REFERENCES

© Johnson & Johnson

Allen, V. (1965). Situational factors in conformity. In L. Berkowitz (Ed.), **Advances in experimental social psychology**, Vol. 2 (pp. 133-175). New York: Academic Press.

Allen, V. (1976). **Children as teachers: Theory and research on tutoring**. New York: Academic Press.

Allport, G., & Postman, L. (1945). The basic psychology of rumor. **Translations of New York Academy of Sciences, Series II, 8,** 61-81.

Ames, G., & Murray, F. (1982). When two wrongs make a right: Promoting cognitive change by social conflict. **Developmental Psychology, 18,** 892-895.

Anderson, N., & Graesser, C. (1976). An information integration analysis of attitude change in group discussion. **Journal of Personality and Social Psychology, 34,** 210-222.

Annis, L. (1983). The processes and effects of peer tutoring. **Human Learning, 2,** 39-47.

Aronson, E. (2000). **Nobody left to hate: Teaching compassion after columbine**. New York: A. Worth Publishers.

Asch, S. (1952). **Social psychology.** Englewood Cliffs, NJ: Prentice-Hall.

Asch, S. (1956). Studies of independence and conformity: A minority of one against a unanimous majority. **Psychological Monographs, 70,** 416.

Bahn, C. (1964). **The interaction of creativity and social facilitation in creative problem solving**. Doctoral dissertation, Columbia University. Ann Arbor, MI: University Microfilms, 65-7499.

Baltes, P., & Staudinger, U. (1993). The search for a psychology of wisdom. **Current Directions in Psychological Science, 2,** 75-90.

Basseches, M. (1980). Dialectical schemata: A framework for the empirical study of the development of dialectical thinking. **Human Development, 23,** 400-421.

Basseches, M. (1984). **Dialectical thinking and adult development**. Norwood, NJ: Ablex.

Bargh, J., & Schul, Y. (1980). On the cognitive benefits of teaching. **Journal of Education Psychology, 72,** 593- 604.

Bartlett, F. (1932). **Remembering**. Cambridge, England: Cambridge University Press.

Beach, L. (1974). Self-directed student group and college learning. **Higher Education, 3,** 187-200.

Beilin, H. (1977). Inducing conservation through training. In G. Steiner (Ed.), **Psychology of the 20th century, Piaget and beyond** (Vol. 7). Zurich: Kindler.

Benware, C. (1975). **Quantitative and qualitative learning differences as a function of learning in order to teach another**. Unpublished manuscript, University of Rochester. (As cited in E. L. Deci, **Intrinsic motivation.** New York: Plenum Press).

Berlyne, D. (1965). Curiosity and education. In J. Krumboltz (Ed.), **Learning and the educational process.** Chicago: Rand-McNally.

Berlyne, D. (1966). Notes on intrinsic motivation and intrinsic reward in relation to instruction. In J. Bruner (Ed.), **Learning about learning** (Cooperative Research Monograph No. 15). Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education.

Blatt, M. (1969). **The effects of classroom discussion upon children's level of moral judgment**. Unpublished doctoral dissertation, University of Chicago.

Blatt, M., & Kohlberg, L. (1973). The effects of classroom moral discussion upon children's level of moral judgment. In L. Kohlberg (Ed.), **Collected papers on moral development and moral education.** Harvard University: Moral Education and Research Foundation.

Bolen, L., & Torrance, E. (1976). **An experimental study of the influence of locus of control, dyadic interaction, and sex on creative thinking**. Paper presented at the American Educational Research Association, San Francisco, April.

Borys, S., & Spitz, H. (1979). Effect of peer interaction on the problem-solving behavior of mentally retarded youths. **American Journal of Mental Deficiency, 84**, 273-279.

Botvin, G., & Murray, F. (1975). The efficacy of peer modeling and social conflict in the acquisition of conversation. **Child Development, 45**, 796-799.

Boulding, E. (1964). Further reflections on conflict management. In R. Kahn and E. Boulding (Eds.), **Power and conflict in organizations**. New York: Basic Books, 146-150.

Bruner, J., & Minturn, A. (1955). Perceptual identification and perceptual organization. **Journal of Genetic Psychology, 53**, 21-28.

Burdick, H., & Burnes, A. (1958). A test of "strain toward symmetry" theories. **Journal of Abnormal and Social Psychology, 57**, 367-369.

Children's Defense Fund. (2002). Latest U.S. Child Poverty Rankings, August/September, 3(7).

Collins, B. (1970). **Social psychology.** Reading, MA: Addison-Wesley.

Cook, H., & Murray, F. (1973, March). **Acquisition of conservation through the observation of conserving models**. Paper presented at the meetings of the American Educational Research Association, New Orleans.

