

ADDRESS AND BIOGRAPHICAL INFORMATION

Department of Psychology
University of California
Los Angeles, CA 90095-1361
Married: Robert A. Bjork

Phone: 310-825-6935
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Children: David, Olin, Eric

EDUCATION

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

EMPLOYMENT

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

VISITING POSITIONS

Visiting Professor, School of Psychology, *St. Andrews University, Scotland* (2002)
Visiting Scholar, *Dartmouth College* (1992-93)
Resident Visitor, *Bell Laboratories, Murray Hill* (1977 – 1978)
Visiting Associate Professor, *Mathematical Psychology Laboratory, Rockefeller University* (1977-1978)
Visiting Assistant Professor, *University of California, San Diego* (1973-1974)

RESEARCH INTERESTS

Application of cognitive principles to enhance learning and instruction.
The adaptive role of forgetting in the human memory system.
The role of memory in the development of cognitive functions and language acquisition.

SELECTED HONORS & AWARDS

Phi Beta Kappa, University of Florida
Lifetime Achievement Award, Western Psychological Association (2021)
Mentor Award (with Robert A. Bjork), Association for Psychological Science (2020)
James McKeen Cattell Award (with Robert A. Bjork) Association for Psychological Science (2016)

PROFESSIONAL MEMBERSHIPS

Psychonomic Society (Fellow)
Society of Experimental Psychologists (Elected Fellow)
Western Psychological Society (Fellow)
Council of University Representatives for Western Psychological Association (1980 – Present)

EDITING/REVIEWING RESPONSIBILITIES

Initial Review Group for NIMH, Basic Behavioral Processes (1981-1985);
Editorial Boards: *Perception & Psychophysics* (1977-1990); *Memory & Cognition* (1986-90)
National Science Foundation: Panel for the REESE (Research and Evaluation on Education in Science and Engineering) Program (2011);
National Standards Working Group (High School AP Psychology Courses);
Scientific Advisory Boards: Amplifire, inc. & Lasting Learning, inc.

- **REVIEWER:**

Child Development; Cognitive Psychology; Educational Psychology; Educational Psychology Review; Journal of Applied Research in Memory and Cognition; JEP: General; JEP: Human Learning, Memory, and Cognition; JEP: Human Perception and Performance; Journal of Memory and Language; Memory; Memory & Cognition; Psychonomic Bulletin & Review; Psychological Review; NSF and NIMH proposals

- **RECENT RESEARCH GRANTS**

Bridges Faculty Research Grant (2020-21); “Mentorship Effects on Well-being in Young Adults and Youth”; \$7,410.17);

APS Teaching Projects Small Grant Fund; “Introducing Desirable Difficulties into the Development of Active Learning Modules for Basic Research Method Courses (Under Review)

Variable Donors Account (Aprox \$10,000).

SELECTED OTHER PROFESSIONAL & UNIVERSITY SERVICES

Department

Representative to Legislative Assembly (2022 – 2025)

Faculty Coordinator & Originator, **Annual PURC Conference** (Psychology Undergraduate Research Conference), 1982-present)

Faculty Advisor, UCLA's Psi Chi Chapter (National Honor Society in Psychology)

Department Senior Vice Chair (2010 – 2013)

Department's Undergraduate Vice Chair (1985 - 1999)

University

Member (& previous Chair), Committee on Instructional Improvement Programs (1990 - Present)

Chair, Undergraduate Student Initiated Education (USIE); Program within the UCLA Honors Division)

Member, Selection Committee, Thelma L. Culverson Scholarship (1999 - Present)

Co-Chair, CAT's (Center for the Advancement of Teaching) Committee on Student Evaluations of Teaching

Member, CAT's Committee on Holistic Evaluation of Teaching (Present -)

Academic Senate Chair(2007-2008)

Vice Chair (2006-2007); Immediate Past Chair (2007-2008)

National

Chair, APS (Association for Psychological Science) Committee for the James McKeen Cattell Fellow Award (which recognizes lifetime outstanding contributions to a critical problem in society)

Member, Estes Fund (overseen by both APS and the Psychonomic Society), a Committee that funds worthy proposals for advanced training opportunities in mathematical and computational modeling for psychological science via summer schools or focused Workshops

PEER-REVIEWED PUBLICATIONS AND CHAPTERS

(Reverse chronological order)

Hays, M. J., Kustes, , Kustes, S. R., Bjork, E. L. (2024). Metacognitive Management of Attention in Online Learning. *Journal of Intelligence*, 12(4), 46; <https://doi.org/10.3390/jintelligence12040046>.

