

Megan Imundo, M.A.

 <https://orcid.org/0000-003-4599-4777>

meganimundo@g.ucla.edu

| [Website](#)

| [LinkedIn](#)

| [Twitter](#)

EDUCATION

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

Ph.D. in Cognitive Psychology

Minor in Quantitative Psychology (coursework completed Spring 2020)

Certificate in Writing Pedagogy (expected Spring 2022)

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

RESEARCH INTERESTS




How do lifelong learners (fail to) acquire accurate information and reject falsehoods?

collaborative learning • online learning • desirable difficulties • inaccurate information • metacognition • self-regulated learning • retrieval practice • context effects on memory • aging • beliefs about science

PUBLICATIONS

* Undergraduate Advisee |  Preregistered |  Open Materials |  Open Data

Imundo, M. N., & Rapp, D. N. (in press). [Weight-of-evidence reporting can ameliorate the negative effects of falsely balanced texts.](#)   

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>   

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>

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>

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

- *Tien, I., **Imundo, M. N.**, & Bjork, E. L. (under review) Your own self-view: Cognitive consequences of self-view during online learning. 🗨️ 📌
- Imundo, M. N.**, Paquette-Smith, M., & Bjork, E. L. Collaborative learning: A core component of the modern classroom.
- *Zung, I., **Imundo, M. N.**, & Pan, S. C. How do students use digital flashcards to learn?
- Imundo, M. N.**, *Zung, I., & Pan, S. C. When two learners are better than one: The advantages of using flashcards with a partner. 🗨️ 📌
- Imundo, M. N.**, Paquette-Smith, M., Clark, C. M., & Bjork, E. L. Collaborative practice testing enhances long-term learning in Introductory Psychology. 🗨️ 📌
- *Teo, R. L., *Gonzales, B. G., & **Imundo, M. N.** Students' note-taking strategies during remote instruction. 🗨️ 📌
- Salovich, N. A., **Imundo, M. N.**, & Rapp, D. N. A corpus of stories for use in examining the effects of reading inaccurate and accurate assertions. 🗨️ 📌
- Schwartz, S. T., Silaj, K. M., Brar, N. K., **Imundo, M. N.**, & Castel, A. D. College students' anxiety, preparedness, and perceptions of remote learning effectiveness during COVID-19: A classroom study.

Other Scientific Writing: Psychology in Action

- Imundo, M. N.** (Apr 2021). [Getting Meta about Metacognition.](#)
- *Frei, K., & **Imundo, M. N.** (Nov 2020). [Applying the pausing principle to university classes.](#)
- *Zung, I., & **Imundo, M. N.** (Apr 2020). [Flashcards: Are you using them effectively when learning?.](#)
- Imundo, M. N.** (Jan 2020). [Collaborative inhibition: The surprising effect of recalling information in groups.](#)
- Imundo, M. N.** (Nov 2019). [Mythbusters: Studying in the same place, at the same time, every day is good for learning.](#)
- Imundo, M. N.** (Jul 2019). [The debate on simultaneous and sequential lineups.](#)
- Imundo, M. N.** (May 2019). [Using evidence-based study strategies to optimize your learning.](#)
- Imundo, M. N.** (Feb 2019). [Why can't we quit fake news?.](#)
- Imundo, M. N.** (Oct 2018). [The dangers of fluency.](#)

GRANTS

Summer Mentored Research Fellowship (\$6,000)	2021
“Enhancing group work efficacy in Introductory Psychology” From University of California, Los Angeles.	
Society for the Teaching of Psychology grant (\$3,300)	2021
“Encouraging collaborative practice testing in Introductory Psychology.” Role: First Author.	
Office of Instructional Development grant (\$11,168.96)	2020
“Expanding the ‘TestYourself’ question bank for psychology instructors and students.” From University of California, Los Angeles. Role: Co-Author.	

