

Jonathan G. Tullis

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Professional Positions

- Assistant Professor**, University of Arizona 2015-present
Department of Educational Psychology
Affiliated with Psychology and Cognitive Science
- Post-doctoral Research Fellow**, Indiana University (adviser: Rob Goldstone) 2013-2015
Department of Psychological and Brain Sciences

Education

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

Awards

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

Grants

- Summer 2016 Student-generated memory cues: How students support their own learning, Institute of Education Sciences, Cognition and Student Learning, *Not Funded*.
- Summer 2016 Predicting the difficulty of material for students: How and how well teachers anticipate student performance, Institute of Education Sciences, Effective Teachers and Effective Teaching, *Not Funded*.
- Summer 2016 Social Metacognition: How we predict other's memories, Faculty Seed Grant, University of Arizona, *Funded, \$10,000*
- Fall 2015 Environmental Science Studios: Open Access, Web-Based Technology for Education in Microbial Growth and Substrate Utilization, NSF Improving Undergraduate STEM Education, *Not Funded*.

Peer Reviewed Publications

- Tullis, J. G., & Fraundorf, S. H. (in press). Predicting others' memory performance: The accuracy and bases of social metacognition. *Journal of Memory and Language*.
- Tullis, J. G., & Goldstone, R. (2017). Instruction in computer modeling can support broad application of complex systems knowledge. *Frontiers in Education, 2*, 1-18.
- Tullis, J. G., & Goldstone, R. (2016). Comparison versus reminding. *Cognitive Research: Principles and Implications, 1*:20.
- Ryskin, R., Benjamin, A. S., Tullis, J. G., & Brown-Schmidt, S. (2015). Perspective-taking in comprehension, production, and memory: An individual differences approach. *Journal of Experimental Psychology: General, 144*, 898-915.
- Tullis, J. G., & Benjamin, A. S. (2015). Cue Generation: How learners flexibly support future retrieval. *Memory & Cognition, 43*, 922-938.
- Hourihan, K. L., & Tullis, J. G. (2015). When will bigger be (recalled) better? The influence of category size on JOLs depends on test format. *Memory & Cognition, 43*, 910-921.
- Tullis, J. G., Goldstone, R., & Hanson, A. (2015). Scheduling scaffolding: The extent and arrangement of assistance during training impacts test performance. *The Journal of Motor Behavior, 47*, 442-452.
- Tullis, J. G., & Benjamin, A. S. (2015). Cuing others' memories. *Memory & Cognition, 43*, 634-646.
- Tullis, J. G., Benjamin, A. S., & Ross, B. H. (2014). The reminding effect: Presentation of associates enhances memory for related words in a list. *Journal of Experimental Psychology: General, 143*, 1526-1540.

- Tullis, J. G., Benjamin, A. S., & Liu, X. (2014). Self-pacing study of faces of different races: Metacognitive control over study does not eliminate the cross-race recognition effect. *Memory & Cognition*, 42, 863-875.
- Tullis, J. G., Braverman, M., Ross, B. H., & Benjamin, A. S. (2014). Reminders influence the interpretation of ambiguous stimuli. *Psychonomic Bulletin & Review*, 21, 107-113.
- Benjamin, A. S. Tullis, J. G., & Lee, J. H. (2013). Criterion noise in ratings-based recognition: Evidence from the effects of response scale length on recognition accuracy. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 39, 1601-1608.
- Tullis, J. G., Finley, J. R., & Benjamin, A. S. (2013). Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. *Memory & Cognition*, 41, 492-442.
- Tullis, J. G. & Benjamin, A. S. (2012). Consequences of restudy choices in younger and older learners. *Psychonomic Bulletin & Review*, 19, 743-749.
- Tullis, J. G. & Benjamin, A. S. (2012). The effectiveness of updating metacognitive knowledge in the elderly: Evidence from metamnemonic judgments of word frequency. *Psychology and Aging*, 27, 683-690.
- Tullis, J. G., & Benjamin, A. S. (2011). On the effectiveness of self-paced learning. *Journal of Memory and Language*, 64, 109-118.
- Benjamin, A. S., & Tullis, J. G. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.

