

**ROBERT A. BJORK****Short Curriculum Vitae, 04/18/21**

University of California, Los Angeles  
Department of Psychology  
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**EDUCATION**

PhD., Psychology, *Stanford University*, 1966;  
Advisors: W.K. Estes, R.C. Atkinson, G.H Bower, J.G. Greeno  
BA, Mathematics, *University of Minnesota*, 1961.

**EMPLOYMENT**

1974-present Professor; Department Chair (2003-2010); Distinguished Professor (2005-2012); Distinguished Research Professor (2012- )  
*University of California, Los Angeles*;  
1966-1974 Assistant Professor to Professor  
*University of Michigan, Ann Arbor*

**RESEARCH INTERESTS**

Human learning, memory, and metacognition; the relationship between forgetting and learning; implications of the science of learning for instruction and self-regulated learning

**SELECTED HONORS & AWARDS**

2021 Lifetime Achievement Award (with Elizabeth L. Bjork), Western Psychological Association  
2020 Mentor Award (with Elizabeth L. Bjork), Association for Psychological Science  
2018 John P. McGovern Lecturer in the Behavioral Sciences. American Association for the Advancement of Science.  
2017 Edward A. Dickson Professorship Award, University of California, Los Angeles  
2016 James McKeen Cattell Award (with Elizabeth L. Bjork), Association for Psychological Science  
2015-2016 120th Faculty Research Lecturer, University of California, Los Angeles  
2013 Fellow, American Academy of Arts and Sciences  
2012 Norman Anderson Lifetime Achievement Award, Society of Experimental Psychologists  
2011 Selected (with Elizabeth L. Bjork), *In Honor of Program*, Federation of Associations in Brain & Behavioral Sciences  
2009 Claude Bernard Distinguished Lectureship Award, American Physiological Society.  
2008 Distinguished Mentoring Award, Academic Advancement Program, University of California, Los Angeles  
2005-2006 Distinguished Service to Psychological Science, American Psychological Association  
2003 Distinguished Service Award, Department of Psychology, University of California, Los Angeles  
2001-2002 Fellow, Center for Advanced Study in the Behavioral Sciences  
Leverhulme Visiting Professor, University of St. Andrews, Scotland  
1998 Distinguished Scientist Lecturer Award, American Psychological Association  
1992 Distinguished Teaching Award, University of California, Los Angeles  
1988 Charter Fellow, American Psychological Society  
1985 Fellow, Society of Experimental Psychologists  
1974 Fellow, American Psychological Association  
1965-1966 National Science Foundation Graduate Fellowship: Stanford University  
1962-1965 National Defense Education Act Fellowship, Stanford University  
1961 Phi Beta Kappa, University of Minnesota

**EDITORIAL RESPONSIBILITIES**

- 1998-2004 Co-editor, *Psychological Science in the Public Interest*  
 1995-2000 Editor, *Psychological Review*  
 1982-1985 Editor, *Memory & Cognition*

**OTHER NATIONAL AND REGIONAL RESPONSIBILITIES****President or Chair:**

- 2013-2014 Chair, Committee on Scientific Awards, American Psychological Association  
 2012-2007-2008 Chair, Scientific Advisory Board, Knowledge Factor, Incorporated.  
 2003-2010 Chair, Council of Graduate Departments of Psychology  
 2002-2004 Chair, Department of Psychology, University of California, Los Angeles  
 2002-2004 Chair, Cognition and Student Learning Panel, Institute of Education Sciences  
 2000-2001 President, Association for Psychological Science  
 1998-1999 Chair, Psychonomic Society  
 1998-1999 President, Western Psychological Association  
 1998-1999 Chair, Council of Editors, American Psychological Association  
 1990-1991 Chair, Society of Experimental Psychologists  
 1988-1994 Chair, Committee on Techniques for the Enhancement of Human Performance, National Research Council

**Member:**

- 2012-2014 Committee on Scientific Awards, American Psychological Association  
 2005-2008 Executive Board, Council of Graduate Departments of Psychology  
 2000-2004 Committee on Support for Thinking Spatially: Incorporating Geographic Information Science across the K-12 Curriculum, National Research Council  
 2000-2001 Executive Board, Council of Scientific Society Presidents  
 1999-2004 National Advisory Committee on the Decade of Behavior  
 1995-2000 Board of Governors, Psychonomic Society  
 1995-1998 Board of Directors, American Psychological Society  
 1985-1987 Committee on Techniques for the Enhancement of Human Performance, National Research Council  
 1984-1985 Board of Scientific Affairs, American Psychological Association

**PEER-REVIEWED PUBLICATIONS AND CHAPTERS**

(Reverse chronological order)

