

**YANA WEINSTEIN**  
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**EDUCATION & TRAINING**

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2009-2012 Post-doctoral Research Associate, Washington University in St. Louis  
2009 Ph.D., Psychology, University College London  
2005 B.Sc. Hons., Psychology 1<sup>st</sup> Class, University of Warwick  
2004 Magistère of French Language and Civilization, Centre Expérimental  
d'Études de la Civilisation Française, Université de Paris-Sorbonne

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**ACADEMIC APPOINTMENTS**

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2017-present Co-Director of the PhD in Applied Psychology & Prevention Science  
2013-present Assistant Professor of Psychology  
*University of Massachusetts Lowell*

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**RESEARCH INTERESTS**

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Applying cognitive psychology to educational practice  
Metacognition: evaluation and control of cognitive processes  
Public outreach to communicate findings from cognitive psychology to educators

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**EDITORIAL POSITIONS**

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2016-present Associate Editor, British Journal of Educational Psychology  
2017-present Editorial Board (Associate Editor), Meta-Psychology  
2017-present Editorial Board, Journal of Cognition (ESCoP)

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**EXTERNAL FUNDING**

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*\*indicates currently active grants*

2017-2019 \*Teaching Strategies from the Science of Learning. *Overdeck Foundation*  
(Co-PI) \$55,000

- 2017-2018 \*Supporting Teachers with the Science of Learning. *Wellcome Trust* (PI) \$14,271
- 2017-2018 \*Teaching the Science of Learning Around the World. *IDEA Fundable Project* (PI) \$1,142
- 2016-2017 \*Teaching the Science of Learning. *IDEA Impact Grant* (PI) \$9,644
- 2016-2017 Promoting Evidence-Based Learning Strategies Through Visuals. *APS Fund for Teaching and Public Understanding of Psychological Science Grant* (PI) \$3,280
- 2012-2013 Personality, Aging, and the Onset of Cognitive Decline. *New Resources Proposal, McDonnell Center for Systems Neuroscience* (Co-PI) \$36,922

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### INSTITUTIONAL FUNDING

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*\*indicates currently active grants*

- 2017-2019 \*Music Theory and Practice: Strategies for Effective Learning. *University of Massachusetts Lowell internal seed grant* (PI) \$9,420
- 2016-2017 \*Science of Learning: Improving English Language Learning Skills among Refugees from Burma in Lowell, MA. *University of Massachusetts Community Engaged Scholars grant* (Co-PI) \$1,200
- 2013-2015 Dynamic Correlates of Mind-wandering in the Classroom. *University of Massachusetts Lowell internal seed grant* (PI) \$5,750
- 2013-2015 Why do Students with Contingent Self-Worth Underperform on High-Stakes Tests? *University of Massachusetts Lowell internal seed grant* (Co-PI) \$1,000

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### HONORS & AWARDS

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- 2014 Fellow of the Psychonomic Society
- 2011 Association for Psychological Science Rising Star
- 2007 Cecily de Monchaux Research Prize
- 2006 University College London Bogue Fellowship
- 2005-2008 Biotechnology & Biological Sciences Research Council PhD studentship

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## SCHOLARLY PUBLIC OUTREACH

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Co-founder of the Learning Scientists ([www.learningscientists.org](http://www.learningscientists.org)).

*In January 2016, I started collaborating with Dr. Megan Smith (Rhode Island College) on the Learning Scientists project. This project cuts across the three main workload categories: teaching, research, and service. As part of the project, we are developing syllabi for classes on the science of learning (teaching), we are evaluating interventions for teaching students about effective learning strategies (research) and we are producing free materials for teachers and students (service). Our overall vision is to make scientific research on learning more accessible to students, teachers, and other educators. Specifically, we aim to motivate students to study, increase the use of effective study and teaching strategies that are backed by research, and decrease negative views about testing. We do this by creating free materials for students and teachers, giving workshops on the science of learning, and communicating with teachers and students via social media.*

The table below gives an overview of our current metrics to date, and the projected metrics for this time next year.

