SCOTT H. FRAUNDORF

Curriculum Vitae – September 15, 2026

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PROFESSIONAL POSITIONS

2020-present	Associate professor, Department of Psychology University of Pittsburgh
2014-present	Research scientist, Learning Research and Development Center University of Pittsburgh
2014-2020	Assistant professor, Department of Psychology University of Pittsburgh
2013-2014	Postdoctoral research associate University of Rochester
2012-2013	Cognitive scientist Carnegie Learning, Inc.
2006–2012	Graduate student researcher University of Illinois at Urbana-Champaign
2004–2006	Research coordinator University of Oregon

EDUCATION

2012	Ph.D. in cognitive psychology Minor in quantitative psychology University of Illinois at Urbana-Champaign
2009	M.A. in cognitive psychology University of Illinois at Urbana-Champaign
2006	B.A. in psychology, *summa cum laude*, departmental honors Clark Honors College at the University of Oregon

PROFESSIONAL INTERESTS

Research (broad)	Psycholinguistics, memory and learning, metacognition, quantitative methods
Research (specific)	Self-regulated learning, metacognition, experience in language processing, language variation, multilevel models
Teaching	Quantitative methods, introductory psychology, research programming, learning and memory, cognition, psycholinguistics

RESEARCH FUNDING

2025-2028 "REU site: Interdisciplinary training in the learning sciences" ($423,618, PIs: Timothy Nokes-Malach, Natasha Tokowicz, Scott Fraundorf, and Diana Leyva)
National Science Foundation

2024-2028 "Improving preschoolers' math skills by designing math interventions for family routines and children's math skills" ($1,494,396, PI: Diana Leyva, role: consultant)
National Science Foundation

2024-2025 "Contrasting cases as a form of doing mathematics" ($81,362, PIs: Bilge Yurekli, Scott Fraundorf, J. Elizabeth Richey, and Timothy Nokes-Malach)
University of Pittsburgh Learning Research and Development Center

2024-2025 "Dialogue, discourse and diversity: Changing social judgments through listening effort" ($20,000, PIs: Marta Ortega Llebaria, Scott Fraundorf, Melissa Marks)
Pitt Research

2024-2025 "AI integrated in learning of rehab science skills"
($60,000, PIs: Reivian Berrios Barillas, Peter Brusilovsky, Scott Fraundorf, Kim Nixon-Cave, Lindsay Clare Matsumura)
Pitt Research

2022-2025 "Teaching reading and summarizing via argument-focused text annotation"
($127,029, PIs: Kevin Ashley and Scott Fraundorf)
University of Pittsburgh Learning Research and Development Center

2022-2023 "Literacy, education, and language processing: Special session at the Human Sentence Processing 2023 conference" ($41,613, PIs: Scott Fraundorf, Tessa Warren, Michael Walsh Dickey, Natasha Tokowicz, Seth Wiener)
National Science Foundation

2021-2025 "Investigating the impact of mindfulness training to mitigate psychological threat and enhance engagement and learning in undergraduate introductory physics courses" ($1,421,281, PI: Brian Galla, role: consultant)
National Science Foundation

2020-2021 "Foundational science for continuing board certification" ($81,897, PIs: Benjamin Rottman, Scott Fraundorf, and Timothy Nokes-Malach)
American Board of Internal Medicine

2018-2020 "Examining how metacognitive knowledge intervention can facilitate digital literacy: an experimental study of high-school learners" ($138,531; PIs: Byeong-Young Cho and Scott Fraundorf)
University of Pittsburgh Learning Research and Development Center

2016-2018 "Uniting cognitive and motivation science: an opportunity-cost model of self-regulated learning" ($102,950; PIs: Scott Fraundorf and Brian Galla)
University of Pittsburgh Learning Research and Development Center

2015 "Adaptation to dialectal variation in online syntactic processing" ($528)
University of Pittsburgh Dietrich School of Arts and Sciences

2011–2012 Traineeship in National Institutes of Health Language Processing Training Program ($23,880)
University of Illinois at Urbana-Champaign

2007–2011	National Science Foundation Graduate Research Fellowship ($90,000)
2011	Graduate College Travel Award ($300; competitive grant award at the college level) University of Illinois at Urbana-Champaign
2006–2007 Declined 2007-2009	Illinois Distinguished Fellowship ($51,000) Awarded at the university level to "exceptional" graduate students University of Illinois at Urbana-Champaign
2005	Alice C. Thompson Award for undergraduate research in psychology ($200) University of Oregon

MENTORED FUNDING

2026-2027	Dietrich School of Arts and Sciences Fellowship (2 terms) to Tianhui Lai
2025	LRDC Graduate Student Council Award ($415) to Jessica Macaluso
2021	University of Pittsburgh Summer Language Institute scholarship to Douglas Getty
2020-2022	"Neural encoding of phoneme and vocal intensity interactions in the motor cortex and basal ganglia" ($96,556) Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship to Christina Dastolfo-Hromack (role: co-mentor)
2020-2024	National Science Foundation Graduate Research Fellowship to Douglas Getty
2020	Dr. Ruth L. Myers Research Excellence Award ($500) to Kole Norberg
2019	"How beliefs and perceptions influence study strategy decisions" ($500) Carnegie Mellon University Small Undergraduate Research Grant to Alan Lu

PUBLICATIONS (***:** DIRECT MENTEE; **†**: OTHER PITT STUDENT COLLABORATOR)

Authorship in cognitive psychology typically follows the conventions of the natural sciences, in which a student mentee is first author, and the principal investigator or senior author is listed last.

Berrios Barillas, R., Gilbert, R., **Fraundorf, S.,** de Leon, M., & Wang, Y. (in press). Building confidence in hybrid anatomy learners. *Clinical Anatomy*.

Berrios Barillas, R., de Leon, M., **Fraundorf, S.,** Brusilvosky, P., **†**de Alencar, R. S., Nixon-Cave, K., & Wang, Y. (in press). Supplemental AI in a hybrid human anatomy course and its effect on student performance and engagement. *American Journal of Distance Education*.

†Rastogi, N., **†**Arevalo Jaimes, Y., Libertus, M. E., **Fraundorf, S. H.,** Lane, J., & Leyva, D. (in press). Tailoring math support to each family's typical routines and preschoolers' math skills: A randomized controlled trial [Registered Report stage 1 acceptance]. *Developmental Psychology*.

†McGregor Reiner, R., Leyva, D. **Fraundorf, S. H.,** & Libertus, M. E. (2026). A family math intervention fosters linear growth in parent-child math talk across four timepoints. *Developmental Psychology, 62*(9), 1862-1881.

†King-Shepard, Q. W., †Walker, J., Nokes-Malach, T. J., **Fraundorf, S. H.,** & Carpenter, S. K. (2025). The effects of prequestions on learning: A multilevel meta-analysis. *Educational Psychology Review, 37*(4), 112.

†Han, H., *Norberg, K., Cho, B.-Y., & **Fraundorf, S. H.** (2025). High school students' navigation processes in an internet reading task: A descriptive video analysis. *Reading Horizons: A Journal of Literacy and Language Arts*, *64*(2), 2.

†Stout, C. D., Maheux, A. J., **Fraundorf, S.,** & Choukas-Bradley, S. (2025). Hair today, gone tomorrow: Investigating adolescent body hair attitudes, satisfaction, and removal practices. *Sex Roles*, *91*, 62.

*Macaluso, J. A., & **Fraundorf, S. H.** (2025). Do differences in topic knowledge matter? An experimental investigation into topic knowledge as a possible moderator of the testing effect. *Memory*, *33*(5), 566-587.

†Marsh, E. L., Sayette, M. A**., Fraundorf, S. H.,** Pedersen, S. L., Creswell, K., & †Goodwin, M. E. (2025). A comprehensive analysis of craving in smoking cue-exposure research: Differential associations across racial identity and sex. *Journal of Psychopathology and Clinical Science*, *134*(5), 554-570.

*Norberg, K., †Han, H., Cho, B.-Y., & **Fraundorf, S. H.** (2025). Getting there is half the journey: An exploration of high schoolers' individual differences and navigation strategies during internet-based digital reading. *Learning and Individual Differences*, *120*, 102676.

*Maeroff, D., **Fraundorf, S.,** & *Getty, D. J. (2023). Auditory stimuli preferences and reading comprehension in the classroom. *Cambridge Journal of Human Behaviour*, *2*(1), 1-5.

Rottman, B. M., †Caddick, Z. A., Nokes-Malach, T. J., & **Fraundorf, S. H.** (2023). Cognitive perspectives on maintaining physicians' medical expertise: I. Reimagining Maintenance of Certification to promote lifelong learning. *Cognitive Research: Principles & Implications*, *8*, 46.

†Caddick, Z. A., **Fraundorf, S. H.**, Rottman; B. M., & Nokes-Malach, T. J. (2023). Cognitive perspectives on maintaining physicians' medical expertise: II. Acquiring, maintaining, and updating cognitive skills. *Cognitive Research: Principles & Implications*, *8*, 47.

