Katherine A. Rawson

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**Employment**

2015 – Professor, Department of Psychological Sciences, Kent State University

2010 – 2015 Associate Professor, Department of Psychological Sciences, Kent State University

2004 – 2010 Assistant Professor, Department of Psychological Sciences, Kent State University

# Education

1999 – 2004 Ph.D., University of Colorado at Boulder (Advisor: Dr. Walter Kintsch)

1995 – 1999 B.A., University of North Carolina at Greensboro

 University Honors, Honors in Psychology, Summa Cum Laude

**Research Interests**

My research program consists of two interrelated areas of research: One area explores how to optimize learning in educationally relevant domains, with current emphasis on strategies that promote the durability and efficiency of student learning, and the self-regulatory processes that support such learning. The other area explores the cognitive processes involved in skill acquisition, with a particular interest in mechanisms underlying the automatization of reading processes.

**Honors and Awards**

2015 Fellow, Midwestern Psychological Association

2014 *Tom Trabasso Young Investigator Award*, Society for Text and Discourse

2014 Finalist, *Distinguished Teaching Award,* Kent State Alumni Association

2014 *Outstanding Early Career Award,* Psychonomic Society

2013 *Outstanding Research and Scholarship Award,* Kent State University

2011 *Young Alumni Award*, University of North Carolina at Greensboro

2010 *Kavli Frontiers Fellow*, National Academy of Sciences

2010 *Presidential Early Career Award for Scientists and Engineers*, Office of Science and Technology Policy, White House

1999 Phi Beta Kappa

**Journal Publications**

Vaughn, K. E., Dunlosky, J., & Rawson, K. A. (in press). Effects of successive relearning on recall: Does relearning override effects of initial learning criterion? *Memory & Cognition.*

Jones, A.C., & Rawson, K. A. (2016). Do reading and spelling share a lexicon? *Cognitive Psychology, 86,* 152-184*.*

Middleton, E.L., Schwartz, M. F., Rawson, K. A., Traut, H., & Verkuilen, J. (in press). Toward a theory of learning for naming rehabilitation: Retrieval practice and spacing effects. *Journal of Speech, Language, and Hearing Research.*

Tauber, S. K., Dunlosky, J., & Rawson, K. A. (in press). The influence of retrieval practice versus delayed judgments of learning on memory: Resolving a memory-metamemory paradox. *Experimental Psychology.*

Knouse, L. E., Rawson, K. A., Vaughn, K. E., & Dunlosky, J. (in press). Does testing improve learning for college students with ADHD? *Clinical Psychological Science.*

Wissman, K. T., & Rawson, K. A. (2016). How do students implement collaborative testing in real-world contexts? *Memory, 24,* 223-239*.*

Rawson, K. A., Wissman, K. T., & Vaughn, K. E. (2015). Does testing impair relational processing? Failed attempts to replicate the negative testing effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 41,* 1326-1336*.*

Rawson, K. A., & Touron, D. R. (2015). Preservation of memory-based automaticity in reading for older adults. *Psychology and Aging, 30,* 809-823*.*

Dunlosky, J. & Rawson, K. A. (2015).  Do students use testing and feedback while learning?  A focus on key concept definitions and learning to criterion.  *Learning and Instruction, 39,* 32-44*.*

Wissman, K. T., & Rawson, K. A. (2015). Why does collaborative retrieval improve memory? Enhanced relational and item-specific processing. *Journal of Memory and Language, 84,* 75-87*.*

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2015). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review, 27, 483-504.*

Middleton, E.L., Schwartz, M. F., Rawson, K. A., & Garvey, K. (2015). Test-enhanced learning versus errorless learning in aphasia rehabilitation: Testing competing psychological principles. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 41,* 1253-1261*.*

Dunlosky, J., & Rawson, K. A. (2015). Practice tests, spaced practice, and successive relearning: Tips for classroom use and for guiding students' learning. *Scholarship of Teaching and Learning in Psychology, 1,* 72-78*.*

Rawson, K. A., Vaughn, K.E., & Carpenter, S. K. (2015). Does the benefit of testing depend on lag, and if so, why? Evaluating the elaborative retrieval hypothesis. *Memory & Cognition, 43,* 619-633*.*

