**­­Henry L. Roediger, III**

**Curriculum Vitae**

May 2018

Washington University in St. Louis

Department of Psychological & Brain Sciences, CB 1125

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Saint Louis, MO 63130

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**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); J. R. Anderson, E. Tulving, F. R. Sheffield, A. R Wagner

**Professional Experience**

James S. McDonnell Distinguished University Professor of Psychology 1998-present

Dean of Academic Planning in Arts & Sciences – Washington University in St. Louis 2004-2010; 2013-2015

Faculty Fellow – Provost’s Office 2011-2013

John Glynn Visiting Professor – Washington & Lee University 2009

Chair of Psychology – Washington University in St. Louis 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 – Washington & Lee University 1967-1969

**Elections, Honors, and Awards**

President – Midwestern Psychological Association 1992-1993

President – Division 3 (Experimental) of the American Psychological Association 1999-2000

President – Association for Psychological Science 2003-2004

Chair of the Governing Board – Psychonomic Society 1989-1990

Chair – Society of Experimental Psychologists 2002-2003

Chair – Psychology Section (J) of the American Association for the Advancement of Science 2017-2020

John Simon Guggenheim Fellowship 1994-1995

Doctor of Social Sciences, honoris causa – Purdue University 2004

Howard Crosby Warren Medal – Society of Experimental Psychologists 2008

Arthur Holly Compton Faculty Achievement Award – Washington University in St. Louis 2008

Outstanding Faculty Mentor Award – Washington University Graduate Student Association 2008

Outstanding Leadership Award in Arts & Sciences – Washington University in St. Louis 2010

William James Fellow Lifetime Achievement Award – Association for Psychological Science 2012

Lifetime Mentor Award – Association for Psychological Science 2016

Lifetime Achievement Award – Society for Experimental Psychology and Cognitive Science 2016

Arts & Sciences Faculty Leadership Award 2016

John P. McGovern Award, American Association for the Advancement of Science 2017

Member, National Academy of Sciences 2017

Founder’s Day Award, Washington University 2017

Fellow – American Academy of Arts & Sciences 2006

Fellow – American Association for the Advancement of Science 1994

Fellow – American Educational Research Association

Fellow – American Psychological Association (Divisions 1, 3, 15, and 20)

Fellow – Association for Psychological Science

Fellow – Canadian Psychological Association

Fellow – Psychonomic Society

Fellow – Society of Experimental Psychologists

Institute of Scientific Information – Psychologist with highest impact of papers published from 1990-1994 1996

Institute of Scientific Information – “Highly Cited Researcher in Psychology and Psychiatry” 2005-present

**Organizations**

American Academy of Arts & Sciences

American Association for the Advancement of Science

American Educational Research Association

American Psychological Association

Association for Psychological Science

Behavioral Science & Policy Association

Cognitive Neuroscience Society

Memory Disorders Research Society

Midwestern Psychological Association

National Academy of Sciences

Phi Beta Kappa

Psychonomic Society

Society of Experimental Psychologists

Society of Sigma Xi

Society for Applied Research in Memory and Cognition

**Primary Administrative Experience**

**National**

American Association for the Advancement of Science, Chair-elect; Chair; Retiring Chair 2017-2020

Diversity Committee – Association for Psychological Science 2012-2016

Publications Committee – Association for Psychological Science 1997-2017

Publications Committee Chair – Association for Psychological Science 1998-2001; 2009-2017

Board of Directors – Psychological Clinical Science Assessment System 2011-2017

Search Committee – Executive Director of the Association for Psychological Science 2015

President – Association for Psychological Science 2003-2004

President – Midwestern Psychological Association 1992-1993

Chair – Society of Experimental Psychologists 2002-2003

President – Division 3 (Experimental) of the American Psychological Association 1999-2000

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

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

Executive Committee – Council of Graduate Departments of Psychology 1998-2000

Executive Committee Secretary – Council of Graduate Departments of Psychology 1999-2001

Board of Directors – Association for Psychological Science 1998-2001; 2002-2005

Investment Committee – Association for Psychological Science 2002-2010

Finance Committee – Association for Psychological Science 2002-2010

Nominating Committee – Association for Psychological Science (Chair, 2015-present) 1993-1999; 2015-2016

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

Secretary-Treasurer – Midwestern Psychological Association 1990-1992

Publications Committee – Psychonomic Society 1989-1993

Publications Committee Chair – Psychonomic Society 1990-1992

Governing Board – Psychonomic Society 1986-1991

Chair of the Governing Board – Psychonomic Society 1989-1990

Council of Editors Committee – American Psychological Association 1985-1989

Council of Editors Committee Chair – American Psychological Association 1988-1989

Strategic Planning Committee Chair for the Future of APS Publications 2009-2010

Search Committee for editors for 20 journals; chair of 10 editorial search committees

**University**

Executive Committee – Philosophy-Neuroscience-Psychology Program – W.U. in St. Louis 1996-present

Executive Committee for Evaluating University College 2017-present

Steering Committee for St. Louis Teacher Residency Program, University College 2018-present

Dean of Academic Planning in Arts & Sciences – Washington University in St. Louis 2004-2010; 2013-2015

Academic Planning Committee, Arts & Sciences – Washington University in St. Louis 1999-2010; 2013-2015

Co-Chair – Sociology Search Committee – Washington University in St. Louis 2014-2015

Chair – Dean’s Advisory Committee on Sociology – Washington University in St. Louis 2013-2015

Chair – Library Advisory Committee – Washington University in St. Louis 2012-2015

Faculty Advisory Council – Public Health Institute – Washington University in St. Louis 2008-2015

Provost’s Semester on Line Committee –Washington University in St. Louis 2012-2014

Chair – Advisory Committee on Programs – Washington University in St. Louis 2013-2014

Faculty Fellow – Provost’s Office 2011-2013

Co-chair – Search Committee to Re-establish Sociology at Washington University in St. Louis 2014-2015

Sociology Search Committee 2015-2017

Chair – University Librarian Search Committee at Washington University in St. Louis 2011-2012