Metric	Current (Feb 2016-April 2017)	Projected (June 2018)
Page Views	798,069	2,000,000
Materials Downloads	41,697	100,000
YouTube views	369,199	500,000
Twitter Followers	6,617	12,000
Facebook Page Likes	965	3,000

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## PEER-REVIEWED BOOKS

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**Weinstein, Y.**, & Smith, M. A. (forthcoming). *Understanding How We Learn: A Visual Guide*. London, UK: David Fulton, Routledge.

**Weinstein, Y.** (2012). *Flash Programming for the Social & Behavioral Sciences: A Simple Guide to Sophisticated Online Surveys and Experiments*. Thousand Oaks, CA: SAGE.

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## JOURNAL ARTICLES UNDER REVISION / REVIEW

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*\*indicates student author*

\*De Lima, H. J., & **Weinstein, Y.** (under review). Mind-wandering in student veterans and non-veterans. Manuscript under review at *Heliyon*.

Markovits, R. A., & **Weinstein, Y.** (under review). Can cognitive processes help explain the success of instructional techniques recommended by behavior analysts? Manuscript under review at *npj Science of Learning*.

\*van der Zee, T., **Weinstein, Y.**, et al. (under review). Distractingly complex or boringly simple: The effects of video complexity on learning and mind-wandering. Manuscript under review at *Experimental Psychology*.

**Weinstein, Y.**, Madan, C. R., & Smith, M. A. (under review). Teaching the science of learning. Manuscript under review at *Cognitive Research: Principles and Implications*.

**Weinstein, Y.** (under revision). Hard-easy is not the opposite of easy-hard: Asymmetric effects of difficulty order during study. Manuscript under revision for *Psychological Science*.

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### PEER-REVIEWED JOURNAL ARTICLES

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\*indicates student author

25. **Weinstein, Y.**, \*De Lima, H. J., & \*van der Zee, T. (in press). Are you mind-wandering, or is your mind on task? The effect of probe framing on mind-wandering reports. *Psychonomic Bulletin & Review*.

24. **Weinstein, Y.**, & Smith, M. A. (in press). Are Twitter and blogs important tools for the modern psychological scientist? *Perspectives on Psychological Science*.

23. Smith, M. A., & **Weinstein, Y.** (in press). Six strategies for effective learning. *Academic Medicine*.

22. **Weinstein, Y.** (in press). Mind-wandering, how do I measure thee with probes? Let me count the ways. *Behavior Research Methods*.

21. \*Bard, G., & **Weinstein, Y.** (2017). The effect of question order on postdictions of test performance: Can the bias dissolve? *Quarterly Journal of Experimental Psychology*, 70, 2130-2140.

20. **Weinstein, Y.**, Nunes, L. D., & Karpicke, J. D. (2016). On the placement of practice questions during study. *Journal of Experimental Psychology: Applied*, 22, 72-84.

19. Garcia-Marques, L., Nunes, L. D., Marques, P., Carneiro, P., & **Weinstein, Y.** (2015). Adapting to test structure: Letting testing teach what to learn. *Memory*, 23, 365-380.