Association for Psychological Science Fund for Teaching and Public Understanding of Psychological Science grant (\$940)	2020
“Using Zoom to facilitate collaborative testing in Introductory Psychology.” Role: Co-Author.	
Psychology Graduate Research Summer Mentorship grant (\$6,000)	2019
“The interaction of contextual variation and retrieval practice.” From University of California, Los Angeles.	
Conference grants (total: \$3,000)	2018,
For presentation at annual meeting of the Society for Text & Discourse.	2017
From Northwestern University.	
Conference grants (total: \$3,000)	2018,
For presentation at annual meeting of the Association for Psychological Science.	2017
From Northwestern University.	
Academic Year Weinberg Grant (\$840)	2018
“Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform.” From Northwestern University.	
Academic Year Undergraduate Research Grant (\$1,000)	2017
“Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform”. From Northwestern University.	
Benton J. Underwood Fellowship (\$3,500)	2017
“False equivalency and distortion of scientific certainty.” From Northwestern University.	
Undergraduate Research Grant (\$3,500)	2016
“Gender differences in allocation of hypothetical resources to life domains.” From Northwestern University.	
Undergraduate Research Assistant Program Grant (\$3,000).	2015
From Northwestern University.	

HONORS AND AWARDS

SciComm Award from UCLA’s Neuroscience Communication Affinity Group	2021
To participate in the Alan Alda Center for Communicating Science’s “The Essentials: An Online Science Communication Experience” workshop, \$250	
Nominated for Shepard Ivory Franz Teaching Award	2020
Women in Cognitive Science Networking Award for Junior Scientists	2020
For the Psychonomic Society’s 61 st Annual Meeting, \$500	
Society for Experimental Psychology and Cognitive Science (formerly APA Division III) Award for Best Psychonomic Society Poster	2019
An early career award for exceptional work presented at the Psychonomic Society’s 60 th Annual Conference	
Sigma Xi Scientific Research Honor Society	2019
Honorable Mention	2018, 19
National Science Foundation Graduate Research Fellowship Program.	
The Phi Beta Kappa Society	2018
Order of Omega	2018
National honor society of sorority and fraternity members.	
Claudine V. Mason Scholarship	2018
Xi Chapter of Chi Omega Women’s Fraternity, \$4,000	
Third Place,	2017
Office of Undergraduate Research’s Research and Arts Exposition Northwestern University, Evanston, IL.	

J. G. Nolan Scholarship Northwestern University, \$350, x 3	2015-18
Esther Guthery Mautz Scholarship Northwestern University, \$6,477, x 3	2015-18
Community Foundation of the Fox Valley Scholarship Batavia, IL, \$1,000, x 4	2014-18

TEACHING EXPERIENCE

University of California, Los Angeles

Course Instructor

CLUSTER 73W: Memory in the Age of Misinformation (*Eval: 4.87 / 5*) Sp21

Teaching Associate

CLUSTER 73: Mind Over Matter (*8.69 / 9*) F20-W21
PSYCH 100A: Psychological Statistics (*8.03 / 9*) Su20

Teaching Assistant

PSYCH 85: Introduction to Cognitive Science (*8.00 / 9*) Sp20
PSYCH 100B: Research Methods in Psychology (*8.60 / 9*) W20
PSYCH 120A: Cognitive Psychology (*8.65 / 9*) F19
PSYCH 10: Introductory Psychology (*7.68 / 9*) Sp19

Guest Lecturer

Learning Assistants Program. Presented on optimizing group study to students learning to assist others in undergraduate courses, x6. W19-W21

Cognitive Psychology. Lecture “Cognitive psychology and inaccurate information: Misinformation, disinformation, and fake news.” F19

Introductory Psychology. Sp19

Oxbridge Academic Program. Seminar “Memory in the age of fake news: When and why we fall for inaccurate information.” Su19

Peer Tutor for Graduate Statistics Course, UCLA.

W19

Honors Thesis Advisor for undergraduate honors projects

F20-Sp21

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?”