- Pan, S. C., Rickard, T. C., & Bjork, R. A. (2021, in press). Does spelling still matter—and if so, how should it be taught? Perspectives from contemporary and historical research. *Educational Psychology Review*.
- Clark, C., Bjork, E. L., & Bjork, R. A. (2021). On the role of generation rules in moderating the beneficial effects of errorful generation. *Zeitschrift fuer Psychologie*, 229(2), 120–130. <https://doi.org/10.1027/2151-2604/a000442>.
- Sana, F., Yan, V. X., Clark, C. M., Bjork, E. L., & Bjork, R. A. (2021, in press). Improving conceptual learning via pretests. *Journal of Experimental Psychology: Applied*. Advance online publication. <https://doi.org/10.1037/xap0000322>
- Pan, S. C. and Bjork, R. A. (2021, in press). Acquiring an accurate mental model of learning: Towards an owner's manual. In A. Wagner and M. Kahana (Eds.), *Oxford Handbook of Learning & Memory: Foundations and Applications*. Oxford: Oxford University Press.
- Bjork, R. A., & Bjork, E. L. (2020) Desirable difficulties in theory and practice. *Journal of Applied Research in Memory and Cognition*, 9, 475-479.
- Bjork, R. A. (2020, October). Gordon H. Bower, hall-of-famer. In *Remembering Gordon Bower (1932–2020)*. *APS Observer*, 33(8), 8.

- Imundo, M. N., Pan, S. C., Bjork, E. L., & Bjork, R. A. (2020) Where and how to learn: The distinct benefits of contextual variation, restudying, and retrieval practice for memory. *Quarterly Journal of Experimental Psychology*, 74 (3), 413-424.
- Brabec, J. A., Pan, S. C., Bjork, E. L., & Bjork, R. A. (2020). True-False testing on trial: guilty as charged or falsely accused? *Educational Psychology Review*, in press; <https://doi.org/10.1007/s10648-020-09546-w>
- Giebl, S., Mena, S., Storm, B., Bjork, E. L., & Bjork, R. A. (2020, in press). Answer first or goggle first?: Using the internet in ways that enhance, not impair, one's subsequent retention of needed information. *Psychology of Learning and Teaching*.
- Kliegl, O., Bjork, R.A., & Bäuml, K.-H. T. (2019). Feedback at test can reverse the retrieval-effort effect. *Frontiers in Psychology*, 10, 1863.
- Bjork, R. A., & Bjork, E. L. (2019). The myth that blocking one's study or practice by topic or skill enhances learning. In C. Barton (ed), *Education Myths: An Evidence-informed Guide for Teachers*. John Catt Publishing.
- Bjork, R. A., & Bjork, E. L. (2019). Forgetting as a friend of learning: Implications for teaching and self-regulated learning. *Advances in Physiology Education*, 43, 164-167. doi:10.1152/advan.00001.2019.
- Sana, F., Yan, V. X., Kim, J. A., Bjork, R. A., Bjork, E. L. (2018). Do learners with lower working memory capacity benefit from interleaving? *Journal of Applied Research in Memory and Cognition*, 7, 361-369.
- Bjork, R. A. (2018). Being suspicious of the sense of ease and undeterred by the sense of difficulty: Looking back at Schmidt and Bjork (1992). *Perspectives on Psychological Science*, 13(2), 146-148
- Yan, V. X., Soderstrom, N. C., Seneviratna, G. S., Bjork, E. L., & Bjork, R. A. (2017). How should exemplars be sequenced in inductive learning? Empirical evidence versus learners' opinions. *Journal of Experimental Psychology: Applied*, 23(4), 403-416.
- Bjork, R. A. (2017). Creating desirable difficulties to enhance learning. In I. Wallace & L. Kirkman (eds), *Best of the Best: Progress* (pp. 81-85). Carmarthen: Crown House Publishing.
- Vlach, H & Bjork, R. A. (2017). How can we improve teaching? In D. James & I. Warwick (eds.), *World Class: Tackling the Ten Biggest Challenges Facing Schools Today*. Routledge.
- Storm, B. C., & Bjork, R. A. (2016). Do learners predict a shift from recency to primacy with delay? *Memory & Cognition*, 44, 1204-1214.
- Bjork, R. A. (2016). Commentary on the potential of the MOCA-Minute program. *Anesthesiology*, 125(5), 844-845. doi: 10.1097/ALN.0000000000001302.
- 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., Clark, C. M., & Bjork, R. A. (2016). Memory and metamemory considerations in the instruction of human beings revisited: Implications for optimizing online learning. In J. C. Horvath, J. Lodge, & J. A. C. Hattie (Eds). *From the Laboratory to the Classroom: Translating the Learning Sciences for Teachers*. [link](#)
- Noh, S. M., Yan, V. X., Maddox, W. T., & Bjork, R. A. (2016). Optimal sequencing during category learning: Testing a dual-learning systems perspective. *Cognition*, 155, 23-29.
- 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.
- Bjork, R. A. (2016). Preface: Some metacomments on metamemory. In J. Dunlosky & S. K. Tauber (Eds.), *The Oxford handbook of metamemory*. Oxford, United Kingdom: Oxford University Press.