Wissman, K. T., & Rawson, K. A. (2015). Grain size of recall practice for lengthy text material: Fragile and mysterious effects on memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 41,* 439-455*.*

Mattson, C.C., Rawson, K., Waechter, D., Rosneck, J., & Hughes, J.W. (2015). Health literacy predicts cardiac knowledge gains in cardiac rehabilitation participants. *Health Education Journal, 74,* 96-102*.*

Kornell, N., Klein, P. J., & Rawson, K. A. (2015). Retrieval attempts enhance learning, but retrieval success (versus failure) does not matter. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 41,* 283-294*.*

Lipko-Speed, A., Dunlosky, J., & Rawson, K. A. (2014). Does testing with feedback help grade-school children learn key concepts in science? *Journal of Applied Research in Memory and Cognition, 171-176.*

Vaughn, K. E., & Rawson, K. A. (2014). Criterion learning and associative memory gains: Evidence for associative asymmetry. *Journal of Memory and Language, 75,* 14-26*.*

Pyc, M. A., Rawson, K. A., & Aschenbrenner, A. J. (2014). Metacognitive monitoring during criterion learning: When and why are judgments accurate? *Memory & Cognition, 42,* 886-897*.*

Lipowski, S. L., Pyc, M. A., Dunlosky, J. & Rawson, K. A. (2014). Establishing and explaining the testing effect in free recall for young children. *Developmental Psychology, 50,* 994-100*.*

Vaughn, K. E., Rawson, K. A., & Pyc, M. A. (2013). Repeated retrieval practice and item difficulty: Does criterion learning eliminate item difficulty effects? *Psychonomic Bulletin & Review, 20,* 1239-1245*.*

Tauber, S. K., Dunlosky, J., Rawson, K. A., Rhodes, M.G., & Sitzman, D. M. (2013). General knowledge norms: Updated and expanded from the Nelson and Narens (1980) norms. *Behavior Research Methods,* *45,* 1115-1143*.*

Rawson, K. A., Dunlosky, J., & Sciartelli, S. M. (2013). The power of successive relearning: Improving performance on course exams and long-term retention. *Educational Psychology Review, 25,* 523-548*.*

Rawson, K. A., & Dunlosky, J. (2013). Relearning attenuates the benefits and costs of spacing. *Journal of Experimental Psychology: General, 142,* 1113-1129.

Sansosti, F. J., Was, C., Rawson, K. A., & Remaklus, B. (2013). Eye movements during processing of text requiring bridging inferences in adolescents with higher functioning autism spectrum disorders: A preliminary investigation. *Research in Autism Spectrum Disorders, 7,* 1535-1542*.*

Wilkins, N. J., & Rawson, K. A. (2013). Why does lag affect the durability of memory-based automaticity: Loss of memory strength or interference? *Acta Psychologica, 144,* 390-396*.*

Tauber, S. K., Dunlosky, J., Rawson, K. A., Wahlheim, C. N., & Jacoby, L. L. (2013). Self-regulated learning of a natural category: Do people interleave or block exemplars during study? *Psychonomic Bulletin & Review, 20,* 356-363*.*

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013).  Improving students’ learning with effective learning techniques:  Promising directions from cognitive and educational psychology.  *Psychological Science in the Public Interest, 14,* 4-58*.*

Rawson, K. A., & Dunlosky, J. (2012). When is practice testing most effective for improving the durability and efficiency of student learning? *Educational Psychology Review, 24,* 419-435*.*

Vaughn, K. E., & Rawson, K. A. (2012). When is guessing incorrectly better than studying for enhancing memory? *Psychonomic Bulletin & Review, 19*, 899-905*.*

Wissman, K. T., Rawson, K. A., & Pyc, M. A. (2012). How and when do students use flashcards? *Memory, 20,* 568-579*.*

Hathorn, L.G., & Rawson, K. A. (2012). The roles of embedded monitoring requests and questions in improving mental models of computer-based scientific text. *Computers & Education, 59,* 1021-1031*.*

Pyc, M. A., & Rawson, K. A. (2012). Are judgments of learning made after correct responses during

retrieval practice sensitive to lag and criterion level effects? *Memory & Cognition, 40,* 976-988*.*

Rawson, K. A. (2012). Why do rereading lag effects depend on test delay? *Journal of Memory and Language,66,* 870-884*.*

Was, C. A., Dunlosky, J., Bailey, H., & Rawson, K. A. (2012). The unique contributions of the facilitation of procedural memory and working memory to individual differences in intelligence. *Acta Psychologica, 139,* 425-433*.*

Dunlosky, J., & Rawson, K. A. (2012). Overconfidence produces underachievement: Inaccurate self evaluations undermine students’ learning and retention. *Learning and Instruction, 22,* 271-280.

