

July 2007

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*Enhancing collaboration and co-operation between basic and applied  
researchers in memory and cognition*

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**Message from the Executive Director  
Mike Toglia**

We are at mid year so I once again have the opportunity to tell you what is new at SARMAC. My “news” is just the tip of the iceberg, so I invite you to read through the entire newsletter.

Much of this message is focused on our biennial conference which is just a month away as of this writing. SARMAC VII (yes 7!!) will find us at Bates College for what promises to be a terrific meeting. Please a visit the conference website <http://abacus.bates.edu/sarmac/> and read Amy Bradfield Douglass’ piece in this newsletter. It has been a pleasure working with Amy and here staff for nearly 2 years. Her organizational skill and attention to detail have been first class. Thank you Amy!

In my last message, I mentioned SARMAC’s presence at the 4<sup>th</sup> International Conference on Memory (ICOM-4) held in Sydney, Australia at the University of New South Wales. Recall we sponsored two symposia there and during the opening ceremony I awarded four 250 USD travel grants to SARMAC students presenting at ICOM. This July we begin this as a tradition at our own conferences as the society will award 4 travel expense scholarships to student SARMAC members presenting at the Bates convention. The travel award winners and non-winners have all been advised by me concerning whether or not they will receive an award. Cash awards to our 4 winners will be given to them by me at the opening ceremony on July 25. Congratulations to the winners:

- Jamal Mansour, Queens University, Ontario Canada
- Sabine Quandte, University of Portsmouth, UK
- Sophie Parker, Victoria University of Wellington, NZ
- Jesse Zolna, Georgia Institute of Technology, USA

Speaking of awards, Gillian Leslie of John Wiley and Sons office in England and I worked out the details of Wiley presenting a prize for the best poster. Amy has formed a “committee” that will make the selection. The winner will receive a 150 USD voucher to buy any Wiley book(s).

Partly due to our conference in Maine, it has been a record year for membership as already our numbers have exceeded 270, the highest total since we began keeping such records 11 years ago. The previous high was 260 members in 2000. As I have always said, we cannot become complacent when it comes to membership, our lifeblood. I will continue to explore ways to further increase the Society’s membership. Your ideas concerning recruitment are most welcome. Along these lines, on ACP’s website I arranged with Wiley to insert a SARMAC logo and link to the SARMAC website so that people visiting the ACP site can discover us and hopefully become new members. And with the help of Frank Durso I have been in contact with Phil Ackerman who is President of APA Division 21, Applied Experimental and Engineering Psychology, as well as the editor of their journal JEP: Applied. Division 21 brochures will be available at Bates and I have provided Phil with information about SARMAC to send to his membership.

I am pleased to announce the appointment of Linda Henkel as our new Press Officer. She takes over for Rachel Sutherland who served for 3 years. Linda and I have already discussed how she can work to promote the society and we will be developing some ideas/initiatives in the coming months that speak to advertising and membership. Her more immediate duties will involve press issues at SARMAC VII.

The final planning will soon be over for our gathering at Lewiston, Maine. The preparations for each conference we have held have resulted in a two year journey filled with hard work. The next journey that

will take us to SARMAC VIII in 2009 has already begun. Thus I am pleased to inform you that a task force has been busily addressing this issue and we believe we have a site selected for 2009. As details are still being worked out, it would be premature for me to name a site at this time. However, a proposal from the site city will be presented at the Business Meeting in Maine. I invite all attendees to come to the meeting to hear about our 2009 conference and to express your ideas about SARMAC. The Board of Governors and I welcome your comments.

In closing, "welcome" is also in order for Board member Chris Meissner of UTEP who was recently selected to work with Bob Belli as the Associate Editor in North America for our journal Applied Cognitive Psychology. Chris will begin his editorial duties in September. I look forward to congratulating Chris in person in Maine and to seeing many of you there as well.