Murphy, D. H., Little, J.L., Bjork, E. L. The Value of Using Tests in Education as Tools for Learning—Not Just Assessment. *Education Psychology Review*, (2023)

Soderstrom, N.C., Bjork, E.L. Pretesting Enhances Learning in the Classroom. *Educ Psychol Rev* 35, 88 (2023). <https://doi.org/10.1007/s10648-023-09805-6>

- Ashley Chen, Dillon H. Murphy, Jordan A. Brabec, Robert A. Bjork, & Elizabeth L. Bjork (2024).
Chen, A., Murphy, D. H., Brabec, J. A., Bjork, R. A., & Bjork, E. L. The effects of lecture speed and note-taking on memory for educational material. *Applied Cognitive Psychology*.
<https://doi.org/10.1002/acp.4166>
- Murphy, D. H., Bjork, R. A., & Bjork, E. L. (2022). Going beyond the spacing effect: Does it matter how time on a task is distributed? *Quarterly Journal of Experimental Psychology*.
<https://doi.org/10.1177/174702182211139>
- Bjork, E. L. (2022, February 13, 2022). Learning to Learn: The Importance of Embracing Desirable Difficulties. <https://characterlab.org/tips-of-the-week/learning-to-learn/>.
- Bjork, E. L. & Bjork, R. A. (in press). Introducing desirable difficulties into practice and instruction. 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 why and how to apply the science of learning in your academic setting* (pp. xxx-xxx). Society for the Teaching of Psychology
- 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*, 2021), 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). Improving conceptual learning via pretests. *Journal of Experimental Psychology: Applied*, 27(2), 228-236.
<https://doi.org/10.1037/xap0000322>
- Bjork, R. A., & Bjork, E. L. (2020) Desirable difficulties in theory and practice. *Journal of Applied Research in Memory and Cognition*, 9, 475-479.
- 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*, 33, 667-692.
<https://doi.org/10.1007/s10648-020-09546-w>
- Giebl, S., Mena, S., Storm, B., Bjork, E. L., & Bjork, R. A. (2020). 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*, 20, 58-75.
- Pan, S. C., Sana, F., Schmitt, A. G., & Bjork, E. L. (2020). Pretesting Reduces Mind Wandering and Enhances Learning During Online Lectures. *Journal of Applied Research in Memory and Cognition*. <https://doi.org/10.1007/s10648-020-09546-w>
- 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.
- 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.
- Sana, F., Yan, V.X., Kim, J. A., Bjork, E. L., & Bjork, R. A. (2018). Does working memory capacity moderate the interleaving benefit? *Journal of Applied Research in Memory and Cognition*, 7, 361-369.
- 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 learning opinions. *Journal of Experimental Psychology: Applied*. DOI: 10.1037/xap0000139.
- Yue, C. L. & Bjork, E. L. (2017). Using Selective Redundancy to Eliminate the Seductive Details