18. Oltmanns, T. F., Rodrigues, M. M., **Weinstein, Y.**, & Gleason, M. E. J. (2014). Prevalence of personality disorders at midlife in a community sample: Disorders and symptoms reflected in interview, self, and informant reports. *Journal of Psychopathology and Behavioral Assessment*, *36*, 177-188.
17. Oltmanns, J., **Weinstein, Y.**, & Oltmanns, T. F. (2014). Borderline personality pathology and insomnia symptoms in community-dwelling older adults. *Personality and Mental Health*, *8*, 178-187.
16. **Weinstein, Y.**, Gilmore, A. W., Szpunar, K. K., & McDermott, K. B. (2014). The role of test expectancy in the build-up of proactive interference in long-term memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *40*, 1039-1048.
15. Gleason, M. E. J., **Weinstein, Y.**, Balsis, S., & Oltmanns, T. F. (2013). The enduring impact of maladaptive personality traits on relationship quality, health, and stressful life events in later life. *Journal of Personality*, *82*, 150-163.
14. Jackson, J. D., **Weinstein, Y.**, & Balota, D. A. (2013). Can mind-wandering be timeless? Atemporal focus and aging in mind-wandering paradigms. *Frontiers in Psychology*, *4*.
13. **Weinstein, Y.**, & Nash, R. A. (2013). False recognition of objects in visual scenes: Findings from a combined direct and indirect memory test. *Memory & Cognition*, *41*, 60-68.
12. Disney, K. L., **Weinstein, Y.**, & Oltmanns, T. F. (2012). Personality disorder symptoms are differentially related to divorce frequency. *Journal of Family Psychology*, *26*, 959-965.
11. Nunes, L. D. & **Weinstein, Y.** (2012). Testing improves true recall and protects against the buildup of proactive interference without increasing false recall. *Memory*, *20*, 138-154.
10. **Weinstein, Y.**, Gleason, M. E. J., & Oltmanns, T. F. (2012). Borderline but not antisocial personality disorder symptoms are related to self-reported partner aggression in late middle-age. *Journal of Abnormal Psychology*, *121*, 692-698.
9. **Weinstein, Y.**, & Roediger, H. L. (2012). The effect of question order on evaluations of test performance: How does the bias evolve? *Memory & Cognition*, *40*, 727-735.

8. **Weinstein, Y.**, McDermott, K. B., & Szpunar, K. K. (2011). Testing protects against proactive interference in face-name learning. *Psychonomic Bulletin & Review*, *18*, 518-523.
7. Petrides, K. V., **Weinstein, Y.**, Chou, J., Furnham, A., & Swami, V. (2010). An investigation into assessment centre validity, fairness, and selection drivers. *Australian Journal of Psychology*, *62*, 227-235.
6. **Weinstein, Y.**, McDermott, K. B., & Chan, J. C. (2010). True and false memories on a forced choice test. *Memory*, *18*, 375-384.
5. **Weinstein, Y.**, McDermott, K. B., & Roediger, H. L. (2010). A comparison of study strategies for passages: Re-reading, answering questions, and generating questions. *Journal of Experimental Psychology: Applied*, *16*, 308-316.
4. **Weinstein, Y.**, & Roediger, H. L. (2010). Retrospective bias in test performance: Providing easy items at the beginning of a test makes students believe they did better on it. *Memory & Cognition*, *38*, 366-376.
3. **Weinstein, Y.**, & Shanks, D. R. (2010). Rapid induction of false memory for pictures. *Memory*, *18*, 533-542.
2. **Weinstein, Y.**, Bugg, J. M., & Roediger, H. L. (2008). Can the survival recall advantage be explained by basic memory processes? *Memory & Cognition*, *36*, 913-919.
1. **Weinstein, Y.**, & Shanks, D. R. (2008). Perceptual representations in false recognition and priming of pictures. *Memory & Cognition*, *36*, 1415-1428.

### BOOK CHAPTERS

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- Smith, M. A., Madan, C. R., & **Weinstein, Y.** (in press). Four simple strategies from cognitive psychology for the classroom. *E-xcellence in Teaching*.
- Roediger, H. L., Finn, B. & **Weinstein, Y.** (2012). Improving metacognition to enhance educational practice. In S. Della Sala & M. Anderson (Eds.), *Neuroscience in Education: The good, the bad, and the ugly*. Oxford, U.K.: Oxford University Press.
- Roediger, H. L., **Weinstein, Y.**, & Agarwal, P.K. (2010). Forgetting: Preliminary considerations. In S. Della Sala, (Ed.), *Forgetting*, (pp. 1-34). Brighton, U.K.: Psychology Press.

