

Washington University
Department of Psychology
One Brookings Drive
St. Louis, MO 63130

Phone: (646) 942-0363
E-mail: bridgid.finn@wustl.edu

Academic History

- Postdoctoral Fellow, Washington University, current
Advisors: Kathleen B. McDermott & Henry L. Roediger III
- Postdoctoral Fellow, Columbia University, 2008
Advisor: Janet Metcalfe
- Ph.D., Columbia University, 2007
Dissertation: The Role of Memory for Past Test in Making Multi-Trial Judgments of Learning, Advisor: Janet Metcalfe
- M.Phil., Columbia University, 2005
M.Phil. Thesis: Memory under Stress: The Case of First-time Parachute Jumping, Advisor: Janet Metcalfe
- M.A., Columbia University, 2004
Masters Thesis: The Production of Inflected Forms, Advisor: Michele Miozzo
- B.A., Double Major in Psychology and Spanish, University of Massachusetts, Amherst, 1999

Awards

- Identified as a “Rising Star” by the Association for Psychological Science, 2011
- Graduate School of Arts and Sciences Senior Teaching Center Fellowship, Columbia University, 2006-2007
- Graduate School of Arts and Sciences Teaching Center Fellowship, Columbia University 2005-2006
- Mind and Life Institute Research Fellow, Garrison, NY, 2006
- Mind and Life Scholarship Award, Garrison, NY, 2006
- Highest Honors Award for Achievement, University of Massachusetts, Amherst, 1999

Research Interests

- Regulation of memory and learning
- Metacognitive monitoring and control in adults and children
- Memory retrieval
- Feedback processing and error correction
- Applying principles of cognitive psychology to education

- Optimization of learning
- Framing effects on evaluation and control of learning
- Impact of motivational states on learning
- Stress and memory

Publications

Metcalf, J. & **Finn, B.** (in press). *Children's correction of high confidence errors*. Learning and Instruction.

Roediger, H.L., **Finn, B.** & Weinstein, Y. (in press). *Improving metacognition to enhance educational practice*. To appear in Della Sala & Anderson (Eds.), *Neuroscience in Education*: Oxford, Oxford University Press.

Son, L., Kornell, N., **Finn, B.** & Cantlon, J. (in press). Metacognition and the social animal. To appear in Briñol & DeMarree (Eds.), *Social Metacognition*. Frontiers of Social Psychology: New York, Psychology Press.

Finn, B. & Roediger, H.L. (2011). Enhancing retention through reconsolidation: Negative emotional arousal following retrieval enhances later recall. *Psychological Science*, 22, 781-786.

Metcalf, J. & **Finn B.** (2011). People's correction of high confidence errors: did they know it all along? *Journal of Experimental Psychology: Learning, Memory and Cognition*, 37, 437-448.

Miele, D., **Finn, B.**, Molden, D. (2011). Does easily learned mean easily remembered? It depends on your beliefs about intelligence. *Psychological Science*, 22, 320-324.

Schwartz, B., Son, L.K., Kornell, N. & **Finn, B.** (2011). Four principles of memory: A guide to improving learning efficiency. *International Journal of Creativity and Problem Solving*, 21, 7-15.

Finn, B. (2010). Ending on a high note: Adding a better end to difficult study. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 36, 1548-1553.

Finn, B., & Metcalfe, J. (2010). Scaffolding feedback to maximize long-term error correction. *Memory & Cognition*, 38, 951-961.

Metcalf, J., Kornell, N. & **Finn, B.** (2009). Delayed versus immediate feedback in children's and adults' vocabulary learning. *Memory & Cognition*, 37, 1077-1087.

Finn, B. (2008). Framing effects on metacognitive monitoring and control. *Memory & Cognition*, *36*, 813-821.

Finn, B., & Metcalfe, J. (2008). Judgments of learning are influenced by memory for past test. *Journal of Memory and Language*, *58*, 19-34.

Metcalfe, J. & **Finn, B.** (2008a). Familiarity and retrieval processes in delayed judgments of learning. *Journal of Experimental Psychology, Learning, Memory and Cognition*, *34*, 1084-1097.

Metcalfe, J. & **Finn, B.** (2008b). Evidence that judgments of learning are causally related to study choice. *Psychonomic Bulletin & Review*, *15*, 174-179.

Finn, B. & Metcalfe, J. (2007). The role of memory for past test in the underconfidence with practice effect. *Journal of Experimental Psychology, Learning, Memory and Cognition*, *33*, 238-244.

Reviews and Commentary

Roediger, H.L. & **Finn, B.** (2010, March/April). The pluses of getting it wrong. *Scientific American Mind*, *21*, 38-41.

