

Megan Imundo, M.A.

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EDUCATION

University of California, Los Angeles. Los Angeles, CA.

Ph.D. in Cognitive Psychology, Minor in Quantitative Psychology (expected Spring 2023)

M.A. in Cognitive Psychology (awarded December 2019)

Thesis: Contextual variation and retrieval practice: Potent yet non-synergistic benefits for memory

Primary advisors: Professors Robert A. Bjork & Elizabeth Ligon Bjork

Northwestern University. Evanston, IL.

B.A. in Psychology and Cognitive Science (awarded June 2018)

Honors: Psychology Departmental Honors, *cum laude*

Thesis: Tipping the scales: Experiences with “fair and balanced” discourse can mischaracterize and misinform

Advisors: Professors David N. Rapp & Renee Engeln

HONORS AND AWARDS

- 2021 **SciComm Award (\$250) from UCLA’s Neuroscience Communication Affinity Group**, to participate in the Alan Alda Center for Communicating Science’s “The Essentials: An Online Science Communication Experience” workshop
- 2020 **Women in Cognitive Science Networking Award (\$500) for Junior Scientists for the Psychonomic Society’s 61st Annual Conference**
- 2019 **Society for Experimental Psychology and Cognitive Science (formerly APA Division III) Award for Best Psychonomic Society Poster**, an early career award for exceptional work presented at the Psychonomic Society’s 60th Annual Conference for *Context variation and retrieval practice both enhance subsequent recall of information, but are their effects additive?*
- 2019 **Sigma Xi Scientific Research Honor Society**, elected to international honor society of science and engineering as a graduate student member.
- 2019 **Honorable Mention**, National Science Foundation Graduate Research Fellowship Program.
- 2018 **The Phi Beta Kappa Society**
- 2018 **Order of Omega**, elected to national honor society of sorority and fraternity members.
- 2018 **Honorable Mention**, National Science Foundation Graduate Research Fellowship Program.

- 2018 **Claudine V. Mason Scholarship** (\$4,000), Xi Chapter of Chi Omega Women's Fraternity, Evanston, IL. May 2018.
- 2017 **Third Place, Office of Undergraduate Research's Research and Arts Exposition Poster Presentation competition** for *College students' imagined lives: Gender differences in emphasis on life domains*. Northwestern University, Evanston, IL.
- 2015-2018 **J. G. Nolan Scholarship** (totaling \$1,050), Northwestern University, Evanston, IL.
- 2015-2018 **Esther Guthery Mautz Scholarship** (totaling \$19,431), Northwestern University, Evanston, IL.
- 2014-2018 **Community Foundation of the Fox Valley Scholarship** (totaling \$4,000), Batavia, IL.
- F14, W15, **Dean's List**, Northwestern University, Evanston, IL.
W16-S18

PUBLICATIONS

* *Indicates mentored undergraduate*

1. **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*. <https://doi.org/10.1177/1747021820968483>
2. Engeln, R., & **Imundo, M. N.** (2020). I (don't) love my body: Counter-intuitive effects of body-affirming statements on college women. *Journal of Social & Clinical Psychology*, 39(7), 617-639. <https://doi.org/10.1521/jscp.2020.39.7.617>
3. Engeln, R., Loach, R., **Imundo, M. N.**, & Zola, A. (2020). Compared to Facebook, Instagram use causes more appearance comparison and greater body dissatisfaction in college women. *Body Image*, 34, 38-45. <https://doi.org/j.bodyim.2020.04.007>
4. Rapp, D. N., **Imundo, M. N.**, & Adler, R. M. (2019). Do individual differences in conspiratorial and political leanings influence the use of inaccurate information? In P. Kendeou, D. H. Robinson, & M.T. McCrudden (Eds.), *Misinformation and Fake News in Education* (pp.103-122). Charlotte, NC: Information Age Publishing.