**SARMAC VII Biennial Conference 2008**  
**Amy Douglass**

The next meeting of SARMAC is fast approaching! The meeting is scheduled to take place at Bates College in Lewiston, ME from July 25 - 29, 2007. Scheduled keynote speakers include

- Dr. Norbert Schwarz, University of Michigan, The intricacies of setting people straight: Metacognitive experiences in debiasing and public information campaigns
- Dr. Mark Howe, Lancaster University, Development of false memories in childhood: The role of emotion, stress, and maltreatment
- Dr. Suparna Rajaram, SUNY Stonybrook, Autonoesis, amnesia, and social influences: A functional view of memory

In addition, Cognitive Technology is sponsoring a keynote address by Dr. Craig Anderson, Iowa State University, entitled Violent video game effects on cognition, affect, and behavior.

At the opening session, we are fortunate to have Doug Herrmann speak about the origins of SARMAC. In addition to these addresses, the Program Committee has designed a program with 35 paper

sessions/symposia and two poster sessions on all aspects of applied cognition research. An award for the best poster will be presented by Wiley Blackwell publishers.

In addition to the stimulating the academic content, we are pleased to offer many opportunities for relaxation with friends and colleagues. These include a welcome reception at the Bates College Museum of Art, a trip to Portland's historic Old Port, a lakeside performance by the Downeast Brass band, a banquet Saturday night including a performance by Ouroboros and much more!

Please contact Amy Douglass (adouglass@bates.edu) with any questions about the conference. We look forward to seeing you in beautiful Maine in July!

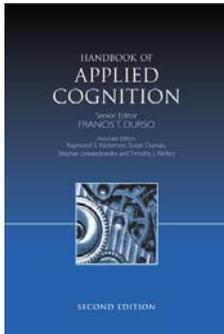
**Audit on Applied Cognitive Psychology**  
**Graham Davies and Emma Sleath**

Members may be interested in the operations of Applied Cognitive Psychology (ACP) in the year January- December 2006. Since the beginning of 2006, the three Editors have processed a total of 255 original manuscripts and revisions. The decisions were as follows:

<u>Decision</u>	<u>Number</u>
Publish	59
Revise/resubmit	131
Reject	65

Using the APA standard formula, this gives an overall acceptance rate for the year of 36%: very similar to the 2005 figure of 37%. For new mss, the mean number of weeks from submission date to date of action letter to the author(s) from an editor was approximately 14 weeks. Lag from acceptance to publication is currently running at approximately 4 months, with the manuscripts available earlier online on WileyInterscience (www.interscience.wiley.com). The journal operates an online submission and peer review system that allows authors to submit their articles online and track their progress via a web interface at <http://mc.manuscriptcentral.com/acp> The latest impact factor for the journal is 1.028. My special thanks to Bob Belli, SARMAC Editor and Martine Powell, Editor for Australasia for their continued support and wise counsel.

## Handbook of Applied Cognition



THE SECOND EDITION OF WILEY'S **HANDBOOK OF APPLIED COGNITION** HIT THE PRESSES SINCE OUR LAST NEWSLETTER.

The volume, edited by SARMAC board member **Frank Durso**, along with **Ray Nickerson**, **Sue Dumais**, **Steve Lewandowsky**, and **Tim Perfect** has over 900 pages divided into 30 chapters covering fundamentals, human-technical systems, and human-social systems. The chapters provide easy entry for readers new to the area and coherent reviews of the literature for those already immersed in the area.

1. **Everyday living** (Rogers, Pak, & Fisk)
2. **Attention** (Strayer & Drews)
3. **Working memory** (Boduroglu, Minear, & Shah)
4. **Knowledge & Expertise** (Lewandowsky, Little, & Kalish)
5. **Episodic memory** (Gronlund, Carlson, & Tower)
6. **Metamemory** (Dunlosky, Serra, & Baker)
7. **Comprehension & Situation Awareness** (Durso, Rawson, & Girotto)
8. **Decision making** (Sieck & Klein)
9. **Human Error** (Hollnagel)
10. **Teams** (Cooke, Gorman, & Winner)
11. **Industrial systems** (Moray)
12. **Patient safety** (Patel & Zhang)
13. **Sports** (Abernethy, Maxwell, Jackson, & Masters)
14. **Aviation** (Wickens)
15. **Driving** (Underwood, Crundall, & Chapman)
16. **Automation** (Lorenz & Parasuraman)
17. **Human-Information Interaction** (Pirolli)
18. **Personal information management** (Jones & Ross)
19. **CSCW** (Olson & Olson)
20. **Online courses** (Maki & Maki)
21. **Instruction** (Richland, Linn, & Bjork)
22. **Cognitive Rehabilitation** (Wilson)
23. **Personnel selection and testing** (Beier & Ackerman)
24. **Mental health** (Hughes, Panzarella, Alloy, & Abramson)
25. **Media** (Harris, Cady, & Barlett)
26. **Consumer** (Alba & Hutchinson)
27. **The environment** (Nickerson)
28. **Juror decision making** (Winter & Greene)
29. **Eyewitness testimony** (Wright & Davies)
30. **False memories** (Mazzoni & Scoboria)