Roediger, H.L. & **Finn, B.** (2009, October 20). Getting it wrong: Surprising tips on how to learn. *Scientific American Mind Matters*. Retrieved from <http://www.scientificamerican.com/article.cfm?id=getting-it-wrong>.

Finn, B. & Weinstein, Y. (2010). Eric Kandel and the new science of mind. (Review of the motion picture *In Search of Memory*, With the Neuroscientist Eric Kandel, Winner of the Nobel Prize). *PsycCritiques*. Contemporary Psychology, *55*.

Submitted Manuscripts

Finn, B. & McDermott, K.B., Szpunar, K.K., & Wilkie, L. (2011). *Release from proactive interference in long-term memory: The role of retrieval*. Manuscript submitted for publication.

Finn, B. & Metcalfe, J. (2011). *Incurable optimism? Children's multi-trial judgments of learning*. Manuscript submitted for publication.

Finn, B. & Roediger, H.L. (2011). *Reconsolidation from negative emotional pictures: Is successful retrieval required?* Manuscript submitted for publication.

Metcalfe, J. & **Finn, B.** (2011). *Metacognition and control of study choice in children*. Manuscript submitted for publication.

Wahlheim, C. N., **Finn, B.** & Jacoby, L. L. (2011). *Multiple bases for category learning judgments: Effects of repetition and family size*. Manuscript submitted for publication.

Manuscripts in Preparation

Finn, B., Rosenzweig, E. Q. & Roediger, H.L. (2011). *Which types of arousing stimuli produce enhancement following retrieval?* Manuscript in preparation.

Weinstein, Y., **Finn, B.**, Roediger, H.L., & McDermott, K.B. (2011). *The effects of retention interval expectancy on study time allocation and performance*. Manuscript in preparation.

Current Projects

Finn, B. & Roediger, H.L. (2011). *Metacognitive sensitivity to retrieval effort*. Research in progress.

Miele, D., **Finn, B.**, Metcalfe, J. & Higgins, E.T. (2011). *The impact of motivation on the assessment and control of learning*. Research in progress.

Thomas, R. C., **Finn, B.** & Jacoby, L.L. (2011). *Metacognitive judgments at the category level predict test performance with educational concepts*. Research in progress.

Reviewing Experience

Child Development

Cognitive Development

Emotion

Experimental Psychology

Journal of Experimental Psychology: Applied

Journal of Experimental Psychology: Learning Memory and Cognition

Journal of Memory and Language

Memory

Memory & Cognition

Metacognition and Learning

Mind, Brain and Education

Psychonomic Bulletin & Review

Quarterly Journal of Experimental Psychology

APSSC Student Grant Competition, 2006

APSSC Student Research Competition, 2006

Teaching Interests

Lecture courses:

- Cognitive Psychology
- Cognitive Neuroscience
- Experimental Psychology (including lab)
- Human Learning and Memory
- Introductory Psychology
- Psycholinguistics
- Research Methods
- Thinking and Decision Making

Seminars:

- Emergence of the Mind
- Principles of Memory and Metacognition
- Stress and Memory

Courses Taught

Basic Cognitive Processes, Columbia University, Summer 2006, 2007, Spring 2008

Introduction to Psychology, Science Honors Program, Columbia University, 2003-2004

Teaching Assistantships

Mind, Brain and Behavior (Spring, 2006), Columbia University,
Prof. Chrisoph Wiedenmayer

Introduction to Experimental Psychology (Fall, 2004), Columbia University,
Prof. Nate Kornell

Thinking and Decision Making (Spring, 2004), Columbia University,
Prof. David Krantz

Introduction to the Science of Psychology (Spring, 2003), Columbia University,
Prof. Norma Graham

Language Production, Columbia University (Fall, 2001), Columbia University,
Prof. Michele Miozzo

Mentoring Experience

Christina Tzeng, independent research project, *Metacognitive monitoring and control capacities of 3rd and 5th grade children*. Columbia University, 2006-2009

Lauren Evers, Mind, Brain and Behavior Thesis, *Are metacognitive judgments sensitive to retrieval effort?* Washington University, 2009-2010

Neil Swarup, independent research project, *Reconsolidation from negative emotional pictures*. Washington University, 2009-2010
Emily Rosenzweig, undergraduate honors thesis, *The role of emotional stimuli in human memory reconsolidation*. Washington University, 2010-2011
Sam Barnes, undergraduate honors project, *Post retrieval processing impacts retention*. Washington University, 2011-

Invited Talks

Finn, B. (2011). Why does retrieval benefit retention? A role for post retrieval processing in the testing effect. Talk to be presented at the University of Illinois at Urbana-Champaign, Psychology Department, Urbana-Champaign, IL.

Finn, B. (2010). The dynamics of metacognitive monitoring in adults and children. Talk Presented at the University of Chicago, Psychology Department, Chicago, IL.