Pyc, M. A., & Rawson, K. A. (2012). Why is test-restudy practice beneficial for memory? An evaluation of the mediator shift hypothesis. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 38,* 737-746.

Was, C. A., Rawson, K. A., Bailey, H., & Dunlosky, J. (2011). Content-embedded tasks beat complex span for predicting comprehension. *Behavior Research Methods, 43,* 910-915.

Hunt, R. R., & Rawson, K. A. (2011). Knowledge affords distinctive processing in memory. *Journal of Memory and Language, 65,* 30-405*.*

Vaughn, K. E., & Rawson, K. A. (2011). Diagnosing criterion level effects on memory: What aspects of memory are enhanced by repeated retrieval? *Psychological Science, 22,* 1127-1131*.*

Pyc, M. A., & Rawson, K. A. (2011). Costs and benefits of dropout schedules of test-restudy practice: Implications for student learning. *Applied Cognitive Psychology, 25,* 87-95*.*

Wissman, K. T., Rawson, K. A., & Pyc, M. A. (2011). The interim test effect: Testing prior material can facilitate the learning of new material. *Psychonomic Bulletin & Review, 18,* 1140-1147*.*

Rawson, K. A., O’Neil, R. L., & Dunlosky, J. (2011). Accurate monitoring leads to effective control and greater learning of patient education materials. *Journal of Experimental Psychology: Applied, 17,* 288-302*.*

Wilkins, N. J., & Rawson, K. A. (2011). Controlling retrieval during practice: Implications for memory-based theories of automaticity. *Journal of Memory and Language, 65,* 208-221*.*

Rawson, K. A., & Dunlosky, J. (2011). Optimizing schedules of retrieval practice for durable and efficient learning: How much is enough? *Journal of Experimental Psychology: General, 140,* 283-302.

Dunlosky, J., Hartwig, M. K., Rawson, K. A., & Lipko, A. R. (2011). Improving college students’ evaluation of text learning using idea-unit standards. *Quarterly Journal of Experimental Psychology, 64,* 467-484*.*

Middleton, E. L., Rawson,K. A., & Wisniewski, E. J. (2011). How do we process novel conceptual combinations in context? *Quarterly Journal of Experimental Psychology, 64*, 807-822*.*

Pyc, M. A., & Rawson, K. A. (2010). Why testing improves memory: Mediator effectiveness hypothesis. *Science, 330,* 335.

Wilkins, N. J., & Rawson, K. A. (2010). Loss of cognitive skill across delays: Constraints for theories of cognitive skill acquisition. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 36*, 1134-1149*.*

Grimaldi, P. J., Pyc, M. A., & Rawson, K. A. (2010). Normative multitrial recall performance, metacognitive judgments, and retrieval latencies for Lithuanian-English paired associates. *Behavior Research Methods, 42,* 634-642*.*

Rawson, K. A., Gunstad, J., Hughes, J., Spitznagel, M. B., Potter, V., Waechter, D., & Rosneck, J. (2010). The METER: A brief, self-administered measure of health literacy.  *Journal of General Internal Medicine, 25,* 67-71.

Lipko, A. R., Dunlosky, J., Hartwig, M. K., Rawson, K. A., Swan, K., & Cook, D. (2009). Using standards to improve middle-school students’ accuracy at evaluating the quality of their recall. *Journal of Experimental Psychology: Applied, 15,* 307-318.

