

Curriculum Vitae

SEAN H. K. KANG

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EDUCATION

- 2001 B.A. with Merit (Psychology), National University of Singapore
Undergraduate Thesis: *Social Interaction and Ambulatory Cardiovascular Activity: The Role of Trait Anger*
- 2002 B.Soc.Sc. with Honours (Psychology), National University of Singapore
Honours Thesis: *Consonants, Vowels, and Sonority in Letter Search*
- 2006 A.M. (Cognitive Psychology), Washington University in St. Louis
Masters Thesis: *Test Format and Corrective Feedback Modulate the Effect of Testing on Memory Retention*
- 2009 Ph.D. (Cognitive Psychology), Washington University in St. Louis
Dissertation: *The Influence of Test Expectancy, Test Format, and Test Experience on Study Strategy Selection and Long-term Retention*
Advisor: Dr. Kathleen B. McDermott
Committee: Drs. David A. Balota, Henry L. Roediger, Pascal Boyer, R. Keith Sawyer, Desiree A. White

POSITIONS HELD

- Jan 2002 – Jul 2003 Research Assistant, Psychological Studies Academic Group,
National Institute of Education, Nanyang Technological University (Singapore)
- Oct 2008 – Mar 2009 Visiting Researcher, Department of Psychology, University of California, San Diego
(Primary Mentor: Dr. Harold Pashler)
- Apr 2009 – Jun 2012 Post-doctoral Research Scholar, Department of Psychology, University of California,
San Diego (Primary Mentor: Dr. Harold Pashler)
- Jul 2012 – current Assistant Professor, Department of Education, Dartmouth College

RESEARCH INTERESTS

- Human learning and memory
 - Applying cognitive science to education
 - Effects of testing on long-term retention
 - Distributed / spaced practice
 - Effects of guessing / errors on later learning
 - Metacognition and strategic learning
 - Effects of interleaving on category learning
- Visual word recognition
 - Interplay of reading and memory processes

RESEARCH PUBLICATIONS

- Kang, S. H. K., McDermott, K. B., & Roediger, H. L. (2007). Test format and corrective feedback modify the effect of testing on long-term retention. *European Journal of Cognitive Psychology, 19*, 528–558. [IF: 1.503]
- Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2008). Examining the testing effect with open-book and closed-book tests. *Applied Cognitive Psychology, 22*, 861–876. [IF: 1.633]
- Kang, S. H. K., McDermott, K. B., & Cohen, S. M. (2008). The mnemonic advantage of processing fitness-relevant information. *Memory & Cognition, 36*, 1151–1156. [IF: 2.253]
- Kang, S. H. K., Balota, D. A., & Yap, M. J. (2009). Pathway control in visual word processing: Converging evidence from recognition memory. *Psychonomic Bulletin & Review, 16*, 692–698. [IF: 2.921]
- Butler, A. C., Kang, S. H. K., & Roediger, H. L. (2009). Congruity effects between materials and processing tasks in the survival processing paradigm. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 35*, 1477–1486. [IF: 2.667]
- Roediger, H. L., Agarwal, P. K., Kang, S. H. K., & Marsh, E. J. (2010). Benefits of Testing Memory: Best Practices and Boundary Conditions. In G. M. Davies & D. B. Wright (Eds.), *Current Issues in Applied Memory Research* (pp. 15–49). East Sussex, UK: Psychology Press.
- Kang, S. H. K. (2010). Enhancing visuospatial learning: The benefit of retrieval practice. *Memory & Cognition, 38*, 1009–1017. [IF: 2.253]
- Kang, S. H. K., Pashler, H., Cepeda, N. J., Rohrer, D., Carpenter, S. K., & Mozer, M. C. (2011). Does incorrect guessing impair fact learning? *Journal of Educational Psychology, 103*, 48–59. [IF: 3.459]
- Kang, S. H. K., Yap, M. J., Tse, C.-S., & Kurby, C. A. (2011). Semantic Size Does *Not* Matter: “Bigger” Words Are Not Recognized Faster. *Quarterly Journal of Experimental Psychology, 64*, 1041–1047. [IF: 2.129]
- Kang, S. H. K., McDaniel, M. A., & Pashler, H. (2011). Effects of testing on learning of functions. *Psychonomic Bulletin & Review, 18*, 998–1005. [IF: 2.921]
- Kang, S. H. K., & Pashler, H. (2012). Learning painting styles: Spacing is advantageous when it promotes discriminative contrast. *Applied Cognitive Psychology, 26*, 97–103. [IF: 1.633]
- Carpenter, S. K., Cepeda, N. J., Rohrer, D., Kang, S. H. K., & Pashler, H. (2012). Using spacing to enhance diverse forms of learning: Review of recent research and implications for instruction. *Educational Psychology Review, 24*, 369–378. [IF: 4.333]
- Pashler, H., Kang, S. H. K., & Mozer, M. C. (2013). Reviewing erroneous information facilitates memory updating. *Cognition, 128*, 424–430. [IF: 3.414]
- Pashler, H., Kang, S. H. K., & Ip, R. (2013). Does multitasking impair studying? Depends on timing. *Applied Cognitive Psychology, 27*, 593–599. [IF: 1.633]
- Kang, S. H. K., Gollan, T. H., & Pashler, H. (2013). Don’t just repeat after me: Retrieval practice is more effective than imitation for foreign language learning. *Psychonomic Bulletin & Review, 20*, 1259–1265. [IF: 2.921]
- Kang, S. H. K., & Pashler, H. (2014). Is the benefit of retrieval practice modulated by motivation? *Journal of Applied Research in Memory and Cognition, 3*, 183–188. [IF: 2.850]