Chair – Department of Biology Chair Search Committee at Washington University in St. Louis 2008-2009

Chair – Graduate Task Force for Arts & Sciences at Washington University in St. Louis 2004-2006

Steering Committee – Neuroscience Institute at Washington University in St. Louis 1999-2004

Steering Committee – McDonnell Center for Higher Brain Function 1997-2004

Oversight Committee – Department of Philosophy at Washington University in St. Louis 2002-2004

Department of Economics Chair Search Committee – Washington University in St. Louis 2003-2004

Department of Neurology Chair Search Committee – Washington University in St. Louis 2001-2003

Women and Gender Studies Search Committee – Washington University in St. Louis 2003-2005

Department of Anthropology Search Committee – Washington University in St. Louis 2013-2014 2013-2014 2003-2005

Department of Biology Chair Search Committee – Washington University in St. Louis 1997-1998

University Strategic Planning Committee – Rice University 1995-1996

Scientia Steering Committee – Rice University 1993-1996

University Evaluation Committee – Rice University 1993-1996

Provost Search Committee – Rice University 1993-1994

Athletics Committee – Rice University 1992-1994

Faculty Council – Rice University 1990-1991

University Council (University Promotion and Tenure Committee) – Rice University 1990-1991

Promotion & Tenure Committee –Humanities, Social Science & Education – Purdue University 1987-1988

Committee to Redesign the Core Curriculum – Purdue University 1987-1988

**Departmental**

Chair of the Department of Psychology – Washington University in St. Louis 1996-2004

Director of Graduate Studies – Rice University 1989-1991

Director of Graduate Studies – Purdue University 1975-1976

Numerous other departmental committees at Purdue, Rice and Washington Universities

Chaired 9 search committees in various psychology departments; served on many others

**Research Support**

**Current Support**

Dart Neuroscience, “Identifying individuals with superior memory consolidation.” 2010-2017 ($1,750,000). Role: PI. Co-investigators: David A. Balota and Kathleen B. McDermott. A series of 7 one-year grants.

No cost extension.

James S. McDonnell Foundation Collaborative Activity Award, “Applying cognitive psychology to enhance educational practice, II.” 2008-2015 ($6,492,617 total cost). Role: PI. 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. No cost extension.

**Past Support**

Institute of Education Sciences, “Developing a manual for test-enhanced learning in the classroom.” 2011-2015 ($1,903,829 total cost). Role: PI. Co-investigators: Mark A. McDaniel and Kathleen B. McDermott.

Institute of Education Sciences, “Test-enhanced learning in the classroom.” 2006-2011 ($2,964,770 total cost). Role: PI. Co-investigators: Mark McDaniel and Kathleen B. McDermott.

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

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

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

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

Office of Technical Services, U.S. Government, “Functional imaging of cognitive deception.” 2000-2001 ($200,000 total cost). Role: PI. Co-investigator: Kathleen B. McDermott.

Office of Research and Development, U.S. Government, “Functional imaging of cognitive deception.” 1998-2000 ($763,000 total cost). Role: PI. Co-investigator: Kathleen B. McDermott.

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-investigator. PI: 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). Role: Co-investigator. PI: 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). Role: Co-investigator. PI: James H. Neely.

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

**Teaching Interests**

Undergraduate

Introduction to Memory Studies

Human Learning and Memory

History of Psychology

Exceptional Memory Abilities

Collective memory

Graduate

Human Learning and Memory

Retrieval Processes in Human Memory

Cognitive Illusions

Collective Memory

Psychology of Academia

**Students and Post-doctoral Fellows**

**Post-doctoral Fellows**

Jeremy Yamashiro, 2017-current—Ph.D., New School for Social Research

John F. Nestojko, 2010-2016– Ph.D., University of California, Los Angeles

Magdalena Abel, 2014-2015 – Ph.D., University of Regensburg

Jason R. Finley, 2011-2015 – Ph.D., University of Illinois at Urbana-Champaign

Pooja K. Agarwal, 2012-2014 – Ph.D., Washington University in St. Louis

Mary A. Pyc, 2010-2014 – Ph.D., Kent State University

Bridgid Finn, 2009-2012 – Ph.D., Columbia University

Yana Weinstein, 2009-2011 – Ph.D., University College, London

Keith B. Lyle, 2005-2007 – Ph.D., Yale University

David P. McCabe, 2003-2006 – Ph.D., Georgia Institute of Technology

Lisa Geraci, 2002-2005 – Ph.D., Stony Brook University

Elizabeth J. Marsh, 2000-2003 – Ph.D., Stanford University

Patrick O. Dolan, 1998-2001 – Ph.D., New York University

Erik T. Bergman, 1996-1998 – Ph.D., Emory University

Mustaq Khan, 1991-1993 – Ph.D., University of

Western Ontario

**Graduate Students**

*Current Students*

Steve Dessenberger

Wenbo Lin

Elif Eylül Tekin

Öykü Üner

*Former Students*

K. Andrew DeSoto, Ph.D.2015

Adam L. Putnam, Ph.D., 2015

Victor W. Sungkhasettee, M.A., 2014

Pooja K. Agarwal, Ph.D., 2011

Megan A. Smith, M.A., 2011

Franklin M. Zaromb, Ph.D., 2010

Andrew C. Butler, Ph.D., 2009

John B. Bulevich, Ph.D., 2007

Jeffrey D. Karpicke, 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

Lyn M. Goff, M.A., 1996

Todd C. Jones, Ph.D., 1995

Suparna Rajaram, Ph.D., 1991

Melissa J. Guynn, M.A., 1994

Mark A. Wheeler, Ph.D., 1993

Kavitha Srinivas, Ph.D., 1991

Bradford H. Challis, Ph.D., 1989

Michael A. Stadler, Ph.D., 1989

Mary S. Weldon, Ph.D., 1988

Valerie Ludwick Willman, Ph.D., 1987

Teresa A. Blaxton, Ph.D., 1985

David G. Payne, Ph.D., 1984

Stephen R. Schmidt, Ph.D., 1980

Christina C. Stellon, M.A., 1975

**Editorial Experience**

**Editor**

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

*Psychonomic Bulletin & Review* 1994-1998

**Editorial Committees**

*Annual Review of Psychology* 1996-2001

**Advisory Editor**

*Psychology Press*, North American Advisory Editor for Cognitive Science Essay Series 1998-present

