Veronica X. Yan

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RESEARCH INTERESTS

Empowering motivated, effective, and efficient learners: Studying cognitive underpinnings of learning and instruction (memory & metacognition), integrated with social-psychological processes (motivation & mindset), in direct applications to classroom practices, online instruction, and self-regulated learning.

EDUCATION

2014	Ph.D., Cognitive Psychology, University of California, Los Angeles
2011	M.A., Cognitive Psychology, University of California, Los Angeles
2009	B.A. Hons., Experimental Psychology (Natural Sciences Tripos), University of Cambridge

EMPLOYMENT

2023--	Associate Professor, Dept. of Educational Psychology, The University of Texas at Austin
2017-23	Assistant Professor, Dept. of Educational Psychology, The University of Texas at Austin
2015-17	Postdoctoral Researcher, Mind & Society Center, University of Southern California
2014-16	Postdoctoral Researcher, Dept. of Psychology, University of California, Los Angeles

ACADEMIC APPOINTMENTS

2018--	Affiliated faculty, STEM Center, The University of Texas at Austin
2017--	Courtesy appointment, Dept. of Psychology, The University of Texas at Austin
2017--	Fellow, Mind & Society Center, University of Southern California

HONORS AND AWARDS

2023	Nominated for Dean's Distinguished Early Career Award
2021	Rising Star, Association for Psychological Science
2020	Excellence in Teaching Award, UT Department of Educational Psychology
2016	USC 1st Annual Postdoctoral Symposium, 2nd Place (*US$750*)
2015	Scientific Research Network on Decision Neuroscience & Aging Travel Award
2014	UCLA Shepherd Ivory Franz Distinguished Teaching Award
2014	UCLA Dissertation Launchpad Showcase Winner (*US$5,000*)
2013	UCLA Graduate Division Dissertation Year Fellowship (*US$20,000*)
2011	UCLA Graduate Summer Research Mentorship Award (*US$4,700*)

| 2010 | UCLA Graduate Summer Research Mentorship Award (*US$4,700*) |
| 2009 | UCLA Distinguished University Fellowship (*US$20,000*) |

FUNDING

External Funding

PI or Co-PI

2023-2028	*National Science Foundation*, "CAREER: Motivating Effective Strategies to Transform Student Learning". #2238567. PI. $790,782.
2020	*Center for Open Science*, "SCORE Replication #7965". PI. $11,312.
2018-2020	*John Templeton Foundation*, "Sanctifying Everyday Difficulties: Motivational Consequences of Sanctifying Difficult Experiences", #61083. Daphna Oyserman (PI) & Veronica X. Yan (co-PI). $216,493 total cost. $47,344 to UT Austin. No-cost extension to 2021.

Collaborator or Senior Personnel

2023-25	*National Science Foundation*, "INTERACT: An Incubator to Enable Scalable Education Equity Research with Terracotta". #2243778. Benjamin Motz (PI). Collaborator.
2022-24	*Bill & Melinda Gates Foundation*, "Rice Algebra Initiative for Success and Equity (RAISE)". Sub-award PI. $155,287 to UT Austin.
2022-24	*National Science Foundation*, Convergence Accelerator Track F, "Co-designing for Trust: Reimagining Online Information Literacies with Underserved Communities (Phase II)". #2230616. Senior Personnel. $5,000,000 total intended amount ($2,611,462 awarded to date). $270,130 awarded to date to UT Austin College of Education.
2021-22	*National Science Foundation*, Convergence Accelerator Track F, "Co-designing for Trust: Reimagining Online Information Literacies with Underserved Communities". #2137519. Senior Personnel. $750,000 total cost. $218,805 to UT Austin.
2021-2025	*Social Science and Humanities Research Council*, "Using evidence-based techniques to promote learning in online classrooms", Insight Grant: #435-2021-0426. Faria Sana (PI) & Veronica X. Yan (Collaborator). $78,608 total cost.
2017-2019	*Social Science and Humanities Research Council*, "Investigating the Interleaving Effect in Classrooms to Boost Student Retention", 2017-2019. Insight Development Grant: #430-2017-00593. Faria Sana (PI) & Veronica X. Yan (Collaborator). $68,816 total cost.