- Kang, S. H. K., Lindsey, R. V., Mozer, M. C., & Pashler, H. (2014). Retrieval practice over the long term: Should spacing be expanding or equal-interval? *Psychonomic Bulletin & Review*, 21, 1544–1550. [IF: 2.921]
- Kang, S. H. K. (2016). Spaced repetition promotes efficient and effective learning: Policy implications for instruction. *Policy Insights from the Behavioral and Brain Sciences*, 3, 12–19.
- Kang, S. H. K. (2017). The benefits of interleaved practice for learning. In J. C. Horvath, J. M. Lodge, & J. Hattie (Eds.), *From the laboratory to the classroom: Translating science of learning for teachers* (pp. 79–93). New York: Routledge.
- Eglington, L. G., & Kang, S. H. K. (in press). Retrieval practice benefits deductive inference. *Educational Psychology Review*. [IF: 4.333]
- Eglington, L. G., & Kang, S. H. K. (in press). Interleaved presentation enhances scientific category learning. *Journal of Applied Research in Memory and Cognition*. [IF: 2.850]

(PDFs of the above publications can be viewed at <http://www.dartmouth.edu/~cogedlab/publications.html>)

Google Scholar profile: <https://scholar.google.com/citations?user=KUeXrCAAAAJ>

MANUSCRIPTS UNDER REVIEW

- Eglington, L. G., Wolford, G. L., Kang, S. H. K. *Color is categorical, not solely continuous: A reply to Sutterer and Awh (2016) on the effects of retrieval practice on memory precision.* (submitted to *Psychonomic Bulletin & Review*)
- Kang, S. H. K., Eglington, L. G., & Yap, M. J. *Forward vs. backward semantic priming: What movement dynamics during lexical decision reveal.* (submitted to *Quarterly Journal of Experimental Psychology*)
- Wong, S. S. H., Low, A. C. M., Kang, S. H. K., & Lim, S. W. H. *Interleaving enhances the learning of musical styles.* (revised manuscript re-submitted to *Music Perception*)

MANUSCRIPTS IN PREPARATION

- Kang, S. H. K., Eglington, L. G., & Schuetze, B. A. *Enhancing visuospatial learning: The benefits of retrieval practice for error reduction and transfer.*
- Kang, S. H. K. *The influence of test format expectancy on study strategy and retention.*
- Kang, S. H. K., Mozer, M. C., & Pashler, H. *Willingness to guess the answer predicts subsequent learning.*
- Kang, S. H. K., Pashler, H., & Rohrer, D. *The effects of spaced rereading and retrieval practice on prose recall.*

PRESENTATIONS

National Conferences

- Kang, S. H. K., & Rickard Liow, S. J. (2002, August). *Consonant-vowel processing in skilled readers of Malay.* Paper presented at the 6th International Symposia on Malay/Indonesian Linguistics, Bintan, Indonesia.

