

Jeri L. Little, Ph.D.

California State University East Bay
Department of Psychology
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EDUCATION

Ph.D., Psychology, University of California, Los Angeles, CA, 2011
Concentration: Cognitive Psychology, Minor: Educational Applications of Cognitive Psychology
Dissertation: *Optimizing Multiple-choice Tests as Learning Events*
Co-chairs: Elizabeth Ligon Bjork, Ph.D. & Robert A. Bjork, Ph.D.

M.A., Psychology, University of California, Los Angeles, CA, 2006

B.A., Psychology, University of California, Berkeley, CA, 2003

ACADEMIC APPOINTMENTS

2017-present	Assistant Professor Department of Psychology, California State University, East Bay
2014-2017	Assistant Professor Department of Psychology, Hillsdale College
2011-2014	Postdoctoral Research Associate Department of Psychology, Washington University in St. Louis PI: Mark A. McDaniel, Ph.D.
2011	Instructor Department of Psychology, University of California, Los Angeles

GRANTS, AWARDS, AND HONORS

2021-2022	Faculty Support Grant, CSUEB
2017-2018	Faculty Support Grant, CSUEB
2015, 2016	Hillsdale College Summer Leave Funding
2011-2012	Honorable Mention, James McKeen Cattell Award for Outstanding Dissertation in Psychology, The New York Academy of Sciences
2011	Joseph A. Gengerelli Distinguished Dissertation Award, UCLA Psychology
2011	Glushko-Samuels Foundation Travel Grant, Cognitive Science Society
2010-2011	Departmental Dissertation Fellowship, UCLA Psychology
2010-2011	Finalist, Spencer Foundation Dissertation Fellowship, Spencer Foundation
2009-2010	Shepherd Ivory Franz Distinguished Teaching Assistant Award, UCLA Psychology
2009-2010	Collegium for University Teaching Fellowship, UCLA
2009	Teaching Training Program Award, UCLA Psychology
2007, 2008	Summer Graduate Research Mentorship Award, UCLA

RESEARCH

Interests: cognitive psychology related to education, memory, test-potentiated learning, concept and category learning, individual differences in learning strategies, metacognitive processes, retrieval-induced forgetting

PEER-REVIEWED JOURNAL ARTICLES

* *designates undergraduate author*

Blendermann, M. F.*, **Little, J. L.**, & Gray, K. M.* (2020). How “none of the above” (NOTA) affects the accessibility of tested and related information in multiple-choice questions. *Memory*, 28, 473-480. <https://doi.org/10.1080/09658211.2020.1733614>

Pan, S., Cooke, J., **Little, J. L.**, McDaniel, M. A., Foster, E., Connor, L., & Rickard, T. (2019). Online and clicker quizzing on jargon terms enhances definition-focused but not conceptual exam performance in biology courses. *CBE-Life Sciences Education*, 18, ar58. doi: 10.1187/cbe.18-12-0248

Little, J. L., Frickey, E. A.*, & Fung, A. K.* (2018). The role of retrieval in answering multiple-choice questions. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Advance online publication. doi: 10.1037/xlm0000638

Little, J. L. (2018). The role of multiple-choice tests in increasing access to difficult-to-retrieve information. *Journal of Cognitive Psychology*, 30, 520-531. doi: 10.1080/20445911.2018.1492581.

Little, J. L., & Bjork, E. L. (2016). Multiple-choice pretesting potentiates learning of related information. *Memory & Cognition*, 44, 1085-1101.

Wahlheim, C. N., McDaniel, M. A., & **Little, J. L.** (2016). Category learning strategies in younger and older adults: Rule abstraction and memorization. *Psychology and Aging*, 31, 346-357.

Little, J. L., & McDaniel, M. A. (2015). Some learners abstract, others memorize examples: Implications for education. *Translational Issues in Psychological Science*, 1, 158-169.

Bjork, E. L., Soderstrom, N., & **Little, J. L.** (2015). Can multiple-choice testing induce desirable difficulties? Evidence from the laboratory and the classroom. *American Journal of Psychology*, 128, 229-239.