In Preparation

1. *Zung, I, **Imundo, M. N.**, & Pan, S. C. (in preparation). How do students use digital flashcards to learn?
2. **Imundo, M. N.**, *Zung, I., & Pan, S. C. (in preparation). When two learners are better than one: The advantages of using flashcards with a partner.
3. **Imundo, M. N.**, & Rapp, D. N. (under review). Weight-of-evidence reporting can ameliorate the negative effects of falsely balanced texts.
4. **Imundo, M. N.**, Paquette-Smith, M., & Bjork, E. L. (in preparation). Collaborative learning: A core component of the modern classroom.
5. **Imundo, M. N.**, Paquette-Smith, M., Clark, C. M., & Bjork, E. L. (in preparation). Collaborative practice testing enhances long-term learning in Introductory Psychology.

Other Scientific Writing

1. **Imundo, M. N.** (April 2021). Getting Meta about Metacognition. *Psychology in Action*. [Article link](#).
2. *Frei, K., & **Imundo, M. N.** (November 2020). Applying the pausing principle to university classes. *Psychology in Action: Pre-Graduate Series*. [Article link](#).
3. *Zung, I., & **Imundo, M. N.** (April 2020). Flashcards: Are you using them effectively when learning? *Psychology in Action: Pre-Graduate Series*. [Article link](#).
4. **Imundo, M. N.** (January 2020). Collaborative inhibition: The surprising effect of recalling information in groups. *Psychology in Action*. [Article link](#).
5. **Imundo, M. N.** (November 2019). Mythbusters: Studying in the same place, at the same time, every day is good for learning. *Psychology in Action*. [Article link](#).
6. **Imundo, M. N.** (July 2019). The debate on simultaneous and sequential lineups. *Psychology in Action*. [Article link](#).
7. **Imundo, M. N.** (May 2019). Using evidence-based study strategies to optimize your learning. *Psychology in Action*. [Article link](#).
8. **Imundo, M. N.** (February 2019). Why can't we quit fake news?. *Psychology in Action*. [Article link](#).
9. **Imundo, M. N.** (October 2018). The dangers of fluency. *Psychology in Action*. [Article link](#).

GRANTS

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| 2021 | Society for the Teaching of Psychology (\$3,300) for “Encouraging collaborative practice testing in Introductory Psychology.” Role: First Author. |
| 2020 | Office of Instructional Development grant (\$11,168.96) for “Expanding the ‘TestYourself’ question bank for psychology instructors and students.” Role: Co-Author. From University of California, Los Angeles. |
| 2020 | Association for Psychological Science Fund for Teaching and Public Understanding of Psychological Science grant (\$940) for “Using Zoom to facilitate collaborative testing in Introductory Psychology.” Role: Co-Author. |
| 2019 | Psychology Graduate Research Summer Mentorship grant (\$6,000) for research project “The interaction of contextual variation and retrieval practice.” From University of California, Los Angeles. |
| 2018 | Conference grants (totaling \$1,500) for ST&D Brighton conference poster presentation of “Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform.” From Northwestern University. |
| 2018 | Conference grants (totaling \$1,500) for APS San Francisco conference poster presentation of “I (don’t) love my body: Counter-intuitive effects of body-affirming statements on college women.” From Northwestern University. |
| 2018 | Academic Year Weinberg Grant (\$840) for research project “Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform”. From Northwestern University. |

- 2017 **Academic Year Undergraduate Research Grant** (\$1,000) for research project “Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform”. From Northwestern University.
- 2017 **Benton J. Underwood Fellowship** (\$3,500) for research project “False equivalency and distortion of scientific certainty.” From Northwestern University.
- 2017 **Conference grants** (totaling \$1,500) for ST&D Philadelphia conference poster presentation of “Alien conspiracies and reliance on inaccurate information.” From Northwestern University.
- 2017 **Conference grants** (totaling \$1,500) for APS Boston conference poster presentation of “College students’ imagined lives: Gender differences in emphasis on life domains.” From Northwestern University.
- 2016 **Undergraduate Research Grant** (\$3,500) for independent research project “Gender differences in allocation of hypothetical resources to life domains.” From Northwestern University.
- 2015 **Undergraduate Research Assistant Program Grant** (\$3,000). From Northwestern University.

