

**Address and Biographical Information**

Department of Psychology  
University of California  
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Married: Robert A. Bjork      Children: David, Olin, Eric

**Education**

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

**Professional Positions**

2010 – 2017      Senior Vice Chair, Department of Psychology, UCLA  
1974 - Present    Assistant Professor to Professor, Department of Psychology,  
University of California, Los Angeles  
1972 - 1974      Assistant Professor, Psychology Department, University of Michigan  
1968 - 1970      Research Associate, Mathematical Psychology Laboratory,  
The Rockefeller University, New York, NY

**Other Positions and Experience**

2002 (Sum)      Visiting Professor, School of Psychology, St. Andrews University, Scotland  
1992 - 1993      Visiting Scholar, Dartmouth College  
1977 – 1988      Resident Visitor, Bell Laboratories, Murray Hill, New Jersey  
1977 - 1978      Visiting Associate Professor, Mathematical Psychology Laboratory,  
The Rockefeller University, New York, NY  
1973 – 1974      Visiting Assistant Research Professor, UCSD  
Initial Review Group for NIMH, Basic Behavioral Processes (1981-1985);  
Editorial Boards: *Perception & Psychophysics* (1977-1990); *Memory & Cognition* (1986-90)  
National Science Foundation review panel for the REESE (Research and Evaluation on  
Education in Science and Engineering) Program (2011);  
National Standards Working Group (High School AP Psychology Courses);  
Scientific Advisory Board: Amplifire, Lasting Learning, Screentime Learning

**Research Interests**

Application of cognitive principles to learning and instruction. Human cognition, particularly memory and the inhibitory processes underlying retrieval and types of goal-directed forgetting; adaptive role of forgetting as an enabler of learning. Role of memory in the development of cognitive functions.

**Professional Memberships**

Phi Beta Kappa  
Psychonomic Society (Fellow)  
American Psychological Society (Fellow)  
Society of Experimental Psychologists (Elected)  
Society for Mathematical Psychology  
International Society for the Study of Behavioral Development  
Western Psychological Association (Fellow; Council of University Representatives, 1977- ... )

**Honors & Awards**

- 2019 Joint Recipient (with Robert A. Bjork) of the Association for Psychological Science's 2020 Mentor Award.
- 2015 Joint Recipient (with Robert A. Bjork) of the Association for Psychological Science's 2016 James McKeen Cattell Fellow Award (Lifetime achievement award for research contributions addressing critical problems in society)
- 2011 Elected, Society of Experimental Psychologists
- 2011 Selected (with Robert A. Bjork), "In Honor Of ... " Program, Federation of Associations in Brain & Behavioral Sciences
- 2010 Distinguished Service Award, Department of Psychology, University of California, Los Angeles
- 2008 UCLA Distinguished Teaching Award
- 2007-08 Chair, UCLA Academic Senate;  
Vice Chair/Chair Elect (2006-07)
- 1998 Elected Fellow, American Psychological Society  
(Now: Association for Psychological Science)
- 1997 Distinguished Teaching Award, Department of Psychology, University of California, Los Angeles
- 1964-68 NIH Predoctoral Fellowship
- 1963 USPHS Traineeship, University of Michigan
- 1963 Phi Beta Kappa, University of Florida

**Current & Recent Research Grants**

- 09/01/2008—08/31/2013 James S. McDonnell Foundation (NCE to 9/10/16)  
**"Applying Cognitive Psychology to Enhance Educational Practice, II"**  
Collaborative Activity Grant, Henry L. Roediger, PI.  
Role: Co-Investigator (PI at UCLA)
- 09/01/2003—08/31/2008 James S. McDonnell Foundation,  
**"Applying Cognitive Psychology to Enhance Educational Practice"**  
Collaborative Activity Grant, Henry L. Roediger, PI; (Co-PI at UCLA)

**Editorial & Review Activities**

Editorial Board: *Perception and Psychophysics* (1977 - 1990);  
*Memory & Cognition* (1986 - 1990)

Occasional Reviewer for:

*Child Development*; *Cognitive Psychology*; *Educational Psychology*; *Educational Psychology Review*; *Infant Behavior & Development*; *Journal of Applied Research in Memory and Cognition*; *JEP: General*; *JEP: Human Learning, Memory, and Cognition*; *JEP: Human Perception and Performance*; *Journal of Memory and Language*; *Memory*; *Memory & Cognition*; *Psychonomic Bulletin & Review*; *Psychological Review*; *Visual Cognition*; and *National Science Foundation Grant Proposals*

Member, (1981-1985): Initial Review Group for the National Institute of Mental Health, Basic Behavioral Processes.

Member, (2007-2009): National Standards Working Group (APA Board of Scientific Affairs). Charge: Revision of the National Standards for High School Psychology Curricula (e.g., AP Psychology courses).

**Editorial & Review Activities (*Continued*)**

Member (2011: National Science Foundation Review Panel for the REESE Program (Research and Evaluation on Education in Science and Engineering), Division of Research on Learning in Formal and Informal Settings (DRL).

**Other Professional & University Services****Department (UCLA)**

SENIOR VICE CHAIR (July, 2010 – July, 2017)

MEMBER, (Ex Officio as Senior Vice Chair)

Executive Committee; Space Committee; Teaching Innovation Committee; Undergraduate Studies Committee;

VICE CHAIR, Undergraduate (1985 - 1999)

MEMBER, (Ex Officio as Undergraduate Vice Chair)

Undergraduate Affairs Committee (1986 – 1999); Executive Committee (1986 – 1999); Cognitive Science Major Committee (1989 - 1999), Psychobiology Major Committee (1985 - 1999), Women's Issues Ad Hoc Committee (1988 - 1999), Graduate Evaluation Committee (1991 - 1999), Subject Pool Committee (1991 – 1999), Undergraduate Honors Committee (1994 – 1999)

INTERIM VICE CHAIR, Undergraduate Studies (Spring 2006)

COURSE COORDINATOR

Psychology 10, Introductory Psychology (1991 - 2000)

Psychology 41, Introductory Statistics (1991 - 1999)

Psychology 42, Research Methods (1985 - 1999)

Psychology 100B (formerly Psych 42) (1999 – ... )

