

## Vita

### Henry L. Roediger, III

(November, 2009)

#### Personal Information:

**Born:** July 24, 1947; Roanoke, Virginia

**Address:** Department of Psychology Telephone: 314-935-4307  
Box 1125 Fax: 314-935-7588  
Washington University E-mail: roediger@artsci.wustl.edu  
One Brookings Drive  
St. Louis, MO 63130-4899

**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–present.  
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, 1969–1972,  
Yale University.  
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.  
 Doctor of Social Sciences honoris causa, Purdue University, 2004.  
 Guggenheim Fellowship, 1994-1995  
 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.  
 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. Listed in 1996 as the Psychology with the highest impact (mean citations per published paper) of papers published 1990-1994.  
 Institute of Scientific Information. 2003. Named a "Highly Cited Researcher."

### **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  
 False Memory Syndrome Foundation Scientific Advisory Board  
 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  
 Implicit Memory  
 Cognitive Illusions

### **Editorial Activity:**

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.

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. President, 1999-2000.  
 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 11 journals; chair of three editorial search committees.

**University:**

Dean of Academic Planning in Arts and Sciences 2004-present.  
 Faculty Advisory Council -- Public Health Institute 2008-present.  
 Academic Planning Committee, Washington University, 1999-present.  
 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 University and Rice University.  
 Directed (or co-directed) 17 Ph.D. dissertations, 23 M.S. or M.A. theses.  
 Chaired 8 search committees in various psychology departments and served on many others.

### **Research Grants:**

James S. McDonnell Foundation Collaborative Activity Award, "Applying cognitive psychology to enhance educational practice, II." \$6,492,617 total cost. PI. 2008-2013, pending. 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. 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. 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. Co-PI. With Kathleen B. McDermott, PI.

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

National Institutes of Aging/National Institutes of Health. "Aging and memory illusions." 2001-2007. \$948,506 total cost. 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. PI.

Office of Research and Development, U.S. Government: "Functional imaging of cognitive deception." 1998-2000. \$763,000 total costs. PI.

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

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

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

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

National Institute of Child Health and Human Development Grant. "Priming effects in semantic and episodic memory." 1980-1982. \$255,000 total cost. 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)

### **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. (2006). **Research methods in psychology**. Monterey, CA: Wadsworth. (8th Ed.). [2nd, 3rd, 4<sup>th</sup>, and 5<sup>th</sup> Eds. were published by West Publishing Co. in 1985, 1988, 1992, and 1995; 6<sup>th</sup> & 7<sup>th</sup> edition by Brooks/Cole in 1998 & 2003; 1st Ed. was published by Houghton-Mifflin in 1981.]

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2009). **Experimental psychology: Understanding psychological research**. Monterey, CA: Wadsworth. (9th Ed.). [8<sup>th</sup> edition was published in 2005 by Wadsworth; the 2nd, 3rd, 4th, 5th, 6th, and 7th editions were published by West in 1984, 1988, 1991, 1994 and 1997; 1st Ed. was published by Rand-McNally in 1978.]

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, Chapters and Reviews:**

- 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). Review of I. M. Birnbaum & E. S. Parker (Eds.), **Alcohol and human memory**. *American Journal of Psychology*, *92*, 161-165.
- 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. (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. (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., & 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. (1985). Remembering Ebbinghaus. *Contemporary Psychology*, 30, 519-523. (Retrospective review of H. Ebbinghaus, **On memory**, Dover, 1913/1963.)
- 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., & Craik, F. I. M. (1987). Paul A. Kolars (1926-1986). *American Psychologist*, *42*, 873.
- 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.
- 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.
- 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.

- 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.
- 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.
- Roediger, H. L. (1990). A new handbook for experimental psychologists: Review of the **Handbook of experimental psychology**, 2e. *Contemporary Psychology*, *35*, 239-241.
- 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.

