

CURRICULUM VITAE

Mark A. McDaniel

Professor

Department of Psychology
Washington University in St. Louis
St. Louis, MO 63130-4899
Telephone: (314) 935-8030

EDUCATION

A.B.- in Mathematics and Psychology, Oberlin College, 1974.

M.A.- in Experimental Psychology, Thesis Title: "Memory for the Meaning and Surface Structure of Sentences as a Function of Processing Difficulty," University of Colorado, 1978.

Ph.D.- in Experimental Psychology with Quantitative Psychology Minor, Dissertation Title: "Bottom-Up and Top-Down Acquisition of Expertise on River-Crossing

Problems: A

ACADEMIC HONORS

Member, Memory Disorders Research Society (2008)
Fellow, Society of Experimental Psychologists (2008)
Fellow, Association for Psychological Science (2007)
Fellow, American Psychological Association, Division 3 (2003)
President, American Psychological Association, Division 3, 2012-2013
President, Rocky Mountain Psychological Association, 1996-1997.
Consulting (Action) Editor, Cognitive Psychology. 2003-2009.
Consulting Editor, Psychology and Aging. 2003-2009.
Associate Editor, Journal of Experimental Psychology: Learning, Memory, and Cognition. 1995-2000.
Consulting Editor, Educational Psychology Review, 2012-2013.
Consulting Editor, Journal of Applied Research in Memory and Cognition, 2012-Present.
Consulting Editor, Journal of Educational Psychology. 1990-1994, 2014-Present.
Consulting Editor, Journal of Experimental Psychology: Learning, Memory, and Cognition. 1986-1993, 2002, 2007-Present.
Consulting (Action) Editor, Memory. 1992-1994.
Consulting Editor, Memory & Cognition. 1989-1994.
Consulting Editor, Psychological Research. 1988-1993.
Consulting Editor, Psychonomic Bulletin & Review. 1993-1994.
Elected to Sigma Xi, 1985.
Heyers-Bowers Industrial Psychology Award, 1978.
Member of the Scientific Committee (committee responsible for content and organization) of the Second Workshop on Imagery and Cognition, September 21-23,

1988, Padua, Italy.

Member of the Scientific Committee of the Third European Workshop on Imagery and Cognition, August 15-18, 1990, Aberdeen, Scotland.

Member of the Program Committee for the Midwestern Psychological Association (for meeting to be held in 1991).

Program Chair for 1993 annual meeting of the Midwestern Psychological Association.

POSITIONS HELD

July, 2011 -- Present

Co-Director, Center for Integrative Research on Cognition, Learning, and Education

July, 2004 – Present

Professor, Department of Psychology, Washington University in St. Louis

August, 2002 – May, 2004

Chair, Department of Psychology, University of New Mexico

July, 1994 – June, 2004

Professor, Department of Psychology, University of New Mexico

August, 1993 - July, 1994

Visiting Professor, Department of Psychology, University of Arizona.

July, 1991 - July, 1994

Professor, Department of Psychological Sciences, Purdue University.

February, 1990 - March, 1990

Visiting Scholar, Department of Psychology, University of Padova, Padova, Italy.

April, 1990 - May, 1990

Visiting Scholar, Institute of Psychology, University of Basel, Basel, Switzerland.

June, 1987 - July, 1991

Associate Professor, Department of Psychological Sciences, Purdue University.

January, 1987 - June, 1987

Director of Graduate Studies, Department of Psychology, University of Notre Dame.

August, 1981 - June, 1987

Assistant Professor, Department of Psychology, University of Notre Dame.

January, 1980 - August, 1981

Member of Technical Staff at Bell Laboratories, Holmdel, N.J.

PUBLICATIONS

Refereed Journal Articles

McDaniel, M. A., & Masson, M. E. (1977). Long-term retention: When incidental semantic processing fails. Journal of Experimental Psychology: Human Learning and Memory, 3, 270-281.

McDaniel, M. A., Friedman, A., & Bourne, L. E., Jr. (1978). Remembering the levels of information in words. Memory & Cognition, 6, 156-164.

Maier, S. F., Coon, D. J., McDaniel, M. A., Jackson, R. L., & Grau, J. (1979). The time course of learned helplessness, inactivity and nociceptive deficits in rats. Learning and Motivation, 10, 467-487.

Masson, M. E. J., & McDaniel, M. A. (1981). The role of organizational processes in long-term retention. Journal of Experimental Psychology: Human Learning and Memory, 7, 100-110.

McCombs, B. L., & McDaniel, M. A. (1981). On the design of adaptive treatments for individualized instructional systems. Educational Psychologist, 6, 11-22.

McDaniel, M. A. (1981). Syntactic complexity and elaborative processing. Memory & Cognition, 9, 487-495.

McCombs, B. L., & McDaniel, M. A. (1983). Individualizing through treatment matching: A necessary but not sufficient approach. Education, Communication & Technology Journal, 31, 213-225.

Einstein, G. O., McDaniel, M. A., Bowers, C. A., & Stevens, D. T. (1984). Memory for prose: The influence of relational and proposition-specific processing. Journal of Experimental Psychology: Learning, Memory, and Cognition, 10, 133-143.

McDaniel, M. A. (1984). The role of elaborative and schema processes in story memory. Memory & Cognition, 12, 46-51.

McDaniel, M. A., & Pressley, M. (1984). Putting the keyword method in context. Journal of Educational Psychology, 76, 598-609.

McDaniel, M. A., & Kearney, E. M. (1984). Optimal learning strategies and their spontaneous use: The importance of task appropriate processing. Memory & Cognition, 12, 361-373.

McDaniel, M. A., & Masson, M. E. J. (1985). Altering memory representations through retrieval. Journal of Experimental Psychology: Learning, Memory, and Cognition, 11, 371-385.

- Lyman, B. J., & McDaniel, M. A. (1986). Effects of encoding strategy on long-term memory for odors. Quarterly Journal of Experimental Psychology, 38A, 753-765. (Reprinted in P. T. Smith and R. A. Boakes [Eds.], Human and animal memory [pp. 227-239]. Hillsdale, N.J.: Erlbaum).
- McDaniel, M. A., & Einstein, G. O. (1986). Bizarre imagery as an effective mnemonic aid: The importance of distinctiveness. Journal of Experimental Psychology: Learning, Memory, and Cognition, 12, 54-65.
- McDaniel, M. A., Einstein, G. O., Dunay, P. K., & Cobb, R. (1986). Encoding difficulty and memory: Toward a unifying theory. Journal of Memory and Language, 25, 645-656.
- Pryor, J. B., McDaniel, M. A., & Kott, T. L. (1986). The influence of the level of schema abstractness upon the processing of social information. Journal of Experimental Social Psychology, 22, 312-327.
- McDaniel, M. A., & Kerwin, M. L. E. (1987). Long-term prose retention: Is an organizational schema sufficient? Discourse Processes, 10, 237-252.
- McDaniel, M. A., Lapsley, D. K., & Milstead, M. (1987). Testing the generality and automaticity of self-reference encoding with release from proactive interference. Journal of Experimental Social Psychology, 23, 269-284.
- McDaniel, M. A., Pressley, M., & Dunay, P. K. (1987). Long term retention of vocabulary after keyword and context learning. Journal of Educational Psychology, 79, 87-89.
- McDaniel, M. A., & Tillman, V. P. (1987). Discovering a meaning versus applying the keyword method: Effects on recall. Contemporary Educational Psychology, 12, 156-175.
- Pressley, M., McDaniel, M. A., Turnure, J. E., Wood, E., & Ahmad, M. (1987). Generation and precision of elaboration: Effects on intentional and incidental learning. Journal of Experimental Psychology: Learning, Memory, and Cognition, 13, 291-300.
- McDaniel, M. A., Dunay, P. K., Lyman, B. J., & Kerwin, M. L. E. (1988). Effects of elaboration and relational distinctiveness on sentence memory. American Journal of Psychology, 101, 357-369.
- McDaniel, M. A., Einstein, G. O., & Lollis, T. (1988). Qualitative and Quantitative considerations in encoding difficulty effects. Memory & Cognition, 16, 8-14.
- McDaniel, M. A., Waddill, P. J., & Einstein, G. O. (1988). A contextual account of the generation effect: A three-factor theory. Journal of Memory and Language, 27, 521-536.
- Pressley, M., Symons, S., McDaniel, M. A., Snyder, B. L., & Turnure, J. E. (1988). Elaborative

- interrogation facilitates acquisition of confusing facts. Journal of Educational Psychology, 80, 268-278.
- Waddill, P. J., McDaniel, M. A., & Einstein, G. O. (1988). Illustrations as adjuncts to prose: A text-appropriate processing approach. Journal of Educational Psychology, 80, 457-464.
- Einstein, G. O., McDaniel, M. A., & Lackey, S. (1989). Bizarre imagery, interference, and distinctiveness. Journal of Experimental Psychology: Learning, Memory, and Cognition, 15, 137-146.
- McDaniel, M. A., Anderson, D. C., Einstein, G. O., & O'Halloran, C. M. (1989). Modulation of environmental reinstatement effects through encoding strategies. American Journal of Psychology, 102, 523-548.
- McDaniel, M. A., & Einstein, G. O. (1989). Material appropriate processing: A contextualist approach to reading and studying strategies. Educational Psychology Review, 1, 113-145.
- McDaniel, M. A., Kowitz, M. D., & Dunay, P. K. (1989). Altering memory through recall: The effects of cue-guided retrieval processing. Memory & Cognition, 17, 423-434.
- McDaniel, M. A., & Pressley, M. (1989). Keyword and context instruction of new vocabulary meanings: Effects on text comprehension and memory. Journal of Educational Psychology, 81, 204-213.
- McDaniel, M. A., Ryan, E. B., & Cunningham, C. J. (1989). Encoding difficulty and memory enhancement for young and old readers. Psychology and Aging, 4, 333-338.
- Einstein, G. O., & McDaniel, M. A. (1990). Normal aging and prospective memory. Journal of Experimental Psychology: Learning, Memory, and Cognition, 16, 717-726.
- Einstein, G. O., McDaniel, M. A., Owen, P. D., & Cote, N. C. (1990). Encoding and recall of texts: The importance of material appropriate processing. Journal of Memory and Language, 29, 566-581.
- Lyman, B. J., & McDaniel, M. A. (1990). Memory for odors and odor names: Modalities of elaboration and imagery. Journal of Experimental Psychology: Learning, Memory, and Cognition, 16, 656-664.
- McDaniel, M. A., Einstein, G. O., & Waddill, P. J. (1990). Material-appropriate processing: Implications for remediating recall deficits in learning disabled students. Learning Disability Quarterly, 13, 258-268.
- McDaniel, M. A., Riegler, G. L., & Waddill, P. J. (1990). Generation effects in free recall: Further support for a three-factor theory. Journal of Experimental Psychology: Learning, Memory, and Cognition, 16, 789-798.

- McDaniel, M. A., & Schlager, M. S. (1990). Discovery learning and transfer of problem solving skills. Cognition and Instruction, 7, 129-159.
- McDaniel, M. A., & Waddill, P. J. (1990). Generation effects for context words: Implications for item-specific and multifactor theories. Journal of Memory and Language, 29, 201-211.
- Pressley, M., Tannebaum, R., McDaniel, M. A., & Wood, E. (1990). What happens when university students try to answer prequestions that accompany textbook materials? Contemporary Educational Psychology, 15, 27-35.
- Stadler, M. A., & McDaniel, M. A. (1990). On imaging and seeing: Repetition priming and interactive views of imagery. Psychological Research, 52, 366-370.
- McDaniel, M. A., & Fisher, R. P. (1991). Tests and test feedback as learning sources. Contemporary Educational Psychology, 16, 192-201.
- Einstein, G. O., Holland, L. J., McDaniel, M. A., & Guynn, M. J. (1992). Age-related deficits in prospective memory: The influence of task complexity. Psychology and Aging, 7, 471-478.
- Glenberg, A. M., & McDaniel, M. A. (1992). Mental models, pictures, and text: Integration of spatial and verbal information. Memory & Cognition, 20, 458-460.
- Waddill, P. J., & McDaniel, M. A. (1992). Pictorial enhancement of text memory: Limitations imposed by picture type and comprehension skill. Memory & Cognition, 20, 472-482.
- Busemeyer, J. R., Myung, J. J., & McDaniel, M. A. (1993). Cue competition effects: Empirical tests of adaptive network learning models. Psychological Sciences, 4, 190-195.
- Busemeyer, J. R., Myung, J. J., & McDaniel, M. A. (1993). Cue competition effects: Theoretical implications for adaptive network learning models. Psychological Sciences, 4, 196-202.
- Choi, S., McDaniel, M. A., & Busemeyer, J. R. (1993). Incorporating prior biases in network models of conceptual rule learning. Memory & Cognition, 21, 413-423.
- Donnelly, C. M., & McDaniel, M. A. (1993). Use of analogy in learning scientific concepts. Journal of Experimental Psychology: Learning, Memory, and Cognition, 19, 975-987.
- Hunt, R. R., & McDaniel, M. A. (1993). The enigma of organization and distinctiveness. Journal of Memory and Language, 32, 421-445.
- Keefe, D. E., & McDaniel, M. A. (1993). The time course and durability of predictive inferences. Journal of Memory and Language, 32, 446-463.

