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EDUCATION

- 1988 – 1993 University of Washington, Seattle, WA
Program in Cognitive Psychology
Ph.D., Mentor: Dr. Thomas O. Nelson
- 1984 – 1988 Ohio Wesleyan University, Delaware, OH
Psychology Major, Summa Cum Laude, Valedictorian
B.A., Mentor: Dr. Harry P. Bahrlick

PROFESSIONAL EXPERIENCE

- 2007 – present Professor, Kent State University, Department of Psychology
- 2004 – 2007 Associate Professor, Kent State University, Department of Psychology
- 2000 – 2004 Associate Professor, University of North Carolina at Greensboro
- 1995 – 2000 Assistant Professor, University of North Carolina at Greensboro
- 1993 – 1995 Post-doctoral Research Fellow, Georgia Institute of Technology,
supported by Cognitive Development in Adulthood Fellowship from
National Institute on Aging, Dr. Christopher Hertzog, advisor
- 1988 – 1993 Research Assistant, Memory and Metacognition
Dr. Thomas O. Nelson, advisor, University of Washington
- 1990 Research Assistant, Processes of Writing
Dr. Earl C. Butterfield, advisor, University of Washington
- 1985 – 1988 Research Assistant, Maintenance of Knowledge
Dr. Harry P. Bahrlick, advisor, Ohio Wesleyan University

TEACHING INTERESTS

My teaching interests include both courses for undergraduates (introductory and advanced cognitive psychology, cognitive aging, general issues in aging, research methods, and undergraduate seminars) and for graduate students (cognitive aging, cognition, metacognition, as well as seminars on professional writing and current issues).

RESEARCH PROGRAM

Areas of research interest involve self-regulated learning, including how aging in adulthood influences strategy use and effectiveness, how individuals of all ages monitor on-going learning as well as dynamically control study and retrieval. Research programs involve exploring the theoretical bases of these and other components of self-regulated learning, so as to apply this theory to enhance people's achievement across the life span.

GRANTS

- 2019 – 2022 National Science Foundation, “Food for thought: Igniting, engaging, and measuring family STEM learning using a food lab. Role: co-investigator (PI: Morris, KSU). Total funding to KSU: \$1,209,208.
- 2015 – 2017 National Science Foundation, STTR Phase II. “Digital e-Writer for the Classroom.” Collaboration with Kent Displays. KSU Principal investigator: Dunlosky. Total funding to KSU: \$235,448.
- 2014 – 2015 National Science Foundation, Science Learning Plus Grant. “A Collaboration to Develop Tools for Mapping and Assessing the Impact of STEM Experiences Across Different Ecologies”. Principal investigators: Morris & Dunlosky (KSU), \$114,964.
- 2008 – 2013 James S. McDonnell Foundation, Collaborative Activity Award: Applying Cognitive Psychology to Enhance Educational Practice: II; Total funding to KSU: \$884,101 (total funding across six sites: \$6,492,617) Role: Co-Investigator (PI: Roediger, Washington University)
- 2008 – 2011 U.S. Department of Education, Cognition and Student Learning Grant, “Developing the Retrieval-Monitoring-Feedback (RMF) Method for Improving the Durability and Efficiency of Student Learning,” Principal investigators: Dunlosky & Rawson (KSU), \$1,266,796
- 2005 – 2008 U.S. Department of Education, Cognition and Student Learning Grant, “Supporting Efficient and Durable Student Learning,” Principal investigators: Dunlosky & Rawson (KSU), \$868,864
- 2004 – 2009 National Institute on Aging, RO1-AG13148, “Aging, Metamemory, and Strategy Use During Learning,” Principal Investigators: Dunlosky (KSU) & Hertzog (Georgia Tech), subcontract to Kent State University: \$390,763

- 2001 UNC Institute on Aging Small Research Grant; with Alycia Kubat, graduate student/co-PI, (\$5,220), 2001
- 1999 – 2004 National Institute on Aging, RO1-AG13148, “Aging, Metamemory, and Strategy Use During Learning,” Principal Investigators: Dunlosky (UNCG) & Hertzog (Georgia Tech), subcontract to UNCG: \$318,391
- 1995 – 1997 National Institute on Aging, RO1-AG13148, “Aging, Metamemory, and Strategy Use During Learning,” Co-principal investigator
- 1996 New Faculty Grant, UNC-Greensboro
- 1996 Regular Faculty Grant, UNC-Greensboro
- 1994 Southeastern Center for Applied Cognitive Aging Research, PI