Fraundorf, S. H., †Caddick, Z. A., Nokes-Malach, T. J., & Rottman; B. M. (2023). Cognitive perspectives on maintaining physicians' medical expertise: III. Strengths and weaknesses of self-assessment. *Cognitive Research: Principles & Implications*, *8*, 58.

Fraundorf, S. H., †Caddick, Z. A., Nokes-Malach, T. J., & Rottman; B. M. (2023). Cognitive perspectives on maintaining physicians' medical expertise: IV. Best practices and open questions in using testing to enhance learning and retention. *Cognitive Research: Principles & Implications*, *8*, 53.

Nokes-Malach, T. J., **Fraundorf, S. H.**, †Caddick, Z. A., & Rottman; B. M. (2023). Cognitive perspectives on maintaining physicians' medical expertise: V. Using a motivational framework to understand the benefits and costs of testing. *Cognitive Research: Principles & Implications*, *8*, 64.

*Macaluso, J. A., *Beuford, R. R., & **Fraundorf, S. H.** (2022). Familiar strategies feel fluent: The role of study strategy familiarity in the misinterpreted-effort model of self-regulated learning. *Journal of Intelligence*, *10*, 83.

*Constantine, R. R., *Getty, D. J., & **Fraundorf, S. H.** (2022). The role of priming in grammatical acceptability judgements for native versus non-native speakers: Effects of intelligibility. *PLOS One*, *17*, e0275191.

Lee, E.-K., & **Fraundorf, S. H**. (2022). Do L1-L2 differences in discourse processing reflect processing demands or difficulty of form-function mapping?: Evidence from self-paced listening of contrastive prosody. *Studies in Second Language Acquisition*, *44*, 942-966.

Guan, C. Q., **Fraundorf, S. H.** Gao, M., Zhang, C., & MacWhinney, B. (2022). Attentional competition and semantic integration in low- and high-span readers. *Frontiers in Psychology*, *13*, 871094.

Guan, C. Q., Meng, W., Morett, L. M., & **Fraundorf, S. H.** (2022). Mapping pitch accents to memory representations in spoken discourse among Chinese learners of English: Effects of L2 proficiency and working memory. *Frontiers in Psychology*, *13*, 870152.

Tullis, J. G., & **Fraundorf, S. H.** (2022). Selecting effectively contributes to the mnemonic benefits of self-generated cues. *Memory & Cognition*, *50*, 765-781.

†Aghjayan, S. L., Bournias, T., Kang, C., Zhou, X., Stillman, C. M., Donofry, S. D., Kamarck, T. W., Marsland, A. L., Voss, M. W., **Fraundorf, S. H.,** & Erickson, K. I. (2022). Aerobic exercise improves episodic memory in late adulthood: A systematic review and meta-analysis. *Communications Medicine*, *2*, 15.

Morett, L. M., **Fraundorf, S. H.,** & McPartland, J. C. (2021). Eye see what you're saying: Contrastive use of beat gesture and pitch accent affects online interpretation of spoken discourse. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *47*, 1494-1526.

*****Norberg, K. A., & **Fraundorf, S. H**. (2021). Memory benefits from contrastive focus truly require focus: Evidence from clefts and connectives. *Language, Cognition and Neuroscience*, *36*, 1010-1037.

Wilckens, K. A., Stillman, C. M., Waiwood, A. M., Kang, C., Leckie, R. L., †Peven, J. C., Foust, J. E., **Fraundorf, S. H.**, & Erickson, K. I. (2021). Exercise interventions preserve hippocampal volume: A meta-analysis. *Hippocampus*, *31*, 335-347.

Morett, L. M., Roche, J. M., **Fraundorf, S. H.,** & McPartland, J. C. (2020). Contrast is in the eye of the beholder: Infelicitous beat gesture increases cognitive load during online spoken discourse comprehension. *Cognitive Science*, *44*, e12912.

†Bhide, A. R., Ortega-Llebaria, M., **Fraundorf, S. H**., & Perfetti, C. (2020). The contribution of individual differences and orthographic support to the learning of non-native phonemic contrasts. *Applied Psycholinguistics, 41*, 481-516.

Guan, C. Q., **Fraundorf, S. H.,** & Perfetti, C. A. (2020). Character and child factors contribute to character recognition development among good and poor Chinese readers from grades 1 to 6. *Annals of Dyslexia*, *70*, 220-242.

Guan, C. Q., & **Fraundorf, S. H.** (2020). Cross-linguistic word recognition development among Chinese children: A multilevel linear mixed-effects modeling approach. *Frontiers in Psychology, 11*, 544.

*****Kirk-Johnson, A. R., Galla, B. M., & **Fraundorf, S. H**. (2019). Perceiving effort as poor learning: The misinterpreted-effort hypothesis of how experienced effort and perceived learning relate to study strategy choice. *Cognitive Psychology*, *115*, 101237.

Fraundorf, S. H., Hourihan, K. L., *****Peters, R. A., & Benjamin, A. S. (2019). Aging and recognition memory: A meta-analysis. *Psychological Bulletin*, *145*, 339-371.

*****Morett, L. M., & **Fraundorf, S. H.** (2019). Listeners consider alternative speaker productions in discourse comprehension and memory: Evidence from beat gesture and pitch accenting. *Memory & Cognition, 47*, 1515-1530.

†Rice, C. A., Tokowicz, N., **Fraundorf, S. H**., & **†**Liburd, T. L. (2019). The complex interactions of context availability, polysemy, word frequency and orthographic variables during lexical processing. *Memory & Cognition*, *47*, 1297-1313.

Starns, J. J., Cataldo, A. M., Rotello, C. M., Annis, J., Aschenbrenner, A., Brodt, A., … **Fraundorf, S. H**., … Wilson, J. (2019). Assessing theoretical conclusions with blinded inference to investigate a potential inference crisis. *Advances in Methods and Practices in Psychological Science*, *2*, 335-349.

Chen, L., Perfetti, C. A., **†**Fang, X., **†**Chang, L.-Y., & **Fraundorf, S. H.** (2019). Reading Pinyin implicitly activates character orthography for skilled Chinese readers. *Language, Cognition and Neuroscience*, *34*, 736-746.

Lee, E.-K., & **Fraundorf, S. H.** (2019). Native-like processing of prominence cues in L2 written discourse comprehension: Evidence from font emphasis. *Applied Psycholinguistics*, *40*, 373-398.

James, A. N., **Fraundorf, S. H**., Lee, E.-K., & Watson, D. G. (2018). Individual differences in syntactic processing: Is there evidence for reader-text interactions? *Journal of Memory and Language*, *102*, 155-181.

Lee, E.-K., & **Fraundorf, S. H**. (2017). Effects of contrastive accents in memory for L2 discourse. *Bilingualism: Language and Cognition*, *20*, 1063-1079.

Tullis, J. G., & **Fraundorf, S. H.** (2017). Predicting others' memory performance: The accuracy and bases of social metacognition. *Journal of Memory and Language*, *95*, 124-137.

Hourihan, K. L., **Fraundorf, S. H.,** & Benjamin, A. S. (2017). The influences of valence and arousal on judgments of learning and on recall. *Memory & Cognition*, *45*, 121-136.

Fraundorf, S. H., & Benjamin, A. S. (2016). Conflict and metacognitive control: The *mismatch-monitoring* hypothesis of how others' knowledge states affect recall. *Memory*, *24*, 1108-1122.

Fraundorf, S. H., & Jaeger, T. F. (2016). Readers generalize adaptation to newly-encountered dialectal structures to other unfamiliar structures. *Journal of Memory and Language*, *91*, 28-58.

Brown-Schmidt, S., & **Fraundorf, S. H.** (2015). Interpretation of informational questions modulated by joint knowledge and intonational contours. *Journal of Memory and Language*, *84*, 49-74.

Fraundorf, S. H., Watson D. G., & Benjamin, A. S. (2015). Reduction in prosodic prominence predicts speakers' recall: Implications for theories of prosody. *Language, Cognition and Neuroscience*, *30*, 606-619.

Fraundorf, S. H., & Watson, D. G. (2014). Alice's adventures in *um*-derland: Psycholinguistic sources of variation in disfluency production. *Language, Cognition and Neuroscience*, *29*, 1083-1096.

Fraundorf, S. H., Arnold, J. E, & Langlois, V. (2014). Disfluency. In M. Aronoff (Ed.), *Oxford Bibliographies in Linguistics*. New York: Oxford University Press.

Fraundorf, S. H., & Benjamin, A. S. (2014). Knowing the crowd within: Metacognitive limits on combining multiple judgments. *Journal of Memory and Language*, *71*, 17-38.

Fraundorf, S. H., Benjamin, A. S., & Watson, D. G. (2013). What happened (and what did not): Discourse constraints on encoding of plausible alternatives. *Journal of Memory and Language, 69*, 196-227.

Hourihan, K. L., **Fraundorf, S. H.,** & Benjamin, A. S. (2013). Same faces, different labels: Generating the cross-race effect in face memory with social category information. *Memory & Cognition, 41*, 1021-1031.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2012). The effects of age on the strategic use of pitch accents in memory for discourse: A processing-resource account. *Psychology and Aging, 27*, 88-98.