**MISCELLANEA: BOOK REVIEWS, INTERVIEWS, AND OP/ED PIECES**

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- Weinstein, Y., & Smith, M. A.** (2017, February 16). 2 research-tested learning strategies. *Edutopia*. Retrieved from <https://www.edutopia.org/article/hurts-so-good-yana-weinstein-megan-smith>
- Smith, M. A., & **Weinstein, Y.** (2017, January 30). Learn how to study using... Dual coding. *Digital Promise*. Retrieved from <http://digitalpromise.org/2017/01/30/learn-study-using-dual-coding/>
- Weinstein, Y.** (2016, October 20). Want to improve your teaching? These cognitive psychologists are here to help. *TES-USA*. Retrieved from <https://www.tes.com/us/news/breaking-views/want-improve-your-teaching-these-cognitive-psychologists-are-here-help>
- Weinstein, Y.** (2016, September 21). How to decide which study tips to believe. *TES*. Retrieved from <https://www.tes.com/news/school-news/breaking-views/how-decide-which-study-tips-believe>
- Weinstein, Y.** (2016, September 2). How to set homework: simple tips for teachers. *TES-USA*. Retrieved from <https://www.tes.com/us/news/breaking-views/how-set-homework-simple-tips-teachers>
- Weinstein, Y.** (2016, July 11). I'm Yana Weinstein, Assistant Professor of Psychology, and this is how I work (Interview). *This is How I Work – in Science*. Retrieved from <https://howiwork-sci.com/2016/07/11/yana-how-i-work/>
- Weinstein, Y.** (2016, June 9). If learning feels easy, you might be doing it wrong. *TES*. Retrieved from <https://www.tes.com/news/school-news/breaking-views/if-learning-feels-easy-you-might-be-doing-it-wrong>
- Weinstein, Y.** (2016, May 31). Yana Weinstein: I'm a member of STP, and this is how I teach (Interview). *This is How I Teach*. Retrieved from <http://teachpsych.org/page-1703896/4050255>
- Weinstein, Y., & Smith, M. A.** (2016, February 23). Standardized testing is not the enemy. *Boston Globe*. Retrieved from <https://www.bostonglobe.com/opinion/2016/02/23/standardized-testing-not-enemy/PyyI1UvMxjoQvgjwEM8cHJ/story.html>
- Finn, B., & **Weinstein, Y.** (2010). Eric Kandel and the new science of mind. *PsycCRITIQUES*, 55 (1).

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## INVITED TALKS

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Jul 2017	researchED Rugby, UK (Keynote)
Jun 2017	Jersey College for Girls, UK
Jun 2017	Uffculme School, Devon, UK (Keynote)
May 2017	Toulouse University, France; talk delivered in French
Feb 2017	researchED Haninge, Sweden [ <a href="#">Video footage</a> ]
Nov 2016	Rhode Island College, RI
Oct 2016	Dundee University, UK
Oct 2016	Nottingham University, UK
Oct 2016	researchED DC
Jun 2016	researchED Maths & Science, Oxford University, UK
May 2016	Global Math
Mar 2016	Tufts University, MA
Sep 2014	Colby College, ME
Jan 2011	Universidade de Lisboa, Lisbon, Portugal
Mar 2009	British Psychology Society: Psychology for All Conference (2009)

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## INVITED WORKSHOPS

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### For Teachers/Administrators

Jul 2017	Teamworks Teaching School Alliance, Yorkshire, UK (K-12 teacher/leaders)
Jun 2017	Samuel Ward Academy Trust, Suffolk, UK (K-12 teachers/leaders)
Jan 2017	Cambridge Community Learning Center, MA (ESL Teachers)
Jan 2017	Cottenham Village College, Cambridgeshire, UK (grade 6-12 teachers)
Jan 2017	Harwich and Dovecourt High School, Essex, UK (grade 6-10 teachers)
Oct 2016	Swanmore College, Southampton, UK (grade 6-12 teachers)
Oct 2016	Teaching and Learning Take-over, Southampton, UK
Sep 2016	Dulaney High School, Baltimore, MD