PUBLICATIONS

Book, Monograph, and Edited Volumes

- Dunlosky, J., & Metcalfe, J. (2009). *Metacognition*. Beverly Hills, CA: SAGE.
Japanese translation (2010)
- 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.
- Dunlosky, J., & Rawson, K. A. (2019). *The Cambridge Handbook of Cognition and Education*. Cambridge, NY: NY.
- Dunlosky, J., & Tauber, S. (2016). *Oxford Handbook of Metamemory*. Oxford: UK.
- Hacker, D., Dunlosky, J., & Graesser, A. (Eds.) (2009). *Handbook of Metacognition in Education*. NY: Psychology Press.
- Dunlosky, J., & Bjork, R. A. (Eds.) (2008). *Handbook of Metamemory and Memory*. NY: Psychology Press.
- Hacker, D., Dunlosky, J. & Graesser, A. (Eds.). (1998). *Metacognition in Educational Theory and Practice*, Hillsdale, NJ: Lawrence Erlbaum Associates.

Journal Articles

- Morehead, K., & Dunlosky, J. (in press). Do students make effective decisions when regulating their learning of categories? *Translational Issues in Psychological Science*.
- Rivers, M., Dunlosky, J., & Persky, A. (in press). Measuring metacognitive knowledge, monitoring and control in the pharmacy classroom and experiential settings. *American Journal of Pharmaceutical Education*.
- Rivers, M., Joynes, R., & Dulnosky, J. (in press). The contribution of classroom exams to formative evaluation of concept-knowledge. *Contemporary Educational Psychology*.
- Foster, N. L., Mueller, M. L., Was, C., Rawson, K. A., & Dunlosky, J. (in press). Why does interleaving improve math learning? The contribution of discriminative contrast and distributed practice. *Memory & Cognition*.

- Tauber, S., Witherby, A., & Dunlosky, J. (in press). Beliefs about memory decline in aging do not impact judgments of learning (JOLs): A challenge for belief-based explanations of JOLs. *Memory & Cognition*.
- Morehead, K., Dunlosky, J., & Rawson, K. A. (in press). How much mightier is the pen than the keyboard for note-taking? A replication and extension of Mueller and Oppenheimer (2014). *Educational Psychology Review*.
- Was, C., Hollis, R. B., & Dunlosky, J. (2019). Do Students Understand the Detrimental Effects Of Mind Wandering During On-Line Learning? *Computers & Education, 135*, 113-122.
- Morehead, K., Dunlosky, J., Rawson, K. A., Blasiman, R., & Hollis, R. B. (2019). Note-taking habits of 21st century college students. *Memory, 27*, 807-819.
- Zimmerman, B. S., Rasinski, T. V., Kruse, S. D., Was, C. A., Rawson, K. A., Dunlosky, J. & Elham Nikbakht, E. (2019). Enhancing Outcomes for Struggling Readers: Empirical Analysis of The Fluency Development Lesson, *Reading Psychology*.
- Dunlosky, J., Dudley, D., Spitznagel, M. B., & Clements, R. J. (2019). Student's metamemory knowledge about the impact of stereoscopic three-dimensional presentations of science context. *Applied Cognitive Psychology, 33*, 225-233.
- D'Antoni, A., Mtui, E. P., Loukas, M., Tubbs, R. S., Pinto Zipp, G., & Dunlosky, J. (2018). An evidence-based approach to learning clinical anatomy: a guide for medical students, educators, and administrators. *Clinical Anatomy, 32*, 156-163.
- Janes, J., Dunlosky, J., & Rawson, K. A. (2018). How do students use self-testing across multiple study sessions when preparing for a high-stakes exam? *Journal of Applied Research in Memory and Cognition, 7*, 230-240.
- Foster, N., Rawson, K. A., & Dunlosky, J. (2018). Self-regulated learning of principle-based concepts: Do students prefer worked examples, faded examples, or problem solving? *Learning and Instruction, 55*, 124-138.
- Morehead, K., Dunlosky, J., Rawson, K., Bishop, M., & Pyc, M. (2018). Does mediator use contribute to the spacing effect for cued recall? Critical tests of the mediator hypothesis. *Memory, 26*, 535-546.
- Tauber, S. K., Dunlosky, J., Urry, H. L., & Opitz, P. C. (2017). The effects of emotion on younger and older adults' monitoring of learning. *Aging, Neuropsychology, and Cognition, 24*, 555-574.
- Blasiman, R., Dunlosky, J., & Rawson, K. (2017). The what, how much, and when of study strategies: comparing intended versus actual study behavior. *Memory, 6*, 784-792.
- Tauber, S. K., Witherby, A. E., Dunlosky, J., Rawson, K. A., Putnam, A. L., & Roediger, H. L. (2018). Does covert retrieval benefit learning of key-term definitions? *Journal of the Association of Research, Memory, and Cognition, 7*, 106-115.
- Rawson, K. A., Vaughn, K. E., Walsh, M., & Dunlosky, J. (2018). Investigating and explaining the effects of successive relearning on long-term retention. *Journal of Experimental Psychology: Applied, 24*, 57-71.
- Morehead, K., Dunlosky, J., & Foster, N. (2017). Do people use category learning judgments to regulate their learning of natural categories. *Memory & Cognition, 45*, 1253-1269.
- Hartwig, M. & Dunlosky, J. (2017). Category learning judgments in the classroom: Can students judge how well they know course topics? *Contemporary Educational Psychology, 49*, 80-90.