Psychology 495, Teacher Training Seminar (1993 - 2018)

CHAIR

Undergraduate Studies Committee (Chair; 2005 - 2006)  
(Formerly Undergraduate Affairs Committee)

Commencement Committee (1985 - 1990; member beginning Fall 1990)

Shop/Equipment Committee (1980 - 1984)

Undergraduate Affairs Committee (1979 - 1985; 1988-1989)

MEMBER

Faculty Awards Committee (2003 – 2006; 1999 – 2000)

Developmental Disabilities Immersion Program (2004 – ... )

Graduate Evaluation Committee (2003 – 2005)

Job Placement Committee (1999 – 2001)

Committee on Ceremonies and Special Events (1994 – 2001)

Merit Review Committee (1986 – 1988)

Commencement Committee (Chair, 1985 – 1990; member starting F1990)

Undergraduate Honors Committee (1985 – 1994)

Faculty Priorities (Spring, 1986)

Shop/Equipment Committee (1979 - 1980; Chair, 1980 – 85)

Teaching Assistant/Fellowship Committee (1979 – 1982)

**Other Professional & University Services (*Continued*)****Department (UCLA) (*Continued*)**MEMBER,

Undergraduate Affairs Committee (1976 - 1985; Chair 1979 - 1985)  
 (As Undergraduate Vice Chair, became ex-officio member 1986 - 1988;  
 Chair again 1988-89; ex-officio member again 1989 - 1999;  
 Member, 1999 - 2000; 2003 - 2005)  
 Cognitive Science Major Committee (2011 - ...)  
 Merit Review Committee (Elected Member, 2014)

OTHER,

TA Faculty Advisor, (Faculty Advisor, TA Training Program & the Teacher  
 Training Seminar, Psychology 495; 1993 - 2018)  
 Faculty Coordinator & Planner, Annual UCLA Psychology Department  
 Undergraduate Research Conference (PURC; 1992 - Present)  
 Faculty Advisor, UCLA's Psi Chi chapter (National Honor Society in Psychology)  
 Selection Committee, Undergraduate Speaker for the Psychology Department  
 Commencement Ceremony (2005 - 2007)  
 Faculty Planner & Participant, Psychology Department's Open House for  
 Entering Freshmen and Transfer Students (1994 - 1999)  
 Faculty Representative, Majors and Special Workshops, 1994 Orientation Program,  
 July - August, 1994  
 Panel Speaker, Department Graduate School Workshop (various years)  
 Faculty Representative, Parents Day (various years)  
 College & Intercollegiate Athletics Breakfast Meetings (various years)

**UNIVERSITY (UCLA)**

EQUITY ADVISOR, Division of Life Sciences (Fall 2014 – W2017)

CHAIR, UCLA Academic Senate (2007 – 2008)

(Position Included 2 Additional Years of Service: VICE CHAIR/CHAIR ELECT  
 (2006-2007); and IMMEDIATE-PAST CHAIR (2008 – 09)

CHAIR,

Undergraduate Student Initiated Education (USIE) Program (2011 - ... )  
 Committee on Instructional Improvement Programs (2010 – 2013)  
 Undergraduate Council (2000 – 2001)  
 (Vice Chair, 1999 – 2000; Member, 1996 – 2001)  
 As Chair and/or Vice Chair of Undergraduate Council, also served on:  
 Academic Senate Executive Committee  
 Undergraduate and Graduate Council Administrative Committee  
 Chancellor's Enrollment Advisory Committee  
 CCIIP Subcommittee on TA Training (1996 – ... )  
 (Name change to IIP Subcommittee on TA Training in 2001)  
 Academic Senate Committee on Student Development (1998 - 1999)  
 Academic Senate Committee on Honors, Awards, and Prizes (1996 - 1997)  
 Academic Senate Committee on Undergraduate Student Support,  
 Honors, and Prizes (1982 - 1984)

**Other Professional & University Services (*Continued*)****UNIVERSITY (UCLA) (*Continued*)**VICE CHAIR

College Faculty Executive Committee (2000 – 2001)

MEMBER

Chancellor's Committee on Instructional Improvement Programs (1990 - Present)  
(Name change to just Committee on IIP in 2001; became Chair in 2010)

TA Training Committee, Sub-committee of the Chancellor's Committee on  
Instructional Improvement Programs (1993 – Present; Chair 1996 – Present)  
(Name change to IIP Subcommittee on TA Training in 2001)

Undergraduate Student Initiated Education (USIE), Advisory Comm., (2005 –  
Present; Chair 2011 - Present)

Selection Committee, Thelma L. Culverson Scholarship (private-donor funded four-  
year scholarship (1999 - Present)

WASC (Western Association of Schools & Colleges) Accreditation Steering  
Committee (2006 - 2010)

WASC Preliminary Steering Workgroup, UCLA Re-accreditation (Summer 2006)  
Assessment Steering Committee for the Blended Instruction Case Study Initiative  
(BICS), (2003 - 2005)

Advisory Committee, Collegium of University Teaching Fellows (1997 - 2002)

Advisory Committee, Professional Schools Seminar Series (1997 - 2002)

Undergraduate Council (1996 – 1999; Vice Chair 1999-2000; Chair 2000-01)

College Faculty Executive Committee (1998 – 2000; Vice Chair, 2000-2001)

Representative, Life Sciences Division, Council of Executive Chairs (1998 – 2000)

Candidates' Speaker Selection Committee, for the Life Sciences Commencement  
Ceremony, (1991 - 2000)

Faculty Search Committee for Coordinator of Undergraduate Evaluation,  
College of Letters and Science (Sum 1999)

General Education Assessment Committee (Spring 1998)

General Education Workgroup, Phase II, (1995 – 1997; planned GE Cluster  
Program)

Selection Committee for the 1996 Gold Shield Faculty Award

Academic Senate Executive Board, Member At-Large (1988 - 1989)

Phi Beta Kappa of UCLA, Councilor (1988 - 1991); President (1991 - 1992)

Academic Senate Committee on Undergraduate Courses and Curricula (1991–92)

Library Committee (Evaluated Future of the Ed-Psych Library), 1991 - 1992)

