

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

Department of Behavioral Sciences  
 Fontbonne University  
 6800 Wydown Blvd.  
 St. Louis, MO 63105

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 www.jasonfinley.com

**Education**

- Ph.D. in Psychology 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 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, Department of Behavioral Sciences  
*Fontbonne University* 2015-
- Postdoctoral Research Associate, Department of Psychology  
*Washington University in St. Louis* 2012-2015

**Honors, Awards, & Funding**

- Crowd-funding awarded from Experiment.com for project: *How does  
 technology affect our memory?* 2014
- Graduate Teacher Certificate, *University of Illinois at Urbana-Champaign* 2011
- National Science Foundation Graduate Research Fellowship 2007-2012
- List of Teachers Ranked as Excellent by Their Students,  
*University of Illinois at Urbana-Champaign* 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.

**Teaching Interests**

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

**Teaching and Mentoring Experience**

<i>Fontbonne University</i>	2015-present
<ul style="list-style-type: none"> <li>• Research Methods for the Behavioral Sciences</li> <li>• Senior Research Seminar</li> <li>• Introduction to Psychology</li> <li>• Cognitive Psychology</li> </ul>	
<i>Washington University in St. Louis, University College</i>	2014-2015
<ul style="list-style-type: none"> <li>• Introductory Psychological Statistics</li> </ul>	
<i>University of Illinois at Urbana-Champaign</i>	2007-2011
<ul style="list-style-type: none"> <li>• Graduate Teacher Certificate Program</li> <li>• Introductory Psychology (instructor)</li> <li>• Introduction to Statistics (instructor)</li> <li>• Cognitive Psychology Laboratory (teaching assistant)</li> </ul>	
<i>University of California, Los Angeles</i>	2003-2006
<ul style="list-style-type: none"> <li>• Mentor and supervisor to undergraduate research assistants</li> </ul>	

**Service to University**

<i>Fontbonne University</i>	
<ul style="list-style-type: none"> <li>• Undergraduate Academic Committee</li> <li>• Search committee for tenure-track faculty position in psychology</li> <li>• Library Advisory Committee</li> <li>• Search committee for tenure-track faculty position in data mining</li> </ul>	2016-2018 2016-2017 2016-2017 2015-2016

**Research Experience**

Postdoctoral Research Associate, Advisor: Henry L. Roediger III Applying Cognitive Psychology to Enhance Educational Practice, James S. McDonnell Collaborative Activity Award <i>Washington University in St. Louis</i>	2012-2015
Graduate research, Advisor: Aaron S. Benjamin Memory, metamemory, encoding and retrieval strategies <i>University of Illinois at Urbana-Champaign</i>	2006-2012

- 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**

- 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.
- Agarwal, P., **Finley, J. R.**, Rose, N., & 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.
- 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.

- 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.
- 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.
- 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.
- 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.**, 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*. Springer.
- 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 in Preparation or Under Review**

- Finley, J. R.**, Naaz, F., & Goh, F. W. (in preparation). The interplay of internal and external memory in everyday life: Results from a Mechanical Turk survey.
- Finley, J. R.**, & Brewer, W. F. (in preparation). Accuracy and completeness of autobiographical memory: Evidence from a wearable camera.
- Finley, J. R.**, & Benjamin, A. S. (in preparation). Retrieval cue variability: When and why are two meanings better than one?
- Finley, J. R.**, Liu, X., & Benjamin, A. S. (in preparation). Metacognitive control: Learning to avoid part-list cues?
- Finley, J. R.**, & Benjamin, A., S. (in preparation). Metacognitive control of transfer-appropriate processing.
- Finley, J. R.**, Richland, L. E., & Bjork, R. A. (in preparation). Incorporating Desirable Difficulties in Science Learning: Effects of Testing and Interleaving.
- Finley, J. R.** (in preparation). Evolution of Research Topics in Experimental Psychology: 50 Years of Psychonomic Society Session Titles.
- Sungkhasettee, V., **Finley, J. R.**, Roediger, H. L., & Wixted, J. T. (in preparation). Simultaneous Presentation is Superior to Sequential Presentation in Recognition of DRM Lists.

**Posters and Presentations**

- 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.** (August, 2015). 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.** (July, 2015). 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.** (May, 2015). 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.** (March, 2015). 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 Research**

- 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>



**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

**Professional Experience**

Digital Associate Editor, Psychonomic Society 2014-2015  
Communications Committee, Psychonomic Society 2013-  
website re-launch (2013), Chair: Jeremy M. Wolfe

Ad Hoc Reviewer:

*Applied Cognitive Psychology*  
*Behavior Research Methods*  
*Cognition*  
*Educational Psychology*  
*European Journal of Psychology of Education*  
*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*  
*Psychological Inquiry*

**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,  
Experimetrix, Sona, Compass, Blackboard, Amazon Mechanical Turk.

**References**

Professor Aaron S. Benjamin  
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