**Senior Editor**

*Encyclopedia of Psychology* 1994-2000

Editor-in-chief: Alan Kazdin

**Senior Disciplinary Editor**

*Behavioral Science & Policy* 2014-present

Editors-in-Chief: Craig R. Fox, Sim B. Sitkin

**Associate Editor**

*Journal of Experimental Psychology: Learning, Memory, and Cognition* 1981-1984

Editor: Richard M. Shiffrin

*Encyclopedia of Learning and Memory* 1992

General Editor: Larry R. Squire

*Encyclopedia of Learning and Memory* 2003

General Editor: John R. Byrne

*Cognitive Psychology* 1999-2001

Editor: Gordon D. Logan

**Guest Editor**

*Journal of Memory and Language*, Special Issue on Memory Illusions April 1996

*Journal of Applied Psychoanalytic Studies*, Special Issue Honoring Saul Rosenzweig October 2003

**Consulting Editor**

**Current**

*American Journal of Psychology* 2001-present

*Applied Cognitive Psychology* 2011-present

*Journal of Applied Research in Memory and Cognition* 2011-present

*Journal of Experimental Psychology: General* 2007-present

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

*Memory* 1992-present

*Memory & Cognition* 1978-1983; 2009-present

*Psychonomic Bulletin & Review* 1999-present

*Psychological Science* 2007-present

*Psychological Science in the Public Interest* 1999-present

*Scholarship of Teaching and Learning in Psychology*  2014-present

**Past**

*Current Directions in Psychological Science* 2003-2013

*Journal of Memory and Language* 1990-2013

*Behavioral and Cognitive Neuroscience Review* 2001-2006

*Contemporary Psychology* 1985-1991

*Neuropsychology* 1992-1996

*Perspectives on Psychological Science* 2006-2008

*Psychological Bulletin* 2004-20062002-2005

**Citations**

Total citations: about 45,500 in Google Scholar

h-index = 104 (104 papers/chapters/books cited 104 times or more)

i-10 index = 272 (272 papers/chapters/books cited 10 times or more)

**Publications**

**Books**

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press. Translated into Chinese (both complex and simple character translations), Czech, French, French for Africa and Haiti, Japanese, Korean, Polish, Portugese, Russian, Spanish, Turkish, Ukranian and Vietnamese).

Darley, J. M., Zanna, M. P., & Roediger, H. L. (2004). *The compleat academic: A career guide.* Washington, DC.: American Psychological Association Press.

Elmes, D. G., Kantowitz, B. H., & Roediger, H. L. (2012). *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 Eds. by Wadsworth in 2006, ).

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2015). *Experimental psychology: Understanding psychological research*. Monterey, CA: Cengage. (10th Ed.). [1st Ed. was published by Rand-McNally in 1978; the 2nd, 3rd, 4th, 5th, 6th, and 7th Eds.were published by West in 1984, 1988, 1991, 1994 and 1997; 8th and 9th Eds. were published in 2005 and 2009 by Wadsworth. Translated into Chinese.

Lindsay, D. S., Kelley, C. M., Yonelinas, A. P., & Roediger, H. L. III (Eds.). (2015). *Remembering: Attributions, processes, and control in human memory: Papers in honor of Larry L. Jacoby*. Psychological Press.

M. A. McDaniel, R. F. Frey, S. M. Fitzpatrick, & H. L. Roediger (Eds.).(2014). *Integrating cognitive science with innovative teaching in STEM disciplines.* St. Louis, MO: Washington University Libraries (e-book).

McDermott, K. B., & Roediger, H. L. (Eds.) (1997). *Readings in psychology*. St. Paul, MN: 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, PA: Psychology Press.

Roediger, H. L. (Ed.). (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.] Translated into Dutch.

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., Dudai, Y., & Fitzpatrick, S. M. (Eds.). (2007). *Science of memory: Concepts*. Oxford: Oxford University Press.

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, DC.: American Psychological Association Press.

Sternberg, R. J., Roediger, H. L., & Halpern, D. (Eds.) (2007). *Critical thinking in psychology*. New York, NY: Cambridge University Press.

**Articles & Book Chapters**

**1970**

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.

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.

**1972**

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.

**1973**

Roediger, H. L. (1973). Inhibition in recall from cueing with recall targets. *Journal of Verbal Learning and Verbal Behavior, 12*, 644-657.

**1974**

Roediger, H. L. (1974). Inhibiting effects of recall. *Memory & Cognition, 2*, 261-269.

**1975**

Roediger, H. L. (1975). Current status of research on retrieval processes in memory. *Polygraph, 4*, 304-310.

Roediger, H. L., & Crowder, R. G. (1975). The spacing of lists in free recall. *Journal of Verbal Learning and Verbal Behavior, 14*, 590-602.

**1976**

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., & Crowder, R. G. (1976). Recall instructions and the suffix effect. *American Journal of Psychology, 89*, 115-125.

**1977**

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., 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.

**1978**

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. (1978). Recall as a self-limiting process. *Memory & Cognition, 6*, 54-63.

Roediger, H. L., & Thorpe, L. A. (1978). The role of recall time in producing hypermnesia. *Memory & Cognition, 6*, 296-305.

Rushton, J. P., & Roediger, H. L. (1978). An analysis of 80 psychology journals based on the Science Citation Index. *American Psychologist, 33*, 520-523.

**1979**

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.

**1980**

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. (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.

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.

**1982**

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. G. (1982). Hypermnesia: The role of repeated testing. *Journal of Experimental Psychology: Learning, Memory and Cognition, 8*, 66-72.

