Amanda Zamary

Kent State University, Department of Psychological Sciences
Email: azamary@kent.edu

EDUCATION

2014 –   Graduate Program for Psychological Sciences (Cognitive Psychology)
                    Kent State University, Kent, OH, 44240
                    Mentor: Dr. Katherine Rawson

2014 – 2017   M.A. in Experimental Psychology (Cognitive Psychology)
                    Kent State University, Kent, OH, 44240
                    Mentor: Dr. Katherine Rawson

2010 – 2014   B.S. in Psychology
                    High University Honors and Distinction, Departmental Honors, Cum Laude
                    Otterbein University, Westerville, OH, 43081
                    Mentors: Dr. Cynthia Laurie-Rose and Dr. Meredith Frey

RESEARCH PROGRAM

My research focuses on enhancing students' learning of and reasoning with complex, abstract concepts, often denoted by key terms and short definitions (e.g., *positive reinforcement, symbiosis, kinetic energy*). Primarily, my research has investigated the extent to which concrete examples facilitate memory, understanding, and use of abstract concepts during problem solving. I am also interested in identifying techniques that promote students' spontaneous transfer of content learned within educational settings to solve problems in contexts outside of formal education.

RESEARCH APPOINTMENTS

2014 –   **Graduate Assistant:** Comprehension and Memory Lab (Kent State University)
2013 – 2014   **Lab Coordinator/Research Assistant:** Cognitive Abilities Lab (Otterbein University)
Summer 2013   **National Science Foundation REU Fellow:** NDD Lab (University of South Carolina)
2012 – 2014   **Research Assistant:** Attention Lab (Otterbein University)
2011 – 2012   **Research Assistant:** The Children and Media Project (Otterbein University)

PEER-REVIEWED PUBLICATIONS

Zamary, A., Rawson, K. A., & Was, C. A. (in press). Do complex span and content-embedded working
    memory tasks predict unique variance in inductive reasoning? *Behavior Research Methods*.

Wissman, K. T., **Zamary, A.,** & Rawson, K. A. (in press). When does practice testing promote transfer on deductive reasoning tasks? *Journal of Applied Research in Memory and Cognition*.

Zamary, A. & Rawson, K. A. (2018). Are provided examples or faded examples more effective for declarative concept learning. *Educational Psychology Review*, *30,* 1167-1197.

Zamary, A. & Rawson, K. A. (2018). Which technique is most effective for learning declarative concepts-provided examples, generated examples, or both? *Educational Psychology Review, 30,* 275 – 301.

Zamary, A., Rawson, K. A., & Dunlosky, J. (2016). How accurately can students evaluate the quality of self-generated examples of declarative concepts? Not well, and feedback does not help. *Learning and Instruction, 46,* 12 – 20.

Laurie-Rose, C., Frey, M. C., Sibata, E. B., & **Zamary, A.** (2015). Effects of memory load and test position on short-duration sustained attention tasks. *American Journal of Psychology, 128,* 445-458.

Laurie-Rose, C., Frey, M. C., Ennis, A., & **Zamary, A.** (2014). Measuring perceived mental workload in children. *American Journal of Psychology, 127,* 107-125.

INVITED CHAPTERS

Dunlosky, J., Morehead, K., **Zamary, A.**, & Rawson, K. A. (in press). From the laboratory to the classroom: Challenges and solutions for conducting memory research in educational contexts. To appear in H. Otani & B. Schwartz (Eds.), *Handbook of Research Methods in Human Memory*. Routledge.

PUBLICATIONS UNDER REVIEW

Rawson, K. A. & **Zamary, A.** (in preparation). Why is recall practice more effective than recognition practice for enhancing memory? Evaluating the relational processing hypothesis.

PUBLICATIONS IN PREPARATION

Zamary, A., Wissman, K. T., & Rawson, K. A. (in preparation). Enhancing problem solving using declarative concepts: A competitive evaluation of the analogical reasoning versus schematic reasoning hypotheses.

