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(abbreviated vita)

B. S. Biological Sciences, Purdue University, 1963.
Teacher Certification, Ball State University, 1964.
M. S. Biological Sciences, Purdue University, 1968.
Ph. D. University of Texas at Austin, 1970.

Work Experience

1964-65 Science teacher, grade seven, Oak Lawn, Illinois.
1965-67 Science teacher, grades seven and nine, Fort Wayne, Indiana.
1970-85 Assistant (1970), Associate (1974) & Professor (1980), University of
Calgary.
1980-85 Executive Secretary, NARST.
1986-present Professor, University of Maryland, College Park.
1990 President, NARST.
1999-2005 (except one sabbatical year) Chair, College Senate (first award by college
dean and college senate for leadership and service, 1999-2005).
2005-present Associate Editor, Journal of Research in Science Teaching.

Recent Co-authored Publications and Presentations

Holliday, W.G. (In Press). Reading and science, In K Tobin (Ed.) Teaching and Learning Science: An Encyclopedia. Westport (CT): Greenwood publishing Group.

Bonner, J. E., & Holliday, W. G. (October 2006). How college science students engage in note-taking strategies. Journal of Research in Science Teaching.

Cain, S. D. & Holliday, W. G. (April 2006). Role of prior knowledge in learning a college chemistry topic. Paper presented at the National Association for Research in Science Teaching, San Francisco (TX). April.

Cain, S. D., & Holliday, W. G. (2005) Using strategies with authentic text in general chemistry. Paper presented at the National Association for Research in Science Teaching, Dallas (TX). April.

National Referred Publications (first authored, research-based articles and book chapters)

Holliday, W. G. (2005). A Balanced Approach to Science Inquiry Teaching. In N. G. Lederman, & L. B. Flick (Eds.) Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education. Dordrecht (The Netherlands): Kluwer Academic Publishers, p 201-217.

Holliday, W. G. (2005). Slowing the influence of flawed math and science education studies. School Science and Mathematics, 105(1), 1-4.

Holliday, W. G. (2004). Choosing science textbooks: Connecting research to common sense. In E. W. Saul (Ed.). Crossing Borders in Literacy and Science Instruction: Perspectives on Theory and Practice. Newark (DE): International Reading Association and Arlington (VA): National Science Teachers Association, p. 383-394.

Holliday, W. G. (2003). Influential Research in Science Teaching: 1963-Present. Journal of Research in Science Teaching, 40(S), v-x. (This issue rated highest in “downloads” by Wiley, 2003, top 25 in 2003 and 2004 for article and issue.)

Holliday, W. G. (2003) Methodological concerns about AAAS’s project 2061 study of science textbooks. Journal of Research in Science Teaching, 40, 529-534.

Holliday, W. G. & Holliday, B. W. (2003). Why using international comparative math and science achievement data from TIMSS is not helpful. The Education Forum, 67, 25-257.

Holliday, W. G. (2003, June). Teaming Up for Science and Reading Success. Science and Children, 40(8), 38-40.

Holliday, W. G. (2002, January) Selecting a science textbook. Science Scope, 25 (4), 16-20.

Holliday, W. G. (2001, November/December). Homework in science. Science Scope, 25 (3), 58-62.

Holliday, W. G. (2001, October). Modeling in science. Science Scope, 25(2), 56-59.

Holliday, W. G. (2001, September). Scaffolding in science. Science Scope, 25(1), 68-71.

Holliday, W. G. (2001, March). Critically considering science inquiry. Science Scope, 24(7), 54-57.

Holliday, W. G. (2001, January). Getting teachers to change. Science Scope, 24(5), 56-59.

Holliday, W. G. (2001, December). Assessing visuals in science textbooks and trade books. Science Scope, 24(4), 62-66.

Holliday, W. G. (November/December 2000). Keeping students motivated. Science Scope, 24(3), 48-52.

