

# Jonathan G. Tullis

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## Professional Positions

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| <b>Chair, Cognitive Science Graduate Program</b> , University of Arizona                                                                                     | 2024-present |
| <b>Associate Professor, Educational Psychology</b> , University of Arizona<br><i>Affiliated with Psychology</i>                                              | 2021-present |
| <b>Incoming Editor in Chief</b> , <i>Cognitive Research: Principles and Implications</i>                                                                     | 2026-2029    |
| <b>Assistant Professor</b> , University of Arizona<br><i>Department of Educational Psychology</i><br><i>Affiliated with Psychology and Cognitive Science</i> | 2015-2021    |
| <b>Post-doctoral Research Fellow</b> , Indiana University (adviser: Rob Goldstone)<br><i>Department of Psychological and Brain Sciences</i>                  | 2013-2015    |

## Education

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| <b>University of Illinois at Urbana-Champaign</b><br><i>Ph.D.</i> , Department of Psychology, Cognitive Division (advisers: Aaron Benjamin & Brian Ross) | May 2013  |
| <b>University of Notre Dame</b> , Notre Dame, IN<br><i>M.Ed.</i> , Specialization: high school science                                                   | July 2007 |
| <b>Dartmouth College</b> , Hanover, NH<br><i>B.A.</i> , Psychology and Physics, Cum Laude                                                                | June 2005 |

## Awards

|             |                                                                               |
|-------------|-------------------------------------------------------------------------------|
| 2023        | Erasmus Scholar, University of Arizona                                        |
| 2016        | Pressley Award for a Promising Scholar in Education, University of Notre Dame |
| 2015        | Faculty Travel Grant                                                          |
| 2009-2013   | National Science Foundation Graduate Research Fellowship                      |
| 2013        | Graduate College Travel Award                                                 |
| Summer 2012 | List of Teachers Ranked as Excellent, University of Illinois                  |
| Fall 2011   | Rated as an “outstanding” instructor (top 10% across University of Illinois)  |
| Summer 2009 | List of Teachers Ranked as Excellent, University of Illinois                  |
| Fall 2008   | List of Teachers Ranked as Excellent, University of Illinois                  |

## Editorial Board Positions

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|-----------------------------------------------------------------------------------------------|-----------|
| <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> (Associate Editor) | 2021-2024 |
| <i>Journal of Experimental Psychology: Applied</i> (Associate Editor)                         | 2021-2023 |

### **Funded Grants**

- 2025-2028     Harnessing Generative AI to Benefit Student Learning. Center for University Education Scholarship, UA. Distinguished Fellowship, **PI, \$60,000.**
- 2024            “Smart Studying”. UA Exploratory Mini Grant. PI: Shayla Brooks, **\$5,000.**
- 2019-2024     CAREER: That Reminds Me: The Causes and Consequences of Reminders, National Science Foundation, Perception, Action, and Cognition, **PI, \$580,000.**
- 2016-2017     Social Metacognition: How we predict other’s memories, UA Faculty Seed Grant, **PI, \$10,000**

### **Non-Funded Grants**

- Spring 2025    Modernizing Education with Extended Reality, PI, UA Big Ideas Challenge. Submitted.
- Spring 2025    Harnessing GenAI to Benefit Student Learning, PI, UA Distinguished Fellow. Submitted.
- Fall 2023       CAREER: That Reminds Me. Supplemental funding for student with disability, **PI, National Science Foundation.**
- Fall 2022       Virtual Reality and Computer Assisted Simulation of Tactile Feedback and Force Guidance in Functional Endoscopic Sinus Surgery Training. National Institutes of Health, Eugene Chang (Head and Neck Surgery) PI.
- Fall 2022       The impacts of dividing attention on metacognition. National Science Foundation.
- Summer 2020   A Pilot Program to Study Workforce Curricula in Manufacturing & High Temperature Aerospace Materials in order to Establish a Learning Organizational Framework for Implementation at a Large Scale. Naval Surface Warfare Center.
- Spring 2019    Modeling and Augmenting Workers' Learning Efficiency of New Operational Technologies at Workplaces via Augmented Reality [Resubmission], National Science Foundation, Future of Work at the Human-Technology Frontier, Changxu Wu (Systems Engineering) PI.
- Fall 2018       Using Retrieval Practice to Enhance Self-Regulated Learning, Spencer Foundation.
- Summer 2018   Modeling and Augmenting Workers' Learning Efficiency of New Operational Technologies at Workplaces via Augmented Reality, National Science Foundation, Future of Work at the Human-Technology Frontier, Changxu Wu (Systems Engineering) PI.
- Fall 2017       Individual Differences in the Use of Testing to Support Learning, Spencer Foundation.