- Bjork, R. A., & Yue, C. L. (2016). Commentary: Is disfluency desirable? *Metacognition and Learning*, 11, 133–137. DOI 10.1007/s11409-016-9156-8
- Soderstrom, N. C., Kerr, T. K., & Bjork, R. A. (2016). The critical importance of retrieval—and spacing—for learning. *Psychological Science*, 27 (2), 223-230.
- 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.
- Buchli, D. R., Storm, B. C., & Bjork, R. A. (2015). Explaining retrieval-induced forgetting: A mental context change between study and restudy practice is not sufficient to cause forgetting. *Quarterly Journal of Experimental Psychology*, 69 (6), 1197-1209. DOI: 10.1080/17470218.2015.1076866
- Kircanski, K., Johnson, D. C., Mateen, M., Bjork, R. A., & Gotlib, I. H. (2015). Impaired retrieval inhibition of threat material in generalized anxiety disorder. *Clinical Psychological Science*. DOI: 10.1177/2167702615590996
- Bjork, R. A., & Kroll, J. F. (2015). Desirable difficulties in vocabulary learning. *American Journal of Psychology*, 128, 241-252.
- Pashler, H., Bjork, R. A., McDaniel, M., & Rohrer, D. (2015). Review: Comment on Sternberg's Review of *The Malleability of Intellectual Styles* by Zhang, Li-Fang. *The American Journal of Psychology*, 128, 122-125.
- Soderstrom, N. C., & Bjork, R. A. (2015). Learning versus performance: An integrative review. *Perspectives on Psychological Science*, 10, 176-199. DOI: 10.1177/1745691615569000.
- Bjork, R. A. (2015). Forgetting as a friend of learning. In D. S. Lindsay, C. M. Kelley, A. P. Yonelinas, & H. L. Roediger, III (Eds.) *Remembering: Attributions, processes, and control in human memory: Papers in honour of Larry L. Jacoby* (pp. 15-28). New York: Psychology Press.
- 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)*. (pp. 59-68). New York: Worth.
- Cantor, A. D., Eslick, A. N., Marsh, E. J., Bjork, R. A., & Bjork, E. L. (2014). Multiple-choice tests stabilize access to marginal knowledge. *Memory & Cognition*, XX, 1-13. DOI 10.3758/s13421-014-0462-6
- Yan, V. X., Yu, Y., Garcia, M. A., & Bjork, R. A. (2014). Why does guessing incorrectly enhance, rather than impair, retention? *Memory & Cognition*, 42, 1373-1383.
- Noh, S. M., Yan, V. X., Vendetti, M. S., Castel, A. D., & Bjork, R. A. (2014). Multi-level induction of categories: Venomous snakes capture the level of induction and hijack the learning of lower levels. *Psychological Science*, 25, 1592-1599.
- Yan, V. X., Thai, K. P., & Bjork, R. A. (2014). Habits and beliefs that guide self-regulated learning: Do they vary with mindset? *Journal of Applied Research in Memory and Cognition*, 3, 140-152.
- Bjork, R. A. & Yan, V. X. (2014). The increasing importance of learning how to learn. In McDaniel, M.A., Frey, R.F., Fitzpatrick, S.M., and Roediger, H.L., III (Eds). *Integrating Cognitive Science with Innovative Teaching in STEM Disciplines* (pp. 15-36). Saint Louis, Missouri: Washington University in St. Louis Libraries.  
http://dx.doi.org/10.7936/K7QN64NR
- Vlach, H. A., Sandhofer, C. M., & Bjork, R. A. (2014). Equal spacing and expanding schedules in children's categorization and generalization. *Journal of Experimental Child Psychology*, 123, 129-137. doi: 10.1016/j.jecp.2014.01.004

