

Shana K. Carpenter

Curriculum Vitae
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CONTACT INFORMATION:

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EDUCATION:

Ph. D., Cognitive Psychology, Colorado State University. FortCollins, CO
Dissertation: *A multiple-cue hypothesis for the testing effect.* Chair: December, 2004
Edward L. DeLosh, Ph.D.

M. S., Cognitive Psychology, Colorado State University. Thesis: Fort Collins, CO
Interpreting the effects of memory enhancement through testing: May, 2003
Cue effectiveness versus item difficulty. Chair: Edward L. DeLosh,
Ph.D.

B. A., Experimental Psychology, University of Southern Colorado, Pueblo, CO
Summa Cum Laude. Honors Thesis: *Effects of free-recall on* May, 2000
memory for neutral and emotional events. Chair: Richard Krinsky,
Ph.D.

PROFESSIONAL EXPERIENCE:

Postdoctoral Fellow, Department of Psychology, University of California, San Diego. Studies funded by the Institute of Education Sciences (Hal Pashler, PI) to explore means of optimizing learning and attenuating forgetting. 2005 - present

Laboratory Instructor, Department of Psychology, Colorado State University. Sole responsibility for both undergraduate- and graduate-level laboratory courses. 2002 - 2004

Graduate Teaching Assistant, Department of Psychology, Colorado State University. General assistance to primary instructor for large undergraduate courses. 2001 - 2002

PUBLICATIONS: (in reverse chronological order, * denotes student co-author)

Carpenter, S. K., Pashler, H., Wixted, J. T., & *Vul, E. (in press). The effects of tests on learning and forgetting. *Memory and Cognition*.

Pashler, H., Rohrer, D., Cepeda, N. J., & Carpenter, S. K. (2007). Enhancing learning and retarding forgetting: Choices and consequences. *Psychonomic Bulletin and Review*, *14*, 187-193.

Carpenter, S. K., & Pashler, H. (2007). Testing beyond words: Using tests to enhance visuospatial map learning. *Psychonomic Bulletin and Review*, *14*, 474-478.

Wixted, J. T., & Carpenter, S. K. (2007). The Wickelgren power law and the Ebbinghaus savings function. *Psychological Science*, *18*, 133-134.

Carpenter, S. K., Pashler, H., Cepeda, N. J., & Alvarez, D. (2007). Applying the principles of testing and spacing to classroom learning. In D. S. McNamara & J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (p. 19). Nashville, TN: Cognitive Science Society.

Carpenter, S. K., Pashler, H., & *Vul, E. (2006). What types of learning are enhanced by a cued recall test? *Psychonomic Bulletin and Review*, *13*, 826-830.

Carpenter, S. K., & DeLosh, E. L. (2006). Impoverished cue support enhances subsequent retention: Support for the elaborative retrieval explanation of the testing effect. *Memory and Cognition*, *34*, 268-276.

Carpenter, S. K., & DeLosh, E. L. (2005). Application of the testing and spacing effects to name learning. *Applied Cognitive Psychology*, *19*, 619-636.

Carpenter, S. K. (2005). Some neglected contributions of Wilhelm Wundt to the psychology of memory. *Psychological Reports*, *97*, 63-73.

Carpenter, S. K. (2002). Cognitive process perspectives on timesharing. In E. D. Heggstad, S. K. Carpenter, W. G. O'Shea, E. L. DeLosh, & B. A. Clegg, *Timesharing: Its future implications for the Navy* (pp. 25-34). Contract No. DAAH04-96-C-0086. Research Triangle Park, NC: U. S. Army Research Office.

MANUSCRIPTS IN PROGRESS:

Carpenter, S. K., Pashler, H., & Cepeda, N. J. (2007). *Using tests to enhance 8th grade students' retention of U. S. history facts*. Manuscript submitted for publication.

Carpenter, S. K., Pashler, H., Cepeda, N. J., & *Vul, E. (2007). *How does timing of feedback affect recall of facts and names?* Revision in progress.

INVITED TALKS:

Carpenter, S. K., & Pashler, H. (2007, August). *Memory principles that optimize learning and retention: Implications for instruction*. Presented at the Summer Workshop for Teachers, San Diego Unified School Districts, San Diego, CA.

Carpenter, S. K., Pashler, H., Cepeda, N. J., & Alvarez, D. (2007, August). *Applying the principles of testing and spacing to classroom learning*. Paper presented at the Cognitive Science and Student Learning in the Classroom Symposium, Cognitive Science Society, Nashville, TN.

Carpenter, S. K. (2007, June). *Using tests to optimize learning: Implications for education*. Auburn University, Auburn, AL.

Carpenter, S. K., Pashler, H., Wixted, J. T., & Vul, E. (2007, May). *Item characteristics and task conditions that predict rate of forgetting*. Paper presented at the cog-fog meeting, University of California, Los Angeles.

Carpenter, S. K., Pashler, H., & Alvarez, D. (2007, January). *The Preuss project: Applying the principles of testing and spacing to classroom learning*. Paper presented at first all-hands meeting of the Temporal Dynamics of Learning Center, La Jolla, CA.

Carpenter, S. K., Pashler, H., Wixted, J. T., & Vul, E. (2006, April). *Are tests effective at enhancing learning?* Paper presented at the Cognition and Student Learning Symposium, American Educational Research Association, San Francisco, CA.

Carpenter, S. K. (2004, April). *Application of the testing and spacing effects to name-learning*. Paper presented at the Ellis-Battig Memory Symposium, Rocky Mountain Psychological Association, Reno, NV.

