

Jason R. Finley

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EDUCATION

Doctoral Student, Cognitive Psychology, 2006–present

University of Illinois at Urbana-Champaign

- Advisor: Aaron S. Benjamin

Bachelor of Science in Cognitive Science, June 2003

University of California, Los Angeles

- Summa Cum Laude, with a GPA of 3.87
- Minor in English
- Specialization in Computing

HONORS AND AWARDS

- Mary Jane Neer Scholarship, 2007-2008, 2008-2009, 2009-2010
- List of Teachers Ranked as Excellent by Their Students, University of Illinois at Urbana-Champaign Center for Teaching Excellence, Fall 2007
- National Science Foundation Graduate Research Fellow, 2007
- Golden Key National Honor Society Member, 2002
- UCLA Regent Scholar, 2000
- National Merit Scholar, 1998

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- Cognitive Science Society
- International Association for Metacognition
- Society for Applied Research in Memory and Cognition

PUBLICATIONS AND MANUSCRIPTS

- Finley, J. R., Brewer, W. F., & Benjamin, A. S. (in press). The effects of end-of-day picture review and a sensor-based picture capture procedure on autobiographical memory using SenseCam. *Memory*.
- Finley, J. R., Tullis, J. G., & Benjamin, A. S. (in press). Metacognitive control of learning and remembering. In M. S. Khine & I. Saleh (Eds.), *New science of learning: cognition, computers and collaboration in education*. Springer.
- Finley, J. R., Benjamin, A. S., Hays, M. J., Kornell, N., & Bjork, R. A. (2009). Accumulating cues and diminishing cues: Toward a self-calibrating desirable difficulty. Manuscript in preparation.
- Liu, X., Finley, J. R., & Benjamin, A. S. (2009). Learning to avoid part-list cues. Manuscript in preparation.
- Finley, J. R., & Benjamin, A., S. (2009). Retrieval Strategy and Part-List Cuing. Manuscript in preparation.
- Finley, J. R., & Benjamin, A., S. (2009). Adaptive changes in encoding strategy with experience: Evidence from the test expectancy paradigm. Manuscript in preparation.
- Finley, J. R. (2008, October). Hot Spots Near You: Mildred E. Mathias Botanical Garden, Los Angeles, CA. *Birder's World*.

- Richland, L. E., Bjork, R. A., & Finley, J. R. (2007). Incorporating Desirable Difficulties in Science Learning: Effects of Generation and Interleaving. Unpublished manuscript.
- Finley, J. R. (2006). Hail to the Birds of Westwood. *Western Tanager (Los Angeles Audubon Society)*, 72 (7), 1-3.
- Borgman, C. L., Smart, L. J., Millwood, K. A., Finley, J. R., Champeny, L., Gilliland, A. J., Leazer, G. H. (2005). Comparing faculty information seeking in teaching and research: implications for the design of digital libraries. *Journal of the American Society for Information Science and Technology*, 56, (6), 636-657.
- Richland, L.E., Bjork, R. A., Finley, J.R., Linn, M.C. (2005). Linking Cognitive Science to Education: Generation and Interleaving Effects. In B.G. Bara, L. Barsalou, M. Bucciarelli (Eds), *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society*. Mahwah, NJ: Lawrence Erlbaum.
- Borgman, C. L., Leazer, G. H., Gilliland-Swetland, A., Millwood, K., Champeny, L., Finley, J., Smart, L. J. (2004). How geography professors select materials for classroom lectures: implications for the design of digital libraries. In *JCDL '04: Proceedings of the 4th ACM/IEEE-CS joint conference on Digital libraries* (pp. 179-185). Tucson, AZ: Association for Computing Machinery.
- Champeny, L., Borgman, C. L., Leazer, G. H., Gilliland-Swetland, A. J., Millwood, K. A., D'Avolio, L., Finley, J. R., Smart, L. J., Mautone, P. D., Mayer, R. E., and Johnson, R. A. (2004). Developing a digital learning environment: an evaluation of design and implementation processes. In *JCDL '04: Proceedings of the 4th ACM/IEEE-CS joint conference on Digital libraries* (pp. 37-46). Tucson, AZ: Association for Computing Machinery.
- Richland, L.E., Finley, J. R., Bjork, R. A. (2004). Differentiating the Contextual Interference Effect from the Spacing Effect. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society*, p. 1624. Mahwah, NJ: Lawrence Erlbaum.
- Methot, L. M., & Finley, J. R. (2003). The UCLA AstroBiology Society: the first student-run astrobiology organization. *Astrobiology*, 3 (2), 249-250.
- Methot, L. M., & Finley, J. R. (2003). Origin and Evolution of the UCLA AstroBiology Society. In Norris, R., & Stootman, F. (Eds.), *Bioastronomy 2002: Life Among the Stars, Proceedings of International Astronomical Union Symposium Symposium #213* (p. 559). San Francisco: Astronomical Society of the Pacific.