Book Chapters

- Finley, J. R., Tullis, J. G., & Benjamin, A. S. (2009). Metacognitive control of learning and remembering. In M. S. Khine & I. M. Saleh (Eds.) *New Science of Learning: Cognition, Computers and Collaboration in Education*. New York: Springer Science & Business Media.

Submitted Manuscripts

- Tullis, J. G. (submitted, Winter 2017). Predicting others' knowledge: Judgment conditions affect the accuracy and bases of estimates of difficulty for others.
- Tullis, J. G., Benjamin, A. S., & Fiechter, J. (submitted, Fall 2016). The efficacy of learners' testing choices.

Manuscripts in Preparation

- Tullis, J. G. (in preparation). The influence of peer instruction on long term learning and metacognition.
- Tullis, J. G. (in preparation). Schedules of scaffolding change what is learned and what students think they have learned.

Tullis, J. G. (in preparation). The stability of cues for self and for others.

Tullis, J. G., & Benjamin, A. S., (in preparation). The shape of reminding: How pair similarity affects the complex relationship between lag and memory.

Presentations

Tullis, J. G. (2016, December). Predicting others' understanding: Perspective-taking in knowledge estimation. Presentation at the 7th Arizona Cognitive Science Conclave, Phoenix.

Tullis, J. G., (2016, November). Estimating others' knowledge: Judgment conditions affect the accuracy and bases of estimates of difficulty for others. Poster presentation at the 57th Annual Meeting of the Psychonomic Society, Boston.

Tullis, J. G. (2016, November). The influence of others' study choices on metacognitive monitoring and control. Presentation at the conference of the International Association for Metacognition, Boston.

Fraundorf, S. H., & Tullis, J. G. (2016, November). Predicting the memory performance of others. Presentation at the conference of the International Association for Metacognition, Boston.

Tullis, J. G. & Fraundorf, S. H. (2015, December). Predicting others' memories. Poster presented at the Arizona Cognitive Science Conclave, Tucson.

Tullis, J. G., (2015, November). Reminders influence source memory. Poster presentation at the 56th Annual Meeting of the Psychonomic Society, Chicago.

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

Tullis, J. G. (2015, September). Reminders: The influence of prior episodes on present behavior. Presentation to the Cognitive Science Group at University of Arizona.

Tullis, J. G., Goldstone, R., & Hanson, A. (2014, November). Scheduling scaffolding: The extent and arrangement of assistance during training impacts test performance. Poster presentation at the 55th annual meeting of the Psychonomics Society, Long Beach, CA.

Tullis, J. G. (2014, November). The wonders and woes of self-paced learning. Presentation at the conference of the International Association for Metacognition, Long Beach, CA.

Hourihan, K. L., & Tullis, J. G. (2014, November). When will bigger be (recalled) better? The influence of category size on JOLs depends upon test format. Presentation at the conference of the International Association for Metacognition, Long Beach, CA.

Tullis, J. G. (2014, October). Reminders: The influence of unplanned retrievals on memory and interpretation. Presentation to the Cognitive Psychology Department at Indiana University.

- Tullis, J. G., & Goldstone, R. L. (2014, September). The mnemonic and metamnemonic consequences of predictions in science learning. Presentation at the Memory and Cognition Laboratory, Champaign, IL.
- Tullis, J. G., & Goldstone, R. L., & Hanson, A. J. (2014, September). The schedule of scaffolding. Poster presentation at the Center for Integrative Research on Cognition, Learning, and Education Conference, St. Louis, MO.
- Hanson, A. J., Goldstone, R. L., & Tullis, J. G. (2014, June). The bugcatcher. Presentation at the Thirteenth Annual Summer Interdisciplinary Conference, Moab, UT.
- Tullis, J. G., & Benjamin, A. S. (2013, November). Generating memory cues for others. Poster presentation at the 54th Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Tullis, J. G. (2013, March). That reminds me: The influence of unplanned retrievals on memory and understanding. Presentation to the Cognitive Psychology Department at University of Illinois, Urbana-Champaign.
- Tullis, J. G. (2012, December). Promises and Pitfalls of Self-Regulated Learning: Evidence from study time allocation, item selection, and activity selection. Presentation to Psychological and Brain Sciences Department. Indiana University.
- Tullis, J. G., & Benjamin, A. S. (2012, November). Metacognitive control of encoding same- and other-race faces. Poster presentation at the 53th Annual Meeting of the Psychonomic Society, Minneapolis.
- Tullis, J. G., Benjamin, A. S., & Ross, B. H. (2011, November). A metacognitive illusion in category learning. Poster presented at the 52th Annual Meeting of the Psychonomic Society, Seattle.
- Tullis, J. G., & Benjamin, A. S. (2009, November). On the effectiveness of self-paced learning. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston.
- Tullis, J. G., Benjamin, A. S., & Ross, B. H. (2008, November). What makes distributed practice effective? Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago.