Fraundorf, S. H., & Watson, D. G. (2011). The disfluent discourse: Effects of filled pauses on recall. *Journal of Memory and Language*, *65*, 161-175.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2010). Recognition memory reveals just how *contrastive* contrastive accenting really is. *Journal of Memory and Language*, *63*, 367-386.

Sheese, B. E., Rothbart, M. K., Posner, M. I., White, L. K., & **Fraundorf, S. H.** (2008). Executive attention and self-regulation in infancy. *Infant Behavior and Development*, *31*, 501-510.

PEER-REVIEWED CONFERENCE PROCEEDINGS

Morett, L. M., **Fraundorf, S. H.**, & McPartland, J. C. (2019). Eye see what you're saying: Beat gesture facilitates online resolution of contrastive referring expressions in spoken discourse. In A. Goel, C. Seifert, & C. Freksa (Eds.), *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. Montreal, QC: Cognitive Science Society.

Morett, L. M., Roche, J., **Fraundorf, S. H**., & McPartland, J. C. (2018). Pupillometry and multimodal processing of beat gesture and pitch accent: The eye's hole is greater than the sum of its parts. In C. Kalish, M. Rau, J. Zhu, & T. Rogers (Eds.), *Proceedings of the 40th Annual Meeting of the Cognitive Science Society* (pp. 2128-2133). Madison, WI: Cognitive Science Society.

Hausmann, R. G., Vuong, A., Towle, B., **Fraundorf, S. H.**, Murray, R. C., & Connelly, J. (2013). An evaluation of the effectiveness of just in time hints. In K. Yacef, H. C. Lane, & J. Mostow (Eds.), *Proceedings of the 16th International Conference on Artificial Intelligence in Education (AIED 2013)* (pp. 791-794). Memphis, TN.

Fraundorf, S. H., & Watson, D. G. (2008). Dimensions of variation in disfluency production in discourse. In J. Ginzburg, P. Healey, & Y. Sato (Eds.), *Proceedings of LONDIAL 2008, the 12th Workshop on the Semantics and Pragmatics of Dialogue* (pp. 131-138). London: King's College London.

PATENTS

Fraundorf, S. H., Wasson, M., Huettner, A., & Schwiebert, R. (2015). Adaptive grammar instruction for prepositions. *U.S. Patent No. 20,150,106,703*. Washington, DC: U.S. Patent and Trademark Office.

Vuong, A., Huettner, A., **Fraundorf, S. H.**, & Keiser, V. (2015). Adaptive grammar instruction—verb tense. *U.S. Patent No. 20,150,106,705*. Washington, DC: U.S. Patent and Trademark Office.

Murray, R. C., Schmandt, L., Schwiebert, R., Hinton, S., **Fraundorf, S. H.,** Huettner, A., & Shell, P. (2015). Adaptive grammar instruction for commas. *U.S. Patent No. 20,150,104,764*. Washington, DC: U.S. Patent and Trademark Office.

SOFTWARE

Fraundorf, S. H. (2020). psycholing: R Functions for Common Psycholinguistic and Cognitive Designs. R package version 0.5.3. Available from http://github.com/sfraundorf

Fraundorf, S. H., Diaz, M. I., Finley, J. R., Lewis, M. L., Tooley, K. M., Isaacs, A. M., Lam, T. Q., Trude, A. M., Brown-Schmidt, S., & Brehm, L. (2014). CogToolbox for MATLAB [computer software]. Available from http://github.com/sfraundorf

PRESENTATIONS (*: ADVISEE; †: OTHER PITT STUDENT COLLABORATOR)

Fraundorf, S.H. (2026, November). Metacognitive monitoring of hierarchically organized domains: Specificity benefits resolution but impairs calibration. Spoken presentation at the 67th Annual Meeting of the Psychonomic Society, San Diego, CA.

Ortega Llebaria M., Marks. M. J., & **Fraundorf, S.H.** (2026, November). The role of talker identity in perceptions of listening effort. Poster presentation at the 67th Annual Meeting of the Psychonomic Society, San Diego, CA.

Berrios Barillas, R., **Fraundorf, S.**, & Walker, A. N. (2026, April). From afraid to amazing! Building confidence in anatomy learners. Poster presentation at Anatomy Connected, Albuquerque, NM.

Ortega Llebaria, M., **Fraundorf, S.**, & Marks, M. J. (2026, January). Constructing listener profiles: individual and social determinants of listening effort in accented speech. Spoken presentation at LIV Simposio de la Sociedad Española de Lingüística, Madrid, Spain.

Fraundorf, S.H. (2025, November). Metacognitive monitoring of hierarchically organized domains: Specificity benefits resolution but impairs calibration. Spoken presentation at the International Association for Metacognition, Denver, CO.

Cho, B.-Y., **Fraundorf, S.H., ***Norberg, K. A., **†**Han, H., & Lee, C. (2025, July). Can navigation help learning from internet texts? A path-model study of adolescents' constructively responsive reading in a digital space. Spoken presentation at the Annual Meeting of Society for Text and Discourse, Padua, Italy.

Clements, B., **Fraundorf, S. H.**, & Brehm, L. E. (2025, March). What catches the eye: Recognition memory as a function of contrastive accenting and sentence position in the visual world paradigm. Spoken presentation at the 38th Annual Conference on Human Sentence Processing, College Park, MD.

†Rice, E., Lindsay, E., Vize, C., **Fraundorf, S.**, Marsland, A., Greco, C., Dutcher, J., Wright, A., Brown, K., Creswell, D., & Kamarck, T. (2025, March). Examining the effect of mindfulness-based stress reduction on blood pressure in older lonely adults: A randomized clinical trial. Poster presented at the Society for Biopsychosocial Science and Medicine 82nd Annual Scientific Meeting, Seattle, WA.

Berrios Barillas, R., McCormick, A., Brusilovsky, P., Sampaio de Alencar, R., Nixon-Cave, K., **Fraundorf, S. H.**, & Matsumura, L. C. (2025, February). Utilizing visual teacher dashboards to identify difficult topics for student learning in an anatomy course. Poster presented at the American Physical Therapy Association Combined Sections Meeting, Houston, TX.

*Macaluso, J. A., & **Fraundorf, S. H.** (2024, November). Using expertise with fictional domains to test whether prior knowledge moderates the testing effect. Poster presented at the 65th Annual Meeting of the Psychonomic Society, New York, NY.

†Marsh, E. L., †Goodwin, M. E., Creswell, K. G., **Fraundorf, S. H**., & Sayette. M. A. (2024, March). A multi-analytic examination of race and sex on cigarette cue reactivity among smokers. Poster presented at the 30th annual meeting of the Society for Research on Nicotine & Tobacco, Edinburgh, Scotland.

*Getty, D. J., & **Fraundorf, S. H.** (2023, November). Are non-literal interpretations driven by syntax or semantics?: A new analysis of existing data. Spoken presentation at the 64th Annual Meeting of the Psychonomic Society, San Francisco, CA.

*Macaluso, J. A., & **Fraundorf, S. H.** (2023, November). The impact of perceived study strategy effort and familiarity on self-regulated learning decisions. Spoken presentation at the Bi-Annual International Association for Metacognition, San Francisco, CA.

*Macaluso, J. A., & **Fraundorf, S. H.** (2023, November). The testing effect: Background knowledge as a possible moderator. Poster presented at the 64th Annual Meeting of the Psychonomic Society, San Francisco, CA.

*Getty, D. J., Buxo-Lugo, A., & **Fraundorf, S. H.** (2023, November). The effect of disfluency on non-literal structural representation. Poster presented at the 64th Annual Meeting of the Psychonomic Society, San Francisco, CA.

*Getty, D. J., & **Fraundorf, S. H.** (2023, March). Non-literal syntactic representations are activated by prediction and revision. Poster presented at 36th Annual Conference on Human Sentence Processing.

*Macaluso, J. A., & **Fraundorf, S. H.** (2022, November). Study-strategy perceived effort and familiarity influence self-regulated learning decisions via perceived fluency. Poster presented at the 63rd Annual Meeting of the Psychonomic Society, Boston, MA. **[awarded Graduate Student Conference Award]**

*Getty, D. J., & **Fraundorf, S. H.** (2022, November). Using visual context to test the structural prediction account of non-literal representation. Spoken presentation at the 63rd Annual Meeting of the Psychonomic Society, Boston, MA.

†Dastolfo-Hromack, C., Lipski, W., Bush, A., Bohland, J., Turner, R., Chandrasekaran, B., **Fraundorf, S.,** Holt, L. L., Fiez, J., Shaiman, S., Richardson, R. M. (2022, October). Activity in the subthalamic nucleus indexes the coupling of articulation and vocal intensity. Poster presented at the Society for Neurobiology of Language, Philadelphia, PA.

*Norberg, K. A., & **Fraundorf, S. H.** (2022, July). Overcoming comprehension failure: A metacognitive perspective for the allocation of reading time. Spoken presentation at Society for the Scientific Study of Reading Annual Meeting 2022, Newport Beach, CA.

