

Henry L. Roediger, III

Curriculum Vitae

September, 2010

Department of Psychology, CB 1125
Washington University
One Brookings Drive
St. Louis, MO 63130-4899
314-935-4307; roediger@wustl.edu

Education

B.A., Washington & Lee University, 1969 (Magna cum laude)
Ph.D., Yale University, 1973
Dissertation: "Inhibition in recall from cueing with recall targets."
Committee: Robert G. Crowder (Chair); John R. Anderson, Endel
Tulving, Fred R. Sheffield, Allan R. Wagner (Members)

Professional Experience

James S. McDonnell Distinguished University
Professor of Psychology, 1998–present.
Dean of Academic Planning in Arts and Sciences, 2004-2010.
Chair of Psychology, Washington University, 1996–2004.
Lynette S. Autrey Professor of Psychology, Rice University, 1988-1996.
Professor, Purdue University, 1982-1988.
Visiting Associate Professor, University of Toronto, 1981-1982.
Associate Professor, Purdue University, 1978-1982.
Visiting Assistant Professor, University of Toronto, 1976-1978.
Assistant Professor, Purdue University, 1973-1976.
Yale University Fellow, Yale University, 1972-1973.
National Science Foundation Traineeship, Yale University, 1969-1972.
National Science Foundation Undergraduate Research Fellow, 1967- 1969,
Washington & Lee University.

Elections, Honors, and Awards

President, Association for Psychological Science, 2003-2004.
President, Midwestern Psychological Association, 1992-1993.
President, Division 3 (Experimental Psychology) of the American Psychological
Association, 1999-2000.
Chair of the Governing Board, Psychonomic Society, 1989-1990.
Chair, Society of Experimental Psychologists, 2002-2003.
Guggenheim Fellowship, 1994-1995
Doctor of Social Sciences honoris causa, Purdue University, 2004.
Howard Crosby Warren Medal from the Society of Experimental Psychologists, 2008.
Arthur Holly Compton Faculty Achievement Award; Washington University, 2008.
Outstanding Faculty Mentor Award; Washington Univ. Graduate Student Assn., 2008.
John Glynn Visiting Professor, Washington & Lee University, 2009.

Outstanding Leadership Award in Arts & Sciences, Washington University, 2010.
Fellow, American Academy of Arts and Sciences.
Fellow, American Association for the Advancement of Science.
Fellow, American Educational Research Association
Fellow, American Psychological Association (Divisions 1, 3, 15 and 20)
Fellow, Association for Psychological Science.
Fellow, Canadian Psychological Association.
Institute of Scientific Information, 1996. Named the psychologist with the highest impact (mean citations) of papers published during 1990-1994 in all fields of psychology.
Institute of Scientific Information. 2005. Named a “Highly Cited Researcher in Psychology and Psychiatry.”

Organizations

American Academy of Arts & Sciences
American Association for the Advancement of Science
American Education Research Association
Association for Psychological Science
Canadian Psychological Association
Cognitive Neuroscience Society
Memory Disorders Research Society
Midwestern Psychological Association
Phi Beta Kappa
Psychonomic Society
Society of Experimental Psychologists
Society of Sigma Xi
Society for Applied Research in Memory and Cognition

Teaching Interests

Undergraduate

Introduction to Psychology
Cognitive Psychology
Human Memory
History of Psychology

Graduate

Human Learning and Memory
Retrieval Processes in Memory
Trauma and Memory
Cognitive Illusions

Editorial Experience

Editor: **Journal of Experimental Psychology: Learning, Memory, and Cognition**, 1985-1989.

Editor: **Psychonomic Bulletin & Review**, 1994-1998.

Editorial Committee: **Annual Review of Psychology**, 1996-2001.

Editor: **Newsletter of the Psychonomic Society**, 1992.

Advisory Editor: **Psychology Press**. North American advisory editor for cognitive science. 1998-present.

Senior Editor: **Encyclopedia of Psychology**, 1994-2000. Oxford University Press and the American Psychological Association. Editor-in-Chief: Alan G. Kazdin.

Associate Editor: **Journal of Experimental Psychology: Learning, Memory, and Cognition**, 1981-1984. Editor: Richard M. Shiffrin.

Associate Editor: **Encyclopedia of Learning and Memory**. New York: Macmillan Publishing Co., 1992. General Editor: Larry R. Squire.

Associate Editor: **Encyclopedia of Learning and Memory**, 2e. New York: Macmillan Publishing Co., 2003. General Editor: John H. Byrne.

Associate Editor, **Cognitive Psychology**, 1999-2001. Editor: Gordon D. Logan

Guest Editor: Special issue of the **Journal of Memory and Language** on Memory Illusions: April, 1996.

Guest Editor: **Journal of Applied Psychoanalytic Studies: Special Issue Honoring Saul Rosenzweig**. October, 2003.

Consulting Editor: **Behavioral and Cognitive Neuroscience Review**, 2001-2006.

Consulting Editor: **Contemporary Psychology**, 1985-1991.

Consulting Editor: **Memory & Cognition**, 1978-1983; 2009-present.

Consulting Editor: **Neuropsychology**, 1992-1996.

Consulting Editor: **Psychological Bulletin**, 2002-2005.

Consulting Editor: **Perspectives on Psychological Science**, 2006-2008.

Advisory Editor, **Current Directions in Psychological Science**, 2003-present.

Consulting Editor: **Journal of Experimental Psychology: Learning, Memory, and Cognition**, 1980-1981; 1989-1994; 2000-present.

Consulting Editor: **Journal of Experimental Psychology: General**, 2007-present.

Consulting Editor: **American Journal of Psychology**, 2001-present.

Consulting Editor: **Journal of Memory and Language**, 1990-present.

Consulting Editor: **Memory**, 1992-present.

Consulting Editor: **Psychological Science in the Public Interest**, 1999-present

Consulting Editor: **Psychonomic Bulletin & Review**, 1999-present.

Consulting Editor: **Psychological Science**, 2007-present.

Primary Administrative Experience

National

President. American Psychological Society (now Association of Psychological Science), 2003-2004.

Chair, Society of Experimental Psychologists, 2002-2003.

Council of Scientific Society Presidents, 1989-1990; 2002-2004.

President, Division 3 (Experimental). American Psychological Association, 1999-2000.

Publications Committee, American Psychological Society, 1998-present;
Chair, 1998-2001; 2009-present.

Executive Committee, Division 3 (Experimental) of the American Psychological Association, 1998-2001.

Executive Committee, Council of Graduate Departments of Psychology, 1998-2000.
Secretary 1999-2001.

Board of Directors, American Psychological Society, 1998-2001; 2002-2005.

Nominating Committee. American Psychological Society, 1993-1999.

Investment Committee. Association for Psychological Science, 2002-present.

Finance Committee. Association for Psychological Science, 2002-present.

Committee to Evaluate Proposals for Scientific Conferences. American Psychological Association, 1992-1994.

President, Midwestern Psychological Association, 1992-1993.

Secretary-Treasurer, Midwestern Psychological Association, 1990-1992.

Publications Committee, Psychonomic Society, 1989-1993. Chair, 1990-1992.

Governing Board, Psychonomic Society, 1986-1991. Chair, 1989-1990.
Council of Editors Committee, American Psychological Association, 1985-1989,
Chair, 1988-1989.
Strategic Planning Committee for the Future of APS Publications, 2009-present. (Chair)
Search Committee for editors for 13 journals; chair of 5 editorial search committees.

University

Faculty Advisory Council -- Public Health Institute 2008-present.
Dean of Academic Planning in Arts and Sciences 2004-2010.
Academic Planning Committee, Washington University, 1999-2010.
Executive Committee, Philosophy-Neuroscience-Psychology Program, Washington
University, 1996-2003.
Graduate Task Force for Arts & Sciences, Chair. Washington University. 2004-2006.
Steering Committee, Neuroscience Institute, Washington University, 1999-
2004.
Steering Committee, McDonnell Center for Higher Brain Function, Washington
University, 1997-2004.
Oversight Committee, Department of Philosophy, Washington University, 2002-2004.
Department of Biology Chair Search Committee, Washington University, 1997-1998.
Chair, Department of Biology Chair Search Committee, Washington University, 2008-2009.
Department of Economics Chair Search Committee, Washington University, 2003-2004.
Department of Neurology Chair Search Committee, Washington University, 2001-
2003.
Search Committees for African and African American Studies and Women and Gender Studies,
Washington University.
Strategic Planning Committee, Rice University, 1995-1996.
Scientia, Rice University, 1993-1996.
Steering Committee for the University Evaluation, Rice University, 1993-1996.
Provost Search Committee, Rice University, 1993-1994.
Athletics Committee, Rice University, 1992-1994.
Faculty Council (University governance), Rice University, 1990-1991.
University Council (Promotion and Tenure Committee), Rice University, 1990-1991.
Promotion and Tenure Committee. School of Humanities, Social Science and Education,
Purdue University, 1987-1988.
Committee to Redesign the Core Curriculum, Purdue University, 1987-1988.

Departmental

Chair, Department of Psychology, Washington University, 1996-2004.
Director of Graduate Studies. Purdue University, 1975-1976; Rice University, 1989-1991.
Numerous other departmental committees at Purdue, Rice and Washington Universities.
Chaired 8 search committees in various psychology departments and served on many others.

Research Support

James S. McDonnell Foundation Collaborative Activity Award, "Applying cognitive psychology
to enhance educational practice, II." \$6,492,617 total cost. Role: PI. 2008-
2013, Collaborators: E.L. Bjork, R.A. Bjork, J. Dunlosky, L.L. Jacoby, E.J. Marsh, M.A.
McDaniel, K.B. McDermott, J. Metcalfe, H. Pashler, and K. Rawson.

Institute of Education Sciences, “Test-enhanced learning in the classroom.” \$2,964,770 total cost. 2006-2010. Role: PI. With Mark McDaniel (co-PI) and Kathleen B. McDermott (co-PI).

James S. McDonnell Foundation Collaborative Activity Award, “Applying cognitive psychology to enhance educational practice. \$2,200,000 total cost. 2003-2008. Role: PI. Collaborators: E. L. Bjork, R. A. Bjork, E. J. Marsh, M. A. McDaniel, K. B. McDermott.

National Science Foundation, “Functional imaging of cognitive deception, II.” \$1,400,000 Total cost. 2003-2006. Role: Co-PI. With Kathleen B. McDermott, PI.

Institute of Education Sciences, “Test-enhanced learning.” \$438,098 total cost. 2003-2006. Role: PI. With Mark A. McDaniel (co-PI) and Kathleen B. McDermott (co-PI).

National Institutes of Aging/National Institutes of Health. “Aging and memory illusions.” 2001-2007. \$948,506 total cost. Role: Co-PI with Mark A. McDaniel, PI.

Office of Technical Services, U.S. Government: “Functional imaging of cognitive deception.” 2000-2001. \$200,000 total costs. Role: PI. Kathleen B. McDermott, co-PI.

Office of Research and Development, U.S. Government: “Functional imaging of cognitive deception.” 1998-2000. \$763,000 total costs. Role: PI. Kathleen B. McDermott, co-PI.

Air Force Office of Scientific Research: "Comparing performance on implicit memory tests." 1992-1995. \$320,000 total cost. Role: PI.

Air Force Office of Scientific Research. “Comparing performance on implicit memory tests.” 1991-1992. \$25,000. Role: PI.

National Institute of Child Health and Human Development Grant. "Priming effects in semantic and episodic memory". 1985-1988. \$300,000 total cost. Role: Co-PI with James H. Neely, PI.

National Institute of Child Health and Human Development Grant. "Priming effects in semantic and episodic memory." 1982-1984. \$258,000 total cost. Role: Co-PI with James H. Neely, PI.

National Institute of Child Health and Human Development Grant. "Priming effects in semantic and episodic memory." 1980-1982. \$255,000 total cost. Role: Co-PI with James H. Neely.

Five Purdue University David Ross Research Grants, 1974-1988, \$49,980.