- Lipowski, S., Ariel, R., Tauber, U., & Dunlosky, J. (2017). Children's agenda-based regulation: The effects of prior performance and reward on elementary school children's study choices. *Journal of Experimental Child Psychology*, 164, 55-67.
- Bottiroli, S., Cavallini, E., Dunlosky, J., Vecchi, T., & Hertzog, C. (2017). Self-guided strategy-adaptation training for older adults: Transfer effects to everyday tasks. *Archives of Gerontology and Geriatrics*, 72, 91-98.
- de Bruin, A., Dunlosky, J., & Cavalcanti, R. (2017). Monitoring and regulation of learning in medical education: the need for predictive cues. *Medical Education*, 51, 575-584.
- Foster, N. L., Was, C. A., Dunlosky, J., & Isaacson, R. M. (2017). Even after thirteen class exams, students are still overconfident: The role of memory for past exam performance in student predictions. *Metacognition and Learning*, 12, 1-19.
- Rich, P., Van Loon, M., Dunlosky, J., & Zaragoza, M. (2017). Belief in corrective feedback for common misconceptions: Implications for knowledge revision. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43, 492-501.
- Mueller, M., & Dunlosky, J. (2017). How beliefs can impact judgments of learning: Evaluating analytic processing theory with beliefs about fluency. *Journal of Memory and Language*, 93, 245-258.
- Wall, J., Thompson, C., Dunlosky, J., & Merriman, W. (2016). Children can accurately monitor and control their number-line estimation performance. *Developmental Psychology*, 52, 1493-1502.
- Zamary, A., Katherine, R. A., & Dunlosky, J. (2016). How accurately can students evaluate the quality of self-generated examples of declarative concepts? Now well, and feedback does not help. *Learning and Instruction*, 46, 12-20.
- Rawson, K.A., & Dunlosky, J. (2016). How effective is example generation for learning declarative concepts? *Educational Psychology Review*, 28, 649-672.
- Vaughn, K. E., Dunlosky, J., & Rawson, K. A. (2016). Effects of successive relearning on recall: Does relearning override the effects of initial learning criterion? *Memory & Cognition*, 44, 897-909.
- Jones, A., Pan, S., Dunlosky, J., & Rickard, T. (2016). Beyond the rainbow: Retrieval practice leads to better spelling than does rainbow writing. *Educational Psychology Review*, 28, 385-400.
- Knouse, L. E., Rawson, K. A., Vaughn, K. E., & Dunlosky, J. (2016). Does testing improve learning for college students with attention-deficit/hyperactivity disorder (ADHD)? *Clinical Psychological Science*, 4, 136-143.
- Dunlosky, J., & Mueller, M. (2016). Recommendations for exploring the disfluency hypothesis toward establishing whether perceptually degrading materials impacts performance. *Metacognition and Learning*, 11, 123-131.
- Mueller, M., Dunlosky, J., & Tauber, U. (2016). The effect of identical word pairs on people's metamemory judgments: What are the contributions of processing fluency and beliefs about memory? *Quarterly Journal of Experimental Psychology*, 69, 781-799.
- Van Loon, M.H., Dunlosky, J., Van Gog, T., Van Merriënboer, J. J. G., & De Bruin, A. B. H. (2015). Refutations in science texts lead to hypercorrection of misconceptions held with high confidence. *Contemporary Educational Psychology*, 42, 39-48.
- Foster, N., Dunlosky, J., & Sahakyan, L. (2015). Is awareness of the ability to forget (or remember) critical for demonstrating directed forgetting? *Journal of Memory and Language*, 85, 88-100.