Roediger, H. L., Payne, D., Gillespie, G. L., & Lean, D. S. (1982). Hypermnesia as determined by level of recall. *Journal of Verbal Learning and Verbal Behavior, 21*, 635-655.

Roediger, H. L. (1982). Rejoinder to Erdelyi. *Journal of Verbal Learning and Verbal Behavior, 21*, 662-665.

**1983**

Neely, J. H., Schmidt, S. R., & Roediger, H. L. (1983). Inhibition from related primes 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.

**1984**

Kolers, P. A., & Roediger, H. L. (1984). Procedures of mind. *Journal of Verbal Learning and Verbal Behavior, 23*, 425-449.

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. (1984). The use of interference paradigms as a criterion for separating memory stores. *Behavioral and Brain Sciences, 7*, 78-79. (Comment)

**1985**

Roediger, H. L., & Blaxton, T. A. (1985). Testing psychological trivia. *Bulletin of the Psychonomic Society, 23*, 433-436.

Roediger, H. L., & Payne, D. G. (1985). Recall criterion does not affect recall level or hypermnesia: A puzzle for generate/recognize theories. *Memory & Cognition, 13*, 1-7.

Roediger, H. L (1985). Remembering Ebbinghaus. [Retrospective review of the book On Memory, by H. Ebbinghaus]. *Contemporary Psychology, 30*, 519-523.

**1986**

Roediger, H. L. (1986). Comment on Summary Report of Journal Operations. *American Psychologist, 41*, 836-837. (Comment)

**1987**

Durgunoğlu, A., & Roediger, H. L. (1987). Test differences in accessing bilingual memory. *Journal of Memory and Language, 26*, 377-391.

Payne, D. G., & Roediger, H. L. (1987). Hypermnesia occurs in recall but not recognition. *American Journal of Psychology, 100*, 145-166.

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, NY: Sage.

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., & 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, NY: Springer-Verlag.

Weldon, M. S., & Roediger, H. L. (1987). Altering retrieval demands reverses the picture superiority effect. *Memory & Cognition, 15*, 269-280.

**1989**

Roediger, H. L., & Challis, B. H. (1989). Hypermnesia: Improvements in 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., & 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., Srinivas, K., & Weldon, M. S. (1989). Dissociations between implicit measures of retention. In S. Lewandowsky, J. C. Dunn, & K. Kirsner (Eds.), *Implicit memory: Theoretical issues* (pp. 67-84). Hillsdale, NJ: Erlbaum.

Roediger, H. L., Weldon, M. S., & Challis, B. H. (1989). Explaining dissociations between implicit and explicit measures of retention: A processing account. 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.

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.

**1990**

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Tauber, S.K., Witherby, A.E., Dunlosky, J.D., Rawson, K.A., Putnam, A.L. & Roediger, H.L. (2018). Does covert retrieval benefit learning of key-term definitions*? Journal of Applied Research in Memory and Cognition, 7,* 106-115*.*

Uner, O. & Roediger, H.L. (2018). The effect of question placement on learning from textbook chapters. *Journal of Applied Research in Memory and Cognition, 7,* 116-122.

**In Press**

Putnam, A.L., Ross, M., Soter, L. & Roediger, H.L. (in press). Collective narcissism: Americans exaggerate the role of

their home state in appraising U.S. history. *Psychological Science*.

Roediger, H.L., McDermott, K.B. & Eich, E.E. (in press). Dealing with reviews and overcoming rejection. In R.J. Sternberg (Ed.), *Guide to Publishing in Psychology Journals*. Cambridge: Cambridge University Press.

Roediger, H.L., Nestojko, J.F. & Smith, N. (in press). Strategies to improve learning and retention during training. In M.D. Mathews & D.M. Schnyer (Eds.), *The Cognitive and Behavioral Neuroscience of Human Performance in Extreme Settings.* New York: Oxford University Press.

Roediger, H.L. & Uner, O. (in press). Improving learning in education. *Psynopsis: The Canadian Psychology Magazine.*

Roediger, H.L. & Yamashiro, J. (in press). History of psychological approaches to studying memory. In R.S. Sternberg & W. Pickren (Eds.), *Handbook of the Intellectual History of Psychology: How Psychological Ideas Have Evolved from Past to Present.*Cambridge: Cambridge University Press.

Zaromb, F., Liu, J, Paez, D., Hanke, K., Putnam, A.L. & Roediger, H.L. (in press). We made history: Countries overestimate their role in world history. *Journal of Applied Research in Memory and Cognition*.

**Miscellanea: Book Reviews, Interviews, Obituaries and Op/Ed Pieces**

Elmes, D. G. (2010). Remembering and researching the old and the new: An interview with Roddy Roediger. *Teaching of Psychology, 37*, 216-222.

Roediger, H. L. (1979). [Review of the book *Alcohol and human memory*, by I. M. Birnbaum & E. S. Parker (Eds.)]. *American Journal of Psychology, 92*, 161-165.

Roediger, H. L. (1980). [Review of the book *Cognitive psychology and information processing: An introduction*, by R. Lachman, J. L. Lachman, & E. C. Butterfield (Eds.)]. *American Scientist, 68*, 93.

Roediger, H. L. (1980). Levels of processing: Criticisms and development [Review of the book *Levels of processing in human memory*, by L. S. Cermak & F. I. M. Craik (Eds.)]. *Contemporary Psychology, 25*, 20-21.

Roediger, H. L. (1985). Remembering Ebbinghaus [Retrospective review of the book *On memory*, by H. Ebbinghaus]. *Contemporary Psychology, 30*, 519-523.

Roediger, H. L., & Craik, F. I. M. (1987). Paul A. Kolers (1926-1986). *American Psychologist, 42*, 873. (Obituary)

Roediger, H. L. (1988). Accurate advice for assistant professors. [Review of the book *The compleat academic: A practical guide for the beginning social* scientist, by M. P. Zanna & J. M. Darley (Eds.)]. *Contemporary Psychology, 33*, 592-593.