Alumni Association Advisory and Scholarship Long Range Planning Committee  
(1987 - 1989)

L & S Executive Committee, (1988 - 1990; 1993-1994)

Legislative Assembly, Department Representative (1985 - 1988)

Public Affairs Faculty Advisory Committee, (1986 - 1988; appointed by Chancellor)

Financial Aid Policy Advisory Committee (1983 - 1986)

UCLA Alumni Association Advisory & Scholarship Program Steering

**Other Professional & University Services (*Continued*)****UNIVERSITY (UCLA) (*Continued*)**MEMBER

Committee; Academic Senate Representative (1982 - 1984)  
 Academic Senate Committee on Undergraduate Student Support,  
 Honors, and Prizes (1981 - 1984; Chair 1982 - 1984)  
 UCLA Alumni Association Advisory & Scholarship Program Steering  
 Committee; Academic Senate Representative (1982 - 1984)

OTHER

Participant, Workshop on Enhancing Student Success in the Sciences, (Santa Barbara, CA, March 10-12, 2016).  
 Participant, Student Success in Science Workshop, (Oxnard, CA, Feb 5-7, 2015).  
 Equity Advisor for the Division of Life Sciences (Appointed Fall 2014)  
 Speaker, Keynote Address, Symposium on the Science of Learning in Medical Education; Sponsored by the Center for Educational Development and Research at the David Geffen School of Medicine, UCLA (October, 2009)  
 Speaker, (Student-Faculty Panel), College Honors Day, April 19, 2001  
 Participant, Reinvention Center Meeting, San Francisco, March 30, 2001.  
 (Western regional meeting to discuss strategies for improving undergraduate education at research universities by drawing upon the special research resources available at such institutions.)  
 Participant, Regents Scholar Luncheon, Covell Commons, April 11, 2000  
 Panel speaker, UCLA faculty representative, Sixth Annual Advocacy Workshop, Feb 24, 2001 (Workshop for training UCLA alumni to be Advocates for UCLA at all levels of government)  
 Judge, Honeywell Regional Science and Engineering Fair (2000).  
 Participant, WASC Accreditation Site Visit, March 5-6, 1998.  
 Session D: Performance Indicators for Faculty Workload, and  
 Session F: Creation and Teaching of Pilot Clusters for General Education.  
 Faculty Representative, Conference for High School Counselors, sponsored by UARS, June 5, 1998.  
 Faculty Representative, College Scholars Day (Spring, 1998)  
 Faculty representative, Business-Higher Education Forum (Sponsored by the American Council on Education and the National Alliance of Business, October 2, 1998).  
 Participant, Office of Residential Life's Annual Program, March 3, 1992.  
 Member, Outstanding Graduate Student Award Nominating Committee for the 1990 Alumni Awards of Excellence.  
 Participant, Student Academic Success Workshop and UCLA Community Forum: Building Toward a Definition of Student Academic Success, UCLA, Ackerman Union, February 1, 1990.  
 Participant, Chancellor's 1989 Conference on Strategic Planning, UCLA Lake Arrowhead Conference Center, March 31 - April 2, 1989.  
 Participant, Undergraduate Student Retention Conference, Office of Academic Affairs, Mandalay Beach, Oxnard, April 14-16, 1989.  
 Participant, Conference for Advanced Placement Teachers, sponsored by

**Other Professional & University Services (Continued)****UNIVERSITY (UCLA) (Continued)**OTHER,

- UCLA Alumni Association, Office of Undergraduate Admissions and Relations, and Division of Honors, December 12, 1989.
- Panel Speaker, Parents' Day at UCLA, February 26, 1988. (Invited Faculty Participant at "Parents' Day at UCLA" on various occasions.)
- Participant, UCLA Curriculum Integration Project, (1987 - 1988)
- Participant and Speaker, Computers in Undergraduate Instruction in the Social Sciences, Psychology, and Philosophy. Sponsored by Social Science Computing and the Office of Instructional Development, January, 1986. (Presentation and demonstration of software developed for undergraduate research methods course.)
- Participant and Facilitator, UCLA Community Forum, Achieving Excellence in Undergraduate Learning at UCLA: What Is Your Role and What Could It Be? Ackerman Ballroom, UCLA, May 22, 1985.
- Faculty Sponsor for Regents Scholars (various years)
- Interviewer, University's Regents Scholarship competition, (1975 - 1984)

**UC Systemwide**MEMBER,

- Search Committee for Chancellor of UCSD (2011-2012), Appointed by UC President Mark Yudof to serve as the UC Faculty Representative
- University Committee on Educational Policy (1998 - 2000)
- Academic Council (2007 - 2008, as UCLA Senate Chair)

**National and International**CHAIR (or Co-Chair),

- Symposium: Memory Dynamics and the Optimization of Instruction Revisited, 1XX, Convention of the American Psychological Association, Denver, CO, August 2017.
- Symposium: Memory Dynamics and the Optimization of Instruction, 115th Annual Convention of the American Psychological Association, San Francisco, CA. August 17-20, 2007.
- Session on Created Memories, Psychonomic Society Meeting, Chicago, IL, November, 1996.
- Session on Human Learning/Memory I, Psychonomic Society Meeting, St Louis, MO, November, 1994.
- Session on Psychopharmacology of Human Memory, Psychonomic Society Meeting, San Diego, CA, November, 1983.
- Session on Discourse Processing, Psychonomic Society Meeting, Philadelphia, PA, November, 1981.
- Session on Vision, Psychonomic Society Meeting, Washington, DC, November, 1977
- National Meetings of the Society for Mathematical Psychology, University of Michigan, August, 1974. (Planned and coordinated these meetings.)