- Lee, K., & Kang, S. H. K. (2003, April). *Attentional efficiency and English achievement*. Poster presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
- Weekes, B. S., Holliday, R. E., Lee, K., Kang, S. H. K., & Hayward, E. (2003, November). *False memory effects on spoken word recognition among bilingual speakers*. Poster presented at the 44th Annual Meeting of the Psychonomic Society, Vancouver, Canada.
- McDermott, K. B., Kang, S. H. K., & Roediger, H. L. (2005, January). *Test format and its modulation of the testing effect*. Paper presented at the 6th Biennial Meeting of the Society for Applied Research in Memory and Cognition, Wellington, New Zealand.
- Kang, S. H. K., McDermott, K. B., & Roediger, H. L. (2005, May). *Testing enhances memory retention, but which test format is better?* Poster presented at the 17th Annual Convention of the American Psychological Society, Los Angeles, CA.
- McDaniel, M. A., Kang, S. H. K., Anderson, J., McDermott, K. B., & Roediger, H. L. (2005, November). *Retrieval and memory: Test-enhanced learning*. Paper presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, May). *Open-book or closed-book tests? Effects of testing on learning depend on feedback*. Poster presented at the 18th Annual Convention of the Association for Psychological Science, New York, NY.
- Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, November). *Long-term retention is greater following closed-book tests than open-book tests*. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.
- Kang, S. H. K., McDermott, K. B., & Cohen, S. M. (2007, November). *Planning for Survival Vs. Planning a Burglary: The Mnemonic Advantage of Processing Fitness-relevant Information*. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Kang, S. H. K., Balota, D. A., & Yap, M. J. (2008, November). *Pathway control in visual word processing: Consequences for memory performance*. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Meyer, A. N. D., Logan, J. M., & Kang, S. H. K. (2008, November). *Subject-chosen feedback in the recognition of deceptive and non-deceptive sentences*. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Szpunar, K. K., Kang, S. H. K., Umanath, S., Wilkie, L., McDermott, K. B., & Roediger, H. L. (2008, November). *Testing insulates against build-up of proactive interference*. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Kang, S. H. K. (2009, February). *The influence of test expectancy on study strategy selection and retention*. Poster presented at the 2nd Annual Inter-Science of Learning Center Conference, Seattle, WA.
- Kang, S. H. K. (2009, May). *The influence of test expectancy on study strategy selection and retention*. Poster presented at the 21st Annual Convention of the Association for Psychological Science, San Francisco, CA.
- Kang, S. H. K., Carpenter, S. K., Rohrer, D., & Pashler, H. (2009, June). *Does guessing when one doesn't know the answer hurt subsequent learning?* Poster presented at the 4th Annual Institute of Education Sciences Research Conference, Washington, DC.
- Kang, S. H. K. (2009, November). *Enhancing visuo-spatial learning: The benefit of retrieval practice*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.