- McDaniel, M. A., & Einstein, G. O. (1993). The importance of cue familiarity and distinctiveness in prospective memory. Memory, 1, 23-41.
- Conway, M. A., Anderson, S. J., Larsen, S. F., Donnelly, C. M., McDaniel, M. A., McClelland, A. G. R., Rawles, R. E., & Logie, R. H. (1994). The formation of flashbulb memories. Memory & Cognition, 22, 326-343.
- McDaniel, M. A., Blischak, D. M., & Challis, B. (1994). The effects of test expectancy on processing and memory of prose. Contemporary Educational Psychology, 19, 230-248.
- McDaniel, M. A., Hines, R. J., Waddill, P. J., & Einstein, G. O. (1994). What makes folk tales unique: Content familiarity, causal structure, scripts, or superstructures? Journal of Experimental Psychology: Learning, Memory, and Cognition, 20, 169-184.
- Robinson-Riegler, B., & McDaniel, M. A. (1994). Further constraints on the bizarreness effect: Elaboration at encoding. Memory & Cognition, 22, 702-712.
- Schweickert, R., McDaniel, M. A., & Riegler, G. (1994). Effects of generation on immediate memory span and delayed unexpected free recall. Quarterly Journal of Experimental Psychology, 47A, 781-804.
- Blischak, D. M., & McDaniel, M. A. (1995). Effects of picture size and placement on memory for words. Journal of Speech and Hearing Research.
- Einstein, G. O., McDaniel, M. A., Richardson, S. L., Guynn, M. J., & Cunfer, A. R. (1995). Aging and prospective memory: Examining the influences of self-initiated retrieval processes. Journal of Experimental Psychology: Learning, Memory, and Cognition, 21, 996-1007.
- McDaniel, M. A., Einstein, G. O., Delosh, E., May, C., & Brady, P. (1995). The bizarreness effect: It's not surprising, it's complex. Journal of Experimental Psychology: Learning, Memory, and Cognition, 21, 422-435.
- DeLosh, E. L., & McDaniel, M. A. (1996). The role of order information in free recall: Application to the word-frequency effect. Journal of Experimental Psychology: Learning, Memory, and Cognition, 22, 1136-1146.
- McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. Journal of Educational Psychology, 88, 508-519.
- Busemeyer, J., McDaniel, M. A., & Byun, E. (1997). The abstraction of intervening concepts from experience with multiple input-output causal environments. Cognitive Psychology, 32, 1-48.

- DeLosh, E. L., Bussemeyer, J. R., & McDaniel, M. A. (1997). Extrapolation: The sine qua non for function learning. Journal of Experimental Psychology: Learning, Memory, and Cognition, 23, 968-986.
- Einstein, G. O., & McDaniel, M. A. (1997). Age and mind wandering: Reduced inhibition in older adults. Experimental Aging Research, 23, 343-354.
- Einstein, G. O., Smith, R. E., McDaniel, M. A., & Shaw, P. (1997). Aging and prospective memory: The influence of increased task demands at encoding and retrieval. Psychology and Aging, 12, 479-488.
- Einstein, G. O., McDaniel, M. A., Smith, R. E., & Shaw, P. (1998). Habitual prospective memory and aging: Remembering intentions and forgetting actions. Psychological Sciences, 9, 284-288.
- Engelkamp, J., Biegelmann, U., & McDaniel, M. A. (1998). Relational and item-specific information: Trade off and redundancy. Memory, 6, 307-333.
- Guynn, M. J., McDaniel, M. A., & Einstein, G. O. (1998). Prospective memory: When reminders fail. Memory and Cognition, 26, 287-298.
- McDaniel, M. A., Robinson-Riegler, B., & Einstein, G. O. (1998). Prospective remembering: Perceptually-driven or conceptually-driven processes? Memory and Cognition, 26, 121-134.
- McDaniel, M. A., Moore, B., & Whiteman, H. (1998). Dynamic changes in hypermnesia across early and late tests: A relational/item-specific account. Journal of Experimental Psychology: Learning, Memory, and Cognition, 24, 173-185.
- Waddill, P. J., & McDaniel, M. A. (1998). Distinctiveness effects in recall: Differential processing or privileged retrieval? Memory & Cognition, 26, 108-120.
- Guynn, M. J., & McDaniel, M. A. (1999). Generate-sometimes recognize: Sometimes not. Journal of Memory and Language, 41, 398-415.
- McDaniel, M. A., Glisky, E. L., Rubin, S. R., Guynn, M. J., & Routhieaux, B. C. (1999). Prospective
- Donnelly, C. M., & McDaniel, M. A. (2000). Analogy with knowledgeable learners: When analogy confers benefits and exacts costs. Psychonomic Bulletin & Review, 7, 537-543.
- Einstein, G. O., McDaniel, M. A., Manzi, M., Cochran, B., & Baker, M. (2000). Prospective memory and aging: Forgetting intentions over short delays. Psychology and Aging, 15, 671-683.

- Kliegel, M., McDaniel, M. A., & Einstein, G. O. (2000). Plan formation, retention, and execution in prospective memory: A new approach and age-related effects. Memory & Cognition, 28, 1041-1049.
- McDaniel, M. A., DeLosh, E. L., & Merritt, P. S. (2000). Order information and distinctiveness: Recall of common versus bizarre material. Journal of Experimental Psychology: Learning, Memory, and Cognition, 26, 1045-1056.
- McDaniel, M. A., & Einstein, G. O. (2000). Strategic and automatic processes in prospective memory retrieval: A multiprocess framework. Applied Cognitive Psychology, 14, S127-S144.
- McDaniel, M. A., Waddill, P. J., Finstad, K., & Bourg, T. (2000). The effects of text-based interest on attention and recall. Journal of Educational Psychology, 92, 492-502.
- Kliegel, M., Martin, M., McDaniel, M. A., & Einstein, G. O. (2001). Varying the importance of a prospective memory task: Differential effects across time- and event-based prospective memory. Memory, 9, 1-11.
- McDaniel, M. A., Neufeld, K. H., & Damico-Nettleton, S. (2001). Many-to-one and one-to-many associative learning in a naturalistic task. Journal of Experimental Psychology: Applied, 7, 182-194.
- McDaniel, M. A., Schmalhofer, F., & Keefe, D. (2001). What is minimal about predictive inferences? Psychonomic Bulletin & Review, 8, 840-846.
- Amrhein, P. C., McDaniel, M. A., & Waddill, P. (2002). Revisiting the picture superiority effect in symbolic comparison: Do pictures provide privileged access? Journal of Experimental Psychology: Learning, Memory, and Cognition, 28, 843-857.
- Kliegel, M., Martin, M., McDaniel, M.A. & Einstein, G.O. (2002). Complex prospective memory and executive control of working memory: A process model. Psychologische Beitrage, 44, 303-318.
- McDaniel, M. A., Hines, R. J., & Guynn, M. J. (2002). When text difficulty benefits less-skilled readers. Journal of Memory and Language, 46, 544-561
- McDaniel, M.A., Maier, S.F., Einstein, G.O. (2002). Brain-specific nutrients: A memory cure? Psychological Science in the Public Interest, 3, 11-37.
- Schmalhofer, F., McDaniel, M. A., & Keefe, D. (2002). A unified model for predictive and bridging inferences. Discourse Processes, 33, 105-132.
- Einstein, G. O., McDaniel, M. A., Williford, C. L., Pagan, J., & Dismukes, K. (2003). Forgetting of intentions in demanding situations is rapid. Journal of Experimental

Psychology: Applied, 9, 147-162.

Hochstein, D., McDaniel, M. A., Nettleton, S., & Neufeld, K. H. (2003). The fruitfulness of a nomothetic approach to investigating AAC: Comparing two speech encoding schemes across cerebral palsied and nondisabled children. American Journal of Speech-Language Pathology, 12, 110-120.

Martin, M., Kliegel, M., & McDaniel, M. A. (2003). The involvement of executive functions in prospective memory performance of adults. International Journal of Psychology, 38, 195-206.

McDaniel, M. A., Einstein, G. O., Stout, A. C., & Morgan, Z. (2003). Aging and maintaining intentions over delays: Do it or lose it. Psychology and Aging, 18, 823-835.

McDaniel, M.A., Maier, S.F., Einstein, G.O. (2003). Brain-specific nutrients: A memory cure? Nutrition, 19, 957-975. [republished from Psychological Sciences in the Public Interest by decision of Editor in Chief of Nutrition]

Butler, K. M., McDaniel, M. A., Dornburg, C. C., Price, A. L. & Roediger, H. L., III (2004). Age differences in veridical and false recall are not inevitable: The role of frontal lobe function. Psychonomic Bulletin & Review, 11, 921-925.

Hochstein, D. D., McDaniel, M. A., & Nettleton, S. (2004). Recognition of vocabulary in children and adolescents with cerebral palsy: A comparison of two speech coding schemes. Augmentative and Alternative Communication, 20, 45-62.

Kliegel, M., Martin, M., McDaniel, M. A., & Einstein, G. O. (2004). Importance effects in event-based prospective memory tasks. Memory, 12, 553-561.

McDaniel, M. A., Einstein, G. O., Graham, T., & Rall, E. (2004). Delaying execution of intentions: Overcoming the costs of interruptions. Applied Cognitive Psychology, 18, 533-547.

McDaniel, M. A., Guynn, M. J., Einstein, G. O., & Breneiser, J. (2004). Cue-Focused and Reflexive-Associative Processes in Prospective Memory Retrieval. Journal of Experimental Psychology: Learning, Memory, and Cognition, 30, 605-614.

McNamara, D. S., & McDaniel, M. A. (2004). Suppressing irrelevant information: Knowledge activation or inhibition? Journal of Experimental Psychology: Learning, Memory, and Cognition, 30, 465-482.

Driscoll, I., McDaniel, M. A., & Guynn, M. J. (2005). Apolipoprotein E and Prospective Memory in Normally Aging Adults. Neuropsychology, 19, 28-34.

- Einstein, G. O., & McDaniel, M. A. (2005). Prospective memory: Multiple retrieval processes. Current Directions in Psychological Science, 14, 286-290.
- Einstein, G. O., McDaniel, M. A., Thomas, R., Mayfield, S., Shank, H., Morrisette, N., & Breneiser, J. (2005). Multiple processes in prospective memory retrieval: Factors determining monitoring versus spontaneous retrieval. Journal of Experimental Psychology: General, 134, 327-342.
- Macklin, C. B., & McDaniel, M. A. (2005). The bizarreness effect: Dissociation between item and source memory. Memory, 13, 682-689.
- McDaniel, M. A., & Busemeyer, J. R. (2005). The conceptual basis of function learning and extrapolation: Comparison of rule and associative based models. Psychonomic Bulletin & Review, 12, 24-42.
- McDaniel, M. A., Dornburg, C. C., & Guynn, M. J. (2005). Disentangling encoding versus retrieval explanations of the bizarreness effect: Implications for distinctiveness. Memory & Cognition, 33, 270-279.
- Breneiser, J. E., & McDaniel, M. A. (2006). Discrepancy processes in prospective memory retrieval. Psychonomic Bulletin & Review, 13, 837-841.
- Dornburg, C. C., & McDaniel, M. A. (2006). The cognitive interview enhances long-term free recall of older adults. Psychology and Aging, 21, 196-200.
- Finstad, K., Bink, M., McDaniel, M. A., & Einstein, G. O. (2006). Breaks and task switches in prospective memory. Applied Cognitive Psychology, 20, 705-712.
- Merritt, P., DeLosh, E., & McDaniel, M. A. (2006). Effects of word frequency on individual-item and serial order retention: Tests of the order encoding view. Memory & Cognition, 34, 1615-1627.
- Callender, A. A., & McDaniel, M. A. (2007). The benefits of embedded question adjuncts for low and high structure builders. Journal of Educational Psychology, 99, 339-348.
- Guynn, M. J., & McDaniel, M. A. (2007). Target pre-exposure eliminates the effect of distraction on event-based prospective memory. Psychonomic Bulletin & Review, 14, 484-488.
- Kliegel, M., Martin, M., McDaniel, M. A., Einstein, G. O., & Moor, C. (2007). Realizing complex delayed intentions in young and old adults: The role of planning aids. Memory & Cognition, 35, 1735-1746.
- Kliegel, M., Martin, M., McDaniel, M. A., & Phillips, L. H. (2007). Adult age differences in errand planning: The role of task familiarity and cognitive resources. Experimental Aging

Research, 33,145-161.

- Martin, T., McDaniel, M. A., Guynn, M. J., Houck, J., Woodruff, C. Pearson-Bish, J., Moses, S. N., Kičić, D., & Tesche, C. D. (2007). Brain regions and their dynamics in prospective memory retrieval: A MEG study. International Journal of Psychophysiology, 64, 247-258.
- McDaniel, M. A., Anderson, J. L., Derbish, M. H., & Morrisette, N. (2007). Testing the testing effect in the classroom. European Journal of Cognitive Psychology, 19, 494-513.
- McDaniel, M. A., Roediger, H. L., III, & McDermott, K. B. (2007). Generalizing test-enhanced learning from the laboratory to the classroom. Psychonomic Bulletin & Review, 14, 200-206.
- Rendell, P., McDaniel, M. A., Forbes, R., & Einstein, G. O. (2007). Age-related effects in prospective memory are modulated by ongoing task complexity and relation to target cue. Aging, Neuropsychology, and Cognition, 14, 236-256.
- Thomas, A. K., & McDaniel, M. A. (2007). The negative cascade of incongruent generative study-test processing in memory and metacomprehension. Memory & Cognition, 35, 668-678.
- Thomas, A. K., & McDaniel, M. A. (2007). Metacomprehension for educationally relevant materials: Dramatic effects of encoding--retrieval interactions. Psychonomic Bulletin & Review, 14, 212-218.
- Bugg, J. M., DeLosh, E. L., & McDaniel, M. A. (2008) Improving students' study habits by demonstrating the mnemonic benefits of semantic processing. Teaching of Psychology, 35, pp. 96-98.
- McDaniel, M. A., & Bugg, J. M. (2008). Instability in memory phenomena: A common puzzle and a unifying explanation. Psychonomic Bulletin & Review, 15, 237-255.
- McDaniel, M. A., Howard, D. C., & Butler, K. (2008). Implementation intentions facilitate prospective memory under high attention demands. Memory & Cognition, 36, 716-724.
- McDaniel, M. A., Lyle, K. B., Butler, K. M., & Dornburg, C. C. (2008). Age-related deficits in reality monitoring of action memories. Psychology and Aging, 23, 646-656.
- Callender, A. A., & McDaniel, M. A. (2009). The limited benefits of rereading educational texts. Contemporary Educational Psychology, 34, 30-41.
- Foster, E. R., McDaniel, M. A., Repovs, G., & Hershey, T. (2009). Prospective memory in Parkinson Disease across laboratory and everyday life measures. Neuropsychology, 23, 347-358.