**Other Professional & University Services (Continued)****National and International**PARTICIPANT

- Invited symposium speaker: Enhancing Education through Cognitive Psychology; Annual Meeting of the Psychonomic Society, Chicago, IL, November 2015
- Invited symposium speaker: Knowing What You Don't Know: Science and Applications of Metamemory Research; Annual Conference of the American Psychological Association; Honolulu, Hawaii; August 2013.
- Invited symposium speaker: Self-regulated Learning: Beliefs, Strategies, and Changes with Aging; Annual Conference of the Western Psychological Association, Portland, OR, April 2012.
- Invited Speaker & Participant, First International Conference on Brain, Cognition, and Learning; Beijing Normal University, Beijing, China; May 2011
- Invited Speaker & Participant, (33<sup>rd</sup> National Institute on the Teaching of Psychology; St. Petersburg Beach, Florida; January, 2011
- Invited Speaker & Participant, Conference on Applying Cognitive Psychology to University Science Education; Boulder, Colorado; June, 2010.
- Invited Speaker & Participant, Symposium on Applying Cognition to Education, Annual Psychonomic Society Meeting, Toronto, Canada, November, 2005.
- Invited Speaker & Participant, Summer School on Human Memory; The European Society for Cognitive Psychology; Granada Spain; June 11-24, 2006
- Invited Plenary Speaker & Participant, The Reinvention Center Conference: Integrating research into undergraduate education: The value added; Washington, DC; November, 2004.
- Invited Speaker & Participant, Third Tsukuba International Conference on Memory: Memory and Society; Tsukuba, Japan; March, 2002
- Invited Speaker & Participant, Symposium on Inhibitory Processes in Memory, 3rd International Conference on Memory; Valencia, Spain; July, 2001
- Invited Speaker & Participant, Symposium on Inhibitory Processes in Human Memory, Society for Applied Research in Memory and Cognition; Boulder, Colorado; July, 1999.
- Invited Speaker & Participant, Symposium on Proactive Interference. Meeting of the International Neuropsychological Society; Budapest, Hungary; July, 1998.
- Invited Speaker & Participant, Symposium on inhibitory processes in memory: Clinical and experimental perspectives; International Conference on Memory; Padova, Italy, July, 1996.
- Invited Speaker & Participant, Autobiographical Memory Symposium, 2nd International Conference on Practical Aspects of Memory; University College of Swansea, Wales, U.K.; August, 1987.
- Invited Speaker & Participant, Joint Soviet-American Conference on Applications of Microprocessors to Problems of Cognitive Psychology and Education; University of California, Los Angeles; September 2-6, 1985.
- Invited Speaker & Participant, US Army Research Institute Basic Research Contractors' Meeting: Ability Assessment; Georgetown University, Washington, DC; September, 1984.
- Participant, Workshop on Visual Information Processing; Brown University, Providence, RI; June, 1978.

**OTHER PROFESSIONAL & UNIVERSITY SERVICES** (*Continued*)**National and International** (*Continued*)OTHER

- Member, National Science Foundation review panel for the REESE (Research and Evaluation on Education in Science and Engineering) Program. (2014)
- Member, National Standards Working Group (Facilitated revision of the National Standards for High School Psychology Curricula (e.g., AP Psychology courses). (2007 – 2009)
- Member, Council of University Representatives for Western Psychological Association (1997 - Present)
- Reviewer, Second Annual Undergraduate Research in Psychology Contest, sponsored by Harcourt Brace Javanovich, Inc., 1991.
- Reviewer, Psi Chi/ APA Edwin B. Newman Graduate Research Award
- Paper Referee, Seventh Annual Conference of the Cognitive Science Society, University of California, Irvine, CA, August, 1985.
- Member, Initial Review Group for the National Institute of Mental Health, Basic Behavioral Processes (1981 - 1985).

## PUBLICATIONS

*(Reverse chronological order)*

- Bjork, R. A., & Bjork, E. L. (in press). Forgetting as the friend of learning: Implications for teaching and self-regulated learning. To appear in *Advances in Physiological Education*.
- Yan, V. X., Soderstrom, N.C., Seneviratna, G. S., Bjork, E. L., & Bjork, R. A. (in press). How should exemplars be sequenced in inductive learning? Empirical evidence versus learning opinions. *Journal of Experimental Psychology: Applied*. DOI: 10.1037/xap0000139.
- Sana, F., Yan, V.X., Kim, J. A., Bjork, E. L., & Bjork, R. A. (2018). Does working memory capacity moderate the interleaving benefit? *Journal of Applied Research in Memory and Cognition*, 7, 361-369.
- Yue, C. L. & Bjork, E. L. (2017). Using Selective Redundancy to Eliminate the Seductive Details Effect, *Applied Cognitive Psychology*, 31, 565-571. DOI: 10.1002/acp.3348
- Little, J. L., & Bjork, E. L. (2016). Multiple-choice pretesting potentiates learning of related information. *Memory & Cognition*.44, 1085-1101
- Sparck, E. M., Bjork, E. L., & Bjork, R. A. (2016). On the learning benefits of confidence-weighted testing. *Cognitive Research: Principles and Implications*. 1:3 DOI 10.1186/s41235-016-0003-x
- Yan, V. X., Bjork, E. L., & Bjork, R. A. (2016). ). On the difficulty of mending metacognitive illusions: A priori theories, fluency effects, and misattributions of the interleaving benefit. *Journal of Experimental Psychology: General*, 145, 918-933.
- Storm, B. C., Hickman, M. L., & Bjork, E. L. (2016). Improving encoding strategies as a function of test knowledge and experience. *Memory & Cognition*, 44, 660-670. DOI 10.3758/s13421-016-0588-9
- Soderstrom, N., Yue, C. L., & Bjork, E. L. (2016). Metamemory and Education. In J. Dunlosky & Sarah K. Tauber (Eds). *The Oxford Handbook of Metamemory*. New York: Oxford
- Giebl, S., Storm, B. C., Buchli, D. R., Bjork, E. L., & Bjork, R. A. (2016). Retrieval-induced forgetting is associated with increased positivity when imagining the future. *Quarterly Journal of Experimental Psychology*, 69, 351-360. DOI: 10.1080/17470218.2015.1085586.
- Yue, C. L., Storm, B. C., Kornell, N., & Bjork, E. L. (2015). Highlighting and its relation to distributed study and students' metacognitive beliefs. *Educational Psychology Review*, 27, 69-78.
- Bjork, E. L., Soderstrom, N. C., & Little, J. L. (2015). Can Multiple-Choice Testing Induce Desirable Difficulties? Evidence from the Laboratory and Classroom. *American Journal of Psychology*, 128, 229-239. DOI: 10.5406/amerjpsyc.128.2.0229
- Yue, C. L., Storm, B. C., Kornell, N., & Bjork, E. L. (2015). Highlighting and its relation to distributed study and students' metacognitive beliefs. *Educational Psychology Review*. DOI: 10.1007/s10648-014-9277-z