- Fall 2017 Response to Intervention for College Students Post- Concussion, UA Start for Success, Jessie Brown (Speech, Language, Hearing Sciences) PI.
- Summer 2017 Student-generated memory cues: How students support their own learning, Institute of Education Sciences, Cognition and Student Learning.
- Spring 2017 Cognitive Factors Associated with Differential Responses to Mathematics Teacher Professional Development, McDonnell Foundation, Rebecca McGraw (Math Education) PI.
- Summer 2016 Student-generated memory cues: How students support their own learning, Institute of Education Sciences, Cognition and Student Learning.
- Summer 2016 Predicting the difficulty of material for students: How and how well teachers anticipate student performance, Institute of Education Sciences, Effective Teachers and Effective Teaching.
- Fall 2015 Environmental Science Studios: Open Access, Web-Based Technology for Education in Microbial Growth and Substrate Utilization, National Science Foundation, Improving Undergraduate STEM Education, Raina Maier (Soil, Water, and Environmental Science) PI.

### Peer Reviewed Publications

- Tullis, J. G., & Zhang, D.<sup>2</sup> (in press). Retrieval Practice Versus Generating Mnemonics: Implications for study strategy use in chemistry. *Journal of Experimental Psychology: Applied*.
- Tullis, J. G., & Feder, B.<sup>1</sup> (2023). The “curse of knowledge” in estimating others’ knowledge. *Memory & Cognition*, 51, 1214-1234.
- Tullis, J. G., & Goldstone, R. L. (2023). Peer discussions improve student learning. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from the Society for the Teaching of Psychology website: <https://teachpsych.org/ebooks/itow>
- Tullis, J. G., & Fraundorf, S. H. (2022). Selecting effectively contributes to the mnemonic benefits of self-generated cues. *Memory & Cognition*, 50, 765-781.
- Tullis, J. G., & Qiu, J.<sup>2</sup> (2022). Generating mnemonics boosts recall of chemistry content. *Journal of Experimental Psychology: Applied*, 28(1), 71-84.
- Peng, Y., & Tullis, J. G. (2022). Dividing Attention and Metacognition. In A. Flanigan, & J. Kim (Ed.), *Digital Distractions in the College Classroom* (pp. 62-90). IGI Global. <https://doi.org/10.4018/978-1-7998-9243-4.ch004>

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<sup>1</sup> Indicates undergraduate author

<sup>2</sup> Indicates graduate student author

- Tullis, J. G., & Finley, J. R. (2021). What characteristics make self-generated memory cues effective over time. *Memory*, 29 (10), 1308-1319.
- Tullis, J. G., & Benjamin, A. S. (2021). The negative reminding effect: Reminding impairs memory for contextual information. *Journal of Memory and Language*, 121, 104284.
- Peng, Y.<sup>2</sup>, & Tullis, J. G. (2021). Dividing attention impacts metacognitive control more than monitoring. *Psychonomic Bulletin & Review*, 28, 2064-2074.
- Zhang, D.<sup>2</sup>, & Tullis, J. G. (2021). Personal reminders: Self-generated reminders boost memory more than normatively related ones. *Memory & Cognition*, 49, 645-659.
- Tullis, J. G., & Goldstone, R. (2020). Why does peer instruction benefit student learning? *Cognitive Research: Principles and Implications*, 5:15.
- Tullis, J. G. & Maddox, G. (2020). The use of self-testing varies by grade and domain. *Metacognition and Learning*, 15, 129-154.
- Peng, Y.<sup>2</sup>, & Tullis, J. G. (2020). Theories of intelligence influence self-regulated study choices and learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46 (3), 487-496.
- Tullis, J. G. (2020). E-learning: The opportunities and challenges of online instruction. Routledge Encyclopedia of Education. [INVITED SUBMISSION]
- Tullis, J. G., & Finley, J. R. (2018). Self-generated memory cues: Effective tools for learning, training, and remembering. *Policy Insights from the Behavioral and Brain Sciences*, 5(2), 179-186. [INVITED SUBMISSION]
- Tullis, J. G. (2018). Predicting others' knowledge: Knowledge estimation as cue-utilization. *Memory & Cognition*, 46, 1360-1375.
- Tullis, J. G., Fiechter, J. L. & Benjamin, A. S. (2018). The efficacy of learners' testing choices. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 44, 540-552.
- Tullis, J. G., & Fraundorf, S. H. (2017). Predicting others' memory performance: The accuracy and bases of social metacognition. *Journal of Memory and Language*, 95, 124-137.
- Tullis, J. G., & Goldstone, R. (2017). Instruction in computer modeling can support broad application of complex systems knowledge. *Frontiers in Education*, 2, 1-18.
- Tullis, J. G., & Goldstone, R. (2016). Comparison versus reminding. *Cognitive Research: Principles and Implications*, 1:20.
- Ryskin, R., Benjamin, A. S., Tullis, J. G., & Brown-Schmidt, S. (2015). Perspective-taking in comprehension, production, and memory: An individual differences approach. *Journal of Experimental Psychology: General*, 144, 898-915.

