Center for Information and Research on Civic Learning and Engagement. 50 pages.

Amadeo, J., Torney-Purta, J., & Barber, C. (2004). *Attention to media and trust in media sources: Analysis of data from the IEA Civic Education Study*. College Park, MD: Center for Information and Research on Civic Learning and Engagement. 8 pages.

Torney-Purta, J. (2003). *Civic education and civic knowledge: Tools and strategies to strengthen civic engagement*. College Park, MD: The Democracy Collaboration (with support from the Knight Foundation), 50 pages.

Torney-Purta, J., (2001). Civic knowledge and engagement at age 14 in 28 countries: Results from The IEA Civic Education Study. *ERIC Digest*, EDO-SO-2001-3. 2 pages.

Torney-Purta, J., Damon, W., and five others. *Creating citizenship: Youth development for free and democratic society*. (2000). Working paper issued jointly by the Stanford Center on Adolescence and the Civil Society/Community Building Initiative, University of Maryland, (with support from Carnegie Corporation of New York). 7 pages.

Torney-Purta, J., Schwille, J., & Amadeo, J-A. (1999). The IEA Civic Education Study: Expectations and Achievements of Students in Thirty Countries. *ERIC Digest*, EDO-SO-1999-10. 2 pages.

Tibbitts, F. and Torney-Purta, J. (1999). *Citizenship education in Latin America*. Policy Paper submitted to InterAmerican Development Bank.

Chapters in edited books and encyclopedias:

Torney-Purta, J. (in press). Civic education internationally: The IEA Civic Education Study. In L. Sherrod, C. Flanagan, & R. Kassimir (Eds), *Encyclopedia of Youth Activism*. Westport, CT: Greenwood Publishing Group.

Torney-Purta, J. & Richardson, W. K. (2004). Anticipated political engagement among adolescents in Australia, England, Norway, and the United States. In J. Demaine (Ed.), *Citizenship and political education today*. London: Palgrave/Macmillan (pp. 41-58).

Torney-Purta, J. (2004). The IEA Civic Education Study: Ideal communities of practice and realities of political experience. In H. Cheng (Ed.), *Values education for citizens in*

the new century. Hong Kong: Chinese University Press.

Torney-Purta, J. & Richardson, W. (2003). Teaching for the meaningful practice of democratic citizenship: Learning from the IEA Civic Education Study in 28 countries. In J. Patrick (Ed.), *Principles and practices of democracy in the education of social studies teachers: Volume 2*. 25-44. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education

Torney-Purta, J., Amadeo, J., Schwille, J. (2003). Political democracy and the IEA study of civic education. In J. Guthrie (Ed.), *Encyclopedia of Education* (Second edition). New York: Macmillan Reference. (Vol. 4, pp. 1236-1238).

Torney-Purta, J., Lehmann, R. & Nikolova, R. (2002). Civic knowledge and engagement: Policy context and research evidence. *Education at a Glance*, 91-96. (An annual compendium of international statistics about education issued by OECD, Paris.)

Torney-Purta, J. & Richardson, W. (2002). An assessment of what fourteen-year-olds know and believe about democracy in twenty eight countries. In W. Parker (Ed.). *Education for democracy: Contexts, curricula, assessments*. Greenwich, CT: Information Age Publishing. (pp. 185-209).

Torney-Purta, J., Hahn, C. L., & Amadeo, J. (2001). Principles of subject-specific instruction in education for citizenship. In J. Brophy (Ed.), *Advances in research on teaching: Subject-specific instructional methods and activities*. JAI Press. (pp. 273-410)

Torney-Purta, J.; Schwille, J; & Amadeo, J. (1999). Mapping the distinctive and common features of civic education across countries. In J. Torney-Purta; J. Schwille; & J. Amadeo (Eds.), *Civic education across countries: Twenty-four national cases studies from the IEA Civic Education Project*. Amsterdam: IEA. (pp. 1-21).

Torney-Purta, J. (1999). The meaning of a standard of living adequate for moral and civic development. In A. Andrews & N. Ferguson (Eds.), *The child's right to an adequate standard of living*. New York: Praeger. (pp. 105-116).

Byrnes, J. & Torney-Purta, J. (1997). Understanding the learning process: Three theoretical perspectives. In W. Cummings & N. McGinn (Eds.), *International handbook of education and development: Preparing schools, students, and nations for the twenty-first century*. New York: Pergamon. (pp. 719-740).