PRESENTATIONS

* *Indicates mentored undergraduate*

National Conferences and Meetings

1. *Khanna, A., **Imundo, M. N.**, & Bjork, E. L. (2021, July). Polarized perceptions: Influence of tweets in contemporary media articles on estimates of public opinion. Poster presentation accepted for presentation at Virtual 14th Biennial Conference of the Society for Applied Research in Memory and Cognition.
2. Paquette-Smith, M., Clark, C. M., **Imundo, M. N.**, & Cross, V. (2021, July). *Facilitating retrieval practice using an online test bank*. Poster presentation accepted for presentation at Biennial International Seminar on the Teaching of Psychological Science.
3. **Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2021, May). Collaborative practice testing using the TestYourself resource enhances long-term learning in Introductory Psychology. Poster presentation presented at Virtual 33rd Annual Meeting of the Association for Psychological Science.
4. *Tien, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). Your own self view: Cognitive consequences of anxiety when learning online. Poster presentation presented at Virtual 33rd Annual Meeting of the Association for Psychological Science.
5. *Frei, K., *Gupta, M., *Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). The influence of social media study breaks on students’ learning. Poster presentation presented at Virtual 33rd Annual Meeting of the Association for Psychological Science.
6. **Imundo, M. N.**, Pan, S. C., Bjork, E. L., & Bjork, R. A. (2020, November). *The interactive benefits of contextual variation, restudying, and retrieval practice for learning*. Spoken presentation presented at Virtual 61st Annual Meeting of the Psychonomic Society.

7. **Imundo, M. N.**, *Zung, I., & Pan, S. C. (2020, November). *Using flashcards with a partner: Benefits for metacognition and study efficiency*. Poster presented at Virtual 61st Annual Meeting of the Psychonomic Society.
8. **Imundo, M. N.**, & Rapp, D. N. (2020, November). *Weight-of-evidence reporting may protect against the harmful effects of false balance*. Poster presented at Virtual 61st Annual Meeting of the Psychonomic Society.
9. **Imundo, M. N.**, *Zung, I., & Pan, S. C. (2020, May). *Using flashcards with a study partner improves metacognitive accuracy*. Poster presented at 32nd Annual Convention of the Association for Psychological Science, Chicago, IL.
10. Clark, C. M., **Imundo, M. N.**, & Paquette-Smith, M. (2020, May). *Testing a test bank for introductory psychology*. Poster presented at 32nd Annual Convention of the Association for Psychological Science, Chicago, IL.
11. **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.
12. Zola, A., Loach, R., **Imundo, M. N.**, & Engeln, R. (2019, May). *Compared to Facebook, Instagram use causes more social comparisons and greater body dissatisfaction*. Poster presented at the 31st Annual Convention of the Association for Psychological Science, Washington, D.C.
13. **Imundo, M. N.**, Donovan, A. M., & Rapp, D. N. (2018, July). *“Fair and balanced” discourse can mischaracterize and misinform*. Poster presented at the 28th Annual Meeting of the Society for Text & Discourse, Brighton, UK.
14. **Imundo, M. N.**, & Engeln, R. (2018, May). *I (don't) love my body: Counter-intuitive effects of body-affirming statements on college women*. Poster presented at 30th Annual Convention of the Association for Psychological Science, San Francisco, CA.
15. **Imundo, M. N.**, Donovan, A. M., & Rapp, D. N. (2017, July). *Alien conspiracies and reliance on inaccurate information*. Poster presented at the 27th Annual Meeting of the Society for Text & Discourse, Philadelphia, PA.
16. **Imundo, M. N.**, & Engeln, R. (2017, May). *College students' imagined lives: Gender differences in emphasis on life domains*. Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.
17. **Imundo, M. N.**, & Engeln, R. (2017, April). *Gender differences in allocation of hypothetical resources to life domains*. Poster presented at the 89th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Local Presentations

