

VITA
David Moshman
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Professor Emeritus of Educational Psychology, University of Nebraska–Lincoln.
(Assistant Professor, 1977-1982; Associate Professor, 1982-1989; Professor, 1989-2015).

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Born May 9, 1951, Brooklyn, New York. New York City public schools, 1956-1967.
B.A., Psychology, Lehigh University, 1971. M.S., Developmental Psychology, Rutgers
University, 1975. Ph.D., Developmental Psychology, Rutgers University, 1977.

Major Interests

Reasoning and rationality across the lifespan
Adolescent rationality and development
Intellectual freedom in education
The psychology of genocide and other group violence

Books

- Moshman, D. (Ed.) (1986). *Children's intellectual rights. New Directions for Child Development*, No. 33. San Francisco: Jossey-Bass.
- Moshman, D., Glover, J. A., & Bruning, R. H. (1987). *Developmental psychology: A topical approach*. Boston: Little, Brown.
- Moshman, D. (1989). *Children, education, and the First Amendment: A psycholegal analysis*. Lincoln: University of Nebraska Press.
- (1999). *Adolescent psychological development: Rationality, morality, and identity*. Mahwah, NJ: Erlbaum.
- (2005). *Adolescent psychological development: Rationality, morality, and identity, 2nd edition*. Mahwah, NJ: Erlbaum.
- (2006). *The Daughters of the Plaza de Mayo* [political science fiction]. New York: iUniverse.
- (2009). *Liberty and learning: Academic freedom for teachers and students*. Portsmouth, NH: Heinemann.
- (2011). *Adolescent rationality and development: Cognition, morality, and identity, 3rd edition*. New York: Psychology Press. [Swedish translation published in 2012 by Studentlitteratur.]
- (2015). *Epistemic cognition and development: The psychology of justification and truth*. New York: Psychology Press.
- (2021). *Reasoning, argumentation, and deliberative democracy*. New York: Routledge.

Articles and Chapters

- Moshman, D. (1977). Consolidation and stage formation in the emergence of formal operations. *Developmental Psychology*, 13, 95-100.

- (1979). Development of formal hypothesis testing ability. *Developmental Psychology*, 15, 104-112.
- (1979). To really get ahead, get a metatheory. In D. Kuhn (Ed.), *Intellectual development beyond childhood* (pp. 59-68). *New Directions for Child Development*, No. 5. San Francisco: Jossey-Bass.
- (1980). Representation and process in reasoning about logical relationships. *Journal of General Psychology*, 103, 251-262.
- Moshman, D., & Thompson, P. A. (1981). Hypothesis testing in students: Sequences, stages, and instructional strategies. *Journal of Research in Science Teaching*, 18, 341-352.
- Moshman, D., & Timmons, M. (1982). The construction of logical necessity. *Human Development*, 25, 309-323.
- Moshman, D. (1982). Exogenous, endogenous, and dialectical constructivism. *Developmental Review*, 2, 371-384.
- Moshman, D., & Neimark, E. D. (1982). Four aspects of adolescent cognitive development. In T. Field et al., (Eds.), *Review of human development* (pp. 343-355). New York: Wiley.
- Moshman, D. (1985). Faith Christian v. Nebraska: Parent, child, and community rights in the educational arena. *Teachers College Record*, 86, 553-571.
- Moshman, D., & Franks, B. A. (1986). Development of the concept of inferential validity. *Child Development*, 57, 153-165.
- Moshman, D. (1986). Children's intellectual rights: A First Amendment analysis. In D. Moshman (Ed.), *Children's intellectual rights* (pp. 25-38). *New Directions for Child Development*, No. 33. San Francisco: Jossey-Bass.
- Moshman, D., & Hoover, L. M. (1989). Rationality as a goal of psychotherapy. *Journal of Cognitive Psychotherapy*, 3, 31-51.
- Moshman, D., & Franks, B. A. (1989). Intellectual development: Formal operations and reflective judgment. In E. Maimon, B. Nodine, & F. O'Connor (Eds.), *Thinking, reasoning, and writing* (pp. 9-22). New York: Longman.
- Moshman, D., & Lukin, L. E. (1989). The creative construction of rationality: A paradox? In J. A. Glover, R. R. Ronning, & C. R. Reynolds (Eds.), *Handbook of creativity* (pp. 183-198). New York: Plenum.
- Moshman, D. (1990). Equal access for religion in public schools? An empirical approach to a legal dilemma. *Developmental Review*, 10, 184-199.
- (1990). The development of metalogical understanding. In W. F. Overton (Ed.), *Reasoning, necessity, and logic: Developmental perspectives* (pp. 205-225). Hillsdale, NJ: Erlbaum. Reprinted in L. Smith (Ed.), *Critical readings on Piaget* (London: Routledge, 1996).
- (1990). Rationality as a goal of education. *Educational Psychology Review*, 2, 335-364.
- (1993). Adolescent reasoning and adolescent rights. *Human Development*, 36, 27-40.
- (1994). Reasoning, metareasoning, and the promotion of rationality. In A. Demetriou & A. Efklides (Eds.), *Intelligence, mind, and reasoning: Structure and development* (pp. 135-150). Amsterdam: Elsevier.