Torney-Purta, J. (1996). Conceptual changes among adolescents using computer networks in group-mediated international role playing. In S. Vosniadou; E. DeCorte; R. Glaser, & H. Mandl (Eds.), *International perspectives on the design of technology supported learning environments*. Hillsdale, NJ: Erlbaum. (pp. 203-219)

- Torney-Purta, J. (1995). Children's development and education in multicultural settings: Implications for conceptualization, programs, and research from global and international education. In W. Hawley & A. Jackson (Eds.), *Toward a common destiny: Race and ethnic relations in American schools*. San Francisco: Jossey Bass. (pp. 341-370).
- Torney-Purta, J. (1994). Dimensions of adolescents' reasoning about political and historical issues: Ontological switches, developmental processes, and situated learning. In J. Voss and M. Carretera (Eds.), *Cognitive and instructional processes in history and social sciences*. Hillsdale, N.J.: Lawrence Erlbaum Associates. (pp. 103-121).
- Torney-Purta, J. (1994). Peer interactions among adolescents using computer networks in an international role-playing exercise. In S. Vosniadou; E. DeCorte; R. Glaser, & H. Mandl (Eds.), *Technology-based learning environments: Psychological and educational foundations*. Heidelberg, Germany: Springer. (pp. 67-71).
- Torney-Purta, J. (1994). Assessment and measurement of global competence: A psychologist's view of alternative approaches. In R. D. Lambert (Ed.), *Educational exchange and global competence*. New York: Council on International Educational Exchange. (pp. 257-269).
- Torney-Purta, J. (1994). Assessing affective outcomes. In A. Tuijnman & T. N. Postlethwaite (Eds.), *Monitoring the standards of education*. Oxford, England: Pergamon Press. (pp. 151-169).
- Torney-Purta, J. (1992). Cognitive representations of the international political and economic systems in adolescents. In H. Haste & J. Torney-Purta (Eds.), *The development of political understanding*. San Francisco: Jossey Bass (New Directions in Child Development) (pp. 11-25).
- Haste, H. and Torney-Purta, J (1992). Social construction and individual construction in the development of political understanding: An introduction. In H. Haste & J. Torney-Purta (Eds), *The development of political understanding*. San Francisco: Jossey Bass. (pp. 3-10).
- Torney-Purta, J. (1992). Civic education. In M Alkin (Ed), *Encyclopedia of Educational Research*. New York: MacMillan. (pp. 158-161).
- Torney-Purta, J. (1992.) Gender and learning. In T. LaMaster (Ed.), *Audience in exhibition development*. Washington: American Association of Museums. (pp. 46-55).
- Torney-Purta, J. (1991). Cross national research in social studies. In J. Shaver (Ed.), *Handbook of research on social studies teaching and learning*. New York: Macmillan. (pp. 591-601).

Torney-Purta, J. (1990). Youth in relation to social institutions. In S. Feldman & G. Elliott (Eds.), *At the threshold: The developing adolescent*. Volume commissioned by the Carnegie Council on Adolescence. Cambridge, Mass: Harvard University Press. (pp. 457-478).

Torney-Purta, J. (1990). From attitudes and knowledge to schemata: Expanding the outcomes of political socialization research. In O. Ichilov (Ed.), *Political socialization, citizenship education and democracy*. New York: Teachers College Press. (pp. 98-115).

Torney-Purta, J. (1990). Political socialization. In W.T. Callahan & R. A. Banaszak (Eds.), *Citizenship for the 21st century*. Bloomington, IN: Social Studies Development Center (pp. 171-198).

Torney-Purta, J. (1989). Evaluation issues. In D. Hicks (Ed.), *Making global connections*. Edinburgh, Scotland: Oliver & Boyd (Longman), (pp. 163-70).

Torney-Purta, J. (1989). Measuring course effectiveness in world studies. In R. Woyach & R. Remy (Eds.), *Approaches to world studies*. Boston: Allyn & Bacon (pp. 209-247).

Torney-Purta, J. & Hahn, C. (1988). Values education in the Western European tradition. In W. Cummings, Y. Tomoda & R. Gopinathan (Eds.) *The revival of values education in Asia and the West*. New York: Pergamon (pp. 31-57).

Journal articles

Torney-Purta, J., Barber, C., Richardson, W. K. (in press, 2004). Trust in government related institutions and political engagement among adolescents in six countries. *Acta Politica* (a Palgrave/Macmillan journal), 1-28.

Torney-Purta, J. (2004). Adolescents' political socialization in changing contexts. *Political Psychology*, 25, 465-478.

Levine, P., Palaich, R., Torney-Purta, J., & Vermeer, S. (2004). State policy approaches and recommendations to support effective citizenship. *The State Education Standard* (National Association of State Boards of Education), 5(1), 28-33.

Torney-Purta, J. & Amadeo, J. (2003). A cross-national analysis of political and civic involvement among adolescents. *Political Science and Politics*, 36, 269-274.

Torney-Purta. (2003). A European perspective on the IEA Civic Education Study: An Introduction to the Special Issue. *European Educational Research Journal*, 2, 366-69.

Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science*, 6, 202-211.

Torney-Purta, J. (2002). Patterns in the civic knowledge, engagement, and attitudes of European adolescents: The IEA Civic Education Study. *European Journal of Education*, 37 (2), 129-141

Torney-Purta, J. (December 2001/January 2002). What adolescents know about citizenship and democracy. *Educational Leadership*, 59 (4), 45-50.

Torney-Purta, J. (2001). Civic knowledge, belief about democratic institutions, and civic engagement among 14-year-olds. *Prospects (A UNESCO Journal)*, 31, 279-292,

Torney-Purta, J. (2000). An international perspective on the NAEP Civics Report Card. *The Social Studies*, 94, 148-150.

