

# POOJA K. AGARWAL

One Brookings Drive  
Campus Box 1125  
St. Louis, MO 63130

Email: [pooja@poojaagarwal.com](mailto:pooja@poojaagarwal.com)  
Website: <http://www.poojaagarwal.com>  
Phone: (314) 443-7848

## PROFESSIONAL PROFILE

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- Ph.D. in Cognitive Psychology, specializing in learning and memory research
- Recently served as Director of all K-12 assessments for the State of Illinois
- Education policy, scientific research, and classroom teaching experience
- Demonstrated record of leadership and service for non-profit organizations
- Event planning, fundraising, grant writing, and budget experience
- Numerous peer-reviewed publications and invited presentations at national conferences
- Extensive data, computer, and web experience: SPSS, Excel, Adobe, HTML, Plone

## EDUCATION

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<b>Ph.D.</b> , Cognitive Psychology Washington University in St. Louis (Advisor: Dr. Henry L. Roediger, III)	2011
<b>M.A.</b> , Cognitive Psychology Washington University in St. Louis	2009
<b>B.A. &amp; Missouri Elementary Teacher Certification</b> Washington University in St. Louis <i>Magna cum laude</i> , Cognitive Neuroscience & Elementary Education	2005

## RESEARCH EXPERIENCE

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<b>Washington University in St. Louis (WU)</b> <i>Post-Doctoral Research Associate</i>	2012 – Present St. Louis, MO
<b>Illinois Education Research Council</b> <i>Consultant</i>	Summer 2011 Edwardsville, IL
<b>Test-Enhanced Learning at Columbia Middle School, Grades 6-8</b> <i>Research &amp; Grant Coordinator</i> (\$3 million IES grant) Coordinated development and assessment of learning strategies; managed federal grant activities, including the writing of grant proposals and annual reports; hired, trained, and supervised twelve research assistants; and coordinated meetings among and presented findings to professors, educators, and administrators.	2006 – 2011 Columbia, IL
<b>WU Memory &amp; Cognition Lab</b> <i>Lab Manager &amp; Webmaster</i> (Advisor: Dr. Kathleen McDermott)	2004 – 2006 St. Louis, MO
<b>WU Cognitive Psychology Lab</b> <i>Research Assistant</i> (Advisor: Dr. David Balota)	2003 – 2004 St. Louis, MO

## POLICY EXPERIENCE

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<b>Illinois State Board of Education</b> <i>Division Administrator of K-12 Student Assessment</i>	2011 – 2012 Springfield, IL
Responsible for Illinois's development and administration of its K-12 statewide assessment system for 2,000,000 students; led the development and implementation of a new statewide growth model, accountability system, and state/district/school report cards; coordinated Illinois's participation as a PARCC Governing State; managed a budget of \$43 million; and supervised 15 union employees.	
<b>The College Board</b> <i>Summer Fellow in Federal Policy (Advisor: Dr. John "Jay" Cole)</i>	Summer 2008 Washington, DC
<b>U.S. Department of Education, Institute of Education Sciences (IES)</b> <i>Intern (Advisor: Dr. Elizabeth Albro)</i>	Summer 2006 Washington, DC
<b>U.S. Department of Education, Office of Educational Technology</b> <i>Intern (Advisor: John Bailey)</i>	Summer 2003 Washington, DC

## TEACHING EXPERIENCE

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<b>Washington University, Cognitive Psychology</b> <i>Guest Lecturer &amp; Teaching Assistant</i>	Spring 2009 St. Louis, MO
<b>St. Louis County Public Schools, Grades 4-5</b> <i>Student Teacher</i>	2004 – 2005 St. Louis, MO
<b>IMSA Kids Institute, Grades 2-12</b> <i>Curriculum Coordinator &amp; Lead Teacher</i>	1999 – 2006 Aurora, IL
Led workshops guiding high school students to become elementary teachers; developed and taught hands-on math and science curriculum during field trips and summer residential camps; gained 400+ hours of teaching experience.	

## SERVICE EXPERIENCE

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<b>Undergraduate &amp; Graduate Fellowship Advisor</b>	2005 – Present
Successfully mentored 1 Rhodes Scholar, 5 Truman Scholars, 5+ Truman Scholar Finalists, 3 National Science Foundation (NSF) Fellows, multiple NSF Honorable Mentions, and additional applicants for various scholarships and fellowships. Recruit applicants, organize Q&A sessions, provide extensive editing and writing support, and assist in numerous mock interviews.	
<b>Truman Scholars Association Board of Directors</b> <i>Immediate Past President (2010-2011), President (2009-2010), Vice President (2008-2009)</i>	2007 – 2011
Served as Executive Director of a 501(c)3; coordinated the largest gathering of Truman Scholars (300+) to date; implemented a Strategic Planning process; launched a successful fundraising campaign, receiving more than \$50,000; managed more than 100 volunteers; coordinated more than 40 events around the country; dramatically increased social media presence; and represented 2,600 Truman Scholars worldwide.	
<b>IMSA Alumni Association Board of Directors</b> <i>Intersession &amp; Reunion Coordinator</i>	2004 – 2007
Doubled the number of alumni facilitators of weeklong Intersession programs for current students; coordinated a successful reunion with 100 alumni in attendance; and organized fundraising campaigns.	