Cooper, G. E., White, M. D., Lauber, J. K. (Eds.). Resource management on the flightdeck: **Proceedings of a NASA/Industry workshop** (NASA CP-2120). Moffett Field, CA: NASA-Ames Research Center.

Crockenberg, S., & Nicolayev, J. (1977). **Stage transition in moral reasoning as related to conflict experienced in naturalistic settings**. Paper presented at the Society for Research in Child Development, New Orleans, March.

Davison, M. (1987). Personal communication.

Dearborn, C., & Simon, H. (1958). Selective perception: A note on the departmental identification of executives. **Sociometry, 23**, 667-673.

Deutsch, M. (1962). Cooperation and trust: Some theoretical notes. In M. Jones (Ed.), **Nebraska symposium on motivation**. Lincoln: University of Nebraska Press, 275-319.

Deutsch, M. (1969). Conflicts: Productive and destructive. **Journal of Social Issues, 25**, 7-43.

Deutsch, M. (1973). **The resolution of conflict**. New Haven, CT: Yale University Press.

Deutsch, M., & Gerard, H. (1955). A study of normative and informational social influences upon individual judgment. **Journal of Abnormal and Social Psychology**, **51**, 629- 636.

Doise, W., & Mugny, G. (1979). Individual and collective conflicts of centrations in cognitive development. **European Journal of Social Psychology**, **9**, 105-108.

Doise, W., Mugny, G., & Perret-Clermont, A. (1976). Social interaction and cognitive development: Further evidence. **European Journal of Social Psychology**, **6**, 245-247.

Drucker, P. (1974). Multinationals and developing countries: Myths and realities. **Foreign Affairs, 53**, 121-134.

Dunnette, M., Campbell, J., & Jaastad, K. (1963). The effect of group participation on brainstorming effectiveness of two industrial samples. **Journal of Applied Psychology**, **47**, 30- 37.

Dunning, D., & Ross, L. (1988). **Overconfidence in individual and group prediction: Is the collective any wiser?** Unpublished manuscript, Cornell University.

Falk, D., & Johnson, D. W. (1977). The effects of perspective-taking and ego-centrism on problem solving in heterogeneous and homogeneous groups. **Journal of Social Psychology**, **102**, 63-72.

Festinger, L., & Maccoby, N. (1964). On resistance to persuasive communications. **Journal of Abnormal and Social Psychology**, **68**, 359- 366.

Fiedler, F., Meuwese, W., & Oonk, S. (1961). An exploratory study of group creativity in laboratory tasks. **Acta Psychology**, **18**, 100-119.

Fisher, R. (1969). An each one teach one approach to music notation. **Grade Teacher**, **86**, 120.

Flavell, J. (1963). **The developmental psychology of Jean Piaget**. Princeton, NJ: Van Nostrand.

Foley, J., & MacMillan, F. (1943). Mediated generalization and the interpretation of verbal behavior: V. Free association as related to differences in professional training. **Journal of Experimental Psychology, 33**, 299-310.

Foushee, H. C. (1984). Dyads and triads at 35,000 feet: Factors affecting group processes and aircrew performance. **American Psychologist, 39**(8), 885-893.

Frick, F. (1973). **Study of peer training with the Lincoln Training System** (AFATC Report KE 73-116). Harrison, MS: Keesler Air Force Base.

Gartner, A., Kohler, M., & Reissman, F. (1971). **Children teach children: Learning by teaching.** New York: Harper & Row.

Gelman, R. (1978). Cognition development. **Annual Review of Psychology**, **29**, 297-332.

Gerard, H., & Greenbaum, C. (1962). Attitudes toward and agent of uncertainty reduction. **Journal of Personality**, **30**, 485-495.

Glidewell, J. (1953). **Group emotionality and production**. Unpublished doctoral dissertation, University of Chicago.

Goldman, M. (1965). A comparison of individual and group performance for varying combinations of initial ability. **Journal of Personality and Social Psychology, 1,** 210-216.

Greenwald, A., & Albert, R. (1968). Acceptance and recall of improvised arguments. **Journal of Personality and Social Psychology, 8,** 31-35.

Guilford, J. (1956). The structure of intellect. **Psychological Bulletin, 33,** 267-293.

Hall, J., & Williams, M. (1966). A comparison of decision-making performance in established ad hoc groups. **Journal of Personality and Social Psychology, 3,** 214-222.

Hall, J., & Williams, M. (1970). Group dynamics training and improved decision making. **Journal of Applied Behavioral Science, 6,** 39-68.

Hartup, W. (1976). Peer interaction and the behavioral development of the individual child. In E. Schlopler and R. Reichler (Eds.), **Psychopathology and child development.** New York: Plenum.