- Soderstrom, N. C., & Bjork, R. A. (2014). Testing facilitates the regulation of subsequent study time. *Journal of Memory and Language*, *73*, 99-115.
- Clark, C. M., & Bjork, R. A. (2014). When and why introducing difficulties and errors can enhance instruction. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.), *Applying the Science of Learning in Education: Infusing psychological science into the curriculum*. Retrievable from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/asle2014/index.php>
- Storm, B. C., Friedman, M. C., Murayama, K., & Bjork, R. A. (2014). On the transfer of prior tests or study events to subsequent study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *40*, 115-124.
- Soderstrom, N. C., & Bjork, R. A. (2013). Learning versus performance. In D. S. Dunn (Ed.), *Oxford bibliographies online: Psychology*. New York: Oxford University Press. doi 10.1093/obo/9780199828340-0081
- Cohen, M. S., Yan, V. X., Halamish, V., & Bjork, R. A. (2013). Do students think that difficult or valuable material should be studied sooner, rather than later? *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *39*, 1682-96. doi: 10.1037/a0032425.682-96.
- 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
- Hays, M. J., Kornell, N., & Bjork, R. A. (2013). When and why a failed test potentiates the effectiveness of subsequent study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *39*, 290-296. [doi:10.1037/a0028468]
- Bjork, R. A. (2013). Desirable difficulties perspective on learning. In H. Pashler (Ed.), *Encyclopedia of the mind* (pp 242-244). Thousand Oaks: Sage Reference.
- Yue, C. L., Castel, A. D., & Bjork, R. A. (2013). When disfluency is—and is not—a desirable difficulty: The influence of typeface clarity on metacognitive judgments and memory. *Memory & Cognition*, *41*, 229-241.
- Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, *64*, 417-444.
- Yue, C. L., Bjork, E. L., & Bjork, R. A. (2013). Reducing verbal redundancy in multimedia learning: An undesired desirable difficulty? *Journal of Educational Psychology*, *105* (2), 266-277.
- 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.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2012). On the durability of retrieval-induced forgetting. *Journal of Cognitive Psychology*, *24*, 617-629.
- Marsh, E. J., 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, R. A. (2011, December). The pure joy of making things work and figuring things out. In *Remembering David E. Rumelhart (1942-2011)*. *APS Observer*, *24*(10).
- Bjork, R. A. (2011, November). A man for all reasons. In *Remembering William K. Estes*. *APS Observer*, *24*(9).
- Kornell, N., Bjork, R. A., & Garcia, M. A. (2011). Why tests appear to prevent forgetting: A distribution-based bifurcation model. *Journal of Memory and Language*, *65*, 85-97.
- Halamish, V., & Bjork, R. A. (2011). When does testing enhance retention? A distribution-based interpretation of retrieval as a memory modifier. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*, 801-812.

- Finely, J. R., Benjamin, A. S., Hays, M. J., Bjork, R. A., & Kornell, N. (2011). Benefits of accumulating versus diminishing cues in recall. *Journal of Memory and Language*, *64*, 289–298
- Bjork, R. A. (2011). On the symbiosis of learning, remembering, and forgetting. In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: a Festschrift in honor of Robert A. Bjork* (pp. 1-22). London, UK: Psychology Press.
- 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, L. M. Hough, & J. R. Pomerantz (Eds.), *Psychology and the real world: Essays illustrating fundamental contributions to society* (pp. 56-64). New York: Worth Publishers.
- Hays, M. J., Kornell, N., & Bjork, R. A. (2010). Costs and benefits of feedback during learning. *Psychonomic Bulletin and Review*, *17* (6), 797-801.
- Francis, W. S, Fernandez, N. P., & Bjork, R. A. (2010). Conceptual and non-conceptual repetition priming in category exemplar generation: Evidence from bilinguals. *Memory*, *18*, 787-798.
- Storm, B. C., Bjork, R. A., & Storm, J. C. (2010). Optimizing retrieval as a learning event: When and why expanding retrieval practice enhances long-term retention. *Memory & Cognition*, *38*, 244-253.
- Kornell, N., Castel, A. D., Eich, T. S., & Bjork, R. A. (2010). Spacing as the friend of both memory and induction in younger and older adults. *Psychology and Aging*, *25*, 498-503.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, *3*, 105-119.
- Kornell, N., & Bjork, R. A. (2009). A stability bias in human memory: Overestimating remembering and underestimating learning. *Journal of Experimental Psychology: General*, *138*, 449-468.
- Bjork, R. A. (2009). Structuring the conditions of training to achieve elite performance: Reflections on elite training programs and related themes in Chapters 10-13. In K. A. Ericsson (Ed.), *Development of professional expertise: Toward measurement of expert performance and design of optimal learning environments* (pp. 312-329). Cambridge, UK: Cambridge University Press.
- Kornell, N., Hays, M. J., & Bjork, R. A. (2009). Unsuccessful retrieval attempts enhance subsequent learning. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *35*(4), 2009, 989-998.
- 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, R. A., Bjork, E. L., & Smith, T. A. (2008). Part-list cuing and the dynamics of false recall. *Psychonomic Bulletin & Review*, *15*, 296-301.
- Kircanski, K., Craske, M., & Bjork, R. A. (2008). Thought suppression enhances memory bias for threat material. *Behavior Research and Therapy*, *46*, 462-476.
- Spellman, B. A., Bloomfield, A., & Bjork, R. A. (2008). Measuring memory and metamemory: Theoretical and statistical problems with assessing learning (in general) and using gamma (in particular) to do so. In J. Dunlosky & R. A. Bjork (Eds.), *A Handbook of Memory and Metamemory* (pp. 95-116). New York: Psychology Press.
- Dunlosky, J. & Bjork, R. A. (2008b). Introduction: The integrated nature of metamemory and memory. In J. Dunlosky & R. A. Bjork (Eds.), *A handbook of metamemory and memory* (pp. 11-28). Hillsdale, NJ: Psychology Press.
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- Kornell, N., & Bjork, R. A. (2008b). Learning concepts and categories: Is spacing the "enemy of