Little, J. L., & McDaniel, M. A. (2015). Individual differences in category learning: Memorization versus rule-abstraction. *Memory & Cognition*, 43, 283-297. doi: 10.3758/s13421-014-0475-1

Little, J. L., & McDaniel, M. A. (2015). Metamemory monitoring and control following retrieval-practice for text. *Memory & Cognition*, 43, 85-98. doi: 10.3758/s13421-014-0453-7

Little, J. L., & Bjork, E. L. (2015). Optimizing multiple-choice tests as tools for learning. *Memory & Cognition*, 43, 14-26. doi: 10.3758/s13421-014-0452-8

Curriculum Vitae, Jeri L. Little, revised: 04.11.22

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. doi: 10.1016/j.jarmac.2014.03.002

Little, J. L., Bjork, E. L., Bjork, R. A., Angello, G.* (2012). Multiple-choice tests exonerated, at least of some charges: Fostering test-induced learning and avoiding test-induced forgetting. *Psychological Science*, 23, 1337-1344.

Little, J. L., Storm, B. C., & Bjork, E. L. (2011). The costs and benefits of testing text materials. *Memory*, 19, 346-359.

PEER-REVIEWED CONFERENCE PROCEEDINGS

Ramlow, E.* & **Little, J. L.** (2020). The rainbow mnemonic improves recall in preschool children. In S. Denison, M. Mack., Y. Xu, & B. C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (pp. 2254-2260). Cognitive Science Society.

Little, J. L., & Bjork, E. L. (2012). The persisting benefits of using multiple-choice tests as learning events. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 683-688). Austin, TX: Cognitive Science Society.

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 33rd Annual Conference of the Cognitive Science Society* (pp. 294-299). Austin, TX: Cognitive Science Society.

Little, J. L., & Bjork, E. L. (2010). Multiple-choice testing can improve the retention of non-tested related information. In S. Ohisson & R. Catrabone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 1535-1540). Austin, TX: Cognitive Science Society.

BOOK CHAPTERS

Pan, S. C., Cooke, J. E., **Little, J. L.**, & McDaniel, M. A. (in press). Using online and clicker questions to learn scientific and technical jargon. In C. E. Overson, C. M. Hakala, L. L. Kordonowy, & V. A. Benassi (Eds.), *In their own words: What scholars want you to know about how to apply the science of learning in your academic setting*.

McDaniel, M. A., & **Little, J. L.** (2019). Multiple-choice and short-answer quizzing on equal footing in the classroom: Potential indirect effects of testing. In K. A. Rawson & J. Dunlosky (Eds.), *Cambridge Handbook on Cognition and Education* (pp. 480-499). Cambridge University Press.

Storm, B. C., Angello, G., Buchli, D. R., Koppel, R. H., **Little, J. L.**, & Nestojko, J. F. (2015). A review of retrieval-induced forgetting in the contexts of learning, eyewitness memory, social cognition, autobiographical memory, and creative cognition. In B. H. Ross (Ed.), *Psychology of Learning and Motivation, Volume 62*. Academic Press.

SUBMITTED MANUSCRIPTS

Little, J. L., & McDaniel, M. A. (2021). *To abstract a rule or to memorize instances? How set size influences category learning*. Manuscript submitted for publication.

Curriculum Vitae, Jeri L. Little, revised: 04.11.22

Little, J. L., Clark, C. K.* , Imperial, G. G.* , & Blendermann, M. F.* (2021). *Matching tests: A tool for learning*. Manuscript submitted for publication.

Pan, S.C., Cooke, J. E., **Little, J. L.,** & McDaniel, M. A. (2021). Using online and clicker quizzes to learn scientific and technical jargon. To appear in C. Overson, C. Hakala, L. Kordonowy, and V. Benassi (Eds.), *In their own words: What scholars want you to know about why and how to apply the science of learning in your academic setting*. American Psychological Association.

INVITED TALKS

Little, J. L. (2018, October). How and what people learn: Applying cognitive psychology to issues in education. University of California, Santa Cruz, Santa Cruz, CA.

Little, J. L. (2017, April). Rule Abstraction or Memorization? Implications for Learning. Midwestern Psychological Association, Chicago, IL.

Little, J. L. (2016, October). Optimizing Multiple-choice Tests for Learning. Kalamazoo College, Kalamazoo, MI.