Rawson, K. A., & Touron, D. R. (2009). Age differences and similarities in the shift from computation to retrieval during reading comprehension. *Psychology and Aging, 24,*423-437*.*

Rawson, K. A., & Middleton, E. L. (2009). Memory-based processing as a mechanism of automaticity in text comprehension. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 35,* 353-369*.*

Pyc, M. A., & Rawson, K. A. (2009). Testing the Retrieval Effort Hypothesis: Does greater difficulty correctly recalling information lead to higher levels of memory? *Journal of Memory and Language, 60,* 437-447.

Rawson, K. A., & Van Overschelde, J. P. (2008). How does knowledge promote memory? The distinctiveness theory of skilled memory.  *Journal of Memory and Language, 58,* 646-668.

Pyc, M. A., & Rawson, K. A. (2007). Examining the efficiency of schedules of distributed retrieval practice. *Memory & Cognition, 35,* 1917-1927.

Rawson, K. A. (2007). Testing the Shared Resource Assumption in theories of text processing. *Cognitive Psychology, 54,* 155-183.

Rawson, K. A., & Dunlosky, J. (2007). Improving self-evaluation of learning for key concepts in expository texts. *European Journal of Cognitive Psychology, 19,* 559-579.

Dunlosky, J., Baker, J. M. C., Rawson, K. A., & Hertzog, C. (2006). Does aging influence people's metacomprehension?  Effects of processing ease on judgments of text learning. *Psychology of Aging, 21,* 390-400.

Dunlosky, J., Serra, M. J., Matvey, G., & Rawson, K. A. (2005). Second-order judgments about judgments of learning. *Journal of General Psychology, 132,* 335-346.

Rawson, K. A., & Kintsch, W. (2005). Rereading effects depend upon time of test. *Journal of Educational Psychology, 97,* 70-80*.*

Van Overschelde, J. P., Rawson, K. A., Dunlosky, J., & Hunt, R. R. (2005). Distinctive processing underlies skilled memory. *Psychological Science, 16,* 358-361*.*

Dunlosky, J., & Rawson, K. A. (2005). Why Does Rereading Improve Metacomprehension Accuracy? Evaluating the Levels-of-Disruption Hypothesis for the Rereading Effect. *Discourse Processes, 40,* 37-56.

Dunlosky, J., Rawson, K. A., & Middleton, E. L. (2005). What constrains the accuracy of metacomprehension judgments? Testing the transfer-appropriate-monitoring and accessibility hypotheses. *Journal of Memory and Language, 52,* 551-565*.*

Rawson, K. A. (2004). Exploring automaticity in text processing: Syntactic ambiguity as a test case. *Cognitive Psychology, 49,* 333-369.

Rawson, K. A., & Kintsch, W. (2004). Exploring encoding and retrieval effects of background information on text memory. *Discourse Processes, 38,* 323-344.

Van Overschelde, J. P., Rawson, K. A., & Dunlosky, J. (2004). Category norms: An updated and expanded version of the Battig and Montague (1969) norms. *Journal of Memory and Language, 50,* 289-335.

Rawson, K. A., & Kintsch, W. (2002). How does background information improve memory for text content? *Memory & Cognition, 30,* 768-778.

Rawson, K. A., & Miyake, A. (2002). Does relocating information in text depend upon verbal or visuospatial abilities? An individual differences analysis. *Psychonomic Bulletin & Review, 9,* 801-806.

Rawson, K. A., & Dunlosky, J. (2002). Are performance predictions for text based on ease of processing? *Journal of Experimental Psychology: Learning, Memory, and Cognition, 28,* 69-80.

Rawson, K. A., Dunlosky, J., & McDonald, S. L. (2002). Influences of metamemory on performance predictions for text.  *Quarterly Journal of Experimental Psychology, 55A,* 505-524.

Rawson, K. A., Dunlosky, J., & Thiede, K. W. (2000). The rereading effect: Metacomprehension accuracy improves across reading trials. *Memory & Cognition, 28,* 1004-1010.

# Invited Chapters and Commentaries

Rawson, K. A. (2015). The status of the testing effect for complex materials: Still a winner. *Educational Psychology Review, 27,* 327-331*.*

Rawson, K. A., & Dunlosky, J. (in press). Bang for the buck: Supporting durable and efficient student learning through successive relearning. To appear in M. A. McDaniel, R. F. Frey, S. M. Fitzpatrick, & H. L. Roediger (Eds.), *Integrating Cognitive Science with Innovative Teaching in STEM Disciplines.*

Rawson, K. A., & Dunlosky, J. (2013). Retrieval-monitoring-feedback (RMF) technique for producing efficient and durable student learning. In R. Azevedo & V. Aleven (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 67-78). New York: Springer.