Roediger, H. L. (1990). [Review of the book *Remembering reconsidered: Ecological and traditional approaches to the study of memory*, by U. Neisser & E. Winograd (Eds.)]. *American Journal of Psychology, 103*, 403-413.

Roediger, H. L. (1990). A new handbook for experimental psychologists. [Review of the *Handbook of experimental psychology*, 2nd ed., by R. C. Atkinson, R. J. Herrnstein, G. Lindzey, & R. D. Luce (Eds.)]. *Contemporary Psychology, 35*, 239-241.

Roediger, H. L. (1993). Paradoxical paradigms. [Review of the book *Human memory: Paradigms and paradoxes*, by R. L. Greene]. *Contemporary Psychology, 38*, 903-905.

Roediger, H. L. (1997). Two views of Remembering. [Retrospective review of the book *Remembering: A study in experimental and social psychology*,by F. C. Bartlett]. *Contemporary Psychology, 42*, 488-492.

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 the book *Metaphors of memory: A history of ideas about the mind*, by D. Draaisma & P. Vincent]. *Contemporary Psychology, 48*, 829-831.

Roediger, H.L., McDaniel, M.A. & McDermott, K.B. (2006). Test-enhanced learning. *APS Observer, 19*, 28. <https://www.psychologicalscience.org/observer/test-enhanced-learning-2>

Roediger, H. L. (2009). Memory writ large [Review of the book *Marking the mind: A history of memory*, by K. Danziger]. *PsycCritiques: A Journal of Reviews, 54*.

Roediger, H.L. (2014, July 18). How tests make us smarter. *The New York Times, Sunday Review*, p. 18.

Roediger, H.L. (2014). Leaders in Medical Education: Dr. Roddy Roediger (Interview). *Osmosis Blog*: *Leaders in Medical Education.*

Roediger, H.L. (2014). Ask the cognitive scientist. Interview by Aubrey Francisco. *Digital Promise Blog*.

Wixted, J.T., Mickes, L., Clark, S.E., Gronlund, S.D. & Roediger, H.L. (2014). The changing story of eyewitness identification. *The Police Chief, 81,* 14-15.

Roediger, H.L. & McDaniel, M.A. (2014). Re-reading is inefficient: Here are 8 tips for studying smarter. Interview with Joseph Stromberg in *Vox Magazine*. <http://www.vox.com/2014/6/24/5824192/study-smarter-learn-better-8-tips-from-memory-researchers>.

Roediger, H.L. (2015). How exams improve students’ access to their brains. Interview with Becky Supriano for *The Chronicle of Higher Education*. May 6, 2015.

Roediger, H.L. & Wertsch, J.V. (2015). Past imperfect. *New Scientist*, October 17, pp. 30-31.

Roediger, H.L. (2016). Constrained by collective memory. Interview with Anthony Funnell on *Future Tense*, on the Australian ABC Radio News channel. July 3, 2016. Link <http://www.abc.net.au/radionational/programs/futuretense/constrained-by-collective-memory/7546998#transcript>

Roediger, H.L. & Brown, P.C. (2017). Seven science-backed tips for forming habits that stick. *Quartz*.

<https://qz.com/873789/tips-for-keeping-new-years-resolutions-from-psychology-and-behavioral-science/>

Roediger, H.L. (2017). 2016 didn’t just give us “fake news.” It likely gave us false memories. Interview with Brian Resnick *in Vox Magazine*. <http://www.vox.com/science-and-health/2017/3/22/14960792/false-memory-psychology>

McDaniel, M.A. & Roediger, H.L. (2018). Digital transformation and continuous learning. *Trivie* blog. <https://www.trivie.com/post/digital-transformation-and-continuous-learning>.

Roediger, H.L. (2018). The memories of memory researchers: Interview with Suparna Rajaram. *APS Observer*. <https://www.psychologicalscience.org/observer/the-memories-of-memory-researchers>

Roediger, H.L. (2018). Interview with Phil Treagus of *The Reading Lists.* <https://www.thereadinglists.com/henry-roediger-reading-list/>

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

**2003**

Roediger, H. L. (2003, July). Focus on academia. The compleat academic. *The APS Observer, 16*(7), 5 & 28.

Roediger, H. L. (2003, August). Teaching and teacher ratings. *The APS Observer, 16*(8), 5 & 34.

Roediger, H. L. (2003, September). The APS campaign for psychological science. *The APS Observer, 16*(9), 5.

Roediger, H. L. (2003, October). Dissertation dilemmas. *The APS Observer, 16*(10), 5 & 39.

Roediger, H. L. (2003, November). 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), 5 & 29.

**2004**

Roediger, H. L. (2004, January). Vita voyeur. *The APS Observer, 17*(1), 5 & 26-27.

Roediger, H. L. (2004, February). The great handbook scam. *The APS Observer, 17*(2), 5 & 46-47.

Roediger, H. L. (2004, March). The secret vita. *The APS Observer, 17*(3), 5 & 40-42.

Roediger, H. L. (2004, March). What happened to behaviorism? *The APS Observer, 17*(3), 5 & 40-42.

Roediger, H. L. (2004, April). What should they be called? *The APS Observer, 17*(4), 5 & 46-48.

Roediger, H. L. (2004, May). Writing textbooks: Why doesn’t it count? *The APS Observer, 17*(5), 5 & 42.

Roediger, H. L. (2004, October). Great dissertations: Mark I. *The APS Observer, 17*(10), 45-46.

**2005**

Roediger, H. L. (2005, January). Why are textbooks so expensive? *The APS Observer, 18*(1), 36-40.

Roediger, H. L. (2005, February). Are university presidents overpaid or underappreciated? *The APS Observer, 18*(2), 35-37.

Roediger, H. L. (2005, March). A response to comments on the column, “Why Are Textbooks So Expensive?” *The APS Observer, 18*(3), 51-52.

Roediger, H. L. (2005, April). Intellectual genealogy. *The APS Observer, 18*(4), 53-54.