CONFERENCE PRESENTATIONS (TALKS & POSTERS)

**indicates undergraduate author*

Little, J. L., Abraham, K. R.* , Karlin, R.* , & Nepangue, J. A.* (2021, November). *Interleaving is better when trying to memorize, but blocking is better when trying to find a rule*. Poster presented at the 62nd Annual Meeting of the Psychonomic Society, Virtual.

Little, J. L., Gorospe, M.* , & Wapp-Prasad, A.* (2021, November). *Examining the use of clicker questions in the classroom*. Poster presented at the 62nd Annual Meeting of the Psychonomic Society, Virtual.

Little, J. L., & Jayme, J.* (2020, November). *Category learning in children: Some memorize and some find rules*. Poster presented at the 61st Annual Meeting of the Psychonomic Society, Virtual.

Ramlow, E. & **Little, J. L.** (2020, August). *The rainbow mnemonic improves recall in preschool children*. Poster presented at the 42nd Annual Conference of the Cognitive Science Society, Virtual.

Little, J. L. & Longares, A.* (2019, November). *Interleaving is better than blocking when memorizing, but not when trying to find a rule*. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, Canada.

Little, J. L. (2018, November). *The role of retrieval in answering multiple-choice and matching questions*. Paper presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

Ramlow, E.* & **Little, J. L.** (2018, November). *The rainbow mnemonic improves recall in preschool children*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

- Little, J. L.** (2018, September). *The use of matching questions as tools for learning*. Conference at the Interface of Discipline-Based Education Research in STEM and Psychological Science, St. Louis, MO.
- Blendermann, M.*, **Little, J. L.** (2017, November). *“None-of-the-above” can lead to a negative testing effect, but it does not hurt all test-induced learning*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, Canada
- Clark, C*., Imperial, G*., Blendermann, M*., **Little, J. L.** (2017, November). *Matching questions: On par with multiple-choice questions for the retention of tested and related information*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, Canada.
- Graham, E. N.* & **Little, J. L.** (2016, November). *Altering features of interspersed items influences learning strategy and knowledge representation*. Poster presented at 57th Annual Meeting of the Psychonomic Society, Boston, MA.
- Wahlheim, C. N., McDaniel, M. A., & **Little, J. L.** (2016, April). *Category learning strategies in younger and older adults: Rule-abstraction and memorization*. Poster presented at Cognitive Aging Conference, Atlanta, GA.
- Byron, E.* & **Little, J. L.** (2015, November). *Multiple-choice testing can increase accessibility to related non-tested marginal knowledge*. Talk given at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Graham, E. N.* & **Little, J. L.** (2015, November). *Interspersing memory items increases memory without decreasing rule abstraction*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Bjork, E. L., Soderstrom, N., **Little, J. L.**, & Sparck, E. (2015, November). *Multiple-choice testing as a desirable difficulty: Evidence from the laboratory and classroom*. Talk given at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
- Little, J. L.** (2015, July). *Optimizing multiple-choice tests and learning events: In the laboratory and in the classroom*. Talk given at the Fourth Annual Stanford Psychology One Conference, Palo Alto, CA.
- Little, J. L.**, & McDaniel, M. A. (2014, November). *Metamemory monitoring and control following retrieval-practice for text*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Little, J. L.**, & McDaniel, M. A. (2013, November). *The role of multiple factors in promoting rule-abstraction versus memorization in category learning*. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Canada
- Little, J. L.**, McDaniel, M. A., & Cahill, M. C. (2012, November). *Individual differences in category learning: Rule- versus exemplar-based strategies*. Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Little, J. L.**, & Bjork, E. L. (2012, August). *The persisting benefits of using multiple-choice tests as learning events*. Talk given at the 34th Annual Conference of the Cognitive Science Society, Sapporo, Japan.
- Curriculum Vitae, Jeri L. Little, revised: 04.11.22

Little, J. L., & Bjork, E. L. (2011, November). *Multiple-choice pretests enhance learning more than other pre-reading activities.* Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Little, J. L., & Bjork, E. L. (2011, July). *Pre-testing with multiple-choice questions facilitates learning.* Talk given at the 33rd Annual Conference of the Cognitive Science Society, Boston, MA.