Two Purdue University XL Summer Research Grants (\$4,400)

Students and Postdoctoral Fellows

Current Postdoctoral Fellows:

Bridgid Finn – Ph.D., Columbia University
 Yana Weinstein – Ph.D., University College, London

Current Students:

Pooja K. Agarwal
 Andrew DeSoto
 Adam Putnam
 Megan Smith

Former Postdoctoral Fellows:

Keith B. Lyle, Postdoctoral Fellow, 2005-2007 – Ph.D., Yale University
 David P. McCabe, Postdoctoral Fellow, 2003-2006 – Ph.D., Georgia Institute of Technology
 Lisa Geraci, Postdoctoral Fellow, 2002-2005 – Ph.D., Stony Brook University
 Elizabeth J. Marsh, Postdoctoral Fellow, 2000-2003 – Ph.D., Stanford University
 Patrick O. Dolan, Postdoctoral Fellow, 1998-2001 – Ph.D., New York University
 Erik T. Bergman, Postdoctoral Fellow, 1996-1998 – Ph.D., Emory University
 Mustaq Khan, Postdoctoral Fellow, 1991-1993 – Ph.D., University of Western Ontario

Former Students

Franklin Zaromb, Ph.D., 2010
Andrew C. Butler, Ph.D., 2009
Jeffrey D. Karpicke, Ph.D., 2007
John B. Bulevich, Ph.D., 2007
Michael K. Goode, M.A., 2007
Michelle L. Meade, Ph.D., 2003
David A. Gallo, Ph.D., 2002
Stephanie C. Lee, M.A., 2001
Kerry J. Robinson, M.A., 1997
Kathleen B. McDermott, Ph.D., 1996
Chris W. Schacherer, Ph.D., 1996
Lynn M. Goff, M.A., 1996
Todd C. Jones, Ph.D., 1995
Melissa J. Guynn, M.A., 1994
Mark A. Wheeler, Ph.D., 1993
Suparna Rajaram, Ph.D., 1991
Kavitha Srinivas, Ph.D., 1991
Bradford H. Challis, Ph.D., 1989
Michael A. Stadler, Ph.D., 1989
Mary S. Weldon, Ph.D., 1988
Teresa A. Blaxton, Ph.D., 1985
David G. Payne, Ph.D., 1984
Stephen R. Schmidt, Ph.D., 1980
Christina C. Stellon, M.A., 1975

Books

- Darley, J. M., Zanna, M. P., & Roediger, H. L. (2004). **The compleat academic: A career guide**. Washington, D.C.: American Psychological Association Press.
- Elmes, D. G., Kantowitz, B. H., & Roediger, H. L. (in press). **Research methods in psychology**. Monterey, CA: Wadsworth. (9th Ed.). [1st Ed. was published by Houghton-Mifflin in 1981; 2nd, 3rd, 4th, and 5th Eds. by West Publishing Co. in 1985, 1988, 1992, and 1995; 6th & 7th Eds. by Brooks/Cole in 1998 & 2003; 8th Ed by Wadsworth in 2006].
- Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2009). **Experimental psychology: Understanding psychological research**. Monterey, CA: Wadsworth. (9th Ed.). [1st Ed. was published by Rand-McNally in 1978; the 2nd, 3rd, 4th, 5th, 6th, and 7th editions were published by West in 1984, 1988, 1991, 1994 and 1997; 8th edition was published in 2005 by Wadsworth.]
- McDermott, K. B., & Roediger, H. L. (Eds.) (1997). **Readings in psychology**. St. Paul: West Publishing Co.
- Naveh-Benjamin, M., Moscovitch, M., & Roediger, H. L. (Eds.), (2002). **Perspectives on human memory and cognitive aging: Essays in honour of Fergus I. M. Craik**. Philadelphia: Psychology Press.
- Roediger, H. L. (2008). **Cognitive psychology of memory. Vol. 2 of Learning and memory: A comprehensive reference** (J. Byrne, Ed.). Oxford: Elsevier.
- Roediger, H. L., Capaldi, E. D., Paris, S. G., Polivy, J. & Herman, C. P. (1996). **Psychology**. St. Paul, MN: West Publishing Co. (4th Ed.). [1st and 2nd Eds. were published by Little,

- Brown & Co. in 1984 and 1987; 3rd Ed. was published by Harper Collins Publishing Co., in 1991.]
- Roediger, H. L., & Craik, F. I. M. (Eds.). (1989). **Varieties of memory and consciousness: Essays in honour of Endel Tulving**. Hillsdale, NJ: Erlbaum.
- Roediger, H. L., Nairne, J. S., Neath, I., & Surprenant, A. M. (Eds.). (2001). **The nature of remembering: Essays in honor of Robert G. Crowder**. Washington, D.C.: American Psychological Association Press.
- Roediger, H. L., Dudai, Y., & Fitzpatrick, S. M. (Eds.). (2007). **Science of memory: Concepts**. Oxford: Oxford University Press.
- Sternberg, R. J., Roediger, H. L., & Halpern, D. (Eds.) (2007). **Critical thinking in psychology**. New York: Cambridge University Press.

Articles and Chapters

- Roediger, H. L., & Stevens, M. C. (1970). The effects of delayed presentation of the object of aggression on pain-induced fighting. *Psychonomic Science*, 21, 55-56.
- Elmes, D. G., Adams, C. A., & Roediger, H. L. (1970). Cued forgetting in short-term memory: Response selection. *Journal of Experimental Psychology*, 86, 103-107.
- Elmes, D. G., Roediger, H. L., Wilkinson, W. C., & Greener, W. I. (1972). Positive and negative part/whole transfer in free recall. *Journal of Verbal Learning and Verbal Behavior*, 11, 251-256.
- Roediger, H. L., & Crowder, R. G. (1972). Instructed forgetting: Rehearsal control or retrieval inhibition (repression)? *Cognitive Psychology*, 3, 244-254.
- Roediger, H. L. (1973). Inhibition in recall from cueing with recall targets. *Journal of Verbal Learning and Verbal Behavior*, 12, 644-657.
- Roediger, H. L. (1974). Inhibiting effects of recall. *Memory & Cognition*, 2, 261-269.
- Roediger, H. L., & Crowder, R. G. (1975). The spacing of lists in free recall. *Journal of Verbal Learning and Verbal Behavior*, 14, 590-602.
- Roediger, H. L. (1975). Current status of research on retrieval processes in memory. *Polygraph*, 4, 304-310.
- Roediger, H. L., & Crowder, R. G. (1976). Recall instructions and the suffix effect. *American Journal of Psychology*, 89, 115-125.
- Roediger, H. L., & Crowder, R. G. (1976). A serial position effect in recall of United States presidents. *Bulletin of the Psychonomic Society*, 8, 275-278.
- Roediger, H. L., Stellon, C., & Tulving, E. (1977). Inhibition from part-list cues and rate of recall. *Journal of Experimental Psychology: Human Learning and Memory*, 3, 174-188.
- Roediger, H. L., Knight, J. L., & Kantowitz, B. H. (1977). Inferring decay in short-term memory: The issue of capacity. *Memory & Cognition*, 5, 167-176.
- Roediger, H. L. (1978). Recall as a self-limiting process. *Memory & Cognition*, 6, 54-63.
- Rushton, J. P., & Roediger, H. L. (1978). An analysis of 80 psychology journals based on the *Science Citation Index*. *American Psychologist*, 33, 520-523.
- Roediger, H. L., & Thorpe, L. A. (1978). The role of recall time in producing hypermnesia. *Memory & Cognition*, 6, 296-305.
- Endler, N. S., Rushton, J. P., & Roediger, H. L. (1978). Productivity and scholarly impact of British, Canadian, and U.S. departments of psychology (1975). *American Psychologist*, 33, 1064-1082.
- Roediger, H. L. (1979). Implicit and explicit memory models. *Bulletin of the Psychonomic Society*, 13, 339-342.
- Roediger, H. L., & Tulving, E. (1979). Exclusion of learned material from recall as a postretrieval operation. *Journal of Verbal Learning and Verbal Behavior*, 18, 601-615.

- Roediger, H. L., & Adelson, B. (1980). Semantic specificity in cued recall. *Memory & Cognition*, 8, 65-74.
- Roediger, H. L., & Schmidt, S. R. (1980). Output interference in the recall of categorized and paired associate lists. *Journal of Experimental Psychology: Human Learning and Memory*, 6, 91-105.
- Roediger, H. L. (1980). Memory metaphors in cognitive psychology. *Memory & Cognition*, 8, 231-246.
- Roediger, H. L. (1980). The effectiveness of four mnemonics in ordering recall. *Journal of Experimental Psychology: Human Learning and Memory*, 6, 558-567.
- Kantowitz, B. H., & Roediger, H. L. (1980). Information processing and memory. In G. M. Gazda and R. J. Corsini (Eds.), **Comparative theories of learning** (pp. 332-369). Itasca, IL: F. E. Peacock.
- Roediger, H. L., & Payne, D. G. (1982). Hypermnnesia: The effects of repeated testing. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 8, 66-72.
- Roediger, H. L., & Neely, J. H. (1982). Retrieval blocks in episodic and semantic memory. *Canadian Journal of Psychology*, 36, 213-242
- Roediger, H. L., Payne, D., Gillespie, G. L., & Lean, D. S. (1982). Hypermnnesia as determined by level of recall. *Journal of Verbal Learning and Verbal Behavior*, 21, 635-665.
- Roediger, H. L. (1982). Rejoinder to Erdelyi. *Journal of Verbal Learning and Verbal Behavior*, 21, 662-665.
- Neely, J. H., Schmidt, S. R., & Roediger, H. L. (1983). Inhibitory priming effects in recognition memory. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 9, 196-211.
- Roediger, H. L., Neely, J. H., & Blaxton, T. A. (1983). Inhibition from related primes in semantic memory retrieval: A reappraisal of Brown's (1979) paradigm. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 9, 478-485.
- Roediger, H. L., & Payne, D. G. (1983). Superiority of free recall to cued recall with "strong" cues. *Psychological Research*, 45, 275-286.
- Kolers, P. A., & Roediger, H. L. (1984). Procedures of mind. *Journal of Verbal Learning and Verbal Behavior*, 23, 425-449.
- Roediger, H. L. (1984). The use of interference paradigms as a criterion for separating memory stores. *Behavioral and Brain Sciences*, 7, 78-79. (Comment)
- Roediger, H. L. (1984). Does current evidence from dissociation experiments favor the episodic/semantic distinction? *Behavioral and Brain Sciences*, 7, 252-254. (Comment)
- Roediger, H. L., & Payne, D. G. (1985). Recall criterion does not affect recall level or hypermnnesia: A puzzle for generate/recognize theories. *Memory & Cognition*, 13, 1-7.
- Roediger, H. L., & Blaxton, T. A. (1985). Testing psychological trivia. *Bulletin of the Psychonomic Society*, 23, 433-436.
- Roediger, H. L. (1986). Comment on Summary Report of Journal Operations. *American Psychologist*, 41, 836-837. (Comment)
- Payne, D. G., & Roediger, H. L. (1987). Hypermnnesia occurs in recall but not recognition. *American Journal of Psychology*, 100, 145-166.
- Weldon, M. S., & Roediger, H. L. (1987). Altering retrieval demands reverses the picture superiority effect. *Memory & Cognition*, 15, 269-280.
- Durgunoğlu, A., & Roediger, H. L. (1987). Test differences in accessing bilingual memory. *Journal of Memory and Language*, 26, 377-391.
- Roediger, H. L., & Blaxton, T. A. (1987). Effects of varying modality, surface features and retention interval on priming in word fragment completion. *Memory & Cognition*, 15, 379-388.

