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## **Education and Professional Experience**

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2012 - Present	NIH Postdoctoral Fellow in Cognitive Aging Georgia Institute of Technology, Atlanta, GA Mentor: Dr. Christopher Hertzog
2007- 2012	Ph.D in Experimental Psychology: Cognitive Kent State University, Kent, OH Mentor: Dr. John Dunlosky
2003 - 2007	B.A. in Psychology University of Illinois at Chicago Mentor: Dr. Jennifer Wiley

## **Research Interests**

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- Metacognition, self-regulated learning, cognitive aging, decision making, and spatial ability

## **Publications**

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Ariel, R. (in press). The effects of task experience on strategy shifts in the allocation of study time. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

Ariel, R., & Castel, A. D. (in press). Eyes wide open: Enhanced pupil dilation when selectivity studying important information. *Experimental Brain Research*.

Ariel, R., Dunlosky, J., & Toppino, T. C. (in press). Contribution of degraded perception and insufficient encoding on decisions to mass or space study. *Experimental Psychology*.

Ariel, R., & Dunlosky, J. (2013). When do learners shift from habitual-based to agenda-based processes when selecting items for study? *Memory & Cognition*, *41*, 416-428.

Ariel, R., Al-Harthy, I. S., Was., C. A., & Dunlosky, J. (2011). Habitual reading biases in the allocation of study time. *Psychonomic Bulletin & Review*, *18*, 1015-1021.

Ariel, R., & Dunlosky, J. (2011). The sensitivity of judgment-of-learning resolution to past test performance, new learning, and forgetting. *Memory & Cognition*, *39*, 171-184.

Dunlosky, J., & Ariel, R. (2011). The influence of agenda-based and habitual processes on item selection during study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*, 899-912.

- Dunlosky, J., & Ariel, R. (2011). Self-regulated learning and the allocation of study time. In the Ross, B. (Eds.) *Psychology of Learning and Motivation*, Vol 54. (pp. 101- 138).
- Dunlosky, J., Ariel, R., & Thiede, K. W. (2011). Agenda-based regulation of study-time allocation. In P. A. Higham & J. P. Leboe (Eds.) *Constructions of Remembering and Metacognition: Essays in honour of Bruce Whittlesea* (pp. 182 –198). Basingstoke: Palgrave MacMillan.
- Ariel, R., Dunlosky, J., & Bailey, H. (2009). Agenda-based regulation of study-time allocation: When agendas override item-based monitoring. *Journal of Experimental Psychology: General*, 138, 432-447.

## **Manuscripts in Preparation or Under Review**

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- Ariel, R., Dunlosky, J., Rawson, K. A., Was, C. A. (in prep). The effects of processing fluency on metacomprehension.
- Ariel, R., Hines, J. C., & Hertzog, C. (under review). Stability and instability for predictions of learning: When do beliefs about the benefits of study influence predictions?
- Ariel, R., Price, J., & Hertzog, C. (in prep). The effects of aging on agenda-based regulation and strategy use during study.
- Lipowski, S., Tauber, S. K. U., Ariel, R., & Dunlosky, J. (in prep). The influence of incentive on self-regulated learning in elementary school children.
- Pehlivanoglu, D., Jain, S., Verhaeghen, P., & Ariel, R. (in prep). Age differences in feature binding: Evidence from behavioral and pupilletric data.
- Serra, M. J., & Ariel, R. (invited resubmission). The role of experience-based and theory-based information in the memory for past-test heuristic. *Memory & Cognition*

## **Current Projects**

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The effects of cognitive aging on monitoring and control processes during study (Collaborators: Christopher Hertzog).

The role of conscious and unconscious reward processing in agenda-based regulation during study (Christopher Hertzog).

The effects of scale type on anchoring-and-adjustment during judgments-of-learning (Christopher Hertzog).

The effects of aging on metacognitive monitoring and control of spatial learning and navigation (Scott Moffat).

The effects of incentives on 3<sup>rd</sup> and 4<sup>th</sup> graders' study behavior? (John Dunlosky, Stacy Lipowski, & S. Tauber)

The role of attentional control processes in value-directed remembering? (Alan Castel).

The role of experience-based and theory-based information in the memory for past-test heuristic (Michael Serra).

