

Diana Sharp, PhD

Vitae

EDUCATION

Ph.D., 1989 Vanderbilt University
Major: Cognitive Psychology

B.A., 1985 Dickinson College
Major: Psychology

MANAGEMENT TRAINING

- Effective Management Techniques, 1994, Executive Seminar, Owen Graduate School of Management, Vanderbilt University.

Business Experience and Current Occupation

- Owner, Diana Sharp Consulting, 2003-present
Consulting, Development, and Writing Services for Educational Pioneers
Website: <http://www.dianasharp.com>

SELECTED CONSULTING CLIENT LIST

- Microsoft.
- Little Planet Learning.
- The Information Infrastructure Project: Transforming Schools Through Information Technology. John D. and Catherine T. MacArthur Foundation; Center for School Improvement, University of Chicago; the Hewlett Foundation; and the Nashville Metropolitan School District.
- School Finance Redesign Project. Bill and Melinda Gates Foundation; Center on Reinventing Public Education, University of Washington.

- National Science Foundation.
- Wireless Generation.
- Young Audiences, Inc.
- ThinkLink Learning/Discovery Education.
- National Working Group on Funding Student Success (School Finance Redesign Project, University of Washington).
- Center for the Study of Learning, Instruction, & Teacher Development, University of Illinois.
- U.S. Department of Education.
- Third Grade Teacher Reading Academy, Texas Reading Initiative (Texas Department of Special Education, CARS (Center for Academic and Reading Skills), University of Texas-Houston Medical Center.
- Houghton Mifflin Content Database Project.
- Project Listen (The Robotics Institute, Carnegie Mellon University).
- Harvard Institute for Statewide Literacy Initiatives (University of Washington, Seattle; Harvard University).
- Modern Red Schoolhouse Institute.

BOARDS OF DIRECTORS AND ADVISORS

- NashvilleREAD, (Community-based literacy organization).
- Nashville Children's Theater.
- LHJ.com (Ladies' Home Journal, Education Advisory Board).
- Governor of Tennessee's On-line Assessment Initiative.

COMMERCIAL DEVELOPMENT EXPERIENCE

- Co-Author, Co-Developer, and Research Director: Video, software, audio CD, laserdisc, books, and instructional activities for Little Planet Literacy Series, published by Little Planet Publishing, Nashville, TN and Houghton Mifflin, Boston, MA, currently distributed by Sunburst (www.sunburst.com) as The Ribbit Collection, The Glowbird Collection, The Dugout Collection, and Thinking Out Loud.
- Concept Creator, Co-Author, and Research Director: Take Me To Your Readers, a research-based series of 12 videos for K – 2, designed to help schools and families support and excite beginning readers. Distributed by Campbell’s Labels for Education, Little Planet Learning, AIMS Multimedia/Discovery Education, and Connections Academy (a private operator of virtual public schools and subsidiary of Sylvan Ventures, Sylvan Learning Systems).
- Chief literacy consultant for Microsoft during a three-year incubation project, developing new technologies to transform the lives of young readers (2004-2007).
- Children's Reading Development Specialist, Sabi Games, *ItzaBitza* (released November, 2008).
- Creator, *Reading Machine*, education app for iPhone, iPod Touch and iPad. (Released July, 2010).

MEDIA CONSULTING

- Education Week
- Parenting Magazine
- Philadelphia Inquirer
- The Tennessean
- WSM radio
- WKDA radio
- Elkind & Sweet Communications, Inc.
- Meredith Publishing

ACADEMIC EXPERIENCE

- 1993 – 2003 Senior Research Associate, Learning Technology Center, Peabody College of Vanderbilt University. Member of the Cognition and Technology Group at Vanderbilt (CTGV).
- 1990 – 1993 Research Associate. Learning Technology Center, Peabody College of Vanderbilt University. Member of the Cognition and Technology Group at Vanderbilt (CTGV).
- 1991 Adjunct professor of psychology. College of Arts & Sciences, Vanderbilt University.
- 1989-1990 Barbara S. Wallston Postdoctoral Research Fellow for the Southeastern Psychological Association. Department of Psychology and HumanDevelopment, George Peabody College, Vanderbilt University.