- Roediger, H. L., & Blaxton, T. A. (1987). Retrieval modes produce dissociations in memory for surface information. In D. S. Gorfein & R. R. Hoffman (Eds.), **Memory and learning: The Ebbinghaus centennial conference** (pp. 349-379). Hillsdale, N.J.: Erlbaum.
- Roediger, H. L. (1987). The role of journal editors in the scientific process. In D. N. Jackson & J. P. Rushton, (Eds.), **Scientific excellence: Origins and assessment** (pp. 222-252). New York: Sage.
- Roediger, H. L., & Weldon, M. S. (1987). Reversing the picture superiority effect. In M. A. McDaniel & M. Pressley (Eds.), **Imagery and related mnemonic processes: Theories, individual differences, applications** (pp. 151-174). New York: Springer-Verlag.
- Weldon, M. S., Roediger, H. L., & Challis, B. H. (1989). The properties of retrieval cues constrain the picture superiority effect. *Memory & Cognition*, *17*, 95-105.
- Roediger, H. L., Srinivas, K., & Waddill, P. (1989). How much does guessing influence recall? Comment on Erdelyi, Finks, and Feigin-Pfau. *Journal of Experimental Psychology: General*, *118*, 255-257.
- Roediger, H. L., Weldon, M. S., & Challis, B. H. (1989). Explaining dissociations between implicit and explicit measures of retention: A processing account. Chapter in H. L. Roediger & F. I. M. Craik (Eds.), **Varieties of memory and consciousness: Essays in honour of Endel Tulving** (pp. 3-39). Hillsdale, NJ: Erlbaum.
- Roediger, H. L., & Challis, B. H. (1989). Hypermnnesia: Increased recall with repeated tests. In C. Izawa (Ed.), **Current issues in cognitive processes: The Tulane Floweree symposium on cognition** (pp. 175-199). Hillsdale, NJ: Erlbaum.
- Roediger, H. L., Srinivas, K., & Weldon, M. S. (1989). Dissociations between implicit measures of retention. Chapter in S. Lewandowsky, J. C. Dunn, & K. Kirsner (Eds.), **Implicit memory: Theoretical issues** (pp. 67-84). Hillsdale, NJ: Erlbaum.
- Aiken, L. S., West, S. G., Sechrest, L., Reno, R., Roediger, H. L., Scarr, S., Kazdin, A. E., & Sherman, S. J. (1990). Graduate training in statistics, methodology, and measurement in psychology: A survey of Ph.D. programs in North America. *American Psychologist*, *45*, 721-734.
- Srinivas, K., & Roediger, H. L. (1990). Classifying implicit memory tests: Category association and anagram solution. *Journal of Memory and Language*, *29*, 389-412.
- Roediger, H. L. (1990). Implicit memory: Retention without remembering. *American Psychologist*, *45*, 1043-1056.
- Roediger, H. L. (1990). Implicit memory: A commentary. *Bulletin of the Psychonomic Society*, *28*, 373-380.
- Roediger, H. L., Rajaram, S., & Srinivas, K. (1990). Specifying criteria for distinguishing memory systems. In A. Diamond (Ed.), **The development and neural bases of higher cognitive functions** (pp. 572-595). New York: New York Academy of Sciences Press.
- Roediger, H. L. (1991). They read an article? A comment on the everyday memory controversy. *American Psychologist*, *46*, 37-40.
- Roediger, H. L. (1991). Is unreliability in peer review harmful? *Behavioral and Brain Sciences*, *14*, 159-160. (Comment).
- Roediger, H. L., & Challis, B. H. (1992). Effects of exact repetition and conceptual repetition on free recall and primed word fragment completion. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *18*, 3-14.
- Srinivas, K., Roediger, H. L. & Rajaram, S. (1992). The role of syllabic and orthographic properties of letter cues in solving word fragments. *Memory & Cognition*, *20*, 219-230.
- Wheeler, M. A., & Roediger, H. L. (1992). Disparate effects of repeated testing: Reconciling Ballard's (1913) and Bartlett's (1932) results. *Psychological Science*, *3*, 240-245.
- Roediger, H. L., & Wheeler, M. A. (1992). Discursive remembering: A commentary. *The Psychologist*, 6-7.

- Roediger, H. L., & McDermott, K. B. (1992). Depression and implicit memory: A commentary. *Journal of Abnormal Psychology, 101*, 587-591.
- Roediger, H. L., Weldon, M. S., Stadler, M. L., & Riegler, G. L. (1992). Direct comparison of two implicit memory tests: Word fragment and word stem completion. *Journal of Experimental Psychology: Learning, Memory and Cognition, 18*, 1251-1269.
- Watkins, M. J., & Roediger, H. L. (1992). Episodic memory. In S. Shapiro (Ed.), **Encyclopedia of artificial intelligence, 2e** (pp. 454-460). New York: Wiley.
- Roediger, H. L. (1992). Retrieval processes in memory. In L. R. Squire (Ed.), **Encyclopedia of learning and memory** (pp. 565-570). New York: Macmillan.
- Challis, B. H., & Roediger, H. L. (1993). The effect of proportion overlap and repeated testing on primed word fragment completion. *Canadian Journal of Psychology, 47*, 113-123.
- Rajaram, S., & Roediger, H. L. (1993). Direct comparison of four implicit memory tests. *Journal of Experimental Psychology: Learning, Memory and Cognition, 19*, 765-776.
- Roediger, H. L., & Wheeler, M. A. (1993). Hypermnnesia in episodic and semantic memory: Response to Bahrick and Hall. *Psychological Science, 4*, 207-208.
- Roediger, H. L. (1993). Learning and memory: Progress and challenge. In D. E. Meyer & S. Kornblum (Eds.), **Attention and performance XIV: A silver jubilee** (pp. 509-528). Cambridge, MA: MIT Press.
- Roediger, H. L., & Srinivas, K. (1993). Specificity of operations in perceptual priming. In P. Graf & M. E. J. Masson (Eds.), **Implicit memory: New directions in cognition, development and neuropsychology** (pp. 17-48). Hillsdale, NJ: Erlbaum.
- Schneider, D. J., Roediger, H. L., & Khan, M. (1993). Diverse ways of accessing self knowledge: Comment on Klein and Loftus. In Srull, T. K., & Wyer, R. S. (Eds.). (1993). **The mental representation of trait and autobiographical knowledge about the self: Advances in social cognition**, Volume V (pp. 123-136). Hillsdale, NJ: Erlbaum.
- Roediger, H. L., & McDermott, K. B. (1993). Implicit memory in normal human subjects. In F. Boller & J. Grafman (Eds.), **Handbook of neuropsychology**, Vol. 8 (pp. 63-131). Amsterdam: Elsevier.
- Roediger, H. L., Wheeler, M. A., & Rajaram, S. (1993). Remembering, knowing and reconstructing the past. In D. L. Medin (Ed.), **The psychology of learning and motivation: Advances in research and theory**, Vol. 30 (pp. 97-134). New York: Academic Press.
- Roediger, H. L., & McDermott, K. B. (1993). Encoding specificity in perceptual priming. In A. Garriga-Trillo, Minon, P. R., Garcia-Gallego, C., Lubin, P., Merino, J. M., & Villarino, A. (Eds.). **Fechner day '93: Proceedings of the ninth annual meeting of the international society for psychophysics** (pp. 227-232). Madrid, Spain.
- Roediger, H. L., & McDermott, K. B. (1994). The problem of differing false alarm rates for the process dissociation procedure: Comment on Verfaellie and Treadwell (1993). *Neuropsychology, 8*, 284-288.
- McDermott, K. B., & Roediger, H. L. (1994). Effects of imagery on perceptual implicit memory tests. *Journal of Experimental Psychology: Learning, Memory and Cognition, 20*, 1379-1390.
- Roediger, H. L., Guynn, M. J., & Jones, T. C. (1994). Implicit memory: A tutorial review. In P. Eelen & G. d'Ydewalle (Eds.). **Contributions to the Brussels international congress of psychology** (pp. 67-94). Hillsdale, NJ: Erlbaum.
- Guynn, M. J., & Roediger, H. L. (1995). High-priority event instructions affect implicit and explicit memory tests. *Psychological Research, 57*, 192-202.
- Jones, T. C., & Roediger, H. L. (1995). The experiential basis of serial position effects. *European Journal of Cognitive Psychology, 7*, 65-80.

- Weldon, M. S., Roediger, H. L., Beital, D. A., & Johnston, T. R. (1995). Perceptual and conceptual processes in implicit and explicit tests with picture fragment and word fragment cues. *Journal of Memory and Language*, *34*, 268-285.
- Roediger, H. L., & McDermott, K. B. (1995). Creating false memories: Remembering words that were not presented in lists. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *21*, 803-814.
- Roediger, H. L. (1996). Prospective memory and episodic memory. In M. Brandimonte, G. O. Einstein, & M. A. McDaniel (Eds.), **Prospective memory: Theory and applications** (pp.149-155). Hillsdale, NJ: Erlbaum.
- McDermott, K. B., & Roediger, H. L. (1996). Exact and conceptual repetition dissociate conceptual memory tests: Problems for transfer appropriate processing theory. *Canadian Journal of Experimental Psychology*, *50*, 57-71.
- Roediger, H. L. (1996). Memory illusions. *Journal of Memory and Language*, *35*, 76-100.
- Roediger, H. L., Jacoby, D., & McDermott, K. B. (1996). Misinformation effects in recall: Creating false memories through repeated retrieval. *Journal of Memory and Language*. *35*, 300-318.
- Roediger, H. L. & McDermott, K. B. (1996). False perceptions of false memories. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *22*, 814-816.
- Schacter, D. L., Reiman, E., Curran, T., Yun, L. S., Bandy, D., McDermott, K. B. & Roediger, H. L. (1996). Neuroanatomical correlates of veridical and illusory recognition memory: Evidence from positron emission tomography. *Neuron*, *17*, 267-274.
- Roediger, H. L., & Guynn, M. J. (1996). Retrieval processes. In E. L. Bjork & R. A. Bjork (Eds.), **Human memory** (pp. 197-236). San Diego: Academic Press.
- Rajaram, S., & Roediger, H. L. (1997). Remembering and knowing as states of consciousness during retrieval. In J. D. Cohen & J. W. Schooler (Eds.), **Scientific approaches to consciousness** (pp. 213-240). Hillsdale, NJ: Erlbaum.
- Roediger, H. L. (1997). An academic career in a psychology department. In R. J. Sternberg (Ed.), **Career paths in psychology** (pp. 7-29). Washington, DC: APA Press.
- Roediger, H. L., McDermott, K. B., & Goff, L. M. (1997). Recovery of true and false memories: Paradoxical effects of repeated testing. In M. A. Conway (Ed.), **Recovered memories and false memories** (pp. 118-149). Oxford, England: Oxford University Press.
- Robinson, K. J., & Roediger, H. L. (1997). Associative processes in false recall and false recognition. *Psychological Science*, *8*, 231-237.
- Roediger, H. L. (1997). The future of cognitive psychology? In R. L. Solso (Ed.), **The Science of mind: The 21st century** (pp. 175-198). Cambridge, MA: The MIT Press.
- Goff, L. M., & Roediger, H. L. (1998). Imagination inflation for action events: Repeated imaginings lead to illusory recollections, *Memory & Cognition*, *26*, 20-33.
- McDermott, K. B., & Roediger, H. L. (1998). Attempting to avoid illusory memories: Robust false recognition of associates persists under conditions of explicit warnings and immediate testing. *Journal of Memory and Language*, *39*, 508-520.
- Roediger, H. L., McDermott, K. B., & Robinson, K. J. (1998). The role of associative processes in producing false remembering. In M. Conway, S. Gathercole, & C. Cornoldi (Eds.), **Theories of memory II** (pp. 187-245). Hove, England: Psychology Press.
- Roediger, H. L., & Goff, L. M. (1998). Memory. In W. Bechtel & G. Graham (Eds.), **A companion to cognitive science** (pp. 250-264). Oxford, U.K. Blackwell Publishers.
- Srinivas, K., Rajaram, S., & Roediger, H. L. (1998). A transfer-appropriate