- Roediger, H. L. (1993). Paradoxical paradigms. Review of R. L. Greene, **Human memory: Paradigms and paradoxes**. *Contemporary Psychology*, 38, 903-905.
- 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.
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- 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.
- 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*.
- 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. (in press). Is expanding retrieval a superior method for learning text materials? *Memory & Cognition*.
- Roediger, H.L., Agarwal, P.K., Kang, S.H.K., & Marsh, E.J. (in press). Benefits of testing memory: Best practices and boundary conditions. In G.M. Davies & D.B. Wright (Eds.), **New frontiers in applied memory**. Brighton, U.K.: Psychology Press.
- Roediger, H. L., McDermott, K. B., & McDaniel, M. A. (in press). 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**. New York: Worth Publishing Co.
- McCabe, D. P., Roediger, H. L., McDaniel, M. A., Balota, D. A., & Hambrick, D. Z. (in press). The relationship between working memory capacity and executive functioning: evidence for a common executive attention construct. *Neuropsychology*.
- Rose, N. S., Myerson, J., Roediger, H. L., & Hale, S. (in press). 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*.

#### **Invited 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 (L.O.V.E.), 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 a symposium: 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). Commentary. 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 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 on memory: Implications for research and education. Midwest 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, Washington University.
- 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.

**Papers and Posters Presented at Conferences:**

- Roediger, H. L., & Stevens, M. S. (1968). Delayed presentation of the object of aggression on pain-induced aggression. Virginia Academy of Science, Roanoke, VA.
- Roediger, H. L. & Crowder, R. G. (1971). Instructed forgetting: Rehearsal control or retrieval inhibition (repression)? Eastern Psychological Association, New York.
- Roediger, H. L. & Tulving, E. (1974). Part-list cueing and directed forgetting. Midwestern Psychological Association, Chicago.
- Roediger, H. L. (1976). Recall as a self-limiting process. The Psychonomic Society, St. Louis.
- Roediger, H. L. (1977). Hypermnesia in memory for words and pictures. The Psychonomic Society, Washington, D.C.
- Roediger, H. L. (1978). Discussant at Symposium: Posthypnotic amnesia, directed forgetting, and memory. American Psychological Association, Toronto.
- Roediger, H. L. (1978). Memory metaphors. The Psychonomic Society, San Antonio.
- Roediger, H. L. (1980). The effects of four mnemonics on the retention of item and order information. Midwestern Psychological Association, St. Louis.
- Neely, J. H., Schmidt, S. R., & Roediger, H. L. (1980). Output interference and priming effects within categories in episodic recognition. The Psychonomic Society, St. Louis.
- Payne, D. G. & Roediger, H. L. (1981). The role of retrieval practice in producing hypermnesia. Midwestern Psychological Association, Detroit.
- Roediger, H. L., Neely, J. H., & Blaxton, T. A. (1981). Inhibitory effects of related primes in retrieval from semantic memory: A reappraisal of Brown's (1979) paradigm. The Psychonomic Society, Philadelphia.
- Bernbach, H. A., Roediger, H. L., & Payne, D. G. (1981). Hypermnesia: Effects of encoding and retrieval operations. The Psychonomic Society, Philadelphia.
- Roediger, H. L., & Blaxton, T. A. (1983). Priming in word fragment completion: Effects of modality and orthography. The Psychonomic Society, San Diego.
- Roediger, H. L., & Payne, D. G. (1984). A comparison of three recall manipulations in producing hypermnesia. Midwestern Psychological Association, Chicago.
- Roediger, H. L. (1984). Puzzles in memory retrieval. American Psychological Association, Toronto.
- Durgunoglu, A., & Roediger, H. L. (1985). Accessing bilingual memory. Midwestern Psychological Association, Chicago.
- Weldon, M. S., & Roediger, H. L. (1986). Priming of word fragment completions: Reversing the picture superiority effect by changing retrieval demands. Midwestern Psychological Association, Chicago.
- Roediger, H. L., Weldon, M. S., Challis, B. H., & Durgunoglu, A. (1986). Effects of conceptual information on priming in word fragment completion. The Psychonomic Society, New Orleans.
- Challis, B. H., & Roediger, H. L. (1987). Effects of identity repetition and conceptual repetition on performance in free recall and word fragment completion. Midwestern Psychological Association, Chicago.