Community Presentations

- Tullis, J. G. (2017, March). Applying Cognitive Psychology to Education: Benefits and Boundary Conditions. Presentation at Arizona Psychology Undergraduate Research Conference, Arizona State University.
- Tullis, J. G. (2017, January). 4 Cognitive principles to easily improve student learning. Presentation to Patagonia School District Teachers, Patagonia, AZ.
- Tullis, J. G. (2017, January). Making sense of mathematics: Using the brain to enhance learning. Presentation at the Mathematics Educator Appreciation Day Conference, Tucson.

Tullis, J. G. (2016, September). Improving Physics Learning Through Cognitive-Based Pedagogy. Presentation to the Tucson Area Physics Teachers (TAPT) group, Tucson.

Workshops

- Fall 2014 Cognition, Learning, and Education Workshop, CIRCLE, Washington University
- Spring 2012 Latin American School for Education and Neuroscience, McDonnell Foundation, El Calafate, Argentina
- Spring 2011 Education & Neuroscience Workshop, Beckman Institute, University of Illinois

College Teaching Experience

- Spring 2017 Learning Theories (EDP 510), Instructor, University of Arizona
Advanced Research Methods (EDP 667), Instructor, University of Arizona
- Fall 2016 Decision Making Across the Lifespan (EDP 410), Instructor, University of Arizona
- Spring 2016 Learning Theories (EDP 510), Instructor, University of Arizona
Self-Regulated Learning (EDP 615), Instructor, University of Arizona
- Fall 2015 Cognitive Approaches to Education (EDP 696), Instructor, University of Arizona
- Summer 2012 Cognitive Psychology (PSY 224), Instructor, University of Illinois
- Spring 2012 Learning and Memory (PSY 248), Teaching Assistant, University of Illinois
- Fall 2011 Introduction to Psychology (PSY 100), Instructor, University of Illinois
- Summer 2009 Cognitive Psychology (PSY 224), Instructor, University of Illinois
- Spring 2009 Cognitive Psychology (PSY 224), Teaching Assistant, University of Illinois
- Fall 2008 Research Methods in Cognitive Psychology (PSY 331), Section Instructor, University of Illinois

Ad Hoc Reviewer

Journal of Experimental Psychology: General
Journal of Experimental Psychology:
Learning, Memory, and Cognition
Psychonomic Bulletin & Review
Journal of Memory and Language
Memory & Cognition
Memory
Psychology and Aging
Journal of Applied Gerontology
Journal of Gerontology: Psychological
Sciences

Quarterly Journal of Experimental
Psychology
Applied Cognitive Psychology
Acta Psychologica
PLOS One
Anatomical Sciences Education
European Journal of Psychology of Education
Frontiers in Psychology
Mind, Brain, and Education

Professional Memberships

American Educational Research Association – Division C
American Psychological Association – Division 15
International Association for Metacognition
Psychonomics Society

References

Professor Rob Goldstone
Department of Psychological and Brain Sciences
Indiana University

Professor Aaron S. Benjamin
Department of Psychology
University of Illinois at Urbana-Champaign

Professor Brian H. Ross
Dean of Social Sciences
Minerva Schools