*Getty, D. J, & **Fraundorf, S. H.** (2022, May). Plausibility and non-literal interpretation influence structural priming. Poster presented at the 12th International Workshop on Language Production, Pittsburgh, PA.

*Norberg, K. A., & **Fraundorf, S. H.** (2022, March). The influence of the ease-of-processing heuristic and attention on monitoring of text comprehension. Poster presented at 35th Annual Conference on Human Sentence Processing.

*Getty, D. J., & **Fraundorf, S. H.** (2022, March). Plausibility and speaker identity can activate alternate syntactic representations. Poster presented at 35th Annual Conference on Human Sentence Processing.

*Getty, D. J., & **Fraundorf, S. H.** (2022, March). Dynamics of context-specific syntactic adaptation. Poster presented at 35th Annual Conference on Human Sentence Processing.

Morett, L. M., McPartland, J.C., & **Fraundorf, S. H.** (2022, March). Felicity of multimodal emphasis cues influences referent prediction in online spoken sentence comprehension: Evidence from contrastive pitch accenting and beat gesture. Poster presented at 35th Annual Conference on Human Sentence Processing.

*Getty, D. J., & **Fraundorf, S. H.** (2021, November). Do listeners care about the speaker or the input?: Evidence from structural priming. Poster presented at the 62nd Annual Meeting of the Psychonomic Society.

Fraundorf, S. H. (2021, September). How longitudinal assessment can enhance learning & motivation: Principles from psychological science. Spoken presentation at American Board of Medical Specialties Conference 2021.

Cho, B.-Y., & **Fraundorf, S. H.** (2021, April). Can navigation help students read and learn from multiple online sources in generative writing task? A path-model study. Spoken presentation at American Education Research Association, Orlando, FL.

*Getty, D. J., & **Fraundorf, S. H.** (2021, March). Structural priming in the comprehension of non-native speech. Poster presented at CUNY 2021: Conference on Human Sentence Processing.

Fraundorf, S.H. (2020, September). Examining the foundational science behind continuing board certification. Spoken presentation at American Board of Medical Specialties Conference 2020.

Lee, E.-K., & **Fraundorf, S.H.** (2020, September). Non-native-like encoding of contrastive accents in L2 spoken discourse comprehension: Evidence from self-paced listening. Poster presented at 26th Architectures and Mechanisms for Language Processing conference.

†Han, H., *****Norberg, K.A., Cho, B.-Y., & **Fraundorf, S.H.** (2020, April). What makes skilled readers in print reading become more and less successful in an online setting? American Education Research Association, San Francisco, CA (Conference canceled).

*****Norberg, K.A., & **Fraundorf, S.H**. (2020, March). Adaptive reading in response to connective location and clause order. Poster presented at CUNY 2020 Conference on Human Sentence Processing.

Cho, B.-Y., **Fraundorf, S.H., ***Norberg, K. A., & †Han, H. (2019, December). Can metacognitive knowledge support adolescents' critical questioning in an internet reading task? Spoken presentation at Literary Research Association, Tampa, FL.

*****Norberg, K.A., & **Fraundorf, S.H**. (2019, November). Under the influence of connectives: How connective presence and clause order affect retention of text. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montréal, QC.

*****Norberg, K. A., Cho, B.-Y., **Fraundorf, S.H**., & †Han, H. (2019, July). Can online search strategies predict learning from internet sources?: A correlational analysis. Spoken presentation at the Society for Text and Discourse, New York, NY. **[winner of the Outstanding Student Paper Award]**

Cho, B.-Y., **Fraundorf, S.H., ***Norberg, K. A., & †Han, H. (2019, July). An experimental study of a metacognitively-oriented digital reading interventions. Spoken presentation at the Society for the Scientific Study of Reading, Toronto, ON.

*****Peters, R.A., & **Fraundorf, S.H**. (2019, March). How do readers adapt to unfamiliar syntax?: Evidence from *needs+past participle*. Poster presented at CUNY 2019 Conference on Human Sentence Processing, Boulder, CO.

*****Peters, R.A., & **Fraundorf, S.H.** (2019, March). One star, two star, red star, blue star: Subsequent memory reveals both lexical and discourse influences on prosodic reduction. Poster presented at CUNY 2019 Conference on Human Sentence Processing, Boulder, CO.

Morett, L.M., Roche, J., **Fraundorf, S.H.,** & McPartland, J.C. (2019, March). Beat gesture increases cognitive load during online contrastive reference resolution. Poster presented at CUNY 2019 Conference on Human Sentence Processing, Boulder, CO.

*****Kirk-Johnson, A.R., **Fraundorf, S.H**., & Galla, B.M. (2018, November). Direct evidence that perceived learning mediates the relationship between perceived difficulty and study strategy choices. Spoken presentation at the 10th Bi-Annual Meeting of the International Association for Metacognition, New Orleans, LA.

*****Norberg, K.A., & **Fraundorf, S.H**. (2018, November). What should I remember? Clefts and connectives affect later text memory. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

*****Constantine, R.R. & **Fraundorf, S.H.** (2018, November). Syntactic adaptation to native versus non-native speech. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Morett, L.M., **Fraundorf, S.H.,** & McPartland, J.C. (2018, November). Eye see what you're saying: Beat gesture and contrastive pitch accent facilitate online reference resolution in discourse processing. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Morett, L.M., Roche, J., **Fraundorf, S.H**., & McPartland, J.C. (2018, November). Seeing double: Beat gesture and pitch accent increase listeners' cognitive load during discursive reference resolution. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Morett, L.M., **Fraundorf, S.H.,** & McPartland, J.C. (2018, October). Convergent contrastive cues: Beat gesture and L+H* pitch accenting influence online reference resolution similarly in spoken language processing. Spoken presentation at Experimental and Theoretical Advances in Prosody 4, Amherst, MA.

*****Norberg, K.A., & **Fraundorf, S.H**. (2018, June). What should I remember?: Manipulation of focus within a sentence affects later memory. Poster presented at the International Workshop on Advanced Learning Sciences, Pittsburgh, PA.

*****Kirk-Johnson, A.R., Galla, B.M., & **Fraundorf, S.H**. (2018, May). Direct evidence that judgments of learning mediate the relationship between perceived difficulty and study strategy choice. Poster presented at the 30th Annual Convention of the Association for Psychological Science, San Francisco, CA, and at the International Workshop on Advanced Learning Sciences, Pittsburgh, PA.

Morett, L.M., & **Fraundorf, S.H.** (2018, March). Multimodal cue integration affects referent prediction in real-time sentence comprehension: Evidence from pitch accent and beat gesture. Poster presented at CUNY 2018 Conference on Human Sentence Processing, Davis, CA.

*****Kirk-Johnson, A.R., **Fraundorf, S.H**., & Galla, B. M. (2017, November). Cognitive and motivational appraisals of study strategies: The importance of experienced effort within self-regulated learning. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC.

Fraundorf, S.H., & Lee, E.-K. (2017, October). The encoding of salient alternatives in L2 discourse. Poster presented at Second Language Research Forum, Columbus, OH.

†Bhide, A., Ortega-Llebaria, M., **Fraundorf, S**., & Perfetti, C. (2017, July). The effect of orthographic support, rise time discrimination, and phonological skills on second language learners' abilities to learn Marathi pronunciations. Spoken presentation at the Society for the Scientific of Reading Conference, Halifax, Canada.

*****Morett, L.M., & **Fraundorf, S.H.** (2017, March). Top-down expectations affect integration of multiple cues to emphasis in discourse. Poster presented at CUNY 2017 Conference on Human Sentence Processing, Boston, MA.

Lee, E.-K., & **Fraundorf, S.H**. (2017, March). How font emphasis influences the encoding of salient alternatives in L2 discourse. Poster presented at CUNY 2017 Conference on Human Sentence Processing, Boston, MA.

*****Morett, L.M., & **Fraundorf, S.H.** (2016, November). Beat gesture alters how pitch accenting affects discourse memory: Evidence for top-down use of talker expectations. Spoken presentation at the 57th Annual Meeting of the Psychonomic Society, Boston, MA. **[received Member Select-Speaker Award; 1 of 9 awarded among 1,514 submissions]**

Fraundorf, S.H. (2016, November). Predicting the memory performance of others. Spoken presentation at the 9th Bi-Annual Meeting of the International Association for Metacognition, Boston, MA.

Lee, E.-K., & **Fraundorf, S.H.** (2016, September). L2 learners' sensitivity to contrastive accents in memory for discourse. Poster presented at Architectures and Mechanisms for Language Processing 2016, Bilbao, Spain.

Fraundorf, S. H., Jaeger, T. F., & Tanenhaus, M.K. (2016, March). Dialectal adaptation suggests rapid implicit learning of unfamiliar syntactic structures. Poster presented at CUNY 2016 Conference on Human Sentence Processing, Gainesville, FL.

Tullis, J. G., & **Fraundorf, S. H**. (2015, November). Predicting the memory performance of others. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL, and at the Arizona Cognitive Science Conclave, Tucson, AZ.