- Tullis, J. G., & Benjamin, A. S. (2015). Cue Generation: How learners flexibly support future retrieval. *Memory & Cognition*, 43, 922-938.
- Houriha, K. L., & Tullis, J. G. (2015). When will bigger be (recalled) better? The influence of category size on JOLs depends on test format. *Memory & Cognition*, 43, 910-921.
- Tullis, J. G., Goldstone, R., & Hanson, A. (2015). Scheduling scaffolding: The extent and arrangement of assistance during training impacts test performance. *The Journal of Motor Behavior*, 47, 442-452.
- Tullis, J. G., & Benjamin, A. S. (2015). Cuing others' memories. *Memory & Cognition*, 43, 634-646.
- Tullis, J. G., Benjamin, A. S., & Ross, B. H. (2014). The reminding effect: Presentation of associates enhances memory for related words in a list. *Journal of Experimental Psychology: General*, 143, 1526-1540.
- Tullis, J. G., Benjamin, A. S., & Liu, X. (2014). Self-pacing study of faces of different races: Metacognitive control over study does not eliminate the cross-race recognition effect. *Memory & Cognition*, 42, 863-875.
- Tullis, J. G., Braverman, M., Ross, B. H., & Benjamin, A. S. (2014). Reminders influence the interpretation of ambiguous stimuli. *Psychonomic Bulletin & Review*, 21, 107-113.
- Benjamin, A. S., Tullis, J. G., & Lee, J. H. (2013). Criterion noise in ratings-based recognition: Evidence from the effects of response scale length on recognition accuracy. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 39, 1601-1608.
- Tullis, J. G., Finley, J. R., & Benjamin, A. S. (2013). Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. *Memory & Cognition*, 41, 492-442.
- Tullis, J. G. & Benjamin, A. S. (2012). Consequences of restudy choices in younger and older learners. *Psychonomic Bulletin & Review*, 19, 743-749.
- Tullis, J. G. & Benjamin, A. S. (2012). The effectiveness of updating metacognitive knowledge in the elderly: Evidence from metamnemonic judgments of word frequency. *Psychology and Aging*, 27, 683-690.
- Tullis, J. G., & Benjamin, A. S. (2011). On the effectiveness of self-paced learning. *Journal of Memory and Language*, 64, 109-118.
- Benjamin, A. S., & Tullis, J. G. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.
- Finley, J. R., Tullis, J. G., & Benjamin, A. S. (2009). Metacognitive control of learning and remembering. In M. S. Khine & I. M. Saleh (Eds.) *New Science of Learning: Cognition, Computers and Collaboration in Education*. New York: Springer Science & Business Media.

### **Manuscripts in Preparation**

Li, J.<sup>2</sup>, & Tullis, J. G. (in revision). Context Guides Use of Self-Regulated Learning Strategies.

Heshmati, H.<sup>2</sup>, & Tullis, J. G. (in prep). Dividing Attention Impairs Cue Integration during Metacognitive Monitoring.

Zhang, D.<sup>2</sup>, Tullis, J. G., & Maddox, G. (in prep.) Teachers' Beliefs about Instructional Strategies.

Peng, Y. <sup>2</sup>, & Tullis, J. G. (in prep.) Social Information Guides Self-Regulated Learning.

Tullis, J. G., & Bahoody, N. (in prep.) Dividing Attention Impairs Item Selection during Study.

### **Presentations**

Tullis, J. G., & Peng, Y. (2025, July). The Mind Reader's Dilemma: How We Predict What Others Know. Presentation at the Annual Summer Interdisciplinary Conference, Saint Gervais, France.

Tullis, J. G. (2025, May). Metacognition in the Digital Age. *Invited Distinguished Speaker*. Presentation at the Western Psychological Association Conference, Las Vegas, NV.

Tullis, J. G. (2025, April). How Experts Predict Novices' Knowledge. Presentation at the Midwestern Psychological Association Conference, Chicago, IL.