Torney-Purta, J. (2000). Comparative perspectives on political socialization and civic education. *Comparative Education Review*, 44, 88-95.

Hahn, C. & Torney-Purta, J. (1999). The IEA Civic Education Project: National and international perspectives. *Social Education*, 65_(7), 425-431.

Torney-Purta, J. (1998). Evaluating programs designed to teach international content and negotiation skills. *International Negotiation*, 3, 77-97.

Torney-Purta, J. (1997). Links and missing links between education, political knowledge, and citizenship. *American Journal of Education*, 105, 446-457.

Torney-Purta, J. (1997). The second IEA civic education study: Development of content guidelines and items for a cross-national test and survey. *Canadian and International Education*, 25 (2), 199-214.

Byrnes, J. & Torney-Purta, J. (1995). Naive theories and decision-making as part of higher-order thinking in social studies. *Theory and Research in Social Education*. 23 (3), 260-77.

Torney-Purta, J. (1995). Psychological theory as a basis for political socialization research: Individuals' construction of knowledge. *Perspectives in Political Science*, 24 (1), 23-33.

Torney-Purta, J. (1993). Computer networking and collaborative knowledge construction: The ICONS computer-assisted international simulation. *Technology and Teacher Education Annual*, 740-744.

Torney-Purta, J. (1991). Schema theory and cognitive psychology: Implications for social studies. *Theory and Research in Social Education*, 19, 189-210.

Lazar, A. & Torney-Purta, J. (1991). The development of the subconcepts of death in young children: A short-term longitudinal study. *Child Development*, 62, 1321-33.

Torney-Purta, J. (1991). Cross-national research in education: A guide for psychologists. *The Child, Youth and Family Services Quarterly*, 14.

Bradburn, N.; Haertel, E.; Schwille, J.; & Torney-Purta, J. (1991). A rejoinder to "I never promised you first place." *Phi Delta Kappan*, 72 (10), 774-77.

Torney-Purta, J. (1990). International comparative research in education: Its role in educational improvement in the U.S. *Educational Researcher*, 19, 32-35.

Torney-Purta, J. (1989). Political cognition and its restructuring in young people. *Human Development*, 32, 14-23.

Cogan, J; Torney-Purta, J.; & Anderson, D. (1988). Knowledge and attitudes toward global issues: Students in Japan and the United States. *Comparative Education Review*, 32, 282-97.

PROFESSIONAL PRESENTATIONS

International Meetings (since 1994 only):

An empirical analysis highlighting the view of students and teacher in Chile, Colombia, and the United States. Plenary speech delivered at Inter-American Seminar on Education for Democracy, Organization of American States, Washington, D.C, September 2004.

Pathways to democratic attitudes and participation for Swiss adolescents: An analysis of the IEA Civic Education Study. Plenary speech delivered at Jeunesse et Politique (Young People and Politics), Fribourg, Switzerland, August 2004.

Strengthening democracy in the Americas through civic education. Keynote speech delivered at the National and International Conference on Citizenship Formation, Ministry of Education of Chile, Santiago, August 2004.

An overview of secondary analysis of the IEA Civic Education Study: Its impact and directions for the future. Paper prepared for the First IEA International Research Conference, Nikosia, Cyprus, May 2004 [in *Proceedings of the IRC-2004*, pp 1-19]

Civic service and youth: A psychological perspective. Paper presented at the Second International Scholars' Forum on Civic Service, Washington University (St. Louis), September 2003.

Efficacy and Engagement: Keys to Civic Education. Plenary presented at the International Conference on Civic Education Research, New Orleans, November 2003.

Political socialization research and the IEA civic education study. Paper presented at the International Society for Political Psychology, Boston, July 2003.

The IEA Civic Education Study: Results from England and the United States. Presentation at US/UK Conference on Engaging Youth in Their Communities (co-sponsored by the Departments of Education of the United Kingdom and the United States). Washington, November 2002.

The IEA Civic Education Study: Australian results. Plenary speech presented at World Class School Education (Conference sponsored by the Australian Council for Educational Research), Sydney, Australia, October 2002. [in Conference Proceedings, *Providing world-class school education*. Camberwell: ACER (pp. 2-5)].

Adolescents' political socialization in changing contexts: An international study in the spirit of Nevitt Sanford. The Sanford Award Lecture, International Society for Political Psychology, Berlin, Germany, July 2002.

Sources of civic behavior and knowledge: School-related experiences and organizational membership among adolescents internationally. Presentation at Conference on Interdisciplinary Perspectives on Political Socialization, McGill University, Montreal, June 2002.

Competencies for civic and political life in democracy. Paper presented at OECD-sponsored conference, Selecting Key Competencies for International Research, Geneva, Switzerland, February 2002. [co-authored with Barbara Fraczak-Rudnicka, Warsaw University]

Comparison of youth engagement in the United States and England. Presentation at bi-national meeting of the Social Science Education Consortium, Oxford, England, July 2001.

Civic knowledge and engagement in Estonia, Latvia, and Lithuania: Data from the IEA Civic Education Study. Presentation at a conference, Civic Education in the Baltic States, Riga, Latvia, June 2001.

