

Jason R. Finley**Curriculum Vitae**

Department of Behavioral Sciences
 Fontbonne University
 6800 Wydown Blvd.
 St. Louis, MO 63105

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 www.jasonfinley.com

Education

- Ph.D. in Psychology 2012
University of Illinois at Urbana-Champaign
 Committee: Aaron S. Benjamin (advisor), William F. Brewer,
 Gary S. Dell, Brian D. Gonsalves, Brian H. Ross
 Thesis: "Retrieval cue variability: When and why are two meanings
 better than one?"
- M.A. in Psychology 2010
University of Illinois at Urbana-Champaign
 Thesis: "Adaptive and qualitative changes in encoding strategy with
 experience"
- B.S. in Cognitive Science, summa cum laude 2003
University of California, Los Angeles
 Minor in English
 Specialization in Computing

Professional Positions

- Assistant Professor of Psychology, Department of Behavioral Sciences
Fontbonne University 2015-
- Postdoctoral Research Associate, Department of Psychology
Washington University in St. Louis 2012-2015

Honors, Awards, & Funding

- Joan Goostree Stevens Excellence in Teaching Award 2017
- National Endowment for the Humanities: Humanities Connections grant for
 project: *Primary Source: Memory and the Construction of Identity*
across Time and Place (co-director) 2017-2020
- Crowd-funding awarded from Experiment.com for project: *How does*
technology affect our memory? 2014
- Graduate Teacher Certificate, *University of Illinois at Urbana-Champaign* 2011
- National Science Foundation Graduate Research Fellowship 2007-2012
- List of Teachers Ranked as Excellent by Their Students, 2007, 2010
University of Illinois at Urbana-Champaign
- Mary Jane Neer Scholarship 2007-2011
- Grant from Microsoft Research, Ltd., Cambridge, UK (grant # 2007-066) 2007

UCLA Regent Scholarship

2000

Research Interests

Human cognition in laboratory and everyday settings; applying cognitive psychology principles toward improving education; overcoming the limitations of human memory by improving metacognition and/or offloading aspects of cognition onto the environment.

Teaching Interests

Research methods, statistics, introductory psychology, cognitive psychology, learning and memory, human factors, judgment and decision-making, history of psychology, controversial issues.

Teaching and Mentoring Experience

<i>Fontbonne University</i>	2015-present
<ul style="list-style-type: none"> • Research Methods for the Behavioral Sciences • Senior Research Seminar • Introduction to Psychology • Cognitive Psychology • Controversial Issues in Psychology 	
<i>Washington University in St. Louis, University College</i>	2014-2015
<ul style="list-style-type: none"> • Introductory Psychological Statistics 	
<i>University of Illinois at Urbana-Champaign</i>	2007-2011
<ul style="list-style-type: none"> • Graduate Teacher Certificate Program • Introductory Psychology (instructor) • Introduction to Statistics (instructor) • Cognitive Psychology Laboratory (teaching assistant) 	
<i>University of California, Los Angeles</i>	2003-2006
<ul style="list-style-type: none"> • Mentor and supervisor to undergraduate research assistants 	

Service to University

<i>Fontbonne University</i>	
<ul style="list-style-type: none"> • Undergraduate Academic Committee • Search committee for tenure-track faculty position in psychology • Library Advisory Committee • Search committee for tenure-track faculty position in data mining 	2016-2018 2016-2017 2016-2017 2015-2016

Research Experience

Postdoctoral Research Associate, Advisor: Henry L. Roediger III Applying Cognitive Psychology to Enhance Educational Practice, James S. McDonnell Collaborative Activity Award <i>Washington University in St. Louis</i>	2012-2015
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- Graduate research, Advisor: Aaron S. Benjamin 2006-2012
Memory, metamemory, encoding and retrieval strategies
University of Illinois at Urbana-Champaign
- Graduate research, Advisor: William F. Brewer 2006-2012
Autobiographical memory
University of Illinois at Urbana-Champaign
- Research Associate, Advisor: Marcia C. Linn 2004-2006
Technology Enhanced Learning in Science: A NSF Center for Learning and Teaching
UC Berkeley Graduate School of Education
- Research Associate, Advisor: Robert A. Bjork 2003-2006
Introducing Desirable Difficulties for Educational Applications in Science; Funded by the Institute of Education Sciences' Cognition and Student Learning Program
UCLA Department of Psychology
- Research Assistant, Advisor: Elisheva F. Gross 2003-2005
UCLA Children's Digital Media Center: A NSF Social, Behavioral, and Economic Center
- Research Assistant, Advisor: W. Lewis Johnson 2002
University of Southern California Information Sciences Institute
- Research Assistant, Advisor: Christine L. Borgman 2001-2003
NSF Research Experience for Undergraduates Participant: Alexandria Digital Earth ProtoType Project
UCLA Graduate School of Education and Information Studies
- Research Assistant, Advisor: William A. Sandoval 2001
UCLA Graduate School of Education and Information Studies
- Research Assistant, Advisor: Patricia W. Cheng 2000-2001
UCLA Department of Psychology