†Rice, C. A., Tokowicz, N., **Fraundorf, S. H.,** & Liburd, T. (2015, November). The polysemy advantage in lexical access: The role of context availability and orthographic neighborhood variables. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.

†Chang, L.-Y., Perfetti, C., Chen, H.-C., **Fraundorf, S. H.,** & †Fang, X. (2015, November). How do people speaking different languages approach graphemes differently? Evidence from eight language groups. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.

Fraundorf, S. H., & Jaeger, T. F. (2015, March). The influence of experience on processing of dialectal and conventional structures. Poster presented at CUNY 2015 Conference on Human Sentence Processing, Los Angeles, CA.

James, A. N., **Fraundorf, S. H**., Lee, E.-K., & Watson, D. G. (2015, March). Individual differences in syntactic processing: Evidence from verb bias, relative clause extraction, and attachment preferences. Poster presented at CUNY 2015 Conference on Human Sentence Processing, Los Angeles, CA.

Fraundorf, S. H. (2014, November). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Spoken presentation at the 8th Bi-Annual Meeting of the International Association for Metacognition, Long Beach, CA.

Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (2014, November). Age differences in item recognition memory discrimination and criteria: A meta-analysis. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Hourihan, K. L., **Fraundorf, S. H.,** & Benjamin, A. S. (2014, November). Valence and arousal effects in judgments of learning and recall. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Fraundorf, S. H., & Jaeger, T. F. (2014, March). Experience with dialectal variants modulates online syntactic comprehension. Poster presented at CUNY 2014 Conference on Human Sentence Processing, Columbus, OH.

Fraundorf, S. H., Hourihan, K. L., & Benjamin, A. S. (2013, November). Age differences in recognizing affective stimuli: A meta-analysis. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, ON.

Fraundorf, S. H., Benjamin, A. S., & Watson D. G. (2013, March). What happened (and what didn't): Discourse constraints on alternative sets. Poster presented at CUNY 2013 Conference on Human Sentence Processing, Columbia, SC.

Fraundorf, S. H., & Benjamin, A. S. (2012, November). Knowing the crowd within: Combining theory and experience in metacognitive judgments. Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Fraundorf, S. H., & Watson D. G. (2012, March). The accent by the adjunct: Pitch accenting interacts with argument structure and previous reference in online reference resolution. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.

Fraundorf, S. H., Lee, E.-K., & Watson D. G. (2012, March). Language experience accounts for individual differences in syntactic processing: Evidence from multi-level modeling. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.

Brown-Schmidt, S., & **Fraundorf, S. H.** (2012, March). Common ground and interactive feedback in online language understanding: The role of attentional and executive networks. Poster presented at CUNY 2012: Conference on Human Sentence Processing, New York, NY.

Fraundorf, S. H., & Benjamin, A. S. (2011, November). Effects of others' knowledge states on metacognitive control of recall. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Hourihan, K. L., **Fraundorf, S. H.,** & Benjamin, A. S. (2011, November). Same faces, different labels: Generating the cross-race effect in face memory with social category information. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2011, March). Are older adults less strategic in discourse processing?: Evidence from pitch accents. Poster presented at CUNY 2011: Conference on Human Sentence Processing, Stanford, CA and at Education for a Lifetime: Minds, Brains and New Literacies, Urbana, IL.

Fraundorf, S. H., & Watson, D. G. (2010, September). Who cares about prosody?: Predicting individual differences in sensitivity to pitch accent in online reference resolution. Poster presented at Architectures and Mechanisms for Language Processing 2010, York, England.

Fraundorf, S. H., & Watson, D. G. (2010, September). The disfluent discourse: Effects of filled pauses on recall. Poster presented at Architectures and Mechanisms for Language Processing 2010, York, England.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2010, March). Recall predicted by reduction in intensity but not duration: Implications for theories of prominence. Poster presented at CUNY 2010: Conference on Human Sentence Processing, New York, NY.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2009, March). Is contrastive accenting really CONTRASTIVE?: Effects of contrastive accenting on processing in a discourse. Poster presented at CUNY 2009: Conference on Human Sentence Processing, Davis, CA.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2008, November). Effects of prosodic stress on memory in language comprehension. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

Fraundorf, S. H., Sheese, B. E., White, L. K., Rothbart, M. K., & Posner, M. I. (2008, May). Dissociable effects of attention and parent-child interaction on language acquisition. Poster presented at the 2008 meeting of the Association for Psychological Science, Chicago, IL.

Fraundorf, S. H., Watson, D. G., & Benjamin, A. S. (2008, April). Effect of pitch accents on memory in language comprehension. Poster presented at Experimental and Theoretical Advances in Prosody, Ithaca, NY and at CUNY 2008: Conference on Human Sentence Processing, Chapel Hill, NC.

Fraundorf, S. H., & Watson, D. G. (2008, March). Alice's adventures in um-derland: Dimensions of variation in disfluency production. Poster presented at CUNY 2008: Conference on Human Sentence Processing, Chapel Hill, NC.

Fraundorf, S. H., Sheese, B. E., White, L. K., Rothbart, M. K., & Posner, M. I. (2007, May). Brain derived neurotrophic factor gene polymorphism associated with language acquisition. Poster presented at the 2007 meeting of the Midwestern Psychological Association, Chicago, IL.

Sheese, B. E., **Fraundorf, S. H.,** White, L. K., Rothbart, M. K., & Posner, M. I. (2007, April). Language development and executive attention in infancy. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Sheese, B., Rothbart, M. K., White, L. **Fraundorf, S**., & Posner, M. I. (2006, August). The origin of executive attention during infant development. American Psychological Association Symposium, New Orleans, LA.

Sheese, B. E., Rothbart, M. K., White, L. K., **Fraundorf, S. H**., & Posner, M. I. (2006, August). Executive attention, emotion, and emotion regulation in infancy. Poster presented at the annual conference of the International Society for Research in Emotions, Atlanta, GA.

Fraundorf, S. H. (2005, May). Betrayal trauma and attention: Emotional processing systems affect response to trauma related information. Poster presented at the Fifth Annual Stanford Undergraduate Psychology Conference, Stanford, CA.

INVITED TALKS

Fraundorf, S. H. (2020, August). What happened (and what didn't): Prosody and salient alternatives in first- and second-language discourse processing. Remote talk for Beijing Language and Culture University.

Fraundorf, S. H. (2020, April). Making bad study decisions (for good reasons): The misinterpreted-effort hypothesis of self-regulated learning decisions. Remote talk for the Character Lab, Department of Psychology, University of Pennsylvania.

Fraundorf, S. H. (2019, April). Making bad study decisions (for good reasons): The misinterpreted-effort hypothesis of self-regulated learning decisions. Cognitive psychology talk series, Department of Psychology, Carnegie Mellon University.

Fraundorf, S. H. (2017, May). What's parsed is prologue: The ties between text comprehension and long-term learning. Department of Psychology, University of Alberta.

Fraundorf, S. H. (2017, April). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Department of Psychology, Carnegie Mellon University.

Fraundorf, S. H. (2017, March). What happened (and what didn't): Prosody, gesture, and salient alternatives in discourse memory. Center for Language Sciences, Pennsylvania State University.

Fraundorf, S. H. (2016, May). What happened (and what didn't): Prosody and salient alternatives in discourse memory. Department of Linguistics, University of Oregon.

Fraundorf, S. H. (2016, May). Knowing the crowd within: Metacognitive limits on combining multiple judgments. Department of Psychology, Kent State University.

Fraundorf, S. H. (2013, December). What's parsed is prologue: The ties between language processing and long-term learning. Learning Research and Development Center, University of Pittsburgh.

Fraundorf, S. H. (2013, November). What's parsed is prologue: Learning in syntactic and discourse processing. Center for the Language Sciences, University of Rochester.

Fraundorf, S. H. (2013, May). What's parsed is prologue: The ties between language processing and long-term memory. Department of Psychology, University of Wisconsin—Madison.

Fraundorf, S. H. (2012, March). What's parsed is prologue: The ties between language processing and long-term memory. Center for the Language Sciences, University of Rochester.

Fraundorf, S. H. (2012, February). Knowing the crowd within: Multiple estimations reveal contributions of theory and experience to metacognitive judgments. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2012, January). Modeling comprehension of text: The roles of contrast and online processing. Remote talk for the School of Psychology, University of Kent.

Fraundorf, S. H. (2011, March). Keeping up with the Joneses: Effects on others' knowledge states on metacognitive control of recall. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2009, December). What happened (and what didn't): Effects of pitch accenting on memory for discourse. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2009, March). Are contrastive accents *contrastive*?: Effects of pitch accenting on memory for discourse. Language processing talk series, Beckman Institute, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2008, February). Through thee, uh, looking glass: Dimensions of variation in disfluency production. Language processing talk series, Beckman Institute, University of Illinois at Urbana-Champaign.

Fraundorf, S. H. (2007, August). Alice's adventures in um-derland: Dimensions of variation in disfluency production. Cognitive psychology talk series, Department of Psychology, University of Illinois at Urbana-Champaign.

