

## Jeri L. Little, Ph.D.

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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  
including Study Abroad Program at Flinders University, Australia (2002)

### ACADEMIC APPOINTMENTS

2023-present	Associate Professor Department of Psychology, California State University, East Bay
2017-2023	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

### 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 (at time of data collection)*

Little, J. L. (2023). Does using none-of-the-above (NOTA) hurt students' confidence? *Journal of Intelligence*, 11(8), 157; <https://doi.org/10.3390/jintelligence11080157>

Murphy, D. H., Little, J. L., & Bjork, E. L. (2023). The value of using tests in education as tools for learning—not just for assessment. *Educational Psychology Review*, 35:89.  
<https://doi.org/10.1007/s10648-023-09808-3>

Curriculum Vitae, Jeri L. Little, revised: 7.5.24

- 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
- 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

Curriculum Vitae, Jeri L. Little, revised: 7.5.24

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 42<sup>nd</sup> 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 34<sup>th</sup> 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 33<sup>rd</sup> 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 32<sup>nd</sup> 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. (2023). 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. (2023). *To abstract a rule or to memorize instances? How set size influences category learning*. Manuscript submitted for publication.

**Little, J. L.**, Clark, C. K.\*, Imperial, G. G.\*, & Blendermann, M. F.\* (2023). *Matching tests: A tool for learning*. Manuscript submitted for publication.

## 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 (at time of data collection)*

Fealy, J. C. M.\*, Ngo, S.\*, Toro, C.\*, Villaruel, K.\*, and **Little, J. L.** (2024, April). *The benefit of interleaving over blocking as a function of note-taking and note-taking*. Poster presented at the Western Psychological Association, 104<sup>th</sup> Annual Convention, San Francisco, CA.

**Little, J. L.**, & Nepangue, J.\* (2023, November). *Examining optimal sequence for learning as a function of strategy over a 2-week delay*. Poster presented at the 64<sup>th</sup> Annual Meeting of the Psychonomic Society, San Francisco, CA.

Fealy, J. C. M.\*, Ngo, S.\*, & **Little, J. L.** (2023, November). *Having notes on a test eliminates the benefit of interleaving over blocking*. Poster to be presented at the 64<sup>th</sup> Annual Meeting of the Psychonomic Society, San Francisco, CA.

**Little, J. L.**, Gandhi, T., & Rodriguez Ramirez, R. G.\* (2023, April). *The effect of level-of-processing and modality on recall*. Poster presented at the Western Psychological Association, 103<sup>rd</sup> Annual Convention, Riverside, CA.

**Little, J. L.**, Kobayashi, K.\*, Roth, S. J.\*, & Quiroz, L.\* (2023, April). *Taking notes reverses the benefit of interleaving over blocking in category learning*. Poster presented at the Western Psychological Association, 103<sup>rd</sup> Annual Convention, Riverside, CA.

Nepangue, J.\*, Holt-Wyindon, J.\*, & **Little, J. L.** (2022, November). *Optimal learning sequence as a function of strategy: Examining transfer performance after a delay*. Poster presented at the 63<sup>rd</sup> Annual Meeting of the Psychonomic Society, Boston, MA.

**Little, J. L.**, Abraham, K.\*, Karlin, R.\* (2022, November). *Does none-of-the-above (NOTA) as a multiple-choice alternative hurt students' confidence?* Poster presented at the 63<sup>rd</sup> Annual Meeting of the Psychonomic Society, Boston, MA.

Nepangue, J.\*, **Little, J. L.**, Karlin, R.\*, & Abraham, K.\* (2022, April). *Interleaving is better than blocking for memorizers, but blocking is better than interleaving for finding a rule* (Award Winner). Poster presented at the Western Psychological Association, 102<sup>nd</sup> Annual Convention, Portland, OR.

**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 62<sup>nd</sup> Annual Meeting of the Psychonomic Society, Virtual.