## Special Issue of *Social Cognition*

SOCIAL COGNITION PUBLISHES A SPECIAL ISSUE ON HINDSIGHT BIAS, EDITED BY HARTMUT BLANK, JOCHEN MUSCH, AND RUEDIGER POHL

This special edition was published in early 2007. It contains 13 articles, most of them brief overviews on certain aspects of hindsight bias research or applications. Together, the special issue aims to give a comprehensive overview of the current state of knowledge about hindsight bias.

Hartmut Blank, Jochen Musch, Rüdiger F. Pohl. (2007) Hindsight Bias: On Being Wise After the Event. *Social Cognition* 25:1, 1

## SIMPLE: A Tool to Aid Teaching and Learning of Statistics

*SARMAC members Catherine Fritz and Peter Morris, along with colleagues Brian Francis and Moira Peelo (all at Lancaster University, UK) have a new small project applying research in memory and cognition to the teaching and learning of statistics. SIMPLE (Statistics Instruction Modules with Purposeful Learning Emphasis) is one of five curriculum development projects recently funded by the UK's Economic and Social Research Council (ESRC) to encourage quantitative skills development among social science undergraduates.*

Teaching statistics is often a challenge, but perhaps never more so than when teaching the subject to social science undergraduates. Many social science students avoid, insofar as they can, the study and practice of quantitative skills in secondary school and are surprised (and often dismayed) to discover that they play an important role in the social sciences. These students may fail to accept that quantitative skills are an essential part of their social science education, and they are likely to be frustrated in their encounters with statistical terms and concepts. Many students report that the material doesn't seem to 'stick' the way that information about other aspects of their social science disciplines do: When they return to the material after days, weeks or months, it seems unfamiliar and they feel they have made little

progress. These students lack confidence with statistical concepts and skills and frequently aim for merely avoiding failure, rather than engaging in efforts for mastery. They ask for, and often seem to benefit from individual tutorials, but are part of an educational system that typically cannot invest the resources necessary to provide extensive one-on-one teaching.

SIMPLE (Statistics Instruction Modules with Purposeful Learning Emphasis) is one of five curriculum development projects recently funded by the UK's Economic and Social Research Council (ESRC) to encourage quantitative skills development among social science undergraduates. The people developing the project are at Lancaster University in the UK: Catherine Fritz (Psychology in Education, Educational Research), Brian Francis (Maths & Stats), Peter Morris (Psychology) and Moira Peelo (Centre for the Enhancement of Teaching and Learning) are the PIs; the steering group also includes David Denver (Politics), Andrew Folkard (Geography), Julie-Ann Sime (Psychology in Education and Centre for Studies in Advanced Learning Technology, Educational Research) and the project employs a full time learning technologist/programmer, Alberto Ramirez Martinell, who is also working towards a PhD related to the use of technology to enhance learning. The combined experience of the steering group members includes well over 100 years of statistics-teaching experience and over 60 years of research into influences on human learning. The project will produce two main components:

- software that will organize, schedule and track performance on hierarchical modules, with user-friendly interfaces with both tutors and students, and
- a small set of fully defined hierarchical modules, including explanatory materials and imbedded formative and diagnostic assessment.