Little, J. L., & Bjork, E. L. (2011, April). *Pre-testing with multiple-choice questions facilitates learning.* Poster presented at the 91st Annual Convention of the Western Psychological Association, Los Angeles, CA.

Little, J. L., & Bjork, E. L. (2010, November). *Pre-testing with multiple-choice questions facilitates learning.* Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.

Angello, G., **Little, J. L.,** 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 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.

Little, J. L., & Bjork, E. L. (2010, October). *Pre-testing with multiple-choice questions facilitates learning.* Poster presented at the Symposium on the Science of Learning in Medical Education, Los Angeles, CA.

Little, J. L., & Bjork, E. L. (2010, August). *Multiple-choice testing can improve the retention of non-tested related information.* Poster presented at the 32nd Annual Conference of the Cognitive Science Society. Portland, OR.

Little, J. L., Bjork, E. L., & Kees, A. (2009, November). *Using multiple-choice tests as learning events.* Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.

Little, J. L., & Bjork, E. L. (2009, May). *A generalized testing effect using multiple-choice questions.* Poster presented at the Symposium on the Science of Learning in Medical Education, Los Angeles, CA.

Little, J. L., & Bjork, E. L. (2009, April). *A generalized testing effect using multiple-choice questions.* Poster presented at Western Psychological Association's 89th Annual Convention, Portland, OR.

Little, J. L., Storm, B. C., & Bjork, E. L. (2008, November). *How does experiencing the generation advantage lead to improved reading of new information?* Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

Little, J., Bjork, E. L., Bjork, R. A., & Nguyen, V. (2007, November). "Is source memory subject to retrieval-induced forgetting?" Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Little, J., Bjork, E. L. & Bjork, R. A. (2007, August). *Can retrieval induce forgetting, facilitation, or both?* Poster presented at the American Psychological Association 115th Annual Convention, San Francisco, CA.

Nestojko, J., Little, J., Bjork, R. A., & Bjork, E. L. (2006, November). *Recency, recovery, and relearning*. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.

RESEARCH IN THE NEWS (EXAMPLES)

Lewandowsky, S. (2016, August 11). Old Faithful but not El Capitan: multiple-choice pretesting helps learning about *cronartium ribicola*. *Psychonomic Society*. Retrieved from <http://www.psychonomic.org/featured-content-detail/old-faithful-not-el-capitan-multiple-choice-pretetes>

Herbert, W. (2012, April 2). Two cheers for multiple-choice tests. *Huffington Post*. Retrieved from <http://www.huffingtonpost.com/>

Akst, D. (2012, October 12). Testing can help students after all. *Wall Street Journal*. Retrieved from <http://blogs.wsj.com/ideas-market/2012/10/12/testing-can-help-students-after-all/>

TEACHING AND MENTORING

COURSES TAUGHT

Cognitive Psychology, Research in Cognitive Psychology, Experimental Psychology, Issues in Psychology (Cognitive Psychology Applied to Education)
California State University, East Bay

Introduction to Psychology, Biological Psychology, Cognitive Psychology, Statistics for Behavioral Sciences, Research Design, Cognitive Psychology Applied to Education (seminar), Psychology Research Project
Hillsdale College

Introduction to Cognitive Psychology, Introduction to Psychology, Seminar: Why We Remember and Why We Forget: Educational Applications of Memory Research
University of California, Los Angeles

GUEST LECTURES

“Desirable Difficulties.” (2012, Spring). In Cognitive Psychology Applied to Education, Washington University in St. Louis

“Designing Experiences to Promote Learning.” (2009, Spring). In Psychology and Education, University of California, Los Angeles

OTHER TEACHING EXPERIENCE (TEACHING ASSISTANT/ASSOCIATE)

Cognitive Psychology Applied to Education
Washington University in St. Louis, 2012-2014

Psychology and Education, Sensation and Perception, Fundamentals of Learning, Research Methods in Psychology, Cognitive Psychology, Laboratory in Cognitive Psychology
University of California, Los Angeles, 2006-2009