- (1994). Reason, reasons, and reasoning: A constructivist account of human rationality. *Theory & Psychology*, 4, 245-260.
- (1994). Academic freedom: Student rights and faculty responsibilities. In J. E. Brown (Ed.), *Preserving intellectual freedom: Fighting censorship in our schools* (pp. 26-35). Urbana, IL: National Council of Teachers of English.
- (1995). Reasoning as self-constrained thinking. *Human Development*, 38, 53-64.
- (1995). The construction of moral rationality. *Human Development*, 38, 265-281.
- Schraw, G., & Moshman, D. (1995). Metacognitive theories. *Educational Psychology Review*, 7, 351-371.
- Moshman, D. (1998). Cognitive development beyond childhood. In W. Damon (Series Ed.) & D. Kuhn & R. Siegler (Vol. Eds.), *Handbook of child psychology: Vol. 2. Cognition, perception and language* (5th ed., pp. 947-978). New York: Wiley.
- Moshman, D., & Geil, M. (1998). Collaborative reasoning: Evidence for collective rationality. *Thinking & Reasoning*, 4, 231-248.
- Moshman, D. (1998). Identity as a theory of oneself. *The Genetic Epistemologist*, 26(3), 1-9.
- (2001). Conceptual constraints on thinking about genocide. *Journal of Genocide Research*, 3, 431-450.
- (2002). Homophobia and academic freedom. In E. P. Cramer (Ed.), *Addressing homophobia and heterosexism on college campuses* (pp. 147-161). Binghamton, NY: Haworth. [Contents of book also published simultaneously as Vol. 6, No. 3/4 of the *Journal of Lesbian Studies*.]
- (2003). Developmental change in adulthood. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development* (pp. 43-61). New York: Plenum.
- (2003). Intellectual freedom for intellectual development. *Liberal Education*, 89(3), 30-37.
- (2004). False moral identity: Self-serving denial in the maintenance of moral self-conceptions. In D. K. Lapsley & D. Narvaez (Eds.), *Moral development, self, and identity* (pp. 83-109). Mahwah, NJ: Erlbaum.
- (2004). Theories of self and theories as selves: Identity in Rwanda. In C. Lightfoot, C. Lalonde, & M. Chandler (Eds.), *Changing conceptions of psychological life* (pp. 183-206). Mahwah, NJ: Erlbaum.
- (2004). From inference to reasoning: The construction of rationality. *Thinking & Reasoning*, 10, 221-239.
- (2005). Genocidal hatred: Now you see it, now you don't. In R. J. Sternberg (Ed.), *The psychology of hate* (pp. 185-209). Washington, DC: American Psychological Association.
- (2005). Advanced moral development. In W. van Haaften, T. Wren, & A. Tellings (Eds.), *Moral sensibilities and education III: The adolescent* (pp. 13-31). Bommel, Netherlands: Concorde.
- (2007). Us and them: Identity and genocide. *Identity*, 7, 115-135.
- (2008). Conceptions of genocide and perceptions of history. In D. Stone (Ed.), *The historiography of genocide* (pp. 71-92). Hampshire, UK: Palgrave Macmillan.
- (2008). Epistemic development and the perils of Pluto. In M. F. Shaughnessy, M. V. J. Veenman, & C. Kleyn-Kennedy (Eds.), *Meta-cognition: A recent review of research, theory and perspectives* (pp. 161-174). New York: Nova Science.