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- Kornell, N., & Bjork, R. A. (2008a). Optimizing self-regulated study: The benefits-and costs-of dropping flashcards. *Memory*, 16, 125-136.
- 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.
- 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.
- Marsh, E. J., Roediger, H. L., Bjork, R. A., & Bjork, E. L. (2007). The memorial consequences of multiple-choice testing. *Psychonomic Bulletin & Review*, 6, 194-199.
- Kornell, N., & Bjork, R. A. (2007). The promise and perils of self-regulated study. *Psychonomic Bulletin & Review*, 6, 219-224.
- Bjork, R. A. (2007). Inhibition: An essential and contentious concept. In H. L. Roediger, Y. Dudai, & S. M. Fitzpatrick (Eds.), *Science of memory: Concepts* (pp. 307-313). Oxford: Oxford University Press.
- Spellman, B. A., DeLoache, J., & Bjork, R. A. (2007). Making claims in papers and talks. In R. J. Sternberg, H. L. Roediger, & D. F. Halpern (Eds.), *Critical thinking in psychology* (pp. 177-195). Cambridge: Cambridge University Press.
- Bjork, R. A., Bjork, E. L., & Caughey, J. B. (2007). Retrieval as a self-limiting process: Part II. In J. S. Nairne (Ed.), *The foundations of remembering: Essays in honor of Henry L. Roediger III* (pp. 19-37). New York: Psychology Press.
- Richland, L. E., Linn, M. C., & Bjork, R. A. (2007). Cognition and instruction: Bridging laboratory and classroom settings. In F. Durso, R. Nickerson, S. Dumais, S. Lewandowsky, & T. Perfect (Eds.), *Handbook of Applied Cognition, 2<sup>nd</sup> Edition* (pp. 555-583). West Sussex: John Wiley & Sons Ltd.
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- Bjork, R. A., & Bjork, E. L. (2006, September). Freedom, flexibility, and never finished. *APS Observer*, 19(9), 29-30.
- Koriat, A., Fiedler, K., & Bjork, R. A. (2006). Inflation of conditional prediction. *Journal of Experimental Psychology: General*, 135(3), 429-447.
- Koriat, A., & Bjork, R. A. (2006). Mending metacognitive illusions: A comparison of mnemonic-based and theory-based procedures. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32(5), 1133-1145.
- Koriat, A., & Bjork, R. A. (2006). Illusions of competence during study can be remedied by manipulations that enhance learners' sensitivity to retrieval conditions at test. *Memory & Cognition*, 34, 959-972.
- Koriat, A., Ma'ayan H., Sheffer, L., & Bjork, R. A. (2006). Exploring a mnemonic debiasing account of the underconfidence-with-practice effect. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 32, 595-608.
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- Bjork, E. L., Bjork, R. A., & MacLeod, M. D. (2006). Types and consequences of forgetting: Intended and unintended. In L-G. Nilsson and N. Ohta (Eds.), *Memory and society: Psychological perspectives* (pp. 134-158). Psychology Press: Hove and New York.

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- Appleton-Knapp, S., Bjork, R. A., & Wickens, T. D. (2005). Examining the spacing effect in advertising: Encoding variability, retrieval processes and their interaction. *Journal of Consumer Research*, 32, 266-276.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2005). Social metacognitive judgments: The role of retrieval-induced forgetting in person memory and impressions. *Journal of Memory and Language*, 52, 535-550.
- Richland, L.E., Bjork, R.A., Finley, J.R., & Linn, M.C. (2005). Linking cognitive science to education: Generation and interleaving effects. In B. G. Bara, L. Barsalou & M. Bucciarelli (Eds.), *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society*. Mahwah, NJ: Lawrence Erlbaum.
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- Koriat, A., Bjork, R. A., Sheffer, L., & Bar, S. K. (2004). Predicting one's own forgetting: The role of experience-based and theory-based processes. *Journal of Experimental Psychology: General*, 133, 643-656.
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- Ceci, S. J., & Bjork, R. A. (2003). Editorial: Science, Politics, and Violence in the Media. *Psychological Science in the Public Interest*, 4, i-iii.
- Bjork, E. L., & Bjork, R. A. (2003). Intentional Forgetting can increase, not decrease, the residual influences of to-be-forgotten information. *Journal of Experimental Psychology: Learning, Memory, Cognition*, 29, 524-531.  
\*Featured, Science in Brief, *Monitor on Psychology* (2003, September): "Study finds a dark side to forgetting false information," E. Bensen
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#### RECENT (LAST 6 YEARS) INVITED ADDRESSES

(Reverse chronological order)