Peer-Reviewed Publications

- Finley, J. R.**, Naaz, F., & Goh, F. W. (2018). *Memory and technology: How we use information in the brain and the world*. Springer.
- Tullis, J. G., & **Finley, J. R.** (2018). Self-generated memory cues: Effective tools for learning, training, and remembering. *Policy Insights from the Behavioral and Brain Sciences*.
- Finley, J. R.**, Sungkhasettee, V., Roediger, H. L., & Balota, D. A. (2017). Relative contributions of semantic and phonological associates to over-additive false recall in hybrid DRM lists. *Journal of Memory and Language*, 93, 154-168.
- Agarwal, P., **Finley, J. R.**, Rose, N., & Roediger, H. L. (2016). Benefits from retrieval practice are greater for students with lower working memory capacity. *Memory*.

- Finley, J. R.**, Roediger, H. L., Hughes, A. D., Wahlheim, C. N., & Jacoby, L. L. (2015). Simultaneous versus sequential presentation in testing recognition memory for faces. *American Journal of Psychology*, *128*(2), 173-195.
- Finley, J. R.**, Benjamin, A. S., & McCarley, J. S. (2014). Metacognition of multi-tasking: How well do we predict the costs of divided attention? *Journal of Experimental Psychology: Applied*, *20*(2), 158-165.
- Nestojko, J. F., **Finley, J. R.**, & Roediger, H. L. (2013). Extending cognition to external agents. *Psychological Inquiry*, *24*(4), 321-325.
- Tullis, J. G., **Finley, J. R.**, & Benjamin, A. S. (2013). Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. *Memory & Cognition*, *41*(3), 429-442.
- Finley, J. R.**, & Benjamin, A., S. (2012). Adaptive changes in encoding strategy with experience: Evidence from the test expectancy paradigm. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *38*(3), 632-652.
- Finley, J. R.**, Brewer, W. F., & Benjamin, A. S. (2011). The effects of end-of-day picture review and a sensor-based picture capture procedure on autobiographical memory using SenseCam. *Memory*, *19*(7), 796-807.
- Finley, J. R.**, Benjamin, A. S., Hays, M. J., Bjork, R. A., & Kornell, N. (2011). Benefits of accumulating versus diminishing cues in recall. *Journal of Memory and Language*, *64*, 289-298.
- 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.

Book Chapters and Conference Proceedings

- Finley, J. R.**, Tullis, J. G., & Benjamin, A. S. (2010). Metacognitive control of learning and remembering. In M. S. Khine & I. Saleh (Eds.), *New science of learning: cognition, computers and collaboration in education*. Springer.
- 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* (p. 1850). Mahwah, NJ: Lawrence Erlbaum.
- Borgman, C. L., Leazer, G. H., Gilliland-Swetland, A., Millwood, K., Champeny, L., **Finley, J. R.**, & Smart, L. J. (2004). How geography professors select materials for classroom lectures: implications for the design of digital libraries. *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., & Johnson, R. A. (2004). Developing a digital learning environment: an evaluation of design and implementation processes. *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.

Manuscripts in Preparation or Under Review

- Aschheim, D. G., & **Finley, J. R.** (in progress, data collection to be completed in 2018). The forgetting curve: Ten years of picture-cued autobiographical memory for randomly sampled experiences.
- Finley, J. R.**, & Brewer, W. F. (in preparation). Accuracy and completeness of autobiographical memory: Evidence from a wearable camera.
- Finley, J. R.**, & Benjamin, A. S. (in preparation). Retrieval cue variability: When and why are two meanings better than one?
- Finley, J. R.**, Liu, X., & Benjamin, A. S. (in preparation). Metacognitive control: Learning to avoid part-list cues?
- Finley, J. R.**, & Benjamin, A., S. (in preparation). Metacognitive control of transfer-appropriate processing.
- Finley, J. R.**, Richland, L. E., & Bjork, R. A. (in preparation). Incorporating Desirable Difficulties in Science Learning: Effects of Testing and Interleaving.
- Finley, J. R.** (in preparation). Evolution of Research Topics in Experimental Psychology: 50 Years of Psychonomic Society Session Titles.
- Sungkhasettee, V., **Finley, J. R.**, Roediger, H. L., & Wixted, J. T. (in preparation). Simultaneous Presentation is Superior to Sequential Presentation in Recognition of DRM Lists.