There are many good reasons for developing better quantitative skills among undergraduates. The ESRC are properly concerned with the skills and commensurate employment and research opportunities of UK-trained social scientists. There is also a broader issue of social equity. If current students are denied supportive opportunities to develop these skills, they are also being denied the opportunities to evaluate research and to consider when quantitative methods are appropriate in their own and others' research. Without a broad base of research skills, including quantitative analysis skills, new researchers are handicapped in their ability to understand and conduct research in any discipline. The training of social scientists, and the broader education of effective members of society, is damaged at least as much by limited numeracy skills as by limited literacy. General employment prospects appear to suffer more from poor numeracy skills than they do from poor literacy skills (Bynner & Parsons, 2000).

So, what will the system and modules achieve? How will they support the development of quantitative skills? These modules will supplement courses in quantitative skills. They might represent a substantial component of the laboratory/workshop part of a course, or they might be used as a substitute for some lectures and homework. Initially, while they are being developed at Lancaster University, they will replace some lecture, lab and homework elements. They could be used strictly at an individual level, or might be used to support group work. They will provide instructional

material, examples, diagnostic and formative assessment, and opportunities for spaced practice of new concepts and skills. During the project we will develop 4 or 5 modules addressing basic topic areas – ones that would be appropriate in introductory courses. The final selections have not yet been made, but likely candidates include:

- *Measuring people and situations* – Variables, populations and sampling, operational definitions, reliability and validity, categorical and continuous data
- *Being normal* - Introducing normal distributions and z-scores
- *Handling and describing data* - Using Excel, describing data with numbers, describing data with graphs (histograms, bar, lines, scatterplots, error bars)
- *Odds are . . .* - Introducing probabilities and significance testing
- *From counting to concluding* – Frequency data, percentages and using the chi-squared statistic
- *Data handling, part 2* - Using SPSS
- *What's the difference?* - *t* test and Cohen's *d*, between and within groups
- *Going together* - Correlation and a brief introduction to linear regression

The SIMPLE system and modules will provide a tool to help both tutors and students have more effective quantitative skills tuition.

For tutors, the modules offer elements of individualized instruction for students, with minimum intervention from the tutor. The modules developed in this project can be used as they stand, or modified by the tutors to add, remove or change the examples, specific subtopics, individual activities or explanations. Although designing a module will require careful planning, the process will not require programming skills or the use of specialized software; modules are built from familiar types of files including PowerPoint slides, Word documents, and Excel spreadsheets. Tutors specify how the elements are to be used in a Module Definition Spreadsheet which defines what options will be available to students under what conditions. Students who perform well on imbedded assessments can be fast-tracked through a lesson; those who need more support can be guided to more explanations, examples, and opportunities to apply their new knowledge. Tutors will be able to monitor and adjust students' progress through Excel files that record students' activities and their performance. The pre-developed modules can provide substantial support to tutors who are new to teaching the subject, and could substantially ease the burden on new course development. Because any element of a module can be easily changed, modules can easily be jointly developed for use in multiple disciplines: The discipline-linked examples can be customized for each programme, while sharing common structure for the activities and explanations of quantitative concepts.

For students, the system is designed to achieve two goals: Changing students' beliefs and changing their knowledge and skill level. Our approach is to challenge their beliefs directly, as one step towards improving the efficacy of their tuition, and in the same stroke to assure that the learning activities and materials are structured to develop fluent knowledge and skills.

Some students strongly express the belief that they "can't do maths/stats". By incorporating formative assessment and practice activities at an early stage as well as later stages, students are likely to succeed. The scheduling of formative assessment is based on research showing that success on early tests leads to success on later tests (e.g., Fritz, Morris, Acton, Voelkel & Etkind, 2007; Fritz, Morris, Nolan & Singleton, 2007; Morris & Fritz, 2006; Morris, Fritz, Jackson, Nichol, & Roberts, 2005). It is important to assess performance early, when students will almost certainly succeed. This early success demonstrates to students that they *can* succeed and it contributes substantially to their later success. Our original modules will include preliminary assessment of new material quite early (following just one or two slides or activities), after a short while (following a few slides or activities) and again after a longer interval, providing feedback and clarification if needed at each stage. These formative assessments are embedded in the presentation of new material and the development of new activities. Further formative assessment on a topic will follow after longer intervals, especially for material that students had difficulty grasping in the first instance.