Hammond, K. (1965). New directions in research on conflict resolution. **Journal of Social Issues, 11,** 44-66.

Hoffman, L., Harburg, E., & Maier, N. (1962). Differences in disagreements as factors in creative problem solving. **Journal of Abnormal and Social Psychology, 64,** 206-214.

Hoffman, L., & Maier, N. (1961). Sex differences, sex composition, and group problem solving. **Journal of Abnormal and Social Psychology, 63,** 453-456.

Holubec, E., Johnson, D. W., & Johnson, R. (1992). Dealing with conflict: A structured cooperative controversy procedure. In C. Hurlbert & S. Totten (Eds.), **Social issues in the English classroom** (pp. 76-89. Urbana, IL: National Council of Teachers of English.

Hovey, D., Gruber, H., & Terrell, G. (1963). Effects of self-directed study on course achievement, retention, and curiosity. **The Journal of Educational Research, 56**(7), 346- 351.

Hunt, J. (1964). Introduction: Revisiting Montessori. In M. Montessori (Ed.), **The Montessori method.** New York: Shocken Books.

Inagaki, K. (1981). Facilitation of knowledge integration through classroom discussion. **Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 3,** 26-28.

Inagaki, K., & Hatano, G. (1968). Motivational influences on epistemic observation. **Japanese Journal of Educational Psychology, 16,** 221-228.

Inagaki, K., & Hatano, G. (1977). Application of cognitive motivation and its effect on epistemic observation. **American Educational Research Journal, 14,** 485-491.

Iverson, M., & Schwab, H. (1967). Ethnocentric dogmatism and binocular fusion of sexually and racially discrepant stimuli. **Journal of Personality and Social Psychology, 7,** 73-81.

Inhelder, B., & Sinclair, H. (1969). Learning cognitive structures. In P. Mussen, J. Langer, & M. Covington (Eds.), **Trends and issues in developmental psychology** (pp. 2-21). New York: Holt, Rinehart & Winston.

Janis, I. (1982). **Groupthink: Psychological studies of policy decisions and fiascoes.** Boston, MA: Houghton-Mifflin.

Johnson, D. W. (1970). **Social psychology of education.** New York: Holt.

Johnson, D. W. (1971). Role-reversal: A summary and review of the research. **International Journal of Group Tensions**, **1**, 318-334.

Johnson, D. W. (1971). Students against the school establishment: Crisis intervention in school conflicts and organization change. **Journal of School Psychology**, **9**, 84-92.

Johnson, D. W. (1974a). Communication and the inducement of cooperative behavior in conflicts: A critical review. **Speech Monographs, 41,** 64-78.

Johnson, D. W. (1975a). Cooperativeness and social perspective taking. **Journal of Personality and Social Psychology**, **31**, 241- 244.

Johnson, D. W. (1975b). Affective perspective-taking and cooperative predisposition. **Developmental Psychology**, **11**, 869-870.

Johnson, D. W. (1977). Distribution and exchange of information in problem-solving dyads. **Communication Research**, **4**, 283-298.

Johnson, D. W. (1978). Conflict management in the school and classroom. In D. Bar-Tal & L. Saxe (Eds.), **Social psychology of education: Theory and research**, pp. 199-326. New York: Hemisphere.

Johnson, D. W. (1979). **Educational psychology**. Englewood Cliffs, NJ: Prentice-Hall.

Johnson, D. W. (1980). Group processes: Influences of student-student interaction on school outcomes. In J. McMillam (Ed.), **The social psychology of school learning**. New York: Academic Press.

Johnson, D. W., & Johnson, R. (1981). Student-student interaction: The neglected variable in education. **Educational Researcher**, **10**(January), 5-10.

Johnson, D. W. (1991). **Human relations and your career** (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Johnson, D. W. (2006). **Reaching out: Interpersonal effectiveness and self- actualization**. (9th ed.). Boston: Allyn & Bacon.

Johnson, D. W., & Johnson, F. (2006). **Joining together: Group theory and group skills**. (9th ed.) Boston: Allyn & Bacon.

Johnson, D. W., Johnson, F.,& Johnson, R. (1976). Promoting constructive conflict in the classroom. **Notre Dame Journal of Education**, **7**, 163-168.

Johnson, D. W., & Johnson, R. (1979). Conflict in the classroom: Controversy and learning. **Review of Educational Research**, **49**, 51-61.

Johnson, D. W., & Johnson, R. (1983). The socialization and achievement crises: Are cooperative learning experiences the solution? In L. Bickman (Ed.), **Applied Social Psychology Annual 4**. Beverly Hills, CA: Sage Publications.

Johnson, D. W., & Johnson, R. (1985). Classroom conflict: Controversy versus debate in learning groups. **American Educational Research Journal**, **22**, 237-256.