1. *Wu, A., *Denton, V., **Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2021, May). Classroom-based collaboration on practice tests enhances performance. Poster presented at UCLA's Undergraduate Research Showcase, Los Angeles, CA.
2. *Zung, I., **Imundo, M. N.**, Pan, S. C., & Bjork, E. L. (2021, May). Digital flashcards: Do students use them effectively. Spoken presentation presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
3. *Khanna, A., **Imundo, M. N.**, Bjork, E. L. (2021, May). Polarized perceptions: Influence of tweets in contemporary media articles on estimates of public opinion. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.

4. *Tien, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). Your own self view: Cognitive consequences of anxiety when learning online. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
5. *Frei, K., *Gupta, M., *Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). The influence of social media study breaks on students' learning. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
6. **Imundo, M. N.** (2021, April). Collaborative practice testing using the TestYourself resource in Introductory Psychology. Presented at CogFog, Los Angeles, CA.
7. **Imundo, M. N.** (2020, October). Open Science Practices. Presented at Minifog, Los Angeles, CA.
8. **Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2020, September). *Teaching about testing in Introductory Psychology*. Presented at UC Psychology Teaching & Learning Virtual Conference.
9. **Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2020, August). *Encouraging retrieval practice in Introductory Psychology*. Presented at CogFog, Los Angeles, CA.
10. *Zung, I., *Denton, V., *Javidi, D., **Imundo, M. N.**, Pan, S.C., & Bjork, E. L. (2020, May). *Collaborative flashcard use improves learning efficiency and metacognitive accuracy*. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
11. *Chow, R., **Imundo, M. N.**, & Bjork, E. L. (2020, May). *Are "better posters" actually better? Effects of poster format on critical evaluation of research*. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
12. *Frei, K., *Gupta, M., *Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2020, May). *The influence of social media study breaks on students' learning*. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
13. *Thai, S., *Zahedi, R., **Imundo, M. N.**, Gordon, A., Bjork, E. L. (2020, May). *The impact of test format and test order on the benefits of collaborative tests*. Poster presented at Psychology Undergraduate Research Conference, Los Angeles, CA.
14. *Zung, I., *Denton, V., *Javidi, D., **Imundo, M. N.**, Pan, S. C., & Bjork, E. L. (2020, May). *Collaborative flashcard use improves learning efficiency and metacognitive accuracy*. Poster presented at UCLA's Undergraduate Research Showcase, Los Angeles, CA.
15. *Frei, K., *Gupta, M., *Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2020, May). *The influence of social media study breaks on students' learning*. Poster presented at UCLA's Undergraduate Research Showcase, Los Angeles, CA.
16. **Imundo, M. N.** (2020, April). *Marketing your research experience*. Presented at Minifog, Los Angeles, CA.
17. **Imundo, M. N.**, & *Zung, I. (2020, January). *Is using flashcards more effective when studying with a partner than when studying alone?* Presented at CogFog, Los Angeles, CA.
18. **Imundo, M. N.** (2020, January). *Understanding the psychology of inaccurate information: Misinformation, fake news, and conspiracy theories*. Presented at CogFog, Los Angeles, CA.
19. **Imundo, M. N.** (2019, December). *Context variation and testing are powerful promoters of memory, but do they work together?* Presented at Cognitive Area Forum, Los Angeles, CA.
20. **Imundo, M. N.** (2019, September). *Context variation and retrieval practice benefit memory: But do they work together?* Presented at Cognitive Area Forum Data Blitz, Los Angeles, CA.
21. **Imundo, M. N.** (2019, July). *The surprising effect of testing in varying contexts*. Presented at CogFog, Los Angeles, CA.
22. *Wei, J., *Mora, A. V., *Sandberg, R., **Imundo, M. N.**, Pan, S. C., & Bjork, E. L. (2019, May). *Do the effects of test-potentiated new learning transfer across knowledge domains?* Poster presented at UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.