Holliday, W. G. (Sept 2000). Integrating writing with science. Science Scope, 24(1), 72-74.

Holliday, W. G. (April 2000) Fads versus reality: Knowing your students. Science Scope, 23(7), 46-48.

Holliday, W. G. (January 2000) Getting students motivated. Science Scope, 23(4), 50-52.

- Holliday, W. G. (September 1999). Teaching note-taking. Science Scope, 23(1), 16.
- Holliday, W. G. (October 1999). Integrating reading and science. Science Scope, 23(2), 12-13.
- Holliday, W. G. (November/December 1999) The bottom line in science. Science Scope, 23(3), 8-9.
- Holliday, W. G. (January 1999) Questioning the TIMSS: Why International Comparison Studies like TIMSS say Nothing to Science Teachers. The Science Teacher, 66, 38-41.
- Holliday, W. G., McMahon, M. M., & Ridky, R. W. (1996). Straight talk about research to geoscience teachers. Journal of Geological Education, 44, 54-56.
- Holliday, W. G., Yore, L., & Alvermann, D. E. (1994). The reading-science learning-writing connection: Breakthroughs, barriers, and promises. Journal of Research in Science Teaching, 31, 877-894.
- Holliday, W. G. (1992). Helping college science students read and write: Practical research-based suggestions, Journal of College Science Teaching, 21, 58-61.
- Holliday, W. G. & McGuire, B. (1992). How can comprehension focus students' attention and enhance concept learning of a computer-animated science lesson? Journal of Research in Science Teaching, 29, 3-16.
- Holliday, W. G. (January 1992). Does smaller mean better: Reducing class size? The Science Teacher, 59 (1), 14-17.
- Holliday, W. G. (1991). Helping students learn effectively from science text. In C. M. Santa & D. E. Alvermann (Eds.) Science learning: Processes and application. Newark (DE): International Reading Association, 38-47.
- Holliday, W. G. & Benson, G. (1991). Enhancing learning using questions adjunct to science charts. Journal of Research in Science Teaching, 28, 523-535.
- Holliday, W. G. (December 1990). Textbook illustrations: fact or filler? The Science Teacher, 57(9), 27-29.
- Holliday, W. G. (October/November 1990). Straight talk about student achievement and motivation: Educational research takes a practical approach to teaching. NSTA Reports.
- Holliday, W. G. (1988). The perils of illustrations. Basic Education, 32 (10) 13-15.
- Holliday, W. G., Helgeson, S., Blosser, P., & McGuire B. (1985). A summary of research in science education - 1983. Science Education, 69, 275-419 (entire issue).
- Holliday, W. G., Whittaker, H. G., & Loose, K. D. (1984). Differential effects on verbal aptitude and science questions on the comprehension of science concepts. Journal of Research in Science Teaching, 21, 143-150.

Holliday, W. G. (1983). Overprompting science students using adjunct questions. Journal of Research in Science Teaching, 20, 195-202.

Holliday, W. G. (1981). Selective attentional effects of textbook study questions on student learning in science. Journal of Research in Science Teaching, 18, 283-290.

Holliday, W. G. (1980). Using pictures to teach concepts. Science and Children, 17 9-10.

Holliday, W. G. (1979). Aptitude and science instruction. Journal of Research in Science Teaching, 16, 167-176.

Holliday, W. G. & Partridge, L. A. (1979). Differential sequencing effects of test items on children. Journal of Research in Science Teaching, 16, 407-412.

Holliday, W. G., Brunner, L. L., & Donais, E. L. (1977). Differential cognitive and affective response to flow diagram in science. Journal of Research in Science Teaching, 14, 129-138.

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Holliday, W. G. (1976). Teaching verbal chains using flow diagrams and texts. AV Communication Review, 24, 63-78.

Holliday, W. G. (1976). Conceptualizing and evaluating learner aptitudes related to instructional stimuli in science education. Journal of Research in Science Teaching, 13, 101-110.

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