Adolescents' civic engagement and economic factors. Society for the Study of Socio-Economics, Amsterdam, June 2001.

Citizenship and education among 14-year-olds in twenty-eight countries. Presentation at Learning Democracy, conference sponsored by Swedish Education Authority.

Stockholm, May 2001.

The Italian results in the IEA Civic Education Study. Presentation at a conference sponsored by the Italian government-sponsored CEDA research institute, Frascati, Italy, March 2001.

The roots of adolescents' civic and political attitudes and participation across twenty-eight countries. Paper prepared for the International Society for Behavioral Development, Beijing, July 2000.

Improving citizenship education: The IEA Civic Education Study and its contributions. Keynote address delivered at the International Conference on Values Education and Citizenship Education in the New Century, Chinese University of Hong Kong, June 2000.

Young in Democracy: Policy Questions and Hypotheses for the IEA Civic Education Study. Policy Seminar with Representatives of the Ministries of Education and Justice, at Statskontoret, Stockholm, Sweden, September 1999.

Assessing and evaluation civic education internationally and in the United States. Presentation at Seminar on Citizenship Education sponsored by QCA and NFER (National Foundation for Educational Research in England and Wales), January 1999.

Conceptions and attitudes concerning democracy in a cross-national perspective. Paper presented at the International Congress of Applied Psychology, San Francisco, August 1998 (also organized this panel with representatives from five countries and obtained support for three scholars from Johann Jacobs Foundation).

The Evaluation of the University of Iowa/Czech Republic collaborative project designing a curriculum to teach citizenship in democracy. Conference co-sponsored by Czech National Civic Education Association, Olomouc, Czech Republic, September 1998.

Civic education research cross-nationally. Presentation at the meeting on Civic Education, Council of Europe, Strasbourg, France, December 1997.

The IEA Study of Civic Education and its Relation to Measuring Cross Curricular Competencies. Paper presented at the meeting of Network A, OECD Indicators Project, Salzburg, Austria, November 1997.

Civil life skills: Indicators of child well being. Paper presented at Conference on Monitoring and Measuring Children's Well Being, Campobasso, Italy, June 1997.

Developing a quantitative study of civic education from a qualitative foundation. Paper presented at the Comparative and International Education Society, Mexico City, March 1997.

A computer-assisted data collection for enhancement of the IEA Civic Education Study. Presentation at the Max Plank Institute, Berlin, Germany, February 1997.

Evaluating "Education for Democracy in the Czech Republic." Presentation at conference at the Czech National Institute for Educational Research. Prague, January 1997.

Phase 2 of the IEA Civic Education Study. Paper presented at the General Assembly of IEA (International Association for the Evaluation of Educational Achievement), Vancouver, B.C., October 1996.

Studies of political socialization: Validity and reliability. Paper presented at the International Society for Political Psychology, Vancouver, B.C. (Canada), July 1996.

Opportunities and obstacles in civic education for youth. Plenary lecture, conference on Citizenship Education: Canadian and International Dimensions, St. Thomas University, Fredericton, New Brunswick, April 1995.

The contributions of comparative case studies and cross-national survey research to understanding political socialization. Paper presented at conferences on Challenges in Political Socialization of Youth in Poland, Jablonna (Warsaw), Poland, March 1995.

Citizenship education and research in the new Europe. Presentation at Forum on Citizenship Education sponsored by the Education Committee, Council of Europe, Strasbourg, France, March 1995.

Assessment of civics and citizenship in IEA and OECD studies: Implications for Canadian data. Presentation at Seminar on Citizenship Outcomes, Statistics Canada, July 1994.

The development of political understanding in differing European contexts. Paper presented at the European Association for Research on Adolescents, Stockholm, Sweden, June, 1994.

National Meetings (since 1994 only)

The synergy of curricular study about community problems and volunteer experience in the United States, England, Denmark, and Chile. Presentation at the College and University Faculty Assembly, National Council for the Social Studies, November 2004.

Democratic school participation and civic attitudes among adolescents in twenty-eight countries. Paper presented at Conference on Civic Education Research, Reno, Nevada, September 2004 (with, Carolyn Henry Barber).

Developing models instruments for state-level citizenship education assessments. Presentation at Conference on Civic Education Research, Reno, Nevada, September, 2004.

The Early History of CIRP: Introduction to the Symposium honoring the 60th anniversary of the Committee on International Relations, Presentation prepared for American Psychological Association, Honolulu, July 2004.

Objectives and assessment in civic education. Presentation at Educational Leadership Conference, Education Commission of the States, Orlando, July 2004.

The relation of trust to educational inequality among adolescents in 28 countries. (with Jo-Ann Amadeo) Paper presented at the American Educational Research Association, San Diego, April 2004.

Believe and serve: Relligiosity, volunteerism, and civic engagement in four countries. Presentation at the Society for Research in Adolescence, Baltimore, MD, March 2004.

Points of contact between civic development and No Child Left Behind. Presentation at American Youth Policy Forum (co-sponsored with ASCD), Washington, D.C., January 2004.