Curriculum Vitae, Jeri L. Little, revised: 04.11.22

TEACHING DEVELOPMENT

- 2020-2021 ACUE (Association of College and University Educators) Credential in Effective College Instruction (including Designing an Effective Course and Class, Establishing a Productive Learning Environment, Using Active Learning Techniques, Promoting Higher Order Thinking, and Assessing to Inform Instruction and Promote Learning
- 2018-2019 Faculty Learning Community: First Generation Student Success
- 2018 Conference at the Interface of Discipline-Based Education Research in STEM and Psychological Science, a two-day conference at Washington University in St. Louis
- 2015 Stanford Psychology One Conference, a two-day conference at Stanford University focused on the teaching of Introductory Psychology.
- 2013 Teaching development workshops at Washington University in St. Louis including: Incorporating Active Learning, Increasing Diversity and Improving Learning in STEM, and Designing Writing Assignments.
- 2012 Integrating Cognitive Science with Innovative Teaching in STEM Disciplines, a two-day conference at Washington University in St. Louis

MENTORSHIP OF STUDENT RESEARCH

*The following are presentations at undergraduate conferences made by a subset of undergraduates that I have helped to mentor (reverse chronological order, * indicates undergraduate author). Note that presentations made at regional, national, and international conferences and papers published with undergraduate co-authors are provided in the Research section.*

Abraham, K.*, Karlin, R.*, Nepangue, J.*, & **Little, J. L.** (2021, April). *Interleaving is better than blocking for memorizers, but blocking is better than interleaving for finding a rule.* Talk given at the 2021 Spartan Psychological Association Research Conference, Virtual.

Santillana, L.*, Pabelonio, D.*, & **Little, J. L.** (2021, April). *The consequences of using none of the above as a multiple-choice alternative.* Poster presented at the 2021 Spartan Psychological Association Research Conference, Virtual.

Manzanedo, I.*, & **Little, J. L.** (2021, April). *Individual differences in learning: Memorization versus rule-abstraction.* Poster presented at the 2021 Spartan Psychological Association Research Conference, Virtual.

Gorospe, M.*, Wapp-Prasad, A.*, & **Little, J. L.** (2021, April). *Examining the use of clicker questions in the classroom.* Poster presented at the 2021 Spartan Psychological Association Research Conference, Virtual.

Longares, A. M.* & **Little, J. L.** (2019, May). *Interleaving is better than blocking when memorizing, but is it better when trying to find a rule?* Poster presented at the 49th Western Psychology Conference for Undergraduate Research, Moraga, CA. (Also presented at the 2019 Spartan Psychological Association Research Conference, San Jose, CA, April, 2019)

Saito, J.*, Junio, A.*, & **Little, J. L.** (2019, May). *When people use an elimination strategy on multiple-choice tests.* Poster presented at the 49th Western Psychology Conference for Undergraduate Research, Moraga, CA.

- Gray, K.*, Blendermann, M. F.*, & **Little, J. L.** (2019, May). *The costs of using “none-of-the-above” (NOTA): Evidence for a proactive interference account.* Poster presented at the 49th Western Psychology Conference for Undergraduate Research, Moraga, CA. (Also presented at the 2019 Spartan Psychological Association Research Conference, San Jose, CA, April, 2019)
- Grijalva, R. J.* & **Little, J. L.** (2018, May). *Failing to appreciate multiple-choice tests as tools for learning.* Poster presented at the 48th Western Psychological Conference for Undergraduate Research, Moraga, CA.
- Clark, C.* (2017, April). *Cultural differences in category learning.* Talk given at Michigan Undergraduate Psychology Research Conference, Hillsdale, MI
- Ramlow, E.* (2017, April). *The ability of mnemonic devices to improve recall in preschool children: The mnemonic rainbow.* Talk given at Michigan Undergraduate Psychology Research Conference, Hillsdale, MI
- Byron, E.* (2016, April). *Don't hate me cause I'm beautiful: The role of attractiveness, relational status, and self-esteem in female intrasexual competition.* Talk given at Michigan Undergraduate Psychology Research Conference, Adrian, MI.
- Graham, E. N.* & **Little, J. L.** (2016, April). *Altering features of interspersed memory items influences attention and learning strategies in category tasks.* Talk given at Michigan Undergraduate Psychology Research Conference, Adrian, MI.
- Vukotic, S.*, **Little, J. L.**, & McDaniel, M. A. (2013, October). *The benefits and costs of multiple-choice testing.* Poster presented at the Fall 2013 Undergraduate Research Symposium, Washington University, St. Louis, MO.
- Yun, G.*, Dang, J.*, **Little, J. L.**, & Bjork, E. L. (2011, May). *Multiple-choice pretests enhance subsequent learning.* Poster presented at the 20th Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.
- Older, R.*, **Little, J. L.**, & Bjork, E. L. (2011, May). *Multiple-choice tests protect non-tested information from retrieval-induced forgetting.* Poster presented at the 20th Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA. (also presented at the Stanford Undergraduate Research Conference)
- Schieffer, D.*, **Little, J. L.**, & Bjork, E. L. (2010, May). *Pre-testing with multiple-choice testing facilitates learning.* Poster presented at the 19th Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.
- Francis, E.*, Ho, C.*, **Little, J. L.**, & Bjork, E. L. (2010, May). *Strategic testing enhances the recall of related, but initially non-tested information.* Poster presented at the 19th Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.
- Kees, A.*, **Little, J. L.**, and Bjork, E. L. (2009, May). *The benefits of multiple-choice testing.* Poster presented at the 18th Annual UCLA Psychology Undergraduate Research Conference.
- Lazar, R.*, **Little, J. L.**, and Bjork, E. L. (2009, May). *A generalized testing effect using multiple-choice questions.* Poster presented at the 18th Annual UCLA Psychology Undergraduate Research Conference.