23. *Zung, I., *Chow, R., *Cherian, K., *Sandberg, R., **Imundo, M. N.**, Pan, S. C., Bjork, R. A., & Bjork, E. L. (2019, May). *Context change and retrieval practice: Synergistic effects of environment and study method on memory*. Poster presented at UCLA Research Poster Day, Los Angeles, CA.
24. **Imundo, M. N.**, Donovan, A. M., & Rapp, D. N. (2018, May). *Experiences with “fair and balanced” discourse can mischaracterize and misinform*. Oral presentation at Office of Undergraduate Research’s Research and Arts Exposition, Northwestern University, Evanston, IL.
25. **Imundo, M. N.**, & Engeln, R. (2017, June). *College students’ imagined lives: Gender differences in emphasis on life domains*. Poster presented at Office of Undergraduate Research’s Research and Arts Exposition, Northwestern University, Evanston, IL.

RESEARCH EXPERIENCE

Research interests: *collaborative learning, testing effect, inaccurate information, desirable difficulties, social media and learning, context effects on memory, aging*

Learning and Forgetting Lab, Graduate Student. Fall 2018-present.

Professors Robert A. Bjork & Elizabeth Ligon Bjork, University of California, Los Angeles

| Promotes learning and memory performance within various educational contexts through the application of principles in cognitive psychology.

Memory and Lifespan Cognition Lab, Graduate Student. Fall 2018-present.

Professor Alan Castel, University of California, Los Angeles

| Investigates how memory and attention change across the lifespan, with a particular focus on memory strategies and metacognition.

Teaching, Learning, and Communication Lab, Graduate Student Researcher. Fall 2019-present.

Dr. Melissa Paquette-Smith, University of California, Los Angeles

| Seeks to enhance teaching and learning practices, with an emphasis on improving undergraduate psychology instruction.

Reading Comprehension Lab, Research Assistant & Thesis Student. Fall 2016-Spring 2018.

Professor David Rapp, Northwestern University

| Examines the conditions that promote successful comprehension of texts.

Body and Media Lab, Research Assistant. Summer 2015-Summer 2017.

Professor Renee Engeln, Northwestern University

| Explores the relationship between body image disturbance and media exposure and develops solutions to mitigate these negative outcomes.

WORK EXPERIENCE

Graduate Student Researcher, Teaching, Learning, and Communication Lab, Los Angeles, CA.

September 2019-present. Develop high-quality multiple-choice questions to foster critical evaluation and application of content covered in typical introductory psychology courses to be included in a national test bank for instructors and students. Work 10 hours each week under the supervision of Dr. Melissa Paquette-Smith and Dr. Courtney Clark creating and editing questions, collecting and analyzing norming and efficacy data, and designing interventions to address barriers to self-testing.

Lab Manager, Body and Media Lab, Evanston, IL. Fall 2017-Spring 2018. Coordinated the logistical needs of the lab, which included aiding in obtaining ethics approval for research projects, scheduling and training research assistants, and supervising data collection. I also cleaned and analyzed lab data, conducted a number of independent research projects, and mentored other undergraduate research assistants who were pursuing their own independent research projects.

TEACHING EXPERIENCE

Spring 2021	<p>Teaching Fellow University of California, Los Angeles</p> <p>CLUSTER 73W: Memory in the Age of Misinformation Designed and independently taught a 20-person seminar for first-year students.</p> <p>Teaching Assistant University of California, Los Angeles</p>
Winter 2021	CLUSTER 73B: Mind Over Matter
Fall 2020	CLUSTER 73A: Mind Over Matter
Summer 2020	PSYCH 100A: Psychological Statistics
Spring 2020	PSYCH 85: Introduction to Cognitive Science
Winter 2020	PSYCH 100B: Research Methods in Psychology
Fall 2019	PSYCH 120A: Cognitive Psychology
Spring 2019	PSYCH 10: Introductory Psychology
	Guest Lecturer
W21, F20, W20, F19, S19, W19	Learning Assistants Program, Los Angeles, CA. Presented short talk on optimizing group study to students learning to assist others in undergraduate courses.
Fall 2019	Cognitive Psychology, Los Angeles, CA. Presented 45-minute lecture “Cognitive psychology and inaccurate information: Misinformation, disinformation, and fake news.”
Spring 2019	Introductory Psychology, Los Angeles, CA. Presented on current research on learning and memory.
Summer 2019	Oxbridge Academic Program, Los Angeles, CA. Presented two-hour seminar “Memory in the age of fake news: When and why we fall for inaccurate information” to an international group of students.
Winter 2019	Peer Tutor for Graduate Statistics Course , Los Angeles, CA.