TEACHING EXPERIENCE AND CERTIFICATIONS

At University of Pittsburgh

Note: As of fall 2017, the Dietrich School of Arts and Sciences at the University of Pittsburgh has eliminated overall numerical evaluations of courses.

PSY 1582 Memory & Metacognition (previously PSY 1054)
Fall 2019

Spring 2018
Spring 2017 (course evaluation: 4.8 out of 5.0)

PSY 2005 Statistical Analysis I—ANOVA
Fall 2017
Fall 2016 (course evaluation: 4.9 out of 5.0)
Fall 2015 (course evaluation: 4.7 out of 5.0)

PSY 2010 Statistical Analysis II—ANOVA
Spring 2026
Spring 2025
Spring 2024
Spring 2023
Spring 2022
Spring 2021
Spring 2020
Spring 2019

PSY 2035 Multilevel Models (previously PSY 2575)
Fall 2026
Fall 2025
Fall 2024
Fall 2023
Fall 2022
Fall 2020
Fall 2018
Spring 2017 (course evaluation: 4.9 out of 5.0)
Fall 2014 (course evaluation: 4.6 out of 5.0)

Informal Local talks and workshops in quantitative methodology

Meta-analysis: Goals, procedures, and challenges (2025, September)

Finding what you're looking for: The what, why, how, and where of statistical power (2025, March)

Measurement theory for cognitive psychologists (2024, March)

Current approaches to power simulations in mixed-effects models (2023, March)

The meat of meta-analysis (2021, March)

Across the *N*th dimension: Understanding factor analysis in psychology (2019, January)

Basics of using the R environment for statistical computing (2018, September)

Power analyses for mixed-effects models (2018, April)

Finding what you're looking for: The what, why, where, and how of statistical power (2018, January)

Analyzing experimental data with mixed effects models (2014, October)

At University of Illinois

PSYC 100 — Introduction to Psychology (primary instructor)

Spring 2009 (course evaluation: 4.7 out of 5.0)
List of Teachers Ranked as Excellent by their Students
"Outstanding" rating (top 10% of student evaluations on campus)

Fall 2008 (course evaluation: 4.6 out of 5.0)
List of Teachers Ranked as Excellent by their Students

Guest lectures — Fall 2011, Basic Multilevel Modeling (instructor: Sarah Brown-Schmidt)

Fall 2010, Language: A User's Guide (instructor: Duane Watson)

Fall 2007, Language Comprehension (instructor: Duane Watson)

Spring 2009 — Graduate Teaching Certificate, University of Illinois at Urbana-Champaign
Awarded to graduate instructors who achieve high student ratings and attend workshops on pedagogy

CURRENT AND PREVIOUS TRAINEES

Post-doctorate — Laura Morett (2015-2016)

Current position: Associate professor of speech, language, and hearing sciences, University of Missouri

Visiting scholars — Connie Qun Guan (2018-2019, Sino-U.S. Fulbright Scholar)

Current position: Professor, Beijing Language and Culture University

Graduate — Tianhui Lai (Ph.D. student, 2026-present)

Sriparna Sen (Ph.D. student, 2026-present)

Jessica Macaluso (Ph.D. student, 2021-2025)

Current position: Research data analyst II, California Department of Developmental Services

Douglas Getty (Ph.D. student, 2018-2024)

Current position: Senior data scientist, McGraw Hill

Kole Norberg (Ph.D. student, 2017-2022)

Current position: Senior learning engineer, Carnegie Learning

Hyeju Han (graduate student researcher, 2018-2020)

Current position: Assistant professor of curriculum & instruction, National Louis University

Afton Kirk-Johnson (graduate student researcher, 2016-2018)

Current position: Senior research coordinator, UPMC Children's Hospital of Pittsburgh

Undergraduate independent projects

Karima Ribeiro-Hassounah (B.Phil. honors thesis, in progress)

Dalia Maeroff (B.Phil. honors thesis, 2023)

Subsequent position: Project coordinator, Learning Research and Development Center, University of Pittsburgh

Catherine Apgar (B.Phil. honors thesis, 2022)

Subsequent position: Ph.D. student in cognitive psychology, University of Pennsylvania

Cody Gilbert (B.Phil. honors thesis, 2019)

Subsequent position: Ph.D. student in social psychology, SUNY Albany

Alan Lu (Carnegie Mellon Student Undergraduate Research Award project, 2019)

Subsequent position: Ph.D. student in cognitive psychology, UC Davis

Rodica Constantine (honors thesis, 2018)

Subsequent position: Ph.D. student in cognitive psychology, University of Nevada—Las Vegas

Brenna Mauro (B.Phil. honors thesis, 2017)

Subsequent position: M.A. student in occupational therapy, Shenandoah University

Undergraduate Directed Research

Zoey Yu (Psychology), fall 2026—present

Vainavi Rokkam (Psychology), fall 2026—present

Karima Ribeiro-Hassounah (Psychology) spring 2026—present

Linnea Wheeler (Linguistics), fall 2025—present

Aarav Patil (Linguistics), fall 2025

Emily Khuu (Psychology), fall 2024—spring 2025

Priyanka Edupuganti (Psychology), fall 2023—spring 2025

Subsequent position: M.P.H. student, Emory University

Keya Dixit (Psychology), summer 2023—fall 2024

Subsequent position: M.A. student in forensic psychology, The Chicago School

Hanna Enos (Psychology), spring 2023—fall 2025

Subsequent position: Ph.D. student in learning sciences, Northwestern University

Taylor Kim (Psychology), spring 2023—spring 2024

McKenna Dunbar (Psychology), spring 2023

Anna Roberts (Psychology), spring 2022—fall 2022

Sicheng Lan (Psychology), spring 2022

Subsequent position: M.Ed. student, Johns Hopkins University

Dalia Maeroff (Psychology), spring 2022—spring 2023

Subsequent position: Project coordinator, Learning Research and Development Center, University of Pittsburgh

Nishant Purewal (Psychology), spring 2021—spring 2022

Lydia Boyer (Psychology), fall 2020—spring 2023

Subsequent position: M.S. student in physician assistant practice, Rosalind Franklin University

Rishika Dhanda (Psychology), fall 2020—spring 2023

Subsequent position: Research coordinator, endocrinology division, University of Pittsburgh School of Medicine

Lauren Zaslow (Psychology), summer 2020—fall 2020

Zehan Ge (Psychology), summer 2020—fall 2020

Xin Qian (Psychology) summer 2020—fall 2020

Melody Jin (Psychology), fall 2019—fall 2020

Irene Tandoc (Psychology), spring 2020

Brett Soltysiak (Psychology), fall 2019—spring 2020

Subsequent position: M.Ed. student in higher education management, University of Pittsburgh

Yinglong (Suzy) Wan (Psychology), fall 2019—spring 2020

Subsequent position: M.A. student in cognitive psychology, Columbia University

Catherine Apgar (Psychology), spring 2019—spring 2022

Subsequent position: Ph.D. student in cognitive psychology, University of Pennsylvania

Dongxiao Li (Psychology), spring 2019—fall 2019

Subsequent position: M.Ed. student in human development and psychology, Harvard University

Angela Tanygin (Psychology), fall 2018—spring 2020

Subsequent position: M.S. student in applied & public sociology, Duquesne University

Sriteja Gummadi (Psychology), fall 2018—fall 2019

Subsequent position: DMD student, University of Pittsburgh School of Dental Medicine

Chu Jiang (Psychology), spring 2019—summer 2019

Jiyuan (Joanna) Ye (Psychology), summer 2018—spring 2019

Subsequent position: M.A. student in human-computer interaction, University of Michigan

Alan Lu (Psychology, Carnegie Mellon University), summer 2018—fall 2018

Subsequent position: Onsite Junior Fellows Program in Survey Methodology, University of Maryland

Danni Zhang (Psychology), summer 2018—fall 2018

Sophia Lu (Psychology), spring 2018—fall 2018

Allison Hill (Psychology), spring 2018

Robert Hines (Psychology), fall 2017—spring 2018

Genevieve O'Brien (Psychology), fall 2016—spring 2018

Eva Bacas (Linguistics), fall 2017

Alexis Hensel (Linguistics), summer 2017

Sareen Ali (Psychology), summer 2017

Carmen Sepulveda (Psychology), fall 2016—spring 2017

Subsequent position: MSW student, University of Pittsburgh

Anisah Rafi (Psychology), spring 2016—summer 2016

Emalee Dauginikas (Psychology), fall 2015

Rachel Peters (Psychology), fall 2015—spring 2016

Subsequent position: Research coordinator, University of Pittsburgh

LRDC summer undergraduate programs

Morgan Lewden (Pomona College), summer 2026

Nathan Mejia Garduño (Southern Oregon University), summer 2025

Subsequent position: M.A. student in cognitive psychology, University of Oregon

Isabel Martin (Haverford University), summer 2022

Subsequent position: M.A. student in human-computer interaction, University of California—Berkeley

Diana Uribe (University of Texas at El Paso), summer 2021

Subsequent position: Ph.D. student in cognitive psychology, University of Texas at El Paso