Johnson, D. W., & Johnson, R. (1988). Critical thinking through structured controversy. **Educational Leadership**, **45**(8), 58-64.

© Johnson & Johnson

Johnson, D. W., & Johnson, R. (1989). **Cooperation and competition: Theory and research**. Edina, MN: Interaction Book Company.

Johnson, D. W., & Johnson, R. (1991). Critical thinking through structured controversy. In K. Cauley, F. Linder and J. McMillan (Eds.): **Educational Psychology 91/92** (pp. 126-130). Guilford, CT: The Gushkin Publishing Group.

Johnson, D. W., & Johnson, R. (1997). Teaching strategy: Teaching civil justice through academic controversy. **Update on Law-Related Education, 21**(3), 44-46.

Johnson, D. W., & Johnson, R. (2000). Civil political discourse in a democracy: The contribution of psychology. Peace and Conflict: Journal of Peace Psychology, 6(4), 291-317.

Johnson, D. W., & Johnson, R. (2003). Controversy and peace education. **Journal of Research in Education, 13**(1), 71-91.

Johnson, D. W., & Johnson, R. (2005a). New developments in social interdependence theory. **Genetic, Social, and General Psychology Monographs, 131**(4), 285-358.

Johnson, D. W., & Johnson, R. (2005b). **Teaching students to be peacemakers** (4th Edition). Edina, MN: Interaction Book Company.

Johnson, D. W., & Johnson, R. (2005c). Peace education. Theory Into Practice, 44(4), 275-373 (Guest Editors).

Johnson, D. W., & Johnson, R. (2005c). Democratic decision making, political discourse, and constructive controversy. **The Cooperative Link, 20**(1), 3.

Johnson, D. W., Johnson, R., & Holubec, E. (1998a). **Cooperation in the classroom** (6th Ed.). Edina, MN: Interaction Book Company.

Johnson, D. W., Johnson, R., & Holubec, E. (1998b). **Advanced Cooperative Learning** (4th Ed.). Edina, MN: Interaction Book Company.

Johnson, D. W., Johnson, R., & Holubec, E. (2002). **Circles of learning: Cooperation in the classroom** (6th ed.). Edina, MN: Interaction Book Company.

Johnson, D. W., & Johnson, R., Pierson, W., & Lyons, V. (1985). Controversy versus concurrence seeking in multi-grade and single-grade learning groups. **Journal of Research in Science Teaching, 22**(9), 835-848.

Johnson, D. W., Johnson, R., & Scott, L. (1978). The effects of cooperative and individualized instruction on student attitudes and achievement. **Journal of Social Psychology, 104**, 207-216.

Johnson, D. W., Johnson, R., & Smith, K. (1986). Academic conflict among students: Controversy and Learning. In R. Feldman, (Ed.). **Social psychological applications to education**. Cambridge University Press.

Johnson, D. W., Johnson, R., & Smith, K. (1989). Controversy within decision-making situations. In M. Rahim (ed.), **Managing conflict: An interdisciplinary approach** (pp. 251-264). New York: Praeger.

Johnson, D. W., Johnson, R., & Smith, K. (1993). Structured controversy / constructive controversy. **Cooperative Learning and College Teaching, 3**(3), 14-15.

Johnson, D. W., Johnson, R., & Smith, K. (1997). Academic Controversy. **National Teaching and Learning Forum, 6**(6), 1-6.

Johnson, D. W., Johnson, R., & Smith, K. (2000). Constructive controversy: The educative power of intellectual conflict. **Change, 32**(1), 28-37.

Johnson, D. W., Johnson, R. T., & Smith, K. (2006). **Active learning: Cooperation in the college classroom** (3rd Ed.). Edina, MN: Interaction Book Company.

Johnson, D. W., Johnson, R., Smith, K., & Tjosvold, D. (1990). Pro, con, and synthesis: Training managers to engage in constructive controversy. In Sheppard, B., Bazerman, M., & Lewicki, R. (eds.), **Research on negotiation in organizations**, Volume 2 (pp. 135-170). Greenwich, CT: JAI Press, 1990.

Johnson, D. W., Johnson, R., & Tjosvold, D. (2006). Constructive controversy: The value of intellectual opposition. In M. Deutsch, P. Coleman, & E. Marcus, (Eds.), **The handbook of constructive conflict resolution: Theory and practice** (2nd Ed.) (pp. 69-91). San Francisco: Jossey-Bass.

Johnson, D. W., Johnson, R., & Tiffany, M. (1984). Structuring academic conflicts between majority and minority students: Hindrance or help to integration. **Contemporary Educational Psychology, 9**, 61-73.

