

**Jason R. Finley****Curriculum Vitae**

Department of Psychology  
 Southern Illinois University Edwardsville  
 Campus Box 1121, Alumni Hall 0118  
 Edwardsville, IL 62026

949-433-4216  
 jafinle@siue.edu  
 www.jasonfinley.com

**Education**

- Ph.D. in Psychology (Cognitive) 2012  
*University of Illinois at Urbana-Champaign*  
 Committee: Aaron S. Benjamin (advisor), William F. Brewer,  
 Gary S. Dell, Brian D. Gonsalves, Brian H. Ross  
 Thesis: "Retrieval cue variability: When and why are two meanings  
 better than one?"
- M.A. in Psychology (Cognitive) 2010  
*University of Illinois at Urbana-Champaign*  
 Thesis: "Adaptive and qualitative changes in encoding strategy with  
 experience"
- B.S. in Cognitive Science, summa cum laude 2003  
*University of California, Los Angeles*  
 Minor in English  
 Specialization in Computing

**Professional Positions**

- Assistant Professor of Psychology, Dept. of Psychology  
*Southern Illinois University Edwardsville* 2020-present
- Assistant Professor of Psychology, Dept. of Biological & Behavioral Sciences  
*Fontbonne University* 2015-2020
- Adjunct Instructor, Peabody College online Ed.D. program  
*Vanderbilt University* Summer 2019
- Postdoctoral Research Associate, Department of Psychology  
*Washington University in St. Louis* 2012-2015

**Honors, Awards, & Funding**

- Fontbonne Community Connection Award  
*Visiting Artist for the Fall 2019 Dedicated Semester on Memory* 2019
- Joan Goostree Stevens Excellence in Teaching Award 2017
- National Endowment for the Humanities: Humanities Connections grant for  
 project: *Primary Source: Memory and the Construction of Identity*  
*across Time and Place* (co-director) 2017-2020
- Crowd-funding awarded from Experiment.com  
*How does technology affect our memory?* 2014

Graduate Teacher Certificate, <i>University of Illinois at Urbana-Champaign</i>	2011
National Science Foundation Graduate Research Fellowship	2007-2012
List of Teachers Ranked as Excellent by Their Students, <i>University of Illinois at Urbana-Champaign</i>	2007, 2010
Mary Jane Neer Scholarship	2007-2011
Grant from Microsoft Research, Ltd., Cambridge, UK (grant # 2007-066)	2007
UCLA Regent Scholarship	2000

### **Research Interests**

Human cognition in laboratory and everyday settings; applying cognitive psychology principles toward improving education; overcoming the limitations of human memory by improving metacognition and/or offloading aspects of cognition onto the environment; interplay of internal and external memory.

### **Teaching Interests**

Research methods, statistics, introductory psychology, cognitive psychology, learning and memory, human factors, judgment and decision-making, history of psychology, controversial issues.

### **Teaching and Mentoring Experience**

<i>Southern Illinois University Edwardsville</i>	2020-present
<ul style="list-style-type: none"> <li>• Research Design and Statistics I &amp; II (x 5)</li> <li>• Cognitive Psychology (x 3)</li> <li>• Learning and Memory (x 2)</li> <li>• Undergraduate Research and Creative Activities (URCA)</li> </ul>	
<i>Vanderbilt University</i>	2019
<ul style="list-style-type: none"> <li>• Psychological Perspectives on Learning (graduate course)</li> </ul>	
<i>Fontbonne University</i>	2015-2020
<ul style="list-style-type: none"> <li>• Research Methods for the Behavioral Sciences (x 9)</li> <li>• Senior Research Seminar I &amp; II (x 3)</li> <li>• Introduction to Psychology (x 9)</li> <li>• Cognitive Psychology (x 3)</li> <li>• Controversial Issues in Psychology (x 2)</li> <li>• Undergraduate Research in Psychology (individual students, x 5)</li> <li>• Special Topics: Memory and the Human Experience</li> <li>• Careers in Psychology (Fall 2019)</li> <li>• Academic advising (~50+ students)</li> </ul>	
<i>Washington University in St. Louis, University College</i>	2014-2015
<ul style="list-style-type: none"> <li>• Introductory Psychological Statistics (x 2)</li> </ul>	
<i>University of Illinois at Urbana-Champaign</i>	2007-2011
<ul style="list-style-type: none"> <li>• Introductory Psychology</li> </ul>	