Ramya Beuford (Harris-Stowe State University), spring 2021

Subsequent position: Program associate, SKIP DesignEd

Dietrich School of Arts and Sciences First Experiences in Research

Sriteja Gummadi (Psychology), spring 2017

Continued in lab as Directed Research student

Eva Bacas (Linguistics), spring 2016

Continued in lab as Directed Research student

Catherine Mowry (Linguistics), spring 2016

Continued in lab in Continuing Experiences in Research program

GRADUATE MILESTONE COMMITTEES

Dissertations

As committee chair:

Jessica Macaluso (2025), "Investigating the potential moderating role of expertise on the testing effect with the fictional worlds of *Harry Potter* and the Marvel Cinematic Universe"

Douglas Getty (2024), "How do comprehenders obtain non-veridical understanding of structure?: An examination of mechanistic accounts"

Kole Norberg (2022), "Avoiding miscomprehension: A metacognitive framework for how readers identify and overcome comprehension failure"

As committee member:

Diya Goyal (in progress), Title TBD (chair: Natasha Tokowicz)

Jorge Carvalho Pereira (in progress), Title TBD (chair: Diana Leyva)

Andrea Tovar (in progress), "Leveraging similarity: How adult L2 learners process and acquire cognates" (chair: Natasha Tokowicz)

Quentin King-Shepard (2026), "Investigating the role of metacognition in collaborative learning with a teachable robot" (chair: Timothy Nokes-Malach)

Savannah Roberts (2026), "Longitudinal associations among peer victimization, gender congruence, body image, and disordered eating in transgender and gender diverse adolescents" (chair: Sophia Choukas-Bradley)

Avital Pelakh (2026), "Testing the impact of mindfulness training on task perceptions, engagement, motivation, and challenge-seeking during problem solving" (chair: Timothy Nokes-Malach)

Weiqi Wang (2026), "ERP evidence for lexical level and message level context support in word meaning processes during reading" (chair: Charles Perfetti)

Samantha Plate (2025), "Noticing the unnoticed: Caregiver insights into the communication of their minimally- and non-speaking autistic children" (chair: Jana Iverson)

Madeline Goodwin (2025), "The impact of alcohol on spoken word in small groups" (chair: Michael Sayette)

Danielle Fox (2025), "Space and place: Examining relations among parents' and children's spatial skills and the home spatial environment" (chair: Melissa Libertus)

Yiwen Zhang (2025), "The role of delays and intervening events in causal learning" (chair: Benjamin Rottman)

Lin (Zoe) Zhou (2024), "How are new words integrated into language learners' semantic memory? Is the integration of new words related to how well the learners remember them? A theoretical reframing of lexical integration and ERP evidence from visual word learning" (chair: Charles Perfetti)

Alex Silver (2024), "Cognitive mechanisms and social influences in number word acquisition" (chair: Melissa Libertus)

Gabriela Terrazas Duarte (2023), "Effects of orthographic similarity, individual differences and training manipulation on learning translation-ambiguous and unambiguous words" (chair: Natasha Tokowicz)

Griffin Koch (2023), "Using virtual reality to unpack the benefits of context-dependent memory" (chair: Marc Coutanche)

William Woods (2023), "Personalized affect assessment" (chair: Aidan Wright)

Zachary Caddick (2022), "Learning, choice consistency, and individual differences in how people think elections should be decided" (chair: Benjamin Rottman)

Kelly Boden (2022), "Can seeing the forest impact transfer?: Effects of construal-level on learning strategies and knowledge transfer" (chair: Timothy Nokes-Malach)

Heather Bruett (2021), "The neural and cognitive bases of ambiguous and unambiguous conceptual combination" (chair: Marc Coutanche)

Midhu Balasubramanian (2019), "Some directors are more equal than others: Board social structure as a moderator of elite director bias in acquisition premium decisions" (chair: Ravindranath Madhavan)

Joseph Stafura (2018), "Impact of discourse on incremental comprehension processes: Event-related potential studies of word-by-word reading" (chair: Charles Perfetti)

Cristina Zepeda (2018), "Self-regulated learning: Focusing the lens on grit and metacognitive strategies" (chair: Timothy Nokes-Malach)

David Eargle (2017), "Security messages or: How I learned to stop disregarding and heed the warning" (chair: Dennis Galletta)

M.A. theses

As committee chair:

Jessica Macaluso (2023), "Background topic knowledge as a possible moderator of the testing effect: An experimental investigation"

Douglas Getty (2021), "Do listeners care about the speaker or the input?: Evidence from structural priming"

Kole Norberg (2019), "Under the influence of connectives: How connective location and clause order interact in online processing and retention of text"

As committee member:

Louis Deng (in progress), Title TBD (chair: Kevin Binning)

Tyree Langley (in progress), "Investigating the impact of mindfulness training on students' perceptions of knowledge transfer" (chair: Timothy Nokes-Malach)

Nathaniel Pettit (in progress), "'The kind of home in which we were raised': The mediating role of parental distress in linking housing quality and toddler inhibitory control "(chair: Heather Bachman)

Margaret Brehm (in progress), "Examining links between digital peer connectedness and depressive symptoms during adolescence" (chair: Jennifer Silk)

Kelsey Chen (2026), "Does it matter if I care?: Interest alignment, feedback quality, and disciplinary attitudes in peer feedback" (chair: Christian Schunn)

Madison Collins (2026), "Alcohol and social perception: The moderating role of trait social anxiety" (chair: Michael Sayette)

Angela Griffo (2025), "Testing the longitudinal, bidirectional associations between trait mindfulness, sleep problems, academic performance, depression, and self-control in a large adolescent sample" (chair: Brian Galla)

Amy Qi (2025), "Conceptual granularity during encoding shapes subsequent neural memory reactivation" (chair: Marc Coutanche)

Jorge Carvalho Pereira (2024), "A novel direct-observation measure of toddlers' self-regulation: The Find Bear Task" (chair: Melissa Libertus)

Diya Goyal (2024), "The relationship between Thai tone learning and musical ability/training "(chair: Natasha Tokowicz)

Geoffrey Lizar (2024), "Situation priming and the N400" (chair: Charles Perfetti)

Ketura Elie (2024), "Changing the classroom context: The role of the teacher narrative" (chair: Kevin Binning)

Eliza Marsh (2024), "A multi-analytic examination of race, sex, and cigarette craving among smokers" (chair: Michael Sayette)

Nicole Lobo (2024), "Influences of negation on the predictability and informativity of sentence continuations" (chair: Tessa Warren)

Tracie Ebalu (2023), "Within person associations of thought uncontrollability and negative valence with anxiety symptoms: A daily diary investigation" (chair: Lauren Hallion)

Avital Pelakh (2023), "Psychological threat and problem solving in physics: Relations and effects of mindfulness training as an intervention" (chair: Timothy Nokes-Malach)

Quentin King-Shepard (2022), "Investigating the benefits of prequestions on lecture-based learning" (chair: Timothy Nokes-Malach)

Victoria Tkacikova (2022), "Do musical ability/experience and working memory updating play a role in second language morphosyntax learning?: A self-paced reading study" (chair: Natasha Tokowicz)

Yiwen Zhang (2021), "Causal learning with delays up to 21 hours" (chair: Benjamin Rottman)

Shirley Duong (2021), "What's in a question? Parents' question use in dyadic interactions and the relation to preschool-aged children's math and language abilities" (chair: Melissa Libertus)

Nabila Jamal Orozco (2019), "To think and to feel is to learn: The effects of a brief mindfulness induction on stress, emotion regulation, and learning" (chair: Timothy Nokes-Malach)

Michelle Colvin (2017), "Lexical and syntactic prediction within a noisy channel model of language comprehension" (chair: Tessa Warren)

Caitlin Rice (2017), "The role of cross-language similarity and instructional methods in morphosyntactic processing in beginning Arabic learners" (chair: Natasha Tokowicz)

Regina Calloway (2015), "Integrative and predictive processes in text reading: The N400 across a sentence boundary" (chair: Charles Perfetti)

Xiaoping Fang (2015), "The role of familiarity during the learning of new meanings for known words" (chair: Charles Perfetti)

Undergraduate honors theses

As committee chair:

Karima Ribeiro-Hassounah (in progress, B.Phil.), Title TBD

Dalia Maeroff (2023, B.Phil.): "Auditory stimuli preferences and their impact on reading comprehension in the classroom"

Catherine Apgar (2022, B.Phil.): "Wait wdym?: Examining the (mis)perception of emotional valence in text messaging across generations"

Cody Gilbert (2019, B.Phil.), "Investigating any bidirectional influence of an experimental intervention on the perceived value of digital literacy"

Rodica Constantine (2018), "Syntactic adaptation to native versus non-native speech"

Brenna Mauro (2017, B.Phil.), "How we, uh, perceive disfluencies: The effect of linguistic disfluencies on judgments of learning, attention-orientation and academic materials"

As committee member:

Hanna Enos (2025, B.Phil.), "Cha-ching! Describing parent money talk during pretend grocery shopping with toddlers and preschoolers" (chair: Melissa Libertus)

Julia Walker (2022), "A meta-analysis of the effect of prequestions on learning: An investigation of the moderating effects of stimuli and experimental conditions" (chair: Timothy Nokes-Malach)

Jiyuan Ye (2019), "Causal learning in 24 days: The effect of short vs. long timeframe on memory and causal reasoning" (chair: Benjamin Rottman)

Nikita Karulkar (2018), "Gender and metacognitive beliefs about worry" (chair: Lauren Hallion)

Bailey Lien (2017, B.Phil.), "Applying the self-teaching hypothesis to adults: The effects of reading condition and syllable length on orthographic learning" (chair: Julie Fiez)

Kara Narzikul (2015, B.Phil.), "Investigating second language learning and musical ability: An ERP study" (chair: Natasha Tokowicz)

Comprehensive exams

As committee chair:

Jessica Macaluso (2024), "The educational implications of research exploring prior knowledge and new learning: What we know, what we do not know, and where we go from here"

Douglas Getty (2022), "How do comprehenders repair sentence anomalies?"