Johnson, R., Brooker, C., Stutzman, J., Hultman, D., & Johnson, D. W. (1985). The effects of controversy, concurrence seeking, and individualistic learning on achievement and attitude change. **Journal of Research in Science Teaching, 22**, 197-205.

Jones, E., & Aneshansel, J. (1956). The learning and utilization of contravaluant material. **Journal of Abnormal and Social Psychology, 53**, 27-33.

Judd, C. (1978). Cognitive effects of attitude conflict resolution. **Journal of Conflict Resolution, 22**, 483-498.

Kalven, H., & Zeisel, H. (1966). **The American jury.** Boston: Little & Brown.

Kaplan, M. (1977). Discussion polarization effects in a modern jury decision paradigm: Informational influences. **Sociometry, 40**, 262-271.

Kaplan, M., & Miller, C. (1977). Judgments and group discussion: Effect of presentation and memory factors on polarization. **Sociometry, 40**, 337- 343.

Keasey, C. (1973). Experimentally induced changes in moral opinions and reasoning. **Journal of Personality and Social Psychology, 226**, 30-38.

Kleinhesselink, R., & Edwards, R. (1975). Seeking and avoiding belief- discrepant information as a function of its perceived refutability. **Journal of Personality and Social Psychology, 31**, 787-790.

Knechel, S., Maruyama, G., & Petersen, R. (1990). The impact of strategies to enhance minority influence on decision making in educational groups. In H. Woxman & C. Ellet (Eds.), **The study of learning environments**: Vol. 4 (pp. 68-79). Houston, TX: College of Education, University of Houston.

Knight-Arest, I., & Reid, D. (1978). **Peer interaction as a catalyst for conservation acquisition in normal and learning-disabled children**. Paper presented at the Eighth Annual Symposium of the Jean Piaget Society, Philadelphia, May.

Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. Goslin (Ed.), **Handbook of socialization theory and research** (pp. 347- 480). Chicago: Rand McNally.

© Johnson & Johnson

Kuhn, D., Langer, J., Kohlberg, L., & Haan, N. (1977). The development of formal operations in logical and moral judgment. **Genetic Psychological Monographs**, **55**, 97-188.

Langer, E., Blank, A., & Chanowitz, B. (1978). The mindlessness of ostensibly thoughtful action: The role of "placebic" information in interpersonal interaction. **Journal of Personality & Social Psychology**, **36**, 635-642.

Laughlin, P. (1980). Social combination processes of cooperative problem-solving groups on verbal intellective tasks. In M. Fishbein (Ed.), **Progress in social psychology** (Vol. 1). Hillsdale, NJ: Lawrence Erlbaum.

Laughlin, P., & Adamopoulos, J. (1980). Social combination processes and individual learning for six-person cooperative groups on an intellective task. **Journal of Personality and Social Psychology**, **38**, 941-947.

Laughlin, P., Branch, L., & Johnson, H. (1969). Individual versus triadic performance on a unidimensional complementary task as a function of initial ability level. **Journal of Personality and Social Psychology**, **12**, 144-150.

LeFurgy, W., & Woloshin, G. (1969). Immediate and long-term effects of experimentally induced social influence in the modification of adolescents' moral judgments. **Journal of Personality and Social Psychology**, **12**, 104-110.

Levine, J., & Murphy, G. (1943). The learning and forgetting of controversial material. **Journal of Abnormal and Social Psychology**, **38**, 507-517.

Levine, R., Chein, I., & Murphy, G. (1942). The relation of the intensity of a need to the amount of perceptual distortion: A preliminary report. **Journal of Psychology**, **13**, 283-293.

Lord, C., Ross, L., & Lepper, M. (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequently considered evidence. **Journal of Personality and Social Psychology**, **37**, 2098-2109.

Lowin, A. (1969). Further evidence for an approach- avoidance interpretation of selective exposure. **Journal of Experimental Social Psychology**, **5**, 265-271.

Lowry, N, & Johnson, D. W. (1981). Effects of controversy on epistemic curiosity, achievement, and attitudes. **Journal of Social Psychology**, **115**, 31-43.

Luchins, A. (1942). Mechanization in problem solving: The effect of Einstellung. **Psychological Monographs**, **54**(6, Whole No. 248).

Lund, S. (1980). **Group decision-making: The effects of controversy and systematic evaluation on vigilant information processing.** Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Maass, A., & Clark, R. (1984). Hidden impact of minorities: Fifteen years of minority influence research. **Psychological Bulletin**, **95**, 428-450.

Magnuson, E. (1986, March 10). A serious deficiency: The Rogers Commission faults NASA's flawed decision-making process. **Time**, pp. 40-42, international edition.