- Introduction to Statistics
- Cognitive Psychology Laboratory

*University of California, Los Angeles*

2003-2006

- Mentor and supervisor to undergraduate research assistants

### **Service to Department, University**

*Southern Illinois University Edwardsville*

- Research and Projects Committee 2023-2025
- Search Committee 2022-2023
- Queer Faculty Staff Association 2022-
- Student Awards Committee 2021-
- Program Review – Geography Department 2021
- SafeZone Committee 2020-
- Undergraduate Psychology Program Committee 2020-

*Fontbonne University*

- Faculty advisor for Psi Chi chapter 2018-2020
- Faculty advisor for student group: FLARE  
(Fontbonne's LGBTQIA Alliance for Respect and Equality) 2017-2020
- Faculty advisor for student group: Psychology Club 2016-2020
- Search committee for tenure-track faculty position in psychology 2019
- Academic Programs Assessment Subcommittee 2018-2019
- Co-organized Primary Source: An Interdisciplinary Conference  
on Memory and Identity 2018
- Undergraduate Academic Committee 2016-2018
- Search committee for tenure-track faculty position in psychology 2016-2017
- Library Advisory Committee 2016-2017
- Search committee for tenure-track faculty position in data mining 2015-2016

### **Research Experience**

- Postdoctoral Research Associate, Advisor: Henry L. Roediger III 2012-2015  
Applying Cognitive Psychology to Enhance Educational Practice,  
James S. McDonnell Collaborative Activity Award  
*Washington University in St. Louis*
- Graduate research, Advisor: Aaron S. Benjamin 2006-2012  
Memory, metamemory, encoding and retrieval strategies  
*University of Illinois at Urbana-Champaign*
- Graduate research, Advisor: William F. Brewer 2006-2012  
Autobiographical memory  
*University of Illinois at Urbana-Champaign*
- Research Associate, Advisor: Marcia C. Linn 2004-2006  
Technology Enhanced Learning in Science: A NSF Center for  
Learning and Teaching  
*UC Berkeley Graduate School of Education*

- Research Associate, Advisor: Robert A. Bjork 2003-2006  
 Introducing Desirable Difficulties for Educational Applications in  
 Science; Funded by the Institute of Education Sciences' Cognition  
 and Student Learning Program  
*UCLA Department of Psychology*
- Research Assistant, Advisor: Elisheva F. Gross 2003-2005  
*UCLA Children's Digital Media Center: A NSF Social, Behavioral,  
 and Economic Center*
- Research Assistant, Advisor: W. Lewis Johnson 2002  
*University of Southern California Information Sciences Institute*
- Research Assistant, Advisor: Christine L. Borgman 2001-2003  
 NSF Research Experience for Undergraduates Participant: Alexandria  
 Digital Earth ProtoType Project  
*UCLA Graduate School of Education and Information Studies*
- Research Assistant, Advisor: William A. Sandoval 2001  
*UCLA Graduate School of Education and Information Studies*
- Research Assistant, Advisor: Patricia W. Cheng 2000-2001  
*UCLA Department of Psychology*

### **Peer-Reviewed Publications**

- Soares, J. S., **Finley, J. R.**, & Roberts, P. M. (2023). Photo age: Temporal preferences for external memory across the lifespan. *Memory, Mind & Media*.
- Kroes, A. D. A., & **Finley, J. R.** (2023). Demystifying omega squared: Practical guidance for effect size in common analysis of variance designs. *Psychological Methods*. <https://doi.org/10.1037/met0000581>
- Finley, J. R.**, & Naaz, F. (2022). Strategic use of internal and external memory in everyday life: Episodic, semantic, procedural, and prospective purposes. *Memory*, 31(1), 108-126. <https://doi.org/10.1080/09658211.2022.2126858>
- Tullis, J. G., & **Finley, J. R.** (2021). What characteristics make self-generated memory cues effective over time? *Memory*, 29(10), 1308-1319. <https://doi.org/10.1080/09658211.2021.1979585>
- Finley, J. R.**, Wixted, J. T., & Roediger, H. L. (2020). Identifying the guilty word: Simultaneous versus sequential lineups for DRM word lists. *Memory & Cognition*, 48(6), 903-919. <https://doi.org/10.3758/s13421-020-01032-6>
- Finley, J. R.**, Naaz, F., & Goh, F. W. (2018). *Memory and technology: How we use information in the brain and the world*. Springer. <https://doi.org/10.1007/978-3-319-99169-6>
- Tullis, J. G., & **Finley, J. R.** (2018). Self-generated memory cues: Effective tools for learning, training, and remembering. *Policy Insights from the Behavioral and Brain Sciences*.