- 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.
- Tauber, S. K., Dunlosky, J., & Rawson, K. A. (2015). The influence of retrieval practice versus delayed judgments of learning on memory: Resolving a memory-metamemory paradox. *Experimental Psychology*, 62, 254-263.
- 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.
- DeLozier, S., & Dunlosky, J. (2015). How do students improve their value-based learning with task experience? *Memory*, 23, 928-942.
- Mueller, M. L., Dunlosky, J., & Tauber, S. K. (2015). Why is knowledge updating after task experience incomplete? Contributions of encoding experience, scale artifact, and inferential deficit. *Memory & Cognition*, 180-192.
- Tauber, S. K. & Dunlosky, J. (2015). Monitoring of learning at the category level when learning a natural concept: Will task experience improve its resolution? *Acta Psychologica*, 155, 8-18.
- Bailey, H., Dunlosky, J., & Hertzog, C. (2014). Does strategy training reduce age-related deficits in working memory? *Gerontology*, 60, 346-356.
- 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*, 3, 171-176.
- van Loon, M. H., de Bruin, A. B. H., van Gog, T., van Merriënboer, J. J. G., & Dunlosky, J. (2014). Can students evaluate their understanding of cause-and-effects relations? The effects of diagram completion on monitoring accuracy. *Acta Psychologica*, 151, 143-154.
- Ariel, R., Dunlosky, J., & Toppino, T. C. (2014). Contribution of degraded perception and insufficient encoding to decisions to mass or space study. *Experimental Psychology*, 61, 110-117.
- Lipowski, S., Pyc, M., Dunlosky, J., & Rawson, K. A. (2014). Establishing and explaining the testing effect in free recall for young children. *Developmental Psychology*, 50, 994-1000.
- Hertzog, C., Fulton, E. K., Sinclair, S. M., & Dunlosky, J. (2014). Recalled aspects of original encoding strategies influence episodic feeling of knowing. *Memory & Cognition*, 42, 126-140.
- Hartwig, M., & Dunlosky, J. (2014). The contribution of judgment scale to the unskilled-and-unaware phenomenon: How evaluating others can exaggerate over- (and under-) confidence. *Memory & Cognition*, 42, 164-173.
- Mueller, M. L., Dunlosky, J., Tauber, S. K., & Rhodes, M. G. (2014). The font-size effect on judgments of learning (JOLs): Does it exemplify the effect of fluency on JOLs or reflect people's beliefs about memory? *Journal of Memory and Language*, 70, 1-12.
- 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.
- Bottiroli, S., Cavallini, E., Dunlosky, J., Vecchi, T., & Hertzog, C. (2013). The importance of training strategy adaptation: A learner-oriented approach for improving older adults' memory and transfer. *Journal of Experimental Psychology: Applied*, *19*, 205-218.
- Lipowski, S., Merriman, W., & Dunlosky, J. (2013). Preschoolers can make highly accurate judgments of learning. *Developmental Psychology*, *49*, 1505-1516.
- Hertzog, C., Fulton, E. K., Mandivwala, L., & Dunlosky, J. (2013). Older adults show deficits in retrieving and decoding associative mediators generated at study. *Developmental Psychology*, *49*, 1127-1131.
- Ariel, R. & Dunlosky, J. (2013). When do learners shift from habitual to agenda-based processes when selecting items for study? *Memory & Cognition*, *41*, 416-428.
- Mueller, M. L., Tauber, S. K., & Dunlosky, J. (2013). Contributions of beliefs and processing fluency to the effect of relatedness on judgments of learning. *Psychonomic Bulletin & Review*, *20*, 378-384.
- 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., & Thiede, K. W. (2013). Four cornerstones of calibration research: Why understanding students' judgments can improve their achievement. *Learning and Instruction*, *24*, 58-61.
- Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, *64*, 417-444.
- Dunlosky, J. & Rawson, K. A. (2012). Despite their promise, there's still a lot to learn about techniques that support durable learning: Commentary on Roediger and Pyc (2012). *Journal of Applied Research in Memory and Cognition*, *1*, 254-256.
- Tauber, S. K. & Dunlosky, J. (2012). Can older adults accurately judge their learning of emotional information? *Psychology and Aging*, *27*, 924-933.
- Knouse, L. E., Anastopoulos, A. D., & Dunlosky, J. (2012). Isolating metamemory deficits in the self-regulated learning of adults with AD/HD. *Journal of Attention Disorders*, *16*, 650-660.
- 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.
- Was, C., 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*, *3*, 425-433.
- Lipko, A. R., Dunlosky, J., Lipowski, S., & Merriman, W. (2012). Young children are not underconfident with practice: The benefit of ignoring a fallible memory heuristic. *Journal of Cognition and Development*, *13*, 174-188.
- Hartwig, M., Was, C., Isaacson, R., & Dunlosky, J. (2012). General knowledge monitoring as a predictor of in-class exam performance. *British Journal of Educational Psychology*, *82*, 456-458.
- Hartwig, M. & Dunlosky, J. (2012). Study strategies of college students: Are self-testing and scheduling related to achievement? *Psychonomic Bulletin & Review*, *19*, 126-134.
- Dunlosky, J. & Rawson, K. A. (2012). Overconfidence produces underachievement:

- Inaccurate self evaluations undermine students' learning and retention. *Learning and Instruction*, 22, 271-280.
- Hertzog, C. & Dunlosky, J. (2012). Metacognitive approaches can promote transfer of training: Comment on McDaniel and Bugg. *Journal of Applied Research in Memory and Cognition*, 1, 61-63.
- Hertzog, C., Price, J., & Dunlosky, J. (2012). Age differences in the effects of experimenter-instructed versus self-generated strategy use. *Experimental Aging Research*, 38, 42-62.
- Was, C., Rawson, K. A., Bailey, H., & Dunlosky, J. (2011). Content-embedded tasks beat complex span for predicting comprehension. *Behavior Research Methods*, 43, 910-915.
- Rawson, K. A., O'Neil, R., & Dunlosky, J. (2011). Accurate monitoring leads to effective control and greater learning of patient education materials. *Journal of Experimental Psychology: Applied*, 17, 288-302.
- 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.
- Hertzog, C. & Dunlosky, J. (2011). Metacognition in later adulthood: Spared monitoring can benefit older adults' self-regulation. *Current Directions in Psychological Science*, 20, 174-180.
- 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. (Lead article.)
- 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.
- Wahlheim, C. N., Dunlosky, J., & Jacoby, L. L. (2011). Spacing enhances the learning of natural concepts: An investigation of mechanisms, metacognition, and aging. *Memory & Cognition*, 39, 750-763.
- Bailey, H., Dunlosky, J., & Kane, M. (2011). Contribution of strategy use to performance on complex and simple span tasks. *Memory & Cognition*, 39, 447-461.
- 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., Hartwig, M., 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.
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- Serra, M., & Dunlosky, J. (2010). Metacomprehension judgments reflect the belief that diagrams improve learning from text. *Memory*, 18, 698-711.
- Bottiroli, S., Dunlosky, J., Guerini, K., Cavallini, E., & Hertzog, C. (2010). Does task affordance moderate age-related deficits in strategy production? *Aging, Neuropsychology and Cognition*, 17, 591-602.
- Hertzog, C., Dunlosky, J., & Sinclair, S. M. (2010). Episodic feeling-of-knowing resolution derives from the quality of encoding. *Memory & Cognition*, 38, 771-784.
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- Pyc, M. A., & Dunlosky, J. (2010). Toward an understanding of students' allocation of study time: Why do they decide to mass or space their practice? *Memory & Cognition*, *38*, 431-440.
- Price, J., Hertzog, C., & Dunlosky, J. (2010). Self-regulated learning in younger and older adults: Does aging affect metacognitive control? *Aging, Neuropsychology and Cognition*, *17*, 329-359.
- Baker, J. M. C., Dunlosky, J., & Hertzog, C. (2010). How accurately can older adults evaluate the quality of their text recall? The effect of providing standards on judgment accuracy. *Applied Cognitive Psychology*, *24*, 134-147.
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- Hertzog, C., Price, J., Burpee, A., Frenzel, W. J., Feldstein, S., & Dunlosky, J. (2009). Why do people show minimal knowledge updating with task experience: Inferential deficit or experimental artifact? *Quarterly Journal of Experimental Psychology*, *62*, 155-173.
- 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.
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Book Chapters