- Geraci, L., McDaniel, M. A., Manzano, I., & Roediger, H. L., III. (2009). The influence of age on memory for distinctive events. Memory & Cognition, 37, 175-180.
- McCabe, D. P., Roediger, H. L., III, McDaniel, M. A., & Balota, D. A. (2009). Aging Reduces Veridical Remembering but Increases False Remembering: Neuropsychological Test Correlates of Remember-Know Judgments. Neuropsychologia, 47, 2164-2173.
- McCauley, S. R., McDaniel, M. A., Pedroza, C., Chapman, S. B., & Levin, H. S. (2009). Incentive effects and event-based prospective memory performance in children and adolescents with traumatic brain injury. Neuropsychology, 23, 201-209.
- McDaniel, M. A., Dimperio, E., Griego, J. A., & Busemeyer, J. R. (2009). Predicting transfer performance: A comparison of competing function learning models. Journal of Experimental Psychology: Learning, Memory, and Cognition, 35, 173-195.
- McDaniel, M. A., Howard, D. C., & Einstein, G. O. (2009). The read-recite-review study strategy: Effective and portable. Psychological Science, 20, 516-522.
- McDaniel, M. A., Bugg, J. M., Ramuschkat, G. M., Kliegel, M., & Einstein, G. O. (2009). Repetition errors in habitual prospective memory: Elimination of age differences via complex actions or appropriate resource allocation. Aging, Neuropsychology, and Cognition, 16, 563-588.
- Pashler, H., McDaniel, M. A., Rohrer, D., & Bjork, R. (2009). Learning styles: A critical review of concepts and evidence. Psychological Science in the Public Interest, 9, 105-119.
- Scullin, M., Einstein, G. O., & McDaniel, M. A. (2009). Evidence for spontaneous retrieval of suspended but not finished prospective memories. Memory & Cognition, 37, 425-433.
- Aberle, I., Rendell, P. G., Rose, N. S., McDaniel, M. A., & Kliegel, M. (2010). The age prospective memory paradox: Young adults may not give their best outside of the lab. Developmental Psychology, 46, 1444-1453.
- Butler, K. M., McDaniel, M. A., McCabe, D. P., & Dornburg, C. C. (2010). The influence of distinctive processing manipulations on older adults' false memory. Aging, Neuropsychology, and Cognition, 17, 129-159.
- Einstein, G. O., & McDaniel, M. A. (2010). Prospective memory and what costs do not reveal about retrieval processes: A reply to Smith, Hunt, McVay, and McConnell (2007). Journal of Experimental Psychology: Learning, Memory, and Cognition, 36, 1082-1088.
- McCabe, D. P., Roediger, H. L., III, McDaniel, M. A., Balota, D. & Hambrick, J.

- (2010). The relationship between working memory capacity and executive functioning: Evidence for a common executive attention construct. Neuropsychology, 24, 222-243.
- McDaniel, M. A., & Scullin, M. K. (2010). Implementation intention encoding does not automatize prospective memory responding. Memory & Cognition, 221-232.
- Rose, N., Rendell, P. G., McDaniel, M. A., Aberle, I., & Kliegel, M. (2010). Age and individual differences in prospective memory during a “Virtual Week”: The roles of working memory, vigilance, task regularity, and cue focality. Psychology and Aging, 25, 595-605 .
- Scullin, M. K., McDaniel, M. A., & Einstein, G. O. (2010). Control of cost in prospective memory: Evidence for spontaneous retrieval processes. Journal of Experimental Psychology: Learning, Memory, and Cognition, 36, 190-203.
- Scullin, M. K., McDaniel, M. A., Shelton, J. T., & Lee, J. H. (2010). Focal/nonfocal cue effects in prospective memory: Monitoring difficulty or different retrieval processes? Journal of Experimental Psychology: Learning, Memory, and Cognition, 36, 736-749.
- Scullin, M. K., McDaniel, M. A. (2010). Remembering to Execute a Goal: Sleep On It! Psychological Science, 21, 1028-1035.
- Brantmeier, C., Callender, A. A., & McDaniel, M. A. (2011). The effects of embedded questions and elaborative interrogation questions on reading comprehension with advanced second language learners. Reading in a Foreign Language, 23, 187-207.
- Bugg, J. M., McDaniel, M. A., Scullin, M. K., & Braver, T. (2011). Revealing list-level control in the stroop task by uncovering its benefits and a cost. Journal of Experimental Psychology: Human Perception and Performance, 37, 1595-1606.
- Gordon, B. A., Shelton, J. T., Bugg, J. M., McDaniel, M. A., & Head, D. (2011). Structural correlates of prospective memory. Neuropsychologia, 49, 3795-3800.
- Kang, S. H. K., McDaniel, M. A., & Pashler, H. (2011). Effects of testing on learning of functions. Psychonomic Bulletin & Review, 18, 827-832.
- McDaniel, M. A., Agarwal, P. K., Huelser, B. J., McDermott, K. B., & Roediger, H. L. , III. (2011). Test-enhanced learning in a middle school science classroom: The effects of quiz frequency and placement. Journal of Educational Psychology, 103, 399-414. doi.10.1037/a0021782.
- McDaniel, M. A., Cahill, M. J., Bugg, J. M., Meadow, N. G. (2011). Dissociative effects of orthographic distinctiveness in pure and mixed lists: An item-order account. Memory & Cognition, 39, 1162-1173.

- McDaniel, M. A., & Einstein, G. O. (2011) The neuropsychology of prospective memory in normal aging: A componential approach. Neuropsychologia, 49, 2147-2155.
- McDaniel, M. A., Shelton, J. T., Breneiser, J., Moynan, S., & Balota, D. (2011). Focal and nonfocal prospective memory performance in very mild dementia: A signature decline. Neuropsychology, 25, 387-396.
- Parker, S., Garry, M., Einstein, G. O., & McDaniel, M. A. (2011). A sham drug improves a demanding prospective memory task. Memory, 19, 606-612.
- Roediger, H. L., III, Agarwal, P. K., McDaniel, M. A., & McDermott, K. (2011). Test-enhanced learning in the classroom: Long-term improvements from quizzing. Journal of Experimental Psychology: Applied, 17, 382-395.
- Scullin, M. K., Bugg, J. M., McDaniel, M. A., & Einstein, G. O. (2011). Prospective Memory and Aging: Preserved Spontaneous Retrieval, but Impaired Deactivation, in Older Adults. Memory & Cognition, 39, 1232-1240.
- Shelton, J. T., McDaniel, M. A., Scullin, M. K., Cahill, M. J., Singer, J. S., & Einstein, G. O. (2011). Cognitive exertion and subsequent intention execution in older adults. Journal of Gerontology, 66, 143-150.
- Brantmeier, C., Callender, A., Yu, & McDaniel, M. A. (2012). Textual enhancements and comprehension with adult readers of English in China. Reading in a Foreign Language, 24, 158-185.
- Bugg, J. M., & McDaniel, M. A. (2012). Selective benefits of question self-generation and answering for remembering expository text. Journal of Educational Psychology, 104, 922-931.
- McDaniel, M. A., & Bugg, J. M. (2012). Memory training interventions: What has been forgotten? Journal of Applied Research in Memory and Cognition, 1, 45-50.
- McDaniel, M. A., Wildman, K. M., & Anderson, J. L. (2012). Using quizzes to enhance summative-assessment performance in a web-based class: An experimental study. Journal of Applied Research in Memory and Cognition, 1, 18-26.
- Scullin, M. K., Bugg, J. M., McDaniel, M. A. (2012). Whoops, I did it again: Commission errors in prospective memory. Psychology and Aging, 27, 46-53.
- Brantmeier, C., Callender, A., & McDaniel, M. A. (2013). The role of gender, embedded questions, and domain specific readings with learners of Spanish. Hispania, 96, 562-578.
- Bugg, J. M., Scullin, M. K., & McDaniel, M. A. (2013). Strengthening encoding via implementation intention formation increases prospective memory commission errors.

Psychonomic Bulletin & Review, 20, 522-527.

- Foster, E. R., Rose, N. S., McDaniel, M. A., & Rendell, P. G. (2013). Prospective memory in Parkinson Disease during a virtual week: Effects of both prospective and retrospective demands. Neuropsychology, 27, 170-181.
- Geraci, L., McDaniel, M. A., & Miller, T. M. (2013). The bizarreness effect: Evidence for the critical influence of retrieval processes. Memory & Cognition, 41, 1228-1237.
- Lee, Ji Hae, & McDaniel, M. A. (2013). Discrepancy-plus-search processes in prospective memory retrieval. Memory & Cognition, 41, 443-451.
- McDaniel, M. A., Fadler, C. L., & Pashler, H. (2013). Effects of spaced versus massed training in function learning. Journal of Experimental Psychology: Learning, Memory, and Cognition, 39, 1417-1432.
- McDaniel, M. A., LaMontagne, P., Beck, S. M., Scullin, M. K., & Braver, T. S. (2013). Dissociable neural routes to successful prospective memory. Psychological Science, 24, 1791-1800.
- McDaniel, M. A., Thomas, R. C., Agarwal, P. K., McDermott, K. B., & Roediger, H. L., III (2013). Quizzing in middle school science: Successful transfer performance on classroom exams. Applied Cognitive Psychology, 27, 360-372.
- Scullin, M. K., Gordon, B. A., Shelton, J. T., Lee, J. H., Head, D., & McDaniel, M. A. (2013). Evidence for a detrimental relationship between hypertension history, prospective memory, and prefrontal cortex white matter in cognitively-normal older adults. Cognitive, Affective, and Behavioral Neuroscience, 13, 405-416.
- Scullin, M. K., McDaniel, M. A., Shelton, J. T. (2013). The dynamic multiprocess framework: Evidence from prospective memory with contextual variability. Cognitive Psychology, 67, 55-71.
- Shelton, J. T., Cahill, M. J., Mullet, H. G., Scullin, M. K., Einstein, G. O., & McDaniel, M. A. (2013). Resource depletion does not influence prospective memory in college students. Consciousness and Cognition, 22, 1223-1230.
- Thomas, A. K., & McDaniel, M. A. (2013). The interaction between frontal functioning and encoding processes in reducing false memories. Aging, Neuropsychology, and Cognition, 20, 443-470.
- Thomas, R. C., & McDaniel, M. A. (2013). Testing and feedback effects on front-end control over later retrieval. Journal of Experimental Psychology: Learning, Memory, and Cognition, 39, 437-450.

- Agarwal, P. K., D'Antonio, L., Roediger, H. L., III, McDermott, K. B., & McDaniel, M.A. (2014). Classroom-based programs of retrieval practice reduce middle school and high school students' test anxiety. Journal of Applied Research in Memory and Cognition, 3, 131-139.
- Cahill, M. J., Hynes, K. M., Trousil, R., Brooks, L. A., McDaniel, M. A., Repice, M. D., Zhao, J., & Frey, R. J. (2014). A multi-year, multi-instructor evaluation of a large-class interactive-engagement curriculum. Physics Review Special Topics – Physics Education Research, 10, 020101. doi:10.1103/PhysRevSTPER.10.020101
- Gingerich, K. J., Bugg, J. M., Doe, S. R., Rowland, C. A., Richards, T. L., Tompkins, S. A., & McDaniel, M. A. (2014). Active processing via write-to-learn assignments: Learning and retention benefits in introductory psychology. Teaching of Psychology, 41,303-308.
- Guynn, M. J., McDaniel, M. A., Strosser, G. L., Ramirez, J. M., Castleberry, E. H., & Arnett, K. H. (2014). Relational and item-specific influences on generate-recognize processes in recall. Memory & Cognition, 42,198-211.
- Jensen, J. L., McDaniel, M. A., Woodard, S. M., & Kummer, T. A. (2014). Teaching to the test ... or testing to teach: Exams requiring higher order thinking skills encourage greater conceptual understanding. Educational Psychology Review, 26, 307-329.
- McDaniel, M. A., Binder, E. F., Bugg, J. M., Waldum, E. R., Dufault, C., Meyer, A., Johanning, J., Zheng, J., Schechtman, K. B., Kudelka, C. (2014). Effects of cognitive training with and without aerobic exercise in cognitively-demanding everyday activities. Psychology and Aging, 29, 717-730.
- McDaniel, M. A., Cahill, M. J., Robbins, M., & Wiener, C. (2014). Individual differences in learning and transfer: Stable tendencies for learning exemplars versus abstracting rules. Journal of Experimental Psychology: General, 143, 668-693.
- McDermott, K. B., Agarwal, P K., D'Antonio, L., Roediger, H. L., III, & McDaniel, M. A. (2014). Both multiple-choice and short-answer quizzes enhance later exam performance in middle and high school classes. Journal of Experimental Psychology: Applied, 20, 3-21.
- Oksanen K. M., Waldum E. R., McDaniel M.A., Braver, T.S. (2014) Neural mechanisms of time-based prospective memory: Evidence for transient monitoring. PLoS ONE 9(3): e92123. doi:10.1371/journal.pone.0092123
- Wooldridge, C. L., Bugg, J. M., McDaniel, M. A., & Liu, Y. (2014). The testing effect with authentic educational materials: A cautionary note. Journal of Applied Research in Memory and Cognition, 3, 214-221.
- Waldum, E. R., Dufault, C., & McDaniel, M. A. (2014). Prospective memory training:

Outlining a new approach. *Journal of Applied Gerontology*. Advanced online publication
DOI 10.1177/073346814559418

- Bui, D., & McDaniel, M. A. (2015). Enhancing learning during lecture note taking using outlines and illustrative diagrams. *Journal of Applied Research in Memory and Cognition*, 4, 129-135.
- Lee, J. H., Shelton, J. T., Scullin, M. K., & McDaniel, M. A. (2015). An implementation intention strategy can improve prospective memory in older adults with very mild Alzheimer's disease. *British Journal of Clinical Psychology*. Advanced online publication
DOI 10.1111/bjc.12084
- Little, J., & McDaniel, M. A. (2015). Individual differences in category learning: Memorization versus rule-abstraction. *Memory & Cognition*, 43, 85-98. DOI 10.3758/s13421-014-0453-7
- Little, J., & McDaniel, M. A. (2015). Metamemory monitoring and control following retrieval for text. *Memory & Cognition*, 43, 85-98. DOI 10.3758/s13421-014-0453-7
- Little, J., & McDaniel, M. A. (2015). Some learners abstract, others memorize examples: Implications for education. *Translational Issues in Psychological Science*, 1, 158-169.
- McDaniel, M. A., Cahill, M. J., & Bugg, J. M. (2015). The curious case of orthographic distinctiveness: Disruption of categorical processing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41, xxx-xxx.
- McDaniel, M. A., Umanath, S., Einstein, G. O., & Waldum, E. R. (2015). Dual pathways to prospective remembering. *Frontiers in Human Neuroscience*, 9, Article 392.
<http://dx.doi.org/10.3389/fnhum.2015.00392>
- Nguyen, K., & McDaniel, M. A. (2015). The picture complexity effect: Another list composition paradox. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41, 1026-1037.
- McDaniel, M. A., Bugg, J. M., Liu, Y., & Brick, J. (in press). When does the test-study-test sequence optimize learning and retention? *Journal of Experimental Psychology: Applied*.