Tullis, J. G., & Goldstone, R. (2025, January). Why 'Peer Instruction' Benefits Learning. Presentation at the National Institute for the Teaching of Psychology, Clearwater, FL.

Heshmati, H.<sup>2</sup>, & Tullis, J. G. (2024, November). Using AI to generate summaries benefits learning. Poster presentation at the 66<sup>th</sup> Annual Meeting of the Psychonomic Society, New York City, NY.

Li, A.<sup>2</sup>, & Tullis, J. G. (2024, November). Learner control over complex science simulations benefits learning. Poster presentation at the 66<sup>th</sup> Annual Meeting of the Psychonomic Society, New York City, NY.

Tullis, J. G. (2024, November). Reminders are not recursive. Spoken presentation at the 66<sup>th</sup> Annual Meeting of the Psychonomic Society, New York City, NY.

Tullis, J. G. (2024, October). The Mind Reader's Dilemma: How we misjudge what others know. Presentation at the Cognitive Science Colloquium, University of Arizona.

Tullis, J. G. (2024, April). Are reminders recursive? Spoken presentation at the Rocky Mountain Psychological Association, Denver, Co.

Li, J.<sup>2</sup>, & Tullis, J. G. (2023, November). The direction of reminding. Poster presentation at the 65<sup>th</sup> Annual Meeting of the Psychonomic Society, San Francisco, Ca.

- Zhang, D.<sup>2</sup>, & Tullis, J. G. (2023, November). Retrieval practice versus mnemonics. Poster presentation at the 65<sup>th</sup> Annual Meeting of the Psychonomic Society, San Francisco, Ca.
- Heshmati, H.<sup>2</sup>, & Tullis, J. G. (2023, November). Dividing attention impairs metacognitive monitoring. Poster presentation at the 65<sup>th</sup> Annual Meeting of the Psychonomic Society, San Francisco, Ca.
- Tullis, J. G. (2023, May). Estimating what others know: How we predict others' knowledge and the factors that influence those predictions. Presentation at the Cognitive Brown Bag, University of Pittsburgh.
- Li, J.<sup>2</sup>, Ping, Y. <sup>2</sup>, & Tullis, J. G. (2022, November). Dividing attention does not impact the mnemonic benefits of reminding. Poster presentation at the 64<sup>th</sup> Annual Meeting of the Psychonomic Society, Boston, Ma.
- Tullis, J. G. (2022, November). Reminders cause false memories. Poster presentation at the 64<sup>th</sup> Annual Meeting of the Psychonomic Society, Boston, Ma.
- Zhang, D.<sup>2</sup>, Tullis, J. G., & Maddox, G. (2022, August). Middle and high school teachers' beliefs about study strategies. Poster presentation at American Psychological Association, Minneapolis, Mn.
- Tullis, J. G. (2022, May). Learning with others: The mechanisms and long term learning benefits of peer instruction. Presentation at the Perusall Exchange.
- Tullis, J. G. (2022, January). Always something there to remind me: Reminders modify memory and produce generalization. Presentation to the UArizona Cognitive Science Colloquium.
- Li, J.<sup>2</sup>, & Tullis, J. G. (2021, November). Reminding guides the use of self-regulated reading reflections. Poster presentation at the 62<sup>nd</sup> Annual Meeting of the Psychonomic Society, Online due to COVID-19.
- Tullis, J. G. (2021, November). Reminders cause interference in memory for related trivia facts. Poster presentation at the 62<sup>nd</sup> Annual Meeting of the Psychonomic Society, Online due to COVID-19.
- Castro, S.<sup>2</sup>, & Tullis, J. G. (2021, June). Learning from examples: Generating or comparing. Poster presentation at McMaster Conference on Education & Cognition, Online due to COVID-19.
- Tullis, J. G. (2021, February). Estimating what others know: How we predict others' knowledge and the factors that influence those predictions. Brownbag Presentation, Vanderbilt.
- Milburn, H., Diehl, T., Maddox, G., & Tullis, J. G. (2020, November). Student and teacher sensitivity to the benefits of retrieval practice. Poster presentation at the 61<sup>st</sup> Annual Meeting of the Psychonomic Society, Online due to COVID-19.