- Finley, J. R.**, Sungkhasettee, V., Roediger, H. L., & Balota, D. A. (2017). Relative contributions of semantic and phonological associates to over-additive false recall in hybrid DRM lists. *Journal of Memory and Language*, *93*, 154-168.  
<https://doi.org/10.1016/j.jml.2016.07.006>
- Agarwal, P. K., **Finley, J. R.**, Rose, N. S., & Roediger, H. L. (2016). Benefits from retrieval practice are greater for students with lower working memory capacity. *Memory*.
- Finley, J. R.**, Roediger, H. L., Hughes, A. D., Wahlheim, C. N., & Jacoby, L. L. (2015). Simultaneous versus sequential presentation in testing recognition memory for faces. *American Journal of Psychology*, *128*(2), 173-195.  
<https://doi.org/10.5406/amerjpsyc.128.2.0173>
- Finley, J. R.**, Benjamin, A. S., & McCarley, J. S. (2014). Metacognition of multi-tasking: How well do we predict the costs of divided attention? *Journal of Experimental Psychology: Applied*, *20*(2), 158-165.
- Nestojko, J. F., **Finley, J. R.**, & Roediger, H. L. (2013). Extending cognition to external agents. *Psychological Inquiry*, *24*(4), 321-325.  
<https://doi.org/10.1080/1047840X.2013.844056>
- Tullis, J. G., **Finley, J. R.**, & Benjamin, A. S. (2013). Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. *Memory & Cognition*, *41*(3), 429-442.
- Finley, J. R.**, & Benjamin, A., S. (2012). Adaptive changes in encoding strategy with experience: Evidence from the test expectancy paradigm. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *38*(3), 632-652.  
<https://doi.org/10.1037/a0026215>
- Finley, J. R.**, Brewer, W. F., & Benjamin, A. S. (2011). The effects of end-of-day picture review and a sensor-based picture capture procedure on autobiographical memory using SenseCam. *Memory*, *19*(7), 796-807.  
<https://doi.org/10.1080/09658211.2010.532807>
- Finley, J. R.**, Benjamin, A. S., Hays, M. J., Bjork, R. A., & Kornell, N. (2011). Benefits of accumulating versus diminishing cues in recall. *Journal of Memory and Language*, *64*, 289-298. <https://doi.org/10.1016/j.jml.2011.01.006>
- Borgman, C. L., Smart, L. J., Millwood, K. A., **Finley, J. R.**, Champeny, L., Gilliland, A. J., & Leazer, G. H. (2005). Comparing faculty information seeking in teaching and research: implications for the design of digital libraries. *Journal of the American Society for Information Science and Technology*, *56*(6), 636-657.

### **Book Chapters and Conference Proceedings**

- Finley, J. R.** (2021). Why psychology? The cosmic view. In K. Vaidya (Ed.), *Psychology for the Curious: Why Study Psychology*. The Curious Academic Publishing. (ISBN 978-1-925128-01-7)