- processing account of context effects in word fragment completion. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *24*, 993-1004.
- Stadler, M. A., & Roediger, H. L. (1998). The question of awareness in research on implicit learning. In M. A. Stadler & P. A. Frensch (Eds.), **Handbook of implicit learning** (pp. 105-132). Thousand Oaks, CA: Sage Publications.
- Roediger, H. L., & Bergman, E. T. (1998). The controversy over recovered memories. *Psychology, Public Policy and Law*, *4*, 1091-1109.
- Balota, D. A., Cortese, M. J., Duchek, J. M., Adams, D. A., Roediger, H. L., McDermott, K. B., & Yerys, B. E. (1999). Veridical and false memories in healthy older adults and in dementia of the Alzheimers type. *Cognitive Neuropsychology*, *16*, 361-384.
- Roediger, H. L., Buckner, R. L., & McDermott, K. B. (1999). Components of processing. In J. K. Foster, & M. Jelicic (Eds.), **Memory: Systems, process or function?** (pp. 31-65). Oxford, U.K.: Oxford University Press.
- Stadler, M. A., Roediger, H. L., & McDermott, K. B. (1999). Norms for word lists that create false memories. *Memory & Cognition*, *27*, 494-500.
- Roediger, H. L. (1999). Hermann Ebbinghaus. In F. Keil (Ed.), **MIT encyclopedia of cognitive science** (pp. 251-253). Cambridge, MA: MIT Press.
- Roediger, H. L. & McDermott, K. B. (1999). False alarms about false memories. *Psychological Review*, *106*, 406-410.
- Roediger, H. L. (1999). Retrieval experience: A new arena of psychological study. In B. H. Challis, & B. M. Velichkovsky (Eds.), **Stratification of consciousness and cognition** (pp. 229-235). Amsterdam/Philadelphia: John Benjamin Publishing Company.
- Bergman, E. T. & Roediger, H. L. (1999). Can Bartlett's repeated reproduction experiments be replicated? *Memory & Cognition*, *27*, 937-947.
- Roediger, H. L., Bergman, E. T., & Meade, M. L. (2000). Repeated reproduction from memory. In A. Saito (Ed.), **Bartlett, cognition and culture** (pp. 115-134). London: Routledge.
- Roediger, H. L. & McDermott, K. B. (2000). Remembering between the lines: Creating false memories via associative inferences. *Psychological Science Agenda*, *13*, 8-9.
- Roediger, H. L. (2000). Why retrieval is the key process to understanding human memory. In E. Tulving (Ed.), **Memory, consciousness and the brain: The Tallinn conference**. (52-75). Philadelphia: Psychology Press.
- Roediger, H. L., & Bergman, E. T. (2000). Data collection: Laboratory research. In A. G. Kazdin (Ed.), **Encyclopedia of psychology** (pp. 432-434). New York: Oxford University Press.
- Roediger, H. L., & Gallo, D. A. (2000). False memory. In A. G. Kazdin (Ed.), **Encyclopedia of psychology** (pp. 315-317). New York: Oxford University Press.
- Roediger, H. L., & Meade, M. L. (2000). Learning: Cognitive Approach: Human. In A. G. Kazdin (Ed.), **Encyclopedia of psychology** (pp. 8-11). New York: Oxford University Press.
- Roediger, H. L., & McDermott, K. B. (2000). Distortions of memory. In F. I. M. Craik & E. Tulving (Eds.), **The Oxford handbook of memory** (pp. 149-164). Oxford, England: Oxford University Press.
- Pilotti, M., Bergman, E. T., Gallo, D. A., Sommers, M., & Roediger, H. L. (2000). Direct comparison of auditory implicit memory tests. *Psychonomic Bulletin & Review*, *7*, 347-353.
- McDermott, K. B., Jones, T. C., Petersen, S. E., Lageman, S. K. & Roediger, H. L. (2000). Retrieval success is accompanied by enhanced activation in anterior prefrontal cortex during recognition memory: An event-related fMRI study. *Journal of Cognitive Neuroscience*, *12*, 965-976.

- Roediger, H. L., & Meade, M. L. (2000). Memory processes (pp.117-135). In K. Pawlik & M. R. Rosenzweig (Eds.), **International handbook of psychology**. London: Sage.
- Roediger, H. L. (2000). Sir Frederic Charles Bartlett: Experimental and applied psychologist (pp. 149-161). In G. A. Kimble, & M. Wertheimer (Eds.), **Portraits of pioneers in psychology, Volume IV**. Mahwah, N.J.: Erlbaum.
- Roediger, H. L. & McDermott, K. B. (2000). Tricks of memory. *Current Directions in Psychological Science*, 9, 123-127.
- Pilotti, M., Gallo, D. A. & Roediger, H. L. (2000). Effects of hearing words, imagining hearing words, and reading on auditory implicit memory tests. *Memory & Cognition*, 28, 1406-1418.
- Roediger, H. L. (2000). Memory. **Encarta encyclopedia**. Microsoft Corporation.
- Roediger, H. L. & Gallo, D. A. (2001). Reading journal articles in cognitive psychology. In S. Yantis (Ed.), **Visual perception: Key readings in cognition**. Philadelphia: Psychology Press.
- Roediger, H. L. & Stadler, M. A. (2001). Robert G. Crowder and his intellectual heritage. In H. L. Roediger, J. S. Nairne, I. Neath, & A. M. Surprenant (Eds.), **The nature of remembering: Essays in honor of Robert G. Crowder** (pp. 3-16). Washington, D.C.: American Psychological Association Press.
- Roediger, H. L., Balota, D. A. & Watson, J. M. (2001). Spreading activation and the arousal of false memories. In H. L. Roediger, J. S. Nairne, I. Neath, & A. M. Surprenant (Eds.), **The nature of remembering: Essays in honor of Robert G. Crowder** (pp. 95-115). Washington, D.C.: American Psychological Association Press.
- Gallo, D. A., McDermott, K. B., Percer, J. M., & Roediger, H. L. (2001). Modality effects in false recall and false recognition. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 27, 339-353.
- Roediger, H. L., Meade, M. L., & Bergman, E. (2001). Social contagion of memory. *Psychonomic Bulletin & Review*, 8, 365-371.
- Roediger, H. L., Watson, J. M., McDermott, K. B., & Gallo, D. A. (2001). Factors that determine false recall: A multiple regression analysis. *Psychonomic Bulletin & Review*, 8, 385-407.
- Gallo, D. A., Roediger, H. L. & McDermott, K. B. (2001). Associative false recognition occurs without strategic criterion shifts. *Psychonomic Bulletin & Review*, 8, 579-586.
- Roediger, H. L., & Gallo, D. A. (2002). Processes affecting accuracy and distortion in memory: An overview. In M. L. Eisen, G. S. Goodman, & J. A. Quas (Eds.), **Memory and suggestibility in the forensic interview** (pp. 3-28). Mahwah, N.J.: Erlbaum.
- Roediger, H. L. & Gallo, D. A. (2002). Levels of processing: Some unanswered questions. In Naveh-Benjamin, M., Moscovitch, M. & Roediger, H. L. (Eds.). **Perspectives on human memory and cognitive aging: Essays in honour of Fergus I. M. Craik** (pp. 28-47). Philadelphia: Psychology Press.
- Meade, M. L. and Roediger, H. L. (2002). Explorations in the social contagion of memory. *Memory & Cognition*, 30, 995-1009.
- Roediger, H. L., Marsh, E. J., & Lee, S. C. (2002). Varieties of memory. In D. L. Medin & H. Pashler (Eds.), **Stevens' handbook of experimental psychology, Third Edition, Volume 2: Memory and cognitive processes** (pp. 1-41). New York: John Wiley & Sons.
- Gallo, D. A., & Roediger, H. L. (2002). Variability among word lists in eliciting memory illusions: Evidence for associative activation and monitoring. *Journal of Memory and Language*, 47, 469-497.
- Roediger, H. L. (2002). Reconstructive memory. In N. J. Smelser, & P. B. Baltes (Eds.), **International encyclopedia of the social and behavioral sciences**. Oxford, England: Elsevier.
- Roediger, H. L., Gallo, D. A., & Geraci, L. (2002). Processing approaches to cognition: The impetus from the levels of processing framework. *Memory*, 10, 319-332.

- Roediger, H. L., & Marsh, E. J. (2003). Episodic and autobiographical memory. In A. F. Healy & R. W. Proctor, **Experimental psychology**, Vol. 4 of the **Handbook of psychology**, Editor-in-Chief, I. B. Weiner (pp. 475-497). New York: Wiley.
- Roediger, H. L., & Meade, M. L. (2003). Retrieval processes in memory. In J. Byrne (Ed.), **Encyclopedia of learning and memory, 2e** (pp. 580-584). New York: Macmillan.
- Roediger, H. L. (2003). Reconsidering implicit memory. In J. S. Bowers, & C. Marsolek (Eds.), **Rethinking implicit memory** (pp. 3-18). Oxford: Oxford University Press.
- Roediger, H. L. (2003). Frederic Charles Bartlett (1886-1969). In L. Nadel (Ed.), **Encyclopedia of cognitive science**. (Vol. 1; pp. 319-322). London: Nature Publishing Group.
- Roediger, H. L., & Geraci, L. (2003). Implicit memory. In J. W. Guthrie (Ed.), **Encyclopedia of education, 2e**. (Vol. 5, pp. 1605-1609). New York: Macmillan Publishing Co.
- Watson, J. S., Balota, D. A., & Roediger, H. L. (2003). Creating false memories with hybrid lists of semantic and phonological associates: Over-additive false memories produced by converging associative networks. *Journal of Memory and Language, 49*, 95-118.
- Roediger, H. L., & Nuetzal, E. (2003). Introduction to the special issue on idiodynamics: Papers in honor of Saul Rosenzweig. *International Journal of Applied Psychoanalytic Studies, 5*, 379-383.
- Wright, A. A., & Roediger, H. L. (2003). Interference processes in monkey auditory list memory. *Psychonomic Bulletin & Review, 10*, 696-702.
- Gallo, D. A. & Roediger, H. L. (2003). The effects of association and aging on illusory recollection. *Memory & Cognition, 31*, 1036-1044.
- Marsh, E. J., Meade, M. L., & Roediger, H. L. (2003). Learning facts from fiction. *Journal of Memory and Language, 49*, 519-536.
- Marsh, E. J., McDermott, K. B., & Roediger, H. L. (2004). Does test-induced priming play a role in the creation of false memories? *Memory, 12*, 44-55.
- Zacks, J. M., & Roediger, H. L. (2004). Setting up a lab and beginning a program of research. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.), **The compleat academic: A career guide** (pp. 135-152). Washington, D.C.: American Psychological Association Press.
- Roediger, H. L., & Balota, D. A. (2004). Managing your career: The long view. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.), **The compleat academic: A career guide** (pp. 393-407). Washington, D.C.: American Psychological Association Press.
- Roediger, H. L., McDermott, K. B., Pisoni, D. P., & Gallo, D. A.. (2004) Illusory recollection of voices. *Memory, 12*, 586-602.
- Marsh, E. J., Dolan, P. O., Balota, D. A., & Roediger, H. L. (2004). Part-set cuing effects in younger and older adults. *Psychology and Aging, 19*, 134-144.
- Butler, K. M., McDaniel, M. A., Dornburg, C. C., Price, A. L., & Roediger, H. L. (2004). Age differences in veridical and false recall. *Psychonomic Bulletin & Review, 11*, 921-925.
- Roediger, H. L., & Gallo, D. A. Associative memory illusions. (2005). In R. F. Pohl (Ed). **Cognitive illusions: A handbook on fallacies and biases in thinking, judgment and memory** (pp. 309-326). Oxford: Oxford University Press.
- Marsh, E. J., Balota, D. A., & Roediger, H. L. (2005). Learning facts from fiction: The effects of healthy aging and early stage dementia of the Alzheimer's type. *Neuropsychology, 19*, 115-129.
- Roediger, H. L., & Karpicke, J. D., (2005). Learning and memory. In K. Kempf-Leonard (Ed). **Encyclopedia of social measurement**, Vol. 2 (pp. 479 – 486). Amsterdam: Elsevier Publishing Co.
- Roediger, H. L., & Amir, N. (2005). Implicit memory: Retention without conscious recollection. In A. Wenzel & D. C. Rubin (Eds.). **A guide to implementing cognitive methods with clinical populations** (pp. 121-127). Washington, D.C.: APA Press.