- (2009). Adolescence. In U. Müller, J. I. M. Carpendale, & L. Smith (Eds.), *Cambridge companion to Piaget* (pp. 255-269). Cambridge, UK: Cambridge University Press.
- (2009). The development of rationality. In H. Siegel (Ed.), *Oxford handbook of philosophy of education* (pp. 145-161). Oxford, UK: Oxford University Press.
- (2011). Identity, genocide, and group violence. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 917-932). New York: Springer.
- (2012). Epistemic cognition. In R. J. R. Levesque (Ed.), *Encyclopedia of Adolescence* (pp. 847-853). New York: Springer.
- (2012). Critical thinking, intellectual freedom, and Israel/Palestine. In M. F. Shaughnessy (Ed.), *Critical thinking and higher order thinking: A current perspective* (pp. 73-85). New York: Nova Science.
- (2013). Epistemic cognition and development. In P. Barrouillet & C. Gauffroy (Eds.), *The development of thinking and reasoning* (pp. 13-33). New York: Psychology Press.
- (2013). Adolescent rationality. In R. M. Lerner & J. B. Benson (Eds.), *Embodiment and epigenesis: Theoretical and methodological issues in understanding the role of biology within the relational developmental system. Advances in Child Development and Behavior, 45*, 155-183. Amsterdam: Elsevier.
- (2014). Epistemic domains of reasoning. In H. Markovits (Ed.), *The developmental psychology of reasoning and decision-making* (pp. 115-129). New York: Psychology Press.
- Amsel, E., & Moshman, D. (2015). The development of logical and hypothetical reasoning in adolescence. *International encyclopedia of the social and behavioral sciences, 2nd edition*. Amsterdam: Elsevier.
- Moshman, D., & Edler, F. (2015). Civility and academic freedom after Salaita. *Journal of Academic Freedom, 6*. <https://www.aaup.org/JAF6/civility-and-academic-freedom-after-salaita#.W1uEPo4nbUI>
- Moshman, D., & Tarricone, P. (2016). Logical and causal reasoning. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 54-67). New York: Routledge.
- Moshman, D. (2017). Academic freedom as the freedom to do academic work. *AAUP Journal of Academic Freedom, 8*. <https://www.aaup.org/JAF8/academic-freedom-freedom-do-academic-work#.Wcqmq7I6QzuR>
- (2018). Epistemic cognition. In R. J. R. Levesque (Ed.), *Encyclopedia of adolescence, 2nd edition*. New York: Springer.
- (2020). Stages in adolescence. *Encyclopedia of child and adolescent development*. New York: Wiley.
- (2020). "Hate speech," free speech, and group violence. In R. J. Sternberg (Ed.), *Hate in the modern world* (pp. 203-224). Washington, DC: APA Books.
- (2020). Metacognition and epistemic cognition. *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press. DOI: [10.1093/acrefore/9780190264093.013.863](https://doi.org/10.1093/acrefore/9780190264093.013.863)

----- (2021). Adolescent reasoning and rationality. In D. Fasko & F. Fair (Eds.), *Critical thinking and reasoning* (pp. 99-113). Boston: Brill.