- Finley, J. R.**, Tullis, J. G., & Benjamin, A. S. (2010). Metacognitive control of learning and remembering. In M. S. Khine & I. Saleh (Eds.), *New science of learning: cognition, computers and collaboration in education* (pp. 109-131). New York, NY: Springer. doi:10.1007/978-1-4419-5716-0\_6
- Richland, L.E., Bjork, R. A., **Finley, J. R.**, & Linn, M.C. (2005). Linking Cognitive Science to Education: Generation and Interleaving Effects. In B.G. Bara, L. Barsalou, M. Bucciarelli (Eds.), *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society* (p. 1850). Mahwah, NJ: Lawrence Erlbaum.
- Borgman, C. L., Leazer, G. H., Gilliland-Swetland, A., Millwood, K., Champeny, L., **Finley, J. R.**, & Smart, L. J. (2004). How geography professors select materials for classroom lectures: implications for the design of digital libraries. *JCDL '04: Proceedings of the 4th ACM/IEEE-CS joint conference on Digital libraries* (pp. 179-185). Tucson, AZ: Association for Computing Machinery.
- Champeny, L., Borgman, C. L., Leazer, G. H., Gilliland-Swetland, A. J., Millwood, K. A., D'Avolio, L., **Finley, J. R.**, Smart, L. J., Mautone, P. D., Mayer, R. E., & Johnson, R. A. (2004). Developing a digital learning environment: an evaluation of design and implementation processes. *JCDL '04: Proceedings of the 4th ACM/IEEE-CS joint conference on Digital libraries* (pp. 37-46). Tucson, AZ: Association for Computing Machinery.
- Richland, L.E., **Finley, J. R.**, & Bjork, R. A. (2004). Differentiating the Contextual Interference Effect from the Spacing Effect. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the Twenty-Sixth Annual Conference of the Cognitive Science Society* (p. 1624). Mahwah, NJ: Lawrence Erlbaum.

### Manuscripts Under Review

- Roberts, P. M., & Finley, J. R. (under review). The interplay of depression, rumination, and negative autobiographical memory.
- Finley, J. R.**, & Brewer, W. F. (under review). Accuracy and completeness of autobiographical memory: Evidence from a wearable camera.

### Manuscripts in Preparation

- Finley, J. R.** (in preparation). Involuntary memory frequency correlates with ADHD symptoms.
- Finley, J. R.**, Woodfin, C. T., & Fellner, M.-C. (in preparation). Survival processing enhances metamemory.
- Aschheim, D. G., & **Finley, J. R.** (in progress). The forgetting curve: Ten years of picture-cued autobiographical memory for randomly sampled experiences.
- Finley, J. R.** (in preparation). Evolution of Research Topics in Experimental Psychology: Over Half a Century of Psychonomic Society Session Titles.

**Posters and Presentations**

- Finley, J.R.**, Roush, R., Roberts, P., Pfister, J., Mohsen, S., Hendricks, A., Vozenilek, A. (2023, April). *Can wearable cameras stimulate non-visual memory?* [Poster presentation]. Midwestern Psychological Association Annual Meeting, Chicago, Illinois.
- McCoy, S., Cerna, A., Ellis, B., Roberts, P., Hardy, A. (2022, April). *Are cybersecurity questions culturally neutral?* [Poster presentation]. Midwestern Psychological Association Annual Meeting, Chicago, Illinois. [faculty sponsors: **Jason Finley**, Rachel Bradley]
- Finley, J. R.** & Naaz, F. (2021, July 15). *Strategic use of internal and external memory in everyday life: Episodic vs. semantic purposes.* Talk presented at Cognitive Offloading Meeting 2021.
- Finley, J. R.** (2019, October 19). *How are technology and memory interacting in the 21st century?* Invited talk at education summit Future of Education: Rethinking Literacies and Learning for the Fourth Industrial Revolution, by Saint Louis University's School of Education & Consortium for Technology and Human Flourishing.
- Finley, J. R.** (2019, July 8). *Memory & Technology: How We Use Information in the Brain and the World.* Invited public talk presented in Current Conversations series, St. Charles Library, Middendorf-Kredell Branch, O'Fallon, Missouri.
- Finley, J. R.** (2019, May). *The Interplay of Internal and External Memory in the 21st Century.* Talk presented at SARMAC XIII, Cape Cod, Massachusetts.  
<https://osf.io/s4g8m/>
- Finley, J. R.** (2018, May). *The Interplay of Technology and Human Memory.* Talk presented at Primary Source: An Interdisciplinary Conference on Memory and Identity, St. Louis, Missouri.
- Finley, J. R.**, Sungkhasettee, V., Wixted, J. T., & Roediger, H. L. (2017, November). *Comparing Simultaneous and Sequential Test Procedures in Recognition.* Talk presented at the annual meeting of the Psychonomic Society, Vancouver, Canada.
- Finley, J. R.**, & Voss, J. (2017, November). *Study Smarter, Not Harder.* Janus Seminar, Fontbonne University.
- Finley, J. R.** (2016, November). *The Interplay of Technology and Human Memory.* Invited talk given at S. Annette Moran Faculty Forum, Fontbonne University.
- Finley, J. R.** (2016, August). *Wearable Cameras as Tools for Research and for Improving Autobiographical Memory.* Invited talk presented at the American Psychological Association's 2016 convention, Denver, Colorado.
- Finley, J. R.**, & Brewer, W. F. (2013, November). *Evolution of Research Topics in Experimental Psychology: 50 Years of Psychonomic Session Titles.* Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.