Dunlosky, J., & Rawson, K. A. (2012). Despite their promise, there’s still a lot to learn about techniques that support durable learning: Comment on Roediger and Pyc (2012). *Journal of Applied Research in Memory and Cognition, 1,* 254-256*.*

Rawson, K. A. (2010). Defining and investigating automaticity in reading comprehension. In B. H. Ross (Ed.), *Psychology of Learning and Motivation (Vol 52)*, pp. 185-230*.* Burlington: Academic Press.

Durso, F., Rawson, K. A., & Girotti, S. (2007). Comprehension and situation awareness. In F. Durso (Ed.), *Handbook of Applied Cognition* (pp. 163-193).

Kintsch, W., & Rawson, K. A. (2005). Comprehension. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 209-226). Malden, MA: Blackwell.

Hastie, R., & Rawson, K.A. (2004). Dynamic networks and other thought systems: Remote ramifications of a focused persuasive communication. In J. T. Jost, M. R. Banaji, & D. A. Prentice (Eds.), *The ying and yang of social psychology: Papers in honor of William J. McGuire* (pp. 53-68). Washington: APA Press.

Dunlosky, J., Rawson, K. A., & McDonald, S. L. (2002). Influence of practice tests on the accuracy of predicting memory performance for paired associates, sentences, and text material. In T. J. Perfect & B. L. Schwartz (Eds.), *Applied metacognition (*pp. 68-92). Cambridge, UK: Cambridge University Press.

Dunlosky, J., Rawson, K. A., & Hacker, D. J. (2002). Metacomprehension of science texts: Investigating the levels-of-disruption hypothesis. In J. Otero, J. A. León, & A. C. Graesser (Eds.), *The psychology of science text comprehension* (pp. 255-279). Mahwah, NJ: Lawrence Erlbaum.

**Invited Presentations**

Rawson, K. A. (November, 2015). *Defining and investigating automaticity in reading.* Keynote address at 24th annual Armadillo Conference, Baylor University, Waco, TX.

Rawson, K. A. (November, 2015). *Helping students achieve: Supporting the use of effective learning techniques.* Academy of Teaching and Learning Workshop on Empirically-Based Teaching Methods, Baylor University, Waco, TX.

Rawson, K. A. (September, 2015). *The power of successive relearning for durable and efficient student learning.* Keynote address at 15th annual PAEPS Conference, Kassel, Germany.

Rawson, K. A. (July, 2015). *Defining and investigating automaticity in text comprehension.* 25th annual meeting of the Society for Text and Discourse, Minneapolis, MN.

Rawson, K. A. (December, 2014). *Example-based learning of declarative concepts.* CogFog meeting, University of California Los Angeles, CA.

Rawson, K. A. (August, 2014). *The power of relearning: If at first you do succeed, try, try again.* McMaster Symposium on Education and Cognition, McMaster University, Hamilton, ON.

Dunlosky, J., & Rawson, K. A. (April, 2014). *Helping students achieve: Promising strategies and ways to implement them.* Department of Anatomy and Neurobiology at Northeast Ohio Medical University.

Rawson, K. A. (November, 2013). *Bang for the buck: Successive relearning for durable and efficient student learning.* Cognition Reading Group, McMaster University, Hamilton, ON.

Rawson, K. A. (May, 2013). *Successive relearning: An essential tool for the study strategy toolbox.* Harvard Initiative for Learning and Teaching, Harvard University, Cambridge, MA.

Rawson, K. A. (October, 2012). *Is testing the friend or foe of education?* TEDxAkron, Akron, OH.

Rawson, K. A. (September, 2012). *Bang for the buck: The power of successive relearning.* Integrating Cognitive Science with Innovative Teaching in STEM Disciplines Conference, Center for Integrative Research on Cognition, Learning, and Education, Washington University, St. Louis, MO.

Rawson, K. A. (May, 2011). *Retrieval practice for durable and efficient student learning: How much is enough?* 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Rawson, K. A. (May, 2011). *Why practice tests improve learning and memory.* 29th Learning and the Brain Conference, Chicago, IL.