See listings below for book reviews, commentaries, replies, brief articles, blog posts, newspaper columns, and other brief publications. According to Google Scholar (see link) my academic publications had been cited over 6100 times as of 1 Jan. 2021, including over 400 citations in 2016 and each year since.

<https://scholar.google.com/citations?user=Cp--4f0AAAAJ&hl=en&oi=ao>

Teaching

At UNL from 1977-2015 I taught thousands of graduate and undergraduate students in more than a hundred classes including courses in cognitive development, lifespan development, adolescent psychology, child psychology, and developmental psychobiology, and special seminars on metacognition, constructivist metatheory, intellectual freedom in education, and the psychology of genocide.

During this period I chaired more than a dozen doctoral supervisory committees and served on more than a hundred.

University Service

Chair, Department of Educational Psychology (1994-1997). Member, department Executive Committee (1987-1992, 1994-1997, 2011-13), Graduate Committee (1993-1994; 2001-2005). Faculty liaison to Graduate Student Organization (1978-1992). Primary research ethics reviewer (1979-1986). Organizer of colloquium series (1979-1984). Organizer of annual orientation for new graduate students (1978-1983). Chair of six search committees and member of many others.

Program Coordinator, Cognition, Learning, and Development (2011-13), Developmental Psychology (1990-1992), General Educational Psychology (1987-1990).

Keynote address entitled "Us and them: Identity and genocide" presented at the UNL College of Education and Human Sciences Student Research Conference, Lincoln, November 2006.

Member of Teachers College/College of Education and Human Sciences Committees: Chair Council (1994-1997). Curriculum Committee (1984-1987). Promotion and Tenure Committee (1985-1986). Appeals, Retention, and Certification Committee (1989-1992). Graduate Coordinating Council (1993-1994). Dean's Faculty Advisory Committee (2010-2011).

President, UNL Chapter, American Association of University Professors (Jan.-Dec., 1983). AAUP Executive Committee (1982-1984; 1993-1994; 2003-9). Chair, AAUP Committee A on Academic Freedom and Tenure (1993-1994; 2003-9; member, 1991-1993).

Chair, James A. Lake Academic Freedom Award Committee (2001-2003; member, 2000-2003).

Chair, Faculty Senate Diversity Committee (2007-2008). Member, Faculty Senate Committee on the Disinvitation of Bill Ayers (2009). Academic Rights and Responsibilities Committee Panelist (2003-2006).

Member, University of Nebraska Institutional Review Board for Protection of Human Research Subjects (1983-1984).

Member, UNL Committee for Gay, Lesbian, Bisexual, and Transgender Concerns (1991-1994; 1997-1999).
Affiliated with ADAPT Program (1977-1997) and Center for the Teaching and Study of Applied Ethics (1988-1989).
Faculty Advisor, ONE Lincoln (2007-2009), Palestine Solidarity Committee (2012-2013).

Nebraska Outreach

President, ACLU Nebraska (1987-1989; 1993-1995). Board of Directors (1982-2014).
Numerous committee assignments and activities involving the rights of children, students, and teachers.
President, Academic Freedom Coalition of Nebraska (1993, 2005, 2014, and 2018).
Board of Directors since 1988. Policy Coordinator since 1997. Editor of *The Sentinel* (AFCON newsletter) since 2018. Founding member and head of committee that drafted AFCON's constitution (1987-1988).
Testimony supporting student rights in Nebraska legislature (1988, 1994, 1995, 2010, 2011, 2012, 2013, 2017, 2018).
Invited presentations on intellectual freedom at meetings of the Nebraska State Education Association, the Nebraska Library Association, the Nebraska School Library Association, the Nebraska High School Press Association, the Nebraska Conference of the AAUP, and numerous other groups.
Group Coordinator, Amnesty International Group #173 (Lincoln) (1983-1986). Active member of group (1980-1987).