GRANTS

- Cognitively-Based Multimedia Support for a Balanced Approach to the Development of Early Reading in Home and School Contexts (Principal Investigator; Co-Investigators John Bransford, Susan Goldman), Interagency Educational Research Initiative (National Science Foundation, Department of Education, and the National Institute of Child Health and Human Development), \$1,617,543, 1999 - 2003.
- Building on Strengths: Accelerated, Integrated Curriculum and Its Effects on Children, Teachers, and Parents (Project Director; with John Bransford, Ted Hasselbring, Susan Goldman, Alma Clayton Pedersen, PIs), James S. McDonnell Foundation, \$653,806, 1995 - 1997.
- Most Environments for Accelerating Literacy Development in Young Children At-Risk of School Failure (Co-PI; Ted Hasselbring, Co-PI), Office of Special Education, DOE, \$599,961, 1993-1995.
- Research Program on Retarded Intellectual Development: New Approaches for Helping Young Children At-Risk of School Failure (Co-Investigator; John Bransford, PI), National Institute of Mental Health, \$471,400, 1991 - 1995.

GRANT REVIEW WORK

- Review Panelist, National Science Foundation.
- Review Panelist, OERI, Department of Education, Field-Initiated Studies Competition.
- Ad-hoc Reviewer, Department of Agriculture Small Business Innovation Research (SBIR) Program.

EDITORIAL CONTRIBUTIONS

- Editorial Consultant, journals: Educational Technology Research and Development.
- Consulting Reviewer, journals: American Educational Research Journal, Developmental Psychology, Discourse Processes, Memory & Cognition, Psychological Bulletin, Reading Research Quarterly.
- Consulting Reviewer, books: Oxford University Press.
- Consulting Reviewer, professional meetings: American Educational Researchers Association.

VANDERBILT DOCTORAL COMMITTEES

- Nathalie Cote (Advisor: Susan Goldman)
- Allison Bass (Advisor: Debbie Rowe)

PUBLICATIONS AND PRESENTATIONS

2009

- Sharp, D. (2009). *From Science to Solution: Research Support for the Burst Reading Approach to Reading Intervention*. White Paper commissioned by Wireless Generation, Brooklyn, NY. Available at <http://www.burstbase.com/research>

2008

- Sharp, D. and The Cognition and Technology Group at Vanderbilt. (2008). From mental models to lexicons: The case of early literacy software. In C. K. Kinzer & L. Verhoeven (Eds.), *Interactive literacy education: facilitating literacy environments through technology* (pp. 191-215). New York: Lawrence Erlbaum Associates, Taylor & Francis Group.

2007

- Sharp, D., & Bransford, J. (2007). *Learning science meets school finance: The How People Learn framework as a tool for resource decisions*. Working Paper #6, Commissioned by the National Working Group on Funding Student Success. Seattle, WA: School Finance Redesign Project, Center for Reinventing Public Education, University of Washington.

2005

- Goldman, S., Sharp, D., & Mayfield, C. (2005). "Take Me To Your Readers": *Technology support for early word reading practice*. Presented at the annual Winter Conference on Discourse, Text, and Cognition (Society for Text and Discourse), Jackson Hole, WY.

2004

- Sharp, D. (2004). *Can technology light the fire? What beginning readers and their teachers really need from 21st century tools*. Invited address at the International Reading Association, Reading Research Conference, Reno, Nevada.
- Sharp, D. (2004). *Supporting teachers' data-driven instructional conversations: An environmental scan of Reading First and STEP literacy assessments, data visualizations, and assumptions about conversations that matter*. Report to the Information Infrastructure project, Network on Teaching and Learning, John D. and Catherine T. MacArthur Foundation.

2003

- Sharp, D., & Risko, V. (2003). *All in the palm of your hand: Lessons from one school's first steps with handheld technology for literacy assessments*. Report to the Information Infrastructure project, Network on Teaching and Learning, John D. and Catherine T. MacArthur Foundation.