CONFERENCE PRESENTATIONS:

Carpenter, S. K., Pashler, H., & Cepeda, N. J. (2007, November). *Applying the principles of testing and spacing to classroom learning*. Paper to be presented at the annual meeting of the Psychonomic Society, Long Beach, CA.

Carpenter, S. K., Pashler, H., Rohrer, D., & Cepeda, N. J. (2007, August). *Does forced guessing cause one to learn the wrong answer?* Poster presented at the symposium on Memory Dynamics and the Optimization of Instruction, American Psychological Association, San Francisco, CA.

Carpenter, S. K., Pashler, H., Wixted, J. T., & Vul, E. (2007, June). *Item characteristics and task conditions that predict forgetting*. Poster presented at the annual meeting of the Institute for Education Sciences, Washington, DC.

CONFERENCE PRESENTATIONS, continued:

- Carpenter, S. K., Pashler, H., Wixted, J. T., & Vul, E. (2007, May). *Facts, faces, and obscure places: Individual and item characteristics that predict rate of forgetting*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Carpenter, S. K., Pashler, H., Wixted, J. T., & Vul, E. (2007, January). *The effects of tests on learning and forgetting*. Poster presented at the annual meeting of the Temporal Dynamics of Learning Center, La Jolla, CA.
- Carpenter, S. K., Pashler, H., & Vul, E. (2006, November). *The effects of test timing and feedback timing on the learning of obscure facts*. Poster presented at the annual meeting of the Psychonomic Society, Houston, TX.
- Carpenter, S. K., & Pashler, H. (2006, November). *Enhancing learning through retrieval practice: Can covert retrieval speed up visual and visuospatial learning?* Paper presented at the annual meeting of the Psychonomic Society, Houston, TX.
- Carpenter, S. K., Pashler, H., & Vul, E. (2006, May). *What types of learning are enhanced by a cued recall test?* Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.
- Carpenter, S. K., Pashler, H., & Wixted, J. T. (2005, November). *The testing effect: Enhanced retention or attenuated forgetting?* Poster presented at the annual meeting of the Psychonomic Society, Toronto, ON.
- Pashler, H., Carpenter, S. K., Rohrer, D., & Cepeda, N. J. (2005, November). *Does being forced to guess make one learn the wrong answer?* Paper presented at the annual meeting of the Psychonomic Society, Toronto, ON.
- Carpenter, S. K., & DeLosh, E. L. (2004, November). *A multiple-cue hypothesis for the testing effect*. Poster presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Carpenter, S. K. (2003, May). *The role of item difficulty in the testing effect*. Poster presented at the Triple Festschrift in honor of Lyle Bourne, Jr., Walter Kintsch, and Tom Landauer, Boulder, CO.
- Carpenter, S. K. (2003, April). *Untangling the influences of cue effectiveness and item difficulty in the testing effect*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Carpenter, S. K. (2003, April). *Wundt's neglected contributions to the psychology of memory*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

CONFERENCE PRESENTATIONS, continued:

Carpenter, S. K. & DeLosh, E. L. (2002, April). *The role of retrieval strategy in memory for high- and low-frequency words*. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT.

TEACHING:

I was responsible for planning the entire content of the following courses. Duties included creating the syllabus, preparing lectures and in-class activities, administering exams and assignments, grading students' work, and issuing final grades.

- ***PY 652 Data Analysis Methods*** (FA 2004)
Graduate course exploring the tools required for data analysis in psychology.
- ***PY 453 Cognitive Psychology Laboratory*** (FA 2002, SP 2003, SU 2004).
Undergraduate course emphasizing a hands-on approach to research in human cognition.
- ***PY 457 Physiological Psychology Laboratory*** (FA 2003, SP 2004).
Undergraduate course exploring the physiological bases for human behavior.

I was responsible for providing general assistance to the primary instructor for the following courses. Duties included leading review sessions, administering exams, grading students' work, and maintaining grade records.

- ***PY 100 Introduction to Psychology***; Instructor: Dawn Naninni (FA 2001, SP 2002)
- ***PY 401 History and Systems of Psychology***; Instructor: Wayne Viney (FA 2001)
- ***PY 452 Cognitive Psychology***; Instructor: Benjamin Clegg (SP 2002)

PROFESSIONAL AND DEPARTMENTAL SERVICE:

- Ad-hoc reviewer for *Journal of Experimental Psychology: Learning, Memory, & Cognition*
- Ad-hoc reviewer for *Journal of Memory & Language*
- Ad-hoc reviewer for *Psychonomic Bulletin & Review*
- Ad-hoc reviewer for *Applied Cognitive Psychology*
- Graduate Student Representative, Colorado State University Cognitive and Behavioral Neuroscience Programs (2003-2004)
- Volunteer Mentor for Colorado State University McNair Scholars Program (2003)

PROFESSIONAL AFFILIATIONS:

- American Psychological Association (Member since 2005; Affiliate since 1997)
- Association for Psychological Science (Member since 2005)
- Psychonomic Society (Member since 2007; Associate Member since 2005)

AWARDS FOR RESEARCH, SCHOLARSHIP, AND SERVICE:

- Martin E. P. Seligman Award for Outstanding Research in Applied Psychology (2003). *Application of the testing and spacing effects to name-learning*. Colorado State University.
- Colorado State University Scholarship Recipient (2001).

PROFESSIONAL DEVELOPMENT:

- Grant writing seminar, Colorado State University (FA 2004)
- College teaching seminar, Colorado State University (FA 2002)

REFERENCES:

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