

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

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

Daley, N., & Rawson, K. A. (in press). Elaborations in expository text impose a substantial time cost but do not enhance learning. *Educational Psychology Review*.

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.

- Janes, J. L., 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. L., 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.
- Finn, B., Thomas, R., & Rawson, K. A. (2018). Learning more from feedback: Elaborating feedback with examples enhances concept learning. *Learning and Instruction, 54*, 104-113.
- Mulligan, N. W., Rawson, K. A., Peterson, D. J., & Wissman, K. T. (2018). The replicability of the negative testing effect: Differences across participant populations. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 44*, 752-763.
- 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.
- Tauber, S. K., Witherby, A. E., Dunlosky, J., Rawson, K. A., Putnam, A. L., & Roediger, H. L. III. (2018). Does covert retrieval benefit learning of key-term definitions? *Journal of Applied Research in Memory and Cognition, 7*, 106-115.
- 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.
- Morehead, K., Dunlosky, J., Rawson, K. A., Bishop, M., & Pyc, M. A. (2018). Does mediator use contribute to the spacing effect for cued recall? Critical tests of the mediator hypothesis. *Memory, 26*, 535-546.
- Wissman, K. T., & Rawson, K. A. (2018). Test potentiated learning: Three independent replications, a disconfirmed hypothesis, and an unexpected boundary condition. *Memory, 26*, 385-405.
- Wissman, K. T., & Rawson, K. A. (2018). Collaborative testing for key-term definitions under representative conditions: Efficiency costs and no learning benefits. *Memory and Cognition, 46*, 148-157.
- Blasiman, R. N., Dunlosky, J., & Rawson, K. A. (2017). The what, how much, and when of study strategies: Comparing intended versus actual study behavior. *Memory, 25*, 784-792.
- Vaughn, K. E., Dunlosky, J., & Rawson, K. A. (2016). Effects of successive relearning on recall: Does relearning override effects of initial learning criterion? *Memory & Cognition, 44*, 897-909.
- Middleton, E.L., Schwartz, M. F., Rawson, K. A., Traut, H., & Verkuilen, J. (2016). Toward a theory of learning for naming rehabilitation: Retrieval practice and spacing effects. *Journal of Speech, Language, and Hearing Research, 59*, 1111-1122.
- 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.
- Rawson, K.A., & Dunlosky, J. (2016). How effective is example generation for learning declarative concepts? *Educational Psychology Review, 28*, 649-672.
- Knouse, L. E., Rawson, K. A., Vaughn, K. E., & Dunlosky, J. (2016). Does testing improve learning for college students with ADHD? *Clinical Psychological Science, 4*, 136-143.
- Jones, A.C., & Rawson, K. A. (2016). Do reading and spelling share a lexicon? *Cognitive Psychology, 86*, 152-184.
- Wissman, K. T., & Rawson, K. A. (2016). How do students implement collaborative testing in real-world contexts? *Memory, 24*, 223-239.
- 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.

- 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., & Sciarrelli, 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.

Edited Volume

Dunlosky, J. & Rawson, K.A., Eds. (in press). *The Cambridge Handbook of Cognition and Education*.

Invited Chapters and Commentaries

- Dunlosky, J., & Rawson, K. A. (in press). How cognitive psychology can inform evidence-based education reform: An overview of the Cambridge Handbook of Cognition and Education. To appear in J. Dunlosky & K.A. Rawson (Eds.), *The Cambridge Handbook of Cognition and Education*. Cambridge.
- Pyc, M. A., & Rawson, K. A. (in press). The mediator effectiveness hypothesis revisited. *Nature Human Behaviour*.
- Dunlosky, J., Morehead, K. Zmary, 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. Schwarts (Eds.), *Handbook of Research Methods in Human Memory*. Routledge.
- 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. (2014). 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. (January, 2017). *Helping students achieve: The “what” and “when” of effective learning techniques*. University of California San Diego, CA.
- 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., & Was, C. (2018). *Working memory equally predicts learning from provided and generated examples*. Paper presented at the 90th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Daley, N., & Rawson, K. A. (2018). *Differential learning effects of retrieval practice and provided examples*. Paper presented at the 90th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Zamary, A., Wissman, K. T., & Rawson, K. A. (2017). *Provided examples support novel application of declarative concepts*. Poster presented at the 58th annual meeting of the Psychonomic Society, Vancouver, B.C.
- Daley, N., & Rawson, K. A. (2017) *Keep it Simple: Elaborating Main Ideas in Text Imposes a Time Cost Without enhancing learning*. Poster presented at the 58th annual meeting of the Psychonomic Society, Vancouver, B.C.
- Daley, N., Rawson, K. A., & Kasperczyk, M. (2017). *Does self-explanatory feedback enhance long-term learning?* Poster presented at the McMaster Symposium on Education and Cognition, McMaster University, Hamilton, ON.

- Hall, R., Border, M., Jankura, A., Morehead, K., Rawson, K., & Dunlosky, J. (2017). *Which note-taking format supports the best encoding? Longhand, laptops or eWriters*. Poster presented at the 89th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Zamary, A., Wissman, K. T., & Rawson, K. A. (2017). *Provided examples directly benefit novel concept application*. Paper presented at the 89th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Rawson, K.A., Vaughn, K.E., Walsh, M., & Dunlosky, J. (2016). *Investigating and explaining the potency of successive relearning for enhancing long-term retention*. Paper presented at the 57th annual meeting of the Psychonomic Society, Boston, MA.
- Zamary, A., & Rawson, K. A. (2016). *Faded examples are less effective than provided examples for declarative concept learning*. Poster presented at the 57th annual meeting of the Psychonomic Society, Boston, MA.
- Dunlosky, J., Morehead, K., Rawson, K., Bishop, M., & Pyc, M. (2016). *Do mediator production and shifts contribute to the spacing effect for cued recall? Critical tests of the shift hypothesis*. Paper presented at the International Meeting of the Psychonomic Society, Granada, Spain.
- Rawson, K., Vaughn, K., Walsh, M., & Dunlosky, J. (2016). *Optimizing schedules of retrieval practice: Successive relearning overrides initial lag effects*. Paper presented at the International Meeting of the Psychonomic Society, Granada, Spain.
- Wissman, K., & Rawson, K. (2016). *The context shift account: Not an explanation for the fragility of the interim test effect with text material*. Poster presented at the International Meeting of the Psychonomic Society, Granada, Spain.
- Zamary, A., & Rawson, K. (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. (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.

Research Funding

- 2017 – current National Institutes of Health
Title: Retrieval Practice Principles: A Theory of Learning for Aphasia Rehabilitation
Role: Subcontract Principal Investigator
- 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 Service

- 2008 – 2016 Associate Editor, *Memory*
- 2009 – 2014 Associate Editor, *Memory & Cognition*
- 2017 – Associate Editor, *Journal of Experimental Psychology: Applied*
- 2008 – 2016 Editorial Board, *Journal of Educational Psychology*
- 2013 – 2016 Editorial Board, *Journal of Experimental Psychology: Applied*
- 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: 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
Cognition and Instruction
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
Learning and Instruction
Memory
Memory & Cognition
Perspectives on Psychological Science
Psychological Bulletin
Psychological Science
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
Research Methods in Psychological Sciences

Dissertations Supervised

- Kathryn T. Wissman (2016). *Collaborative inhibition: Evaluation of the part-set cuing hypothesis for key-term definitions.*
- 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.*