## PUBLICATIONS

- Cantor, A. D., Eslick, A. N., Marsh, E. J., Bjork, R. A., & Bjork, E. L. (2015). Multiple-choice tests stabilize access to marginal knowledge. *Memory & Cognition*, *43*, 193-205. DOI 10.3758/s13421-014-0462-6
- Yue, C., Soderstrom, N. C., Bjork, E. L. (2015). Partial testing can potentiate learning of tested and untested material from multimedia lessons. *Journal of Educational Psychology*, *107*, 991- 1005. <http://dx.doi.org/10.1037/edu0000031>
- Bjork, E. L., & Bjork, R. A. (2014). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher and J. Pomerantz (Eds.), *Psychology and the real world: Essays illustrating fundamental contributions to society (2nd edition)*. New York: Worth.
- Soderstrom, N. C., Clark, C., Halamish, V., Bjork, E. L. (2014). Judgments of learning as memory modifiers. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *41*, 553-558. DOI: 10.1037/a0038388
- Little, J. L., & Bjork, E. L. (2014). Optimizing multiple-choice tests as tools for learning. *Memory & Cognition*. doi: 10.3758/s13421-014-0452-8
- Nestojko, J. Bui, D. C., Kornell, N., & Bjork, E. L. (2014). Expecting to teach enhances learning and organization of knowledge in free recall of text passages. *Memory & Cognition*, 1038-1048. Doi: 10.3758/s13421-014-0416-z
- Bjork, E. L., Little, J. L., & Storm, B. C. (2014). Multiple-choice testing as a desirable difficulty in the classroom. *Journal of Applied Research in Memory and Cognition*, *3*, 165-170.
- Birnbaum, M., Kornell, N., Bjork, E. L., & Bjork, R. A. (2013). Why interleaving enhances inductive learning: The role of discrimination and retrieval. *Memory & Cognition*, *41*, 392-402. doi: 10.3758/s13421-012-0272-7
- Yue, C. L., Bjork, E. L., & Bjork, R. A. (2013). Reducing verbal redundancy in multimedia learning: An undesired desirable? *Journal of Educational Psychology*, *105* (2), 266-267. doi: 10.1037/a0031971
- Little, J. L., Bjork, E. L., Bjork, R. A., & Angello, G. (2012, on-line version: Oct 3). Multiple-choice tests exonerated, at least of some charges: Fostering test-induced learning and avoiding test-induced forgetting. *Psychological Science*,
- Marsh, E. L., Lozito, J. P., Umanath, S., Bjork, E. L., & Bjork, R. A. (2012). Using verification feedback to correct errors made on a multiple-choice test. *Memory*, *20*, 645-653.
- Bjork, E. L., & Storm, B.C. (2011). Retrieval experience as a modifier of future encoding: Another test effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*, 1113-1124.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2011). On the durability of retrieval-induced forgetting. *Journal of Cognitive Psychology*, *24*, 617-629.
- Little, J. L., & Bjork, E. L. (2011). The persisting benefits of using multiple-choice tests as learning events. In N. Miyake, D. Peebles, & R P. Cooper (Eds.), *Proceedings of the 34<sup>th</sup> Annual Conference of the Cognitive Science Society*.

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- Bjork, E. L., Storm, B. C., & deWinstanley, P. A. (2011). Learning from the consequences of retrieval: Another test effect. In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: a Festschrift in honor of Robert A. Bjork* (pp. 351-368). London, UK: Psychology Press.
- Little, J. L., & Bjork, E. L. (2011). Pretesting with multiple-choice questions facilitates learning. In L. Carlson, C. Hölscher, & T. Shipley, (Eds.), *Proceedings of the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society* (pp. 294-299).
- Little, J.L., Storm, B.C., & Bjork, E.L. (2011). The costs and benefits of testing text materials. *Memory*, 19, 346-359.
- Storm, B.C., Angello, G., & Bjork, E.L. (2011). Thinking can cause forgetting: Memory dynamics in creative problem solving. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. 37, 1287-1293.
- Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher, R. W. Pew, & J. R. Pomerantz (Eds.) *Psychology and the real world: Essays illustrating fundamental contributions to society* (pp. 56-64). New York: Worth Publishers.
- Little, J. L., & Bjork, E. L. (2010). Multiple-choice testing can improve the retention of nontested related information. In S. Ohisson & R. Catrabortone (Eds.), *Proceedings of the 32<sup>nd</sup> Annual Conference of the Cognitive Science Society* (pp.1535-1540).
- Bell, D. S., Harless, M. S., Higa, M. S., Bjork, E. L., Bjork, R. A., Bazargan, M., & Mangione, M. D. (2008). Knowledge retention after an online tutorial: A randomized educational experiment among resident physicians. *Journal of General Internal Medicine*, 23, 1164-1171.
- Kimball, D. R., Bjork, E. L., Bjork, R. A., & Smith, T. A. (2008). Part-list cuing and the dynamics of false recall. *Psychonomic Bulletin & Review*, 15, 296-301.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2008). Accelerated relearning after retrieval-induced forgetting: The benefit of being forgotten. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34, 230-236.
- Marsh, E. J., Roediger, H. L., III, Bjork, R. A., & Bjork, E. L. (2007). The memorial consequences of multiple choice testing. *Psychonomic Bulletin & Review*, 6, 194-199.
- Bjork, R. A., Bjork, E. L., & Caughey, J. B. (2007). Retrieval as a self-limiting process: Part II. In Nairne, J. S. (Ed.), *The foundations of remembering: Essays in honor of Henry L. Roediger, III* (pp. 19-37). New York: Psychology Press.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2007). When intended remembering leads to unintended forgetting. *Quarterly Journal of Experimental Psychology*, 60, 909-915.
- Bjork, E. L., deWinstanley, P. A., & Storm, B. C. (2007). Learning how to learn: Can experiencing the outcome of different encoding strategies enhance subsequent encoding? *Psychonomic Bulletin & Review*, 14, 207-211.
- Storm, B. C., Bjork, E. L., Bjork, R. A. & Nestojko, J. (2006). Is retrieval success a necessary condition for retrieval-induced forgetting? *Psychonomic Bulletin & Review*, 13, 1023-1027.