Rawson, K. A. (November, 2010). *How does reading become ‘automatic’?* Poster presented at the 22nd annual Kavli Frontiers of Science Symposium, National Academy of Sciences, Arnold and Mabel Beckman Center, Irvine, CA.

Rawson, K. A. (June, 2010). *Supporting durable and efficient student learning.* Institute of Education Sciences Research Conference, Washington D.C.

Rawson, K. A. (June, 2010). *Optimizing schedules of retrieval practice for efficient and durable student learning.* Science Education Initiative research meeting, Boulder, CO.

Rawson, K. A. (January, 2010). *Promoting efficient and durable student learning.* Institute of Education Sciences, Washington D.C.

Rawson, K. A. (April, 2009). *Defining and explaining automaticity in reading comprehension.*  Washington University, St. Louis, MO.

Rawson, K. A. (April, 2008). *Does retrieval practice support efficient and durable learning of key term definitions?* ACPEEP (Applying Cognitive Psychology to Enhance Educational Practice), James S. McDonnell Collaborative Activity Award group meeting, St. Louis, MO.

Rawson, K. A., & Middleton, E. L. (March, 2007). *Memory-based automatization of text comprehension.* University of Illinois, Urbana-Champaign.

Rawson, K. A. (June, 2006). *Using retrieval practice to support efficient and durable student learning.* University of Texas, San Antonio.

Rawson, K. A. (September, 2004). *Exploring the system of component processes in text comprehension.* Texas Tech University.

**Recent Conference Presentations**

Zamary, A., & Rawson, K. A. (2015). *Effects of provided and generated examples on declarative concept learning.* Poster presented at the 56th annual meeting of the Psychonomic Society, Chicago, IL.

Wissman, K. T., & Rawson, K. A. (2015). *Completing practice problems collaboratively versus alone does not enhance subsequent individual memory.* Poster presented at the 56th annual meeting of the Psychonomic Society, Chicago, IL.

Foster, N., Rawson, K. A., & Dunlosky, J. (2015). *Self-regulated learning of rule-based concepts.* Poster presented at the 56th annual meeting of the Psychonomic Society, Chicago, IL.

Wissman, K. T., & Rawson, K. A. (2015). *Differential effects of asking versus answering during collaborative retrieval practice.* Paper presented at the 87th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Vaughn, K.E., Dunlosky, J., & Rawson, K. A. (2014). *Effects of successive relearning on retention: Does initial lag matter?* Poster presented at the 55th annual meeting of the Psychonomic Society, Long Beach, CA.

Wissman, K. T., & Rawson, K. A. (2014). *Individual practice beats collaborative retrieval for learning and retention of key term definitions.* Poster presented at the 55th annual meeting of the Psychonomic Society, Long Beach, CA.

Vaughn, K. E., & Rawson, K. A. (2014). *Increasing durability and efficiency of learning: Does the schedule of bidirectional retrieval practice matter?* Paper presented at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wissman, K. T., & Rawson, K. A. (2014). *Collaborative versus individual retrieval practice: Effects on the learning and retention of key term definitions.* Paper presented at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wilkins, N.J., & Rawson, K. A. (2014). *Does set size affect memory-based automaticity?* Paper presented at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Vaughn, K.E., Rawson, K. A., & Carpenter, S. K. (2013). *Are the benefits of longer vs. shorter test lags due to differences in elaborative retrieval?* Poster presented at the 54th annual meeting of the Psychonomic Society, Toronto, ON.

Wissman, K. T., & Rawson, K. A. (2013). *Collaborative retrieval enhances organizational and item-specific processing.* Poster presented at the 54th annual meeting of the Psychonomic Society, Toronto, ON.

Vaughn, K.E., Rawson, K. A., & Dunlosky, J. (2013). *Bang for the buck: Successive relearning beats initial criterion level.* Paper presented at the 85th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wilkins, N.J., & Rawson, K. A. (2013). *Why does lag affect the durability of memory-based automaticity?* Paper presented at the 85th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Goldstein, C. M., Keary, T. A., Mattson, C. C., Hughes, J. W., Hammonds, T., Rawson, K., Waechter, D., Rosneck, J., & Gunstad, J. (Feb. 2013). *Health literacy is associated with performance on a test of frontal systems functioning in phase-II cardiac rehabilitation*. Poster presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.