Kole Norberg (2020), "Memory benefits from contrastive focus truly require focus: Evidence from clefts and connectives" and "Making an antecedent more accessible in memory: A role for global context"

As committee member:

Rachel Forster (in progress), "The effects of belonging interventions in higher education: A meta-analysis" (chair: Kevin Binning)

Qianjin Guo (in progress), "Do family routines support children's academic and socio-emotional skills? A meta-analysis" (chair: Diana Leyva)

Jorge Carvalho Pereira (2026), "Spontaneous focusing on numerosity: A unique cognitive skill?" (chair: Melissa Libertus)

Diya Goyal (2026), "Leveling up the lexicon: A narrative review of digital game based NNL vocabulary learning" (chair: Natasha Tokowicz)

Eliza Marsh (2026), "Racial composition as a correlate of sex differences in laboratory studies of cigarette craving: A narrative review" (chair: Michael Sayette)

Quentin King-Shepard (2024), "The effect of prequestions on learning: A multilevel meta-analysis" (chair: Timothy Nokes-Malach)

Weiqi Wang (2024), "Exploring the use of neural networks for psycholinguistics: A case study on surprisal" (chair: Charles Perfetti)

Danielle Fox (2024), "Eye tracking as a tool for investigating early childhood spatial preposition processing and comprehension" (chair: Melissa Libertus)

Yiwen Zhang (2023), "The role of working memory in feedback-based learning over long timeframes" and "Causal learning with interrupted time series data" (chair: Benjamin Rottman)

Shirley Duong (2022), "Beneath counts: Exploring dynamic patterns of parent-child number talk using recurrence quantification" (chair: Melissa Libertus)

Zachary Caddick (2021), "Foundational science for continuing board certification" (chair: Benjamin Rottman)

Griffin Koch (2020), "Neural patterns are more similar across individuals during successful memory encoding than during failed memory encoding" and "Image memorability is predicted at different stages of a convolutional neural network" (chair: Marc Coutanche)

Kelly Boden (2019), "Investigating the predictive relations between self-efficacy and achievement goals on procedural and conceptual science learning" and "Achievement goals and conceptual learning: An examination of teacher talk" (chair: Timothy Nokes-Malach)

Evelyn Milburn (2015), "Decomposability and event context in idiom representation: The Expanded Hybrid Model" (chair: Tessa Warren)

Graduate and post-bac mentoring committees

As committee chair:

Taylor Stalnaker (2026-present)

Victoria Dionisos (2024-present)

Rasul Adams (2020-2021)

Quentin King-Shepard (2018-2026)

Lin (Zoe) Zhou (2017-2024)

Gabriela Terrazas Duarte (2016-2023)

As committee member:

Tianhui Lai (2026-present)

Jessica Macaluso (2021-2025)

Danielle Fox (2021-2025)

Weiqi Wang (2020-2026)

Douglas Getty (2018-2024)

Kole Norberg (2017-2022)

Michelle Colvin (2014-2020)

Caitlin Rice (2014-2019)

Faculty mentoring committees

As committee member:

Andrea Medrano – 3rd year review (2025)

Klaus Libertus (2023)

PROFESSIONAL CITIZENSHIP

In the Department and Unit

2026-present Member, Undergraduate Learning, Engagement, and Development Committee, Learning Research Development and Center, University of Pittsburgh

2025-2026 Member, undergraduate education committee, Department of Psychology, University of Pittsburgh

2025 Chair, quantitative minor, Department of Psychology, University of Pittsburgh

2023-2025 Co-director, LRDC Summer Undergraduate Research Internship Program, Learning Research Development and Center, University of Pittsburgh

2023-2025 Faculty development committee, Department of Psychology, University of Pittsburgh

2023-2024 Social psychology faculty search committee, Department of Psychology, University of Pittsburgh

2023 Co-chair, quantitative psychology faculty search committee, Department of Psychology, University of Pittsburgh

2020-2026	**Committee for an undergraduate transcript distinction in the learning sciences, Learning Research Development and Center, University of Pittsburgh**
2020-present	**Faculty manager, Research Participation Pool, Department of Psychology, University of Pittsburgh**
2018-2020	Psychology Subject Pool committee, Department of Psychology, University of Pittsburgh
2017-present	**Quantitative methods committee, Department of Psychology, University of Pittsburgh**
2015-2021	Graduate applicant review committee (cognitive division), Department of Psychology, University of Pittsburgh
2017-2019	Co-chair, Tim Post Award committee, Department of Psychology, University of Pittsburgh
2017	Cognitive division representative, Institutional Review Board committee, Department of Psychology, University of Pittsburgh
2026, 2022, 2016	Reviewer, Tim Post Award, Department of Psychology, University of Pittsburgh
2016	Reviewer, Diversity Committee Mini-Grant Award, Department of Psychology, University of Pittsburgh
2015-2016	Colloquium committee, Department of Psychology, University of Pittsburgh
In the University	
2026-2028	**Secretary, Tenure council, Dietrich School of Arts and Sciences, University of Pittsburgh**
2026	Reviewer, Dietrich School of Arts and Sciences Summer Undergraduate Research Award, University of Pittsburgh
2025	Reviewer, Dietrich School of Arts and Sciences Graduate Student Expo, University of Pittsburgh
2023-2025	Reviewer, Arts and Sciences Graduate Student Organization Elizabeth Baranger Teaching Award Committee, University of Pittsburgh
2017-present	Reviewer, Competitive Medical Research Fund, University of Pittsburgh
2017	Reviewer, Aging Institute Pilot Funding Program, University of Pittsburgh
In the Field	
2025-present	**Associate editor, *Memory & Cognition***

2025 Panel member, Division of Behavioral and Cognitive Sciences, National Science Foundation

2021-2023 Organizing committee, Human Sentence Processing Conference 2023

2017-2021 Principal panel member, Basic Processes Education Research, Institute of Educational Sciences

2016-2017 Panel member, Basic Processes Education Research, Institute of Educational Sciences

2021-2022 Editor, special issue: "The cognitive science of medical expertise," *Cognitive Research: Principles & Implications*

2010–present Ad hoc reviewer

Aging, Neuropsychology, and Cognition
Applied Psycholinguistics
Attention, Perception, & Psychophysics
Child Development
Cognition
Cognitive Processing
Cognitive Psychology
Discourse Processes
Educational Review and Evaluation
Frontiers in Psychology
Glossa
Journal of Educational Psychology
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Memory and Language
Laboratory Phonology
Language and Cognition
Language and Speech
Language, Cognition and Neuroscience
Learning and Individual Differences
Management Science
Memory & Cognition
PLOS ONE
Psychology and Aging
Psychonomic Bulletin & Review
The Quarterly Journal of Experimental Psychology
Studies in Second Language Acquisition
Cognitive Science Society Annual Conference
Human Sentence Processing Conference
National Science Foundation Linguistics program
National Science Foundation Perception, Action, and Cognition program
Routledge
Speech Prosody conference

2011, 2015 Program committee, *Experimental and Theoretical Advances in Prosody*

OUTREACH ACTIVITIES

2025	Guest speaker, Winchester Thurston Upper School psychology course
2010	Career adviser, Champaign Unit #4 School District Education to Careers Program Supervised a high school student in conducting a research project in psychology Led discussions on psychology research & careers

PROFESSIONAL AFFILIATIONS

2018–present	Fellow, Psychonomic Society
2013–2018	Member, Psychonomic Society
2022–present	Member, Society for Human Sentence Processing
2016–present	Member, International Association for Metacognition

SKILLS

Computer	R, Python, MATLAB, Psychophysics Toolbox, Praat, Lua
Languages	English (native), Japanese (beginning proficiency)

OTHER EXPERIENCE

2016-present	Statistics consultant, University of Pittsburgh Department of Psychology Consultant on research design & statistical analysis (0.50 course equivalent) for faculty, post-doctorate researchers, and graduate students
2010–2012	Research programmer, Infant Cognition Lab (director: Renée Baillargeon) Programmed MATLAB software to record and analyze infants' video viewing preferences. Consulted on development of novel experimental paradigm.