- Kang, S. H. K., Pashler, H., Rohrer, D., & Carpenter, S. K. (2009, November). *Is subsequent learning hurt by prior erroneous guessing?* Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- Kang, S. H. K., Mozer, M. C., & Pashler, H. (2010, May). *Testing enhances the updating of knowledge.* Poster presented at the 22nd Annual Convention of the Association for Psychological Science, Boston, MA.
- Rohrer, D., Taylor, K., Carpenter, S. K., Pashler, H., & Kang, S. H. K. (2010, June). *Tests can enhance the transfer of learning.* Poster presented at the 5th Annual Institute of Education Sciences Research Conference, National Harbor, MD.
- Pashler, H., Kang, S. H. K., & Mozer, M. C. (2010, July). *Effects of testing on memory.* Paper presented at the 16th Annual Conference of the Cognitive Science Association for Interdisciplinary Learning, Hood River, OR.
- Kang, S. H. K., Mozer, M. C., & Pashler, H. (2010, August). *Willingness to guess the answer predicts subsequent learning.* Poster presented at the 32nd Annual Conference of the Cognitive Science Society, Portland, OR.
- Kang, S. H. K., Lindsey, R., Pashler, H., & Mozer, M. C. (2010, October). *Distributed practice over the long-term: Should spacing be expanding or equal interval?* Paper presented at the Annual NSF Science of Learning Centers Awardees Meeting, Arlington, VA.
- Kang, S. H. K., Pashler, H., & Rohrer, D. (2010, November). *Effects of spaced rereading and retrieval practice on prose recall.* Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
- Kang, S. H. K., & Yap, M. J. (2010, November). *Semantic size does not matter: Bigger words are not recognised faster.* Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
- Pashler, H., Kang, S. H. K., & Mozer, M. C. (2010, November). *Testing prior knowledge facilitates its subsequent replacement.* Paper presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
- Kang, S. H. K., Gollan, T., H., & Pashler, H. (2011, June). *Practise retrieving it, not just saying it: Retrieval practice is better than imitation for foreign language learning.* Paper presented at the 9th Conference of the Society for Applied Research in Memory and Cognition (SARMAC), New York, NY.
- Kang, S. H. K., Lindsey, R., Mozer, M. C., & Pashler, H. (2011, November). *Retrieval practice over the long term: Should spacing be expanding or equal-interval?* Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Kang, S. H. K., & Pashler, H. (2012, May). *Does motivation modulate the benefit of retrieval practice?* Poster presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, IL.
- Kang, S. H. K., & Pashler, H. (2012, November). *Is the benefit of retrieval practice modulated by motivation?* Paper presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Pashler, H., Kang, S. H. K., & Harris, C. R. (2012, November). *Testing effects in memory: "On the hook" in simulated classrooms.* Paper presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

- Kang, S. H. K., Lindsey, R., Mozer, M. C., & Pashler, H. (2013, June). *Retrieval practice over the long term: Should spacing be expanding or equal-interval?* Paper presented at the 10th Conference of the Society for Applied Research in Memory and Cognition (SARMAC), Rotterdam, Netherlands.
- Eglington, L. G., Kang, S. H. K., & Yap, M. J. (2014, May). *Forward vs. backward semantic priming: What movement dynamics during lexical decision reveal.* Poster presented at the 26th Annual Convention of the Association for Psychological Science, San Francisco, CA.
- Cheng, M., Cho, S. H., Chu, S. B., Eglington, L. G., & Kang, S. H. K. (2014, October). *Interleaving of exemplars improves inductive learning of organic chemistry compounds.* Poster presented at the 54th Annual Meeting of the New England Psychological Association, Lewiston, ME.
- Eglington, L. G., & Kang, S. H. K. (2014, November). *Scientific category learning: Benefits of interleaving for chemistry.* Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Kang, S. H. K. (2015, May). *Retrieval practice as a desirable difficulty for learning foreign language vocabulary.* Paper presented at the 10th International Symposium on Bilingualism, New Brunswick, NJ.
- Eglington, L. G., & Kang, S. H. K. (2015, November). *Category learning benefits from interleaving, even when critical features are highlighted.* Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Eglington, L. G., & Kang, S. H. K. (2016, May). *Retrieval practice and deductive inference.* Poster presented at the International Meeting of the Psychonomic Society, Granada, Spain.
- Tang, X., Miller, M., & Kang, S. H. K. (2016, May). *Self-regulated category learning: Category similarity affects study sequencing choices.* Poster presented at the International Meeting of the Psychonomic Society, Granada, Spain.
- Eglington, L. G., Schuetze, B. A., & Kang, S. H. K. (2016, November). *The effects of retrieval practice on spatial learning.* Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.
- Eglington, L. G., Schuetze, B. A., & Kang, S. H. K. (2017, May). *Enhancing spatial learning: Does retrieval practice benefit transfer?* Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.
- Eglington, L. G., & Kang, S. H. K. (2017, Nov). *Can retrieval practice benefit causal learning?* Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, Canada.