PRESENTATIONS

- Finley, J. R., Brewer, W. F., & Benjamin, A. S. (2008, November). *SenseCam and Autobiographical Memory*. Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Finley, J. R., Brewer, W. F., & Benjamin, A. S. (2008, June). *Memory effects of daily review of SenseCam images for healthy young adults*. Presentation given at 2nd SenseCam Collaborato's Meeting, Microsoft Research Cambridge Lab, UK.
- Finley, J. R., & Benjamin, A. S. (2007, November). *Adaptive Changes in Encoding Strategy With Experience: Evidence From the Test Expectancy Paradigm*. Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Linn, M. C., Bjork, R. A., Richland, L. E., Cheng, H., Kornell, N., Hays, M. J., Finley, J. R., & Fink, D. S. (2006, June). Desirable difficulties in science learning in a Web-Based Inquiry Science Environment (WISE). Poster presented at the Institute for Education Sciences 2006 Research Conference, Washington, D. C.
- Linn, M. C., Cheng, B. H., Richland, L. E., Bjork, R. A., & Finley, J. R. (January 23,

- 2005). Can desirable difficulties improve science learning from text? Paper to be presented at the Sixteenth Annual Winter Conference on Discourse, Text, and Cognition. Jackson Hole, Wyoming.
- Tate, E. D., & Finley, J. R. (2007, April). *Does the Hanging With Friends, Velocity Style! Module Support Students' Ability to Calculate and Graph Velocity?* Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 - Tate, E. D., & Finley, J. R. (2006, April). *How do multiple visualizations improve students' understanding of velocity?* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
 - Finley, J. R. (2005, May). *Desirable difficulties: learning, teaching, and collaboratively bridging.* Paper presented at the Third UCLA Lake Arrowhead Conference on Human Complex Systems, Lake Arrowhead, CA.
 - Linn, M. C., Bjork, R. A., Cheng, B. H., Richland, L. E., & Finley, J. R. (April 13, 2005). *Improving science learning: generation and reflection.* In E. Albro, Chair, Symposium on Bringing Cognitive Science into the Classroom. Meetings of the American Educational Research Association, Montreal, Canada.
 - Finley, J. R., Richland, L. E., Bjork, R. A. (2004, April). *Introducing desirable difficulties into science learning.* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 - Borgman, C. L., Smart, L. J., Millwood, K. A., Finley, J. R., Champeny, L., Gilliland-Swetland, A., Leazer, G. H. (2004, April). *Getting ready for class: the information seeking behavior of geography professors in support of teaching.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
 - Finley, J. R., & Methot, L. M. (2002, May). *2002-2003 Education and Public Outreach Initiatives for the Center for Astrobiology: The UCLA AstroBiology Society.* Presentation at the UCLA Center for Astrobiology Retreat, Malibu, CA.
 - Finley, J. R., & Methot, L. M. (2002, April). *Origin and evolution of the UCLA AstroBiology Society.* Poster presented at the Astrobiology Science Conference 2002, NASA Ames Research Center, Moffett Field, CA.
 - Finley, J. R., & Methot, L. M. (2000, March). *The UCLA AstroBiology Society: Forming a Multidisciplinary Organization.* Presentation at the UCLA Center for Astrobiology Retreat, Westwood, CA.

RESEARCH EXPERIENCE

Participant in 3rd Annual LearnLab Summer School 2007
Pittsburgh Science of Learning Center

- Designed in vivo study “Do multiple representations of probability rules promote robust learning?”

Educational Psychology Research Associate 2004 – 2006
Technology Enhanced Learning in Science - A National Science Foundation Center for Learning and Teaching
 Dr. Marcia C. Linn, UC Berkeley Education Psychology

- Designed curricula and material for web-based science instruction
- Observed and assisted in middle school classrooms using learning technology
- Analyzed data and reported results

Cognitive Psychology Research Associate 2003 – 2006

Introducing Desirable Difficulties for Educational Applications in Science - (http://www.psych.ucla.edu/iddeas/) - Funded by the Institute of Education Sciences' Cognition and Student Learning Program

Dr. Robert A. Bjork, UCLA Cognitive Psychology

- Designed and conducted experiments to improve web-based educational software by drawing on research from human learning and memory
- Presented results at lab meetings and conferences
- Analyzed and managed data
- Supervised and mentored undergraduate research assistants
- Designed and maintained project web site

Social Cognition Research Assistant 2003 – 2005

UCLA Children's Digital Media Center - A National Science Foundation Social, Behavioral, and Economic Center

Elisheva Gross, UCLA Social Psychology

- Acted as confederate in social exclusion manipulation
- Acted as experimenter, performed in-depth debriefings
- Conducted and collaborated on design of experiments on the interaction of social relationships and cognition
- Analyzed and managed data

Social Artificial Intelligence Research Assistant 2002

University of Southern California Information Sciences Institute

Dr. W. Lewis Johnson, USC Information Sciences

- Consulted on design of interface between a human student and an artificial intelligence (AI) tutor for educational software
- Developed language for use by AI tutor
- Supported design experiments to test social plausibility of AI tutor

Digital Library Research Assistant, NSF Research Experience for Undergraduates Participant 2001 – 2003

Alexandria Digital Earth ProtoType Project - (http://is.gseis.ucla.edu/adept/) - Funded by the - National Science Foundation

Dr. Christine Borgman, UCLA Graduate School of Education & Information Studies

- Collected data for Education and Evaluation Team, including faculty interviews and course observations
- Performed qualitative data analysis of interview transcripts
- Performed software usability tests
- Developed use case scenarios to inform software design
- Maintained and organized data, records, and references
- Maintained project website

Student Research Program Participant 2001 – 2001

Technology, Education, and Scientific Learning

Dr. William A. Sandoval, UCLA Graduate School of Education & Information Studies

- Designed and performed analysis on data retrieved from middle school students' use of experimental educational software (<http://www.letus.org/bguile/>)
- Explored issues of qualitative vs quantitative evaluation, scientific reasoning, technology in education

Cognitive Science Undergraduate Workshop Participant
Indiana University

2000

Student Research Program Participant & Lab Assistant
Cognitive Psychology: Causal Reasoning

2000 – 2001

Dr. Patricia W. Cheng, UCLA Cognitive Psychology

- Participated in designing and running experiments for research on causal induction

TEACHING EXPERIENCE

- Psychology 235 - Intro to Statistics - Spring 2008
- Psychology 331 - Cognitive Psych Lab (Research methods) - Fall 2007