Posters and Presentations

- Finley, J. R.**, Sungkhasettee, V., Wixted, J. T., & Roediger, H. L. (2017, November). *Comparing Simultaneous and Sequential Test Procedures in Recognition*. Talk presented at the annual meeting of the Psychonomic Society, Vancouver, Canada.
- Finley, J. R.**, & Voss, J. (2017, November). *Study Smarter, Not Harder*. Janus Seminar, Fontbonne University.
- Finley, J. R.** (2016, November). *The Interplay of Technology and Human Memory*. Invited talk given at S. Annette Moran Faculty Forum, Fontbonne University.

- Finley, J. R.** (2016, August). *Wearable Cameras as Tools for Research and for Improving Autobiographical Memory*. Invited talk presented at the American Psychological Association's 2016 convention, Denver, Colorado.
- Finley, J. R., & Brewer, W. F.** (2013, November). *Evolution of Research Topics in Experimental Psychology: 50 Years of Psychonomic Session Titles*. Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.
- Brewer, W. F., & Finley, J. R.** (2013, November). Errors in Autobiographical Memory: Evidence From a Wearable Camera. Talk presented at the annual meeting of the Psychonomic Society, Toronto, Canada.
- Hays, M. J., & Finley, J. R.** (2013, November). *Computerized Hints Can Optimize Recall: Difficulty and Duration*. Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.
- Finley, J. R.** (2013, October). *Unlocking the Secrets of Hypermnnesia*. Cognitive Talk Series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Finley, J. R.** (2013, April). *Effect Size Tutorial: Cohen's d and Omega-squared*. Presentation given to Memory Lab and Memory & Cognition Lab, Department of Psychology, Washington University in St. Louis.
- Finley, J. R., Benjamin, A. S., & McCarley, J. S.** (2012, November). *Metacognition of Multi-Tasking*. Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Finley, J. R., & Brewer, W. F.** (2011, August). *The Accuracy and Completeness of Recollective Memory*. Presentation given at the 5th International Conference on Memory, York, UK.
- Finley, J. R., & Brewer, W. F.** (2010, September). *Accuracy and Completeness of Autobiographical Memory*. Poster presented at SenseCam 2010 Symposium, Dublin, Ireland.
- Finley, J. R., & Fraundorf, S. H.** (2010, April). *Signal Detection Theory & Multi-Level Modeling: When "Accuracy" Isn't Always Accurate*. Presentation given to Multilevel Modeling Reading Group, Department of Psychology, University of Illinois at Urbana-Champaign.
- Finley, J. R., Brewer, W. F., & Benjamin, A. S.** (2009, October). *Reflections of memory in the environment*. Presentation given at SenseCam 2009 Symposium, Chicago, IL.
- Finley, J. R.** (2009, January). *SenseCam: a new type of tool to study and augment human cognition*. Visual Cognition and Human Performance Talk Series, Department of Psychology, University of Illinois at Urbana-Champaign.
- 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 Collaborator'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.
- Finley, J. R.** (2007, September). *Adaptive changes in encoding strategy with experience*. Cognitive Talk Series, Department of Psychology, University of Illinois at Urbana-Champaign.
- 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.** (2005, January). *Can desirable difficulties improve science learning from text?* Paper 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.** (2005, April). *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.