### For Students

Jun 2017	Samuel Ward Academy Trust, Suffolk, UK (4 <sup>th</sup> -12 <sup>th</sup> grade)
Jun 2017	Uffculme School, Devon, UK (9 <sup>th</sup> grade)
Jan 2017	Cottenham Village College, Cambridgeshire, UK (9 <sup>th</sup> & 10 <sup>th</sup> grade)
Jan 2017	Harwich and Dovercourt High School, Essex, UK (10 <sup>th</sup> grade)

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## CONFERENCE PRESENTATIONS

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**Weinstein, Y.** (2017, May). *The Learning Scientists Project: Promoting the Science of Learning*. Talk presented at the 29th annual meeting of the Association for Psychological Science, Boston, MA.



**Weinstein, Y.,** Tilton, N., & Seli, P. (2017, May). *The Effect of Reading Before Class on Mind-Wandering and Learning*. Poster presented at the 29th annual meeting of the Association for Psychological Science, Boston, MA.

**Weinstein, Y.,** & Bard, G. (2016, November). *Hard-Easy Is Not the Opposite of Easy-Hard: Asymmetric Effects of Difficulty Order During Study*. Poster presented at the 28<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.

**Weinstein, Y.,** & Wilford, M. M. (2016, November). *Mind-Wandering and Flow: Are They Two Sides of the Same Coin?* Talk presented at the 28<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.

Wilford, M. M., **Weinstein, Y.,** Venuti, S. J., Cotrupi, C. J., Borrero, C., & Khairalla, A. (2016, November). *The Impact of “Good” and “Bad” Lecturing on Judgments of Learning and Actual Learning*. Poster presented at the 28<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.

**Weinstein, Y.,** Telesco, P., Gilbert, K., & Lipitz, S. (2016, July). *The Effect of Retrieval Practice on Piano Music Memorization*. Talk presented at The 6th International Conference on Memory, Budapest, Hungary.

Lawrence, J. S., Schmader, T., **Weinstein, Y.,** & McCaffery, S. (2016, May) *Ease of Retrieving Academically Contingent Self-Worth and Women’s Susceptibility to Math Underperformance*. Poster presented at the 28th APS Annual Convention, Chicago IL.

Lawrence, J. S., **Weinstein, Y.,** McCaffery, S. (2016, May). *Students with Academically-Contingent Self-Worth Underperform on Working Memory Task: The Role of Anxiety*. Poster presented at the 9th Annual Meeting of the Society for the Study of Motivation, Chicago, IL.

**Weinstein, Y.** (2015, November). *Not All Retrieval During Learning Facilitates Subsequent Memory Encoding*. Talk presented at the 27th annual meeting of the Psychonomic Society, Chicago, IL.

**Weinstein, Y.,** & De Lima, H. J. (2015, June). *Are You Mind-wandering, or is Your Mind on Task? The Effect of Probe Framing on Mind-wandering Reports*. Talk presented at the Society for Applied Research in Memory and Cognition, Victoria, BC, Canada.

Sladkova, J., **Weinstein, Y.,** Kollin, R., Khan, S. (2015, March). *Connecting Consumption to Production: Power of Building Knowledge*. Talk presented at

the Eastern Psychological Association, Philadelphia, PA.

De Lima, H. J., & **Weinstein, Y.** (2015, February). *Are You Mind-wandering, or is Your Mind on Task? The Effect of Probe Framing on Mind-wandering Reports.* Poster presented at the Mental Simulation Preconference, Long Beach, CA.

**Weinstein, Y.**, Nunes, L., & Karpicke, J. D. (2014, November). *The Ideal Placement of Practice Quiz Questions: There is No Simple Answer.* Talk presented at the annual meeting of the Psychonomic Society, Long Beach, CA.