- Effect, *Applied Cognitive Psychology*, 31, 565-571. DOI: 10.1002/acp.3348
- Little, J. L., & Bjork, E. L. (2016). Multiple-choice pretesting potentiates learning of related information. *Memory & Cognition*, 44, 1085-1101
- Sparck, E. M., Bjork, E. L., & Bjork, R. A. (2016). On the learning benefits of confidence-weighted testing. *Cognitive Research: Principles and Implications*, 1:3 DOI 10.1186/s41235-016-0003-x
- Yan, V. X., Bjork, E. L., & Bjork, R. A. (2016).). On the difficulty of mending metacognitive illusions: A priori theories, fluency effects, and misattributions of the interleaving benefit. *Journal of Experimental Psychology: General*, 145, 918-933.
- Storm, B. C., Hickman, M. L., & Bjork, E. L. (2016). Improving encoding strategies as a function of test knowledge and experience. *Memory & Cognition*, 44, 660-670. DOI 10.3758/s13421-016-0588-9
- Soderstrom, N., Yue, C. L., & Bjork, E. L. (2016). Metamemory and Education. In J. Dunlosky & Sarah K. Tauber (Eds). *The Oxford Handbook of Metamemory*. New York: Oxford
- Giebl, S., Storm, B. C., Buchli, D. R., Bjork, E. L., & Bjork, R. A. (2016). Retrieval-induced forgetting is associated with increased positivity when imagining the future. *Quarterly Journal of Experimental Psychology*, 69, 351-360. DOI: 10.1080/17470218.2015.1085586.
- Yue, C. L., Storm, B. C., Kornell, N., & Bjork, E. L. (2015). Highlighting and its relation to distributed study and students' metacognitive beliefs. *Educational Psychology Review*, 27, 69-78.
- Bjork, E. L., Soderstrom, N. C., & Little, J. L. (2015). Can Multiple-Choice Testing Induce Desirable Difficulties? Evidence from the Laboratory and Classroom. *American Journal of Psychology*, 128, 229-239. DOI: 10.5406/amerjpsyc.128.2.0229
- Yue, C. L., Storm, B. C., Kornell, N., & Bjork, E. L. (2015). Highlighting and its relation to distributed study and students' metacognitive beliefs. *Educational Psychology Review*. DOI: 10.1007/s10648-014-9277-z
- Cantor, A. D., Eslick, A. N., Marsh, E. J., Bjork, R. A., & Bjork, E. L. (2015). Multiple-choice tests stabilize access to marginal knowledge. *Memory & Cognition*, 43, 193-205. DOI 10.3758/s13421-014-0462-6
- Yue, C., Soderstrom, N. C., Bjork, E. L. (2015). Partial testing can potentiate learning of tested and untested material from multimedia lessons. *Journal of Educational Psychology*, 107, 991- 1005. <http://dx.doi.org/10.1037/edu0000031>
- Bjork, E. L., & Bjork, R. A. (2014). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher and J. Pomerantz (Eds.), *Psychology and the real world: Essays illustrating fundamental contributions to society (2nd edition)*. New York: Worth.
- Soderstrom, N. C., Clark, C., Halamish, V., Bjork, E. L. (2014). Judgments of learning as memory modifiers. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41, 553-558. DOI: 10.1037/a0038388
- Little, J. L., & Bjork, E. L. (2014). Optimizing multiple-choice tests as tools for learning. *Memory & Cognition*. doi: 10.3758/s13421-014-0452-8
- Nestojko, J. Bui, D. C., Kornell, N., & Bjork, E. L. (2014). Expecting to teach enhances learning and organization of knowledge in free recall of text passages. *Memory & Cognition*, 1038-1048. Doi: 10.3758/s13421-014-0416-z
- Bjork, E. L., Little, J. L., & Storm, B. C. (2014). Multiple-choice testing as a desirable difficulty in the classroom. *Journal of Applied Research in Memory and Cognition*, 3, 165-170.

