

Jason R. Finley**Curriculum Vitae**

Department of Psychology
 Southern Illinois University Edwardsville
 Campus Box 1121, Alumni Hall 0118
 Edwardsville, IL 62026

949-433-4216
 jafinle@siue.edu
 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, Dept. of Psychology
Southern Illinois University Edwardsville 2020-present
- Assistant Professor of Psychology, Dept. of Biological & Behavioral Sciences
Fontbonne University 2015-2020
- Adjunct Instructor, Peabody College online Ed.D. program
Vanderbilt University Summer 2019
- Postdoctoral Research Associate, Department of Psychology
Washington University in St. Louis 2012-2015

Honors, Awards, & Funding

- Fontbonne Community Connection Award
Visiting Artist for the Fall 2019 Dedicated Semester on Memory 2019
- 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
How does technology affect our memory? 2014

Graduate Teacher Certificate, <i>University of Illinois at Urbana-Champaign</i>	2011
National Science Foundation Graduate Research Fellowship	2007-2012
List of Teachers Ranked as Excellent by Their Students, <i>University of Illinois at Urbana-Champaign</i>	2007, 2010
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; interplay of internal and external memory.

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>Southern Illinois University Edwardsville</i>	2020-present
<ul style="list-style-type: none"> • Research Design and Statistics I & II • Undergraduate Research and Creative Activities (URCA) 	
<i>Vanderbilt University</i>	2019
<ul style="list-style-type: none"> • Psychological Perspectives on Learning (graduate course) 	
<i>Fontbonne University</i>	2015-2020
<ul style="list-style-type: none"> • Research Methods for the Behavioral Sciences (x 9) • Senior Research Seminar I & II (x 3) • Introduction to Psychology (x 9) • Cognitive Psychology (x 3) • Controversial Issues in Psychology (x 2) • Undergraduate Research in Psychology (individual students, x 5) • Special Topics: Memory and the Human Experience • Careers in Psychology (Fall 2019) • Academic advising (~50+ students) 	
<i>Washington University in St. Louis, University College</i>	2014-2015
<ul style="list-style-type: none"> • Introductory Psychological Statistics (x 2) 	
<i>University of Illinois at Urbana-Champaign</i>	2007-2011
<ul style="list-style-type: none"> • Introductory Psychology • Introduction to Statistics • Cognitive Psychology Laboratory 	

University of California, Los Angeles 2003-2006

- Mentor and supervisor to undergraduate research assistants

Service to Department, University

Southern Illinois University Edwardsville

- Student Awards Committee 2021-
- Program Review – Geography Department 2021
- SafeZone Committee 2020-

Fontbonne University

- Faculty advisor for Psi Chi chapter 2018-2020
- Faculty advisor for student group: FLARE
(Fontbonne's LGBTQIA Alliance for Respect and Equality) 2017-2020
- Faculty advisor for student group: Psychology Club 2016-2020
- Search committee for tenure-track faculty position in psychology 2019
- Academic Programs Assessment Subcommittee 2018-2019
- Co-organized Primary Source: An Interdisciplinary Conference
on Memory and Identity 2018
- Undergraduate Academic Committee 2016-2018
- Search committee for tenure-track faculty position in psychology 2016-2017
- Library Advisory Committee 2016-2017
- Search committee for tenure-track faculty position in data mining 2015-2016

Research Experience

Postdoctoral Research Associate, Advisor: Henry L. Roediger III 2012-2015

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

- Tullis, J. G., & Finley, J. R. (2021). What Characteristics Make Self-Generated Memory Cues Effective Over Time? *Memory*.
<https://doi.org/10.1080/09658211.2021.1979585>
- Finley, J. R., Wixted, J. T., & Roediger, H. L. (2020). Identifying the guilty word: Simultaneous versus sequential lineups for DRM word lists. *Memory & Cognition*, 48(6), 903-919. <https://doi.org/10.3758/s13421-020-01032-6>
- Finley, J. R., Naaz, F., & Goh, F. W. (2018). *Memory and technology: How we use information in the brain and the world*. Springer. <https://doi.org/10.1007/978-3-319-99169-6>
- 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.
<https://doi.org/10.1016/j.jml.2016.07.006>
- Agarwal, P. K., Finley, J. R., Rose, N. S., & 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.
<https://doi.org/10.5406/amerjpsyc.128.2.0173>
- 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.
<https://doi.org/10.1080/1047840X.2013.844056>
- 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.
<https://doi.org/10.1037/a0026215>
- 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. <https://doi.org/10.1016/j.jml.2011.01.006>
- 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.** (2021). Why psychology? The cosmic view. In K. Vaidya (Ed.), *Psychology for the Curious: Why Study Psychology*. The Curious Academic Publishing.
- 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* (pp. 109-131). New York, NY: Springer. doi:10.1007/978-1-4419-5716-0_6
- 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

- Finley, J. R.**, & Naaz, F. (under review). Strategic use of internal and external memory in everyday life: Episodic versus semantic purposes.
- Finley, J. R.**, Woodfin, C. T., & Fellner, M.-C. (under review). Survival processing enhances metamemory.
- Aschheim, D. G., & **Finley, J. R.** (in progress). 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.** (in preparation). Evolution of Research Topics in Experimental Psychology: Half a Century of Psychonomic Society Session Titles.