Invited Talks

- 2008 Department of Psychology, Concordia College
- 2008 Memory Disorders Research Center, Boston University School of Medicine
- 2008 Department of Psychology, Auburn University
- 2008 Department of Psychology, Texas Tech University
- 2009 CogFog, University of California, Los Angeles
- 2009 Temporal Dynamics of Learning Center, University of California, San Diego
- 2010 Institute of Cognitive Science, University of Colorado, Boulder
- 2011 CogFog, University of California, Los Angeles

- 2011 James S. McDonnell Foundation Collaborative Activity Award Meeting (San Diego, CA)
- 2011 School of Psychology, University of Western Australia
- 2011 Institute of Cognitive Science, University of Colorado, Boulder
- 2011 Center for Research on Training, University of Colorado, Boulder
- 2011 Department of Education, Dartmouth College
- 2011 Department of Psychology and Education, Mt. Holyoke College
- 2013 Department of Pathology, Dartmouth-Hitchcock Medical Center
- 2013 Pediatric Grand Rounds, Dartmouth-Hitchcock Medical Center
- 2013 Conference on Improving Middle School Science Instruction Using Cognitive Science, National Research and Development Center on Cognition and Science Instruction (Washington, DC)
- 2013 Department of Psychology, Colby College
- 2013 Department of Psychology, Kent State University
- 2014 Jones Seminar on Science, Technology, and Society, Thayer School of Engineering, Dartmouth
- 2014 Department of Psychology, University of Massachusetts, Amherst
- 2014 Wisconsin Center for Education Research, University of Wisconsin, Madison
- 2015 Department of Psychology, Queen's University, Canada
- 2015 Department of Psychology, Korea University, South Korea
- 2015 Department of Psychology, Seoul National University, South Korea
- 2015 Department of Psychology, Ewha University, South Korea
- 2015 Department of Education, Yonsei University, South Korea
- 2015 Department of Psychology, Ajou University, South Korea
- 2015 Keynote Speech, Workshop on Studying Language Learning: From the Laboratory to the Classroom, Eberhard Karls University of Tübingen, Germany
- 2016 Leading Voices in Medical Education Grand Rounds, Dartmouth-Hitchcock Medical Center
- 2016 Department of Psychology, National University of Singapore
- 2016 Department of Radiology, Dartmouth-Hitchcock Medical Center
- 2018 (anticipated) Robert Kundendorf Lecture Series, Department of Psychology, University of Massachusetts, Lowell.

TEACHING

Previous

Introductory Psychological Statistics	2005	Teaching Assistant	Washington University
Experimental Psychology	2006	Teaching Assistant	Washington University
Human Learning & Memory	2006	Teaching Assistant	Washington University
Memory & Amnesia	2010-2011	Lecturer	UC San Diego

Current

Learning & Education Across Cultures		Assistant Professor	Dartmouth College
Language Acquisition & Development		Assistant Professor	Dartmouth College

Adolescent Development & Education	Assistant Professor	Dartmouth College
Applying Cognitive Psychology to Educ	Assistant Professor	Dartmouth College

GRADUATE STUDENT ADVISING

Luke G. Eglington (Psychological and Brain Sciences Ph.D. program, Dartmouth)	2013 – current
Janica X. Tang (Psychological and Brain Sciences, M.A., Dartmouth)	2014 – 2016
Xinyi Lu (Psychological and Brain Sciences Ph.D. program, Dartmouth)	2017 – current

ACADEMIC HONORS

2003-2004	Washington University Fellowship
2003-2008	Washington University Conference Travel Grant
2004-2008	Washington University Summer Research Fellowship
2008	Dean's Dissertation Fellowship, Graduate School of Arts and Sciences, Washington University
2008	1 st Place, Social Sciences Division, Graduate Student Research Symposium, Washington University
2009	Travel Grant, Festschrift in Honor of Robert A. Bjork, UCLA
2015	Junior Faculty Fellowship, Dartmouth College

RESEARCH GRANTS

Temporal Dynamics of Learning Center (NSF Science of Learning Center). *Expanding vs. equally spaced retrieval practice and long-term retention*. PI (Trainee Grant). \$1,700. 10/2009–9/2010.

Temporal Dynamics of Learning Center (NSF Science of Learning Center). *Learning and retention during different schedules of spaced retrieval practice*. PI (Trainee Grant). \$2,000. 4/2011 – 3/2012.