- Birnbaum, M., Kornell, N., Bjork, E. L., & Bjork, R. A. (2013). Why interleaving enhances inductive learning: The role of discrimination and retrieval. *Memory & Cognition*, *41*, 392-402. doi: 10.3758/s13421-012-0272-7
- Yue, C. L., Bjork, E. L., & Bjork, R. A. (2013). Reducing verbal redundancy in multimedia learning: An undesired desirable? *Journal of Educational Psychology*, *105* (2), 266-267. doi: 10.1037/a0031971
- Little, J. L., Bjork, E. L., Bjork, R. A., & Angello, G. (2012, on-line version: Oct 3). Multiple-choice tests exonerated, at least of some charges: Fostering test-induced learning and avoiding test-induced forgetting. *Psychological Science*,
- Marsh, E. L., Lozito, J. P., Umanath, S., Bjork, E. L., & Bjork, R. A. (2012). Using verification feedback to correct errors made on a multiple-choice test. *Memory*, *20*, 645-653.
- Bjork, E. L., & Storm, B.C. (2011). Retrieval experience as a modifier of future encoding: Another test effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*, 1113-1124.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2011). On the durability of retrieval-induced forgetting. *Journal of Cognitive Psychology*, *24*, 617-629.
- Little, J. L., & Bjork, E. L. (2011). The persisting benefits of using multiple-choice tests as learning events. In N. Miyake, D. Peebles, & R P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society*.
- Bjork, E. L., Storm, B. C., & deWinstanley, P. A. (2011). Learning from the consequences of retrieval: Another test effect. In A. S. Benjamin (Ed.), *Successful remembering and successful forgetting: a Festschrift in honor of Robert A. Bjork* (pp. 351-368). London, UK: Psychology Press.
- Little, J. L., & Bjork, E. L. (2011). Pretesting with multiple-choice questions facilitates learning. In L. Carlson, C. Hölscher, & T. Shipley, (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 294-299).
- Little, J.L., Storm, B.C., & Bjork, E.L. (2011). The costs and benefits of testing text materials. *Memory*, *19*, 346-359.
- Storm, B.C., Angello, G., & Bjork, E.L. (2011). Thinking can cause forgetting: Memory dynamics in creative problem solving. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. *37*, 1287-1293.
- Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher, R. W. Pew, & J. R. Pomerantz (Eds.) *Psychology and the real world: Essays illustrating fundamental contributions to society* (pp. 56-64). New York: Worth Publishers.
- Little, J. L., & Bjork, E. L. (2010). Multiple-choice testing can improve the retention of nontested related information. In S. Ohisson & R. Catrabone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp.1535-1540).
- Bell, D. S., Harless, M. S., Higa, M. S., Bjork, E. L., Bjork, R. A., Bazargan, M., & Mangione, M. D. (2008). Knowledge retention after an online tutorial: A randomized educational experiment among resident physicians. *Journal of General Internal Medicine*, *23*, 1164-1171.
- Kimball, D. R., Bjork, E. L., Bjork, R. A., & Smith, T. A. (2008). Part-list cuing and the dynamics of false recall. *Psychonomic Bulletin & Review*, *15*, 296-301.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2008). Accelerated relearning after retrieval-induced forgetting: The benefit of being forgotten. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *34*, 230-236.