- Brewer, W. F., & **Finley, J. R.** (2013, November). Errors in Autobiographical Memory: Evidence From a Wearable Camera. Talk presented at the annual meeting of the Psychonomic Society, Toronto, Canada.
- Hays, M. J., & **Finley, J. R.** (2013, November). *Computerized Hints Can Optimize Recall: Difficulty and Duration*. Poster presented at the annual meeting of the Psychonomic Society, Toronto, Canada.
- Finley, J. R.** (2013, October). *Unlocking the Secrets of Hypermnnesia*. Cognitive Talk Series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Finley, J. R.** (2013, April). *Effect Size Tutorial: Cohen's d and Omega-squared*. Presentation given to Memory Lab and Memory & Cognition Lab, Department of Psychology, Washington University in St. Louis.
- Finley, J. R.**, Benjamin, A. S., & McCarley, J. S. (2012, November). *Metacognition of Multi-Tasking*. Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Finley, J. R.**, & Brewer, W. F. (2011, August). *The Accuracy and Completeness of Recollective Memory*. Presentation given at the 5th International Conference on Memory, York, UK.
- Finley, J. R.**, & Brewer, W. F. (2010, September). *Accuracy and Completeness of Autobiographical Memory*. Poster presented at SenseCam 2010 Symposium, Dublin, Ireland.
- Finley, J. R.**, & Fraundorf, S. H. (2010, April). *Signal Detection Theory & Multi-Level Modeling: When "Accuracy" Isn't Always Accurate*. Presentation given to Multilevel Modeling Reading Group, Department of Psychology, University of Illinois at Urbana-Champaign.
- Finley, J. R.**, Brewer, W. F., & Benjamin, A. S. (2009, October). *Reflections of memory in the environment*. Presentation given at SenseCam 2009 Symposium, Chicago, IL.
- Finley, J. R.** (2009, January). *SenseCam: a new type of tool to study and augment human cognition*. Visual Cognition and Human Performance Talk Series, Department of Psychology, University of Illinois at Urbana-Champaign.
- Finley, J. R.**, Brewer, W. F., & Benjamin, A. S. (2008, November). *SenseCam and Autobiographical Memory*. Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Finley, J. R.**, Brewer, W. F., & Benjamin, A. S. (2008, June). *Memory effects of daily review of SenseCam images for healthy young adults*. Presentation given at 2nd SenseCam Collaborator's Meeting, Microsoft Research Cambridge Lab, UK.
- Finley, J. R.**, & Benjamin, A. S. (2007, November). *Adaptive Changes in Encoding Strategy With Experience: Evidence From the Test Expectancy Paradigm*. Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Finley, J. R.** (2007, September). *Adaptive changes in encoding strategy with experience*. Cognitive Talk Series, Department of Psychology, University of Illinois at Urbana-Champaign.