- Weldon, M. S., & Roediger, H. L. (1987). Comparing implicit remembering on the word fragment completion and word stem completion tasks. *Midwestern Psychological Association, Chicago.*
- Roediger, H. L., Weldon, M. S., & Stadler, M. A. (1987). Direct comparison of two implicit measures of retention. *The Psychonomic Society, Seattle.*
- Roediger, H. L., & Srinivas, K. (1988). Dissociations between implicit memory tests. *The Psychonomic Society, Chicago.*
- Srinivas, K., & Roediger, H. L. (1988). Dissociations between three implicit memory tests. *Midwestern Psychological Association, Chicago.*
- Rajaram, S., & Roediger, H. L. (1990). A comparison of five implicit memory tests as a function of mode of input. *Midwestern Psychological Association, Chicago.*
- Srinivas, K., & Roediger, H. L. (1990). Further evidence in the classification of two implicit memory tests along the conceptually-driven, data-driven dimension. *Midwestern Psychological Association, Chicago.*
- Srinivas, K., Roediger, H. L., & Rajaram, S. (1990). Both syllabicity and trigram frequency of letter units mediate visual word recognition. *American Psychological Society, Dallas.*
- Roediger, H. L., & Wheeler, M. A. (1990). The disparate effects of repeated testing: Reconciling Ballard's and Bartlett's results. *The Psychonomic Society, New Orleans.*
- Srinivas, K., & Roediger, H. L. (1991). Specificity of priming on nonverbal tests. *Midwestern Psychological Association, Chicago.*
- Rajaram, S., & Roediger, H. L. (1991). Components of recollective experience: Remembering and knowing. *Midwestern Psychological Association, Chicago.*
- Roediger, H. L., Rajaram, S., Srinivas, K., & McDermott, K. B. (1991). Specificity of operations in perceptual priming. *The Psychonomic Society, San Francisco.*
- Wheeler, M. A., & Roediger, H. L. (1992). Hypermnnesia for word lists and prose passages: Effects of delay. *Midwestern Psychological Association, Chicago.*
- Roediger, H. L. (1992). Specificity of operations in perceptual priming. *Memory Disorders Research Society, Boston.*
- Roediger, H. L., Wheeler, M. A., & Challis, B. H. (1992). Effects of confabulation on later recall. *The Psychonomic Society, St. Louis.*
- Roediger, H. L., & McDermott, K. B. (1993). Effects of imagery on perceptual implicit memory tests. *The Psychonomic Society, Washington, D.C.*
- McDermott, K. B., & Roediger, H. L. (1994). Effects of imagery on perceptual implicit memory tests. *The Midwestern Psychological Society, Chicago.*
- Roediger, H. L., & McDermott, K. B. (1994). Creation of false memories: Remembering words that were not presented in lists. *The Psychonomic Society, St. Louis.*
- Roediger, H. L. (1995). Misinformation effects in recall: Creating false memories through repeated retrieval. Presented in a symposium on Memory Illusions at the *Midwestern Psychological Association, Chicago.*
- Roediger, H. L., & McDermott, K. B. (1995). A framing effect in recognition memory. *The Psychonomic Society, Los Angeles.*
- Roediger, H. L., & McDermott, K. B. (1996). Implicit memory tests measure incidental retrieval. *International Congress of Psychology, Montreal.*