- Tullis, J. G., & Qui, J.<sup>2</sup> (2020, November). Generating mnemonics boosts recall of chemistry content. Spoken presentation at the 61<sup>st</sup> Annual Meeting of the Psychonomic Society, Online due to COVID-19.
- Tullis, J. G. (2020, October). Blasts from the past: Encoding novel stimuli can prompt retrievals of prior episodes. Brownbag Presentation, University of Pittsburgh.
- Tullis, J. G. (2020, June). Learning from examples. Spoken presentation at McMaster Conference on Education & Cognition, Online due to COVID-19.
- Tullis, J. G., & Goldstone, R. (2020, April). How peer instruction changes student learning. Spoken presentation at AERA, San Francisco. [Conference canceled due to COVID-19]
- Tullis, J. G., & Goldstone, R. (2019, November). Why does peer instruction benefit student learning? Spoken presentation at the 60<sup>th</sup> Annual Meeting of the Psychonomic Society, Montreal.
- Tullis, J. G. (2018, December). Choosing Retrieval Practice: When and How Effectively Do Students Choose Testing. Spoken presentation at the 9<sup>th</sup> Arizona Cognitive Science Conclave, Phoenix.
- Tullis, J. G. (2018, November). Predicting Others' Knowledge: Expertise and experience change what cues are used. Spoken presentation at the 59<sup>th</sup> Annual Meeting of the Psychonomic Society, New Orleans.
- Tullis, J. G., Peng, Y. (2018, November). Theories of intelligence influence restudy choices. Spoken presentation at the International Association for Metacognition conference, New Orleans.
- Zhang, D.<sup>2</sup>, & Tullis, J. G. (2018, November). Personal reminders: Idiosyncratic associations boost memory more than normative ones. Poster presentation at the 59<sup>th</sup> Annual Meeting of the Psychonomic Society, New Orleans.
- Tullis, J. G. (2018, September). The schedule of scaffolding affects math learning and metacognition. Poster presentation at the Center for Integrative Research on Cognition, Learning, and Education Conference, St. Louis.
- Peng, Y.<sup>2</sup>, & Tullis, J. G. (2018, April). Theories of intelligence influence restudy choices. Spoken presentation at AERA, New York.
- Tullis, J. G., & Goldstone, R. (2017, November). Reminding vs. Comparison. Spoken presentation at the 58<sup>th</sup> Annual Meeting of the Psychonomic Society, Vancouver.
- Tullis, J. G. (2017, April). Predicting others' knowledge: Judgment conditions affect the accuracy of estimates of difficulty for others. Roundtable session at AERA.
- Tullis, J. G. (2016, December). Predicting others' understanding: Perspective-taking in knowledge estimation. Presentation at the 7<sup>th</sup> Arizona Cognitive Science Conclave, Phoenix.

- Tullis, J. G., (2016, November). Estimating others' knowledge: Judgment conditions affect the accuracy and bases of estimates of difficulty for others. Poster presentation at the 57<sup>th</sup> Annual Meeting of the Psychonomic Society, Boston.
- Tullis, J. G. (2016, November). The influence of others' study choices on metacognitive monitoring and control. Presentation at the conference of the International Association for Metacognition, Boston.
- Fraundorf, S. H., & Tullis, J. G. (2016, November). Predicting the memory performance of others. Presentation at the conference of the International Association for Metacognition, Boston.
- Tullis, J. G. & Fraundorf, S. H. (2015, December). Predicting others' memories. Poster presented at the Arizona Cognitive Science Conclave, Tucson.
- Tullis, J. G., (2015, November). Reminders influence source memory. Poster presentation at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago.
- Tullis, J. G. & Fraundorf, S. H. (2015, November). Predicting others' memories. Poster presented at the 56<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago.
- Tullis, J. G. (2015, September). Reminders: The influence of prior episodes on present behavior. Presentation to the Cognitive Science Group at University of Arizona.
- Tullis, J. G., Goldstone, R., & Hanson, A. (2014, November). Scheduling scaffolding: The extent and arrangement of assistance during training impacts test performance. Poster presentation at the 55<sup>th</sup> annual meeting of the Psychonomics Society, Long Beach, CA.
- Tullis, J. G. (2014, November). The wonders and woes of self-paced learning. Presentation at the conference of the International Association for Metacognition, Long Beach, CA.
- Houriha, K. L., & Tullis, J. G. (2014, November). When will bigger be (recalled) better? The influence of category size on JOLs depends upon test format. Presentation at the conference of the International Association for Metacognition, Long Beach, CA.
- Tullis, J. G. (2014, October). Reminders: The influence of unplanned retrievals on memory and interpretation. Presentation to the Cognitive Psychology Department at Indiana University.
- Tullis, J. G., & Goldstone, R. L. (2014, September). The mnemonic and metamnemonic consequences of predictions in science learning. Presentation at the Memory and Cognition Laboratory, Champaign, IL.
- Tullis, J. G., & Goldstone, R. L., & Hanson, A. J. (2014, September). Schedule of scaffolding impacts what and how well skills are learned. Poster presentation at the Center for Integrative Research on Cognition, Learning, and Education Conference, St. Louis, MO.
- Hanson, A. J., Goldstone, R. L., & Tullis, J. G. (2014, June). The bugcatcher. Presentation at the Thirteenth Annual Summer Interdisciplinary Conference, Moab, UT.