Nonrefereed Journal Articles

- McDaniel, M. A. (1986). A comparative science of learning and memory? [Review of L-G Nilsson and T. Archer's (Eds.) *Perspectives on learning and memory*]. *Contemporary Psychology*, 31, 766-767.
- McDaniel, M. A., & Einstein, G. O. (1989). Sentence complexity eliminates the mnemonic

- advantage of bizarre imagery. Bulletin of the Psychonomic Society, *27*, 117-120.
- McDaniel, M. A., Challis, B., & Sadowski, R. (1991). "Test expectancy, study strategies, and recall of prose." ERIC publication of paper presented at the American Educational Research Meeting (Abstract also appeared in Resources in Education).
- McDaniel, M. A., & Einstein, G. O. (1991). Reading a series of similar texts: Testing a schema-based learning theory. Bulletin of the Psychonomic Society, *29*, 297-300.
- Einstein, G. O., & McDaniel, M. A. (1992). Aging and remembering to remember. Experimental Aging Research, *17*, 95.
- McDaniel, M. A. (1992). Prose retention. In L. Squire (Ed.), Encyclopedia of Learning and Memory (pp. 545-548). Macmillan.
- McDaniel, M. A. (1996). Rocky Mountain Psychological Association: Report of the Sixty-Sixth Annual Meeting. American Psychologist, *1324-1326*.
- McDaniel, M. A., & Einstein, G. O. (2001). Prospective memory, psychology of. International Encyclopedia of the Social and Behavioral Sciences (pp. 12241-12244). Amsterdam: Elsevier Science Ltd.
- McDaniel, M. A., Maier, S. F., & Einstein, G. O. (2003). The other "brain boosters". Scientific American, *288*, 72.
- McDaniel, M. A. (2004). Improving student learning: Moving from the memory laboratory to the classroom. Conference proceedings of Integrating Research into Undergraduate Education: The Value (pp. 41-44). Stony Brook, NY: The Reinvention Center.
- Roediger, H. L. III., McDaniel, M. A., & McDermott, K. (2006). Test enhanced learning. Observer, *19*, 28.
- McDaniel, M. A. (2007). Applying cognitive psychology to education: Editorial. Psychonomic Bulletin & Review, *14*, 185-186.
- Brick, J., & McDaniel, M. A. (2011). Test-enhanced learning. N. Seel (Ed.), Encyclopedia of the Sciences of Learning, New York: Springer.
- Nguyen, K., & McDaniel, M. A. (2015). Using quizzing to assist student learning: The good, the bad, and the ugly. Teaching of Psychology, *42*, 87-92.
- Pashler, H., Bjork, R., McDaniel, M. A., & Rohrer, D. (2015). Comment on Sternberg's review of Zhang [The malleability of intellectual styles]. The American Journal of Psychology, *128*, 122-125.

Scullin, M. K., Mullet, H., Einstein, G. O., & McDaniel, M. A. (2015). Prospective memory. In J. Wright (Ed.), International Encyclopedia of Social & Behavioral Sciences (2nd edition, vol. 19, pp. 270-278). Amsterdam, Netherlands: Elsevier.

Book Chapters

McDaniel, M. A., & Einstein, G. O. (1986). The mnemonic effects of bizarre imagery: Increased attention or increased distinctiveness? In D. G. Russell, D. F. Marks, & J. T. E. Richardson (Eds.), Imagery 2 (pp. 72-76). Dunedin, New Zealand: Human Performance Associates.

Einstein, G. O., & McDaniel, M. A. (1987). Distinctiveness and the mnemonic benefits of bizarre imagery. In M. A. McDaniel and M. Pressley (Eds.) Imagery and related mnemonic processes: Theories, individual differences, and applications, (pp. 78-102). New York: Springer-Verlag.

Pressley, M., Levin, J. R., & McDaniel, M. A. (1987). Remembering versus inferring what a word means: Mnemonic and contextual approaches. In M. G. McKeown & M. E. Curtis (Eds.), The nature of vocabulary acquisition, (pp. 107-127). Hillsdale, NJ: Erlbaum.

McDaniel, M. A. (1988). Empirical approaches to a functional analysis of imagery and cognition. In M. Denis, J. Engelkamp, and J. T. E. Richardson (Eds.), Cognitive and neuropsychological approaches to mental imagery (pp. 281-291). Dordrecht, The Netherlands: Martinus Nijhoff Publishers BV.

Pressley, M., & McDaniel, M. A. (1988). Doing mnemonics research well: Some general guidelines and a study. In M. M. Gruneberg, P. E. Morris, and R. H. Sykes (Eds.), Practical aspects of memory: Current research and issues, Vol. 2 (pp. 409-414). London: John Wiley & Sons.

Intons-Peterson, M. J., & McDaniel, M. A. (1991). Symmetries and asymmetries between imagery and perception. In C. Cornoldi and M. A. McDaniel (Eds.), Imagery and cognition (pp. 47-76). New York: Springer-Verlag.

McDaniel, M. A., & Einstein, G. O. (1991). Bizarre imagery: Mnemonic benefits and theoretical implications. In R. H. Logie & M. Denis (Eds.), Mental images in human cognition (pp. 183-192). Amsterdam: North-Holland.

McDaniel, M. A., & Einstein, G. O. (1992). Aging and prospective memory: Basic findings and practical applications. In T. Scruggs & M. Mastropieri (Eds.), Advances in learning and behavioral disabilities, Volume 8 (pp. 87-105). Greenwich, CT: JAI Press.

McDaniel, M. A., & Waddill, P. (1994). The mnemonic benefit of pictures in text: Selective enrichment for differentially skilled readers. In W. Schnotz, & R. W. Kulhavy (Eds.),

Comprehension of Graphics (pp. 165-184). Amsterdam: North-Holland.

- McDaniel, M. A. (1995). Prospective memory: Progress and processes. In D. Medin (Ed.), The Psychology of Learning and Motivation (pp. 191-221). San Diego, CA: Academic Press.
- McDaniel, M. A., Blischak, D., & Einstein, G. O. (1995). Understanding the special mnemonic characteristics of fairy tales. In C. A. Weaver, III, S. Mannes, & C. R. Fletcher (Eds.), Discourse comprehension: Essays in honor of Walter Kintsch (pp. 157-176). Hillsdale, NJ: Erlbaum.
- Busemeyer, J. R., McDaniel, M. A., & Byun, E. (1996). The use of intervening variables in causal learning. In D. R. Shanks, K. J. Holyoak, & D. L. Medin (Eds.), The Psychology of Learning and Motivation (pp. 357-391). San Diego: Academic Press.
- Einstein, G. O., & McDaniel, M. A. (1996). Remembering to do things: Remembering a forgotten topic. In D. Hermann, C. McEvoy, C. Hertzog, P. Hertel, & M. K. Johnson (Eds.), Basic and Applied Memory Research: Practical Applications (pp. 79-94). Mahwah, NJ: Erlbaum.
- Einstein, G. O., & McDaniel, M. A. (1996). Retrieval processes in prospective memory: Theoretical approaches and some new empirical findings. In M. Brandimonte, G. O. Einstein, & M. A. McDaniel (Eds.), Prospective memory: Theory and applications (pp. 115-141). Mahwah, NJ: Erlbaum.
- McDaniel, M. A., Waddill, P. J., & Shakesby, P. S. (1996). Study strategies, interest, and learning from text: The application of material appropriate processing. In D. Hermann, C. McEvoy, C. Hertzog, P. Hertel, & M. K. Johnson (Eds.), Basic and Applied Memory Research: Theory in Context, (pp. 385-397). Mahwah, NJ: Erlbaum.
- Busemeyer, J. R., Byun, E., DeLosh, E. L., & McDaniel, M. A. (1997). Learning functional relations based on experience with input-output pairs by humans and artificial neural networks. In K. Lamberts & D. Shanks (Eds.), Knowledge, Concepts, and Categories, (pp. 405-438). Hove UK: Psychology Press.
- Guynn, M. J., McDaniel, M. A., & Einstein, G. O. (2001). Remembering to perform actions: A different type of memory? In H.D. Zimmer, R.L. Cohen, M.J. Guynn, J. Engelkamp, R. Kormi-Nouri, & M.A. Foley (Eds.), Memory for action: A distinct form of episodic memory? (pp. 25-48). New York: Oxford University Press.
- McDaniel, M. A., & Einstein, G. O. (2005). Material appropriate difficulty: A framework for determining when difficulty is desirable for improving learning. In A. F. Healy (Ed.), Experimental cognitive psychology and its applications (pp. 73-85). Washington, D.C.: American Psychological Association.
- McDaniel, M. A., Butler, K. M., & Dornburg, C. (2006). Binding of source and content: New

- directions revealed by neuropsychological and age-related effects. In H. D. Zimmer, A. Mecklinger, & U. Lindenberger (Eds.), Handbook of binding and memory: Perspectives from cognitive neuroscience (pp 657-675). New York: Oxford University Press.
- McDaniel, M. A., & Geraci, L. (2006). Encoding and retrieval processes in distinctiveness effects: Toward an integrative framework. In J. Worthen & R. R. Hunt (Eds.), Distinctiveness and memory (pp. 65-88). New York: Oxford University Press.
- McDaniel, M. A. (2007). Rediscovering transfer as a central concept. In H. L. Roediger, Y. Dudai, & S. Fitzpatrick (Eds.), Science of Memory: Concepts (pp. 267-270). New York: Oxford University Press.
- McDaniel, M. A., & Einstein, G. O. (2007). Spontaneous retrieval in prospective memory. In J. Nairne (Ed.), The Foundations of Remembering: Essays in Honor of Henry L. Roediger III. (pp. 227-242). Hove, UK: Psychology Press
- McDaniel, M. A., & Einstein, G. O. (2007). Prospective memory components most at risk for older adults and implications for medication adherence. In D. C. Park & L. Liu (Eds.), Medical Adherence and Aging: Social and Cognitive Perspectives (pp. 49-75). Washington, D. C.: American Psychological Association.
- Roediger, H. L., III, & McDaniel, M. A. (2007). Illusory recollection in older adults: Testing Mark Twain's conjecture. In M. Garry and H. Hayne (Eds.), Do Justice and Let the Sky Fall: Elizabeth F. Loftus and Her Contributions to Science, Law, and Academic Freedom (pp.105-136). Mahwah, NJ: Erlbaum
- Einstein, G. O., & McDaniel, M. A. (2008). Prospective memory and metamemory: The skilled use of basic attentional and memory processes. In A. S. Benjamin & B. Ross (Eds.), The Psychology of Learning and Motivation, Vol. 48 (pp. 145-173). San Diego, CA: Elsevier.
- Einstein, G. O., McDaniel, M. A., Marsh, R., & West. R. (2008). Prospective Memory: Cognitive processes, lifespan changes, and underlying neural processes. In J. Byrne et al. (Eds.), Learning and memory: A comprehensive reference. Oxford, UK: Elsevier.
- McDaniel, M. A., & Callender, A. A. (2008). Cognition, memory, and education. In H.L. Roediger, III (Ed.), Cognitive Psychology of Memory. Vol. [2] of Learning and Memory: A Comprehensive Reference, 4 vols. (J.Byrne, Ed.) (pp. 819-844). Oxford, UK: Elsevier.
- McDaniel, M. A., Einstein, G. O., & Jacoby, L. L. (2008). New considerations in aging and memory: The glass may be half full. In F. Craik & T. Salthouse (Eds.), The Handbook of Aging and Cognition, 3rd Edition (pp. 251-310). New York, NY: Psychology Press.
- McDaniel, M. A., Einstein, G. O., & Rendell, P. G. (2008). The Puzzle of inconsistent