Another belief that interferes with students' learning is that the material is not relevant to their interests. To challenge this belief we will build into the materials a scaffolded version of a somewhat personalized, problem-based learning approach (e.g., Arts, Gijssels, & Segers, 2006; Kirschner, Sweller, & Clark, 2006). Research questions that are relevant to the students themselves, or to engaging parts of their discipline, will be developed through instructional materials. Data collection methods and research designs will be considered and one or more choices will be pursued, each with an associated dataset. Although students are reasonably confident when taking the steps from a research

question to data collection method and research design, they are often lost when faced with data and the need to apply it to the research question. The concrete, personalized examples will lead students to see that data analysis concepts and tools are useful. Working through multiple, varied examples will demonstrate the broader relevance of these skills to students' interests.

The same features that challenge interfering beliefs also benefit the learning process directly. Early assessment and practice strengthens learning so that students are more likely to succeed on later assessment and practice. Varied examples provide practice in varied contexts, improving the likelihood that the principles and tools will be appropriately applied in novel contexts. Because the system selects activities based on the tutor's criteria and the individual student's performance, every student will engage in appropriate amounts of practice, at appropriate times: Students who master a concept surely and quickly will require less practice before moving on to a new concept; those who are less successful will encounter more explanation, examples and practice. Another advantage of individualized, online tuition is that students can work privately or in small groups of their own choosing, thereby avoiding potential embarrassment from the need to work more slowly or to work through more examples.

Over the next 17 months we will develop basic software, 4 or 5 modules, and guidance for modifying the modules and developing new ones. By this time next year we will demonstrate the system and modules to interested parties with plans to make the software and prototype modules available by late summer. Interested parties can contact Catherine Fritz at [C.Fritz@lancaster.ac.uk](mailto:C.Fritz@lancaster.ac.uk).

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### Books by SARMAC Members

#### **THE LIMITS OF EXPERTISE: RETHINKING PILOT ERROR AND THE CAUSES OF AIRLINE ACCIDENTS**

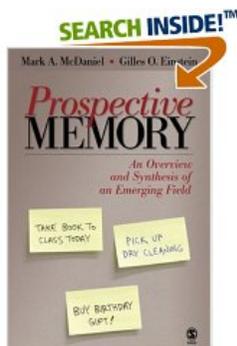
Key Dismukes, Ben Berman, and Loukia Loukopoulos recently published a book: *The Limits of Expertise: Rethinking Pilot Error and the Causes of Airline Accidents* (Ashgate, 2007). The product of a five-year NASA study, this book analyzes the 19 major U.S. airline accidents over a recent 10-year period in which the NTSB found crew error to be a probable cause. The majority of accidents in all sectors of aviation are attributed to human error, but this is often misinterpreted as evidence of lack of skill, vigilance or conscientiousness of the accident pilots--"they lacked the right stuff". But this study shows that pilot error is best understood as the result of the ways in which task demands, events,

human cognitive processes, and organizational factors interact. All experts, including highly experienced pilots, are vulnerable to characteristic forms of error. This book walks the reader through the sequence of events in each accident, explaining relevant cognitive processes, such as decision biases, attention demands of concurrent tasks, and prospective memory. The book challenges conventional concepts of accident causes and identifies specific ways in which individuals and organizations can reduce vulnerability to errors and accidents. Although the book focuses on aviation operations, the principles developed apply equally to expert performance in other domains, such as medicine.

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## BOOK EXPLORES OUR ABILITY TO REMEMBER FUTURE INTENTIONS

By Alison Drain



April 16, 2007 -- If you left your kids at school; if you forgot a dentist appointment; if you came home without the bread you set out to buy — you're a victim of your own faulty prospective memory. Our brains store intentions like these — ones we mean to complete at some point later in time — until we retrieve them or until they're lost to our forgetfulness.

"Prospective Memory: An Overview and Synthesis of an Emerging Field," the sophomore publication of Mark A. McDaniel, Ph.D., professor of psychology in Arts & Sciences at Washington University in St. Louis and leading prospective memory expert, was published in February.

McDaniel and his colleague, Gilles O. Einstein, Ph.D., professor and chair of the psychology department at Furman University, wrote the book to give a digestible overview of the relatively new field of prospective memory studies, and to propose some new ideas.