The civic mission of schools, youth, and justice: The research base. Presentation at a conference sponsored by Office of Juvenile Justice and Delinquency Prevention, Crystal City, September 2003.

Youth development in schools: Resources of the IEA Civic Education Study. Presentation at the American Psychological Association, Toronto, August 2003.

Outcomes and assessments in undergraduate political education. Presentation at Conference of Project Directors for the Political Engagement Project (PEP), Menlo Park, CA, Carnegie Foundation for the Advancement of Teaching. June 2003.

International research in civic education. Presentation at Symposium on Civic Education sponsored by the Shanker Institute, American Federation of Teachers, May 2003.

Knowledge of economic principles and belief in government economic intervention among adolescents. Paper presented at the American Educational Research Association, Chicago, April 2003.

The use of case study material in framing and interpreting the IEA Civic Education Study (with Jo-Ann Amadeo). Paper presented at the American Educational Research Association, Chicago, April 2003

The IEA Civic Education Study's international instrument. Conference on Positive Indicators of Youth Development, Child Trends, Washington, D.C., March 2003.

Trust in government and civic engagement among adolescents in Australia, England, Greece, Norway and the United States. Paper presented at the American Political Science Association, Boston, September 2002.

Education and attitudes to women's rights in Chile, Colombia, and the United States. Presentation at the American Psychological Association, Chicago, August 2002.

Teaching for the meaningful practice of democratic citizenship. Paper presented at Principles and Practices of Democracy in Educating Teachers, sponsored by Indiana University, Indianapolis, May 2002.

Engagement in government and attitudes toward immigrants' and women's rights. Presentation at the Society for Research in Adolescence, New Orleans, April 2002.

Predictors of knowledge and engagement among adolescents in England, Sweden, and the United States. Presentation at American Educational Research Association, New Orleans, April 2002 [with Laura Stapleton]

The IEA civic education data and future analysis. Presentation at the National Academy of Sciences sponsored by the Board on International Comparative Studies in Education, February 2002.

The IEA Civic Education Study and Law Related Education. Presentation at the ABA's Leadership Conference on Law Related Education, Albuquerque, NM, January 2002.

Civic engagement results from the IEA Civic Education Study in 28 countries. Presentation at the Grantmaker Forum on Community Service, Chicago, November 2001

Adolescents' political identity in 28 countries. Presentation at the American Psychological Association, San Francisco, August 2001.

Concepts of democracy and school experience in 28 countries. Presentation at the American Educational Research Association, Seattle, April 2001.

Contributions of the IEA cross-national civic education study to research on political socialization. Paper presented at the International Society for Political Psychology, Seattle, July 2000.

Understanding the civic engagement of youth. Paper presented at a conference entitled Fostering Youth's Civic Engagement and Participation, Brown University, June 2000.

The past and future of research on the civic engagement of youth. Paper presented at the Society for the Society for Research in Adolescence, Chicago, March 2000.

The IEA Civic Education Study and its implications for service learning. Presentation at Project Directors' Meeting, Corporation for National Service, Washington, D.C., December 1999.

An international perspective on the NAEP Civics Report Card. Paper presented at Civic Education after the NAEP 1998 Civics Assessment, Brookings Institution, Washington, D.C., November 1999.

Creating citizenship: Youth development for free and democratic society. Plenary Convening Paper for an invitational conference at the Stanford Center on Adolescence, Stanford University, California, June 1999.

Reflecting diverse national perspectives in common international measures for the IEA Civic Education Study. Paper presented at the American Educational Research Association, Montreal, Canada, April 1999.

Education for citizenship viewed in a cross-national perspective. Invited Speech to Aspen Institute Congressional Seminar (attended by 20 members of Congress), St. Petersburg, Florida, February 1999. (in Proceedings, *Pathways to Adult Success for All Youth*).

Web-based analysis of cross-national qualitative data about adolescents' situated political identity. Paper (poster) presented at the Society for Research in Adolescence, San Diego, California, February 1998.

Narratives about community from an international study of political socialization. (with Gita Steiner-Khamsi) Paper presented at American Psychological Association, Toronto, August 1996.

Models for conceptualizing political socialization, instruction, and development in adolescents. Paper presented at the American Educational Research Association, San Francisco, April 1995.

Perceptions of the environment among adolescents in the U.S. and Siberia: The role of situated cognition. Poster presented at the Society for Research in Child Development, Indianapolis, March 1995. (with Vladimir Pavlov)

Teaching other cultures: The ICONS Computer Assisted International Studies Project and its evaluation. Presentation at Conference of the Fund for the Improvement of Post-Secondary Education, Washington, October 1994.

Situated cognition about the environment in contrasting political and social settings. Poster session, Society for Research in Adolescence, San Diego, February 1994.