- Marsh, E. J., Roediger, H. L., III, Bjork, R. A., & Bjork, E. L. (2007). The memorial consequences of multiple choice testing. *Psychonomic Bulletin & Review*, 6, 194-199.
- Bjork, R. A., Bjork, E. L., & Caughey, J. B. (2007). Retrieval as a self-limiting process: Part II. In Nairne, J. S. (Ed.), *The foundations of remembering: Essays in honor of Henry L. Roediger, III* (pp. 19-37). New York: Psychology Press.
- Storm, B. C., Bjork, E. L., & Bjork, R. A. (2007). When intended remembering leads to unintended forgetting. *Quarterly Journal of Experimental Psychology*, 60, 909-915.
- Bjork, E. L., deWinstanley, P. A., & Storm, B. C. (2007). Learning how to learn: Can experiencing the outcome of different encoding strategies enhance subsequent encoding? *Psychonomic Bulletin & Review*, 14, 207-211.
- Storm, B. C., Bjork, E. L., Bjork, R. A. & Nestojko, J. (2006). Is retrieval success a necessary condition for retrieval-induced forgetting? *Psychonomic Bulletin & Review*,
- Bjork, R. A., & Bjork, E. L. (2006, September). Freedom, flexibility, and never finished. *APS Observer*, 19(9), 29-30.
- Bjork, E. L., Bjork, R. A., & MacLeod, M. D. (2006). Types and consequences of forgetting: Intended and unintended. In L-G. Nilsson & N. Ohta (Eds.), *Memory and society: Psychological perspectives* (pp. 134-158). Psychology Press: Hove and New York.
- Bjork, R. A., & Bjork, E. L. (2006). Optimizing treatment and instruction: Implications of a new theory of disuse. In L-G. Nilsson & N. Ohta (Eds.), *Memory and society: Psychological perspectives* (pp. 109-133). Psychology Press: Hove and New York.
- 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.
- Bjork, E. L. (2004). Research on learning as foundation for curricular reform and pedagogy. Proceedings of The Reinvention Center Conference: Integrating research into undergraduate education: The value added. (<http://www.sunysb.edu/Reinventioncenter>) Featured in the APA Monitor (January, 2005), Vol. 36, In Brief: Integrating research into teaching.
- deWinstanley, P. A., & Bjork, E. L. (2004). Processing strategies and the generation effect: Implications for making a better reader. *Memory & Cognition*, 32(6), 945-955.
- MacLeod, M. D., Bjork, R. A. & Bjork, E. L. (2003). The role of retrieval-induced forgetting in the construction and distortion of memories (pp. 55-68). In B. Kokinov & W. Hirst (Eds.), *Constructive Memory: NBU Series in Cognitive Science*. Sophia: New Bulgarian University.
- Bjork, E. L., & Bjork, R. A. (2003). Intentional forgetting can increase, not decrease, the residual influence of to-be-forgotten information. *Journal of Experimental Psychology: Learning, Memory, and, Cognition*, 29, 524-531.
- Featured, Science in Brief, *Monitor on Psychology* (2003, September): "Study finds a dark side to forgetting false information," E. Bensen.
- Dapretto, M., & Bjork, E. L. (2000). The Development of word retrieval abilities in the second year and its relation to early vocabulary growth. *Child Development*, 71, 633-646.
- Anderson, M. C., Bjork, E. L., & Bjork, R. A. (2000). Retrieval-induced forgetting: Evidence for a recall specific mechanism. *Psychonomic Bulletin & Review*. 7, 522-530.

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- deWinstanley, P. A., & Bjork, E. L. (1997). Processing instructions and the generation effect: A test of the multifactor transfer-appropriate processing theory. *Memory, 5*, 401-421.
- Bjork, E. L., & Bjork, R. A. (1996). Continuing influences of to-be-forgotten information. *Consciousness and Cognition, 5*, 176-196.
- Bjork, E. L., & Bjork, R. A. (1996). Preface and overview. In E. C. Carterette & M. P. Friedman (Eds.), *Handbook of Perception and Cognition: Vol. 10: Memory*. New York: Academic Press.
- Bjork, E. L., & Bjork, R. A. (1996). *Memory*. Volume 10, E. C. Carterette & M. P. Friedman (Eds.), *Handbook of Perception and Cognition*. New York: Academic Press.
- Paperback edition (1997). Academic Press.
- Selected as a CHOICE Outstanding Academic Book for 1997
- deWinstanley, P. A., Bjork, E. L., & Bjork, R. A. (1996). Generation effects and the lack thereof: The role of transfer-appropriate processing, *Memory, 4*, 31-48.
- Anderson, M. C., Bjork, R. A., & Bjork, E. L. (1994). Remembering can cause forgetting: Retrieval dynamics in long-term memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 20*, 1063-1087.
- Bjork, R. A., & Bjork, E. L. (1992). A new theory of disuse and an old theory of stimulus fluctuation. In A. F. Healy, S. M. Kosslyn, & R. M. Shiffrin (Eds.), *From Learning Processes to Cognitive Processes: Essays in Honor of William K. Estes*, (Vol. 2, pp. 35-67). Hillsdale, NJ: Erlbaum.
- Bjork, E. L., & Bjork, R. A. (1988). On the adaptive aspects of retrieval failure in autobiographical memory. In M. M. Gruneberg, P. E. Morris, & R. N. Sykes (Eds.), *Practical Aspects of Memory II*. London: Wiley.
- Bjork, E. L., & Cummings, E. M. (1984). Infant search errors: Stage of concept development or stage of memory development? *Memory & Cognition, 12*, 1-19.
- Cummings, E. M., & Bjork, E. L. (1983). Search behavior on multi-choice hiding tasks: Evidence for an objective conception of space in infancy. *International Journal of Behavioral Development, 6*, 71-87.
- Cummings, E. M., & Bjork, E. L. (1983). Perseveration and search on a five-choice visible displacement hiding task. *The Journal of Genetic Psychology, 142*, 283-291.
- Cummings, E. M., & Bjork, E. L. (1981b). Search on a five-choice invisible displacement hiding task: A rejoinder to Schuberth and Gratch. *Infant Behavior & Development, 4*, 65-67.
- Cummings, E. M., & Bjork, E. L. (1981a). The search behavior of 12 to 14 month-old infants on a five-choice invisible displacement hiding task. *Infant Behavior & Development, 4*, 47-60.
- Bjork, E. L., & Murray, J. T. (1977). On the nature of input channels in visual processing. *Psychological Review, 84*, 472-484.
- Bjork, E. L. (1976). A guide to research design and statistical inference for the neophyte. *Contemporary Psychology, 21*, 824-825.
- Estes, W. K., Bjork, E. L., & Skaar, E. (1974). Detection of single-letters and letters in words with changing and unchanging mask characters. *Bulletin of the Psychonomic Society, 3*, 201-203.