- Sharp, D. M., & Brophy, S. (2003). *SpySounder: Exploring handheld dictionaries as representational models for cognitive development of mental lexicons by young readers*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Mayfield, C., Lewis, T. E., Cammack, S., Goldman, S. R., Sharp, D. M. (2003). *Take Me to Your Readers: Experimental assessments of research-based software design for beginning readers*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

2002

- Sharp, D. (2002). *Take Me To Your Readers: Video, software, and print for building literacy habits an word fluency*. Presented at the annual meeting of the International Reading Association, San Francisco, CA.

2001

- Sharp, D. (2001). *From stories to lexicons: Adventures in early literacy software*. Invited presentation at the International Workshop on Interactive Literacy Education, University of Nijmegen, The Netherlands.
- Bransford, J., Sharp, D., Vye, N., & Bateman, H. (2001). On school productivity from a “How People Learn” perspective. In Adams, J., (Ed.) *Investing in adequacy: Critiquing the challenges*. Report commissioned by the National Research Council under U.S. Department of Education Contract #RF95194001, Education Finance: Equity, Adequacy, and Productivity.

2000

- Sharp, D., with CTGV. (2000). Adventures in anchored instruction: Lessons from beyond the ivory tower. In R. Glaser (Ed.), *Advances in instructional psychology* (Vol. 5), (pp. 35 - 99). NJ: Lawrence Erlbaum Associates.

1999

- Goldman, S. R., Varma, K. O., Sharp, D., & CTGV. (1999). Children’s understanding of complex stories: Issues of representation and assessment. In S. R. Goldman, A. C. Graesser, & P. Van den Broek (Eds.), *Narrative comprehension, causality, and coherence: Essays in honor of Tom Trabasso* (pp. 135 159). Mahwah, NJ: Erlbaum.

- Sharp, D. (1999). *Technology for supporting and accelerating transitions to school: The Little Planet Literacy Series*. Invited address at a Congressional briefing, Transitions to School: What Helps Children Succeed. Sponsored by the American Psychological Association (APA), the Society for the Psychological Study of Social Issues (SPSSI) the Congressional Children's Caucus, and the Bipartisan House Reading Caucus, Washington, DC.

1998

- Sharp, D., with Bransford, J. & CTGV. (1998). Designing environments to reveal, support, and expand our children's potentials. In S. Soraci & W. J. McIlvane (Eds.), *Perspectives on fundamental processes in intellectual functioning: Vol. 1. A survey of research approaches*. Stamford, CT: Ablex Publishing Corporation.

1997

- Sharp, D., with CTGV (1997). *Building on Strengths: Accelerated, integrated curriculum and its effects on children, teachers, parents. Year 2 Report*. Report to the James S. McDonnell Foundation.
- Sharp, D., with CTGV (1997). *The Jasper Project: Lessons in curriculum instruction, assessment, and professional development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sharp, D., with CTGV (1997). *Building on Strengths Project: Summary of assessment of Little Planet in first grade classrooms during 1996-97*. Report submitted to the James S. McDonnell Foundation.

1996

- Bransford, J. D., Sharp, D. M., Vye, N. J., Goldman, S. R., Hasselbring, T. S., Goin, L., O'Banion, K., Livernois, J., Saul, E., & Cognition and Technology Group at Vanderbilt. (1996). MOST environments for accelerating literacy development. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the psychological foundations of technology based learning environments* (pp. 223-256). Mahwah, NJ: Lawrence Erlbaum Associates.
- Brophy, S. P., & Sharp, D. (1996). New audio technology partners to support authentic literacy development. In D. Edelson & Eric Domeshek (Eds.), *Proceedings from the 1996 International Conference of the Learning Sciences*

(pp. 351-356). Evanston, IL: Association for the Advancement of Computing in Education.

- Brophy, S. P., & Sharp, D. M. (May, 1996). *Video, software, and print in an inner-city first grade classroom: Development and implementation of the Little Planet Literacy Series*. Presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Sharp, D. (1996). Partnering with electronic books and literature. *Media & Methods*, January/February, 24 - 25.
- Sharp, D., with Cognition and Technology Group at Vanderbilt. (1996, Aug.). A multimedia literacy series that celebrates authorship and books. *Communications of the Association for Computing Machinery (ACM)*, 39(8), 106-109.
- Sharp, D., with CTGV (1996). *Building on Strengths: Accelerated, integrated curriculum and its effects on children, teachers, parents*. Year 1 Report. Report to the James S. McDonnell Foundation.
- Sharp, D., with CTGV (1996). Looking at technology in context: A framework for understanding technology and educational research. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 807-840). New York: Simon & Schuster Macmillan.