College and University Colloquia (since 1994 only):

Catholic University of Chile, 2004
University of Pennsylvania (Annenberg School), 2003
University of London, 2003
University of Minnesota, 2003
University of Southern California, 2003
Rutgers University, 2002
University of Geneva, Switzerland, 2002
University of Pennsylvania, 2001
University of Chicago, Chapin Hall, 2000
Northwestern University, 2000
Arizona State University, 1999
Stockholm University (Sweden), Institute of International Education, 1999
Johns Hopkins University, Institute for Policy Studies, 1999
Complutense University of Madrid, 1997
Georgetown University, 1997
University of Iowa, 1996
Ohio State University, Political Psychology Program, 1995

RESEARCH PROJECTS - REPORTS (since 1994 only)

Torney-Purta, J. (2003). *Narrative report: Youth as contributors to civil society: Analysis of 1999 data from twenty-eight countries*. Final report submitted to William T. Grant Foundation. 30 pages.

Torney-Purta, J. *Evaluator's report: Civic education in the Czech Republic*. Submitted to USIA covering project at the University of Iowa, 1999. 18 pages plus attachments.

Starkey, B. and Torney-Purta, J. *International negotiations seminar project*. (Final Report and Executive Summary). Submitted to the Fund for the Improvement of Post-Secondary Education regarding funded project, December 1995

Torney-Purta, J. *Evaluation of the FIPSE ICONS project: Summary of a two year international simulation project with undergraduates*. . Funded by the Fund for the Improvement of Post Secondary Education, September 1995.

Torney-Purta, J. (with 2 others) *Accreditation report for the program in counseling psychology, University of Illinois at Urbana-Champaign*, American Psychological Association, 1995.

Torney-Purta, J. *An evaluation of the FIPSE ICONS Project: Fall Semester 1993 and Spring Semester 1994*. Funded by the Fund for the Improvement of Post Secondary Education, 1994. (also report in 1993).

Torney-Purta, J. (with 2 others) *Accreditation report for the program in clinical psychology, Concordia University, Montreal, Quebec*. Canadian Psychology Association, 1994.

GRANTS and FUNDING since 1994 only (* present and continuing responsibility as PI).

*Torney-Purta, J. The CEDARS Project (Civic Education Data and Researcher Services), discretionary grant from the Center for Information and Research on Civic Learning and Engagement \$24,000. Grant period May 2004 through April 2005.

*Torney-Purta, J. & Chambliss, M. Different structures of text material and their effects on secondary students' civic knowledge and engagement. Discretionary grant from the Carnegie Corporation of New York, \$50,000. Grant period August 2003-Jan 2005.

Torney-Purta, J. Contract from the Center for Information and Research on Civic Learning and Engagement to produce four short reports on civic education data analysis for circulation in hard copy and posting on web-page, \$10,000. Publications to be completed between January 2004 and November 2004.

Torney-Purta, J. Trust in Government Institutions and Civic Engagement among Adolescents. Grant from the Center for Civic Learning and Engagement (support from Pew Charitable Trusts) \$25,000. Grant period September 2002 through June 2003.

Torney-Purta, J. Youth as contributors to civil society, from the William T. Grant Foundation, New York. \$397,000. Grant period January 2000-January 2002 (extended through July 2002)

Torney-Purta, J. Support of research related to the IEA Civic Education Study. \$25,000 from the Carnegie Corporation of New York. September 1998 through May 1999.

Torney-Purta, J. A study of civic education in twenty countries: The International Association for the Evaluation of Educational Achievement Project, Phase 1. \$132,000 submitted to Pew Charitable Trusts, Grant period October 1, 1995 - September 30, 1997.

PROFESSIONAL AND PUBLIC SERVICE

Consultancies (since 1994 only * indicates continuing consultancy):

- 2004* Steering Committee Member (for item review), National Assessment of Educational Progress for Civics, Educational Testing Service
- 2004* Policy Board of the Education for Democratic Citizenship Initiative of the Council of Europe (Strasbourg, France)
- 2004 Commission on Citizenship Standards and Assessment, Ministry of Education, Chile
- 2004 Advisory Committee Member, EBCC/Brandeis University Project on Measuring Elementary School Civic Outcomes
- 2004 Consultant, Deliberation in Democracy Project (U.S., Czech Republic, and Lithuania), with funding from U.S. Department of Education
- 2003* Consultant (Senior Advisor), National Center on Learning and Citizenship, Education Commission of the States
- 2003 Consultant on instrument development, Higher Education Research Institute, UCLA
- 2002* Consultant on evaluation to the Political Engagement Project, Carnegie Foundation for the Enhancement of Teaching, Menlo Park, CA. with funding from Carnegie
- 2002 Consultant to the Democracy Education Exchange Project, developing and delivering workshops on assessment methods for 120 educators from 12 post-communist countries with funding from the U.S. Department of Education
- 2001 Project Director, Strengthening Democracy in the Americas, Organization of American States
- 2000 Consultant on graphical presentation in *Education at a Glance*, OECD, Paris
- 1999 Consultant on civic education, Inter-American Development Bank
- 1998 Expert Group on Context, PISA Project (OECD)
- 1996 Consultant for Evaluation, USAID grant to develop civic education for the Czech Republic
- 1996 Member of Panel convened by the Board on Educational Affairs, American Psychological Association to advise OERI on Research Priorities
- 1996 Member of Framework and of Test Development Committees, NAEP Civics Project
- 1995 Consultant, Designing Democracy - An International Electronic Focus Group, Department of Government and Politics and the Institute for Political Leadership, UMD
- 1995 Evaluator, International Negotiations Modules Project for Community Colleges (FIPSE Funded Project), Immaculate Heart College Center, Los Angeles
- 1995 Planning Committee for NAEP Civics Consensus Project in the United States, Council of Chief State School Officers
- 1995 Consultant to Board on International Comparative Studies in Education, National Research Council, on publication, *Worldwide education statistics: UNESCO's role.*
- 1993 Chair, Cross-National Planning, Civic Education Project of the International Association for the Evaluation of Educational Achievement (1993-94 this was an ad-hoc committee; established as a formal IEA planning committee in August 1994 and as an International Steering Committee in 1996)