- Sawyer, K., & Dunlosky, J. (2019). How the learning sciences can inform cognitive psychology. In J. Dunlosky, & K. A. Rawson, (Eds). *The Cambridge Handbook of Cognition and Education*. (pp. 17-33). Cambridge, NY: NY.
- 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. In H. Otani & B. Schwartz (Eds). *Handbook of research methods in human memory*. Routledge, NY: NY.
- Dunlosky, J., Mueller, M. L., & Thiede, K. W. (2016). Methodology for investigating human metamemory: Problems and pitfalls. In J. Dunlosky & S. K. Tauber (Eds). *Handbook of Metamemory*. (pp. 23-37). New York: Oxford University Press.
- Tauber, S. K., & Dunlosky, J. (2016). A brief history of metamemory research and handbook overview. In J. Dunlosky & S. K. Tauber (Eds). *Handbook of Metamemory*. (pp. 7-21). New York: Oxford University Press.
- Thiede, K. W. & Dunlosky, J. (in press). Metacognition and Education. In H. Pashler (Ed.) *Encyclopedia of the Mind*. Thousand Oaks, CA: Sage.
- Dunlosky, J., Mueller, M., & Tauber, S. K. (2015). The contribution of processing fluency (and beliefs) to people's judgments of learning. In Lindsay, D. S., Kelley, C. M., Yonelinas, A. P., & Roediger, H. L. III (Eds.). *Remembering: Attributions, processes, and control in human memory: Papers in honour of Larry L. Jacoby*. (pp.). 46-64). New York: Psychology Press.
- Dunlosky, J. & Tauber, S. K. (2014). Understanding people's metacognitive judgments: An isomechanism framework and its implications for applied and theoretical research. In T. Perfect & D. S. Lindsay (Eds.) *Handbook of Applied Memory*. (pp. 444-464). Sage: Thousand Oaks, CA.
- 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., & Thiede, K. W. (2013). Metamemory. In D. Reisberg (Ed.) *Oxford Library of Psychology*. (pp. 283-298). New York: Oxford University Press.
- Dunlosky, J., Bailey, H., & Hertzog, C. (2011). Memory enhancement strategies: What works best for obtaining memory goals? In P. E. Hartman-Stein & A. La Rue (Eds.) *Enhancing*

- cognitive fitness in adults: A handbook for the development of community based programs.* (pp. 3-24). New York: Springer.
- Dunlosky, J., Ariel, R., & Thiede, K. W. (2011). Agenda-based regulation of study-time allocation. In P.A. Higham and J.P. Leboe (Eds.), *Constructions of Remembering and Metacognition: Essays in Honour of Bruce Whittlesea* (pp. 182-198). Basingstoke: Palgrave MacMillan.
- Dunlosky, J & Ariel, R. (2011). Self-regulated learning and the allocation of study time. In B. Ross (Ed), *Psychology of Learning and Motivation*, 54, 103-140.
- Dunlosky, J., Bottiroli, S., & Hartwig, M. (2009). Sins committed in the name of ecological validity: A call for representative design in education research. In D. Hacker, J. Dunlosky, & A. Graesser (Eds.). (pp. 430-440). *Handbook of Metacognition in Education*. NY: Psychology Press.
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- Dunlosky, J., & Bjork, R. A. (2008). The integrated nature of metamemory and memory. In J. Dunlosky & R. A. Bjork (Eds.) *Handbook of Metamemory and Memory*. (pp. 11-28). New York: Psychology Press.
- Metcalfe, J., & Dunlosky, J. (2008). Metamemory. In H. L. Roediger, III (Ed.), *Cognitive psychology of memory*. Vol. 2 of *Learning and memory: A comprehensive reference*, 4 vols. (pp. 349-362) Oxford: Elsevier.
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- Dunlosky, J., Serra, M., & Baker, J. M. C. (2007). Metamemory Applied. In F. Durso et al. (Eds.) *Handbook of Applied Cognition*. 2nd Edition. (pp. 137-159) NY, NY: John Wiley & Sons, Ltd.
- Hertzog, C., & Dunlosky, J. (2006). Using visual imagery as a mnemonic for verbal associative learning: Developmental and individual differences. In T. Vecchi & G. Bottini (Eds.), *Imagery and spatial cognition: Methods, models and clinical assessment*. (pp. 259-282). John Benjamins Publishers: Amsterdam and Philadelphia, The Netherlands,
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- Dunlosky, J. (2004). Metacognition. In R. R. Hunt & H. C. Ellis's textbook, *Fundamentals of Cognitive Psychology* (7th edition). NY: McGraw-Hill College.
- Hacker, D., & Dunlosky, J. (2003). Not all metacognition is created equal. In D. Sharp & D. Knowlton (Eds.) *New Directions in Teaching and Learning Series*.
- Dunlosky, J., Rawson, K. A., & McDonald, S. (2002). Influence of practice tests on the accuracy of predicting memory performance for paired associates, sentences, and text material. In T. Perfect & B. Schwartz (Eds.) *Applied Metacognition*. (pp. 68-92). Cambridge, UK: Cambridge University Press.
- Dunlosky, J., Rawson, K., & Hacker, D. (2002). Metacomprehension of science text: Investigating the levels-of-disruption hypothesis. In J. Otero & A. Graesser (Eds.) *The Psychology of Science Text Comprehension*. (pp. 255-280). Hillsdale, NJ: LEA.