Maier, N. (1930). Reasoning in humans. **Journal of Comparative Psychology**, **10**, 115-143.

Maier, N. (1970). **Problem-solving and creativity in individuals and group.** Belmont, CA: Brooks/Cole.

Maier, N., & Hoffman, L. (1964). Financial incentives and group decision in motivating change. **Journal of Social Psychology, 64**, 369-378.

Maier, N., & Solem, A. (1952). The contributions of a discussion leader to the quality of group thinking: The effective use of minority opinions. **Human Relations, 5**, 277-288.

Maitland, D., & Goldman, J. (1974). Moral judgment as a function of peer group interaction. **Journal of Personality and Social Psychology, 30**, 699-704.

McClelland, D., & Atkinson, J. (1948). The projective expression of needs: I. The effect of different intensities of the hunger drive on perception. **Journal of Psychology, 25**, 205- 222.

Miller, S., & Brownell, C. (1975). Peers, persuasion, and Piaget: Dyadic interaction between conservers and nonconservers. **Child Development, 46**, 992-997.

Moscovici, S., & Faucheaux, C. (1972). Social influence, conformity bias, and the study of active minorities. In L. Berkowitz (Ed.), **Advances in Experimental Social Psychology** (Vol. 6, pp. 149-202). New York: Academic Press.

Moscovici, S., & Lage, E. (1976). Studies in social influence III: Majority versus minority influence in a group. **European Journal of Social Psychology, 6**, 149-174.

Moscovici, S., Lage, E., & Naffrechoux, M. (1969). Influence of a consistent minority on the responses of a majority in a color perception task. **Sociometry 32**, 365-380.

Moscovici, S., & Nemeth, C. (1974). Social influence II: Minority influence. In C. Nemeth (Ed.), **Social psychology: Classic and contemporary integrations** (pp. 217-249). Chicago: Rand-McNally.

Mugny, G. (1980). **The power of minorities**. London: Academic Press.

Mugny, G., & Doise, W. (1978). Socio-cognitive conflict and structure of individual and collective performers. **European Journal of Social Psychology, 8**, 181-192.

Murray, F. (1972). Acquisition of conservation through social interaction. **Development of Psychology, 6**, 1-6.

Murray, F. (1978). Development of intellect and reading. In F. Murray, & J. Pikulski (Eds.), **The acquisition of reading** (pp. 55-60). Baltimore: University Park Press.

Murray, F. (1981). The conservation paradigm: Conservation of conservation research. In D. Brodzinsky, I. Sigel, & R. Golink off (Eds.), **New directions in Piagetian theory and research** (pp. 143-175). Hillsdale, NJ: Lawrence Erlbaum Associates.

Murray, F. (1982). Teaching through social conflict. **Contemporary Educational Psychology, 7**, 257-271.

Murray, F. (1983). **Cognitive benefits of teaching on the teacher**. Paper presented at American Educational Research Association Annual Meeting, Montreal, Quebec.

Murray, F., Ames, G., & Botvin, G. (1977). Acquisition of conservation through cognitive dissonance. **Journal of Educational Psychology, 69**, 519-527.

Murray, J. (1974). Social learning and cognitive development: Modeling effects on children's understanding of conservation. **British Journal of Psychology, 65**, 151-160.

© Johnson & Johnson

Narvaez, D., & Rest, J. (1995). The four components of acting morally. In W. Kurtines & J. Gewirtz (Eds.), *Moral behavior and moral development: An introduction* (pp. 385-400). New York: McGraw Hill.

Neisser, U. (1954). On experimental distinction between perceptual process and verbal response. Journal of Experimental Psychology, 47, 399-402.

Nel, G., Helmreich, R., & Aronson, E. (1969). Opinion change in the advocate as a function of the persuasibility of his audience: A clarification of the meaning of dissonance. **Journal of Personality and Social Psychology, 12**, 117-124.

Nemeth, C. (1976). **A comparison between conformity and minority influence**. Paper presented at the International Congress of Psychology, Paris.

Nemeth, C. (1986). Differential contributions of majority and minority influence. **Psychological Review, 93**(1), 23- 32.

Nemeth, C., Swedlund, M., & Kanki, B. (1974). Patterning of the minorities' responses and their influence on the majority. **European Journal of Social Psychology, 4**(1), 53- 64.

Nemeth, C., & Wachtler, J. (1974). Creating the perceptions of consistency and confidence: A necessary condition for minority influence. **Sociometry, 37**, 529-540.

Nemeth, C., & Wachter, J. (1983). Creative problem solving as a result of majority vs. minority influence. **European Journal of Social Psychology, 13**(1), 45-55.

