

BIOGRAPHICAL SKETCH

Elizabeth Ligon Bjork <elbjork@psych.ucla.edu>
Professor of Psychology

University of California, Los Angeles
Los Angeles, CA 90095

(i) Professional Preparation

University of Oklahoma, Norman: Mathematics Major, 1959-1961
University of Florida, Gainesville: Mathematics Major, B. A. with Honors, 1963
University of Michigan, Ann Arbor: Psychology, M. A., 1966; Ph.D., 1968

(ii) Appointments

1974 - Assistant Professor to Professor, University of California, Los Angeles
1972 – 1974 Assistant Professor, Department of Psychology, University of Michigan
1968 - 1970 Research Associate, Mathematical Psychology Laboratory,
The Rockefeller University, New York, NY

Other Professional Positions and Experience

1973 (1/1-9/1) Visiting Assistant Research Psychologist, University of California, San Diego
1977 – 1978 Visiting Associate Professor, Mathematical Psychology Laboratory,
The Rockefeller University, New York, NY
1977 – 1978 Resident Visitor, Bell Laboratories, Murray Hill, NJ
1992 - 1993 Visiting Scholar, Dartmouth College
2002 (sum) Visiting Professor, School of Psychology, St Andrews University, Scotland
Initial Review Group for NIMH, Basic Behavioral Processes (1981-1985)
Editorial Board, *Perception & Psychophysics* (1977-1990); *Memory & Cognition* (1986-1990)

(iii) Publications (List i)

Bjork, R. A., & Bjork, E. L. (1992). A new theory of disuse and an old theory of stimulus fluctuation
In A. F. Healy, S. M. Kosslyn, & R. M. Shiffrin (Eds.), *From Learning Processes to Cognitive
Processes: Essays in Honor of William K. Estes*, (Vol. 2, pp. 35-67). Hillsdale, NJ: Erlbaum.
Bjork, E. L., & Bjork, R. A. (1996). *Memory*. Volume 10, E. C. Carterette, & M. P. Friedman (Eds.),
Handbook of Perception and Cognition. New York: Academic Press.
Paperback edition (1997). Academic Press. CHOICE Outstanding Academic Book, 1997
Bjork, E. L. (2004). Research on learning as a foundation for curricular reform and pedagogy.
Proceedings of The Reinvention Center's 2nd National Conference: Integrating research into
undergraduate education: The value added, November, 18-19, Washington, DC
(<http://www.sunysb.edu/Reinventioncenter>)
deWinstanley, P.S., & Bjork, E. L. (2004). Processing strategies and the generation effect:
Implications for making a better reader. *Memory & Cognition*, 32, 945-955
Bjork, R. A., & Bjork, E. L. (in press). Optimizing treatment and instruction: Implications of a New
Theory of Disuse. In L-G Nilsson and N. Otha (Eds.), *Memory & Society: Psychological
Perspectives*. London: Psychology Press

(iii) Publications (List ii)

Anderson, M. C., Bjork, R. A., & Bjork, E. L. (1994). Remembering can cause forgetting: Retrieval
dynamics in long-term memory. *Journal of Experimental Psychology: Learning, Memory, and
Cognition*, 20, 1063-1087.
Bjork, E. L., & Bjork, R. A. (1996). Continuing influences of to-be-forgotten information.
Consciousness and Cognition, 5, 176-196.
Bjork, E. L., Bjork, R. A., Anderson, M. C. (1998). Varieties of goal-directed forgetting. In J. M.
Golding & C. M. MacLeod (Eds.), *Intentional Forgetting: Interdisciplinary Approaches* (pp. 103-
137). Hillsdale, NJ: Erlbaum..

Dapretto, M., & Bjork, E. L. (2000). The Development of word retrieval abilities in the second year and its relation to early vocabulary growth. *Child Development, 71*, 633-646.

Bjork, E. L., & Bjork, R. A. (2003). Intentional forgetting can increase, not decrease, residual influences of to-be-forgotten information. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

(iv) Synergistic Activities

1. Relevant Research Impact. My research with R. A. Bjork on the New Theory of Disuse (1992) and goal-directed forgetting has had considerable influence with both basic and applied researchers of memory and learning as well as educators, as indicated by numerous invitations for us to speak about this theory and its application to the science of learning (e.g., Third Tsukuba International Conference on Memory, the National Institute on the Teaching of Psychology, and The Reinvention Center).

2. Curricular Development Activities. As Undergraduate Vice Chair in the Department (1985-1999), I was involved in numerous curricular development projects, including new core and general education requirements for our undergraduate program, a new major in Cognitive Science, two new minors (Applied Developmental Psychology & Cognitive Science), and a Computing Specialization in Psychology.

As a member of the General Education Workgroup (1995-1997), a group charged with restructuring the campus's general education program, I contributed to the creation of UCLA's General Education Cluster program. In full operation since 1998, the Cluster Program offers several multiple-term courses for entering freshmen that focus on a given theme but are team-taught and interdisciplinary. In the Fall and Winter terms, these courses are offered as lectures with concurrent discussion sections; then, in the Spring, students select among a number of related smaller seminars. I have also served on or chaired numerous campus committees involved in various ways with undergraduate education and life. These include the university-wide Undergraduate Council (1996-2001; Chaired in 2000-01), the Academic Senate Committees on Undergraduate Honors, Awards, and Prizes and on Student Development, the College's Faculty Executive Committee, the Chancellor's Enrollment Advisory Committee, the Committee on Instructional Improvement Programs, and the UC system's Committee on Educational Policy.

3. Teacher Training. Since 1993, I have been the Department's TA Faculty Advisor and, as such, am responsible for the general training of our TAs and the conduction of our Teaching Seminar (Psych 495A) that all graduate students take during their first year prior to being assigned a TA position. They also take 495B, in which they are videotaped, during their first TA assignment. Since 1993, I have also served as a member of (and, since 1996, chaired) the campus-wide TA Training Committee, which supervises the TA Training Programs throughout the campus and awards support for such programs.

4. Encouragement and Recognition of Undergraduate Research. During my term as Undergraduate Vice chair, I developed the UCLA Department of Psychology's Annual Research Conference. This conference, now in its 13th year, is a daylong event in which undergraduates from UCLA and other colleges and universities meet to share research experiences and to participate in paper and poster sessions. This event recognizes the critical role played by undergraduates in the research mission of academic institutions.

(v) Collaborators & Other Affiliations

(a) M. C. Anderson (Oregon), R. A. Bjork (UCLA), B. Caughey (UCLA), P. A. deWinstanley (Oberlin); D. R. Kimball (Texas at Arlington); M. D. MacLeod (St Andrews University, Scotland), B. G. Storm (UCLA)

(b) Arthur W. Melton, Ph.D. (own dissertation advisor; deceased); no postdoctoral sponsor

(c) J.M. Rafferty (Bemidji State University), C. Yelvington (Carnation Inc.), S. White (Perceptronics), M. Dapretto (UCLA). A. Knox (no current affiliation)