- Bjork, E. L., & Bjork, R. A. (May, 2021). *On the Eras of the Friday-morning "Cogfog" Meeting*. Invited Mentoring-Award Presentation, Online meeting of the Association for Psychological Science.
- Bjork, R. A., & Bjork, E. L. (March, 2021). *On the Difficulty—and Increasing Importance—of Becoming a Maximally Effective Learner (or Teacher)*. Invited Online Colloquium, University of Redlands, Redlands CA.
- Bjork, R. A. & Bjork, E. L. (January, 2021). *Desirable Difficulties in Theory and Practice*. Invited online presentations, Meetings of the Bilingualism, Mind, and Brain Laboratory, University of California, Irvine.
- Bjork, R. A. & Bjork, E. L. (November, 2020). *Does What Cognitive Scientists Have Found in the Laboratory Transfer to the Real World of Teaching and Learning?* Invited online address, Distinguished Research Seminar Series, Burrell College of Osteopathic Medicine.
- Bjork, R. A. (May, 2020). *My life as a cognitive scientist: What I learned about learning that you need to know*. Invited online address, Meetings of the Western Psychological Association.
- Bjork, R. A. (February, 2020). *On the difficulty—and increasing importance—of becoming a maximally effective learner*. Invited keynote address. Meeting of Pat Tillman Scholars, University of California, Los Angeles.
- Bjork, R. A. (April, 2019). *Forgetting as the friend of learning: Implications for teaching and self-regulated learning*. Invited keynote address, Meetings of the Western Psychological Association, Pasadena, California.
- Bjork, R. A. (March, 2019). *What should we expect—and not expect—of ourselves as learners?* Invited address, *Merrill Lynch Women's Financial Boot Camp, University of California, Los Angeles*.
- Bjork, E. L. & Bjork, R. A. (November, 2018). *How to Study If You Really Want to Learn*. Invited TEDx talk, Manhattan Beach, California.
- Bjork, R. A. (October, 2018). *Why Don't the Trials and Errors of Everyday Living and Learning Teach us How to Learn?* Science of Learning Symposium: Metacognition, from Research to Classroom. Columbia University, New York, New York.
- Bjork, R. A. (June, 2018). *Forgetting as a Friend of Learning*. Invited address, American Physiological Society Workshop on Teaching and Learning. University of Wisconsin, Madison, Wisconsin.
- Bjork, R. A. (March, 2018). *How We Learn versus How We Think We Learn*. Keynote address,



- Osiris Conference on the Future of Learning. London, England.
- Bjork, R. A. (March, 2018). *Does What Cognitive Scientists Have Found in the Laboratory Transfer to the Real World of Teaching and Learning?* Osiris Conference on the Future of Learning. London, England.
- Bjork, R. A. (February, 2018). *Learning versus Performance: Implications for Teaching and Practicing*. Invited address, Cleveland Indians Training Camp. Goodyear, Arizona.
- Bjork, R. A. (March, 2018). *Does Getting the Goalie's Perspective Enhance Penalty Kicking in Soccer—and What Might that Have to Do with Golf?* Paper presentation, Interdisciplinary Conference on Human Performance. Borrego Springs, California.
- Bjork, R. A. (February, 2018). *The Unique Symbiosis of Learning, Remembering, and Forgetting that Characterizes Human Memory*. John P. McGovern Lecture in the Behavioral Sciences, Meetings of the American Association for the Advancement of Science. Austin, Texas.
- Bjork, R. A. (January, 2018). *How We Learn—and Should Teach—versus How We Think We Learn, and Should Teach*. Invited presentation, Open Forum, Meetings of the Professional Golf Association. Orlando, Florida.
- Bjork, R. A. (March, 2017). *ICHP: The First 20 Years*. Paper presentation, Interdisciplinary Conference on Human Performance. Port St. Lucie, Florida.
- Bjork, R. A. (December, 2017). *How We Learn, and Should Teach, versus How We Think We Learn, and Should Teach*. Keynote address. Scholarship of Teaching and Learning Conference. University of California, Davis, California.
- Bjork, R. A. (October, 2017). *Assessing Learning in Ways that Enhance Learning: The Benefits of Confidence-weighted Testing*. Research Summit, Meeting of the American Board of Anesthesiology. Phoenix, Arizona.
- Bjork, R. A. (March, 2017). *How We Learn, and Should Practice, versus How We Think We Learn, and Should Practice*. Invited address, Invited address, in N. Weller (Chair), Symposium on Optimizing Practice. Landings Club, Savannah, Georgia.
- Bjork, R. A. (October, 2016). *How we learn—and should teach—versus how we think we learn, and should teach*. Invited address, Conference on Peer Teaching. Grinnell College, Grinnell, Iowa.
- Bjork, R. A. (September, 2016). *The increasing importance of knowing how to learn—online and offline*. Invited Address, EdFuture Conference on Technology On the Go – Challenges and Solutions for the Virtual Classroom. University of California, Los Angeles, California.
- Bjork, R. A. (September, 2016). *On the difficulty—and increasing importance—of becoming a maximally effective learner*. In R. A. Bjork (Chair), Symposium on the Optimization of Learning and Teaching. Mississippi State University, Starkville, Mississippi.
- Bjork, E. L. & Bjork, R. A. (August, 2016). *Where, and in what ways, Is the cognitive science of learning having a real-world impact?* In E. L. Bjork and R. A. Bjork (chairs), Invited Poster Symposium on Memory dynamics and the optimization of instruction, revisited. Meetings of the American Psychological Association, Denver, Colorado.
- Bjork, R. A. (June, 2016). *Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning*. Invited address, Art In Motion Conference on Training for Excellence, University of Music and Performing Arts, Munich, Germany.
- Bjork, R. A. & Bjork, E. L. (May, 2016). *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, Illinois.
- Bjork, R. A. (April, 2016). *On the difficulty, and increasing importance, of becoming a maximally effective learner—online and offline*. Invited plenary address, Conference on Teaching and Learning with and without Technology, USC Center for Excellence in Teaching,

University of Southern California, Los Angeles, California.

