

Jason R. Finley**Curriculum Vitae**

Department of Psychology
 Washington University in St. Louis
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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

Honors, Awards, & Funding

- 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
- List of Teachers Ranked as Excellent by Their Students, 2007, 2010
University of Illinois at Urbana-Champaign
- Mary Jane Neer Scholarship 2007-2011
- 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.

Teaching and Mentoring Experience

Introductory Psychological Statistics, **Instructor** Fall 2014

Washington University in St. Louis, University College

Small course for continuing education students seeking a bachelor's degree in psychology. I developed a syllabus, created weekly quiz/homework assignments using the Blackboard course management platform, presented 2.5-hour weekly lectures, and created and graded exams. (7 students)

Graduate Teacher Certificate Program 2007-2011

Center for Innovation in Teaching and Learning, UIUC

- Attended a three-day pre-semester teaching development program
- Taught at least 2 semesters at the University of Illinois
- Discussed and reflected on an observation of my teaching by a faculty mentor (Sarah Grison)
- Analyzed and reflected on informal and formal student feedback
- Participated in six hours of teaching development workshops:
 - Active Learning
 - Writing Exam Questions
 - FERPA, Grading, Cheating, and Conflicts
 - Teaching Students to Find and Evaluate Reputable Sources
 - Developing a Course
 - The Teaching Philosophy

Introductory Psychology, **Instructor** Fall 2010

University of Illinois at Urbana-Champaign

Large lecture course for all undergraduates interested in psychology. I developed a syllabus, created and graded quizzes and writing assignments, presented three 1-hour lectures per week, and contributed to exam development. Additionally, participated in weekly workshops with other instructors and faculty supervisors focusing on iterative development of teaching methods. (2 sections, 50 students each)

Introduction to Statistics, **Instructor** Spring 2008

University of Illinois at Urbana-Champaign

Large lecture and laboratory course for undergraduates majoring in psychology. This class used an innovative online adaptive tutoring and assessment system, ALEKS, geared toward letting students work toward concept mastery at their own pace. All quizzes/homework and exams were completed on the ALEKS system. I developed a syllabus, created and maintained course website, presented 1-hour lectures every other week, and held 1-hour computer lab problem sessions every other week. (2 sections, 50 students each)

- Cognitive Psychology Laboratory (Research Methods), **Teaching Assistant** Fall 2007
University of Illinois at Urbana-Champaign
 Small laboratory course for advanced undergraduates majoring in psychology. I led 2-hour lab sections twice per week, guided small students groups in creation and execution of their own experiments, instructed them in statistical analyses relevant to their data, tutored them in data analysis and graph creation, guided them in writing APA-style papers on their project and two additional in-class experiments that I organized and ran, graded papers, held review sessions, and contributed to exam development.
 (2 sections, 15 students each)
- Mentor and Supervisor to 12 undergraduate research assistants: 2003-2006
 Introducing Desirable Difficulties for Educational Applications in Science
UCLA Department of Psychology, Funded by the Institute of Education Sciences' Cognition and Student Learning Program
 I met weekly with students to provide guidance in running experiments, data entry, data analysis; I helped students search the literature, understand research publications, and link the readings to the experiments we were conducting.

Research Experience

- Postdoctoral Research Associate, Advisor: Henry L. Roediger III 2012-
 Applying Cognitive Psychology to Enhance Educational Practice,
 James S. McDonnell Collaborative Activity Award
Washington University in St. Louis
- 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.**, Roediger, H. L., Hughes, A. D., Wahlheim, C. N., & Jacoby, L. J. (accepted pending minor revisions). Simultaneous versus sequential presentation in testing recognition memory for faces. *American Journal of Psychology*.
- 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.

Manuscripts Under Review

- Finley, J. R.**, & Brewer, W. F. (under review). Accuracy and completeness of autobiographical memory: Evidence from a wearable camera.

- Agarwal, P. K., **Finley, J. R.**, Rose, N. S., & Roediger, H. L. (under review). The poorer get richer: Retrieval practice for students with low working memory span increases final recall to the level of high span students.
- Finley, J. R.**, & Benjamin, A. S. (under review). Retrieval cue variability: When and why are two meanings better than one?
- Finley, J. R.**, Liu, X., & Benjamin, A. S. (under review). Metacognitive control: Learning to avoid part-list cues?

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

- 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.
- Finley, J. R.**, Roediger, H. L., Balota, D. A., & Sungkhasettee, V. (in preparation). Hybrid false memories: Contributions of semantic and phonological associates.

Posters and Presentations

- 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.
- 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.** (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

- 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>
- Laursen, L. (2009, March 13). A memorable device. *Science*, 323(5920), 1422-1423. <http://www.sciencemag.org/content/323/5920/1422>
- 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>

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)
 Communications Committee, Psychonomic Society: website re-launch (2013)
 Chair: Jeremy M. Wolfe
 Ad Hoc Reviewer: *Behavior Research Methods*
 Ad Hoc Reviewer: *Cognition*
 Ad Hoc Reviewer: *Journal of Cognitive Psychology*
 Ad Hoc Reviewer: *Journal of Experimental Psychology: Applied*
 Ad Hoc Reviewer: *Journal of Experimental Psychology: Learning, Memory, and Cognition*

Ad Hoc Reviewer: *Journal of Experimental Psychology: General*

Ad Hoc Reviewer: *Memory*

Ad Hoc Reviewer: *Memory & Cognition*

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, Experimetrix, Sona, Compass, Blackboard, Amazon Mechanical Turk.

References

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