National/International Activities

Book Review Editor, *Journal of Applied Developmental Psychology*, 2003-2016.
Associate Editor, *Educational Psychology Review*, 2002-2005.
Vice President, Jean Piaget Society: Society for the Study of Knowledge and Development (1998-1999). Board of Directors (1995-1999).
Invited lecture entitled "Epistemic cognition and development" presented at the Advanced Course on Thinking, Reasoning, and Development at the Archives Jean Piaget, Geneva, July 2010.
Keynote address entitled "Bias, balance, and academic freedom" presented at the Webster University Faculty Institute at Pere Marquette State Park, Illinois, October 2005.
Invited addresses at meetings of the National Council of Teachers of Mathematics (Omaha, 1983), Jean Piaget Society (Philadelphia, 1986), and Western Psychological Association (San Francisco, 1988).
Amicus briefs filed in U.S. Supreme Court supporting the First Amendment rights of adolescents (*Board of Education v. Mergens*, 1990; *F.E.C v. McConnell*, 2003).
Testimony supporting student rights in Federal District Court (1988, 2009).
Affidavit filed in the Supreme Court of British Columbia refuting a claim that reading about gay families in school is likely to harm young children (*Chamberlain v. Surrey*, ultimately decided in 2002 by the Supreme Court of Canada, which upheld the use of the books).
Life member of the American Association of University Professors.
Long-time member of the Jean Piaget Society, Society for Research in Child Development, Society for Research in Adolescence, International Society for the

Study of Behavioral Development, Cognitive Development Society, and Psychologists for Social Responsibility.

Resigned from the American Psychological Association in December 2007 (after 33 years) because of its complicity in torture.

Papers presented since 1976 at meetings of the Jean Piaget Society, Society for Research in Child Development, American Educational Research Association, American Association for the Advancement of Science, International Society for the Study of Behavioral Development, Eastern Psychological Association, and Midwest Educational Research Association; at a conference entitled Professional Ethics and Public Discourse; at an international symposium entitled Contemporary Forms of Genocide; and at the Webster University library.

Session chair, discussant, symposium organizer, symposium participant, and workshop presenter at meetings of the Jean Piaget Society, Society for Research in Child Development, Society for Research on Adolescence, American Educational Research Association, American Association for the Advancement of Science, and International Society for the Study of Behavioral Development.

Editorial Board, *Thinking & Reasoning*, since 2018; *Child Development*, 1999-2002; *Developmental Review*, 1996-2000; *Journal of Research on Adolescence*, 2000-2005; *Monographs of the Society for Research in Child Development*, 2008-2012; *British Journal of Developmental Psychology* since 2003; *Educational Psychology Review*, 1988-2002; *Journal of Adult Development*, 1989-2011; *Journal of Genetic Psychology*, 1996-2003; and *Genetic, Social, and General Psychology Monographs*, 1996-2007.

Manuscripts also reviewed for *American Psychologist*; *Psychological Review*; *Psychological Science*; *Perspectives on Psychological Science*; *Current Directions in Psychological Science*; *Behavioral and Brain Sciences*; *Journal of Experimental Psychology: General*; *Journal of Applied Psychology*; *Philosophical Psychology*; *New Ideas in Psychology*; *International Review of Social Psychology*; *American Journal of Orthopsychiatry*;

Developmental Psychology; *Developmental Science*; *Human Development*; *Child Development Perspectives*; *Cognitive Development*; *Journal of Cognition and Development*; *Journal of Experimental Child Psychology*; *Merrill-Palmer Quarterly*; *Infant and Child Development*; *Journal of Adolescent Research*; *Journal of Early Adolescence*; *Identity*; *Applied Developmental Science*; *Journal of Applied Developmental Psychology*; *Early Childhood Research Quarterly*; *Monographs of the Society for Research in Child Development*;

Applied Cognitive Psychology; *European Journal of Cognitive Psychology*; *Memory & Cognition*; *Journal of Memory and Language*; *Journal of Experimental Psychology: Learning, Memory, & Cognition*;

