

## Michael L. Kamil

Dr. Kamil is a member of the Psychological Studies in Education Committee and is on the faculty of the Learning Sciences Technology Design Program at Stanford University. His research explores the effects of computer technologies on literacy and the acquisition of literacy in first and second languages. Another line of research focuses on the uses of interactive agents in electronic text to support learning and comprehension. Current research projects are funded by the Carnegie Corporation, California Post-secondary Education Commission, and the Laboratory for Student Success. He was a member of the National Reading Panel, a group that produced a synthesis of instructional research in reading. Dr. Kamil was also a member of the RAND Reading Study Group that developed a research agenda in reading comprehension. He currently is a member of the National Literacy Panel for Language Minority Children and Youth, which is synthesizing the research in second language literacy. He has been editor of several scholarly journals, including Reading Research Quarterly; and was lead editor of Handbook of Reading Research, Volume III, and is lead editor for Volume IV. In addition, he has edited, authored or co-authored over 100 books, chapters, and journal articles. Dr. Kamil holds a Ph.D. from University of Wisconsin-Madison.