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- Dunlosky, J. (1998). Linking Metacognitive Theory to Everyday Applications. In Hacker, D., Dunlosky, J. & Graesser, A. (Eds.) *Metacognition in Educational Theory and Practice*. (pp. 367-38). Hillsdale, NJ: LEA.
- Dunlosky, J. & Hertzog, C. (1998). Training programs to improve learning in later adulthood: Helping older adults educate themselves. In Hacker, D., Dunlosky, J. & Graesser, A. (Eds.) *Metacognition in Educational Theory and Practice*. (pp. 249-275). Hillsdale, NJ: LEA.
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INVITED TALKS

2019 – 20

National Institute of Teaching of Psychology, St Petersburg, FL, Keynote Address

2017 – 18

University of New Hampshire, CITL Conference, Keynote Address

Association for Psychological Science (APS), Teaching Institute, Plenary Address;
Boston, MA

Univ of Illinois-Urbana Champaign, Academy of Engineering for Education Excellence,
Distinguished Lecture (Inaugural)

University of Central Arkansas, Student Success Symposium, Invited talk

Learning & the Brain Conference, San Fran, Invited Address

Learning Specialists Association of Canada, Invited talk (web-based podcast)

2015 – 16

University of Zurich, Zurich, Switzerland, Invited Talk

Baylor University, Invited Talk, Academy for Teaching and Learning

Armadillo Conference, Waco, TX, Keynote Address

NRMERA, AERA Regional, Boise, ID, Keynote Address

University of Kassel, Germany, Invited Talk

Naval Academy, Invited talk, Campus wide workshop

Midwestern Psychological Association, Keynote for Society of Teaching in Psychology

High Point University, Invited Talks, for Center of Innovative Teaching & Psych Dept

Boise State University, Invited Talk, College of Education

2013 – 14

Washington University, Invited Talk, University-wide CIRCLE Meeting
EARLI Conference (Sig: Metacognition), Keynote Address; Istanbul, Turkey
NEOMED, Invited talk
McMaster University, Ontario, Canada; University-wide Presidential Address
Colorado State University, Invited Dept/University-wide Colloquium
New York University, Learning & Curricular Development, Invited Teleconference Talk

2011 – 12

Invited Address: International Assoc of Metacog, 11/2012, Minneapolis
University of Maastricht, Netherlands, Invited keynote address, 10/2012
Learning, Research Development Center (LRDC), UPitt/CMU, Invited Colloq
University of Richmond, Invited Dept Colloquium
University of California at San Diego, Invited talk
Villanova, Invited Departmental Colloquium
Mississippi State/University of Central Missouri, Invited Teleconference Talk
Tufts, Invited Departmental Colloquium
Michigan State University, Invited talk for a mini-conference

2009 – 10

University of Central Missouri, Invited Teleconference Colloquium
University of Erasmus, Invited Colloquium, Teleconference by Skype.
University of Colorado, Invited Talk for Dr. Carl Weiman's Science Ed Initiation
Mississippi State, Meridian, Invited Teleconference Talk
Case Western Reserve, Cognitive Science Program
Ghent, Belgium; European Conference on Psychological Assessment; Keynote address
Washington University, St Louis, MO.

2007 – 08

Meeting of ACPEEP (Applying Cognitive Psychology to Enhance Educational
Practice), St. Louis, MO.
Healthy Minds Conference, Sarasota, Florida
Midwestern Psychological Association, Chicago

2005 - 06

University of Texas: San Antonio
University of Richmond
Metacognitive workshop, University of Rotterdam, The Netherlands
Invited Talk, American Association on Artificial Intelligence, Palo Alto, CA

2003 - 04

University of Illinois at Urbana-Champaign
North Carolina State
Georgia State University
Invited Discussant for Symposium on "Metacognition and Strategic Behavior"
(American Psychological Association, Atlanta)
Texas Tech University

2001 - 02

University of Central Arkansas
Human Development and Family Studies, UNCG
Columbia University
Meredith College
University of North Carolina, Fayetteville
American Psychological Society (New Orleans), Invited Speaker

1999 - 00

Invited Discussant for "Undergraduate Research--Pandora's Box?" (SEPA)
UNC-Chapel Hill, Chapel Hill, NC
Ohio Wesleyan University
University of Virginia
Invited Overview Address to the Cognitive Aging Conference, Atlanta, GA
Human Development and Family Studies, UNCG