**Weinstein, Y.**, & Bard, G. (2014, November). *The Effect of Question Order on Predictions of Test Performance.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA.

Matthews, G., Wohleber, R., Lin, J., Jacoby, L., & **Weinstein, Y.** (2014, May). *Confirmation Bias: Ubiquitous in Experiments, Elusive in Correlations.* Talk presented at the 26th annual meeting of the Association for Psychological Science, San Francisco, CA.

**Weinstein, Y.**, & Bard, G. (2014, May). *The Ideal Placement of Quiz Questions During Learning: There is Not Simple Answer.* Poster presented at the 26th annual meeting of the Association for Psychological Science, San Francisco, CA.

Garcia-Marques, L., Marques, P., Nunes, L., Carneiro, P., & **Weinstein, Y.** *Adapting to Test Structure: Letting Testing Teach What to Learn.* (2013, November). Talk presented at the annual meeting of the Psychonomic Society, Toronto, Canada.

Jackson, J. D., & **Weinstein, Y.** (2013, November). *Atemporal Focus in Mind-wandering Paradigms.* Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.

**Weinstein, Y.**, Lawrence, J. S., Tran, N., & Frye, A. A. (2013, November). *How and How Much do Student Study? Tracking Study Habits With the Diary Method.* Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.

**Weinstein, Y.**, McDermott, K. B., Gilmore, A. W., & Szpunar, K. K. (2013, June). *Testing During Study Insulates against the Buildup of Proactive Interference: The Role of Test Expectancy.* Talk presented at the Society for Applied Research in Memory and Cognition X Conference, Rotterdam, Holland.

Iacovino, J. M., Powers, A. D., **Weinstein, Y.\***, & Oltmanns, T. F. (2013, April). *Impulsivity, not Affective Instability, Mediates the Association between*

*Borderline Personality Pathology and Body Mass Index*. Poster presented at the meeting of the North American Society for the Study of Personality Disorders.  
\*Presenter.

**Weinstein, Y.**, McDermott, K. B., Gilmore, A. W., & Szpunar, K. K. (2012, November). *Test Expectancy Reduces the Buildup of Proactive Interference in Long-Term Memory*. Talk presented at the annual meeting of the Psychonomic Society, Minneapolis, MI.

Disney, K. L., **Weinstein, Y.**, & Oltmanns, T. F. (2012, May). *Personality Disorder Symptoms Are Differentially Related to Divorce Frequency*. Poster presented at the 24th annual meeting of the Association for Psychological Science, Chicago IL.

Oltmanns, J. R., **Weinstein, Y.**, & Oltmanns, T. F. (2012, May). *Borderline Personality Pathology and Sleep Problems in Later Middle-Age: A Community Study*. Poster presented at the 24th annual meeting of the Association for Psychological Science, Chicago IL.

**Weinstein, Y.**, & Roediger, H. L. (2011, November). *The Effect of Question Order on Evaluations of Test Performance at Different Grain Sizes*. Talk presented at the annual meeting of the Psychonomic Society, Seattle, WA.

**Weinstein, Y.**, Finn, B., McDermott, K. B., & Roediger, H. L. (2011, June). *The Effects of Expected Retention Interval on Study Time Allocation and Performance*. Talk presented at the Society for Applied Research in Memory and Cognition IX Conference, New York, NY.

Thibaudeau, T. A., Lyle, K. B., & **Weinstein, Y** (2011, May). *How Actions Become Associated With Truth: Effects of Performance, Imagination, and Reading*. Poster presented at the 23rd annual meeting of the Association for Psychological Science, Washington DC.

**Weinstein, Y.**, & DeSoto, K. A. (2010, November). *Flash Programming for Psychology Experiments*. Poster presented at the annual meeting of the Society for Computers in Psychology, St. Louis, MO.