## GRANTS & AWARDS

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National Science Foundation (NSF) Graduate Research Fellowship (\$120,000)  
Harry S. Truman Scholarship (For leadership and dedication to public service, \$30,000)  
American Psychological Association (APA) Early Graduate Student Award (\$1,000)  
Illinois Mathematics & Science Academy (IMSA) Alumni Titan Award  
1<sup>st</sup> Place in Social Sciences, WU Graduate Student Research Symposium (\$250)  
Three-time recipient of WU Hoopes Undergraduate Research Awards (\$5,000 total)

## PUBLICATIONS

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- Agarwal, P. K.** (2012). *Cognitive strategies improve students' higher order skills*. Manuscript submitted for publication.
- Agarwal, P. K.**, Lange, R., & Metcalf, L. A. (2012). Illinois's growth model approach using the value table method. Illinois State Board of Education, Springfield, IL.
- Agarwal, P. K.**, Rose, N. S., & Roediger, H. L. (2012). *The poorer get richer: Retrieval practice for students with low working memory span increases final recall to the level of high span students*. Manuscript submitted for publication.
- McDaniel, M. A., Thomas, R. C., **Agarwal, P. K.**, McDermott, K. B., & Roediger, H. L. (2012). *Quizzing promotes transfer of target principles in middle school science: Benefits on summative exams*. Manuscript submitted for publication.
- Agarwal, P. K.** (2011). *Examining the relationship between fact learning and higher order learning via retrieval practice* (Unpublished doctoral dissertation). Washington University in St. Louis, St. Louis, MO.
- Agarwal, P. K.**, & Roediger, H. L. (2011). Expectancy of an open-book test decreases performance on a delayed closed-book test. *Memory*, *19*, 836-852.
- McDaniel, M. A., **Agarwal, P. K.**, Huelser, B. J., McDermott, K. B., & Roediger, H. L. (2011). Test-enhanced learning in a middle school science classroom: The effects of quiz frequency and placement. *Journal of Educational Psychology*, *103*, 399-414.
- Roediger, H. L., **Agarwal, P. K.**, McDaniel, M. A., & McDermott, K. B. (2011). Test-enhanced learning in the classroom: Long-term improvements from quizzing. *Journal of Experimental Psychology: Applied*, *17*, 382-395.
- White, B. R., & **Agarwal, P. K.** (2011). The principal report: The state of school leadership in Illinois. Illinois Education Research Council, Edwardsville, IL.
- Fazio, L. K., **Agarwal, P. K.**, Marsh, E. J., & Roediger, H. L. (2010). Memorial consequences of multiple-choice testing on immediate and delayed tests. *Memory & Cognition*, *38*, 408-418.
- Roediger, H. L., **Agarwal, P. K.**, Kang, S. H. K., & Marsh, E. J. (2010). Benefits of testing memory: Best practices and boundary conditions. In G. M. Davies & D. B. Wright (Eds.), *New frontiers in applied memory* (pp. 13-49). Brighton, U.K.: Psychology Press.
- Roediger, H. L., Weinstein, Y., & **Agarwal, P. K.** (2010). Forgetting: Preliminary considerations. In S. Della Sala (Ed.), *Forgetting* (pp. 1-22). Hove, U.K.: Psychology Press.
- Marsh, E. J., **Agarwal, P. K.**, & Roediger, H. L. (2009). Memorial consequences of answering SAT II questions. *Journal of Experimental Psychology: Applied*, *15*, 1-11.
- Agarwal, P. K.**, Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2008). Examining the testing effect with open- and closed-book tests. *Applied Cognitive Psychology*, *22*, 861-876.
- Agarwal, P. K.** (2005). Open-book and closed-book tests: Testing the testing effect. *Apex* (WU peer-reviewed undergraduate research journal, lead article), *2*, 5-13.
- Agarwal, P. K.** (2003, October/November). College life in the Internet age. *Upgrade*, 14-15.
- Agarwal, P. K.** (2001). If I could make a school. *Learning & Leading with Technology*, *29*, 28-31.