- Bjork, E. L., & Healy, A. F. (1974). Short-term order and item retention. *Journal of Verbal Learning and Verbal Behavior*, 13, 80-97.
- Bjork, E. L., & Estes, W. K. (1973). Letter identification in relation to linguistic context and masking conditions. *Memory & Cognition*, 1, 217-223.
- Bjork, E. L., & Estes, W. K. (1971). Detection and placement of redundant signal elements in tachistoscopic displays of letters. *Perception & Psychophysics*, 9, 439-442.
- Reicher, G. M., Ligon, E., & Conrad, C. H. (1969). Interference in short-term memory. *Journal of Experimental Psychology*, 80, 95-100.
- Ligon, E. (1969). The effects of similarity on very-short-term memory under conditions of maximal information processing demands. (Doctoral Dissertation, University of Michigan, 1968), Dissertation Abstracts, 29, No. 8, 3108-B, University Microfilm, No. 69-2341.

RECENT (LAST 5 YEARS) INVITED ADDRESSES (Reverse chronological order)

- Bjork, E. L., & Bjork, R. A. (March 22, 2022). *Four Vital, But Unintuitive, Principles of Learning*. Osiris Educational's World Education Summit 2022, London, England
- Bjork, E. L. (March 22, 2022). Participant, Panel Discussion on Assessment. Osiris Educational's World Education Summit 2022, London, England
- 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 Addressed, Distinguished Research Seminar Series, Burrell College of Osteopathic Medicine.
- Imundo, M. N., Pan, S. C., Bjork, E. L., & Bjork, R. A. (March, 2022). *Where and how to learn*. Spoken presentation, Interdisciplinary Conference on Human Performance, Rancho Bernardo, California.
- Imundo, M. N., Pan, S. C., Bjork, E. L., & Bjork, R. A. (2020, November). *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. (2020, November). *True-False Testing on Trial: Guilty as Charged or Falsely Accused?* Poster presentation, online meeting of the Psychonomics Society.
- Imundo, M. N., Pan, S. C., Zung, I., Bjork, E. L., & Bjork, R. A. (2019, November). *Context variation and retrieval practice both enhance subsequent recall of information, but are their effects additive?* Poster presented at 60th Annual Meeting of the Psychonomic Society, Montréal, Québec, Canada
- Harrison, T., Pan, S. C., Brabec, J. A., Bjork, E. L., and Bjork, R. A. (2019, November). *Interleaved in one dimension; blocked in another: The case of learning German verb conjugation skills*. Poster

- presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, QC, Canada. Bjork, E. L. & Bjork, R. A. (November, 2018). *How to Study If You Really Want to Learn*. Invited TedX talk, Manhattan Beach, California.
- 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.
- 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.
- 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 57th annual meeting of the Psychonomic Society, Boston, Massachusetts.
- 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.
- 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.