Fall 2020-present **Honors Thesis Advisor** for undergraduate honors projects

Ingrid Tien “The effect of self-awareness on learning online through Zoom”

- ❖ Winner of the 2021 Nissim and Arlyne Levy Endowed Award for an outstanding honors thesis paper

Inez Zung “Digital Flashcards: Do students use them effectively?”

- ❖ **AWARDED RESEARCH GRANT**

AD-HOC REVIEWER

Current Directions in Psychological Science (August 2019)

Learning and Individual Differences (June 2019)

MEMBERSHIPS

American Psychological Association (2020-present)

Association for Psychological Science (2017-present)

Psychonomic Society (2018-present)

Society for Text and Discourse (2017-present)

SPECIAL SKILLS

Proficient in C coding language

Experienced in data analysis using R, jamovi, JASP

Skilled in SPSS software, including advanced modeling, mediation, moderation, and conditional process analysis, and the PROCESS macro

ACADEMIC SERVICE

Diversifying Academia

2019, 2020, 2021 Graduate-Undergraduate Mentorship Program, Graduate Student Mentor, Los Angeles, CA.

2020 Panelist on Womxn in Research Career Breakout Session at UCLA UC Womxn’s Leadership Conference, Los Angeles, CA.

2019 Equity, Inclusion, and Diversity Day, Health and Wellness Panel Co-Chair and Venue Chair, Los Angeles, CA.

Leadership

Fall 2020-present Treasurer, Psychology Graduate Student Association, Los Angeles, CA.

- 2019-present Biological Sciences Council Representative for Department of Psychology, Los Angeles, CA.
- 2015-2018 Chi Omega Women's Fraternity, Secretary, Personnel Chair, Evanston, IL.
- 2014-2016 Public Affairs Residential College, Dance Marathon Chair, Vice President, Evanston, IL.

Outreach and Scientific Communication

- Spring 2021 Guest speaker, "Two heads are better than one!," Toluca Lake Elementary School, Los Angeles, CA.
- Fall 2020-Spring 2021 Symposium Co-Chair for *Psychology in Action*, Los Angeles, CA.
- 2019-2020 *Psychology in Action* Symposium Committee, Los Angeles, CA.
- 2019, 2020 Exploring Your Universe Volunteer, Los Angeles, CA.
- 2019-2020 Social Media Co-Chair for *Psychology in Action*, Los Angeles, CA.
- 2018-present *Psychology in Action*, Contributor, Los Angeles, CA.
- 2014-2018 Cancer Outreach Prevention Education, Internal Relations Chair, President, Evanston, IL.

Additional Service

- Spring 2021-present Organizer, CogFog meeting group, Los Angeles, CA.

REFERENCES

Robert A. Bjork, Distinguished Research Professor of Psychology, Primary Advisor

University of California, Los Angeles
rabjork@psych.ucla.edu

Elizabeth L. Bjork, Professor of Psychology, Primary Advisor

University of California, Los Angeles
elbjork@psych.ucla.edu

Alan Castel, Professor of Psychology, Secondary Advisor

University of California, Los Angeles
castel@psych.ucla.edu

Melissa Paquette-Smith (*Teaching Reference*), Assistant Professor of Teaching, Employer

University of California, Los Angeles
paquettesmith@psych.ucla.edu