Jones, A. C., & Rawson, K. A. (2012). *Do reading and spelling share a lexicon?* Poster presented at the 53rd annual meeting of the Psychonomic Society, Minneapolis, MN.

Tauber, S. K. U., Dunlosky, J., & Rawson, K. A. (2012). *The influence of testing versus delayed judgments of learning on final test performance: Resolving a memory-metamemory paradox.* Poster presented at the 53rd annual meeting of the Psychonomic Society, Minneapolis, MN.

Vaughn, K.E., & Rawson, K. A. (2012). *Does repeated retrieval practice produce symmetric gains in associative memory?* Poster presented at the 53rd annual meeting of the Psychonomic Society, Minneapolis, MN.

Wissman, K. T., & Rawson, K. A. (2012). *Fragile and mysterious effects of interim tests on learning of text material.* Poster presented at the 53rd annual meeting of the Psychonomic Society, Minneapolis, MN.

Vaughn, K.E., & Rawson, K. A. (2012). *Effects of criterion level on associative memory: Symmetric or asymmetric?* Paper presented at the 84th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Vaughn, K.E., Rawson, K. A., & Dunlosky, J. (2011). *Schedules of retrieval practice for durable and efficient learning: Is more always better?* Poster presented at the 52nd annual meeting of the Psychonomic Society, Seattle, WA.

Wilkins, N.J., & Rawson, K. A. (2011). *Do lag effects on loss of memory-based automaticity reflect decay or interference?* Poster presented at the 52nd annual meeting of the Psychonomic Society, Seattle, WA.

Vaughn, K. E., & Rawson, K. A. (2011). *Retrieval practice and memory: Why are higher criterion levels better?* Paper presented at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wilkins, N. J., & Rawson, K. A. (2011). *Controlling retrieval during practice: Implications for memory-based theories of automaticity.* Paper presented at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Lipowski, S. L., Pyc, M. A., Dunlosky, J., & Rawson, K. A. (2011). *An examination of developmental trends and mechanisms underlying the testing effect.* Paper presented at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Pyc, M. A., Rawson, K. A., & Dunlosky, J. (2011). *Are self-regulated learning decisions sensitive to spacing and lag effects?* Paper presented at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Rawson, K. A. (2011). *Inaccurate metacognitive monitoring can undermine effective learning strategies.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Pyc, M.A., & Rawson, K. A. (2010). *Why does testing promote memory? The mediator effectiveness hypothesis.* Paper presented at the 51st annual meeting of the Psychonomic Society, St. Louis, MO.

Pyc, M.A., & Rawson, K. A. (2010). *Why does testing improve memory? Evaluating the mediator shift hypothesis.* Poster presented at the 51st annual meeting of the Psychonomic Society, St. Louis, MO.

Vaughn, K.E., & Rawson, K. A. (2010). *The effects of repeated retrieval as a function of item difficulty.* Poster presented at the 51st annual meeting of the Psychonomic Society, St. Louis, MO.

Wilkins, N.J., & Rawson, K. A. (2010). *Context effects on memory-based automaticity.* Poster presented at the 51st annual meeting of the Psychonomic Society, St. Louis, MO.

Dunlosky, J., & Rawson, K. A. (2010). *Effect of lag between study and retrieval attempts on middle-schoolers’ memory for key-term definitions.* Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.

Pyc, M. A., & Rawson, K. A. (2010). *Why does testing improve memory? Evaluating the mediator shift hypothesis.* Paper presented at the 82nd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wilkins, N. J., & Rawson, K. A. (2010). *Context effects on memory-based automaticity.* Paper presented at the 82nd annual meeting of the Midwestern Psychological Association, Chicago, IL.

O’Neil, R. L., & Rawson, K. A. (2010). *Interventions to improve learning of patient education materials.* Poster presented at the 82nd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Wissman, K. T., Pyc, M. A., & Rawson, K. A. (2010). *Do intervening tests facilitate learning of complex material?* Poster presented at the 82nd annual meeting of the Midwestern Psychological Association, Chicago, IL.