❖ Undergraduate Research Scholars Program (\$6,000 award)

Community Instructional Transformation Initiative @ UCLA’s Center for the Advancement of Teaching

Partnered with UCLA faculty and administration to design the inaugural Community Instructional Transformation Initiative ([CITI@CAT](#)), a year-long program to promote evidence-based teaching by giving instructors resources and support to rigorously evaluate their instructional approaches using experimental designs. I recruited over 15 UCLA faculty in various disciplines for the program, and now provide theoretical and practical assistance for conducting classroom-based research, including experimental design, statistical analysis (Bayesian hypothesis testing and linear modeling), and dissemination of results.

MENTORING EXPERIENCE

† = went on to graduate school; †† went on to be a research assistant or lab manager in another lab after graduation/program completion

Undergraduate Research Assistants (16)

Ramya Ramakrishnan, Kiran Marla, Emily Marquez, Layla Tondavi, Shanae Wong, Asha Khanna, Raha Zahedi, †Ingrid Tien (PhD student at UCLA), Katie Frei, †Inez Zung (PhD student at UC San Diego), Bianca Gonzalez, Rachel Teo, Vaishali Denton, Rosaline Chow, Manya Gupta, Stephanie Thai, †Kiran Cherian (Master's student at Columbia University), Sierra Hovey

Graduate-Undergraduate Mentees

†Angelina Quint (2021), †Hannah Looney (2020), †Sabrina Karjack (2019; Lab manager for Nora Newcombe, Temple University)

PRESENTATIONS

* Undergraduate Advisee

National Conferences and Meetings

- Imundo, M. N., Clark, C. M., & Paquette-Smith, M. (2021, November). Does collaborative practice testing with multiple-choice questions facilitate learning of tested and related information in the classroom? Poster presented at Virtual 62nd Annual Meeting of the Psychonomic Society.
- *Zung, I., Imundo, M. N., & Pan, S. C. (2021, November). The promises and pitfalls of premade versus selfmade digital flashcards. Poster presented at Virtual 62nd Annual Meeting of the Psychonomic Society.
- *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 presented at Virtual 14th Biennial Conference of the Society for Applied Research in Memory and Cognition.
- Paquette-Smith, M., Clark, C. M., **Imundo, M. N.**, & Cross, V. (2021, July). *Facilitating retrieval practice using an online test bank*. Poster presented at Biennial International Seminar on the Teaching of Psychological Science.
- 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 at Virtual 33rd Annual Meeting of the Association for Psychological Science.
- *Tien, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). Your own self view: Cognitive consequences of anxiety when learning online. Poster presented at Virtual 33rd Annual Meeting of the Association for Psychological Science.
- *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.
- 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 at Virtual 61st Annual Meeting of the Psychonomic Society.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

- Imundo, M. N.** (2021, Nov) Open Science Practices. Presented at Minifog, Los Angeles, CA.
- *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 Undergraduate Research Showcase.
- *Zung, I., **Imundo, M. N., Pan, S. C., & Bjork, E. L.** (2021, May). Digital flashcards: Do students use them effectively. Spoken presentation presented at UCLA Psychology Undergraduate Research Conference.
- *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 UCLA Psychology Undergraduate Research Conference.
- *Tien, I., **Imundo, M. N., & Bjork, E. L.** (2021, May). Your own self view: Cognitive consequences of anxiety when learning online. Poster presented at UCLA Psychology Undergraduate Research Conference.