Roediger, H. L. (2005, June). The greatest literature never published. *The APS Observer, 18*(6), 37 & 39-40.

Roediger, H. L. (2005, October). Should we rank ourselves? *The APS Observer, 18*(10), 45-48.

**2006**

Roediger, H. L. (2006, January). 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, March). Test enhanced learning. *The APS Observer, 19*(3), 28.

Roediger, H. L. (2006, April). The *h* index in Science: A new measure of scholarly contribution. *The APS Observer, 19*(4), 37-40.

Roediger, H. L. (2006, September). Archival publication: Another brick in the wall? *The APS Observer, 19*(9), 43-46.

**2007**

Roediger, H. L. (2007, April). Twelve tips for reviewers. *The APS Observer,* *20*(4), 41-43.

Roediger, H. L. (2007, June/July). Twelve tips for authors. *The APS Observer, 20*(6), 39-41*.*

**2008**

Roediger, H. L. (2008, January). Twelve tips for editors, and one suggestion. *The APS Observer,* *21*(1), 41-44.

**2009**

Roediger, H. L. (2009, September). The orphan paper. *The APS Observer, 22*(7), 27-29.

**2010**

Roediger, H. L. (2010, April). Behind the scenes at *Psychological Science*: An Interview with editor Robert Kail, *The APS Observer, 23*(4), 41-47.

Roediger, H. L. (2010, September). Can we measure journal quality? Does it matter? *The APS Observer, 23*(7), 19-23*.*

**2012**

Roediger, H. L. (2012, February). Psychology’s woes and a partial cure: The Value of Replication. *The APS Observe*r, *25*(2), 9 & 27-29.

**2013**

Roediger, H.L. (2013, September). Journal impact factors: How much should we care? *The APS Observer*, *26(7)*, 9-11.

Roediger, H.L. (2013, November). What’s new at *Psychological Science*? An interview with editor in chief Eric Eich. *The APS Observer, 26 (9).*

**2014**

Roediger, H.L. (2014, February). Launching an education revolution: An interview with Ed and Carol Diener, Founders of the Diener Education Fund. *The APS Observer, 27(2).*

Roediger, H.L. (2014, September). Twelve tips for department chairs. *The APS Observer, 27(7)*.

**2018**

Roediger, H.L. (2018, April). Anonymity in scientific publishing. *The APS* Observer, 31(4).

**Invited Talks and Addresses**

**1975**

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, IL.

**1981**

Roediger, H. L. (1981). *Hypermnesia: Increased recall with repeated tests*. Symposium on Long Term Memory. Southern Society for Philosophy and Psychology, Louisville, KY.

**1982**

Roediger, H. L., & Neely, J. H. (1982). *Retrieval blocks in semantic memory*. Symposium on Current Issues in Human Memory. Canadian Psychological Association, Montreal, Quebec.

**1984**

Roediger, H. L. (1984). *Retrieval inhibition in recall and recognition*. Lake Ontario Visual Establishment (LOVE Conference), Niagara Falls, Ontario.

**1985**

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, NY.

Roediger, H. L. (1985). *The medium and the message: Retention without awareness*. Midwestern Psychological Association, Chicago, IL.

Roediger, H. L. (1985). *Origins of memory research: Ebbinghaus's contributions*. Symposium to celebrate the 100th anniversary of empirical research on human memory: Where is memory research 100 years after Ebbinghaus? (E. Tulving, Moderator) at the Psychonomic Society, Boston, MA.

**1986**

Roediger, H. L. (1986). *Retention without awareness: Effects of presentation media*. Southeastern Workers in Memory (SWIM). Southeastern Psychological Association, Orlando, FL.

**1987**

Roediger, H. L. (1987). *Explaining dissociations between explicit and implicit measures of retention*. Midwestern Psychological Association, Chicago, IL.

Roediger, H. L. (1987). *The quality of quantitative education for experimental psychologists*. Symposium on Adequacy of Methodological and Quantitative Training. American Psychological Association, New York, NY.

Roediger, H. L. (1987). *Hypermnesia: Improvements in recall with repeated testing*. Tulane-Floweree Conference on Cognition, New Orleans, LA.

Roediger, H. L. (1987). *Explaining dissociations between implicit and explicit measures of retention. A processing account*. Symposium on "Varieties of Memory and Consciousness: Papers in Honour of Endel Tulving," Toronto, Ontario.

**1988**

Roediger, H. L. (1988). *Explaining dissociations between implicit and explicit measures of retention: Answering four basic questions*. American Psychological Association, Atlanta, GA.

Roediger, H. L. (1988). *An incredible new model of memory*. North Carolina Cognition Conference, Greensboro, NC.

**1989**

Roediger, H. L. (1989). *Symposium I: Implicit memory: Multiple perspectives*. Psychonomic Society, Atlanta, GA.

**1990**

Roediger, H. L. (1990). *Implicit memory: Answering four basic questions*. Southwestern Psychological Association, Dallas, TX.

Roediger, H. L. (1990). *A new model of memory*. Texas Cognition Conference, San Antonio, TX.

Roediger, H. L. (1990). *Memory: Theories, models and neuropsychology*. Attention & Performance XIV: The Silver Jubilee Meeting, Ann Arbor, MI.

Roediger, H. L. (1990). *Transfer appropriate processing*. Memory Disorders Research Society, Boston, MA.

**1991**

Roediger, H. L. (1991). *Transfer appropriate processing*. American Psychological Society, Washington, DC.

Roediger, H. L. (1991). *Remembering, knowing, and reconstructing the past*. American Psychological Association, San Francisco, CA.

**1992**

Roediger, H. L. (1992). *Implicit memory: An overview*. International Congress of Psychology, Brussels, Belgium.

Roediger, H. L. (1992). *Specificity of operations in perceptual priming*. Symposium on Implicit Memory. International Congress of Psychology, Brussels.

**1993**

Roediger, H. L. (1993). *A new technique for studying reconstructive memory*. Weiskrantz Symposium on Memory, Baylor University, Waco, TX.