- Linn, M. C., Bjork, R. A., Richland, L. E., Cheng, H., Kornell, N., Hays, M. J., **Finley, J. R.**, & Fink, D. S. (2006, June). *Desirable difficulties in science learning in a Web-Based Inquiry Science Environment (WISE)*. Poster presented at the Institute for Education Sciences 2006 Research Conference, Washington, D. C.
- Linn, M. C., Cheng, B. H., Richland, L. E., Bjork, R. A., & **Finley, J. R.** (2005, January). *Can desirable difficulties improve science learning from text?* Paper presented at the Sixteenth Annual Winter Conference on Discourse, Text, and Cognition. Jackson Hole, Wyoming.
- Tate, E. D., & **Finley, J. R.** (2007, April). *Does the Hanging With Friends, Velocity Style! Module Support Students' Ability to Calculate and Graph Velocity?* Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Tate, E. D., & **Finley, J. R.** (2006, April). *How do multiple visualizations improve students' understanding of velocity?* Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Finley, J. R.** (2005, May). *Desirable difficulties: learning, teaching, and collaboratively bridging*. Paper presented at the Third UCLA Lake Arrowhead Conference on Human Complex Systems, Lake Arrowhead, CA.
- Linn, M. C., Bjork, R. A., Cheng, B. H., Richland, L. E., & **Finley, J. R.** (2005, April). *Improving science learning: generation and reflection*. In E. Albro, Chair, Symposium on Bringing Cognitive Science into the Classroom. Meetings of the American Educational Research Association, Montreal, Canada.
- Finley, J. R.**, Richland, L. E., Bjork, R. A. (2004, April). *Introducing desirable difficulties into science learning*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Borgman, C. L., Smart, L. J., Millwood, K. A., **Finley, J. R.**, Champeny, L., Gilliland-Swetland, A., Leazer, G. H. (2004, April). *Getting ready for class: the information seeking behavior of geography professors in support of teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

### **Other Publications and Presentations**

- Finley, J. R.**, & Saberhagen, J. S. (2021, April). Berserkers. In P. L. Frana & M. J. Klein (Eds.), *Encyclopedia of artificial intelligence: The past, present, and future of AI*. ABC-CLIO. <http://publisher.abc-clio.com/9781440853272>
- Finley, J. R.** (2018, September). Drawn to remember: The benefits of artistic shopping lists. *Psychonomic Society Featured Content*. <https://featuredcontent.psychonomic.org/drawn-to-remember-the-benefits-of-artistic-shopping-lists/>
- Finley, J. R.** (2018, August). From Featured Content to featured teaching: The sequel. *Psychonomic Society Featured Content*. <https://featuredcontent.psychonomic.org/from-featured-content-to-featured-teaching-the-sequel>

- Finley, J. R.** (2018, May). From Featured Content to featured teaching. *Psychonomic Society Featured Content*. <https://featuredcontent.psychonomic.org/from-featured-content-to-featured-teaching>
- Finley, J. R.** (2017, October). Bridging psychological science and the humanities. *APS Observer*. <https://www.psychologicalscience.org/observer/bridging-psychological-science-and-the-humanities>
- Finley, J. R.** (2015, August). Call of Duty or Tetris? The cognitive payoff of some video games. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297695/Call-of-Duty-or-Tetris-The-cognitive-payoff-of-some-video-games.htm>
- Finley, J. R.** (2015, July). Not all minds that wander are lost: ADHD and the types of mind wandering. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297629/Not-all-minds-that-wander-are-lost-ADHD-and-the-types-of-mind-wandering.htm>
- Finley, J. R.** (2015, May). The transcendental mind: Memory in your head and in your smartphone. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297453/The-transcendental-mind-Memory-in-your-head-and-in-your-smartphone.htm>
- Finley, J. R.** (2015, March). When opposites slow you down but don't collide: Negligible dual-task costs with stimulus incompatibility. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297393/When-opposites-slow-you-down-but-dont-collide.htm>
- Finley, J. R.** (2015, January). High quality MTurk data. *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/297248/High-quality-MTurk-data.htm>
- Finley, J. R.** (2014, October). I know this guy. But wait, what was his name? *Psychonomic Society Featured Content*. <http://www.psychonomic.org/news/296864/-I-know-this-guy.-But-wait-what-was-his-name.htm>
- Finley, J. R.** (2008, October). Hot Spots Near You: Mildred E. Mathias Botanical Garden, Los Angeles, CA. *Birder's World*.
- Finley, J. R.** (2006). Hail to the Birds of Westwood. *Western Tanager (Los Angeles Audubon Society)*, 72(7), 1-3.
- Methot, L. M., & **Finley, J. R.** (2003). The UCLA AstroBiology Society: the first student-run astrobiology organization. *Astrobiology*, 3(2), 249-250.
- Methot, L. M., & **Finley, J. R.** (2003). Origin and Evolution of the UCLA AstroBiology Society. In Norris, R., & Stootman, F. (Eds.), *Bioastronomy 2002: Life Among the Stars, Proceedings of International Astronomical Union Symposium #213* (p. 559). San Francisco: Astronomical Society of the Pacific.
- Finley, J. R.**, & Methot, L. M. (2002, May). *2002-2003 Education and Public Outreach Initiatives for the Center for Astrobiology: The UCLA AstroBiology Society*. Presentation at the UCLA Center for Astrobiology Retreat, Malibu, CA.