- *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 UCLA Psychology Undergraduate Research Conference.
- Imundo, M. N.** (2021, Apr). Collaborative practice testing using the TestYourself resource in Introductory Psychology. Presented at CogFog, Los Angeles, CA.
- Imundo, M. N.** (2020, October). Open Science Practices. Presented at Minifog, Los Angeles, CA.
- Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2020, Sep). *Teaching about testing in Introductory Psychology*. Presented at UC Psychology Teaching & Learning Virtual Conference.
- Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2020, Aug). *Encouraging retrieval practice in Introductory Psychology*. Presented at CogFog, Los Angeles, CA.
- *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.
- *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 UCLA Psychology Undergraduate Research Conference.
- *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 Psychology Undergraduate Research Conference.
- *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 UCLA Psychology Undergraduate Research Conference.
- *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 Undergraduate Research Showcase.
- *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 Undergraduate Research Showcase.
- Imundo, M. N.** (2020, Apr). *Marketing your research experience*. Presented at Minifog, Los Angeles, CA.
- Imundo, M. N.**, & *Zung, I. (2020, Jan). *Is using flashcards more effective when studying with a partner than when studying alone?* Presented at CogFog, Los Angeles, CA.
- Imundo, M. N.** (2020, Jan). *Understanding the psychology of inaccurate information: Misinformation, fake news, and conspiracy theories*. Presented at CogFog, Los Angeles, CA.
- Imundo, M. N.** (2019, Dec). *Context variation and testing are powerful promoters of memory, but do they work together?* Presented at Cognitive Area Forum, Los Angeles, CA.
- Imundo, M. N.** (2019, Sep). *Context variation and retrieval practice benefit memory: But do they work together?* Presented at Cognitive Area Forum Data Blitz, Los Angeles, CA.
- Imundo, M. N.** (2019, Jul). *The surprising effect of testing in varying contexts*. Presented at CogFog, Los Angeles, CA.
- *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.
- *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.

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.

Imundo, M. N., & Engeln, R. (2017, Jun). *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.

SPECIAL SKILLS

Programming: C • Python 3 • SQL

Data analysis: R (*psych, ggplot, tidyverse* packages) • jamovi • JASP • SPSS software, including advanced modeling, mediation, moderation, and conditional process analysis, and the PROCESS macro

ACADEMIC SERVICE

Reviewing

Current Directions in Psychological Science

Learning and Individual Differences

Broadening Participation in Academia

Graduate-Undergraduate Mentorship Program, Graduate Student Mentor, UCLA. 2019-21

Panelist on Womxn in Research Career Breakout Session at UCLA UC Womxn’s 2020

Leadership Conference.

Health and Wellness Panel Co-Chair, Venue Chair, and Executive Committee Member 2019
for Equity, Inclusion, and Diversity Day.

Leadership

Vice President, Psychology Graduate Student Association, UCLA 2021-22

Treasurer, Psychology Graduate Student Association, UCLA. 2020-21

Biological Sciences Council Representative for Dept. of Psychology, UCLA. 2019-21

Outreach and Scientific Communication

Guest speaker, “Two heads are better than one!,” Oxbridge Academic Program, Los Angeles, CA. 2021

Guest speaker, “Two heads are better than one!,” Toluca Lake Elementary School, Los Angeles, CA. 2021

Psychology in Action Symposium Co-Chair, UCLA. 2020-21

Psychology in Action Symposium Committee, UCLA. 2019-20

Exploring Your Universe Volunteer, UCLA. 2019-20

Psychology in Action Social Media Co-Chair for, UCLA. 2019-20

Psychology in Action Contributor, UCLA. 2018-21

Additional Service

Organizer, CogFog meeting group, UCLA. 2021

MEMBERSHIPS

American Psychological Association • Association for Psychological Science • Psychonomic Society • Society for Text and Discourse

REFERENCES

Robert A. Bjork, Distinguished Research Professor of Psychology, Primary Advisor
University of California, Los Angeles
rabjork@psych.ucla.edu

Elizabeth Ligon Bjork, Professor of Psychology, Primary Advisor
University of California, Los Angeles
elbjork@psych.ucla.edu

Melissa Paquette-Smith, Assistant Professor of Teaching (Psychology), Research Advisor
University of California, Los Angeles
paquettesmith@psych.ucla.edu

David Rapp, Professor of Psychology, School of Education and Social Policy, Research Advisor
Northwestern University
rapp@northwestern.edu

Courtney Clark (*Teaching Reference*), Lecturer (Psychology), Research Advisor, Teaching Mentor
University of California, Los Angeles
courtneyclark@ucla.edu