## INVITED TALKS & PAPER PRESENTATIONS

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- Roediger, H. L., Sanches, J. B., & **Agarwal, P. K.** (2011, November). *Does variable encoding affect learning and retention relative to constant encoding?* Talk delivered at the 52<sup>nd</sup> Annual Meeting of the Psychonomic Society, Seattle, Washington.
- Roediger, H. L., Zaromb, F. M., Butler, A. C., & **Agarwal, P. K.** (2011, August). *Collective memories and national narcissism in younger and older adults.* Talk delivered at the 5<sup>th</sup> International Conference on Memory, York, England.
- Agarwal, P. K.** (2011, June). *Examining the relationship between fact learning and higher order learning via retrieval practice.* Invited talk delivered at the Universidade de Lisboa, Portugal, Lisbon.
- Agarwal, P. K.**, McDaniel, M. A., Thomas, R. C., McDermott, K. B., & Roediger, H. L. (2011, March). *Quizzing promotes deeper acquisition in middle school science: Transfer of quizzed content to summative exams.* Talk delivered at the Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC.
- McDaniel, M. A., & **Agarwal, P. K.** (2010, September). *How to use retrieval practice to improve your students' learning.* Invited talk delivered at a Columbia Middle School Faculty Meeting, Columbia, IL.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., **Agarwal, P. K.**, & Huelser, B. J. (2009, May). *Applying retrieval-enhanced learning in the classroom: The Columbia Middle School Project.* Invited talk delivered at the 21<sup>st</sup> Annual Meeting of the Association for Psychological Science, San Francisco, CA.
- Agarwal, P. K.** (2007, October). *The secret benefit of classroom testing.* Invited talk delivered at the University of Missouri, Columbia, MO.
- Agarwal, P. K.** (2006, June). *The Truman experience of a lifetime.* Invited talk delivered at the Truman Scholars Summer Institute, Washington, DC.
- Agarwal, P. K.** & Bowden, E. C. (2002, June). *Integrating technology into science curriculum "by kids, for kids."* Talk delivered at the National Educational Computing Conference, San Antonio, TX.
- Agarwal, P. K.**, & Conor, J. (2002, June). *If we could make a school: A student's perspective.* Invited talk delivered at the National Educational Computing Conference, San Antonio, TX.
- Agarwal, P. K.**, Droste, R., Xi, S.C., & Wat, M. (2000, October). *Empowering high school students to become elementary school teachers of science.* Talk delivered at the National Association of Biology Teachers Convention, Orlando, FL.

## POSTER PRESENTATIONS

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- Agarwal, P. K.**, Rose, N. S., & Roediger, H. L. (2010, November). *Testing levels the playing field for students with lower working memory capacity.* Poster presented at the 51<sup>st</sup> Annual Meeting of the Psychonomic Society, St. Louis, MO.
- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2010, June). *Improving student learning with classroom quizzes: Three years of evidence from Columbia Middle School.* Poster presented at the 5<sup>th</sup> Annual Institute of Education Sciences Research Conference, National Harbor, MD.
- Butler, A. C., Zaromb, F. M., **Agarwal, P. K.**, & Roediger, H. L. (2010, June). *Individual and collective memories of U.S. history in younger and older adults.* Poster presented at the Theoretical Perspectives on Autobiographical Memory Conference, Aarhus, Denmark.
- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2010, March). *Improving student learning through the use of classroom quizzes: Three years of evidence from the*

*Columbia Middle School project*. Poster presented at the Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC.

- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2009, November). *Feedback increases middle school students' resolution and retention of correct responses*. Poster presented at the 50<sup>th</sup> Annual Meeting of the Psychonomic Society, Boston, MA.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., **Agarwal, P. K.**, & Huelser, B. J. (2009, June). *What is an effective quizzing schedule for middle school students?* Poster presented at the 4<sup>th</sup> Annual Institute of Education Sciences Research Conference, Washington, DC.
- Agarwal, P. K.**, Huelser, B. J., McDaniel, M. A., & McDermott, K. B., & Roediger, H. L. (2009, May). *Test-enhanced learning: Transfer of knowledge in middle school classrooms*. Poster presented at the 21<sup>st</sup> Annual Meeting of the Association for Psychological Science, San Francisco, CA.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2008, June). *Test-enhanced learning in the classroom: The Columbia Middle School project, year 2*. Poster presented at the 3<sup>rd</sup> Annual Institute of Education Sciences Research Conference, Washington, DC.
- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2008, May). *Improving student learning using classroom quizzes*. Poster presented at the 20<sup>th</sup> Annual Meeting of the Association for Psychological Science, Chicago, IL.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2007, November). *Test-enhanced learning in the classroom: The Columbia Middle School project*. Poster presented at the 48<sup>th</sup> Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2007, June). *Test-enhanced learning in the classroom: The Columbia Middle School project*. Poster presented at the 2<sup>nd</sup> Annual Institute of Education Sciences Research Conference, Washington, DC.
- Agarwal, P. K.**, Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, November). *Long-term retention is greater following closed-book tests than open book tests*. Poster presented at the 47<sup>th</sup> Annual Meeting of the Psychonomic Society, Houston, TX.
- Agarwal, P. K.**, Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, May). *Open-book or closed-book tests? Effects of testing on learning depend on feedback*. Poster presented at the 18<sup>th</sup> Annual Meeting of the Association for Psychological Science, New York, NY.

## PROFESSIONAL ORGANIZATIONS

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American Psychological Association (APA)  
Association for Psychological Science (APS)  
International Association for Metacognition (IAM)  
Society for Research on Educational Effectiveness (SREE)  
Truman Scholars Association (TSA)