Zamary, A. & Rawson, K. A. (in preparation). Testing the dual-route hypothesis: Is problem solving using declarative concepts best supported by targeting learning of both definitions and examples?

Zamary, A., Rawson, K. A., & Was, C. A. (in preparation). Working memory equally predicts learning from provided and generated examples.

CONFERENCE PRESENTATIONS

Zamary, A. & Rawson, K. A. (November, 2018). *Is one example enough? Increasing dosage of provided examples does not improve concept comprehension*. Poster will presented at the annual meeting of the Psychonomic Society, New Orleans, LA.

Zamary, A., Rawson, K. A., & Was, C. A. (April, 2018). *Working memory equally predicts learning from provided and generated examples*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Zamary, A., Wissman, K. T., & Rawson, K. A. (November, 2017). *Provided examples support novel application of declarative concepts*. Poster presented at the annual meeting of the Psychonomic Society, Vancouver, B.C.

Zamary, A., Wissman, K. T., & Rawson, K. A. (April, 2017). *Provided examples directly benefit novel concept application.* Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Zamary, A. & Rawson, K. A. (November, 2016). *Faded examples are less effective than provided examples for declarative concept learning.* Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.

Zamary, A. & Rawson, K. A. (May, 2016). *Example classification as a strategy for learning declarative concepts.* Poster presented at the international meeting of the Psychonomic Society, Granada, Spain.

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

Zamary, A. (October, 2013). *Self-regulation in fragile x syndrome.* Poster presented at the Council for Undergraduate Research Conference of Research Experiences for Undergraduates Student Scholarship, Arlington, VA.

Frey, M. C., Laurie-Rose, C., Butler, J., Campbell, C., Sherburn, S., & **Zamary, A.** (May, 2013). *Predicting college achievement with workload and cognitive task performance.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Zamary, A. (April, 2012). *Television for babies: Amount of exposure and effects on toy play.* Paper presented at the Ohio Undergraduate Psychology Research Conference, Westerville, OH.

TEACHING AND RESEARCH MENTORSHIP

Primary Instructor: Cognitive Psychology (1 semester, Kent State University)
Research Methods in Psychology (2 semesters, Kent State University)

Teaching Assistant: Statistics for the Behavioral Sciences (1 semester, Otterbein University)

Research Mentor: Stephanie Hilliard (2 semesters, co-supervised independent study, Kent State University)

AWARDS, HONORS, AND FELLOWSHIPS

Spring 2018	Competitive University Fellowship (Kent State University)
Spring 2016	Graduate Research Fellowship Honorable Mention (National Science Foundation)
Spring 2016	International Conference Registration Grant (American Psychological Association)
Spring 2015	Judie Lasser Funds for Graduate Research ($750, Kent State University)
Fall 2015	International Graduate Accommodation Award (Psychonomic Society)
Fall 2015	International Travel Award (Kent State University)
Fall 2015	Domestic Travel Award (awarded 4 times, Kent State University)
Spring 2013	Torch and Key Award (Otterbein University)
Spring 2013	Student Research Fund Travel Award (Otterbein University)
Fall 2013	Outstanding Intern Award (Otterbein University/University of South Carolina)
Spring 2012	Stephan Karsko Memorial Award (Otterbein University)

PROFESSIONAL SERVICE

2016 – 2017	Experimental Training Committee: Cognitive Representative (Kent State University)
2013 – 2014	Psi Chi Chapter President (Otterbein University)
2013 – 2014	Curriculum Committee Student Representative (Otterbein University)
Spring 2013	Reviewer for Student Grant Competition (Association for Psychological Science)
2012 – 2013	Psi Chi Chapter Vice President (Otterbein University)

PROFESSIONAL AFFILIATIONS

Psychonomic Society, Midwestern Psychological Association, Psi Chi