- Finley, J. R., & Methot, L. M.** (2002, April). *Origin and evolution of the UCLA AstroBiology Society*. Poster presented at the Astrobiology Science Conference 2002, NASA Ames Research Center, Moffett Field, CA.
- Finley, J. R., & Methot, L. M.** (2000, March). *The UCLA AstroBiology Society: Forming a Multidisciplinary Organization*. Presentation at the UCLA Center for Astrobiology Retreat, Westwood, CA.

### **Media Coverage of My Work**

- Collins, K. (2023, May 1). SIUE Psychology Students Present Wearable Camera Research at Regional Conference. *SIUE News*.  
<https://www.siue.edu/news/2023/05/SIUEPsychologyStudentsPresentWearableCameraResearchatRegionalConference.shtml>
- Fultz, R. (2021, December 16). Hands-on work aids SIUE psychology students. *The Intelligencer*. <https://www.theintelligencer.com/news/article/Hands-on-work-aids-SIUE-psychology-students-16706555.php>
- Fultz, R. (2021, December 14). Psychology students make the most of in-person lab experiences. *SIUE News*.  
<https://www.siue.edu/news/2021/12/PsychologyStudentsMakeTheMostOfInPersonLabExperiences.shtml>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed., Figure 9.4).
- Harvard, B. (2020, May 18). A better retrieval practice? *The Effortful Educator*.  
<https://theeffortfuleducator.com/2020/05/18/diminishing-cues-retrieval-practice/>
- Michaelian, K. (2019). Book review: Memory and technology: How we use information in the brain and the world. *Memory Studies*, 12(3), 349-352.
- Stuart, S. C. (2019, June 5). Is technology destroying our memory? *PC Magazine*.  
<https://www.pcmag.com/news/368629/is-technology-destroying-our-memory>
- Cooperman, J. (2019, February 7). We're offloading more and more of our memory—are Siri and Alexa sucking our brainpower? *St. Louis Magazine*.  
<https://www.stlmag.com/health/news/we-are-offloading-more-and-more-memory-are-siri-and-alexas-sucking-brainpower/>
- Ford, C. (2018, September 27). Cake, coincidences, and a crazy chart: The Fall 2019 Dedicated Semester and new courses on memory. *Griffin Roar*.  
<https://griffinroar.com/2018/09/27/cake-coincidences-and-a-crazy-chart-the-fall-2019-dedicated-semester-and-new-courses-on-memory/>
- Rivers, M. (2018, May 15). How test expectancy promotes learning. *The Learning Scientists*. <https://www.learningscientists.org/blog/2018/5/15-1>
- Kessel, F. (2017, November 30). Interdisciplinarity and integration: How far and wide? *APS Observer*. <https://www.psychologicalscience.org/observer/interdisciplinarity-and-integration-how-far-and-wide>
- Lewis, C. (2017, October 12). 5 tips for studying for midterms. *Griffin Roar*.  
<https://griffinroar.com/2017/10/12/5-tips-for-studying-for-midterms/>