Hinrich, A. *, **Little, J. L.**, Storm, B. C., and Bjork, E. L. (2008, May). *How does experiencing the generation advantage lead to improved reading of new information?* Poster presented at the Eighth Annual Stanford Undergraduate Psychology Conference.

Chen, G. C. *, Storm, B. C., **Little, J. L.**, & Bjork, E. L. (2008, May). *Forgetting our facts: Retrieval-induced forgetting in educational materials.* Poster presented at the 17th Annual UCLA Psychology Undergraduate Research Conference.

Nguyen, V. *, Macaranas, R. *, **Little, J.**, & Bjork, E. L. (2007, May). *Can source memory exhibit retrieval-induced forgetting?* Paper presented at the 16th Annual UCLA Psychology Undergraduate Research Conference.

Estoesta, E. *, **Little, J.**, Bjork, E. L., & Bjork, R. A. (2006, May). *Testing effects: Does retrieval induce forgetting or facilitation, or can it do both?* Poster presented at the 15th Annual UCLA Psychology Undergraduate Research Conference.

SERVICE

CALIFORNIA STATE UNIVERSITY, EAST BAY

- Academic Senate, California State University, East Bay, 2021-present
- Faculty Search Committee, Personality, 2020-2021
- Faculty Search Committee, Testing/Pers/Dev, Chair, 2019-2020
- Annual Report Committee, Psychology Department (includes Assessment Committee), 2019-present
- Assessment Committee, Psychology Department, 2018-2019
- Library Committee, Psychology Department, 2017-2019
- Scholarship Committee, College of Science, 2017-2018
- ILO Quantitative Reasoning Assignment Assessment, 2017-2018

HILLSDALE COLLEGE

- Michigan Undergraduate Psychology Research Conference, Co-organizer, 2017
- Library Committee, Social Sciences Representative, 2016-2017
- General Education Assessment Committee, Member, 2016-2017

EDITORIAL BOARDS

- *Journal of Applied Research in Memory and Cognition*, 2019-present

AD-HOC REVIEWER

Acta Psychologica; Applied Cognitive Psychology; Behavior Research Methods; Cognition; Computers & Education; Educational Psychology Review; Journal of Applied Research in Memory & Cognition; Journal of Cognition and Development; Journal of Cognitive Psychology; Journal of Experimental Child Psychology; Journal of Experimental Psychology: Applied; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Learning, Memory, & Cognition; Journal of Memory and Language; Memory; Memory & Cognition; PLOS ONE; Psychonomic Bulletin & Review; Psychological Science; Revista Latinoamericana de Psicologia,

Scholarship of Teaching and Learning in Psychology; Studies in Educational Evaluation; Swiss Journal of Psychology; Quarterly Journal of Experimental Psychology

PROFESSIONAL AFFILIATIONS

Psychonomic Society, Fellow