- Tullis, J. G., & Benjamin, A. S. (2013, November). Generating memory cues for others. Poster presentation at the 54<sup>th</sup> Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Tullis, J. G. (2013, March). That reminds me: The influence of unplanned retrievals on memory and understanding. Presentation to the Cognitive Psychology Department at University of Illinois, Urbana-Champaign.
- Tullis, J. G. (2012, December). Promises and Pitfalls of Self-Regulated Learning: Evidence from study time allocation, item selection, and activity selection. Presentation to Psychological and Brain Sciences Department. Indiana University.
- Tullis, J. G., & Benjamin, A. S. (2012, November). Metacognitive control of encoding same- and other-race faces. Poster presentation at the 53<sup>th</sup> Annual Meeting of the Psychonomic Society, Minneapolis.
- Tullis, J. G., Benjamin, A. S., & Ross, B. H. (2011, November). A metacognitive illusion in category learning. Poster presented at the 52<sup>th</sup> Annual Meeting of the Psychonomic Society, Seattle.
- Tullis, J. G., & Benjamin, A. S. (2009, November). On the effectiveness of self-paced learning. Poster presented at the 50<sup>th</sup> Annual Meeting of the Psychonomic Society, Boston.
- Tullis, J. G., Benjamin, A. S., & Ross, B. H. (2008, November). What makes distributed practice effective? Poster presented at the 49<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago.

### **Outreach Presentations**

- Tullis, J. G. (2025, March). The Science of Learning: Applying Cognitive Psychology to Bolster STEM Learning. Presentation at the National Science Teachers Association Conference, Philadelphia, PA.
- Tullis, J. G. (2024, November). Busting Learning Myths (and what we can use instead to support student learning). Presentation at the National Science Teachers Association Conference, New Orleans, La.
- Tullis, J. G. (2024, April). Science of Learning Workshop. Planned and hosted a science of learning workshop (professional development) for 40 local teachers. Tucson, Az.
- Tullis, J. G. (2024, April). Brain Based Instruction: Using Cognitive Psychology to Bolster Learning. Presentation at the National Science Teachers Association Conference, Denver, Co.
- Tullis, J. G. (2023, November). Busting Learning Myths (and what we can use instead to support student learning). Presentation to Stanley Clark School during Professional Development, South Bend, In.

- Tullis, J. G. (2023, October). Brain Based Instruction: Using Cognitive Psychology to Bolster Learning. Presentation at the National Science Teachers Association Conference, Kansas City, Mo.
- Tullis, J. G. (2023, September). Improving Math Thinking Using Cognitive Psychology. Presentation at the Arizona Association for the Teachers of Mathematics, Virtual Conference.
- Tullis, J. G. (2023, June). 3 Common Myths About Learning—and What Teachers Can Do Instead. <https://www.edutopia.org/article/common-myths-learning>
- Tullis, J. G. (2023, March). Brain Based Cognition: Applying Cognitive Psychology to Improve Science Instruction. Presentation at National Science Teacher's Association Conference, Atlanta, Ga.
- Tullis, J. G. (2022, October). Science of Learning Workshop. Planned and hosted a science of learning workshop (professional development) for local teachers. Tucson, Az.
- Tullis, J. G. (2022, July). Brain Based Cognition: Applying Cognitive Psychology to Improve Student Learning. Presentation at National Science Teacher's Association Conference, Chicago, Il.
- Tullis, J. G. (2022, May). Applying Cognitive Psychology to Education: Benefits and Boundary Conditions. Presentation at Tucson Regional Educator's Collaborative, Tucson, Az.
- Tullis, J. G. (2020, January). Making decisions: How simple biases shape how we act. Presentation at Arizona State Prison through the Prison Education Project, Tucson, Az.
- Tullis, J. G. (2019, June). How can teachers use cognitive psychology to support student learning. Presentation at Envision High School, Tucson, Az.
- Tullis, J. G. (2018, June). Brain-based instruction: Using cognitive psychology to bolster student learning. Presentation at Arizona Teachers' Institute, Tucson, Az.
- Tullis, J. G. (2017, March). Applying Cognitive Psychology to Education: Benefits and Boundary Conditions. Presentation at Arizona Psychology Undergraduate Research Conference, Arizona State University.
- Tullis, J. G. (2017, January). 4 Cognitive principles to easily improve student learning. Presentation to Patagonia School District Teachers, Patagonia, AZ.
- Tullis, J. G. (2017, January). Making sense of mathematics: Using the brain to enhance math instruction. Presentation at the Mathematics Educator Appreciation Day Conference, Tucson.
- Tullis, J. G. (2016, September). Improving Physics Learning Through Cognitive-Based Pedagogy. Presentation to the Tucson Area Physics Teachers (TAPT) group, Tucson.