Posters and Presentations

- Finley, J. R.** & Naaz, F. (2021, July 15). *Strategic use of internal and external memory in everyday life: Episodic vs. semantic purposes*. Talk presented at Cognitive Offloading Meeting 2021.
- Finley, J. R.** (2019, October 19). *How are technology and memory interacting in the 21st century?* Invited talk at education summit Future of Education: Rethinking Literacies and Learning for the Fourth Industrial Revolution, by Saint Louis University's School of Education & Consortium for Technology and Human Flourishing.
- Finley, J. R.** (2019, July 8). *Memory & Technology: How We Use Information in the Brain and the World*. Invited public talk presented in Current Conversations series, St. Charles Library, Middendorf-Kredell Branch, O'Fallon, Missouri.
- Finley, J. R.** (2019, May). *The Interplay of Internal and External Memory in the 21st Century*. Talk presented at SARMAC XIII, Cape Cod, Massachusetts.
<https://osf.io/s4g8m/>
- Finley, J. R.** (2018, May). *The Interplay of Technology and Human Memory*. Talk presented at Primary Source: An Interdisciplinary Conference on Memory and Identity, St. Louis, Missouri.

- 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.**, & Saberhagen, J. S. (2021, April). Berserkers. In P. L. Frana & M. J. Klein (Eds.), *Encyclopedia of artificial intelligence: The past, present, and future of AI*. ABC-CLIO. <http://publisher.abc-clio.com/9781440853272>
- Finley, J. R.** (2018, September). Drawn to remember: The benefits of artistic shopping lists. *Psychonomic Society Featured Content*. <https://featuredcontent.psychonomic.org/drawn-to-remember-the-benefits-of-artistic-shopping-lists/>
- 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 Work

- Fultz, R. (2021, December 14). Psychology students make the most of in-person lab experiences. *SIUE News*.
<https://www.siue.edu/news/2021/12/PsychologyStudentsMaketheMostofIn-PersonLabExperiences.shtml>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed., Figure 9.4).
- Harvard, B. (2020, May 18). A better retrieval practice? *The Effortful Educator*.
<https://theeffortfuleducator.com/2020/05/18/diminishing-cues-retrieval-practice/>
- Michaelian, K. (2019). Book review: Memory and technology: How we use information in the brain and the world. *Memory Studies*, 12(3), 349-352.
- Stuart, S. C. (2019, June 5). Is technology destroying our memory? *PC Magazine*.
<https://www.pcmag.com/news/368629/is-technology-destroying-our-memory>
- Cooperman, J. (2019, February 7). We're offloading more and more of our memory—are Siri and Alexa sucking our brainpower? *St. Louis Magazine*.
<https://www.stlmag.com/health/news/we-are-offloading-more-and-more-memory-are-siri-and-alexa-sucking-brainpower/>

- Ford, C. (2018, September 27). Cake, coincidences, and a crazy chart: The Fall 2019 Dedicated Semester and new courses on memory. *Griffin Roar*. <https://griffinroar.com/2018/09/27/cake-coincidences-and-a-crazy-chart-the-fall-2019-dedicated-semester-and-new-courses-on-memory/>
- Rivers, M. (2018, May 15). How test expectancy promotes learning. *The Learning Scientists*. <https://www.learningscientists.org/blog/2018/5/15-1>
- Kessel, F. (2017, November 30). Interdisciplinarity and integration: How far and wide? *APS Observer*. <https://www.psychologicalscience.org/observer/interdisciplinarity-and-integration-how-far-and-wide>
- Lewis, C. (2017, October 12). 5 tips for studying for midterms. *Griffin Roar*. <https://griffinroar.com/2017/10/12/5-tips-for-studying-for-midterms/>
- 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>
- Linn, M. C., & Bjork, R. A. (2006, March 1). The science of learning and the learning of science. *APS Observer*. <https://www.psychologicalscience.org/observer/the-science-of-learning-and-the-learning-of-science>

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
Psi Chi International Honor Society in Psychology

Professional Experience

Dissertation Committee, Julia Soares, <i>U.C. Santa Cruz</i>	2019
Qualifying Exam Committee, Jessica Siler, <i>UIUC</i>	2019
Digital Associate Editor, Psychonomic Society	2014-2015, 2018
Communications Committee, Psychonomic Society website re-launch (2013), Chair: Jeremy M. Wolfe	2013-2015

Ad Hoc Reviewer:

Applied Cognitive Psychology
Behavior Research Methods
Cognition
Educational Psychology
European Journal of Psychology of Education
Icelandic Research Fund
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
National Science Foundation, Program in Perception, Action, and Cognition
Oxford University Press
Psychological Inquiry
Routledge

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, Qualtrics, Experimentrix, Sona, Compass, Blackboard, Schoology, Amazon Mechanical Turk.

References

Professor Aaron S. Benjamin
Department of Psychology
University of Illinois at Urbana-Champaign
603 East Daniel Street
Champaign, IL 61820
(217) 333-6822
asbenjam@illinois.edu

Professor William F. Brewer
Department of Psychology
University of Illinois at Urbana-Champaign
603 East Daniel Street
Champaign, IL 61820
(217) 333-1548
wbrewer@illinois.edu

Professor Henry L. Roediger, III
Department of Psychology
Washington University in St. Louis
1 Brookings Drive
St. Louis, MO 63130
(314) 935-8731
roediger@wustl.edu

Professor Rebecca Foushée
Department of Psychology
Lindenwood University
209 S. Kingshighway
St. Charles, MO 63301
(636) 949-4453
rfoushee@lindenwood.edu

Dr. Laurel Newman
Maritz Headquarters
1375 North Highway Drive
Fenton, MO 63099
Laurel.Newman@maritz.com

Professor Jessica Blaxton
Department of Psychology
Metropolitan State University
700 East Seventh Street
Saint Paul, MN 55106-5000
(651) 999-5820
jessica.blaxton@metrostate.edu