- age-related declines in prospective memory: A multiprocess explanation. In M. Kliegel, M. A. McDaniel, and G. O. Einstein (Eds.), Prospective Memory: Cognitive, Neuroscience, Developmental, and Applied Perspectives (pp. 141-160). Mahwah, NJ: Erlbaum.
- McDaniel, M. A., & Einstein, G. O. (2008). Prospective memory and aging: Old issues and new questions. In S. M. Hofer and D. F. Alwin (Eds.), Handbook on cognitive aging: Interdisciplinary perspectives (pp. 168-180). Thousand Oaks, CA: SAGE.
- Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M. A., Messer, W. S., Miller, H. L., Prohaska, V., & Zlokovich, M. S. (2009). Promising principles for translating psychological science into teaching and learning. In D. F. Halpern (Ed.), Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline (pp. 129-144). Washington, DC: American Psychological Association
- Horhota, M., Einstein, G. O., & McDaniel, M.A. (2011). Physical and cognitive function. In V.A. Hirth (Ed) Case Based Geriatrics: A Global Approach (pp. 21-33), McGraw-Hill.
- McDaniel, M. A., & Butler, A. C. (2011). A contextual framework for understanding when difficulties are desirable. In A Benjamin (Ed.), Successful Remembering and Successful Forgetting: A Festschrift in Honor of Robert A. Bjork (pp. 175-199). Taylor & Francis.
- Roediger, H. L., McDermott, K. B., & McDaniel, M. A. (2011). Using testing to improve learning and memory. In M. A. Gernsbacher, R. Pew, L. Hough, & J. R. Pomerantz (Eds.), Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society (pp. 65-74). New York: Worth Publishing Co.
- Einstein, G. O., McDaniel, M. A., & Scullin, M. K. (2012). Prospective memory and aging: Understanding the variability. In M. Naveh-Benjamin & N. Ohta (Eds.), Memory and Aging: Current Issues and Future Directions (pp. 153-179). New York, NY: Psychology Press.
- McDaniel, M. A., & Fadler, C. W. (2012). The science of learning and its applications. In W. Buskist, & V. A. Benassi (Eds.), Effective College and University Teaching: Strategies and Tactics for the New Professoriate (pp. 49-60). Thousand Oaks, CA: Sage.
- McDaniel, M. A. (2012). Put the SPRINT in knowledge training: Training with SPacing, Retrieval, and INTerleaving. In A. F. Healy, & L. E. Bourne, Jr. (Eds.), Training Cognition: Optimizing Efficiency, Durability, and Generalizability. New York, NY: Psychology Press.
- Bugg, J. M., McDaniel, M. A., & Einstein, G. O. (2013). Event-based prospective remembering: An integration of prospective memory and cognitive control theories. In D. Reisberg (Ed.), The Oxford Handbook of Cognitive Psychology (pp. 267-282). New

York, NY: Oxford University Press.

Einstein, G. O., & McDaniel, M. A. (2014). Prospective memory and aging: When it becomes difficult and what you can do about it. In T. J. Perfect & D. S. Lindsay (Eds.), The SAGE Handbook of Applied Memory (pp. 37-58). London: Sage Publications.

Nguyen, K. & McDaniel, M. A. (2014). Potent Techniques to Improve Learning from Text. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds), Applying the Science of Learning in Education: Infusing Psychological Science into the Curriculum. Retrieved from the Society for the Teaching of Psychology web site:
<http://teachpsych.org/ebooks/asle2014/index.php>.

McDaniel, M. A., & Roediger, H. L., III. (2014). Recommendations for instructors and students: A commentary. In M. A. McDaniel, R. Frey, S. Fitzpatrick, & H. L. Roediger (Eds.), Integrating Cognitive Science with Innovative Teaching in STEM Disciplines. Doi: 10.7936/K75Q4T1X

Books

McDaniel, M. A., & Pressley, M. (Eds.) (1987). Imagery and related mnemonic processes: Theories, individual differences, and applications. New York: Springer-Verlag.

Cornoldi, C., & McDaniel, M. A. (Eds.) (1991). Imagery and cognition. New York: Springer-Verlag.

Brandimonte, M., Einstein, G. O., & McDaniel, M. A. (Eds.) (1996). Prospective memory: Theory and applications, Mahwah, NJ: Erlbaum.

Einstein, G. O., & McDaniel, M. A. (2004). Memory fitness: A guide for successful aging. New Haven, Conn: Yale University Press.

McDaniel, M. A., & Einstein, G. O. (2007). Prospective memory: An overview and synthesis of an emerging field. Thousand Oaks, CA: Sage Publications.

Kliegel, M., McDaniel, M. A., & Einstein, G. O. (Eds.) (2008). Prospective memory: Cognitive, neuroscience, developmental, and applied perspectives. Mahwah, NJ, Erlbaum.

Brown, P. C., Roediger, H. L., III., & McDaniel, M. A. (2014). Make it stick: The science of successful learning. Cambridge, MA: Harvard University Press.

McDaniel, M. A., Frey, R., Fitzpatrick, S., & Roediger, H. L. (Eds.), Integrating cognitive science with innovative teaching in stem disciplines. Doi: 10.7936/K75Q4T1X

Technical Reports (The Bell Laboratory Memoranda for File contain proprietary information

- and cannot be distributed outside of the Bell System)
- Bantel, R. G., & McDaniel, M. A. (1981). Features and functional control of the graphics proprietary information terminal. Bell Laboratory Memorandum for File.
- McDaniel, M. A. (1981). Human factors evaluation of the [propriety information] touch sensitive screen. Bell Laboratory Memorandum for File.
- McDaniel, M. A. (1981). Phone messaging behavior: Utilization of "pink slips" for leaving messages. Bell Laboratory Memorandum for File.
- McDaniel, M. A., & Nassau, S. J. (1981). Human factors evaluation of the [proprietary information] procedure for graphics work station. Bell Laboratory Memorandum for File.
- Clark, V. P., Lugar, G. F., McClain, J. T., Verzi, S. J., McDaniel, M. A., Hamilton, D., England, R., & Morissette, N. (2006). *fMRI analysis of human function learning*. (Sandia National Laboratories Report 2006-xxxx). Albuquerque, NM: U. S. Department of Energy.
- Bernard, M., Morrow, J. D., Taylor, S., Verzi, S., Vineyard, C., Caudell, T., Cohen, N., Eichenbaum, H., McDaniel, M., & Watson, P. (2009). *Modeling Aspects of Human Memory for Scientific Study* (Sandia National Laboratories Report 2009-6164). Albuquerque, NM: U. S. Department of Energy.

EXTRA MURAL GRANTS

Funded

National Science Foundation: “Enhancing Learning of Science Categories through Guidance of Psychological Models of Classification” - \$388,071 total direct costs (for Washington University subcontract) for funding period September 1, 2015 – August 31, 2018 (PI via subcontract from Indiana University; Dr. Robert Nosofsky, Project Director).

AAU: “STEM Education Initiative” - \$500,000 total funding for period July 1, 2013 – June 30, 2016 (CO-PI; Dr. Regina Frey, Kathy Miller, Kurt Thoroughman, CO-PIs).

Institute of Education Sciences: “Exploring the Potential of Essay Testing for Improving Memory and Learning” - \$1,189,541 total funding for funding period July 1, 2013 – June 30, 2017 (PI via subcontract from Duke University; Dr. Beth Marsh, Project Director).

LUCE Foundation: “College Freshmen Migrating out of STEM: Identifying Who & How Many are At-Risk; Causes; How to Increase Retention” - \$282,138 total funding period December 1, 2011—November 30, 2015 (CO-PI; Dr. Regina Frey, CO-PI)

Institute of Education Sciences: “Developing a Manual for Test-Enhanced Learning in the

Classroom” - \$1,903,829 total funding for funding period August 1, 2011 – July 31, 2015 (CO-PI; Dr. Henry L. Roediger, Project Director).

National Institute on Aging: “Combining Exercise and Cognitive Training To Improve Everyday Function”-- \$768,384 total costs granted for funding period September 17, 2009 – September 16, 2012 (CO-PI; Dr. Ellen Binder, CO-PI).

National Institute on Aging: “Neural Mechanisms of Age-Related Changes in Prospective Memory” – \$903,673 total costs requested for funding period September 30, 2009—September 29, 2011 (PI; Dr. Todd Braver, Co-Investigator).

McDonnell Foundation: “Applying Cognitive Psychology to Enhance Educational Practice II” - \$6,470,000 total direct costs granted for funding period August 1, 2008 – July 31, 2013 (Collaborative Activity Award with Dr. Henry L. Roediger, III, PI and Co-PI’s from Columbia, Duke, Kent St. University, UCSD, and UCLA).

Institute of Education Sciences: “Test-Enhanced Learning in the Classroom” - \$2,964,770 total funding for funding period August 1, 2006 – July 31, 2011 (with Dr. Henry L. Roediger, Co-PI).

National Institute of Mental Health: “Comparing Models of Function Learning” - \$440,000 total direct costs for funding period July 1, 2004 – June 30, 2007 (Co-PI with Dr. Jerome Busemeyer).

McDonnell Foundation: “Applying Cognitive Psychology to Enhance Educational Practice” - \$2,152,000 total direct costs granted for funding period August 1, 2003 – July 31, 2008 (Collaborative Activity Award with Drs. Robert and Elizabeth Bjork, Dr. Elizabeth Marsh; Dr. Henry L. Roediger, III, and Dr. Kathleen McDermott, Co-PI’s).

Institute of Education Sciences: “Test-Enhanced Learning” - \$330,000 total direct costs granted for funding period August 1, 2003 – July 31, 2006 (with Dr. Henry L. Roediger, III, and Dr. Kathleen McDermott, Co-PIs).

NASA: “Prospective Remembering: Theoretical Processes, Minimizing Prospective Memory Failure, and Remembering Deferred Intentions” - \$390,009 total costs granted for funding period March 1, 2003 – February 28, 2006 (with Dr. Gilles O. Einstein, Co-PI).

National Institute on Aging: “Aging and Memory Illusions” - \$788,210 total direct costs granted for funding period April 15, 2001 - March 31, 2007 (with Dr. Henry L. Roediger, III, Co-PI).

National Science Foundation: “Science of Learning Center-Catalyst” - \$240,000 total direct costs granted for funding period October 1, 2003 – September 30, 2004 (Collaborative award with CO-PI’s from several departments at University of New Mexico)

National Institute of Deafness and Other Communicative Disorders: A Cognitive Analysis of Coding Schemes for Speech Protheses, \$304,335 total costs granted for funding period April 1, 1998 - March 31, 2001.

NASA: "Prospective memory under complex, demanding, and fluid conditions" -- over \$500,000 total direct costs granted for period 1999-2002 (with Dr. Gilles O. Einstein, Co-PI).

National Institute on Aging: "A Componential Analysis of Prospective Memory and Aging" -- \$348,440 total direct costs granted for funding period: April 8, 1994 - March 31, 1997 (with Dr. Gilles O. Einstein, Co-PI).

National Institute on Aging: "Neuropsychology of Memory and Aging" -- National Research Service Award to fund year of study at University of Arizona, Aug. 1, 1993 - July 31, 1994.

National Institute of Mental Health: "Learning intervening concepts in a multivariate environment" -- \$225,612 total direct costs granted for funding period April 1, 1991 - September 30, 1993 (co-PI with Dr. Jerome Busemeyer).

National Institute on Aging: "Prospective memory across the adult lifespan" -- \$120,240 total direct costs granted for funding period Sept. 1, 1989 - Aug. 30, 1991 (with Dr. Gilles O. Einstein, Co-PI).

National Institute of Child Health and Human Development: "Encoding difficulty and memory: Toward a unifying theory" -- \$140,380 total direct costs granted for funding period June 1, 1987 - Nov. 30, 1989 (with Dr. Gilles O. Einstein, Co-PI).

DISSERTATIONS DIRECTED

"A computational investigation of expertise in problem solving" by Paul Kevin Dunay (September, 1987, University of Notre Dame).

"A mind's nose makes scents: A converging operations approach to the study of olfactory imagery" by Brian J. Lyman (September, 1987, University of Notre Dame).

"Dissociations among measures of mental workload: Effects of experimenter-induced inadequacy" by Patricia Casper (December, 1988, Purdue University).

"Effects of instructional variables and spacing of repetitions in cued-memory tests" by Bradford H. Challis (August, 1989, Purdue University, co-chair).

"Distinctiveness effects in recognition: A new look at some old views" by Gregory Riegler (August, 1990, Purdue University, co-chair).

"The roles of instance-based and abstract processing in memory for perceptual information" by Dennis E. Keefe (May, 1992, Purdue University).

"The mental representation of narrative: All stories are not created equal" by Paula J. Waddill

(August, 1992, Purdue University).

"The influence of situation models on the free recall of narrative texts" by Robert J. Hines (July, 1993, Purdue University).

"Footprints of monitoring in event-based prospective memory" by Melissa J. Guynn (May, 2001, University of New Mexico).

"The effects of transfer context on the stability of two types of conceptual structure in a function concept" by Jacqueline A. Griego (December, 2001, University of New Mexico).

"Analogical problem solving in casual and experienced users: When interface consistency leads to inappropriate transfer" by Kraig A. Finstad (July, 2002, University of New Mexico)

"Role of executive function in cognitive skill acquisition: An examination of cognitive impairments associated with Parkinson's disease" by Amanda L. Price (July, 2003, University of New Mexico)

"Cognitive Interview Components and their Application to Academic Settings" by Courtney Dornburg (May, 2005, University of New Mexico)

"Automatic Acquisition for Location: Mapping the Boundary Conditions" by David D. Hochstein (May, 2005, University of New Mexico)

"Implementation Intentions and Cost in Prospective Memory Retrieval" by Jennifer Breneiser (August, 2007, Washington University)

"The Effects of Prior Knowledge Relevance and Organization on Text Comprehension and Memory" by Aimee Calender (August, 2008, Washington University)

"Individual Differences in Function Learning as They Relate to the Learning of Conceptual Information" by Cynthia L. Fadler (August, 2012, Washington University)

"Sleep, Memory, and Aging: Effects of Pre- and Post-Sleep Delays and interference on Memory in Younger and Older Adults" by Michael K. Scullin (May, 2012, Washington University)

"In Search of a Lost Effect: Generality of Discrepancy Effects in Memory Paradigms by Ji hae Lee (August 2015, Washington University)

MASTER'S THESES DIRECTED

"The roles of distinctiveness and elaboration in memory" by Paula Waddill (December, 1990).