Roediger, H. L. (1993). *Remembering, knowing, and reconstructing past events*. Presidential Address, Midwestern Psychological Association, Chicago, IL.

Roediger, H. L. (1993). *Perceptual priming*. 9th Annual Meeting of the International Society for Psychophysics, Palma de Mallorca, Spain.

**1994**

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*. British Psychological Society, Brighton, England.

Roediger, H. L. (1994). *Remembering events that never happened*. American Psychological Association, Los Angeles, CA.

**1995**

Roediger, H. L. (1995). *Remembering events that never happened: New experiments on false memories*. Rocky Mountain Psychological Association, Boulder, CO.

Roediger, H. L. (1995). *False memories from the standpoint of a cognitive experimental psychologist*. American Psychoanalytic Association, New York, NY.

**1996**

Roediger, H. L. (1996). *Creating false memories in the classroom*. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.

Roediger, H. L. (1996). *Memory illusions*. Keynote address to the Southwestern Psychological Association, Houston, TX.

Roediger, H. L. (1996). *The false memory debate: Perspectives from the cognitive sciences*. Keynote symposium with Elizabeth Loftus, John F. Kihlstrom, and Lawrence Weiskrantz. Southwestern Psychological Association, Houston, TX.

**1997**

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, DC.

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.

**1998**

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.

**1999**

Roediger, H. L. (1999). *Illusions of memory: Remembering events that never happened*. Meeting of the Council of Graduate Departments of Psychology, New Orleans, LA.

Roediger, H. L. (1999). *The academic department as a working environment*. American Psychological Association, Boston, MA.

Roediger, H. L. (1999). *What materials create associative memory illusions?* American Psychological Association, Boston, MA.

**2000**

Roediger, H. L. (2000). *Social contagion of memory*. Festschrift to honor Melvin H. Marx, University of Missouri, Columbia, MO.

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 to Division 3 (Experimental) of the American Psychological Association, Washington, DC.

Roediger, H. L. (2000). *Cognitive illusions: How the mind bends reality*. Council for Scientific Society Presidents, Washington, DC.

**2001**

Roediger, H. L. (2001). *Unresolved issues in levels of processing research*. American Psychological Society, Toronto, Ontario.

Roediger, H. L. (2001). *Remembering between the lines: Creating false memories via associative inferences*. 3rd International Congress of Memory, Valencia, Spain.

Roediger, H. L. (2001). *Imagination inflation in younger and older adults*. 3rd International Congress of Memory, Valencia, Spain.

Roediger, H. L. (2001). *Up close and personal: Barlow, Maslach and Roediger*. American Psychological Association, San Francisco, CA.

**2002**

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, New Haven, CT.

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.

**2003**

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, Ontario.

Roediger, H. L. (2003). *Cognitive illusions and the creation of false memories*. Association of European Psychiatrists Spring Symposium, Rome, Italy.

Roediger, H. L. (2003). *Aging and false memory: Exploring Mark Twain’s conjecture*. Keynote address at the Annual Convention of the European Society for Cognitive Psychology, Granada, Spain.

Roediger, H. L. (2003). *Aging and false memory: Exploring Mark Twain’s conjecture*. American Psychological Association Annual Convention Presidential Program, Toronto, Ontario.

**2004**

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*. 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, VA.

**2005**

Roediger, H. L. (2005). *Illusory recollection in older adults: Testing Mark Twain's conjecture*. Festschrift to honor Elizabeth F. Loftus, Wellington, New Zealand.

Roediger, H. L. (2005). *The power of testing in improving educational performance*. Keynote Address to the Society for Applied Research in Memory and Cognition, Wellington, New Zealand.

Roediger, H. L. (2005). *Aging and illusory memories: Was Mark Twain right?* International Neuropsychological Society Plenary, St. Louis, MO.

Roediger, H. L. (2005). *The power of testing memory: Implications for research and education*. Midwestern Psychological Association, Chicago, IL.

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*. Symposium at the American Psychological Society Annual Convention, Los Angeles, CA.

**2006**

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, St. Louis, MO.

Roediger, H. L. (2006*). The future of psychology: Some speculations*. Yale University, New Haven, CT.

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.

**2008**

Roediger, H. L. (2008). *Memory disorders in the classroom: How we misuse testing*. Memory Disorders Research Society, St. Louis, MO.

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*. Faculty Achievement Awards Ceremony, Washington University in St. Louis, St. Louis, MO.

**2009**

Roediger, H. L. (2009). *Does expanding retrieval represent a desirable difficulty?* Festschrift to honor Robert A. Bjork; University of California, Los Angeles, Los Angeles, CA.

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, CA.

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, CA.

Roediger, H. L. (2009). *The power of testing memory: Basic research and implications for educational practice*. Quinn Lecture, University of British Columbia, Vancouver, 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 in St. Louis, St. Louis, MO.

Roediger, H. L. (2009). *The power of testing: Enhancing retention via repeated retrieval*. Washington & Lee University, Lexington, VA.

Roediger, H. L. (2009). Remembering events that never happened: Creating false memories via associative inferences. Washington & Lee University, Lexington, VA.

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 5th Annual Missouri Undergraduate Psychology Conference (MUPC), Lindenwood University, St. Charles, MO.

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 Psychonomic Society, Boston, MA.

**2010**

Roediger, H. L. (2010). *The critical role of retrieval in enhancing long-term retention*. Conference on Dopamine and Learning, Brandeis University, Waltham, MA.

**2011**

Roediger, H. L. (2011). *Using retrieval practice to enhance retention: Moving from the lab to the classroom to influence educational practice*. Keynote address to the Society of Applied Research in Memory and Cognition, New York, NY.

Roediger, H. L. (2011). *Using retrieval practice to enhance retention: Moving from the lab to the classroom*. Keynote address to the 5th International Congress on Memory, York, England.

Roediger, H. L. (2011). *The power of retrieval practice in improving retention: From the lab to the classroom*. Keynote address to the Association for Research in Memory Attention Development Intelligence Language Learning and Organization (ARMADILLO), Commerce, TX.