- 1994 Consultant, OECD Cross-Curricular Competencies Project
- 1992 Member, Committee on Early Adolescent Social Studies and History of the National Board for Professional Teaching Standards
- 1991 Consultant to Children's Television Workshop on a Sesame Street episode on voting and political behavior.
- 1988 - 1995 Member of Board on International Comparative Studies in Education, formed under the Commission on Behavioral and Social Science and Education of the National Research Council (National Academy of Sciences)

Organization Memberships and Activities (since 1994 only, * indicates continuing responsibility):

- 2004* Member of Committee on Internationalizing Undergraduate Curriculum of the American Psychological Association (in collaboration with the American Council on Education, funded by the Carnegie Corporation of New York)
- 2003* Elected to the Committee on International Relations (CIRP), American Psychological Association
- 2003* Steering Committee, Campaign for the Civic Mission of Schools (Center for Excellence in Government) – funding from Carnegie and Knight Foundations
- 2002 Member of Fellows Committee, APA Division 52 (International Psychology)
- 2002* Board Member, Center for Information and Research on Civic Learning and Engagement (CIRCLE)
- 2000 Liaison to the Board of Educational Affairs of the American Psychological Association for Division 15 (Educational Psychology) (through 2002)
- 2000 Chair, Sanford Awards Committee, International Society for Political Psychology
- 1999* Steering Committee, National Alliance for Civic Education
- 1998 – 2002 Member-at-large (elected), Executive Committee, Division on Educational Psychology, American Psychological Association
- 1997 – 2001 Member, American Bar Association Commission on Public Education (Chicago)
- 1997 – 2001 Member, American Political Science Association, Committee on Education
- 1996 – 2001 Founding Member, Roundtable on Teaching and Learning Psychology, advisory to the Education Directorate, American Psychological Association
- 1995 – 1998 Convener, Committee of Directors of Training in Developmental Psychology (Division 7, American Psychological Association)
- 1994 - 1996 Member, Publications Committee, Society for Research in Adolescence
- 1993 Member, Nominations Committee, Society for Research in Adolescence
- 1993 Member of Governing Council, International Society for Political Psychology (elected)
- 1991 - 1992 Chair, Committee on International Relations, Society for Research in Child Development (membership in committee from 1989 to 1994)

Member, American Psychological Association; American Political Science Association; Society for Research in Child Development; Society for Research in Adolescence; American Educational Research Association; Comparative and International Education Society; International Society for

Political Psychology, International Association of Applied Psychology.

Scholarly Activities (since 1994 only, * indicates continuing activity):

- 2004* Editorial Board (Regional Editor for North America), *International Journal of Citizenship and Teacher Education*
- 2004* Editorial Board, *Education, Citizenship, and Social Justice* (Sage)
- 2004 Editorial Advisory Board, *Encyclopedia of Youth Activism*
- 2004 Promotion referee, University of Wisconsin (Madison), University of Colorado, Tel Aviv University
- 2004 Reviewer of book manuscript, Teachers College Press
- 2004 Reviewer of manuscripts for *Journal of Research on Adolescence, Applied Developmental Science, Political Psychology, Political Communication, Comparative Education Review, Child Development*
- 2003 Reviewer of book manuscript, Woodrow Wilson Center
- 2003 Proposal Reviewer, National Science Foundation
- 2003 Proposal Reviewer, Belgian Panel for Scientific Research
- 2003 Proposal Reviewer, Canadian Social Science Research Council
- 2003 Reviewer of manuscripts for *Political Psychology, Social Science Quarterly, Theory and Research in Social Education*.
- 2003 Scientific Committee, First International Research Conference on IEA Secondary Analysis, University of Cyprus
- 2003 Promotion referee, New York University
- 2002 Promotion referee, University of California at Los Angeles (UCLA)
- 2002 Manuscript reviewer *International Journal of Policy, Research and Practice; Political Psychology, Routledge (book prospectus)*
- 2002 Special issue reviewer *Journal of Social Issues*
- 2002 Review Coordinator for a National Academy of Sciences volume, *Methodological Advances in Cross-National Surveys of Educational Achievement*
- 2002 Proposal reviewer Social Sciences and Humanities Research Council of Canada, W.T. Grant Foundation
- 2001 Promotion referee, University of Pittsburgh
- 2001 Manuscript reviewer *American Educational Research Journal, Theory and Research in Social Education, Cognition and Instruction, Contemporary Educational Psychology, Cambridge University Press*
- 2001 Proposal reviewer, Carnegie Corporation of New York
- 2000 Promotion referee, University of Iowa
- 2000 Manuscript reviewer, *Political Behavior, Theory and Research in Social Education, Political Psychology*
- 2000 Proposal referee, William T. Grant Foundation
- 1999 Appointed as an Expert Member of the Appointments Board of the Faculty of Social Sciences at Stockholm University Institute of International Education for the appointment of the Chair in International and Comparative Education.