Walter and Constance Burke Research Initiation Award (Dartmouth College). *Further investigations into testing as a learning tool*. PI. \$25,000. 10/2013 – 6/2018.

Rockefeller Faculty Research Grant (Nelson A. Rockefeller Center, Dartmouth College). *Examining the effects of interleaved practice on science learning*. PI. \$11,690. 7/2015 – 6/2017.

National Endowment for Financial Education. *Making it stick: Using cognitive science and technology to enhance the impact of financial education*. PI. \$168,432. 9/2017 – 8/2019.

NSF. *Applying cognitive science principles to improve learning and reasoning in science*. PI. (Co-PI: Michelle Miller, Northern Arizona University). Not awarded.

Spencer Foundation. *The role of spaced review in reducing student misconceptions*. Not awarded.

SERVICE

2012-current Co-founder of www.psychfiledrawer.org

2014-2016 Member, Graduate Committee, Psychological and Brain Sciences, Dartmouth

- 2016-current Member, Research Advisory Board, Digital Promise (AKA the National Center for Research in Advanced Information and Digital Technologies, bipartisan non-profit authorized by Congress in the 2008 Higher Education Opportunity Act)
- 2016-current Consultant & Member of Advisory Panel, NSF ITEST grant (PI: Osman Yasar, SUNY Brockport)
- 2017 External Thesis Examiner, Department of Psychology, National University of Singapore

EDITORIAL ACTIVITIES / REVIEWING

Associate Editor:

Applied Cognitive Psychology, 2015–2018

Editorial Board:

Contemporary Educational Psychology, 2017-current

Journal of Applied Research in Memory and Cognition, 2017-current

Guest Editor:

Proceedings of the National Academy of Sciences (direct submission), 2013

Ad Hoc Journal Reviewer: (39 scientific journals)

Acta Psychologica • *Aging, Neuropsychology, and Cognition* • *Applied Cognitive Psychology* • *Applied Psycholinguistics* • *Behavior Research Methods* • *BioMedCentral Psychology* • *Canadian Journal of Higher Education* • *Cognitive Research: Principles and Implications* • *Cognitive Science* • *Contemporary Educational Psychology* • *Current Directions in Psychological Science* • *Developmental Science* • *Educational Psychologist* • *Educational Psychology: An International Journal of Experimental Educational Psychology* • *Educational Psychology Review* • *Educational Researcher* • *Journal of Applied Research in Memory and Cognition* • *Journal of Cognitive Psychology* • *Journal of Educational Psychology* • *Journal of Experimental Child Psychology* • *Journal of Experimental Education* • *Journal of Experimental Psychology: Applied* • *Journal of Experimental Psychology: General* • *Journal of Experimental Psychology: Learning, Memory, and Cognition* • *Journal of Memory and Language* • *Language Learning* • *Learning and Instruction* • *Memory* • *Memory & Cognition* • *Perspectives in Psychological Science* • *PLOS ONE* • *Psychological Bulletin* • *Psychological Science* • *Psychological Science in the Public Interest* • *Psychology Learning and Teaching* • *Psychonomic Bulletin & Review* • *Quarterly Journal of Experimental Psychology* • *Review of Educational Research* • *WIREs Cognitive Science*

Ad Hoc Book Proposal/Manuscript Reviewer:

Cambridge University Press

Harvard University Press

Oxford University Press

Psychology Press

Ad Hoc Grant Proposal Reviewer:

Albert Einstein Society (Philadelphia, PA)

German-Israeli Foundation for Scientific Research and Development

National Science Foundation, Division of Behavioral and Cognitive Sciences

National Science Foundation, Science of Learning: Collaborative Networks (review panelist)

The Chinese University of Hong Kong

Ad Hoc Conference Reviewer:

Society for Applied Research in Memory and Cognition

Society for Research on Educational Effectiveness

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Association for Psychological Science
Cognitive Science Society
Psychonomic Society
Society for Applied Research in Memory and Cognition

REFERENCES

Dr. Harold Pashler
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Dr. Henry (Roddy) Roediger
Department of Psychology
Washington University in St. Louis
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Dr. Doug Rohrer
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Dr. Michael Mozer
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