- Dandridge, C. (2017, Summer/Fall). The intersection of memory, identity, and technology. *Tableaux*. [https://www.fontbonne.edu/wp-content/uploads/2017/10/TableauxBook\\_AUG2017\\_web.pdf](https://www.fontbonne.edu/wp-content/uploads/2017/10/TableauxBook_AUG2017_web.pdf)
- Pleimann, P. (Producer), & Pertzborn, J. (Anchor). (2017, April 11). Psychology professor discusses impact of technology on memory [Television news segment]. *Fox 2 AM Show*. St. Louis, MO: KTVI. <http://fox2now.com/2017/04/11/psychology-professor-discusses-impact-of-technology-on-memory/>
- Biegler, P. (2016, September 18). Memory in the smartphone age: your mobile may be changing the way you remember. *The Age*. <http://www.theage.com.au/technology/technology-news/memory-in-the-smartphone-age-your-mobile-may-be-changing-the-way-you-remember-20160906-gra3q6.html>
- Jaffe, E. (2014, March 6). People who suck at multitasking don't realize they suck: And that's a big problem when it comes to distracted driving. *Fast Company: Co.Design*. <http://www.fastcodesign.com/3027118/evidence/people-who-suck-at-multitasking-dont-realize-they-suck>
- Willingham, D. T. (2014, March 3). What people know about the cost of multitasking [Web log post]. <http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/what-people-know-about-the-cost-of-multitasking>
- Laursen, L. (2009, March 13). A memorable device. *Science*, 323(5920), 1422-1423. <http://www.sciencemag.org/content/323/5920/1422>
- Linn, M. C., & Bjork, R. A. (2006, March 1). The science of learning and the learning of science. *APS Observer*. <https://www.psychologicalscience.org/observer/the-science-of-learning-and-the-learning-of-science>

### **Professional Memberships**

American Educational Research Association  
 Association for Psychological Science  
 Cognitive Science Society  
 International Association for Metacognition  
 Psychonomic Society, Associate Member  
 Society for Applied Research in Memory and Cognition  
 Psi Chi International Honor Society in Psychology

### **Professional Experience**

Dissertation Committee, Julia Soares, <i>U.C. Santa Cruz</i>	2019
Qualifying Exam Committee, Jessica Siler, <i>UIUC</i>	2019
Digital Associate Editor, Psychonomic Society	2014-2015, 2018
Communications Committee, Psychonomic Society website re-launch (2013), Chair: Jeremy M. Wolfe	2013-2015

Ad Hoc Reviewer:

*Applied Cognitive Psychology*  
*Behavior Research Methods*  
*Cognition*  
*Cognitive Research: Principles and Implications*  
*Educational Psychology*  
*European Journal of Psychology of Education*  
*Icelandic Research Fund*  
*Journal of Applied Research in Memory and Cognition*  
*Journal of Cognitive Psychology*  
*Journal of Experimental Psychology: Applied*  
*Journal of Experimental Psychology: Learning, Memory, and Cognition*  
*Journal of Experimental Psychology: General*  
*Journal of Memory and Language*  
*Memory*  
*Memory & Cognition*  
*National Science Foundation, Program in Perception, Action, and Cognition*  
*Oxford University Press*  
*Psychological Inquiry*  
*Routledge*

**Technical Skills**

Computer Programming Languages:

C++, HTML, PHP, LISP, MatLab, NetLogo, PASCAL, REAL Basic, Visual BASIC, Flash ActionScript3.

Software:

R, SPSS, SAS, PsyScope, SuperLab, StatView, NVivo/NUDIST, Photoshop, Illustrator, Excel, PowerPoint, website design and maintenance, Survey Monkey, Qualtrics, Experimetrix, Sona, Compass, Blackboard, Schoology, Amazon Mechanical Turk.

**References**

Professor Aaron S. Benjamin  
Department of Psychology  
University of Illinois at Urbana-Champaign  
603 East Daniel Street  
Champaign, IL 61820  
(217) 333-6822  
asbenjam@illinois.edu

Professor William F. Brewer  
Department of Psychology  
University of Illinois at Urbana-Champaign  
603 East Daniel Street  
Champaign, IL 61820  
(217) 333-1548  
wbrewer@illinois.edu

Professor Henry L. Roediger, III  
Department of Psychology  
Washington University in St. Louis  
1 Brookings Drive  
St. Louis, MO 63130  
(314) 935-8731  
roediger@wustl.edu

Professor Rebecca Foushée  
Department of Psychology  
Lindenwood University  
209 S. Kingshighway  
St. Charles, MO 63301  
(636) 949-4453  
rfoushee@lindenwood.edu

Dr. Betsy Meinz  
Retired professor of psychology, SIUE  
(314) 681-6408  
ejmeinz@gmail.com