- Roediger, H. L., & Geraci, L. (2005). Implicit memory tasks in cognitive research. In A. Wenzel & D. C. Rubin (Eds.). **A guide to implementing cognitive methods with clinical populations** (pp. 129-151). Washington, D.C.: APA Press.
- Roediger, H. L., & Marsh, E. J. (2005). The positive and negative consequences of multiple-choice testing. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *31*, 1155-1159.
- Roediger, H. L. (2006). Reviewing book chapters. In R. J. Sternberg (Ed.), **Reviewing scientific works in psychology** (pp. 89-100). Washington, D.C.: APA Press.
- Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, *17*, 249-255.
- Balota, D. A., Duchek, J. M., Sergent-Marshall, S. D., & Roediger, H. L. (2006). Does expanded retrieval produce benefits over equal interval spacing? Explorations in healthy aging and early stage Alzheimer's disease. *Psychology and Aging*, *21*, 19-31.
- Meade, M. L., & Roediger, H. L. (2006). The effect of forced recall on illusory recollection in younger and older adults. *American Journal of Psychology*, *119*, 433-462.
- Roediger, H. L., & Karpicke, J. D. (2006). The power of testing memory: Basic research and implications for educational practice. *Perspectives on Psychological Science*, *1*, 181-210.
- Volk, H., McDermott, K. B., Roediger, H. L., & Todd, R. (2006) Genetic influences on free and cued recall in long term memory tasks. *Twin Research & Human Genetics*, *9*, 623-631.
- Butler, A. C., Marsh, E. J., Goode, M. K., & Roediger, H. L. (2006). When additional multiple-choice lures aid versus hinder later memory. *Applied Cognitive Psychology*, *20*, 941-956.
- Chan, C. K., McDermott, K. B., & Roediger, H. L. (2006). Retrieval induced facilitation: Initially nontested material can benefit from prior testing. *Journal of Experimental Psychology: General*, *135*, 533-571.
- Bulevich, J. B., Roediger, H. L., Balota, D. A., & Butler, A. C. (2006). Failure to find suppression of episodic memories in the think/no-think paradigm. *Memory & Cognition*, *34*, 1569-1577.
- Meade, M. L., Watson, J. M., Balota, D. A., & Roediger, H. L. (2007). The roles of spreading activation and retrieval mode in producing false recognition in the DRM paradigm. *Journal of Memory and Language*, *56*, 305-320.
- Castel, A. D., McCabe, D. P., Roediger, H. L., & Heitman, J. L. (2007). The dark side of expertise: Domain specific memory errors. *Psychological Science*, *18*, 3-5.
- Roediger, H. L. & McCabe, D. (2007). Evaluating experimental research. In R. Sternberg, H. L. Roediger, & D. Halpern. (Eds.) **Critical thinking in psychology** (pp. 15-36). New York: Cambridge University Press.
- Roediger, H. L. (2007). Teaching, research, and more: Psychologists in an academic career. In R. J. Sternberg (Ed.), **Career paths in psychology**, *2e* (pp. 9-33). Washington, DC: APA Press.
- Roediger, H. L., & Geraci, L. (2007). Aging and the misinformation effect: A neuropsychological analysis. *Journal of Experimental Psychology: Learning, Memory & Cognition*, *33*, 321-334.
- Roediger, H. L., & McDaniel, M. A. (2007). Illusory recollections in older adults: Testing Mark Twain's conjecture. In M. Garry & H. Hayne (Eds.), **Do justice and let the sky fall: Elizabeth F. Loftus and her contributions to science, law, and academic freedom** (pp. 105-136). Hillsdale, NJ: Erlbaum.
- Dudai, Y., Roediger, H. L., & Tulving, E. (2007). Memory Concepts. In, H. L. Roediger, Y. Dudai & S. M. Fitzpatrick, (Eds.) **Science of memory: Concepts** (pp. 1-9). New York: Oxford University Press.

- Roediger, H. L. (2007). Transfer as a critical concept in the science of memory. In H. L. Roediger, Y. Dudai, & S. M. Fitzpatrick, (Eds.) **Science of memory: Concepts** (pp. 277-282). New York: Oxford University Press.
- Roediger, H. L., Rajaram, S., & Geraci, L. (2007). Three forms of consciousness in retrieving memories. Chapter in P. D. Zelazo, M. Moscovitch, & E. Thompson (Eds.), **Cambridge handbook of consciousness** (pp. 251-287). New York: Cambridge University Press.
- Castel, A. D., McCabe, D. P., & Roediger, H. L. (2007). Illusions of competence and overestimations of associative memory for identical items: Evidence from judgments of learning and encoding fluency. *Psychonomic Bulletin & Review*, *14*, 107-111.
- Karpicke, J. D. & Roediger, H. L. (2007). Repeated retrieval during learning is the key to long-term retention. *Journal of Memory and Language*, *57*, 151-162.
- Karpicke, J. D., & Roediger, H. L. (2007). Expanding retrieval practice promotes short-term retention, but equally spaced retrieval enhances long-term retention. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *33*, 704-719.
- Butler, A. C., & Roediger, H. L. (2007). Testing improves long-term retention in a simulated classroom setting. *European Journal of Cognitive Psychology*, *19*, 514-527.
- Kang, S., McDermott, K. B., & Roediger, H. L. (2007). Test format and corrective feedback modulate the effect of testing on memory retention. *The European Journal of Cognitive Psychology*, *19*, 528-558.
- McDaniel, M. A., Roediger, H. L., & McDermott, K. B. (2007). Generalizing test-enhanced learning from the laboratory to the classroom. *Psychonomic Bulletin & Review*, *14*, 200-206.
- Marsh, E. J., Roediger, H. L., Bjork, R. A., & Bjork, E. L. (2007). The memorial consequences of multiple-choice testing. *Psychonomic Bulletin & Review*, *14*, 194-199.
- Szpunar, K. K., McDermott, K. B., & Roediger, H. L. (2007). Expectation of a final cumulative test enhances long-term retention. *Memory & Cognition*, *35*, 1007-1013.
- Butler, A. C., Karpicke, J. D., & Roediger, H. L. (2007). The effect of type and timing of feedback on learning from multiple-choice tests. *Journal of Experimental Psychology: Applied*, *13*, 273-281.
- Butler, A.C., & Roediger, H.L., III (2008). Feedback enhances the positive effects and reduces the negative effects of multiple-choice testing. *Memory & Cognition*, *36*, 604-616.
- Karpicke, J. D. & Roediger, H. L. (2008). The critical importance of retrieval for learning. *Science*, *319*, 966-968.
- Karpicke, J. D., McCabe, D. P. & Roediger, H. L. (2008). False memories are not surprising: The subjective experience of an associative memory illusion. *Journal of Memory and Language*, *58*, 1065-1079.
- Roediger, H. L. (2008). Relativity of remembering: Why the laws of memory vanished. In S. Fiske (Ed.). *Annual Review of Psychology*, *59*, 225-254.
- Roediger, H. L. & Wertsch, J. V. (2008). Creating a new discipline of memory studies. *Memory Studies*, *1*, 9-22.
- Roediger, H. L., Goode, M. K., & Zaromb, F. M. (2008). Free will and the control of action. In J. Baer, J. C. Kaufman, & R. F. Baumeister (Eds.), **Are we free? Psychology and free will** (pp. 205-225). New York: Oxford University Press.
- Schacter, D. L., Dawes, R., Jacoby, L. L., Kahneman, D., Lempert, R., Roediger, H. L., & Rosenthal, R. (2008). Policy forum: Studying eyewitness investigations in the field. *Law and Human Behavior*, *32*, 3-5.
- Wertsch, J. V. & Roediger, H. L. (2008). Collective memory: Conceptual foundations and theoretical approaches. *Memory*, *16*, 318-326.

- Roediger, H. L., Zaromb, F. M., & Goode, M. K. (2008). A typology of memory terms. In R. Menzel (Ed.), **Learning theory and behavior** (pp.11-24). In Vol. 1 of **Learning and Memory: A comprehensive reference**, 4 vols., J. Byrne, ed. Oxford: Elsevier.
- Roediger, H. L. (2008). The cognitive psychology of memory: Introduction. In H. L. Roediger (Ed.), **Cognitive Psychology of Memory** (pp.1-5). Vol. 2 of **Learning and Memory: A comprehensive reference**, 4 vols. J. Byrne, ed. Oxford: Elsevier.
- Lyle, K. B., Logan, J. M., & Roediger, H. L. (2008). Eye movements enhance memory for individuals who are strongly right-handed and harm it for individuals who are not. *Psychonomic Bulletin & Review*, *15*, 515-520.
- Goode, M. K., Geraci, L., Roediger, H. L. (2008). Superiority of variable to repeated practice in transfer on anagram solution. *Psychonomic Bulletin & Review*, *15*, 662-666.
- Weinstein, Y. Bugg, J.M. & Roediger, H.L. (2008). Can the survival recall advantage be explained by basic memory processes? *Memory & Cognition*, *36*, 913-919.
- Lyle, K. B., McCabe, D. B., & Roediger, H. L. (2008). Handedness is related to memory via hemispheric interaction: Evidence from paired associate recall and source memory tasks. *Neuropsychology*, *22*, 523-530.
- Butler, A.C., Karpicke, J.D. & Roediger, H.L. (2008). Correcting a metacognitive error: Feedback increases retention of low confidence correct responses. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *34*, 218-928.
- 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.
- Roediger, H. L., Zaromb, F. M., & Goode, M. K. (2008). Typology of memory terms. In J. Byrne (Ed.), **Concise learning and memory: The editor's selection** (pp. 1-14). Oxford: Elsevier.
- Larsen, D.P., Butler, A.C. & Roediger, H.L. (2008). Test-enhanced learning in medical education. *Medical Education*, *42*, 959-966.
- Szpunar, K.K., McDermott, K.B. & Roediger, H.L. (2008). Testing during study insulates against the build-up of proactive interference. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *34*, 1392-1399.
- Geraci, L, McDaniel, M.A., Manzano, I., & Roediger, H.L. (2009). The influences of age on memory for distinctive events. *Memory & Cognition*, *37*, 175-180.
- Karpicke, J.D., Butler, A.C., & Roediger, H.L. (2009). Metacognitive strategies in student learning: Do students practice retrieval when they study on their own? *Memory*, *17*, 471-479.
- 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.
- Roediger, H. L., Zaromb, F. M., & Butler, A. B. (2009). The role of repeated retrieval in shaping collective memory. In P. Boyer & J. V. Wertsch (Eds.), **Memory in mind and culture** (pp. 117-170). Cambridge: Cambridge University Press.
- Zaromb, F.M., & Roediger, H.L. (2009). The effects of effort after meaning on recall: Differences in within- and between-subjects designs. *Memory & Cognition*, *37*, 447-463.
- Roediger, H.L. & Marsh, E.J. (2009) False memory. *Scholarpedia*. 4(8):3858
- Butler, A.C., Zaromb, F.M., Lyle, K.B., & Roediger, H.L. (2009). Using popular films to enhance classroom learning: The good, the bad, and the interesting. *Psychological Science*, *20*, 1161-1168.
- McCabe, D. P., Roediger, H. L., McDaniel, M. A., & Balota D. A. (2009). Aging reduces veridical remembering but increases false remembering: Neuropsychological test correlates of remember-know judgments. *Neuropsychologia* *47*, 2164-2173.