### **College Teaching Experience**

## University of Arizona

|                                                          |          |                         |
|----------------------------------------------------------|----------|-------------------------|
| Decision Making Across the Lifespan (in person & Online) | EdP 410  | Fall 2017-2025          |
| Ed Psych in Sport (in person & online)                   | EdP 430  | Fall 2022-2025          |
| Learning Theories (in person & online)                   | EdP 510  | Spring 2016-2025        |
| Advanced Research Methods                                | EdP 667  | Spring 2019, 2017       |
| Self-Regulated Learning                                  | EdP 615b | Spring 2022, 2019, 2018 |
| Social Cognition in Education                            | EdP 615a | Spring 2018             |
| Cognitive Approaches to Education                        | EDP 696  | Fall 2015               |
| Independent Study                                        | EDP 699  | Fall 2019, Fall 2022    |

## University of Illinois

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|------------------------------------------|-----------|--------------------------------|
| Cognitive Psychology                     | Psych 224 | Fall 2012, Su2009, Spring 2009 |
| Learning and Memory                      | Psych 248 | Spring 2012                    |
| Introduction to Psychology               | Psych 100 | Fall 2011                      |
| Research Methods in Cognitive Psychology | Psych 331 | Fall 2008                      |

## Ad Hoc Reviewer

*Journal of Experimental Psychology: General  
Memory & Cognition*  
*Journal of Experimental Psychology: Learning,  
Memory, and Cognition*  
*Journal of Research on Personality*  
*Science of Learning: Nature  
Learning and Instruction*  
*Journal of Experimental Psychology: Applied*  
*Psychonomic Bulletin & Review*  
*Journal of Memory and Language*  
*Memory*  
*Psychology and Aging*  
*Journal of Applied Gerontology*  
*Journal of Gerontology: Psychological Sciences*  
*Quarterly Journal of Experimental Psychology*  
*Applied Cognitive Psychology*  
*Acta Psychologica*  
*PLOS One*  
*Anatomical Sciences Education*  
*European Journal of Psychology of Education*  
*Frontiers in Psychology*

*Mind, Brain, and Education*  
*Cognitive Psychology*  
*Educational Psychology Review*  
*Metacognition and Learning*  
*Human Factors*  
*Aging, Neuropsychology, and Cognition*  
*Journal of Applied Research in Memory and  
Cognition*  
*Journal of Experimental Child Psychology*  
*Social Psychology of Education*  
*Journal of Educational Psychology*  
*British Journal of Educational Technology*  
*Behavioral Sciences*  
*Journal of Chemical Education*

### Funding Agencies:

*NSF: Perception, Action, Cognition*  
*European Regional Development Fund*  
*AERA Conference Reviewer*  
*Women in Science Fellowship*  
*Israel Science Foundation*

## Advising

### 2024-2025

Dissertation Chair – Ang Li  
Comps Committee – Jocelyn Tang (Psychology)  
Comps Committee Minor Advisor – Ben Caldera  
Master's Report Committee – Sabryna Jimenez  
Undergraduate Thesis Chair – Shayla Brooks  
STAR Lab (high school student) – Keertana Konkimalla  
UROC (undergraduate) – Abbigail Vallance

**2023-2024**

Comps Committee – Melinda Struyk  
Comps Chair – Sergio Castro  
STAR Lab (high school student) – Nassar Bahody

**2022-2023**

Dissertation Chair – Di Zhang  
Dissertation Committee – Shane Thomas (Molecular and Cellular Biology)

**2020-2021**

Comps Committee – Shane Thomas (Molecular and Cellular Biology)  
Comps Committee – Rebecca Friesen  
Comps Committee Chair – Di Zhang  
Master's Thesis Committee – Ryan Lee (McMaster University)  
Master's Thesis Committee – Juhnze Yang  
Master's Thesis Chair – Jiyu Li  
Master's Thesis Chair – Haydon Ekstrom