"Contextual effects in prospective memory" by M. Bridget Robinson (January, 1992).

"Rule abstraction and hypothesis testing in the learning of functional concepts" by Edward DeLosh (October, 1994, co-chair).

"Effortful or automatic: The acquisition of icon-referent and location-referent association information" by Dave D. Hochstein (May, 2000).

"An inquiry into the nature of controlled processes in the multiprocess framework: The implications of task relatedness in a non-focal prospective memory environment" by Thomas F. W. Graham (March, 2002).

"Accommodative reconstruction or source monitoring confusion in the Spiro paradigm: Are false memories irreversible?" by Courtney C. Dornburg (June, 2002).

"Sleeping to Remember: Spontaneous Retrieval of Prospective Memories Across Sleep and Wake Sleeping delays" by Michael K. Scullin (November, 2009).

"Typical prospective memory targets are not typically better than atypical prospective memory targets: Underlying mechanisms of prospective memory retrieval" by Ji hae Lee (November, 2010).

"Testing promotes transfer with authentic educational materials" by Khuyen Nguyen (November, 2013)

PAPERS READ AT PROFESSIONAL MEETINGS AND COLLOQUIUM PRESENTATIONS

Invited addresses and talks

McDaniel, M. A. & Einstein, G. O. A framework toward understanding encoding difficulty and memory. Invited paper presented at the Midwestern Psychological Association Meeting, Chicago, May, 1986.

McDaniel, M. A. Special Discussant at the European Workshop on Imagery and Cognition. Paris, France, September, 1986.

McDaniel, M. A. Correspondences between imagery and perception. Invited paper presented at the Second Workshop on Imagery and Cognition, Padua, Italy, September, 1988.

McDaniel, M. A. Effective encoding: The influence of material appropriate processing. Southeastern Workers in Memory Annual Meeting held at the Southeastern Psychological Association Meeting, Knoxville, TN, March, 1992.

- McDaniel, M. A. Study strategies, interest, and learning from text: The application of material appropriate processing. Invited paper presented at the Third Practical Aspects of Memory Conference, University of Maryland, August, 1994.
- McDaniel, M. A. Prospective Memory: Empirical Work and a New View. Presidential Address at the Rock Mountain Psychological Association Meeting, Reno, Nevada, April, 1997.
- McDaniel, M. A. Prospective memory: A new view and some preliminary data. Invited presentation at the workshop on Prospective Memory, Leuven, Belgium, May, 1997.
- McDaniel, M. A. The Role of Order Information in Recall of Unusual Information. Invited presentation at the Southwestern Psychological Association Convention, Albuquerque, New Mexico, April, 1999.
- McDaniel, M. A. & Einstein, G. O. Prospective memory retrieval and delayed execution: Multiple memory processes and age-related effects. Keynote lecture at the 1st International Conference on Prospective Memory, July, 2000.
- McDaniel, M. A. Minding the P(rocess)'s and Q(ue)'s of prospective memory: A multiprocess framework. Keynote lecture at the 12th Armadillo Conference, Dallas, Texas, October, 2001.
- McDaniel, M. A. Minding the P(rocess)=s and Q(ue)=s of prospective memory: A multiprocess framework. Invited presentation at the American Psychological Society Annual Convention, New Orleans, LA, June, 2002
- McDaniel, M. A. 'Brain-specific' nutrients: A memory cure? Invited presentation at the American Psychological Society Annual Convention, New Orleans, LA, June, 2002
- McDaniel, M. A. Prospective memory: What does your grandmother really forget? The McCahan Lecture at Furman University, Greenville, SC, April, 2003.
- McDaniel, M. A. Material appropriate difficulty: A framework for determining when difficulty is desirable for improving learning. Keynote lecture at Triple Festschrift in Honor of Lyle Bourne, Walter Kintsch, Thomas Landauer, Boulder, Co, May, 2003.
- McDaniel, M. A. Prospective memory and aging: A decade of progress and a handful of issues. Invited overview presentation at the Cognitive Aging Conference, Atlanta, GA, April, 2004.
- McDaniel, M. A. Improving student learning: Moving from the memory laboratory to the classroom. Invited talk at the Reinvention Center Conference on Integrating Research into Undergraduate Education: The Value Added, Washington DC, November, 2004.
- McDaniel, M. A. Spontaneous Retrieval in Prospective Memory. Presented at the Roddyfest:

Directions in Memory Research, Purdue University, West Lafayette, IN, March, 2005

McDaniel, M. A. Prospective Memory and Aging: Old Issues and New Questions. Invited talk at the International Conference on the Future of Cognitive Aging Research, University Park, PA, May, 2005.

McDaniel, M. A. Improving Student Learning: Moving from the Memory Laboratory to the Classroom. Invited talk presented at the National Academies Institute for Undergraduate Biology Education, Madison, Wisconsin, August, 2005

McDaniel, M. A. The Scholarship of Teaching and Learning: Lessons from the Memory Laboratory. Invited talk presented at the Biology Leadership Conference: Shaping the Future of Introductory Biology for Majors, Bermuda, March, 2006.

McDaniel, M. A. Improving Student Learning: Lessons from the Memory Laboratory Applied to the Classroom. Invited talk presented at the Wisconsin Symposium on Human Biology, Madison, Wisconsin, May, 2006.

McDaniel, M. A. Test Enhanced Learning. Invited plenary presentation at the Institute of Education Sciences' 2006 Research Conference, Washington D.C., June, 2006.

McDaniel, M. A. Spontaneous Retrieval in Prospective Memory. Keynote address presented at the Show-Me Mental State Conference on Cognition, St. Louis, Missouri, July, 2006.

McDaniel, M. A. Testing to improve learning in post-secondary education. Invited talk at the 116th Annual Convention of the American Psychological Association, Boston, MA. August 15, 2008.

McDaniel, M. A. The power of quizzing. Invited talk at the 3rd Annual Conference of the Redesign Alliance, Orlando, FL. March 24, 2009.

McDaniel, M. A. Improving Student Learning: Importing Retrieval Practice Effects into the Classroom. Past President's Address at the 79th Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM. April 17, 2009.

McDaniel, M.A. Prospective memory: Cue-driven spontaneous retrieval and contextual control of implementing retrieved intentions. Keynote Address presented at the Fall Meeting of the Comparative Cognition Society, St. Louis, MO. November, 2010.

McDaniel, M.A. Individual differences in concept learning: Tendencies to focus on exemplars versus abstraction. Keynote address presented at the North Carolina Conference on Cognition, Greensboro, NC. February, 2011.

McDaniel, M. A. Importing memory principles to education: Improving learning and instruction.

- Invited talk presented at the Midwestern Psychological Association Conference, Chicago, IL. May, 2011.
- McDaniel, M. A. Improving student learning: Moving from the memory laboratory to the classroom. Keynote address at the Science of Learning Goes to College: Applying the Science of Learning in College and University Curricula Conference, University of New Hampshire, Durham, NH. April, 2012.
- McDaniel, M. A., & Einstein, G. O. Overview of aging and prospective memory (from the perspective of the multiprocess theory). Invited talk presented at the Cognitive Aging Conference, Atlanta, GA. April, 2012.
- McDaniel, M. A. Individual differences in concept learning tendencies: Spanning the laboratory and the classroom. Invited lecture presented at the 3rd Latin American School on Education, Cognitive, and Neural Sciences, Bahia, Brazil, March, 2013.
- McDaniel, M. A. Applying cognition to education: Lessons from the experimental psychology laboratory. Division 3 President's Address presented at the Annual Convention of the American Psychological Association, Honolulu, HI. August 2, 2013.
- McDaniel, M. A. Test-enhanced learning in the classroom. Invited talk presented at the Annual Convention of the American Psychological Association, Honolulu, HI. August 1, 2013.
- McDaniel, M. A. The good, the bad, and the ugly of "best" practices: Some lessons from the memory laboratory. Bill Hill Keynote Address presented at the Annual Best Practices Conference, Atlanta, Georgia. October 11, 2013.
- McDaniel, M. A. Online versus in-class courses: The challenges (and solutions) to evaluation. Invited paper presented in From Principles of Cognitive Science to MOOCS: A Workshop in Honor of William K. Estes, held at the Fifty-Fourth Annual Meeting of the Psychonomics Society, Toronto. November 16, 2013.
- McDaniel, M. A. Improving student learning: Moving from the memory laboratory to the classroom. Opening keynote address at the National Institute on the Teaching of Psychology, St. Petersburg Beach, Fla. January 3, 2014.
- McDaniel, M. A. Individual differences in concept learning tendencies: Spanning the laboratory and the classroom. Invited talk presented at the Connexions Conference, Rice University, Houston, April 2, 2014.
- McDaniel, M. A. Improving instructional effectiveness and equipping students to learn smarter: Evidence-based approaches. Keynote address at the Improving Student Achievement Summit on Learning and Education, Kent State University. October 9, 2014.
- McDaniel, M. A. Evidence-Based Techniques to Improve Instructional Effectiveness and

Student

Learning. Keynote address presented at the Association of College Educators-Deaf and Hard of Hearing Annual Meeting, St. Louis, MO, February 13, 2015.

McDaniel, M. A. Making Learning Stick: Evidence-Based Techniques to Improve Learning. Keynote address presented at the Southeastern Teachers of Psychology Annual Conference, Atlanta, GA, February 27, 2015.

McDaniel, M. A., & Roediger, H. L. (joint talk). Making Learning Stick: Evidence-Based Techniques to Improve Student Learning. Keynote address presented at the 12th Annual Teaching Professor Conference, Atlanta, GA, May 29, 2015

McDaniel, M. A. Making Learning Stick: Equipping Students to Learn Smarter and Forget Less. Keynote address presented at the 25th Annual Meeting of the Society for Text and Discourse, Minneapolis, MN, July 8, 2015.

Colloquium Presentations

Encoding effort and text memory: Toward a unifying theory. Colloquium presented at Purdue University, April 13, 1984.

Elaborative encoding and long-term memory for odors. Colloquium presented at Purdue University, March 12, 1986.

Encoding difficulty and memory: Material appropriate difficulty. Colloquium presented at SUNY-Binghamton, February 20, 1987.

Toward understanding encoding difficulty and memory. Colloquium presented at McMaster University, January 14, 1988.

The generation effect: A simple artifact or a multifactor effect? Colloquium presented at McMaster University, January 14, 1988.

A framework for enhancing memory of textual materials. Colloquium presented at Ohio State University, June 30, 1988.

Material appropriate processing: Understanding the mnemonic effects of text manipulations. Colloquium presented at Indiana University (Bloomington), August 10, 1988.

The generation effect. Colloquium presented at Rice University, October 13, 1989.

Material appropriate processing: Enhancing text memory. Colloquium presented at Rice University, October 13, 1989.

Colloquia presented at University of Padova, Italy, March, 1990: The generation effect.

Material-appropriate processing: A framework for enhancing text memory Prospective memory and normal aging Distinctiveness and bizarreness.

Effective encoding processes for retention of prose: The influence of material appropriate processing. Colloquium presented at the University of Saarlandes, Germany, May 10, 1990.

Material appropriate processing: Toward understanding the mnemonic benefit of text encoding strategies. Colloquium presented at the University of Basel, Switzerland, May 15, 1990.

Aging and prospective memory. Colloquium presented at North Dakota State University, March, 1991, and at St. Thomas University, March, 1992.

Material appropriate processing: Why you don't have to organize this tale. Colloquium presented at the University of Illinois, March 20, 1992.

Prospective memory. Colloquium presented at Central Michigan University, March 25, 1993.

Prospective memory: Some new data and a new view. Colloquium presented at Washington University, March 6, 1997 and at New Mexico State University, April 11, 1997.

Strategic and automatic processes in prospective memory: A multiprocess framework. Colloquium presented at the University of Minnesota, September, 7, 2000.

Retrieval Processes in Prospective Memory: New Theoretical Perspectives. Colloquium presented at the University of Colorado, Boulder, October 31, 2002.

Human conceptual processes: Show me the rules. Colloquium presented at the Institute of Cognitive Science at the University of Colorado, Boulder, November 1, 2002.

Applying Cognition to Education: Lessons from the Memory Laboratory. Colloquium presented at the University of Victoria, BC, April 21, 2006.

I forgot to pick up the milk: A multiprocess approach to prospective memory in normal and pathological aging. Colloquium presented at the Psychology Department, St. Louis University, Saint Louis, MO, April 8, 2011.

Importing memory principles to education: Improving learning and instruction. Colloquium presented at Davidson College, Davidson, NC, April 27, 2012.

The Good, the bad, and the ugly of “best” practices: Some lessons from the memory laboratory. Colloquium presented at Auburn University, Auburn, AL, October 10, 2013.

Making learning stick: Evidence-Based techniques to improve student learning. Colloquium presented at University of Chicago, Chicago, IL, October, 28, 2014

Six evidence-based techniques to improve instructional effectiveness and equip students to become better learners. Colloquium presented at St. Francis University, Joliet, IL, October 29, 2014.

Making Learning Stick: Evidence and Insights to Improve Teaching and Learning. Colloquium presented at Franklin & Marshall College, Lancaster, PA, April 2, 2015.

Making Learning Stick: Evidence and Insights to Improve Teaching and Learning. Colloquium presented at Westminster Christian Academy, St. Louis, MO, April 24, 2015

Paper Presentations

McDaniel, M. A. & Masson, M. E. Semantic processing: The key to delayed retention? Presented at the Rocky Mountain Psychological Association Meetings, Albuquerque, New Mexico, May, 1977.

Alexander, J. H., Jackson, R. L., McDaniel, M. A., & Maier, S. F. Learned helplessness: The activity deficit dissipates in time, the associative deficit doesn't. Presented at the Rocky Mountain Psychological Association Meetings, Denver, Colorado, April, 1978.

Einstein, G. O., McDaniel, M. A., & Battig, W. F. Making processing tasks more unique. Presented at the Rocky Mountain Psychological Association Meetings, Denver, Colorado, April, 1978.