Cognition and Instruction; *Journal of Educational Psychology*; *Educational Psychologist*; *American Educational Research Journal*; *Educational Researcher*; *Journal of Experimental Education*; *Mind, Brain, & Education*; *Higher Education Research and Development*; *Learning and Individual Differences*; *Journal of Teaching and Learning*; *Journal of Moral Education*; *Asia Pacific Education Review*;

Political Studies; Journal of Genocide Research; Genocide Studies and Prevention; Creativity Research Journal; Synthese; Computers in Human Behavior; and Journal of Experimental and Theoretical Artificial Intelligence.
Chair, Panel 5 (Adolescence: Biological and Cognitive Processes), for review of submissions for the 2003 and 2007 biennial conferences of the Society for Research in Child Development.

Convention submissions, book proposals, book manuscripts, chapter manuscripts, dissertations, grant proposals, and promotion/tenure files reviewed for a variety of publishers, editors, professional organizations, funding agencies, and universities.

Awards

James A. Lake Academic Freedom Award, 1997, awarded annually by the UNL Faculty Senate "for helping preserve the most basic freedom of all, the freedom to seek and communicate the truth."

Robert Spire Founders Service Award, 2002, awarded annually by ACLU Nebraska "for exemplary service in defense of civil liberties."

Annual Academic Freedom Award, Academic Freedom Coalition of Nebraska, 1992, 2009.

Honorable mention, National Council of Teachers of English Intellectual Freedom Award for "courage in advancing the cause of intellectual freedom," 2006.

Book Reviews

Moshman, D. (1985). Individual differences, competence-performance, and human rationality. [Review of *Thinking and reasoning*.] *New Ideas in Psychology*, 3, 345-350.

----- (1993). [Review of *Directors of development*.] *Merrill-Palmer Quarterly*, 39, 294-297.

----- (1994). [Review of *Battleground: One mother's crusade, the religious right, and the struggle for control of our schools*.] *Journal of Church and State*, 36, 624-625.

----- (1994). [Review of three cognitive development texts.] *International Journal of Children's Rights*, 2, 335-337.

----- (1995). [Review of *Some do care* and *Final solutions*.] *Merrill-Palmer Quarterly*, 41, 114-119.

----- (2005). With liberty and development for all. [Review of *Liberty: Thriving and civic engagement among America's youth* and six other books.] *Journal of Applied Developmental Psychology*, 26, 362-369.

----- (2007). Social identity and its discontents. [Review of *Identity and violence* and two other books.] *Journal of Applied Developmental Psychology*, 28, 184-187.

----- (2007). A half-century of thinking about prejudice. [Review of *On the nature of prejudice: Fifty years after Allport*.] *Patterns of Prejudice*, 41, 539-542.

----- (2008). Social equations. [Review of *Social development, social inequalities, and social justice*.] *Human Development*, 51, 279-282.

----- (2009). A world without adolescents. [Review of *The case against adolescence and Adolescents, media, and the law*.] *Journal of Applied Developmental Psychology*, 30, 378-380.

- (2010). Psychoanalysing prejudice. [Review of *The future of prejudice.*] *Patterns of Prejudice*, 44, 309-310.
- (2011). A kinder, gentler nativism? [Review of *The philosophical baby.*] *Journal of Applied Developmental Psychology*, 32, 44-45.
- (2012). The morality of social identity. [Review of *Children and social exclusion and Narrative and the politics of identity.*] *Journal of Applied Developmental Psychology*, 33, 320-322.
- (2016). Adolescence in lifespan perspective. [Review of *Age of opportunity.*] *Journal of Applied Developmental Psychology*, 42, 98-99.
- (2018). Reasoning, logic, and development [Review of *The enigma of reason.*] *Human Development*, 61, 60-64.