## Academic Presentations

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- Ariel, R., Hines, J. C., & Hertzog, C. (2013, November). The stability bias in multi-trial JOLs depends on judgment framing. Talk presented at the 53<sup>rd</sup> annual meeting of the Psychonomic Society, Toronto, ON.
- Ariel, R., Price, J., & Hertzog, C. (2013, November). Agenda-based regulation and strategy use for younger and older adults. Poster presented at the 53<sup>rd</sup> annual meeting of the Psychonomic Society, Toronto, ON.
- Lipowski, S., Tauber, S. K. U., Ariel, R., & Dunlosky, J. (2013, April). The influence of incentive on self-regulated learning in elementary school children. Poster presented at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Ariel, R. (2013, March). The influence of habitual and agenda-based processes on the allocation of study time. Talk to be presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.
- Ariel, R., & Castel, A. D. (2012, November). Eyes wide open: Enhanced pupil dilation when selectively studying important information. Poster presented at the 52<sup>nd</sup> annual meeting of the Psychonomic Society, Minneapolis, MN.
- Ariel, R., & Dunlosky, J. (2012; May). Reading habits bias study allocation decisions and undermine agenda-based regulation. Talk presented at the 84<sup>th</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Ariel, R. (2011, November). The effects of task experience on strategy shifts in the allocation of study time. Poster presented at the 51<sup>st</sup> annual meeting of the Psychonomic Society, Seattle, WA.
- Ariel, R., & Dunlosky, J. (2011, May). Do learners adapt their control decisions with task experience? Talk presented at the 83<sup>rd</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Ariel, R., & Dunlosky, J. (2010, November). The influence of rewards for performance and habitual responding on agenda-based regulation of study. Poster presented at the 51<sup>st</sup> annual meeting of the Psychonomic Society, St. Louis, MO.
- Ariel, R., & Dunlosky, J. (2010, April). The contribution of past test performance, new learning, and forgetting to judgment-of-learning resolution. Talk presented at the 82<sup>nd</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Dunlosky, J., & Ariel, R. (2009, November). Agenda-based regulation and the powerful influence of the stimulus environment on study-time allocation. Talk presented at the 50<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.
- Ariel, R., & Dunlosky, J. (2009, May). Agenda-based regulation of study-time allocation. Paper presented at the 81<sup>st</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Ariel, R., & Dunlosky, J. (2008, November). Agenda-based regulation of study-time. Poster presented at the 49<sup>th</sup> annual meeting of the Psychonomic Society, Chicago, IL.
- Ariel, R., (2007, April). The effects of perceived importance of study material on self-regulated study. Poster presented at UIC Undergraduate Research Symposium, Chicago, IL.
- Ariel, R., & Jee, B. (2006, April). Categorization and biases in reasoning: The effects of category generation on property induction. Poster presented at the UIC Undergraduate Research Symposium, Chicago, IL.

## **Ad Hoc Reviewer:**

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Applied Cognitive Psychology, Educational Psychology, Journal of Cognitive Psychology, Journal of Educational Psychology, Memory & Cognition, Psychology and Aging, and Psychonomic Bulletin & Review.

## **Teaching Interests and Experience**

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I have previously taught cognitive psychology (Fall 2010, Spring 2011) and writing in psychology (Fall 2010, Spring 2011) at the undergraduate level. I've also thought a free programming workshop to graduate students at Georgia Tech during summer 2013. I am interested in teaching courses on cognitive psychology, introductory psychology, psychology & aging, research methods, and introductory statistics at both the undergraduate and graduate level. In addition, I would also be interested in teaching graduate or advanced level undergraduate seminars on specialty topics related to metacognition, self-regulated learning, memory, and aging.

## **Awards**

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*Kent State University:*

2008/2009 Award for Best Student Research Prepared for Publication in Applied Psychology

*University of Illinois at Chicago:*

2007 Hirschberg Memorial Award for Undergraduate Excellence in Psychology

2007 Honors Council Award

2004-2005 Sarah Madonna Kabbes Scholarship for Undergraduate Honors Research

Mentor: Dr. Jennifer Wiley

## **Professional Memberships & Honor Societies**

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Member, International Association for Metacognition

Member, Psi Chi Honor Society

Member, Midwestern Psychological Association

Member, Eta Sigma Phi Honor society

Member, Golden Key International Honor Society