**Weinstein, Y.**, McDermott, K. B., & Szpunar, K. K. (2010, November). *When and How Does Testing During Study Insulate Against the Buildup of Proactive Interference?* Poster presented at the annual meeting of the Psychonomic Society, St. Louis, MO.

**Weinstein, Y., & Roediger, H. L.** (2009, November). *Factors Affecting Bias in Evaluations of Performance on a Test*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.

Shanks, D. R., & **Weinstein, Y.** (2008, November). *Imagination Leads to False Recognition but not Priming of Pictures*. Talk presented at the annual meeting of the Psychonomic Society, Chicago, IL.

**Weinstein, Y., & Shanks, D. R.** (2007, September). *False Memory for Pictures Tested Directly and Indirectly*. Poster presented at the European Society for Cognitive Psychology annual meeting, Marseille, France.

**Weinstein, Y., & Shanks, D. R.** (2007, August). *False Memory for Pictures Tested Directly and Indirectly*. Talk presented at the British Psychological Society Annual Cognitive Section Conference, Aberdeen, UK.

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## REVIEWING

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Applied Cognitive Psychology – Canadian Journal of Experimental Psychology – Educational Psychology – Emotion – Experimental Psychology - Journal of Applied Research in Memory and Cognition - Journal of Cognitive Psychology - Journal of Educational Psychology - Journal of Experimental Psychology: Learning, Memory, and Cognition - Journal of Memory and Language - Memory - Memory & Cognition – Psychonomic Bulletin & Review - Psychological Research - Quarterly Journal of Experimental Psychology

Cambridge University Press – Psychology Press

Marsden Fund Council, New Zealand – Leverhulme Foundation, United Kingdom

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## TEACHING INTERESTS

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Cognitive Psychology  
Applying Cognitive Psychology to Education  
Research Methods

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## COURSES TAUGHT

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**Department of Psychology, University of Massachusetts – Lowell**

*Undergraduate Classes*

First Year Seminar: Science of Learning

Cognitive Psychology (in person and online)

Advanced Seminar in Cognitive Psychology (in person and online)  
Research III: Laboratory

*Undergraduate Experiential Learning*

Research Service Learning  
Community Service Learning  
Directed Study

*Graduate Experiential Learning*

Directed Study in Community and Social Psychology

**Department of Psychology, Washington University in St. Louis**

2010 Lecturer: Flash Programming for Psychology Experiments  
*See related textbook publication.*

**Management Studies Centre, University College London**

2007-2008 Teaching Assistant: Principles of Management  
2006-2007 Teaching Assistant: Communication & Behaviour in Organisations

**Department of Psychology, University College London**

2005-2007 Demonstrator: Research Methods  
2005-2007 Tutor: Statistics

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**PROFESSIONAL MEMBERSHIPS**

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APA Division 2: Society for the Teaching of Psychology  
Association for Psychological Science  
Psychonomic Society (Elected Fellow)  
Women in Cognitive Science

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**SERVICE POSITIONS**

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**Internal**

2017- Search Committee for Chair in Psychology  
2016 - Student Engagement Subcommittee  
2016- Student Success and Retention Commission  
2013- PhD Program Executive Committee  
2013- Undergraduate Program Committee  
2013- Subject Pool Committee  
2013-2014 Replenishment Committee  
2013-2016 Faculty Senate  
2013-2014 Search Committee for Asst. Prof. in Applied Cognitive Psychology  
2013-2014 Summer Subject Pool Coordinator

**External**

2015-2017	Memrise Prize judge
2016	Society for the Teaching of Psychology Twitter Poster Contest judge
2013-2014	Lumina project for the assessment of quantitative literacy
2010-2013	Society for Computers in Psychology Steering Committee

**CONSULTING**

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2017	National Council on Teacher Quality
2017	Modern Dive statistics textbook
2016-2017	Train Visual Cognitive HOW2s
2012	Educational Testing Services
2007-2010	Decision Technology Ltd