Nicholls, J. (1983). Conceptions of ability and achievement motivation: A theory and its implications for education. In S. Paris, G. Olson, & H. Stevenson (Eds.), **Learning and motivation in the classroom,** pp. 211-237. Hillsdale, NJ: Erlbaum.

Nijhof, W., & Kommers, P. (1982). **Analysis of cooperation in relation to cognitive controversy**. Second International Conference on Cooperation in Education, Provo, Utah, July.

Nisbett, R., & Ross, L. (1980). **Human inference: Strategies and shortcomings of social judgment.** Englewood Cliffs, NJ: Prentice-Hall.

Palmer, P. (1990). Good teaching. **Change**, (January/February), 11-16.

Palmer, P. (1991). Community, conflict, and ways of knowing. **Change**, (September/October), 20-25.

Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. **American Psychologist, 44**(2), 329-335.

Pellegrini, A. (1984). Identifying causal elements in the thematic-fantasy play paradigm. **American Education Research Journal, 21**, 691-701.

Pepitone, A. (1950). Motivational effects in social perception. **Human Relations, 3**, 57-76.

Perret-Clermont, A. (1980). **Social interaction and cognitive development in children**. London: Academic Press.

Peters, R., & Torrance, E. (1972). Dyadic interaction of preschool children and performance on a construction task. **Psychological Reports, 30**, 747-750.

Piaget, J. (1948). **The moral judgment of the child** (2nd ed.). Glencoe, IL: The Free Press.

Piaget, J. (1950). **The psychology of intelligence.** New York: Harcourt.

Postman, L., & Brown, D. (1952). The perceptual consequences of success and failure. **Journal of Abnormal and Social Psychology**, **47**, 213-221.

Putnam, L., & Geist, P. (1985). Argument in bargaining: An analysis of the reasoning process. **Southern Speech Communication Journal**, **50**, 225-245.

Rende, R. D., & Killen, M. (1992). Social interactional antecedents to conflict in young children. **Early Childhood Research Quarterly** 7(4, Dec), 551-563. EJ458 106.

Rest, J., Turiel, E., & Kohlberg, L. (1969). Relations between level of moral judgment and preference and comprehension of the moral judgment of others. **Journal of Personality**, **37**, 225-252.

Rogers, C. (1970). Towards a theory of creativity. In P. Vernon (Ed.), **Readings in creativity**. London: Penguin.

Rokeach, M. (1960). **The open and closed mind**. New York: Basic Books.

Ross, H. S., & Conant, Cl L. (1992). The social structure of early conflict: Interaction, relationships, and alliances. In C. Shantz & W. Hartup (Eds.), **Conflict in child and adolescent development** (pp. 153-185). Cambridge, England: Cambridge University Press.

Sarbin, T. (1976). Cross-age tutoring and social identity. In V. Allen (Ed.), **Children as teachers: Theory and research on tutoring**. New York: Academic Press.

Sigel, I., & Hooper, F. (Ed.) (1968). **Logical thinking in children: Research based on Piaget's theory**. New York: Holt, Rinehart & Winston.

Silverman, I., & Geiringer, E. (1973). Dyadic interaction and conservation induction: A test of Piaget's equilibration model. **Child Development**, **44**, 815-820.

Silverman, I., & Stone, J. (1972). Modifying cognitive functioning through participation in a problem-solving group. **Journal of Educational Psychology**, **63**, 603-608.

Simon, H. (1976). **Administrative behavior: A study of decision-making processes in administrative organization** (3rd ed.). New York: Free Press.

Sinclair, H. (1969). Developmental Psycho- linguistics. In D. Elkind and J. Flavell (Eds.), **Studies in cognitive development: Essays in honor of Jean Piaget** (pp. 315- 336). New York: Oxford University Press.

Smedslund, J. (1961a). The acquisition of conservation of substance and weight in children: II. External reinforcement of conservation and weight and of the operations of addition and subtraction. **Scandinavian Journal of Psychology**, **2**, 71-84.

Smedslund, J. (1961b). The acquisition of conservation of substance and weight in children: III. Extinction of conservation of weight acquired 'normally' and by means of empirical controls on balance. **Scandinavian Journal of Psychology**, **2**, 85-87.

Smith, K. (1980). **Using controversy to increase students' achievement, epistemic curiosity and positive attitudes toward learning.** Unpublished Doctoral Dissertation, University of Minnesota.

© Johnson & Johnson

Smith, K., Johnson, D. W., & Johnson, R. (1981). Can conflict be constructive? Controversy versus concurrence seeking in learning groups. **Journal of Educational Psychology**, **73**, 651- 663.

Smith, K., Johnson, D. W., & Johnson, R. (1984). Effects of controversy on learning in cooperative groups. **Journal of Social Psychology**, **122**, 199-209.