- Meade, M. L., & Roediger, H. L. (2009). Age differences in collaborative memory: The role of retrieval manipulations. *Memory & Cognition*, *37*, 962-975.
- Butler, A. C., Kang, S. H. K., & Roediger, H. L. (2009). Congruity effects between materials and processing tasks in the survival processing paradigm. *Journal of Experimental Psychology: Learning, Memory & Cognition* *35*, 1477-1486.
- Fenn, K. M., Gallo, D. A., Margoliash, D., Roediger, H. L., & Nusbaum, H. C. (2009). Reduced false memory after sleep. *Learning and Memory*, *16*, 509-513.
- Larsen, D. P., Butler, A. C., & Roediger, H. L. (2009). Repeated testing improves long-term retention relative to repeated study: a randomized controlled trial. *Medical Education*, *43*, 1174-1181.
- Roediger, H.L. & Zaromb, F.M. (2010). Memory for actions: How different? In L. Backman & L. Nyberg (Eds.), **Memory, aging and the brain: Essays in honour of Lars Göran Nilsson** (pp. 24-52). Hove, U.K.: Psychology Press.
- Karpicke, J. D. & Roediger, H.L. (2010). Is expanding retrieval a superior method for learning text materials? *Memory & Cognition* *38*, 116-124.
- McCabe, D. P., Roediger, H. L., McDaniel, M. A., Balota, D. A., & Hambrick, D. Z. (2010). The relationship between working memory capacity and executive functioning: Evidence for a common executive attention construct. *Neuropsychology*, *24*, 22-43.
- 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.
- Rose, N. S., Myerson, J., Roediger, H. L., & Hale, S. (2010). Similarities and differences between working memory and long-term memory: Evidence from the levels-of-processing span task. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *36*, 471-483.
- Zaromb, F.M., Karpicke, J.D., & Roediger, H.L. (2010). Comprehension as a basis for metacognitive judgments: Effects of effort after meaning on recall and metacognition. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *36*, 552-557.
- Roediger, H.L. (2010). Reflections on intersections between social and cognitive psychology: A personal exploration. *European Journal of Social Psychology*, *40*, 189-205.
- Weinstein, Y., & Roediger, H. L. (2010). Retrospective bias in test performance: Providing easy items at the beginning of a test makes students believe they did better on it. *Memory & Cognition*, *38*, 366-376.
- Roediger, H.L., Weinstein, Y. & Agarwal, P. (2010). Forgetting: Preliminary considerations. In S. Della Salla (Ed.), **Forgetting** (pp.1-22) Brighton, UK: Psychology Press.
- Fazio, L.K., Agarwal, P.K., Marsh, E.J., & Roediger, H.L. (2010). Memorial consequences of multiple-choice testing persist over one week. *Memory & Cognition*, *38*, 407-418.
- Weinstein, Y., McDermott, K.B. & Roediger, H.L. (2010). A comparison of study strategies for passages: Re-reading, answering questions, and generating questions. *Journal of Experimental Psychology: Applied*, *16*, 308-316.
- Roediger, H. L., McDermott, K. B., & McDaniel, M. A. (2011). Using testing to improve learning and memory. In M. A. Gernsbacher, R. Pew, L. Hough & J. R. Pomerantz (Eds.), **Psychology and the real world: Essays illustrating fundamental contributions to society** (pp. 65-74). New York: Worth Publishing Co.
- Tse, C.S., Balota, D.A. & Roediger, H.L. (in press). The benefits and costs of repeated testing: On the learning of face-name pairs in older adults. *Psychology and Aging*.
- Zaromb, F.M. & Roediger, H.L. (in press). The testing effect in free recall is associated with enhanced organizational processes. *Memory & Cognition*.

- Nicholas, S., Collins, T., Gouden, Y. & Roediger, H.L. (in press). The influence of suggestibility on memory: Neglected experiments by Binet and Henri (1894). *Consciousness & Cognition*.
- Roediger, H.L. & Butler, A.C. (in press). Retrieval practice (testing) effect. In H.L. Pashler (Ed.), **Encyclopedia of the mind**. Los Angeles: Sage Publishing Co.
- McDaniel, M.A., Agarwal, P.K., Huelser, B.J., McDermott, K.B. & Roediger, H.L. (in press). Test-enhanced learning in a middle school science classroom: The effects of quiz frequency and placement. *Journal of Educational Psychology*.
- Roediger, H. L. & Karpicke, J. D. (in press). Intricacies of spaced retrieval: A resolution. A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: Essays in honor of Robert A. Bjork*. New York: Psychology Press.
- McCabe, H. L., Roediger, H.L. & Karpicke, J.D. (in press). Automatic processing influences free recall: Converging evidence from the process dissociation procedure and remember/know judgments.
- Roediger, H.L. & Butler, A.C. (in press). Paradoxes of remembering and knowing. N. Kapur, A. Pascual-Leone, & V. Ramachandran (Eds.), **The paradoxical brain**. Cambridge: Cambridge University Press.
- Roediger, H.L. & Butler, A.C. (in press). The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*.

Book Reviews, Interviews, Obituaries

- Roediger, H. L. (1979). Review of I. M. Birnbaum & E. S. Parker (Eds.), **Alcohol and human memory**. *American Journal of Psychology*, 92, 161-165.
- Roediger, H. L. (1980). Review of R. Lachman, J. L. Lachman, & E. C. Butterfield (Eds.), **Cognitive psychology and information processing: An introduction**. *American Scientist*, 68, 93.
- Roediger, H. L. (1980). Levels of processing: Criticisms and development. Review of L. S. Cermak & F. I. M. Craik (Eds.), **Levels of processing in human memory**. *Contemporary Psychology*, 25, 20-21.
- Roediger, H. L. (1985). Remembering Ebbinghaus. *Contemporary Psychology*, 30, 519-523. (Retrospective review of H. Ebbinghaus, **On memory**, Dover, 1913/1963.)
- Roediger, H. L., & Craik, F. I. M. (1987). Paul A. Kolars (1926-1986). *American Psychologist*, 42, 873. (Obituary)
- Roediger, H. L. (1988). Accurate advice for assistant professors. Review of M. P. Zanna & J. M. Darley (Eds.), **The compleat academic: A practical guide for the beginning social scientist**. *Contemporary Psychology*, 33, 592-593.
- Roediger, H. L. (1990). Review of U. Neisser & E. Winograd (Eds.), **Remembering reconsidered: Ecological and traditional approaches to the study of memory**. *American Journal of Psychology*, 103, 403-413.
- Roediger, H. L. (1990). A new handbook for experimental psychologists: Review of the **Handbook of experimental psychology**, 2e. *Contemporary Psychology*, 35, 239-241.
- Roediger, H. L. (1993). Paradoxical paradigms. Review of R. L. Greene, **Human memory: Paradigms and paradoxes**. *Contemporary Psychology*, 38, 903-905.
- Roediger, H. L. (1997). Two views of *Remembering*. *Contemporary Psychology*, 42, 488-492. Retrospective review of F. C. Bartlett's, **Remembering: A study in experimental and social psychology**. Cambridge, University Press.
- Roediger, H. L. (2001). Robert G. Crowder (1939-2000). *American Psychologist*, 56, 814-815. (Obituary)

- Roediger, H. L. (2002). Education and cognitive psychology: Interview with Michael A. Shaughnessy. *Educational Psychology Review*, 14, 395-411.
- Roediger, H. L., & Geraci, L. (2003). How metaphors shape our understanding of memory. (Review of *Metaphors of memory: A history of ideas about the mind.*) *Contemporary Psychology*, 48, 829-831.
- Roediger, H.L. (2009). Memory writ large: Review of K. Danziger's **Marking the mind: A history of memory**. *PsycCritiques: A journal of reviews*, 54.
- Elmes, D.G. (2010). Remembering and researching the old and the new: An interview with Roddy Roediger. *Teaching of Psychology*, 37, 216-222.

The Academic Observer: Essays in the Association for Psychological Science Observer

- Roediger, H.L. (2003). Focus on academia. The compleat academic. *The APS Observer* 16:7, 5 & 28.
- Roediger, H.L. (2003). Teaching and teacher ratings. *The APS Observer* 16:8, 5 & 34.
- Roediger, H.L. (2003). The APS campaign for psychological science. *The APS Observer* 16:9, 5.
- Roediger, H.L. (2003). Dissertation dilemmas. *The APS Observer* 16:10, 5 & 39.
- Roediger, H.L. (2003). Graduate education: Deep? Broad? Both? Neither? *The APS Observer* 16:11, 5 & 38.
- Roediger, H.L. (2003). Reading and writing; speaking and listening. *The APS Observer* 16:12.
- Roediger, H.L. (2004). Vita voyeur. *The APS Observer* 17:1, 5 & 26-27.
- Roediger, H.L. (2004). The great handbook scam. *The APS Observer* 17:2, 5 & 46-47.
- Roediger, H.L. (2004). What happened to behaviorism? *The APS Observer* 17:3, 5 & 40-42.
- Roediger, H.L. (2004). What should they be called? *The APS Observer* 17:4, 5 & 46-48.
- Roediger, H.L. (2004). Writing textbooks: Why doesn't it count? *The APS Observer* 17:5, 5 & 42.
- Roediger, H.L. (2004). Great dissertations: Mark I. *The APS Observer* 17:10, 45-46.
- Roediger, H.L. (2005). Why are texbooks so expensive? *The APS Observer* 18:1, 36-40.
- Roediger, H.L. (2005). Are university presidents overpaid or underappreciated? *The APS Observer* 18:2, 35-37.
- Roediger, H.L. (2005). A response to comments on the column, "Why Are Textbooks So Expensive?". *The APS Observer* 18:3, 51-52.
- Roediger, H.L. (2005). Intellectual genealogy. *The APS Observer* 18:4, 53-54.
- Roediger, H.L. (2005). The greatest literature never published. *The APS Observer* 18:6.
- Roediger, H.L. (2005). Should we rank ourselves? *The APS Observer* 18:10, 45-48.
- Roediger, H.L. (2006). E-mail onslaught: What we can do? *The APS Observer* 19:1, 35-37.
- Roediger, H.L., McDaniel, M.A., and McDermott, K.B. (2006). Test enhanced learning. *The APS Observer* 19:3, 28.
- Roediger, H.L. (2006). The *h* index in Science: A new measure of scholarly contribution. *The APS Observer* 19:4, 37-40.
- Roediger, H.L. (2006). Archival publication: Another brick in the wall? *The APS Observer* 19:9.
- Roediger, H.L. (2007). Twelve tips for reviewers. *The APS Observer* 20:4.
- Roediger, H.L. (2007). Twelve tips for authors. *The APS Observer* 20:6.

- Roediger, H.L. (2008). Twelve tips for editors, and one suggestion. *The APS Observer* 21:1.
- Roediger, H.L. (2009). The orphan paper. *The APS Observer* 22:7.
- Roediger, H.L. (2010). Behind the scenes at *Psychological Science*: An Interview with editor Robert Kail, *The APS Observer* 23:4.
- Roediger, H.L. (2010). Can we measure journal quality? Does it matter? *The APS Observer*, 23,7.