"We tried to bring all the existing literature together, organize it and integrate it with themes to identify some interesting issues that need to be researched," McDaniel says. "It will help memory researchers begin or expand their work in the area of prospective memory."

Experimentation is important in understanding how our brain processes these intentions. McDaniel and Einstein developed some of the initial paradigms to study prospective memory.

"Memory is fallible, even for tasks that are very important," McDaniel says. "As soon as intention leaves awareness, there's no guarantee that it's going to be retrieved again."

Measuring the brain's retrieval of an intention is difficult, he explains, because typical lab memory paradigms do not parallel the usual context for prospective memory.

"With this kind of memory, there's no agent asking you what you have to do. Our own cognitive system has to initiate the retrieval of our prospective memory intentions," he says.

### Enmeshed in our daily routines

Because we're often charged with remembering to do things when we're also busily engaged in ongoing daily activities, McDaniel and Einstein's experimental methods require subjects to remember one intention, while performing another, ongoing task.

For example, a subject could be asked to remember to hit a certain key on a keyboard every five minutes, while concentrating primarily on a game of Trivial Pursuit. These methods — among the first ever developed — are described in the book, illuminating experimental possibilities in the nascent field.

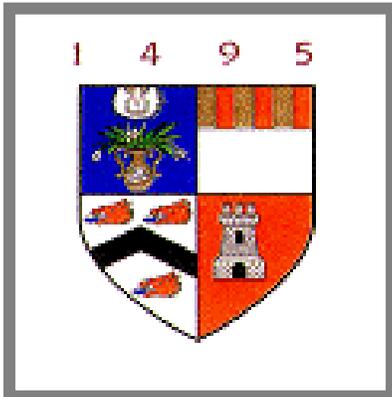
There's no getting around it: prospective memory tasks are enmeshed in our daily routines, and they can be easily lost in the tangles of our memory once we're distracted. Lapses in prospective memory can have dangerous implications for parents, the elderly or those responsible for the lives of others — but McDaniel's book includes a set of recommendations for improving it.

More research in this growing field should enhance our understanding of this type of memory, which, according to McDaniel, "is interwoven into the fabric of our lives."

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## Articles/Papers by SARMAC Members

- Lane, S. M., & Zaragoza, M. S. (in press). A little elaboration goes a long way: The role of generation in eyewitness suggestibility. *Memory & Cognition*.
- Starns, J. J., Lane, S. M., Alonzo, J. D., & Roussel, C. C. (2007). Metamnemonic control over the discriminability of memory evidence: A signal-detection analysis of warning effects in the associative list paradigm. *Journal of Memory & Language*, 56, 592-607.



### Full Time Post-Doctoral Research Position Announcement

**WHAT:** RESEARCH FELLOW

**WHERE:** UNIVERSITY OF ABERDEEN, SCHOOL OF PSYCHOLOGY

Applications are invited for a three year full-time post-doctoral research position to work on a research project on the eyewitness identification ability of children and adolescents with a focus on video identity parades utilising the VIPER system. In addition to laboratory simulations of eyewitness memory, the project will involve an archival analysis of the outcomes of video identity parades involving child witnesses in Scotland.

The post is fully funded by the Scottish Institute of Police Research and the University of Aberdeen. The post will be based in the School of Psychology at the University of Aberdeen in the north-east of Scotland. The start date is 1<sup>st</sup> of October 2007.

Applicants should have a PhD and a background in experimental or applied cognitive psychology and an excellent track record of research in the eyewitness or closely related area.

The salary will be paid in the range of £26,915 - £32,137 per annum.

Enquiries and further details may be obtained from Professor Amina Memon: [amemon@abdn.ac.uk](mailto:amemon@abdn.ac.uk)

Online application forms and further particulars are available from [www.abdn.ac.uk/jobs](http://www.abdn.ac.uk/jobs). Alternatively telephone (01224) 272727 (24-hour answering service) quoting reference number **YPS209R** for an application pack.

The closing date for the receipt of applications is **Friday 27<sup>th</sup> July 2007**.

