Jonathan G. Tullis

Department of Educational Psychology · University of Arizona
1430 E. Second Street · Tucson, AZ, 85712
tullis@email.arizona.edu

Professional Positions

Chair, *Cognitive Science Graduate Program*, University of Arizona 2024-present
Associate Professor, *Educational Psychology,* University of Arizona 2021-present
Affiliated with Psychology
Incoming Editor in Chief, *Cognitive Research: Principles and Implications* 2026-2029

Assistant Professor, University of Arizona 2015-2021
Department of Educational Psychology
Affiliated with Psychology and Cognitive Science

Post-doctoral Research Fellow, Indiana University (adviser: Rob Goldstone) 2013-2015
Department of Psychological and Brain Sciences

Education

University of Illinois at Urbana-Champaign May 2013
Ph.D., Department of Psychology, Cognitive Division (advisers: Aaron Benjamin & Brian Ross)

University of Notre Dame, Notre Dame, IN July 2007
M.Ed., Specialization: high school science

Dartmouth College, Hanover, NH June 2005
B.A., Psychology and Physics, Cum Laude

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

Journal of Experimental Psychology: Learning, Memory, and Cognition (Associate Editor) *2021-2024*
Journal of Experimental Psychology: Applied (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 Remindings, 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.[2] (in press). Retrieval Practice Versus Generating Mnemonics: Implications for study strategy use in chemistry. *Journal of Experimental Psychology: Applied*.

Tullis, J. G., & Feder, B.[1] (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.[2] (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

[1] Indicates undergraduate author
[2] 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.[2], & Tullis, J. G. (2021). Dividing attention impacts metacognitive control more than monitoring. *Psychonomic Bulletin & Review*, 28, 2064-2074.

Zhang, D.[2], & 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.[2], & 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.

Hourihan, 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). Remindings 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.[2], & Tullis, J. G. (in revision). Context Guides Use of Self-Regulated Learning Strategies.

Heshmati, H.[2], & Tullis, J. G. (in prep). Dividing Attention Impairs Cue Integration during Metacognitive Monitoring.

Zhang, D.[2], Tullis, J. G., & Maddox, G. (in prep.) Teachers' Beliefs about Instructional Strategies.

Peng, Y. [2], & 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.[2], & Tullis, J. G. (2024, November). Using AI to generate summaries benefits learning. Poster presentation at the 66th Annual Meeting of the Psychonomic Society, New York City, NY.

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

Tullis, J. G. (2024, November). Remindings are not recursive. Spoken presentation at the 66th 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 remindings recursive? Spoken presentation at the Rocky Mountain Psychological Association, Denver, Co.

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

Zhang, D.[2], & Tullis, J. G. (2023, November). Retrieval practice versus mnemonics. Poster presentation at the 65th Annual Meeting of the Psychonomic Society, San Francisco, Ca.

Heshmati, H.[2], & Tullis, J. G. (2023, November). Dividing attention impairs metacognitive monitoring. Poster presentation at the 65th 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.[2], Ping, Y. [2], & Tullis, J. G. (2022, November). Dividing attention does not impact the mnemonic benefits of reminding. Poster presentation at the 64th Annual Meeting of the Psychonomic Society, Boston, Ma.

Tullis, J. G. (2022, November). Remindings cause false memories. Poster presentation at the 64th Annual Meeting of the Psychonomic Society, Boston, Ma.

Zhang, D.[2], 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: Remindings modify memory and produce generalization. Presentation to the UArizona Cognitive Science Colloquium.

Li, J.[2], & Tullis, J. G. (2021, November). Reminding guides the use of self-regulated reading reflections. Poster presentation at the 62nd Annual Meeting of the Psychonomic Society, Online due to COVID-19.

Tullis, J. G. (2021, November). Remindings cause interference in memory for related trivia facts. Poster presentation at the 62nd Annual Meeting of the Psychonomic Society, Online due to COVID-19.

Castro, S.[2], & 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 61st Annual Meeting of the Psychonomic Society, Online due to COVID-19.

Tullis, J. G., & Qui, J.[2] (2020, November). Generating mnemonics boosts recall of chemistry content. Spoken presentation at the 61st 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. *S*poken 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 60th 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 9th 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 59th 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.[2], & Tullis, J. G. (2018, November). Personal reminders: Idiosyncratic associations boost memory more than normative ones. Poster presentation at the 59th 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.[2], & 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 58th 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 7th 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 57th 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). Remindings influence source memory. Poster presentation at the 56th Annual Meeting of the Psychonomic Society, Chicago.

Tullis, J. G. & Fraundorf, S. H. (2015, November). Predicting others' memories. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago.

Tullis, J. G. (2015, September). Remindings: 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 55th 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.

Hourihan, 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). Remindings: 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 54th 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 53th 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 52th 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 50th 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 49th 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

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