**2012**

Roediger, H. L. (2012). *Cognitive enhancement of education: From the lab to the classroom*. Symposium to inaugurate the Harvard Initiative for Learning and Teaching, Harvard University.

Roediger, H. L. (2012). *The surprising power of retrieval practice in improving retention: From the lab to the classroom*. William James Fellow Award address at the 24th Annual Meeting of the Association for Psychological Science, Chicago, IL.

Roediger, H. L. (2012). *The surprising power of retrieval practice in improving retention: from the lab to the classroom.* Presented at the International Thoughts on Mind and Brain Meeting, Bar-IIan University, Tel Aviv, Israel.

**2013**

Roediger, H. L. (2013). *Retrieval practice enhances long-term retention of science learning.* Presented at the Improving Middle School Science Instruction Using Cognitive Science Conference, Washington, DC.

Roediger, H. L. (2013). *Riddles of History: Sir Frederic Bartlett’s Contributions to Memory Research and their Curious Reception.* Inaugural Ludy T. Benjamin, Jr. Lecture, University of Akron, Akron, OH.

Roediger, H. L. (2013, June). *Confidence and accuracy in reports from memory: Obtaining positive and negative correlations.* Festschrift to honor Larry L. Jacoby, Washington University in St. Louis, St. Louis, MO.

**2014**

Roediger, H. L. (2014, April). *Cognitive enhancement of education: From the lab to the classroom.* Center for Academic and Future Faculty Excellence, Michigan State University, East Lansing, MI.

Roediger, H. L. (2014, May). *Make it stick: How memory athletes perform and how their techniques can help you.* Bring the Family Address at The 26th Annual Convention of the Association for Psychological Science, San Francisco, CA.

Roediger, H. L. (2014, May). *The rise and fall of semester online.* Presented at the William K. Estes Symposium at The 26th Annual Convention of the Association for Psychological Science, San Francisco, CA.

Roediger, H. L. (2014, June). *Forgetting the presidents.* Festschrift to honor Alice Healy, Boulder, CO.

Roediger, H. L. (2014, October). *Applying principles from cognitive psychology to improve education: From the lab to the classroom.* De Lange Conference IX: Teaching in the University of Tomorrow, Houston, TX.

Roediger, H. L. (2014, October). *Illusions of learning: Why teachers and students often use ineffective techniques.* De Lange Conference IX: Teaching in the University of Tomorrow, Houston, TX.

**2015**

Roediger, H. L. (2015, January). *Collective memory: Three exploratory studies of a new concept.* Presented at the 37th Annual Conference of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.

Roediger, H. L. (2015, February). *Making it stick: The science of successful learning and memory.* Presented at the Learning & the Brain Conference, San Francisco, CA.

Roediger, H. L. (2015, March). *Cognitive illusions: Errors in perceiving, remembering, and thinking.* Lawrence Jasper Lecture at the Lifelong Learning Institute, St. Louis, MO.

Roediger, H. L. (2015, April). *Making it stick: The science of successful learning and memory.* Presented at the University of Chicago, Chicago, IL.

Roediger, H. L. (2015, April). *Making learning stick: Evidence-based techniques to improve student learning*. Presented at The Teaching Professor Conference. Keynote Address. Atlanta, GA.

**2016**

Roediger, H. L. (2016, February). *Making it stick: The science of successful learning.* Invited address at the Council of Graduate Departments. Tucson, AZ. Law

Roediger, H.L. (2016, April). *Making it stick: The science of successful learning and memory.* Provost’s Invited Lecture on Teaching and Learning, Cornell University, Ithaca, NY.

Roediger, H.L. (2016, April). *Does eyewitness confidence predict accuracy?* Presentation to the Law, Psychology and Human Development Program, Cornell University, Ithaca, NY.

Roediger, H.L. (2016, April). *Collective memory: A new arena of cognitive study*. The Ray Johnson Lecture, Macalester College, St. Paul, MN.

Mickes, L., Clark, S.E., Gronlund, S.D., Roediger, H.L., & Wixted, J.H. (2016 July). *Eyewitnesses: Not So Unreliable After All.* International Conference on Memory, ELTE University, Budapest, Hungary.

Roediger, H.L. (2016 July). *Varieties of Superior Memory Ability.* International Conference on Memory, ELTE University, Budapest, Hungary.

Roediger, H.L. (2016 July). *The Curiosity Complex Relation Between Confidence and Accuracy in Memory Research: A Possible Resolution.* International Conference on Memory, ELTE University, Budapest, Hungary.

Roediger, H.L., Abel, M., Umanath, S., Shaffer, R.A., & Wertsch, J.V. (2016 July). *Conflicting Memories of World War II.* International Conference on Memory, ELTE University, Budapest, Hungary.

Roediger, H.L. (2016, September). *Making it stick: The science of successful learning.* University of Georgia Center for Teaching and Learning, Athens, GA.

Roediger, H. L. (2016, September). Varieties of superior memory: The study of people who deliberately memorize. University of Georgia Center for Teaching and Learning, Athens, GA.

Roediger, H.L. & McDaniel, M.A. (2016, December). Making it stick: Techniques to improve instruction and training. U.S. Naval Special Warfare Center, Coronado, CA.

**2017**

Roediger, H.L. (2017). Making Learning Stick: The Science of Successful Learning. The John P. McGovern Award Address at the American Association for the Advancement of Science. Boston, MA.

Roediger, H.L. (2017). Making Learning Stick: The Science of Successful Learning. Keynote address at Celebrate Learning Week. University of British Columbia, Vancouver, B.C.

**2018**

Roediger, H.L. (2018). Making Learning Stick: The Science of Successful Learning. Address at the Sage Center for the Study of the Mind. University of California – Santa Barbara, Santa Barbara, CA.

Roediger, H.L. (2018). Collective Memory: A New Arena for Cognitive Research. Address at the Sage Center for the Study of the Mind. University of California – Santa Barbara, Santa Barbara, CA.

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