Finn, B. (2008). The influence of framing on children's metacognitive monitoring and control. Talk Presented at the Subway Summit on Cognition and Education Research, New York, New York.

Finn, B. (2007). Framing affects metacognitive monitoring and study choices. Talk Presented at Seton Hall, Psychology Talk Series, South Orange, New Jersey.

Conference Presentations

Finn, B. & Roediger, H.L. (2011). Enhancing the testing effect with negative emotional pictures: Is successful retrieval necessary? Poster to be presented at the 51st annual meeting of the Psychonomic Society, Seattle, WA.

Finn, B. & Roediger, H.L. (2011). The enhancing effect of emotional arousal on later recall requires active retrieval. Paper presented at the annual meeting of the Midwestern Psychological Society, Chicago, IL.

Weinstein, Y. Finn, B., McDermott, K. B. & Roediger, H.L. (2011). The Effects of Expected Retention Interval on Study Time Allocation and Performance. Paper presented at the annual meeting of SARMAC, New York, NY.

Finn, B. & Roediger, H.L. (2010). Emotional pictures following successful retrieval enhance later recall. Paper presented at the 50th annual meeting of the Psychonomic Society, St. Louis, MO.

Finn, B. & McDermott K. B. (2010). Release from proactive interference in long-term memory: The role of retrieval. Poster presented at the 50th annual meeting of the Psychonomic Society, St. Louis, MO.

Finn, B. (2010). Adding a better end to a difficult study episode. Paper presented at the annual meeting of the Midwestern Psychological Society, Chicago, IL.

Finn, B. (2009). Ending on a high note: Adding a better end to difficult study. Poster presented at the 49th annual meeting of the Psychonomic Society, Boston, MA.

Miele, D.B., Finn, B., Molden, D.C. & Metcalfe, J. (2009). Interpreting encoding fluency: How naive theories of intelligence influence JOLs. Poster presented at the 49th annual meeting of the Psychonomic Society, Boston, MA.

Metcalfe, J., & Finn, B. (2009, May). Metacognition and control of study in grade 3 - 5 children. In C. L O'Donnell (Chair), & E. R. Albro (Chair), Examining self-regulated learning and metacognition in authentic kindergarten through college classrooms. Symposium conducted at the annual meeting of the Association for Psychological Sciences, San Francisco.

Finn, B. & Son. L. (2007). The influence of framing on children's metacognitive judgments. Poster Presented at the 48th annual meeting of the Psychonomic Society, Long Beach, California.

Metcalfe, J., Sethi, U. & Finn, B. (2007). Metacognition and control in Grade 3 and Grade 5 children. Poster presented at the IES 2007 Research Conference, Washington D.C.

Finn, B. & Metcalfe, J. (2007). The influence of framing on metacognitive judgments and choices for restudy. Poster presented at the 19th annual meeting of the Association for Psychological Science, Washington D.C.

Finn, B. & Metcalfe, J. (2006). Memory for past test heuristic in multi-trial judgments of learning. Poster presented at the 47th annual meeting of the Psychonomic Society, Houston, TX.

Metcalfe, J. & Finn, B. (2005). Memory Under Stress: The case of first-time parachute jumping. Paper presented at the 46th annual meeting of the Psychonomic Society, Toronto, Canada.

Finn, B., & Metcalfe, J. (2004). Multi-trial judgments of learning. Poster presented at the 45th annual meeting of the Psychonomic Society, Minneapolis, MN.

Metcalfe, J., Kornell, N. & Finn, B. (2003). Conditions under which massed practice is beneficial. Poster presented at the 44th annual meeting of the Psychonomic Society, Vancouver, BC.

Miozzo, M., & Finn, B. (2002). The production of inflected forms. Paper presented at the 43rd annual meeting of the Psychonomic Society, Kansas City, MO.

References

Janet Metcalfe
Columbia University
Psychology Department
401B Schermerhorn Hall
New York, NY 10027
(212) 854-7971
jm348@columbia.edu

Henry L. Roediger III
Washington University
Campus Box 1125
One Brookings Dr.
St. Louis, MO 63130
(314) 935-4307
roediger@artsci.wustl.edu

Kathleen B. McDermott
Washington University
Campus Box 1125
One Brookings Dr.
St. Louis, MO 63130
(314) 935-8743
kathleen.mcdermott@wustl.edu

Larry L. Jacoby
Washington University
Campus Box 1125
One Brookings Dr.
St. Louis, MO 63130
(314) 935-4115
lljacoby@artsci.wustl.edu

E. Tory Higgins
Columbia University
Psychology Department
401D Schermerhorn Hall
New York, NY 10027
(212) 854-1297
tory@columbia.edu