## PUBLICATIONS

- Bjork, R. A., & Bjork, E. L. (2006, September). Freedom, flexibility, and never finished. *APS Observer*, 19(9), 29-30.
- Bjork, E. L., Bjork, R. A., & MacLeod, M. D. (2006). Types and consequences of forgetting: Intended and unintended. In L-G. Nilsson & N. Ohta (Eds.), *Memory and society: Psychological perspectives* (pp. 134-158). Psychology Press: Hove and New York.
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- 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.
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- Estes, W. K., Bjork, E. L., & Skaar, E. (1974). Detection of single-letters and letters in words with changing and unchanging mask characters. *Bulletin of the Psychonomic Society*, 3, 201-203.

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- Bjork, E. L., & Estes, W. K. (1973). Letter identification in relation to linguistic context and masking conditions. *Memory & Cognition*, 1, 217-223.
- Bjork, E. L., & Estes, W. K. (1971). Detection and placement of redundant signal elements in tachistoscopic displays of letters. *Perception & Psychophysics*, 9, 439-442.
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**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Bjork, E. L., & Bjork, R. A. (November, 2018). *How to Study If You Really Want to Learn*. TedX talk, Manhattan Beach, CA
- Bjork, E. L. (2018, October). *Turning Tests into Desirable Difficulties: How to Assess Learning in Ways that Enhance Learning*. Science of Learning Research Symposium, Center for Teaching and Learning, Columbia University, NYC, NY.
- Bjork, E. L. (2018, March). *How to Assess Learning in Ways that Enhance Learning*. Osiris Assessment Conference, London, England.
- Bjork, E. L. (2018, March). *Crafting Learning-friendly Performance Assessments*. Osiris Assessment Conference, London, England.
- Bjork, E. L., & Emeny, W. (2018, March). *When and How Often to Test*. Osiris Assessment Conference, London, England.
- Bjork, E. L. *Assessing Learning in Ways that Enhance Learning*. Visiting Scholar Lectures, Wisconsin Center for Educational Research, School of Education, University of Wisconsin-Madison, Madison, WI
- Bjork, Bjork, Soderstrom, N. C., Sparck, E., & Bjork, E. L. (2016, November). *Variable Practice Enhances Learning of Foreign Language Vocabulary*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
- Garcia, M. A., Bjork, E. L., & Bjork, R. A. (2016, November). *Do Interleaving Benefits Persist Amid Indiscriminative Contrasts?* Poster presented at the Meetings of the Psychonomic Society, Boston, Massachusetts.
- Clark, C. M., Bjork, E. L., & Bjork, R. A. (2016, November). *How does errorful generation versus errorful study affect subsequent learning?* Poster presented at the 57<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.
- Sana, F., Yan, V. X., Bjork, E. L., Bjork, R.A., Kim, J. A. (2016, November). *Testing the Interleaving Effect by Varying Category Relatedness*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
- Sparck, E. M., Bjork, E. L., & Bjork, R. A. (2016, November). *Experience with Confidence-Weighted Multiple-Choice Testing Improves Later Recall of Related Information*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
- Stoekenius, D. T., Yan, V. X., Sana, F., Bjork, E. L., & Bjork, R. A. (2016, November, 2016). *Stability of the Interleaving Effect Across Time and Within-Participants*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.

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**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Yan, V. X., Bjork, R. A., Bjork, E. L., Oyserman, D. (2016, November). *Does Priming Productive Interpretations of Difficulty Support Engagement in Desirably Difficult Learning?* Poster presented at the meetings of the Psychonomic Society, Poster presented at the meetings of the Psychonomic Society, Boston, MA
- Bjork, R. A., & Bjork, E. L. (2016, August). *Where, and in what ways, Is the cognitive science of learning having a real-world impact?* In E. L. Bjork & R. A. Bjork (Chairs), *Poster Symposium on Memory Dynamics and the Optimization of Instruction Revisited*, Annual Meeting of the American Psychological Association. Denver, CO.
- Bjork, E. L. (2016, July). *Why forgetting is the friend, not the enemy, of learning: A new theory of disuse.* Invited address, Art in Motion 2016: Training for Excellence T4X, University of Music and Performing Arts, Munich, Germany
- Bjork, R. A. & Bjork, E. L. (2016, May). *Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning.* James McKeen Cattell Award Address, Meetings of the Association for Psychological Science, Chicago, IL
- Yue, C. L., Soderstrom, N. C., & Bjork, E. L. (2016, May). How does the distribution of quiz items affect test potentiation of tested and untested material? Poster presented at the Meetings of the Association for Psychological Science, Chicago, IL
- Bjork, E. L. (2016, March). *Can Multiple-choice Tests Induce Desirable Difficulties? Evidence from the Laboratory and from the Classroom.* Center for Teaching and Learning, University of Texas, Austin, TX.
- Yue, C. L., Soderstrom, N. C., & Bjork, E. L. (2016, May). How does the distribution of quiz items affect test potentiation of tested and untested material? Poster presented at the Meetings of the Association for Psychological Science, Chicago, IL
- Bjork, E.L., Soderstrom, N., Little, J., & Sparck, E. (2015, November). Invited Symposium Speaker: *Enhancing Education Through Cognitive Psychology*, Annual Conference of the Psychonomic Society, Chicago, IL
- Clark, C., Bjork, E. L., & Bjork, R. A. (2015, November). *On the benefits of Generating Anticipatory Errors: Is Semantic Activation a Necessary Condition?* Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL
- Yan, V. X, Sana, F, Kim, J., Bjork, R. A., & Bjork, E. L. (2015, November). *Why does interleaving the exemplars of to-be-learned categories enhance concept learning? Testing the Discriminative-Contrast Hypothesis.* Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL

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**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Garcia, M., Bjork, R. A., & Bjork, E. L. (2015, November). *Learning categories from examples: Can the virtues of blocking and interleaving be combined to optimize inductive learning?* Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL
- Giebl, S., Noreen, S., Keer, T., Soderstrom, N., & Bjork, E. L. *Forgive and Forget: Does self-affirmations affect responses to transgression?* (November, 2015). Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL
- Giebl, S., Storm, B. C., Buchli, D. R., Bjork E. L., & Bjork, R. A. (2015, November). *Positivity bias in remembering the past and imagining the future: Retrieval-induced forgetting as an underlying mechanism?* Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL
- Sana, F., Yan, V. X., Kim, J., Bjork, E. L., & Bjork, R. A. (2015, November) *Inducing categories from exemplars: Does the "sweet spot" of retrieval difficulty vary with a learner's Working Memory Capacity?* Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL
- Sparck, E., Bjork, E. L., & Bjork, R. A. (2015, November). *When and why multiple-choice testing triggers productive retrieval processes.* Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL
- Hickman, M., Storm, B.C., & Bjork, E.L. (2015, May). *Strategy updating and the generation effect.* Poster presented at the annual meeting of the Western Psychology Association, Los Vegas, NV.
- Yan, V., Seneviratna, G., Soderstrom, N., Bjork, E. L., & Bjork, R. A. (2014, November). *Learning categories from exemplars: Can a hybrid schedule be superior to pure interleaving or blocking—and what do learners think?* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Soderstrom, N., Clark, C., Halamish, V., & Bjork, E. L. (2014, November). *Judgments of learning as memory modifiers.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA. (2014, November).
- Garcia, M. A., Bjork, E. L., & Bjork, R. A. (2014, November). *Are the benefits of interleaving the exemplars of to-be-learned categories modulated by the relatedness of the juxtaposed exemplars?* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Tsai, A., Yue, C., Oppenheimer, D., Bjork, R. A., & Bjork, E. L. (2014, November). *How do text format and type of media influence highlighting behavior and learning?* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Sana, F., Clark, C., Soderstrom, N., Bjork E. L., & Bjork, R.A. (2014, November). *Pre-testing directs attention to structure-based features of statistical concepts.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Sparck, E., Bjork, R. A., & Bjork, E. L. (2014, November). *Confidence-weighted multiple-choice tests enhance retention of non-tested related information.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA

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**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Giebl, S., Yue, C., Yan, V., & Bjork, E.L. (2014, November). *Does instructing learners to look for differences enhance inductive learning?* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Clark, C., Yue, C., Johl, A., Krasileva, K., & Bjork, E. L. (2014, November). *How does relatedness affect the benefits of interleaving?* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Yue, C., Soderstrom, N., & Bjork, E. L. (2014, November). *Using cued-recall testing to potentiate learning of previously tested and untested multimedia information.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Sana, F., Yan, V., Kim, J., Bjork, E.L., & Bjork, R. A. (2014, November). *Learning artists' styles and non-parametric statistics from examples: Within- and between-category similarity as a moderator of schedule efficiency.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA
- Bjork, E. L., & Soderstrom, N. C. (2014, June). *Can Multiple-Choice Testing Induce Desirable Difficulties? Evidence from the Laboratory and the Classroom.* Invited Talk, Festschrift in Honor of Alice F. Healy, College Professor of Distinction, University of Colorado, Boulder, CO.
- Yan, V. X., Garcia, M. A., Bjork, E. L., & Bjork, R. A. (2014, May). *Best of Both Worlds? Combining Blocked and Interleaved Schedules in Category Learning.* Poster presented at the Annual Convention of the Association for Psychological Science, San Francisco, CA.
- Spark, E. M., Bjork, E. L., & Bjork, R. A. (2014, May). *Can Confidence-weighted Multiple-choice Testing Enhance Retention of Non-tested, but Related, Information?* Annual Convention of the Association for Psychological Science, San Francisco, CA.
- Clark, C. M., Yue, C. L., & Bjork, E. L. (2014, May). *Effects of Interleaving and Relatedness on the Learning of Text Passages.* Poster presented at the Annual Convention of the Association for Psychological Science, San Francisco, CA.
- Yan, V. X., Garcia, M. A., Bjork, E. L., & Bjork, R. A. (2013, November). *Learning Better, Learning More: The Benefits of Expanding Retrieval Practice.* Poster presented at the Annual Meeting of the Psychonomic Society, Toronto, Canada
- Yue, C. L., & Bjork, E. L. (2013, November). *Modality-specific Retrieval Practice in Multimedia Learning.* Poster presented at the Annual Meeting of the Psychonomic Society, Toronto, Canada
- Giebl, S., Miyatsu, T., Castel, A. D., & Bjork, E. L. (2013, November). *Does Generation Protect Information from Retrieval Induced Forgetting?* Poster presented at the 54<sup>th</sup> Annual Meeting of the Psychonomic Society, Toronto, Canada