Commentaries and Replies

- Moshman, D. (1977). Comments on Benefield and Capie's propositional hierarchies. *Journal of Research in Science Teaching*, 14, 575-576.
- (1978). Some comments on Bree & Coppens' 'The difficulty of an implication task.' *British Journal of Psychology*, 69, 371-372.
 - (1979). Horizontal structure and the concept of stage. *Behavioral and Brain Sciences*, 2, 145-146.
 - (1981). Prediction analysis and developmental priority: A comment on Froman and Hubert. *Psychological Bulletin*, 90, 185-187.
 - (1983). Math and science education. *Science*, 221, 1006.
 - (1985). The right to hold frivolous beliefs: A reply to Bandman. *Teachers College Record*, 86, 576-578.
 - (1986). Editor's notes. In D. Moshman (Ed.), *Children's intellectual rights* (pp. 1-5). *New Directions for Child Development*, No. 33. San Francisco: Jossey-Bass.
 - (1986). Belief in testing. *The Humanist*, 46(4), 49.
 - (1989). Review of the Student Rights Scales. In J. C. Conoley & J. J. Kramer (Eds.), *The tenth mental measurements yearbook* (p. 797). Lincoln: Buros Institute of Mental Measurements.
 - (1990). Equal access for all students: A reply to Commons and Rodriguez. *Developmental Review*, 10, 341-347.
 - (1991). Universals, necessities, and social contexts. *Educational Psychology Review*, 3, 111-115.
 - (1997). Pluralist rational constructivism. *Issues in Education: Contributions from Educational Psychology*, 3, 229-233.
 - (2000). Diversity in reasoning and rationality: Metacognitive and developmental considerations. *Behavioral and Brain Sciences*, 23, 689-690.
 - (2005). Commentary: The development of thinking. In J. E. Jacobs & P. A. Klaczynski (Eds.), *The development of judgment and decision making in children and adolescents* (pp. 327-334). Mahwah, NJ: Erlbaum.
- Gibbs, J. C., Moshman, D., Berkowitz, M. W., Basinger, K. S., & Grime, R. L. (2009). Taking development seriously: Critique of the 2008 *JME* special issue on moral functioning. *Journal of Moral Education*, 38, 271-282.
- Moshman, D. (2009). Identity, morality, and adolescent development: Commentary on Proulx and Chandler. *Human Development*, 52, 287-290.

- (2011). Foreword. In P. Tarricone, *The taxonomy of metacognition* (pp. xiv-xv). New York: Psychology Press.
- (2011). Evolution and development of reasoning and argumentation: Comment on Mercier (2011). *Cognitive Development*, 26, 192-195.
- (2011). "Ordinary men," ordinary children, and extraordinary violence: Commentary on Wainryb. *Human Development*, 54, 301-306.
- (2013). [Academic freedom in practical terms]. In R. C. Lent & G. Pipkin, *Keep them reading: An anti-censorship handbook for educators* (pp. 78-79). New York: Teachers College Press.
- (2013). Evolution and development. In P. H. Crowley & T. R. Zentall (Eds.), *Comparative decision making* (pp. 305-308). Oxford: Oxford University Press.
- (2014). Foreword. In J. C. Gibbs, *Moral development and reality: Beyond the theories of Kohlberg, Hoffman, and Haidt, 3rd edition* (pp. ix-x). Oxford: Oxford University Press.
- (2014). Sexuality development in adolescence and beyond: Commentary on Arbeit. *Human Development*, 57, 287-291.
- (2015). Identity, history, and education in Rwanda: Reflections on the 2014 Nobel Peace Prize. *Child Abuse and Neglect*, 44, 1-4.
- (2018). Metacognitive theories revisited. *Educational Psychology Review*, 30, 599-606.
- (2019). Foreword. In J. C. Gibbs, *Moral development and reality: Beyond the theories of Kohlberg, Hoffman, & Haidt, 4th edition*. Oxford: Oxford University Press.