McCombs, B. L., McDaniel, M. A., & Milstead, P. M. The effectiveness of a variety of instructional strategies designed to compensate for individual differences in student motivation. Presented at the American Educational Research Association Meetings, Toronto, Ontario, March, 1978.

McDaniel, M. A. Sentential processing difficulty and memory. Presented at the American Educational Research Association Meetings, San Francisco, California, April, 1979.

McDaniel, M. A. Bottom-up and top-down acquisition of expertise on river crossing problems. Presented at the American Educational Research Association Meetings, Boston, Massachusetts, April, 1980.

McDaniel, M. A. The role of elaborative and schema based processes in story memory. Presented at the Psychonomic Society Annual Meeting, Minneapolis, Minnesota, November, 1982.

McDaniel, M. A. & Kearney, E. M. Effective learning strategies: The importance of task appropriate processing. Presented at the American Psychological Association Convention, Washington, D.C., August, 1982.

- McDaniel, M. A. & Masson, M. E. J. Effects of intervening tests on recognition and recall. Presented at the Southeastern Psychological Association Convention, New Orleans, Louisiana, March, 1982.
- Kott, T. L., Pryor, J. B., & McDaniel, M. A. Levels of abstraction and schema relevance. Presented at the Midwestern Psychological Association Convention, Chicago, Illinois, May, 1983.
- McDaniel, M. A. & Einstein, G. O. The mnemonic effects of bizarre imagery: The importance of distinctiveness. Presented at the Psychonomic Society Annual Meeting, San Diego, California, November, 1983.
- Kott, T. L., Pryor, J. B., & McDaniel, M. A. Schematic expectancies and the tendency to explain inconsistent information. Presented at the Midwestern Psychological Association Convention, Chicago, Illinois, May, 1984.
- McDaniel, M. A. & Kerwin, M. L. Individual item elaboration and long-term story retention. Paper presented at the American Psychological Association Meetings, August, 1984.
- McDaniel, M. A., Einstein, G. O., Dunay, P. K., & Cobb, R. Encoding difficulty and text memory. Paper presented at the Psychonomic Society Meeting, November, 1984.
- Lollis, T. J., Young, M. S., Einstein, G. O., & McDaniel, M. A. Encoding difficulty and memory. Paper presented at the Southeastern Psychological Association Convention, Atlanta, April, 1985.
- McDaniel, M. A. & Einstein, G. O. The mnemonic effects of bizarre imagery: Increased attention or increased distinctiveness? Paper presented at the International Imagery Conference, Swansea, Wales, April, 1985.
- Dunay, P. K., Yekovitch, F. R., & McDaniel, M. A. The representation of scripted information. Paper presented at the Midwestern Psychological Association Convention, May, 1983.
- McDaniel, M. A. & Kowitz, M. D. The effects of initial recall on retention. Paper presented at the Psychonomic Society Meeting, November, 1985.
- Lyman, B. J. & McDaniel, M. A. The effect of encoding strategy on long-term odor memory. Paper presented at the Midwestern Psychological Association Meeting, Chicago, May, 1986.
- McDaniel, M. A. (read by M. Pressley). Dual coding versus precise elaboration of arbitrary sentences. Paper presented at the American Psychological Association Meetings, August, 1986.
- Dunay, P. K. & McDaniel, M. A. (read by M. A. McDaniel). Generic script representation.

Paper presented at the Twenty-Seventh Annual Meeting of the Psychonomic Society, New Orleans, November, 1986.

Lyman, B. J. & McDaniel, M. A. Effects of experimenter and subject provided verbal and visual elaborations on long-term memory for odors. Paper presented at the Eastern Psychological Association Meeting, Arlington, Virginia, April, 1987.

Owen, P., Cote, N., Einstein, G. O., & McDaniel, M. A. Improving memory by increasing difficulty of processing. Paper presented at the Southeastern Psychological Association Meeting, New Orleans, Louisiana, March, 1988.

Maxwell, S. E., Delaney, H. D., & McDaniel, M. A. Confounding effects in equal n designs: Factorial ANCOVA. Paper presented at the American Educational Association Meetings. New Orleans, Louisiana, April, 1988.

Waddill, P., & McDaniel, M. A. The generation effect in unmixed list designs: Evidence for enhanced relational and individual-item processing. Paper presented at the Midwestern Psychological Association Meeting, Chicago, April, 1988.

McDaniel, M. A., Ryan, E. G., & Cunningham, C. J. (read by E. B. Ryan). Enhancing the memory of older readers for prose. Paper presented at the Gerontological Society of America Meeting, San Francisco, November, 1988.

Einstein, G. O., McDaniel, M. A., & Cote, N. Factors controlling the bizarreness effect. Paper presented at the Twenty-Ninth Annual Meeting of the Psychonomic Society, Chicago, November, 1988.

McDaniel, M. A., Waddill, P. J., & Riegler, G. L. Further support for a multi-factor theory of the generation effect. Paper presented at the Twenty-Ninth Annual Meeting of the Psychonomic Society, Chicago, November, 1988.

McDaniel, M. A., & Waddill, P. J. Generation effects for context items: Implications for item-specific and multifactor theories. Paper presented at the Thirtieth Annual Meeting of the Psychonomic Society, Atlanta, November, 1989.

Schweickert, R., McDaniel, M. A., & Riegler, G. L. The generation effect on memory span. Paper presented at the Sixty-Second Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1990.

Riegler, G. L., McDaniel, M. A., & Nairne, J. S. Task difficulty, list design, and the generation effect. Paper presented at the Sixty-Second Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1990.

Waddill, P. J., & McDaniel, M. A. Elaborative and distinctive processes in recall. Paper presented at the Sixty-Second Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1990.

- Association, Chicago, May, 1990.
- Robinson, M. B., & McDaniel, M. A. The bizarre imagery effect for complex sentences. Paper presented at the Sixty-Second Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1990.
- Hines, R., & McDaniel, M. A. The effects of study strategy on recall of long expository and narrative texts. Paper presented at the Sixty-Second Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1990.
- Keefe, D. E., & McDaniel, M. A. Encoding difficulty induces elaborative inferences. Paper presented at the Sixty-Second Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1990.
- McDaniel, M. A., & Einstein, G. O. Bizarre imagery: Mnemonic benefits and theoretical implications. Paper presented at the Third European Workshop on Imagery and Cognition, Aberdeen, Scotland, August, 1990.
- McDaniel, M. A., Challis, B., & Sadowski, R. Text expectancy, study strategies, and recall of prose. Paper presented at the American Research Association Meeting, Chicago, April, 1991.
- Byun, E., Busemeyer, J., & McDaniel, M. A. The formation of causal concepts. Paper presented at the Sixty-Third Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1991.
- Hines, R., & McDaniel, M. A. The effects of causal structure and script-based structure on the organizational encoding of text. Paper presented at the Sixty-Third Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1991.
- McDaniel, M. A., & Waddill, P. The mnemonic benefit of pictures: Text appropriateness and individual differences. Paper presented at the Sixty-Third Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1991.
- Einstein, G. O., & McDaniel, M. A. Aging and time- versus event-based prospective memory. Paper presented at the Thirty-Second Meeting of the Psychonomic Society, San Francisco, November, 1991.
- McDaniel, M. A., & Einstein, G. O. Prospective memory: The effects of cue familiarity and cue distinctiveness. Paper presented at the Thirty-Second Meeting of the Psychonomic Society, San Francisco, November, 1991.
- Schweickert, R., Ansel, B., & McDaniel, M. A. Lexicality and generation effects on memory span. Paper presented at the Thirty-Second Meeting of the Psychonomic Society, San Francisco, November, 1991.

- Hines, R. J., & McDaniel, M. A. The influence of reading strategies and individual differences in reading ability on the recall of folktales. Paper presented at the Sixty-fourth Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1992.
- McDaniel, M. A., Hines, R., Waddill, P. J., & Einstein, G. O. What produces unique memory patterns in folk tales: Content familiarity, causal structure, scripts, or superstructures? Paper presented at the International Association for the Empirical Study of Literature Third Conference, May, Memphis, TN, 1992.
- Robinson, B., & McDaniel, M. A. Contextual effects in prospective memory. Paper presented at the Sixty-fourth Annual Meeting of the Midwestern Psychological Association, Chicago, May, 1992.
- Hines, R. J., & McDaniel, M. A. Differential effects of learning strategies on prose recall for integrators versus compartmentalizers. Paper presented at the Sixty-fifth Annual Meeting of the Midwestern Psychological Association, Chicago, April, 1993.
- McDaniel, M. A. Skilled memory: An evaluation and prospectus. Paper presented at the Fifth Annual Convention of the American Psychological Society, Chicago, June, 1993.
- Einstein, G. O., Brady, P. C., & McDaniel, M. A. The role of surprise in mediating the bizarreness effect. Paper presented at the Thirty-Fourth Meeting of the Psychonomic Society, Washington, D. C., November, 1993.
- McDaniel, M. A., & Whiteman, H. L. Differential hypermnnesia across tests: A relational/individual item account. Poster presented at the Thirty-Fourth Meeting of the Psychonomic Society, Washington, D. C., November, 1993.
- McDaniel, M. A. Did the falling actress die or the inference? Paper presented at the Fifth Annual Winter Text Conference, Jackson, WY, January, 1994.
- McDaniel, M. A., Glisky, E. L., Routheaux, B. C., & Remers, L. A. The role of frontal lobe functioning in temporally-based and cue-based prospective remembering in older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA, April, 1994.
- McDaniel, M. A. Study strategies, interest, and learning from text: The application of material appropriate processing. Invited paper presented at the Third Practical Aspects of Memory Conference, University of Maryland, August, 1994.
- McDaniel, M. A., DeLosh, E., & Einstein, G. O. The role of order information in free recall advantages in mixed lists. Paper presented at the 35th Annual Meeting of the Psychonomic Society, St. Louis, MO, November, 1994.
- McDaniel, M. A. Material-appropriate processing and text memory. Paper presented at the Six Annual Winter Text Conference, Jackson, WY, January, 1995.

- Guynn, M. J., McDaniel, M. A., Einstein, G. O. Prospective memory: When reminders fail. Paper presented at the Sixty-Fifth Annual Rocky Mountain Psychological Association Convention, Boulder, CO, April, 1995.
- Shaw, P. K., McDaniel, M. A., Einstein, G. O., & Kelly, R. Age differences in the effects of attentional demands on prospective memory performance. Paper presented at the Sixty-Fifth Annual Rocky Mountain Psychological Association Convention, Boulder, CO, April, 1995.
- Guynn, M. J., McDaniel, M. A., Einstein, G. O. Prospective memory: When reminders fail. Poster presented at the Thirty-Sixth Annual Meeting of the Psychonomic Society, Los Angeles, CA, November, 1995.
- Smith, R., Einstein, G. O., McDaniel, M. A., Shaw, P. K. The influence of divided attention on prospective memory performance of younger and older adults. Poster presented at the Thirty-Sixth Meeting of the Psychonomic Society, Los Angeles, CA, November, 1995.
- Guynn, M. J., & McDaniel, M. A. Testing generate/recognize models of recall. Paper presented at the Sixty-Sixth Annual Rocky Mountain Psychological Association, Park City, Utah, April, 1996.
- McDaniel, M. A. Prospective memory: No longer forgotten. Paper presented at the Sixty-Sixth Annual Rocky Mountain Psychological Association, Park City, Utah, April, 1996.
- McDaniel, M. A., Einstein, G. O., & Guynn, M. J. The role of familiarity in prospective remembering. Paper presented at the International Conference on Memory, Padova, Italy, July, 1996.
- McDaniel, M. A., Shaw, P., Einstein, G. O., & Smith, R. Selective effects of attentional demands in prospective remembering. Paper presented at the International Conference on Memory, Padova, Italy, July, 1996.
- Busemeyer, J., Byun, E., DeLosh, E., & McDaniel, M. A. Learning functional relations by humans and artificial neural networks. Paper presented at the Thirty-Seventh Annual Meeting of the Psychonomic Society, Chicago, IL, November, 1996.
- Einstein, G. O., McDaniel, M. A., Smith, R. E., & Shaw, P. Age-related deficits in a habitual prospective memory task. Poster presented at the Thirty-Seventh Annual Meeting of the Psychonomic Society, Chicago, IL, November, 1996.
- Guynn, M. J., & McDaniel, M. A. (presented by McDaniel) Generate/Sometimes recognize: Sometimes, sometimes not. Paper presented at the Thirty-Seventh Annual Meeting of the Psychonomic Society, Chicago, IL, November, 1996.
- Guynn, M. J., & McDaniel, M. A. Exploring an alternative to generation-recognition in recall.

Paper presented at the Sixty-Seventh Annual Rocky Mountain Psychological Association Convention, Reno, Nevada, April, 1997.

McDaniel, M. A. Prospective memory: Two views and some new data. Paper presented at the Thirty-Eighth Annual Meeting of the Psychonomic Society, Philadelphia, PA, November, 1997.

McDaniel, M. A. The role of order information in recall of unusual information. Paper presented at the Southwestern Psychological Association Convention, Albuquerque, NM, April, 1999.

McDaniel, M. A. Order information in free recall: An account of word-frequency effects. Paper presented at the Rocky Mountain Psychological Association Convention, Tucson, Arizona, April, 2000.

Einstein, G. O., Lyle, C., & McDaniel, M. A. Prospective memory in demanding situations. Poster presented at the 41st Annual Meeting of the Psychonomic Society, New Orleans, LA, November, 2000.

McDaniel, M. A., DeLosh, E. L., & Merritt, P. S. Order information in free recall: A new look at word-frequency effects. Paper presented at the 41st Annual Meeting of the Psychonomic Society, New Orleans, LA, November, 2000.

McNamara, D. S., Coyne, J. T., & McDaniel, M. A. Comprehension skill: Suppression versus knowledge activation. Paper presented at the 42nd Annual Meeting of the Psychonomic Society, Orlando, Florida, November, 2001.