Invited Talks and Addresses

- Roediger, H. L. (1975). Current status of research on retrieval processes in memory. Symposium on "State-dependent learning: Implications for theories of memory." American Psychological Association, Chicago.
- Roediger, H. L. (1981). Hypermnnesia: Increased recall with repeated tests. Symposium on Long Term Memory, Southern Society for Philosophy and Psychology, Louisville.
- Roediger, H. L., & Neely, J. H. (1982) Retrieval blocks in semantic memory. Symposium on Current Issues in Human Memory, Canadian Psychological Association, Montreal.
- Roediger, H. L. (1984) Retrieval inhibition in recall and recognition. The Lake Ontario Visual Establishment (LOVE Conference), Niagara Falls, Ontario.
- Roediger, H. L. (1985). The medium and message: Dissociations in memory for surface information. The Ebbinghaus Centennial Conference: One Hundred Years of Research on Human Learning. Adelphi University, New York.
- Roediger, H. L. (1985). The medium and the message: Retention without awareness. The Midwestern Psychological Association, Chicago.
- Roediger, H. L. (1985). Origins of memory research: Ebbinghaus's contributions. In symposium to celebrate the 100th anniversary of empirical research on human memor -- Where is Memory Research 100 Years After Ebbinghaus? (E. Tulving, Moderator) at The Psychonomic Society, Boston.
- Roediger, H. L. (1986). Retention without awareness: Effects of presentation media. Southeastern Workers in Memory (SWIM) at the meetings of the Southeastern Psychological Association, Orlando.
- Roediger, H. L. (1987). Explaining dissociations between explicit and implicit measures of retention. The Midwestern Psychological Association, Chicago.
- Roediger, H. L. (1987). The quality of quantitative education for experimental psychologists. Symposium on Adequacy of Methodological and Quantitative Training. The American Psychological Association, New York.
- Roediger, H. L. (1987). Hypermnnesia: Improvements in recall with repeated testing. The Tulane-Floweree Conference on Cognition, New Orleans.
- Roediger, H. L. (1987). Explaining dissociations between implicit and explicit measures of retention. A processing account. In a symposium, "Varieties of Memory and Consciousness: Papers in Honour of Endel Tulving," Toronto.
- Roediger, H. L. (1988). Explaining dissociations between implicit and explicit measures of retention: Answering four basic questions. The American Psychological Association meetings, Atlanta.
- Roediger, H. L. (1988). An incredible new model of memory. Address at the North Carolina Cognition Conference. Greensboro, N.C.
- Roediger, H. L. (1989). Symposium I: Implicit memory: Multiple perspectives. The Psychonomic Society; Atlanta.
- Roediger, H. L. (1990). Implicit memory: Answering four basic questions. Southwestern Psychological Association, Dallas.

- Roediger, H. L. (1990). A new model of memory. Texas Cognition Conference, San Antonio.
- Roediger, H. L. (1990). Memory: Theories, models and neuropsychology. Attention & Performance XIV: The Silver Jubilee Meeting. Ann Arbor.
- Roediger, H. L. (1990). Transfer appropriate processing. Memory Disorders Research Society. Boston.
- Roediger, H. L. (1991). Transfer appropriate processing. American Psychological Society. Washington, D.C.
- Roediger, H. L. (1991). Remembering, knowing, and reconstructing the past. American Psychological Association. San Francisco.
- Roediger, H. L. (1992). Implicit memory: An overview. International Congress of Psychology. Brussels.
- Roediger, H. L. (1992). Specificity of operations in perceptual priming. Symposium on Implicit Memory. International Congress of Psychology. Brussels.
- Roediger, H. L. (1993). A new technique for studying reconstructive memory. Weiskrantz Symposium on Memory. Baylor University, Waco, Texas.
- Roediger, H. L. (1993). Remembering, knowing and reconstructing past events. Presidential Address, Midwestern Psychological Association, Chicago.
- Roediger, H. L. (1993). Perceptual priming. International Society for Psychophysics 9th Annual Meeting. Palma de Mallorca, Spain.
- Roediger, H. L. (1994). Remembering events that never happened. British Psychological Society. Brighton, England.
- Roediger, H. L. (1994). Implicit memory tests (usually) measure incidental retrieval. Symposium on Implicit Memory. British Psychological Society. Brighton, England.
- Roediger, H. L. (1994). Remembering events that never happened. American Psychological Association. Los Angeles, CA.
- Roediger, H. L. (1995). Remembering events that never happened: New experiments on false memories. Boulder, CO: Rocky Mountain Psychological Association.
- Roediger, H. L. (1995). False memories from the standpoint of a cognitive experimental psychologist. American Psychoanalytic Association. New York.
- Roediger, H. L. (1996). Creating false memories in the classroom. National Institute on the Teaching of Psychology, St. Petersburg Beach.
- Roediger, H. L. (1996). Memory illusions. Keynote address. Southwestern Psychological Association, Houston, TX.
- Roediger, H. L. (1996). Keynote symposium: The false memory debate: Perspectives from the cognitive sciences. With Elizabeth Loftus, John F. Kihlstrom, and Lawrence Weiskrantz. Southwestern Psychological Association, Houston, TX.
- Roediger, H. L. (1997). Illusions of memory: Remembering events that never happened. American Association for the Advancement of Science, Seattle, WA.
- Roediger, H. L. (1997). Memory: Explicit and implicit. National Academy of Sciences, Washington, D.C.
- Roediger, H. L. (1997). Illusions of memory: Remembering events that never happened. Missouri Conference on Cognition, Columbia, MO.
- Roediger, H. L. (1997). A new model of memory. Missouri Conference on Cognition, Columbia, MO.
- Roediger, H. L. (1997). Illusions of memory: Remembering events that never happened. Master Lecture Series of the American Psychological Association, Chicago, IL: American Psychological Association.
- Roediger, H. L. (1998). Illusions of memory: Remembering events that never happened. Tsukuba International Conference on Memory, Tsukuba, Japan.
- Roediger, H. L. (1998). Illusions of memory: Remembering events that never

- happened. Missouri Symposium 2000, Columbia, MO.
- Roediger, H. L. (1998). The key process in memory is retrieval. *Memory, Consciousness, and the Brain: The Tallinn Conference*. Tallinn, Estonia.
- Roediger, H. L. (1999). Illusions of memory: Remembering events that never happened. Council of Graduate Departments of Psychology Meeting, New Orleans.
- Roediger, H. L. (1999). The academic department as a working environment. American Psychological Association, Boston.
- Roediger, H. L. (1999). What materials create associative memory illusions? American Psychological Association, Boston.
- Roediger, H. L. (2000). Social contagion of memory. *Festschrift to honor Melvin H. Marx*. University of Missouri, Columbia.
- Roediger, H. L. (2000). Levels of processing: Some unanswered questions and some unquestioned answers. *Festschrift to honor Fergus I. M. Craik*. Toronto, Ontario.
- Roediger, H. L. (2000). Remembering between the lines: Creating false memories via associative inferences. Presidential address for Division 3 (Experimental) of the American Psychological Association. Washington, D.C.
- Roediger, H. L. (2000). Cognitive illusions: How the mind bends reality. Council for Scientific Society Presidents, Washington, D.C.
- Roediger, H. L. (2001). Unresolved issues in levels of processing research. American Psychological Society Meeting, Toronto.
- Roediger, H. L. (2001). Remembering between the lines: Creating false memories via associative inferences. Third International Congress of Memory. Valencia, Spain.
- Roediger, H. L. (2001). Imagination inflation in younger and older adults. Third International Congress of Memory. Valencia, Spain.
- Roediger, H. L. (2001). Up close and personal: Barlow, Maslach and Roediger. American Psychological Association Meeting, San Francisco, CA.
- Roediger, H. L. (2002). Creating false memories via associative inferences. Invited address at the University of Padua. Padua: Italy.
- Roediger, H. L. (2002). Creating false memories via associative inferences, Associazione Italiana di Psicologia. Bologna, Italy.
- Roediger, H. L. (2002). Remembering between the lines: Creating false memories via associative inferences. Robert Crowder Memorial Lecture, Yale University.
- Roediger, H. L. (2002). Careers in Academia. American Psychological Society, New Orleans, LA.
- Roediger, H. L. (2002). *The Celluloid Couch: Memento*. Psychoanalytic Institute, St. Louis, MO.
- Roediger, H. L. (2003). Illusions of memory. Department of Psychology, University of Rome, Rome, Italy.
- Roediger, H. L. (2003). Aging and false memory: Exploring Mark Twain's Conjecture. American Psychological Association, Toronto, Canada.
- Roediger, H. L. (2003). Cognitive illusions and the creation of false memories. Association of European Psychiatrists Spring Symposium, Rome, Italy.
- Roediger, Henry L. (2003). Aging and false memory: Exploring Mark Twain's conjecture. European Society for Cognitive Psychology Annual Convention Keynote address. Granada, Spain.
- Roediger, Henry L. (2003). Aging and false memory: Exploring Mark Twain's conjecture. American Psychological Association Annual Convention Presidential Program. Toronto, Canada.
- Roediger, H. L. (2004). Aging and Memory: Was Mark Twain right? Cognitive Aging Conference. Atlanta, GA.

- Roediger, H. L. (2004). Lipsitt Lectures: Children's memory, discussant. Brown University, Providence, RI.
- Roediger, H. L. (2004). Remembering events that never happened: Creating false memories via associative inferences. L. Starling Reid Lecture, University of Virginia, Charlottesville, Virginia.
- Roediger, Henry L. (2005) Illusory recollection in older adults: Testing Mark Twain's conjecture. Elizabeth F. Loftus Festschrift, Wellington, NZ.
- Roediger, H. L. (2005). The power of testing in improving educational performance. Society for Applied Research in Memory and Cognition Keynote Address. Wellington, New Zealand.
- Roediger, H. L. (2005). Aging and illusory memories: Was Mark Twain Right? International Neuropsychological Society Plenary Address. St. Louis, Missouri.
- Roediger, H. L. (2005). The power of testing memory: Implications for research and education. Midwestern Psychological Association. Chicago, Illinois.
- Roediger, H. L. (2005). Remembering events that never happened: Creating false memories via associative inferences. Max Planck Institute for Human Development. Berlin, Germany.
- Roediger, H. L. (2005). Bringing cognitive science into the classroom: Test enhanced learning. Chair & presenter, Invited Symposium, American Psychological Society Annual Convention. Los Angeles, California.
- Roediger, H. L. (2006). The power of giving tests in improving learning: Basic research and applications to educational practice. Psi Chi Lecture, St. Louis University.
- Roediger, H. L. (2006). The future of psychology: Some speculations. Yale University.
- Roediger, H. L. (2006). The role of testing in shaping memories. Bridging Individual Memory and Collective Remembering: Conceptual Foundations, Conference on Individual and Collective Memory, St. Louis, MO.
- Roediger, H. L. (2006). The power of testing memory: Basic research and educational applications. Conference on Perspectives on Memory and Cognition, Aarhus University, Denmark.
- Roediger, H. L., (2006). Repeated retrieval is the key to remembering. Memory, Aging, and Brain – conference in honor of Lars-Göran Nilsson, Stockholm, Sweden.
- Roediger, H.L. (2008). The critical role of learning during retrieval: From the lab to the classroom. American Psychological Association Invited Address at the Midwestern Psychological Association, Chicago, IL.
- Roediger, H. L. (2008). Explorations in remembering. Talk given at the Faculty Achievement Awards ceremony. Washington University.
- Roediger, H.L. (2009). The power of testing memory: From the laboratory to the classroom. Distinguished lecture on brain, learning, & memory. University of California, Irvine.
- Roediger, H.L. (2009). Remembering events that never happened: Creating false memories via associative inferences. Seminar for the Center for Neurobiology of Learning & Memory. University of California, Irvine.
- Roediger, H. L. (2009). The power of testing memory: Basic research and implications for educational practice. Quinn Lecture, University of British Columbia.
- Roediger, H.L. (2009). The power of testing memory: From the laboratory to the classroom. University of Lisbon, Portugal.
- Roediger, H.L. (2009). The social contagion of memory. University of Lisbon, Portugal.
- Roediger, H. L. (2009). Enhancing retention via repeated retrieval: Why studying matters less than you might think. Assembly Series: Phi Beta Kappa Lecture, Washington University.
- Roediger, H. L., (2009). The power of testing: Enhancing retention via repeated retrieval. Washington & Lee University.
- Roediger, H. L., (2009). Remembering events that never happened: Creating false memories via associative inferences. Washington & Lee University.

- Roediger, H. L., (2009). Illusory memories and their implications. Law & Cognitive Science Working Group & the Center for Cognitive Science, Baldy Center for Law & Social Policy, Buffalo, NY.
- Roediger, H. L., (2009). How Retrieval Enhances Retention: Some Lessons for Educational Practice. Keynote Address to the Fifth Annual Missouri Undergraduate Psychology Conference (MUPC) held at Lindenwood University.
- Roediger, H. L., (2009). The critical role of retrieval in enhancing long-term memory: From the laboratory to the classroom. Keynote address at the 50th annual meeting of the Psychonomics Society. Boston.
- Roediger, H. L. (2010). Intracicies of spaced retrieval: A resolution. Talk given at the Festschrift for Robert A. Bjork. Los Angeles/UCLA.
- Roediger, H.L. (2010). The critical role of retrieval in enhancing long-term retention. Talk given at the Conference on Dopamine and Learning, Brandeis University.