*Promoting Diversity and Equal Opportunities throughout the University*

## Congratulations to our Fellow SARMAc Members

Congratulations to our fellow SARMAc members for earning the following awards and honors—appearing in the media—publishing and making some outstanding presentations!

<b>NAME AND AFFILIATION</b>	Antonia Kronlund, Brock University
<b>AWARDS AND HONORS</b>	Antonia was recently awarded grants from the Natural Science and Engineering Research Council of Canada and the Social Sciences and Humanities Research Council of Canada. Antonia's research program centers on understanding factors that affect memory for words and brand names: whether that is a nostalgic experience (the belief that a brand was known in high school; Kronlund and Bernstein 2006), or a recent experience. Her experiments are attempts to understand the phenomenological aspects of remembering that are involved in both veridical and illusory memories (Kronlund and Whittlesea 2005, 2006). Her most recent investigations have shown conditions in which consumer knowledge ("mindshare") interacts with marketing communications to produce illusions of recollection for non-exposed brands in predictable ways, or leads to memory errors in comparative advertising situations, or causes consumers to forget key brands that were previously advertised.

<b>NAME AND AFFILIATION</b>	Steve Janssen, University of Amsterdam
<b>AWARDS AND HONORS</b>	Steve was awarded the Rubicon grant from NWO, the Netherlands Organisation for Scientific Research. The grant will provide Steve the opportunity to work with Professor Rubin at Duke University for two years, starting this summer. He will work on the reminiscence bump in autobiographical memory. The reminiscence bump is the effect that people recall more events from their adolescence than from other lifetime periods. Although the temporal distribution of autobiographical memory has been examined extensively, the question whether differential encoding or re-sampling causes the reminiscence bump is still unanswered. Are events stored better in adolescence or are events from adolescence recalled more frequently? To examine the cause of the reminiscence bump, a series of memory tests will be presented to American, Danish, Dutch and Japanese participants via the Internet. This innovative research setting will allow Steve and Professor Rubin to test very large numbers of participants with diverse backgrounds in terms of age, culture, education and gender. The battery of tests will consist of working memory tests, long-term autobiographical memory tests, a public events test, and a most important personal events questionnaire. The results on these tests will also be combined on an individual level. The results will shed light on the question which effects cultural and biological processes, such as maturation and aging, have on autobiographical memory.

<b>NAME AND AFFILIATION</b>	S.K. (Kate) Devitt, Rutgers University
<b>PUBLICATIONS</b>	'Imagination' in Encyclopedia of American Philosophy, eds. John Lachs and Robert Talisse. New York: Routledge, 2007. See <a href="http://www.routledge-ny.com/enc/americanphilosophy/">http://www.routledge-ny.com/enc/americanphilosophy/</a>

<b>NAME AND AFFILIATION</b>	Ric Ferraro, University of North Dakota
<b>AWARDS AND HONORS</b>	On 5/12/07, Ric was awarded the highest honor a faculty member at the University of North Dakota can bestow, the Chester Fritz Distinguished Professorship. The criteria for receiving this award include: (1) demonstrated achievement across research, teaching, and service with significant national or regional recognition in any one of these missions, (b) significant professional contributions throughout his/her career, heavily weighted toward one's accomplishments at UND, (c) recognition by University of North Dakota colleagues as a faculty member who has made a valuable contribution to the quality of UND's academic programs, and (d) fulltime member of the faculty which includes all ranked teaching and research personnel.

<b>NAME AND AFFILIATION</b>	Manila Vannucci University of Groningen
<b>PUBLICATIONS</b>	<ul style="list-style-type: none"> <li>▪ Grunwald, T., Vannucci, M., Pezer, N., Kurthen M., Schramm J., &amp; Elger C.E. (in press). Gender specific processing of eye contact within the human medial temporal lobe. <i>Clinical EEG and Neuroscience</i>.</li> <li>▪ Vannucci, M. (2007). Visual memory in temporal lobe epilepsy: toward a multifactorial approach. <i>Clinical EEG and Neuroscience</i>, 38, 18-24. (review)</li> <li>▪ Viggiano, M.P., Gori, G., Zaccara, G., Righi, S., Vannucci, M., Giovannelli, F. (2007). Category-specific visual identification of filtered objects in Alzheimer's disease. <i>Archives of Gerontology and Geriatrics</i>, 44, 2, 125-39.</li> <li>▪ Mazzoni, G. &amp; Vannucci, M. (2007). Hindsight bias, the misinformation effect and false autobiographical memories. <i>Social Cognition</i>, 25, 25-46.</li> </ul>