Other Publications and Presentations

- Finley, J. R.** (2018, August). From Featured Content to featured teaching: The sequel. *Psychonomic Society Featured Content*.
<https://featuredcontent.psychonomic.org/from-featured-content-to-featured-teaching-the-sequel>

- Finley, J. R.** (2018, May). From Featured Content to featured teaching. *Psychonomic Society Featured Content*. <https://featuredcontent.psychonomic.org/from-featured-content-to-featured-teaching>
- Finley, J. R.** (2017, October). Bridging psychological science and the humanities. *APS Observer*. <https://www.psychologicalscience.org/observer/bridging-psychological-science-and-the-humanities>
- Finley, J. R.** (2015, August). Call of Duty or Tetris? The cognitive payoff of some video games. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297695/Call-of-Duty-or-Tetris-The-cognitive-payoff-of-some-video-games.htm>
- Finley, J. R.** (2015, July). Not all minds that wander are lost: ADHD and the types of mind wandering. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297629/Not-all-minds-that-wander-are-lost-ADHD-and-the-types-of-mind-wandering.htm>
- Finley, J. R.** (2015, May). The transcendental mind: Memory in your head and in your smartphone. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297453/The-transcendental-mind-Memory-in-your-head-and-in-your-smartphone.htm>
- Finley, J. R.** (2015, March). When opposites slow you down but don't collide: Negligible dual-task costs with stimulus incompatibility. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297393/When-opposites-slow-you-down-but-dont-collide.htm>
- Finley, J. R.** (2015, January). High quality MTurk data. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297248/High-quality-MTurk-data.htm>
- Finley, J. R.** (2014, October). I know this guy. But wait, what was his name? *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/296864/-I-know-this-guy.-But-wait-what-was-his-name.htm>
- Finley, J. R.** (2008, October). Hot Spots Near You: Mildred E. Mathias Botanical Garden, Los Angeles, CA. *Birder's World*.
- Finley, J. R.** (2006). Hail to the Birds of Westwood. *Western Tanager (Los Angeles Audubon Society)*, 72(7), 1-3.
- 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 #213* (p. 559). San Francisco: Astronomical Society of the Pacific.
- 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.

Media Coverage of my Research

- Dandridge, C. (2017, Summer/Fall). The intersection of memory, identity, and technology. *Tableaux*. https://www.fontbonne.edu/wp-content/uploads/2017/10/TableauxBook_AUG2017_web.pdf
- Pleimann, P. (Producer), & Pertzborn, J. (Anchor). (2017, April 11). Psychology professor discusses impact of technology on memory [Television news segment]. *Fox 2 AM Show*. St. Louis, MO: KTVI. <http://fox2now.com/2017/04/11/psychology-professor-discusses-impact-of-technology-on-memory/>
- Biegler, P. (2016, September 18). Memory in the smartphone age: your mobile may be changing the way you remember. *The Age*. <http://www.theage.com.au/technology/technology-news/memory-in-the-smartphone-age-your-mobile-may-be-changing-the-way-you-remember-20160906-gra3q6.html>
- Jaffe, E. (2014, March 6). People who suck at multitasking don't realize they suck: And that's a big problem when it comes to distracted driving. *Fast Company: Co.Design*. <http://www.fastcodesign.com/3027118/evidence/people-who-suck-at-multitasking-dont-realize-they-suck>
- Willingham, D. T. (2014, March 3). What people know about the cost of multitasking [Web log post]. <http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/what-people-know-about-the-cost-of-multitasking>
- Laursen, L. (2009, March 13). A memorable device. *Science*, 323(5920), 1422-1423. <http://www.sciencemag.org/content/323/5920/1422>

Professional Memberships

American Educational Research Association
 Association for Psychological Science
 Cognitive Science Society
 International Association for Metacognition
 Psychonomic Society, Associate Member
 Society for Applied Research in Memory and Cognition

Professional Experience

Digital Associate Editor, Psychonomic Society	2014-2015
Communications Committee, Psychonomic Society	2013-

website re-launch (2013), Chair: Jeremy M. Wolfe

Ad Hoc Reviewer:

Applied Cognitive Psychology

Behavior Research Methods

Cognition

Educational Psychology

European Journal of Psychology of Education

Journal of Applied Research in Memory and Cognition

Journal of Cognitive Psychology

Journal of Experimental Psychology: Applied

Journal of Experimental Psychology: Learning, Memory, and Cognition

Journal of Experimental Psychology: General

Journal of Memory and Language

Memory

Memory & Cognition

Psychological Inquiry

Technical Skills

Computer Programming Languages:

C++, HTML, PHP, LISP, MatLab, NetLogo, PASCAL, REAL Basic, Visual BASIC, Flash ActionScript3.

Software:

R, SPSS, SAS, PsyScope, SuperLab, StatView, NVivo/NUDIST, Photoshop, Illustrator, Excel, PowerPoint, website design and maintenance, Survey Monkey, Experimentrix, Sona, Compass, Blackboard, Amazon Mechanical Turk.

References

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