**Research Funding**

2015 – 2017 National Science Foundation

 Title: STTR Phase II: Digital e-Writer for the Classroom

 Role: Co-Investigator

2008 – 2014 James S. McDonnell Foundation, Collaborative Activity Award

 Title: Applying Cognitive Psychology to Enhance Educational Practice: II

 Role: Co-Investigator

2008 – 2012 U.S. Department of Education, Institute of Education Sciences

Title: Developing the Retrieval-Monitoring-Feedback (RMF) Method for Improving the Durability and Efficiency of Student Learning

Role: Principal Investigator

2007 – 2008 Kent State University, Academic Year Research and Creative Activity Appointment.

Title: Helping Patients Evaluate and Improve their Learning of Health Care Information

2005 – 2009 U.S. Department of Education, Institute of Education Sciences

Title: Supporting Efficient and Durable Student Learning

Role: Principal Investigator

2003 – 2004 National Research Service Predoctoral Fellowship, National Institute of Mental Health

1999 – 2002 Graduate Research Fellowship, National Science Foundation

**Professional Affiliations**

Member, Association for Psychological Science

Fellow, Psychonomic Society

Member, Midwestern Psychological Association

Member, Society for Text and Discourse

Member, International Association for Metacognition

**Professional Service**

2008 – Associate Editor, *Memory*

2009 – 2014 Associate Editor, *Memory & Cognition*

2008 – Editorial Board, *Journal of Educational Psychology*

2009 – Editorial Board, *Journal of Experimental Psychology: Learning, Memory, and Cognition*

2012 – Editorial Board, *Journal of Memory and Language*

2013 – Editorial Board, *Journal of Experimental Psychology: Applied*

2013 – Editorial Board, *Journal of Experimental Psychology: General*

2014 – Editorial Board, *Educational Psychology Review*

Ad Hoc Reviewer:

*American Journal of Psychology*

*Applied Cognitive Psychology*

*British Journal of Educational Psychology*

*British Journal of Psychology*

*Cognitive Psychology*

*Cognitive Research: Principles and Implications*

*Contemporary Educational Psychology*

*Current Directions In Psychological Science*

*Current Psychology Letters*

*Discourse Processes*

*Educational Psychology Review*

*European Journal of Cognitive Psychology*

*Experimental Psychology*

*Journal of Applied Research in Memory and Cognition*

*Journal of Educational Psychology*

*Journal of Experimental Child Psychology*

*Journal of Experimental Psychology: Applied*

*Journal of Experimental Psychology: General*

*Journal of Experimental Psychology: Learning, Memory, and Cognition*

*Journal of General Psychology*

*Journal of Memory and Language*

*Learning and Individual Differences*

*Memory*

*Memory & Cognition*

*Perspectives on Psychological Science*

*Psychological Bulletin*

*Psychology and Aging*

*Psychonomic Bulletin & Review*

*Quarterly Journal of Experimental Psychology*

*Science*

*Scientific Studies of Reading*

*Society for Text and Discourse*

May 2005 National Science Foundation, ROLE grant review panel

Jan 2007 Ad Hoc Reviewer, National Sciences and Engineering Research Council of Canada

Jan 2009 Ad Hoc Reviewer, SCORE grant proposal, University of Texas San Antonio

2010 – 2014 Institute of Education Sciences, grant review panel member

Fall 2012 Strategic Planning Committee, Psychonomic Society

**Teaching Experience**

Undergraduate Courses:

Honors General Psychology

Psychology of Language

Writing in Psychology

Why Do People Believe Weird Things?

Research Methods in Psychology

Graduate Courses:

Seminar: Language Comprehension Processes

Seminar: Skill Acquisition and Automaticity

Seminar: Cognition and Education

Experimental Research Methods

**Dissertations Supervised**

Kalif E. Vaughn (2014). *Criterion learning and associative asymmetry: Investigating the role of mediators.*

Nicolas J. Wilkins (2013). *What is in an instance? Practice context effects.*

Mary A. Pyc (2010). *Why is retrieval practice beneficial for memory? An evaluation of the mediator shift hypothesis.*

Lesley G. Hathorn (2007, co-advisor). *Mental models of text.*