McDaniel, M. A., Einstein, G. O., Graham, T., & Rall, E. Task interruptions disrupt prospective memory: Interruption duration and working memory capacity. Poster presented at 42nd Annual Meeting of the Psychonomic Society, Orlando, Florida, November, 2001.

Einstein, G. O., McDaniel, M. A., Stout, A., & Morgan, Z. Aging and maintaining intentions over brief delays. Poster presented at Cognitive Aging Conference, Atlanta, April, 2002

Kliegel, M., Martin, M, McDaniel, M. A., & Einstein, G. O. Complex prospective memory and aging: How planning affects performance. Poster presented at Cognitive Aging Conference, Atlanta, April, 2002

McDaniel, M. A. Memory for action phrases: Effects of subject performance, aging and frontal functioning on item and source memory. Paper presented at an invited international conference to honor Johannes Engelkamp: Binding in Human Memory: A Neurocognitive Approach, Saarland University, Saarbruecken, Germany, May, 2002.

Butler, K. M, McDaniel, M. A., & Dornburg, C. C. Age differences in the effectiveness of an

item-specific processing strategy for reducing false memory. Paper presented at Cognitive Aging Conference, Atlanta, April, 2004.

Dornburg, C. C., & McDaniel, M. A. (presented by McDaniel). The cognitive interview enhances

long-term free recall of older adults: Relationships with frontal functioning. Poster presented at Cognitive Aging Conference, Atlanta, April, 2004.

Geraci, L., Roediger, H., & McDaniel, M. A. Aging and memory for distinctive events. Poster presented at Cognitive Aging Conference, Atlanta, April, 2004.

McDaniel, M. A., Einstein, G. O., Breneiser, J., Morrisette, N., & Shank, H. Strategic and spontaneous processes in prospective memory: Evidence for the multiprocess theory. Paper presented at the 16th Annual Convention of the American Psychological Society, Chicago, May, 2004.

Morrisette, N., McDaniel, M. A., Trumppower, D. L., & Williams, B. J. (presented by McDaniel & Trumppower). Do function learners and problem comparers share a common individual difference? Poster presented at the 16th Annual Convention of the American Psychological Society, Chicago, May, 2004.

McDaniel, M. A., & Thomas, A. K. Symposium I: Applying Cognition to Education Intro. Paper presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, November, 2005.

Thomas, A. K., & McDaniel, M. A. The Negative Cascade of Incongruent Task-Test Processing in Memory and Metamemory. Paper presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, November, 2005.

McDaniel, M. A., Kang, S., Anderson, J. McDermott, K. B., & Roediger, H. L. Retrieval and Memory: Test-Enhanced Learning. Paper presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, November, 2005.

McDaniel, M. A., & Einstein, G. O. Age Invariance in Prospective Memory: Focal Cues and Resource Allocation. Paper presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, November, 2005.

Thomas, A. K., & McDaniel, M. A. Deficits in Frontal Function Restrict Effective Use of Individual Item Information. Poster presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, November, 2005.

Einstein, G. O., McDaniel, M. A., Larson, M., McDermott, M., & Rusinko, L. Evidence for Spontaneous Retrieval Processes in Prospective Memory. Poster presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, November, 2005.

- Callender, A. A., & McDaniel, M. A. Benefits of rereading: The rule or the exception? Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, May, 2006
- Thomas, A. K., & McDaniel, M. A. Appropriate strategy selection and final test performance improvements after surprise testing. Paper presented at the 47th Annual Meeting of the Psychonomic Society, Houston, November, 2006.
- Howard, D. C., McDaniel, M. A., & Butler, K. Implementation intentions and prospective memory in young adults. Paper presented (by McDaniel) at the 47th Annual Meeting of the Psychonomic Society, Houston, November, 2006.
- Einstein, G. O., Scullin, M., Bishop, R., Arnold, K., & McDaniel, M. A. Prospective memory and aging: Evidence for preserved spontaneous retrieval processes in older adults. Paper presented at the 47th Annual Meeting of the Psychonomic Society, Houston, November, 2006.
- Robbins, M. J., & McDaniel, M. A. Individual differences in concept learning. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, November, 2006.
- Butler, A. C., Flanagan, P. S., Roediger, H. L., III, & McDaniel, M. A. The benefit of generative study activities depends on the nature of the criterial test. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach California, November, 2007.
- Butler, K., McDaniel, M. A., McCabe, D. P., & Dornburg, C. C. Age-related Increases in False Memory Under an Item-Specific Processing Strategy. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach California, November, 2007.
- Lyle, K. B., McDaniel, M. A., Young, A. S., & Heyden, R. J. Hi-Tech Textbooks: Do Dynamic Visual Displays and Interactivity Increase Learning? Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach California, November, 2007.
- Roediger, H. L. III, McDaniel, M. A., McDermott, K. B., & Agarwal, P. K. Test-Enhanced Learning in the Classroom: The Columbia Middle School Project. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach California, November, 2007.
- Tamez, E., Moynan, S., & McDaniel, M. A. Reprioritizing Prospective Memory Intentions. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach California, November, 2007.
- Anderson, J. L., Weywadt, C., & McDaniel, M. A. Repeated Quizzing Facilitates Learning of Core Content in an Undergraduate Neuroscience Course. Poster presented at the Harvard Medical School Education Day, Boston, MA. October, 2008.

- Sun, J. & McDaniel, M. A. The Testing Effect: Experimental Evidence from a College Course. Poster presented at the Midstates Consortium for Math and Sciences, Chicago, Ill. November, 2008
- Scullin, M., McDaniel, M. A., & Einstein, G. O. Control of Monitoring in Prospective Memory: Evidence for a Multiprocess Model. Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, Ill. November, 2008.
- Breneiser, J. E., McDaniel, M. A., & Derbish, M.). Processing in prospective memory retrieval. Paper presented at the Georgia Psychological Society Conference, Macon, GA. April, 2009.
- Bugg, J. M., McDaniel, M. A., & Scullin, M. The context-dependent nature of cognitive control in prospective remembering. Paper presented at the 79th Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM. April, 2009.
- McDaniel, M. A. How to publish when all you have time for is teaching, but the tenure document and your chair say you have to. Symposium presentation the 79th Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM. April, 2009.
- Agarwal, P. K., Huelser, B. J., McDaniel, M. A., McDermott, K. B., & Roediger, H. L.. Test-enhanced learning: Transfer of knowledge in middle school classrooms. Poster presented at the 21st Annual Convention of the Association for Psychological Science, San Francisco, CA. May, 2009.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., Agarwal, P. K., & Huelser, B. J.. What is an effective quizzing schedule for middle school students? Poster presented at the 4th Annual Institute of Education Sciences Research Conference, Washington, D.C. June, 2009.
- Agarwal, P.K., Roediger, H.L., McDaniel, M.A., & McDermott, K.B. Feedback increases middle school students' resolution and retention of correct responses. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA. November 2009.
- Callender, A.A., & McDaniel, M.A. Self-generated questions and the testing effect. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA, November 2009.
- Guynn, M.J., & McDaniel, M.A. Relational and item-specific influences on generate-recognize processes in recall. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA, November 2009.
- McDaniel, M.A. Individual differences in learning and transfer: Exemplar versus rule learners. Paper presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.

November 2009.

- Scullin, M.K., & McDaniel, M.A. Prospective memory across sleep and wake delays. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA, November 2009.
- Rose, N.S., Foster, E.R., McDaniel, M.A., & Rendell, P.G. Prospective memory in Parkinson's disease and healthy aging during a virtual week. Poster Presented at the Cognitive Aging Conference, Atlanta, GA, April, 2010.
- Shelton, J.T., McDaniel, M.A., Balota, D.A., Breneiser, J., & Moynan, S. Which kind of prospective memory failures characterize very mild Alzheimer's dementia? An investigation of focal and nonfocal prospective memory performance. Poster Presented at the Cognitive Aging Conference, Atlanta, GA, April, 2010.
- McDaniel, M. Focal and Nonfocal nonfocal Prospective Memory Performance in Very Mild Dementia. Paper presented at the International Conference on Prospective Memory, Vancouver, July 2010.
- Rose, N., McDaniel, M., Foster, E., & Rendell, P. Prospective Memory in Young Adults, healthy Older Adults, and Individuals with Parkinson's Disease During a Virtual Week. Paper presented at the International Conference on Prospective Memory, Vancouver, July 2010.
- Savine, A., McDaniel, M.A., Shelton, J., & Scullin, M. How do you Remember in the Future? Rethinking Monitoring in Prospective Memory. Paper presented at the International Conference on Prospective Memory, Vancouver, July 2010.
- Scullin, M., Bugg, J., & McDaniel, M. Prospective Memory and Aging: Failing to Remember or Failing to Forget? Paper presented at the International Conference on Prospective Memory, Vancouver, July 2010.
- Scullin, M., Martins, B., Cole, M., LaMontagne, P., Braver, T., & McDaniel, M. A Multiprocess View of the Neural Mechanisms of Prospective Memory Aging. Poster presented at the International Conference on Prospective Memory, Vancouver, July, 2010.
- McDaniel, M.A. Prospective memory in normal older adults and very mild AD adults. Paper presented at the Annual Meeting of the Memory Disorders Research Society, Evanston, IL. October, 2010.
- McDaniel, M.A., & Lee, J.H. Wait, there is something special about you: Discrepancy-plus-search processes in prospective memory retrieval. Poster presented at the 51st Annual Meeting of the Psychonomics Society, St. Louis, MO. November, 2010.
- Scullin, M.K., Bugg, J.M., & McDaniel, M.A. Prospective memory and aging: Failing to remember or failing to forget. Poster presented at the 51st Annual Meeting of the

- Psychonomic Society, St. Louis, MO. November, 2010.
- Wooldridge, C.L., Bugg, J.M., & McDaniel, M.A. Testing for transfer: Limits of the testing effect. Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO. November, 2010.
- McDaniel, M.A. Spontaneous retrieval in prospective memory: Evidence from normal & pathological aging. Paper presented at the Prospective Memory & Aging Workshop, Dresden, Germany. March, 2011.
- McDaniel, M. A. Individual differences in concept learning: Tendencies to focus on exemplars versus abstraction. Paper presented at the Joint Canadian-Colorado Cognition Conference, Victoria, British Columbia. May, 2011.
- Thomas, R. C. , & McDaniel, M. A. Retrieval practice and feedback effects on front-end versus back-end control in recall. Paper presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA. November, 2011.
- Fadler, C. L., Lee, J. H., Scullin, M. K., Cahill, M. J., Shetlon, J. T., & McDaniel, M. A. Individual differences in learning tendency predict learning of economics. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA. November, 2011.
- Scullin, M., Gordon, B., Shelton, J., Lee, J. H., & McDaniel, M. A. This might raise your blood pressure: Prospective memory declines in hypertensive older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA., April, 2012
- Shelton, J., Lee, J. H., Scullin, M., Rose, N., Rendell, P. & McDaniel, M. A. Implementation intentions boost prospective memory in very mildly demented older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA., April, 2012
- McDaniel, M. A. Can implementation intention encoding facilitate prospective remembering in adults with very mild ad? Paper presented at the Memory Disorders Research Society Annual Meeting, Davis, CA, September, 2012.
- McDaniel, M. A., Oksanen, K., Waldum, E., & Braver, T. An fMRI investigation of time-based prospective memory. Paper presented at the 4th International Conference on Prospective Memory, Naples, Italy, May, 2014.
- Scullin, M. K., Lee, J. H., Nguyen, K., & McDaniel, M. A. The curious case of categorical cues: Focal, nonfocal, neither, or both? Poster presented at the 4th International Conference on Prospective Memory, Naples, Italy, May, 2014.
- Shelton, J. T., Lee, J. H., Scullin, M. K., Rose, N., Rendell, P. G., McDaniel, M. A. Implementation intentions boost prospective memory performance in very mildly

demented older adults. Paper presented at the 4th International Conference on Prospective Memory, Naples, Italy, May, 2014.

Kupper-Tetzel, C. E., & McDaniel, M. A. Relational and item-specific processing in the spacing effect. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA, November, 2014.

Little, J., & McDaniel, M. A. Metamemory monitoring and control following retrieval practice for text. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA, November, 2014.

McDaniel, M. A., Cahill, M., & Bugg, J. M. The curious case of orthographic distinctiveness: Disruption of organizational processing. Paper presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA, November, 2014.

Miyatsu, T., Sanders, C., McDaniel, M. A., & Nosofsky, R. Optimal training sets in natural category learning. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA, November, 2014.

REVIEWING

Journals:

American Journal on Mental Retardation

American Journal of Psychology

Applied Cognitive Psychology

British Journal of Mathematical and Statistical Psychology

Canadian Journal of Experimental Psychology

Cognition

Cognition and Instruction

Cognitive, Affective, & Behavioral Neuroscience

Cognitive Psychology (past board member)

Educational Psychology Review (past board member)

Journal of Applied Research in Memory and Cognition (currently on the editorial board)

Journal of Behavioral Medicine

Journal of Educational Psychology (currently on the editorial board)

Journal of Experimental Psychology: Learning, Memory and Cognition (currently on the editorial board)

Journal of Gerontology: Psychological Sciences

Journal of Memory and Language

Memory (past board member)

Memory & Cognition

Psychology and Aging

Psychological Research

Psychological Science
Psychonomic Bulletin & Review
Quarterly Journal of Experimental Psychology
The Psychological Record
American Educational Research Association (paper submissions for the 1987 meeting,
Division C, Section 7)

Grants:

Institute of Education Sciences
National Institute of Mental Health
National Science Foundation
Air Force Office of Scientific Research

PARTICIPATION IN PROFESSIONAL ORGANIZATIONS

Fellow of the American Psychological Society
Fellow of the American Psychological Association
Member of the Rocky Mountain Psychological Association
Member of the Psychonomic Society
Member of the Memory Disorders Research Society
Member of the Society of Experimental Psychologists