- 1999 Promotion referee, Pennsylvania State University, Ohio State University and Hong Kong Institute of Education
- 1999 Manuscript reviewer *Political Science and Politics*,
- 1998 Manuscript reviewer, *Comparative Education Review*, *Journal of Applied Developmental Psychology*.
- 1997 Promotion reviewer, Teachers College, Columbia
- 1997 Manuscript reviewer, *Child Development*, *Journal of Science Education*, *Theory and Research in Social Education*, *Developmental Psychology*, *Teaching and Teacher Education*.
- 1997 Reviewer, Report on Mass Media in Political Socialization prepared by National Center for Education Statistics
- 1997 Manuscript reviewer, Garland Press
- 1996 Proposal reviewer, Spencer Foundation
- 1996 Manuscript reviewer, *Cognition and Instruction*, *Theory and Research in Social Education*, *Political Communication*, *British Journal of Developmental Psychology*, *Learning and Instruction*
- 1996 Promotion referee, University of Iowa
- 1996 Manuscript reviewer, State University of New York Press
- 1996 Reviewer, Proposal submitted to Social Sciences and Humanities Research Council of Canada
- 1995 External doctoral referee, dissertation from Australian National University.
- 1995 Reviewer of articles for *Comparative Education Review*, *Political Communication*, *Learning and Instruction*
- 1994-1996 Editorial Board, *Simulations and Gaming*.
- 1994 Reviewer of book manuscript, Oxford University Press
- 1994 External doctoral referee, dissertation from LaTrobe University, Australia

UNIVERSITY SERVICE

University (University of Maryland)

- Committee to Advise the Graduate Dean on Fellowship Criteria, 2004
- Committee to Review Interdisciplinary Programs, 2002
- Committee to Revise the University's Strategic Plan (appointed by Provost), 1999-2000
- Committee on the Appointment of Distinguished University Professors (appointed by the Provost), 1995-1997
- Search Committee for Coordinator of the Instructional Technology and the Teaching Theater Program, Computer Science Center, 1994
- Campus Committee on Promotion and Tenure, 1993-1994
- Graduate Council (elected), 1993-96
- Committee on CORE Liberal Arts and Sciences Program (appointed by Dean of Undergraduate Studies), 1990-93
- Committee for Review of General Studies Courses in the Social Sciences (appointed by the Dean of Undergraduate Studies 1990-91)

University Enhancements Steering Committee (appointed by the Acting President, UMCP), 1988-89
Campus wide Promotion and Tenure Committee, 1986-87
Graduate School Committee on Fellowships, 1985-86; 1992-93
Committee for the Five-Year Review of the Psychology Department, 1986-87
Academic Planning Advisory Committee (advisory to the Vice-Chancellor of Academic Affairs), 1983-86

College of Education (University of Maryland)

Member of College Promotion and Tenure Committee, 2003-2005
Member of College Senate, 2001-2003
Evaluation Consultant, Maryland Electronic Learning Communities Project, 1995 to present
Technology Committee, 1993-1996
Search Committee for the Dean, 1992
Scholar's Advisory Panel, Center for Educational Research and Development, 1986-87
Promotions Committee, 1985-86, 1982-83
Search Committee for Dean, 1984-85

Departments in Other Divisions of University of Maryland

Department of Government and Politics (member dissertation and examination committees; evaluator of computer-assisted international studies project) 1985 to present;
Department of Psychology (member of promotion committees; member of dissertation and examination committees)
School of Public Affairs (member of Executive Committee of NACE, National Alliance for Civic Education)

Department of Human Development (University of Maryland)

Chair of the Faculty, 1999-2000
Committee Service on Admissions, 2002-2004
Member, Promotions Committee, 2002-2003, 1999-2000 and 1997-98 (elected)
Co-chair, Committee on Joint Committee with Department of Psychology for the Developmental Science Specialization, 1994-1997
Search Committee, 2002, 1982-1983, 1993-1994
Chair, Promotions Committee, 1985-86, 1988-89, 1992-93 (elected)
Chair, Graduate Admission Committee and Director of Admissions and Fellowships, 1990-1998
Chair of the Faculty, 1989-1990 (elected)
Member, 5-Year Departmental Review Committee, 1989-90
Assistant Director for Graduate Programs, 1983-85

University (University of Illinois at Chicago) - selected

Campus-wide Promotion and Tenure Committee, 1980-1981

Department of Psychology (University of Illinois at Chicago) - selected

Vice Chair of the Department, 1976-1978

Head, Developmental Psychology Ph.D. and member of Department Executive Committee, 1976-1980

Chair, Committee to Establish a Major in Applied Psychology, 1973-1978