Gorospe, M.\*, **Little, J. L.**, & Wapp-Prasad, A.\* (2021, November). *Examining the use of clicker questions in the classroom*. Poster presented at the 62<sup>nd</sup> 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 61<sup>st</sup> 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 42<sup>nd</sup> 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 60<sup>th</sup> 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 59<sup>th</sup> 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 59<sup>th</sup> 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 58<sup>th</sup> 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 58<sup>th</sup> 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 57<sup>th</sup> 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 56<sup>th</sup> 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 56<sup>th</sup> 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 form the laboratory and classroom*. Talk given at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago, IL.
- Curriculum Vitae, Jeri L. Little, revised: 7.5.24

**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 55<sup>th</sup> 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 54<sup>th</sup> 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 53<sup>rd</sup> 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 34<sup>th</sup> Annual Conference of the Cognitive Science Society, Sapporo, Japan.

**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.

**Little, J. L., & Bjork, E. L.** (2011, July). *Pre-testing with multiple-choice questions facilitates learning*. Talk given at the 33<sup>rd</sup> 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 91<sup>st</sup> 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 51<sup>st</sup> 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 51<sup>st</sup> 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 32<sup>nd</sup> 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 50<sup>th</sup> 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 89<sup>th</sup> 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 49<sup>th</sup> 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 48<sup>th</sup> 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 115<sup>th</sup> 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 47<sup>th</sup> 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-pretes>

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**

\*indicates course creation

Cognitive Psychology, Research in Cognitive Psychology, Experimental 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*

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Introduction to Cognitive Psychology, Introduction to Psychology, Why We Remember and Why We Forget: Educational Applications of Memory Research (seminar)\*

*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*

## **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.*

Ngo, S.\*, Fealy, J. C. M.\*, De Los Santos, A.\*, & **Little, J. L.** (2023, May). The effect of note-taking on the benefit of interleaving over blocking in category learning. Poster presented at the 50<sup>th</sup> Western Psychology Conference for Undergraduate Research, Moraga, CA. *Awarded Best Poster Presentation*



- 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 49<sup>th</sup> 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 49<sup>th</sup> 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 49<sup>th</sup> 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 48<sup>th</sup> 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.
- Curriculum Vitae, Jeri L. Little, revised: 7.5.24

- Yun, G.\*, Dang, J.\*, **Little, J. L.**, & Bjork, E. L. (2011, May). *Multiple-choice pretests enhance subsequent learning*. Poster presented at the 20<sup>th</sup> 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 20<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 18<sup>th</sup> 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 18<sup>th</sup> 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 17<sup>th</sup> 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 16<sup>th</sup> 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 15<sup>th</sup> Annual UCLA Psychology Undergraduate Research Conference.

## GRANTS, AWARDS, AND HONORS

2023-2024	Open Access Publishing Fund Award, CSUEB
2022-2023	Collaborative Research Award, College of Science, CSUEB
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-Samuelson 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

## **SERVICE**

### **CALIFORNIA STATE UNIVERSITY, EAST BAY**

- Annual Report Committee, Psychology Department (includes Assessment Committee), 2019-present
- Retention, Tenure, and Promotion Committee, Psychology Department, 2023-present
- Scholarship Committee, Psychology Department, 2022-present
- Psychology Club Advisor, Psychology Department, 2022-present
- Academic Senate, California State University, East Bay, 2021-2023
- Faculty Search Committee, Personality, 2020-2021
- Faculty Search Committee, Testing/Pers/Dev, Chair, 2019-2020
- 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; Behavioral Sciences, Cognition; Cognitive Research: Principles and Implications; Computers & Education; Educational Psychology Review; Journal of Applied Research in Memory & Cognition; Journal of Cognition and Development; Journal of Cognitive Psychology; Journal of Educational 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 Intelligence; Journal of Memory and Language; Memory; Memory & Cognition; Metacognition and Learning; PLOS ONE; Psychonomic Bulletin & Review; Psychological Research; Psychological Science; Revista Latinoamericana de Psicología, Scholarship of Teaching and Learning in Psychology; Studies in Educational Evaluation; Swiss Journal of Psychology; Quarterly Journal of Experimental Psychology*

## **PROFESSIONAL AFFILIATIONS**

Curriculum Vitae, Jeri L. Little, revised: 7.5.24

Psychonomic Society, Fellow