**2019-2020**

Master's Thesis Chair – Leslie Bosch  
Master's Thesis Chair – Jiahui Qiu  
Comps Committee – Sarah Grace  
Undergraduate Thesis Chair – Brennen Feder  
Undergraduate Thesis Chair – Dominique Hughes (Neuroscience)

**2018-2019**

Dissertation Chair – Yaopeng Peng  
Dissertation Co-chair – Elizabeth Bukoski  
Dissertation Committee – Zhongyuan Li  
Master's Thesis Chair – Di Zhang  
Master's Thesis Committee – Mary Hartman  
Master's Thesis Committee – Avery Mickens  
Comps Committee – Melissa Akan (Psychology, University of Illinois)

**2017-2018**

Comps Committee – Elizabeth Bukoski  
Comps Committee – Stella Sakhon (Psychology)  
Dissertation Committee – Katie Esterline (Psychology)  
Master's Thesis Committee – Lauren Clough  
Master's Thesis Committee – Daisy (Shuxin) Di  
Master's Thesis Committee – Ambareen Baig  
Master's Thesis Committee – Greg Hughes (Psychology, Boston University)  
Undergraduate Thesis Chair – Samantha Orwoll (Psychology)

**2016-2017**

Comps Committee – Katie Esterline (Psychology)  
Master's Project Committee – Ben Caldera  
Master's Project Committee – Kylan Butler

Master's Thesis Committee – Xueyan Li  
Dissertation Committee – Erica Defrain

**2015-2016**

Master's Project Committee – Charlene Bruce

**Service**

**University Level**

|                         |                                                      |
|-------------------------|------------------------------------------------------|
| Summer 2024-ongoing     | Chair, Cognitive Science GIDP                        |
| Fall 2024-ongoing       | Graduate College Travel Awards Reviewer              |
| Fall 2022-Spring 2025   | Cognitive Science GIDP Executive Committee           |
| Fall 2022-Spring 2023   | Inclusive Leadership Institute                       |
| Summer 2022             | University NSF CAREER Proposal Reviewer              |
| Spring 2022             | MENTOR Institute                                     |
| Summer 2021             | eIRB Champion, eIRB Product Tester                   |
| Spring 2021             | NSF CAREER Grant Panel                               |
| Fall 2016-Spring 2023   | Committee on Faculty Membership, Faculty Senate      |
| Fall 2017-Spring 2021   | Graduate Council Member                              |
| Spring 2016-ongoing     | Graduate Student Showcase Judge                      |
| Spring 2018-2023        | Grad Slam Judge                                      |
| Spring 2018-2024        | UA Research & Development Grant Reviewer             |
| Spring 2016-Spring 2019 | Senior Awards Committee Member                       |
| Spring 2018             | Strategic Planning Committee: Pedagogy & Instruction |

**College Level**

|                       |                                              |
|-----------------------|----------------------------------------------|
| Fall 2023-Spring 2025 | College Council Representative               |
| Spring 2022           | College of Education Dean's Search Committee |
| Fall 2016-Fall 2018   | College of Education Dean's Search Committee |

**Department Level**

|                         |                                              |
|-------------------------|----------------------------------------------|
| Fall 2017-ongoing       | EdP Participant Pool Coordinator             |
| Spring 2019-Summer 2024 | EdP Social Media Coordinator                 |
| Fall 2016-Summer 2024   | EdP IRB Exempt Reviewer                      |
| Spring 2020-Spring 2023 | EdP Annual Review Committee, Chair 2022-2023 |
| Spring 2021-Fall 2022   | EdP Chair Advanced Faculty Search Committee  |
| Fall 2019-Spring 2020   | EdP Learning Sciences Search Co-Chair        |
| Fall 2015-Spring 2016   | EdP Quantitative Search Committee            |

**Community**

|                         |                                               |
|-------------------------|-----------------------------------------------|
| Fall 2023-ongoing       | Star Lab – High School Science Fair Mentor    |
| Spring 2019 – Fall 2020 | APA – High school science standards committee |
| Spring 2018, 2021       | SARSEF Science Fair Judge                     |
| Spring 2017, 2019       | APA Intel International Science Fair Judge    |
| Spring 2017             | Skype a Scientist                             |

**Professional Memberships**

Psychonomic Society [Review Committee Member]  
American Educational Research Association – Division C

American Psychological Association – Division 15  
International Association for Metacognition  
Cognitive Science Society