Bjork, R. A. (April, 2016). *How we learn versus how we think we learn*. Invited address, Phi Beta Kappa Distinguished Speakers Series, Occidental College, Eagle Rock, California.

Bjork, R. A. (April, 2016). *On the difficulty—and increasing importance—of becoming a maximally effective learner*. Invited colloquium, Department of Psychology, California State University, Northridge, California.

Bjork, R. A. (April, 2016). *Successful remembering and successful forgetting*. Invited address, Leo Baeck Temple, Los Angeles, California.

Bjork, R. A. (March, 2016). *How we learn versus how we think we learn*. Invited addresses: Trinity University, San Antonio, Texas; University of Texas, Austin, Texas

Bjork, R. A. (March, 2016). *The challenges—and increasing importance—of becoming a metacognitively sophisticated learner*. Invited address, Trinity University, San Antonio, Texas.

Bjork, R. A. (February, 2016). *How we learn versus how we think we learn*. 120th campus-wide Research Lecture, University of California, Los Angeles, California.

Bjork, R. A. & Pirozzolo, F. (January, 2016). *How to develop, not derail, kids' learning: Implications of the science of learning*. Invited address, Youth and Family Golf Summit, Meetings of the Professional Golf Association, Orlando, Florida.

Bjork, R. A. *How we learn, and should practice, versus how we think we learn, and should practice*. Keynote address, Player and Teacher Development Program, Northern California Professional Golf Association, Sacramento, California.

Bjork, R. A. (September, 2015). *Learning versus performance: A critical distinction in theory and practice*. Invited address, Washington State University, Pullman, Washington.

Bjork, R. A. (September, 2015). *The increasing importance of knowing how to learn—and some evidence that we tend not to know already*. Invited address, Washington State University, Pullman, Washington.

Bjork, R. A. (May, 2015). *Acquiring, retaining, and relearning knowledge and skills: How we learn versus how we think we learn*. Keynote address, American Board of Anesthesiology's Summit on Maintenance of Certification, Hyatt House Raleigh, Raleigh, North Carolina.

Bjork, R. A. (May, 2015). *The increasing importance of knowing how to learn*. Invited address, Department of Education, Dartmouth College, Hanover, New Hampshire.

Bjork, R. A. (April, 2015). *Learning versus performance: An integrative review*. Invited address, Interdisciplinary Conference on Human Performance, Gold Canyon Resort, Gold Canyon, Arizona.

Bjork, R. A. (February, 2015). *The increasing importance of learning how to learn*. Invited address, Conference on Learning and the Brain, Fairmont Hotel, San Francisco, California.

#### **RECENT (LAST 6 YEARS) PRESENTATIONS AND POSTERS AT SCIENTIFIC MEETINGS (Reverse chronological order)**

Imundo, M. N., Pan, S. C., Bjork, E. L., & Bjork, R. A. (November, 2020). *Where and How to Learn: The Interactive Benefits of Contextual Variation and Retrieval Practice for Learning*. Spoken presentation, Online Meetings of the Psychonomic Society.

Brabec, J. A., Pan, S. C., Bjork, E. L., & Bjork, R. A. (November, 2020). *True-False Testing on Trial: Guilty as Charged or Falsely Accused?* Poster presentation, online meeting of the Psychonomics Society.

Giebl, S., Mena, S., Li, C., Cook, K., Bjork, E. L., & Bjork, R. A. (November, 2018). *Can a Pretest Make your Google-Search Experience Stick?* Poster presentation, Meetings of the Psychonomic Society, New Orleans, Louisiana.