1995

- Sharp, D. L. M., Bransford, J. D., Goldman, S. R., Risko, V. J., Kinzer, C. K., & Vye, N. J. (1995). Dynamic visual support for story comprehension and mental model building by young, at-risk children. *Educational Technology Research and Development*, 43, 25-42.
- Sharp, D., with CTGV. (April, 1995). *From video and keyboard to paper and pen: Issues of transfer in multimedia environments for young children*. (Susan Goldman, Chair). Symposium conducted at the annual meeting of the American Educational Researchers Association, San Francisco, CA.
- Sharp, D. (1995, March). *Multi-Media environments for accelerating young children's literacy*. Presented at the annual Tennessee Educational Technology Conference, Nashville, TN.

1994

- Bransford, J. D., Sharp, D. L. M., & Hassebring, T. S. (1994). *Young Explorer Series: Issues of research, design, and implementation*. Presented at the annual meeting of the Association of Educational Communication and Technology, Nashville, TN.
- Bransford, J., Sharp, D., Hasselbring, T., & Goldman, S. R. (1994). *Theoretical overview of multimedia instruction for accelerating literacy development*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Brophy, S., Goin, L., Bransford, J., Sharp, D., Moore, P., Hasselbring, T., & Goldman, S. R. (1994). *Software support for instruction in "deep" comprehension and decoding*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Forde, T., Moore, P., Brophy, S., Sharp, D., Hasselbring, T., Bransford, J., & Goldman, S. R. (1994). *The Young Explorers Series: Software and classroom use*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Mayfield-Stewart, C., Moore, P., Sharp, D., Brophy, S., Hasselbring, T., Goldman, S. R., & Bransford, J. (1994). *Evaluation of multimedia instruction on learning and transfer*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Moore, P., Bransford, J., Goldman, S. R., Hasselbring, T., Sharp, D., Risko, V. J., & Kinzer, C. K. (1994). *The Young Explorers Series: Overview*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- O'Banion, K., Sharp, D., Goldman, S. R., Mayfield-Stewart, C., Boylin, M., Ives, K., Bransford, J., Kinzer, C. K., & Risko, V. J. (1994). *Effects of multimedia materials on story comprehension and long-term retention*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Sharp, D. M. (1994). *Use of integrated media environments for enhancing young children's story comprehension and writing*. Presented at the annual conference of the International Reading Association, Toronto, Ontario, Canada.

- Sharp, D. (1994). *Video and multimedia as instructional partners for accelerating young children's reading and writing*. Presented at the annual conference of the Tennessee Association of Independent Schools, Knoxville, TN.
- Sharp, D. M., with Cognition and Technology Group at Vanderbilt. (1994). Multimedia environments for developing literacy in at-risk students. In B. Means (Ed.) *Technology and educational reform: The reality behind the promise* (pp. 23-56). San Francisco: Jossey-Bass Inc.
- Sharp, D. L. M., Hasselbring, T., & Forde, T. (1994, March). *The Young Children's Literacy Project: Integrating media with at-risk children*. Presented at the annual Tennessee Educational Technology Conference, Nashville, TN.
- Sharp, D., Kinzer, C., & Risko, V., and the Cognition and Technology Group at Vanderbilt. (1994, December). *The Young Children's Literacy Project: Video and software tools for accelerating literacy in at-risk children*. Presented at the annual meeting of the National Reading Conference, San Diego, CA.