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**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Bjork, E. L. (2013, August). *Metacognitive Skills in the Context of Multiple-Choice Testing*. Invited Symposium Speaker: Knowing What You Don't Know: Science and Applications of Metamemory Research. Conference of the American Psychological Association, Honolulu, Hawaii
- Yan, V. X., Bjork, E. L., & Bjork, R. A. (2013, May). *What Does it Take to Shake Learners' (Erroneous) Belief that Blocking Exemplars Optimizes Category Induction?* Poster presented at the Annual Convention of the Association for Psychological Science, Washington, DC.
- Saskia, Giebl, Miyatsu, T., Clark, C. M., Bjork, E. L., & Bjork, R. A. (2013, May). *Is Retrieval-Induced Forgetting Restricted to Episodic Memories?* Annual Convention of the Association for Psychological Science, Washington DC.
- Birnbaum, M. S., Kornell, N., Bjork, R. A., & Bjork, E. L. (2012, November). *Effects of Spacing and Interleaving on Inductive Learning*. Poster presented at the 53<sup>rd</sup> Annual Meeting of the Psychonomic Society, Minneapolis, Minnesota.
- Clark, C. M., Bjork, R. A., & Bjork, E. L. (2012, November). *Why Does Trying, and Failing, to Generate an Upcoming To-Be-Learned Response Facilitate its Later Recall?* Poster presented at the 53<sup>rd</sup> Annual Meeting of the Psychonomic Society, Minneapolis, Minnesota.
- Garcia, M. A., Yan, V., Yu, Y., Bjork, R. A., & Bjork, E. L. (2012, November). *Could the Benefits of Trying, but Failing, to Predict a To-Be-Learned Response be an Artifact of the Experimental Materials?* Poster presented at the 53<sup>rd</sup> Annual Meeting of the Psychonomic Society, Minneapolis, Minnesota.
- Yue, C. L., Bjork, E. L., & Bjork, R. A. (2012, November). *What Level of Redundancy Facilitates Learning From Multimedia Lessons?* Poster presented at the 53<sup>rd</sup> Annual Meeting of the Psychonomic Society, Minneapolis, Minnesota.
- Bjork, E. L. (2012, April). *Learning from the Testing Experience*. Invited Symposium Speaker: Self-regulated Learning: Beliefs, Strategies, and Changes with Aging. 2012 Conference of the Western Psychological Association, San Francisco, California
- Bjork, E. L. (2012, April). *Multiple-choice Tests Exonerated?* Invited talk; Society of Experimental Psychologists, Houston, Texas.
- Little, J. L., & Bjork, E. L. (2012, August). *The Persisting Benefits of Using Multiple-Choice Tests as Learning Events*. Paper presented at the 34<sup>th</sup> Annual Conference of the Cognitive Science Society, Sapporo, Japan.
- Storm, B. C., Angello, G., & Bjork, E. L. (2012, November). *Thinking Can Cause Forgetting: Memory Dynamics in Creative Problem Solving*. Paper presented at the 52<sup>nd</sup> Annual Meeting of the Psychonomic Society, Seattle, WA.
- Little, J. L., & Bjork, E. L. (2011, November). *Multiple-choice pretests enhance learning more than other pre-reading activities*. Poster presented at the 52<sup>nd</sup> Annual Meeting of the Psychonomic Society, Seattle, WA.

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**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Birnbaum, M. S., Bjork, R. A., & Bjork, E. L. (2011, November). *Transfer of Interleaving Benefits in the Inductive Learning of Categories*. Poster presented at the 52<sup>nd</sup> annual meeting of the Psychonomic Society, Seattle, Washington.
- Nestojko, J. F., Bjork, E. L., & Bjork, R. A. (2011, November). *The impact of retrieval difficulty on retrieval-induced forgetting*. Poster presented at the 52<sup>nd</sup> annual meeting of the Psychonomic Society, Seattle, Washington.
- Yue, C. L., Bjork, R. A., Castel, A. D., & Bjork, E. L. (2011, November). *When disfluency is not a desirable difficulty: The influence of typeface clarity on metacognitive judgments and memory*. Poster presented at the 52<sup>nd</sup> annual meeting of the Psychonomic Society, Seattle, Washington.
- Angello, G., Storm, B.C., Bjork, E.L., Smith, S.M., & Yamaguchi, T. (November, 2011). *Are mental blocks forgotten during creative problem solving due to inhibitory control?* Poster presented at the 52<sup>nd</sup> Annual Meeting of the Psychonomic Society. Seattle, Washington.
- Little, J. L., & Bjork, E. L. (2011, July). *Pretesting with multiple-choice questions facilitates learning*. Paper presented at the 33<sup>rd</sup> Annual Conference of the Cognitive Science Society, Boston, MA.
- Bjork, E. L. (2011, May). *Enhancing learning in large classes by introducing desirable difficulties: Examples from the UCLA Research Methods course*. Invited address, First International Conference on Brain, Cognition, and Learning, Beijing Normal University, Beijing, China.
- Little, J. L., & Bjork, E. L. (2011, April). *Pre-testing with multiple-choice questions facilitates learning*. Poster presented at the 91<sup>st</sup> Annual Convention of the Western Psychological Association, Los Angeles, CA.
- Birnbaum, M.S., Kornell, N., Bjork, E.L., & Bjork, R.A. (2011, April). *Interleaving as the Friend of Induction*. Poster presented at the meeting of the 91<sup>st</sup> Meeting of the Western Psychological Association, Los Angeles, CA.
- Clark, C. T., Bjork, E. L., & Halamish, V. (2011, April). *Merely making a judgment of learning (JOL) can affect learning*. Poster presented at the 91<sup>st</sup> Meeting of the Western Psychological Association, Los Angeles, CA.
- Bjork, E. L. (2011, January). *Enhancing Learning in Large Classes by Introducing Desirable Difficulties: Examples from the UCLA Research Methods Course*. Invited Address, 33<sup>rd</sup> National Institute on the Teaching of Psychology, St. Petersburg Beach, Florida.
- Angello, G., Little, J. L., Bjork, E. L., & Bjork, R. A. (2010, November). *Multiple-choice tests can both improve and impair recall of non-tested related information*. Poster to be presented at the 51<sup>st</sup> meeting of the Psychonomic Society.
- Little, J. L., & Bjork, E. L. (2010, November). *Can pre-testing with multiple-choice questions facilitate learning?* Poster to be presented at the 51<sup>st</sup> meeting of the Psychonomic Society.

**COLLOQUIA, INVITED PAPERS, & PRESENTATIONS AT SCIENTIFIC MEETINGS  
LAST EIGHT YEARS (Reverse chronological order)**

- Angello, G. M., Little, J., Bjork, E. L., & Bjork, R. A. (2010, November). *Multiple-choice tests can improve recall of competitive information presented as incorrect alternatives*. Poster presented at the 51<sup>st</sup> meeting of the Psychonomic Society. St. Louis, Missouri.
- Bjork, E. L. (2010, June). *Can discriminating among multiple-choice alternatives function as a desirable difficulty?* Paper presentation, Conference on Applying Cognitive Psychology to University Science Education. Boulder, CO. (Joint meeting of the McDonnell Collaborative Group and members of the Carl Wieman Science Education Initiatives at the University of Colorado and the University of British Columbia.)
- Nestojko, J.F., Bjork, E.L., Bui, D.C., & Kornell, N. (2010, April). *Preparing to teach—without actually teaching—improves organization of recall*. Paper presented at the 80<sup>th</sup> Annual Convention of the Rocky Mountain Psychological Association, Denver, CO.