Papers and Posters Presented at Conferences (since 2005)

- Butler, A. C., Marsh, E. J., & Roediger, H. L. (2005). Distracter items on multiple-choice tests: Helpful or harmful? Midwest Psychological Association, Chicago, IL. [Poster]
- Karpicke, J. D., & Roediger, H. L. (2005). Does expanding retrieval work? Midwest Psychological Association, Chicago, IL. [Poster]
- Szpunar, K. K., McDermott, K. B., & Roediger, H. L. (2005). "I'll never need to know that again": Can taking a memory test mimic an instruction to forget? American Psychological Society, Los Angeles, CA. [Poster]
- Chan, J. C. K., McDermott, K. B., & Roediger, H. L. (2005). Retrieval-induced facilitation: benefits of testing on previously untested information. American Psychological Society, Los Angeles, CA. [Poster]
- Butler, A. C., & Roediger, H. L., (2005). Individual-item and summary feedback facilitate performance on a delayed critical test. American Psychological Society, Los Angeles, CA. [Poster]
- Goode, M. K., Steinle, A. H., & Roediger, H. L., & Butler, A. C. (2005). The effects of increasing the number of lures on a multiple-choice test. American Psychological Society, Los Angeles, CA. [Poster]
- Kang, S. H. K., McDermott, K. B., & Roediger, H. L. (2005). Testing enhances memory retention, but which test format is better? American Psychological Society, Los Angeles, CA. [Poster]
- Karpicke, J. D., & Roediger, H. L. (2005). Test-enhanced learning in multitrial free recall. American Psychological Society, Los Angeles, CA. [Poster]
- McCabe, D. P., Roediger, H. L., Karpicke, J. D. (2005, November). Estimating controlled and automatic processes in free recall using the process dissociation procedure. Psychonomic Society, Toronto, Canada.
- McDaniel, M. A., Kang, S., Anderson, J., McDermott, K. B., & Roediger, H. L. (2005, November). Retrieval and Memory: Test-enhanced learning. Psychonomic Society, Toronto, Canada.
- Marsh, E. J., Roediger, H. L., Bjork, R. A. & Bjork, E. L. (2005, November). Negative consequences of testing. Psychonomic Society, Toronto, Canada.
- Castel, A. D., McCabe, D. P., & Roediger, H. L. (2005, November). Overestimation of associative memory for identical items. Psychonomic Society, Toronto, Canada. [Poster]

- Chan, J. C. K., McDermott, K. B., & Roediger, H. L. (2005, November). Retrieval induced facilitation: manifestation of the testing effect on previous untested materials. Psychonomic Society, Toronto, Canada. [Poster]
- Butler, A. C., & Roediger, H. L. (2005, November). Feedback benefits correct responses made with low confidence. Psychonomic Society, Toronto, Canada. [Poster]
- Karpicke, J. D., & Roediger, H. L. (2005, November). Expanding retrieval does not improve long-term retention. Psychonomic Society, Toronto, Canada. [Poster]
- Agarwal, P. K., Karpicke, J. D., & Roediger, H. L. (2005, November). Testing the testing effect with open and closed book tests. Fall WU Undergraduate Research Symposium.
- Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, March). Open-book or Closed-book Tests? Effects of testing depend on feedback. Spring WU Undergraduate Research Symposium. [Poster]
- Butler, A. C., & Roediger, H. L. (2006, April). Exploring the mnemonic benefits of testing using complex verbal materials and situations that resemble college courses. American Educational Research Association. San Francisco, CA.
- Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, April). Open-book or closed-book tests? Effects of testing on learning depend on timing of feedback. WU Undergraduate Research PSYposium.
- McCabe, D. P., Roediger, H. L., McDaniel, M. M., Balota, D. A., & Hambrick, D. Z. (2006, April). The relationship between working memory capacity and frontal-lobe functioning across the life span. Biennial Cognitive Aging Conference. Atlanta, GA. [Poster]
- 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. Association for Psychological Science, New York. [Poster]
- Butler, A. C., & Roediger, H. L. (2006, May). Testing improves retention after one-month in a simulated classroom setting. Meeting of the Midwestern Psychological Association. Chicago, IL.
- Butler, A. C., & Roediger, H. L. (2006, May). Feedback neutralizes the detrimental effects of multiple-choice testing. 18th Annual Meeting of the Association for Psychological Science, New York. [Poster]
- Karpicke, J. D., & Roediger, H. L. (2006, June). Repeated retrieval during learning is the key to enhancing later retention. Institute of Education Sciences (IES) Research Conference, Washington D. C. [Poster]
- Logan, J. M., McDermott, K. B., & Roediger, H. L. (2006, November). Using spaced retrieval practice to learn foreign language vocabulary. Psychonomic Society, Houston, TX.
- Roediger, H. L. & Karpicke, J. D. (2006, November). Repeated retrieval during learning is the key to enhancing long-term retention. Psychonomic Society, Houston, TX.
- Lyle, K. B., Logan, J. M., & Roediger, H. L. (2006, November). Does moving your eyes before a memory test enhance performance? Psychonomic Society, Houston, TX. [Poster]
- Chan, J. C., McDermott, K. B., & Roediger, H. L. (2006, November). Initial retrieval strategies can enhance later retrieval of initially nontested but related information. Psychonomic Society, Houston, TX. [Poster]
- Fazio, L. K., Marsh, E. J., & Roediger, H. L. (2006, November). Consequences of multiple-choice testing persist over one week. Psychonomic Society, Houston, TX. [Poster]
- Butler, A. C., Karpicke, J. D., & Roediger, H. L. (2006, November). The effect of type and timing of feedback on learning from multiple-choice tests. Psychonomic Society, Houston, TX. [Poster]
- Agarwal, P. K., Karpicke, J. D., Kang, S. H., Roediger, H. L., & McDermott, K. B. (2006, November). Long-term retention is greater following close-book tests than open-book tests. Psychonomic Society, Houston, TX. [Poster]

- Karpicke, J. D., McCabe, D. P., & Roediger, H. L. (2006, November). Testing enhances recollection: process dissociation estimates and metamemory judgments. Psychonomic Society, Houston, TX. [Poster]
- Lyle, K. B., McDaniel, M. A., & Roediger, H. L. (2007, June). Further evidence that testing memory increases acceptance of misinformation. Association for Psychological Science, New York, NY. [Poster]
- 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. Institute of Education Sciences Conference, Washington, D.C. [Poster]
- Butler, A. C., & Roediger, H. L. (2007, August). Feedback enhances the benefits of testing. American Psychological Association, San Francisco. [Poster]
- Meade, J. L. & Roediger, H. L. (2007, November). Collaboration among older adults: The role of retrieval manipulations. Psychonomic Society, Long Beach, CA.
- Zaromb, F. M. & Roediger, H. L. (2007, November). The effects of effort after meaning on recall. Psychonomic Society, Long Beach, CA. [Poster]
- Rose, N. S., Myerson, J., Roediger, H. L., & Hale, S. (2007, November). Depth of processing differentially affects working memory and long-term memory. Psychonomic Society, Long Beach, CA. [Poster]
- Roediger, H.L., McDaniel, M.A., McDermott, K.B., & Agarwal, P.K. (2007, November). Testing-enhanced learning in the classroom: The Columbia Middle School project. Psychonomic Society, Long Beach, CA. [Poster]
- Szpunar, K. K., McDermott, K. B., & Roediger, H. L. (2007, November). Testing insulates against build-up of proactive interference. Psychonomic Society, Long Beach, CA. [Poster]
- Butler, A. C., Flanagan, P., Roediger, H. L., & McDaniel, M. A. (2007, November). The benefit of generative study activities depends on the nature of the criterial test. Psychonomic Society, Long Beach, CA. [Poster]
- Chan, J. C. K., McDermott, K. B., & Roediger, H. L. (2007, November). Can combining delay and integration reverse retrieval-induced forgetting? Psychonomic Society, Long Beach, CA. [Poster]
- Zaromb, F. M., & Roediger, H. L. (2008, May). The effects of effort after meaning on recall. Talk given at the meeting of the Midwest Psychological Association, Chicago, IL.
- Roediger, H. L. (2008, September). "Memory disorders in the classroom: How we misuse testing. Presentation to the Memory Disorders Research Society. St. Louis.
- Roediger, H. L. (October, 2008). Critical Role of Retrieval in Enhancing Memory: From the Lab to the Classroom. Talk given at Rice University.
- Roediger, H. L. (2008, November). Bartlett Revisited: Direct comparison of repeated reproduction and serial reproduction techniques. Psychonomics Society, Chicago [Poster].
- Rose, N., Myerson, J. Roediger, H. L. & Hale, S. (2008, November). Working memory, secondary memory, and long-term memory: Insights from the level-of-processing span task. Psychonomics Society, Chicago.
- Szpunar, K. K., Kang, S. H. K., McDermott, K. B., & Roediger, H. L. (2008, November). How testing helps and hurts memory: The role of proactive and retroactive interference. Psychonomics Society, Chicago [Poster].
- Roediger, H. L. (2009, January). Does expanding retrieval represent a desirable difficulty? Presentation at the conference to honor Robert Bjork. Los Angeles.
- Roediger, H. L. (January, 2009) The critical role of retrieval in enhancing long-term retention. Presentation given at Anesthesiology Grand Rounds, WU Medical School.
- Roediger, H. L. (February, 2009) The critical role of retrieval in enhancing long-term retention. Presentation given at Neurology Grand Rounds, WU Medical School.

- Roediger, H. L. (March, 2009). Remembering events that never happened: Creating false memories via associative inferences. Invited Seminar - Center for Neurobiology of Learning & Memory, University of California, Irvine.
- Roediger, H. L. (May, 2009). Applying retrieval-enhanced learning in the classroom: The Columbia Middle School project. Symposium presentation, Association for Psychological Science, San Francisco.
- Roediger, H. L. (May, 2009). Women in Cognitive Science: Merging Professional Development and Science: Writing a Successful Grant Proposal. Panel member. Association for Psychological Science, San Francisco.
- Butler, A. C., Larsen, D. P., & Roediger, H. L. (May 2009). Using test-enhanced learning to promote residents' long-term retention of medical information. Association for Psychological Science, San Francisco. [Poster]
- Agarwal, P. K., Huelser, B. J., McDaniel, M. A., McDermott, K. B., & Roediger, H. L. (May, 2009). Test-enhanced learning: Transfer of knowledge in middle school classrooms. Association for Psychological Science, San Francisco. [Poster]
- Weinstein, Y. & Roediger, H. L. (November, 2009). Factors affecting bias in evaluations of performance on a test. 50th annual meeting of the Psychonomics Society, Boston. [Poster]
- Agarwal, P. K., Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (November, 2009). Feedback increases middle school students' resolution and retention of correct responses. 50th annual meeting of the Psychonomics Society, Boston. [Poster]
- Fenn, K. M., Gallo, D. A., Margoliash, D. Roediger, H. L. & Nusbaum, H. C. (November, 2009). Reduced false memory after sleep. 50th annual meeting of the Psychonomics Society, Boston. [Poster]
- 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. 2010 Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC. [Poster].
- Smith, M. A., & Roediger, H. L. (2010, May). Pure and Standard Learning Curves. Poster presented at the 22nd Annual Meeting of the Association for Psychological Science, Boston, MA. [Poster]
- DeSoto, K. A. & Roediger, H. L. (2010, May). Confidence and memory: accuracy and errors. Paper presented at the 22nd Meeting of the Association for Psychological Science, Boston, MA. [Poster]

End of Document