1993

- O'Banion, K., Goldman, S., Sharp, D., Vye, N., Bransford, J., Beaty, J., & Saul, E. (1993). *Multimedia support for language comprehension skills in at-risk kindergarten students*. Presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Sharp, D. with Cognition and Technology Group at Vanderbilt. (1993). Integrated media: Toward a theoretical framework for using their potential. *Journal of Special Education Technology*, 12, 71-85.
- Sharp, D. L. M., & Goldman, S. R. (1993). *Beyond actions and dialogue: Video and child story comprehension*. Presented at the annual Winter Text Conference, Jackson Hole, WY.
- Sharp, D. L. M., Goldman, S., Bransford, J., Hasselbring, T., Vye, N., and the Cognition and Technology Group at Vanderbilt. (1993). *Developing strategic approaches to narrative structures with integrated-media environments for young, at-risk children*. Presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

- Sharp, D. L. M., & Risko, V. J. (1993). *Integrating media to enhance story comprehension of young, at risk children*. Presented at the annual meeting of the International Reading Association, San Antonio, TX.
- Soraci, S. A., Sharp, D., Carlin, M. T., Bransford, J. D., Goldman, S., Vye, N., and O'Banion, K. (1993). "Front-end" approaches for influencing the structure and quality of cognitions. Presented at the annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities.

1992

- Goldman, S. R., Sharp, D. M., Vye, N. J., Bransford, J. D., O'Banion, K., Saul, E., Risko, V., & Kinzer, C. (1992). *Multi-media stories: Video scaffolds for language comprehension*. Presented as part of a symposium on Electronic Text Processing at the annual meeting of the Society for Text and Discourse, San Diego, CA.
- Miller (Sharp), D., with Cognition and Technology Group at Vanderbilt (1992). Anchored instruction in science and mathematics: Theoretical basis, developmental projects, and initial research findings. In R. A. Duschl and R. J. Hamilton (Eds.), *Philosophy of science, cognitive psychology, and educational theory and practice* (pp. 244-273). Albany, NY: State University of New York Press.
- Soraci, S. A., Carlin, M. T., Sharp, D. L., Franks, J. J., Vye, N., & Bransford, J. D. (1992). It's what up front that counts: Some thoughts on the information given. *Experimental Analysis of Human Behavior Bulletin*, 10, 26-30.
- Sharp, D. L. M., Vye, N., Bransford, J. D., Goldman, S., O'Banion, K., Beaty, J., & Saul, E. (1992). *Technology for building literacy skills in young children*. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Sharp, D., Vye, N., Bransford, J., Goldman, S., Soraci, S., Kinzer, C., & O'Banion, K. (1992). *Environments for building language and visualization skills in young, at-risk children*. Presented at the annual meeting of the International Association of Cognitive Education, Riverside, CA.
- Sharp, D. L. M., Bransford, J. D., Vye, N. J., Goldman, S. R., Kinzer, C., & Soraci, S. (1992). Literacy in an age of integrated media. In M. J. Dreher and W. H. Slater (Eds.), *Elementary school literacy: Critical issues* (pp. 183-210). Norwood, MA: Christopher-Gordon Publishers.

1991-1989

- McNamara, T. P., Miller (Sharp), D. L., & Bransford, J. D. (1991). Mental models and narrative comprehension. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research*, (pp. 490-511). New York: Longman.
- Sharp, D., with the Cognition and Technology Group at Vanderbilt. (1991). Integrated media: Toward a theoretical framework for utilizing their potential. In *Proceedings of the Council for Exceptional Children Multimedia Conference, 1991*. Washington, D. C.
- Vye, N.J., Sharp, D. M., McCabe, K., & Bransford, J. D. (1991). Commentary on Thinking in arithmetic class. In B. Means, C. Chelemer, & M.S. Knapp (Eds.), *Teaching advanced skills to at-risk students: Views from research and practice*. San Francisco: Jossey-Bass Publishers.
- Miller (Sharp), D. L., with the Cognition and Technology Group at Vanderbilt. (1990). Anchored instruction and its relationship to situated cognition. *Educational Researcher*, 19, 2-10.
- Sharp, D. L. M., & McNamara, T. P. (1990). *Spatial mental models in narrative comprehension: Now you see them, now you don't*. Presented at the meeting of the Psychonomic Society, New Orleans, LA.
- McNamara, T. P., & Miller (Sharp), D. L. (1989). Attributes of theories of meaning. *Psychological Bulletin*, 106, 355-376.