Brief Publications

- Moshman, D. (1978, July). Schemes and tasks. *The Genetic Epistemologist*, 7(3), 6.
- (1978). Logical reasoning in young children: Case study of a paradigm clash. *The Formal Operator*, 1(4), 9-10.
- (1979). The libidinal primacy of scatos: An empirical investigation [spoof]. *Worm Runner's Digest*, 21, 83-84.
- (1979). The stage beyond [poem]. *Worm Runner's Digest*, 21, 107-108.
- (1981, Oct.). Jean Piaget meets Jerry Falwell: Genetic epistemology and the anti-humanist movement in education. *The Genetic Epistemologist*, 10(3), 10-13.
- (1985). A role for creationism in science education. *Journal of College Science Teaching*, 15, 106-109.
- (1987). On the relation of reasoning and rationality. *The Genetic Epistemologist*, 15(3), 33-36.
- Shaughnessy, M. F. (1994). An interview with David Moshman. *European Journal for High Ability*, 5, 98-102.
- Moshman, D. (1996). Does cognition develop beyond childhood? *The Genetic Epistemologist*, 24(2), 1-3.
- (1998). Intellectual freedom and intellectual development. *Family Futures*, 2(2), 37-40.
- (1999). The constructivist heart of the ADAPT program. *The Genetic Epistemologist*, 27(3), 5.

- (2002/2006). Tabula rasa. In N. J. Salkind (Ed.), *Child Development* (p. 401). New York: Macmillan Reference USA. Expanded version in N. J. Salkind, (Ed.), *Encyclopedia of Human Development* (3 vols.). Thousand Oaks, CA: Sage.
- Shaughnessy, M. F. (2006). An interview with David Moshman: The Daughters of the Plaza de Mayo. *EdNews.org*.
- Moshman, D. (2011). Adolescents and their teenage brains. *Human Development, 54*, 201-203.
- (2011). Guest editorial: Adolescents are young adults, not immature brains. *Applied Developmental Science, 15*, 171-174.
- Lent, R. C., & Moshman, D. (2015). Untangling intricacies of academic freedom: An interview between ReLeah Lent and David Moshman. *The Council Chronicle, 24*(3), 26-28. [National Council of Teachers of English]
- Moshman, D. (2016). [Remembering Gregg Schraw]. In M. McCrudden (Ed.), *Remembering Gregg Schraw. Educational Psychology Review, 28*, 678-679.
- (2017, September 29). Using free speech to stifle free speech. *Academe blog* (AAUP). <https://academeblog.org/2017/09/29/using-free-speech-to-stifle-free-speech/>
- (2018, June 14). Four campus free speech problems solved. *The Conversation*. <https://theconversation.com/four-campus-free-speech-problems-solved-97521>

Huffington Post Blog

- Moshman, D. (2010-2018). Intellectual freedom in education. *Huffington Post* blog (86 posts available at <http://www.huffingtonpost.com/author/dmoshman1-540>)
- Liberty and learning: Academic freedom as intellectual freedom (October 2010)
- Academic freedom: Not just for college professors (October 2010)
- Academic freedom in high school and kindergarten (November 2010)
- Academic freedom is not protected by the First Amendment (November 2010)
- The Academic Freedom Coalition of Nebraska (December 2010)
- Academic freedom and indoctrination (January 2011)
- Did Arizona ban ethnic studies? Not exactly (February 2011)
- Jews, Israel and free speech: A response to Rabbi Wolpe (February 2011)
- Free speech, academic freedom, and First Amendment rights of college faculty (April 2011)
- The teenage brain: Debunking the five biggest myths (May 2011)
- Thank Christian conservatives for gay-straight alliances in public schools (June 2011)
- Children, violence and the First Amendment: Video games in the Supreme Court (June 2011)
- Students need teachers with tenure (August 2011)
- Don't say gay, do say gay: The politics of curriculum (September 2011)
- Children, violence and censorship: Children's art from Gaza (October 2011)
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