1997 - 98

North Carolina State University, NC
UNC-Chapel Hill, Chapel Hill, NC
Georgia Institute of Technology, GA
Davidson College, Davidson NC
North Carolina A&T
Invited Address for Southeastern Workers in Memory (SEPA)
University of Memphis, Memphis, TN

1994 - 96

University of Georgia, Athens, GA
Emory, Atlanta, GA
Wake Forest, Winston-Salem, NC
Indiana University, Bloomington, IN

AWARDS AND PROFESSIONAL AFFILIATIONS

2010, Distinguished Scholar Award, Kent State University
Co-Founder and Member, 2002, International Association for Metacognition
2001, University-wide Research Excellence Award, UNC-Greensboro
Fellow, Association for Psychological Science
Charter Fellow, Midwestern Psychological Association
Member, Psychonomic Society
Member, Society for Text and Discourse

ADMINISTRATIVE SERVICE

2007 – current	Director of Experimental Training, Psychology, Kent State
2007 – current	Graduate Training Committee, Psychology, Kent State
2005 – 2007	Faculty Advisory Committee to the Chair (Faculty nominated),

	Psychology, Kent State
2005	General Member, Finance Committee, Division 20 (Aging), APA
2004	Faculty Search Committee (clinical gerontologist)
2004	Research & Development Committee, Psychology, Kent State
2004 – 2006	Member of Advisory Board, Kent State Gerontology Program
2000 – 2004	Advisory Committee Member, UNCG Gerontology Program
2000 – 2004	Head, Cognitive Area, UNC-Greensboro
2000 – 2001	Search Committee, Dean of Graduate School
1998 – 2002	Graduate Studies Committee, UNC-Greensboro
1998 – 2001	Faculty Advisor, Psi Chi, UNC-Greensboro
1998 – 1999	Kendon Smith Lecture Committee, UNC-Greensboro

PROFESSIONAL SERVICE

2018	Psychonomic Society, Chair of Governing Board
2015 - 2021	Psychonomic Society, Member of Governing Board
2012 – 2014	Associate Editor, <i>Psychonomic Bulletin & Review</i>
2006 – 2012	Associate Editor, <i>JEP: Learning, Memory, and Cognition</i>
2014 – current	Editorial Board, <i>Scholarship of Teaching and Learning in Psychology</i>
2013 – current	Editorial Board, <i>Educational Psychology Review</i>
2013 – current	Editorial Board, <i>International Education Research</i>
2012 – current	Editorial Board, <i>JEP: Learning, Memory, and Cognition</i>
2008 – current	Editorial Board, <i>International Journal of Cognitive Technology</i>
2005 – current	Editorial Board, <i>Metacognition and Learning</i>
2011 – 2015	Editorial Board, <i>Journal of Applied Research in Memory and Cognition</i>
2008 – 2013	Editorial Board, <i>Journal of Educational Psychology</i>
2003 – 2006	Editorial Board, <i>Psychology and Aging</i>
2006	Ad Hoc Member, National Institute of Health Study Section

Ad hoc reviewer of individual grant proposals for National Science Foundation, National Institutes of Mental Health, Israeli Binational Science Foundation, Netherlands Organization for Scientific Research.

Ad Hoc Reviewer: Adaptive Behavior; Age and Ageing; Aging, Neuropsychology, and Cognition; American Journal of Psychology; American Psychologist; Archives of Scientific

Psychology; Asia Pacific Journal of Educational Development; Brain Research; British Journal of Educational Psychology; Canadian Journal on Aging; Canadian Journal of Experimental Psychology; Cognition; Cognitive Psychology; Cognitive Science; Cognitive Technology; Computers in Human Behavior; Current Directions in Psychological Science; Current Psychology Letters; Discourse Processes; Educational Research International; European Journal of Cognitive Psychology; European Journal of Psychology of Education; Experimental and Clinical Psychopharmacology; International Journal of Aging and Human Development; Journal of Cognitive Education and Psychology; Journal of Experimental Psychology: Applied; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Educational Psychology; Journal of Gerontology: Psychological Sciences; Journal of Individual Differences; Journal of Memory and Language; Memory; Memory & Cognition; Neuropsychological Rehabilitation; Oxford Bibliographies; Perspectives on Psychological Science; PLOS One; Psychological Science; Psychology and Aging; Psychology of Women Quarterly; Psychonomic Bulletin and Review; Psychological Bulletin; Psychological Review; Scholarship of Teaching and Learning in Psychology; Translational Issues in Psychological Science.