- Brabec, J., Bjork, E. L., & Bjork, R. A. (November, 2018). *Exploring how to Optimize True-or-False Testing for Learning*. Poster presentation, meetings of the Psychonomics Society, New Orleans, Louisiana.
- Mena, S., & Bjork, R. A. (November, 2018). *Uncovering What Is Hidden in Averages: An Exploration of Individual and Item Differences in Learning and Forgetting Curves*. Poster presentation, Meetings of the Psychonomic Society, New Orleans, Louisiana.
- Brabec, J., Bjork, E. L., & Bjork, R. A. (November, 2018). *Exploring how to Optimize True-or-False Testing for Learning*. Poster presentation, meetings of the Psychonomics Society, New Orleans, Louisiana.
- Mena, S., & Bjork, R. A. (November, 2018). *Uncovering What Is Hidden in Averages: An Exploration of Individual and Item Differences in Learning and Forgetting Curves*. Poster presentation, Meetings of the Psychonomic Society, New Orleans, Louisiana.
- Clark, C., Bjork, E. L., & Bjork, R. A. (November, 2017). *Should Students Mix Flashcards on Different Topics?* Poster presentation, Meetings of the Psychonomic Society, Vancouver, Canada.
- Giebl, S., Bjork, E. L., & Bjork, R. A. (November, 2017). *Learning the Game From Another's Perspective: Contributions of Varied Practice to Motor Learning*. Spoken presentation, Meetings of the Psychonomic Society, Vancouver, Canada.
- Sparck, E. M., Kiper, G., Bjork E. L., & Bjork, R. A. (November, 2017). *Using Multiple-Choice Tests to Improve Vocabulary Learning via Flashcards*. Poster presentation, Meetings of the Psychonomic Society, Vancouver, Canada.
- Stoekenius, D. T., Yan, V. X., Bjork, R. A., & Bjork, E. L. (November, 2017). *Show me an Example First: Concreteness Fading on Comprehension*. Poster presentation, Meetings of the Psychonomic Society, Vancouver, Canada.
- Yue, C., Bjork, R. A., & McDaniel, M. (November, 2017). *Understanding the Mnemonic Effects of Disfluency Through a Material Appropriate Processing Framework*. Poster presentation, Meetings of the Psychonomic Society, Vancouver, Canada.
- Bjork, R. A. (August, 2017). R. A. Bjork, Chair, *Symposium on Cognitive Science and Education Policy*. Meetings of the American Psychological Association. Washington, DC
- Clark, C. M., Bjork, E. L., & Bjork, R. A. (November, 2016). *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, Massachusetts.
- Garcia, M. A., Bjork, E. L., & Bjork, R. A. (November, 2016). *Do Interleaving Benefits Persist Amid Indiscriminative Contrasts?* Poster presented at the Meetings of the Psychonomic Society, Boston, Massachusetts.
- Sana, F., Yan, V. X., Bjork, E. L., Bjork, R. A., & Kim, J. A. (November, 2016). *Testing the Interleaving Effect by Varying Category Relatedness*. Poster presented at the meetings of the Psychonomic Society, Boston, Massachusetts.
- Sparck, E. M., Bjork, E. L., & Bjork, R. A. (November, 2016). *Experience with confidence-weighted testing improves the later recall of related information*. Poster presented at the meetings of the Psychonomic Society, Boston, Massachusetts.
- Stoekenius, D., Yan, V. X., Sana, F., Bjork, R. A., & Bjork, E. L. (November, 2016). *The Stability of the Interleaving Effect Across Time and Within-Participants*. Poster presented at the meetings of the Psychonomic Society, Boston, Massachusetts.
- Yan, V. X., Bjork, R. A., Bjork, E. L., Oyserman, D. (November, 2016). *Does Priming Productive Interpretations of Difficulty Support Engagement in Desirably Difficult Learning?* Poster presented at the meetings of the Psychonomic Society, Boston, Massachusetts.
- 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 Meetings of the Psychonomic Society, Chicago, Illinois.
- 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 Meetings of the Psychonomic Society, Chicago, Illinois.
- Giebl, S., Storm, B. C., Buchli, D., Bjork, E. L., & Bjork, R. A. (2015, November). *Positivity biases in remembering the past and imagining the future: Retrieval-induced forgetting as an underlying mechanism?* Poster presented at the Meetings of the Psychonomic Society, Chicago, Illinois.
- Sana, F., Yan, V. X., Kim, J., Bjork, E. L., & Bjork, R. A. (2015, November). *Inducing categories from examples: Does the 'sweet spot' of retrieval difficulty vary with a learner's working-memory capacity?* Poster presented at the Meetings of the Psychonomic Society, Chicago, Illinois.
- Soderstrom, N., Seneviratna, G., Kerr, T., & Bjork, R. A. (2015, November). *The critical importance of retrieval—and spacing—for learning.* Poster presented at the Meetings of the Psychonomic Society, Chicago, Illinois.
- Sparck, E., Bjork, E. L., & Bjork, R. A. (2015, November). *When and why multiple-choice testing triggers productive retrieval processes.* Poster presented at the Meetings of the Psychonomic Society, Chicago, Illinois.
- Yan, V. X., Sana, F., Kim, J., Bjork, R. A., & Bjork, E. L. (2015, September). *Why does interleaving the exemplars of to-be-learned categories enhance concept learning? Testing the discriminative-contrast hypothesis.* Poster presented at the Meetings of the Psychonomic Society, Chicago, Illinois.
- Bjork, R. A. (May, 2015). Chair, *Thematic session: Does bilingualism impose desirable difficulties?* Tenth International Symposium on Bilingualism, Rutgers University, New Brunswick, New Jersey.