Snyder, M., & Cantor, N. (1979). Testing theories about other people: The use of historical knowledge. **Journal of Experimental Social Psychology**, **15**, 330-342.

Swann, W., & Reid, S. (1981). Acquiring self- knowledge: The search for feedback that fits. **Journal of Personality and Social Psychology**, **41**, 1119-1128.

Tanford, S., & Penrod, S. (1984). Social influence model: A formal integration of research on majority and minority influence processes. **Psychological Bulletin**, **95**, 189-225.

Tichy-Reese, M. (2006). *Constructive controversy: A long-overlooked pathway to moral development.* Ph.D. Dissertation, University of Minnesota.

Tjosvold, D. (1974). Threat as a low-person's strategy for bargaining: Social farce and tangible outcomes. **International Journal of Group Tensions**, **4**, 494-510.

Tjosvold, D. (1982). Effects of approach to controversy on superiors' incorporation of subordinates' information in decision-making. **Journal of Applied Psychology**, **67**, 189-193.

Tjosvold, D., & Deemer, D. (1980). Effects of controversy within a cooperative or competitive context on organizational decision-making. **Journal of Applied Psychology**, **65**, 590-595.

Tjosvold, D., & Johnson, D. W. (1977). The effects of controversy on cognitive perspective-taking. **Journal of Educational Psychology**, **69**, 679-685.

Tjosvold, D., & Johnson, D. W. (1978). Controversy within a cooperative or competitive context and cognitive perspective-taking. **Contemporary Educational Psychology**, **3**, 376- 386.

Tjosvold, D., & Johnson, D. W. (Eds.). (1983). **Productive Conflict Management: Perspectives for Organizations.** New York: Irvington.

Tjosvold, D., Johnson, D. W., & Fabrey, L. (1980). The effects of controversy and defensiveness on cognitive perspective-taking. **Psychological Reports**, **47**, 1043-1053.

Tjosvold, D., Johnson, D. W., & Lerner, J. (1981). Effects of affirmation of one's competence, personal acceptance, and disconfirmation of one's competence on incorporation of opposing information on problem-solving situations. **Journal of Social Psychology**, **114**, 103-110.

Torrance, E. (1961). Can group control social stress in creative activity? **Elementary School Journal**, **62**, 139-394.

Torrance, E. (1970). Influence of dyadic interaction on creative functioning. **Psychological Reports**, **26**, 391-394.

Torrance, E. (1971). Stimulation, enjoyment, and originality in dyadic creativity. **Journal of Educational Psychology**, **62**, 45-48.

Torrance, E. (1973). **Dyadic interaction in creative thinking and problem solving**. Paper read at American Educational Research Association, New Orleans, February.

Triandis, H., Bass, A., Ewen, R., & Midesele, E. (1963). Teaching creativity as a function of the creativity of the members. **Journal of Applied Psychology**, **47**, 104-110.

Turiel, E. (1966). An experimental test of the sequentiality of developmental stages in the child's moral judgment. **Journal of Personality and Social Psychology**, **3**, 611- 618.

Turiel, E. (1973). Stage transition in moral development. In R. Travers (Ed.), **Second handbook of research on teaching** (pp. 732-758). Chicago: Rand McNally.

Van Blerkom, M., & Tjosvold, D. (1981). The effects of social context on engaging in controversy. **Journal of Psychology**, **107**, 141-145.

Vinokur, A., & Burnstein, E. (1974). Effects of partially shared persuasive arguments on group-induced shifts. **Journal of Personality and Social Psychology**, **29**, 305-315.

Wallach, L., & Sprott, R. (1964). Inducing number conservation in children. **Child Development**, **35**, 1057-1071.

Wallach, L., Wall, A., & Anderson, L. (1967). Number conservation: The roles of reversibility, addition-subtraction, and misleading perceptual cues. **Child Development**, **38**, 425-442.

Walton, R. (1987). **Interpersonal peacemaking.** Reading, MA: Addison-Wesley.

Watson, G., & Johnson, D. W. (1972). **Social psychology: issues and insights.** Philadelphia: Lippincott.

Webb, N. (1977). **Learning in individual and small group settings**. (Technical Report #7). Stanford, CA: Aptitude Research Project, School of Education, Stanford University.

Woholwill, J., & Lowe, R. (1962). Experimental analysis of the development of the conservation of number. **Child Development**, **33**, 153-167.

Worchel, P., & McCormick, B. (1963). Self-concept and dissonance reduction. **Journal of Personality**, **31**, 589-599.

Zajonc, R. (1965). Social facilitation. **Science**, **149**, 269-272.

Zimbardo, P. (1965). The effect of effort and improvisation on self-persuasion produced by role playing. **Journal of Experimental Social Psychology**, **1**, 103-120.