- Roediger, H. L., & Goff, L. M. (1996). Images of memory. International Congress of Psychology, Montreal.
- Goff, L. M., & Roediger, H. L. (1996). Imagination inflation: The effect of number of imaginings on recognition and source monitoring. The Psychonomic Society, Chicago.
- Roediger, H. L., & Bergman, E. (1997). Can Bartlett's repeated reproduction experiments be replicated? The Psychonomic Society, Philadelphia.
- Watson, J. M., Balota, D. A., & Roediger, H. L. (1998). The role of semantic and phonological activation in creating false memories. Midwestern Psychological Association, Chicago.
- Roediger, H. L., Gallo, D. A., Watson, J. M., & Balota, D. A. (1998). Eliminating and enhancing illusory memories. The Psychonomic Society, Dallas.
- Roediger, H. L., Meade, M. L., & Bergman, E. (1999). Social contagion of memory. The Psychonomic Society, Los Angeles.
- McDermott, K. B., Jones, T. C., Petersen, S. E., Lageman, S. K., Molfese, D. L., & Roediger, H. L. (2000). Prior study of words enhances activation in anterior prefrontal cortex during recognition memory: An event-related fMRI study. Poster presented at the meetings of the Cognitive Neuroscience Society, San Francisco, CA.
- Gallo, D. A., McDermott, K. B., & Roediger, H. L. (2000). Modality effects in false recall and false recognition. Poster presented at the 72<sup>nd</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Roediger, H. L., & Meade, M. L. (2000). The social contagion of memory. Presented in a symposium on Memory Illusions. International Congress of Psychology. Stockholm, Sweden.
- Marsh, E. J., Meade, M. L., & Roediger, H. L. (2000). Learning facts from fiction. Psychonomic Society, New Orleans, LA.
- Roediger, H. L., McDermott, K. B., & Marsh, E. J. (2000). The role of retrieval factors in development of false memories. Psychonomic Society, New Orleans, LA.
- Dolan, P. O., Marsh, E. J., Balota, D. A., & Roediger, H. L. (2000). Part-list cuing effects in older and younger adults. Psychonomic Society, New Orleans, LA.
- McDermott, K. B., Jones, T. C., Petersen, S. E., Lageman, S. K., & Roediger, H. L. (2000). Anterior prefrontal cortex is sensitive to retrieval success. Psychonomic Society, New Orleans, LA.
- Lee, S. C., & Roediger, H. L. (2001). Imagination inflation for action events: Are older adults non-susceptible? Midwestern Psychological Association, Chicago, IL.
- Roediger, H. L. (2001). Unresolved issues in levels of processing research. American Psychological Society, Toronto.
- Roediger, H. L., & Lee, S. C. (2001). Imagination inflation for action events: Are older adults more susceptible? Third International Congress of Memory. Valencia, Spain.
- Roediger, H. L. (2001). Reconsidering implicit memory. Third International Congress of Memory. Valencia, Spain.
- Marsh, E. J., Balota, D. A., & Roediger, H. L. (2001). The ability of healthy older adults and individuals with dementia of the Alzheimer's type to learn facts from fiction. Psychonomic Society, Orlando, FL.
- Roediger, H. L., Gallo, D. A., & Dolan, P. O. (2001). Francis Eugene Nipher: The first memory researcher. Psychonomic Society, Orlando.

- Roediger, H. L. (2001). Social contagion of memory. American Psychological Association, San Francisco, CA.
- Marsh, E. J., & Roediger, H. L. (2002). The effects of taking a multiple-choice test on later production of facts. Psychonomic Society, Kansas City.
- Meade, M. L., & Roediger, H. L. (2002). Age differences in illusory memories produced by forced recall. Psychonomic Society, Kansas City.
- Butler, K. M., McDaniel, M. A., Dornburg, C. C., Roediger, H. L., & Price, A. L. (2002). Recalling what wasn't there: When older adults perform as younger adults. Psychonomic Society, Kansas City.
- Roediger, H. L., Meade, M. L., & Geraci, L. (2002). Forced recall creates illusory memories, especially in older adults. Memory Disorders Research Society, San Francisco.
- Bulevich, J. B., Roediger, H. L., & Balota, D. A. (2003). Can episodic memories be suppressed? Psychonomic Society, Vancouver, B.C. [Poster]
- Roediger, H. L., Karpicke, J., & Marsh, E. J. (2003). Positive and negative effects of testing in retention of general knowledge. Psychonomic Society, Vancouver, B.C.
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- Roediger, H. L. (2004). Test enhanced learning. Institute of Educational Sciences, Washington, D.C.
- 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]
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- 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.
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- Marsh, E. J., Roediger, H. L., Bjork, R. A. & Bjork, E. L. (2005, November). Negative consequences of testing. Psychonomic Society, Toronto, Canada.
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- 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. 18<sup>th</sup> 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.  
Test-enhanced learning: Transfer of knowledge in middle school classrooms.  
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