<b>NAME AND AFFILIATION</b>	Helga Noice, Elmhurst College
<b>AWARDS AND HONORS</b>	<ul style="list-style-type: none"> <li>▪ Noice, H., Chaffin, R., Jeffrey, J., &amp; Noice, T. (in press-a). Memorization by a jazz musician: A case study. <i>Psychology of Music</i>.</li> <li>▪ Noice, H. &amp; Noice, T. (in press-b). The non-literal enactment effect: filling in the blanks. <i>Discourse Processes</i>.</li> <li>▪ According to Anders Ericsson, the <i>Handbook on Expertise</i> has received many favorable reviews. (see below)</li> <li>▪ The <i>Cambridge Handbook of Expertise and Expert Performance</i> is selling remarkably well. According our editor, Eric Schwartz, in the four months since its publication it has sold over 1850 copies. On Amazon.com over 600 books have sold, which makes it the #26 bestselling Cambridge ISBN at Amazon this year, of 17,237 ISBNs which sold at least one copy!</li> </ul>

<b>NAME AND AFFILIATION</b>	Jacqueline Baron, M.S., doctoral student, University of Florida
<b>AWARDS AND HONORS</b>	Jacqueline was recently awarded the 2007 Leighton Cluff Award for Research in Aging for her paper, Age and gender differences in autobiographical memory sharing: Who tells better stories? The study examines level of detail, off-target verbosity, and global story quality in autobiographical memory narratives. Jacqueline is a doctoral student at the University of Florida,
<b>PUBLICATIONS</b>	Glück, J., & Bluck, S. (in press). Looking back across the lifespan: a life story account of the reminiscence bump. <i>Memory and Cognition</i> .

## ANNOUNCEMENTS

### GRADUATE SCHOOLS:

Announcing the establishment of a new Center for Research on Training at the University of Colorado. The current Center Director is Alice F. Healy. The Center's website can be accessed at <http://psych.colorado.edu/~ahealy/CRTFra me3.htm>

The primary goal of the Center is to construct a theoretical and empirical framework that can account for and make accurate predictions about the effectiveness of different training methods over a large range of tasks, including military, industrial, vocational, and academic tasks. The ability to predict the outcomes of different training methods on particular tasks will, as a natural by-product, point to ways to optimize training outcomes.

The Center provides a mechanism to interact with industry, government agencies, and educational institutions to produce guidelines relevant to their training needs. The Center also provides an opportunity for undergraduate and graduate students and for visitors from other universities and non-academic institutions to gain hands-on experience in experimental methodology, predictive modeling, and state-of-the-art principles of effective training.

The Center operates within both the [Psychology Department of the College of Arts and Sciences](#) and the [Institute of Cognitive Science \(ICS\)](#) of the Graduate School of the University of Colorado.

### CONFERENCES:

Call for papers for Australasian Cognitive Science Conference 2007  
<http://www.arts.adelaide.edu.au/humanities/ascs2007/>

### Submissions

Leslie Miller and Lauren Shapiro

We encourage you to send us information to share with your SARMAC colleagues. We are interested in recent publications, job announcements, calls for papers – or anything else you'd like to share with your colleagues. If you would like to include information in the next newsletter (winter, 2007) please email Leslie (Drlesliemiller@comcast.net) or Lauren [lshapiro@emporia.edu](mailto:lshapiro@emporia.edu).

For more information about SARMAC Contact:

Mike Togli

SUNY at Cortland - [Toglia@CORTLAND.EDU](mailto:Toglia@CORTLAND.EDU)

### Helping to Increase SARMAC Membership

*Please invite your students and colleagues who do cognitive psychology research that spans applied and basic interests to join the Society for Applied Research in Memory and Cognition (SARMAC).*

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