Internal Funding

2024-2025   *Associate Professor Experimental Grant, Office of the Vice President of Research, Scholarship & Creative Endeavors, The University of Texas at Austin,* "Science of Learning to Enhance Large-Scale Projects." $99,919.

2020-2021   *Undergraduate Teaching Grant, Faculty Innovation Center, The University of Texas at Austin,* "Transforming Effective Strategies into Regular Habits." $3,000.

2019   *Summer Research Assignment, Faculty Development Program, Office of the Vice President and Dean of Graduate Studies, The University of Texas at Austin,* "Metacognition of Effective Learning Strategies Scale." 2 months salary.

PUBLICATIONS

(*indicates shared first co-authorship, mentored students italicized; 2021 2-year and 5-year JIF reported in brackets)

Peer Reviewed Journal Articles

Published or in press

1. **Yan, V. X.,** Muenks, K., & Henderson, M.D. (in press). I forgot that you existed: Role of memory accessibility in gender citation bias. *American Psychologist.* Will be available at https://doi.org/10.1037/amp0001299 [JIF: 16.4; 16.2]
   a. Preregistration, open materials & data: https://osf.io/xkfpa/

2. *Kiper, G.*, Oyserman, D., & **Yan, V.X.** (in press). I'll take the high road: Paths to goal pursuit and identity-based interpretations of difficulty. *Self and Identity.* [JIF: 3.3; 3.49]
   a. Preregistration, open materials & data: https://osf.io/u7dbm/

3. **Yan, V. X.**, Sana, F., & Carvalho, P. F. (2023). No Simple Solutions to Complex Problems: Cognitive Science Principles Can Guide But Not Prescribe Educational Decisions. *Policy Insights from the Behavioral and Brain Sciences.* https://doi.org/10.1177/23727322231218906 [JIF: 3.8; NA]

4. **Yan, V. X.**, *Schuetze, B. A.*, & *Rea, S. D.* (2023). Becoming better learners, becoming better teachers: Augmenting learning via cognitive and motivational theories. *Human Arenas.* https://doi.org/10.1007/s42087-023-00383-1 [JIF: 1.3; 1.0]

5. *Schuetze, B. A.*, & **Yan, V.X.** (in press, accepted on March 8th, 2022). Assessing the stability and replicability of the associations between goal orientation and self-regulated learning strategies: A Pre-Registered Replication of Muis and Franco (2009). *Meta-Psychology.*
   a. Preprint: https://psyarxiv.com/ahjr5/
   b. Preregistration, open materials & data: https://osf.io/e7tw2/

6. *Wang, L.*, Muenks, K. M., & **Yan, V. X.** (2023). Interventions to promote retrieval practice: Strategy knowledge predicts intent, but perceived cost predicts usage. *Journal of Educational Psychology.* https://doi.org/10.1037/edu0000813 [JIF: 6.86; 8.61]
   a. Preprint: https://psyarxiv.com/kjzs3
   b. Preregistration, open materials, & data: https://osf.io/tmnqp/

7. Ferguson, R. ., Khosravi, H., Kovanović, V., Viberg, O., Aggarwal, A., Brinkhuis, M., Buckingham Shum, S., Chen, L. K., Drachsler, H., Guerrero, V. A., Hanses, M., Hayward, C., Hicks, B., Jivet, I., Kitto, K., Kizilcec, R., Lodge, J. M., Manly, C. A., Matz, R. L., Meaney, M. J., Ochoa, X., *Schuetze, B. A.*, Spruit, M., van Haastrecht, M., van Leeuwen, A., van Rijn, L., Tsai, Y.-S., Weidlich, J., Williamson, K., & **Yan, V. X.** (2023). Aligning the Goals of Learning Analytics with its Research Scholarship: An Open Peer Commentary Approach. *Journal of Learning Analytics, 10(2), 14-50.* https://doi.org/10.18608/jla.2023.8197 [JIF: 3.90; NA]
   a. Commentary 9: *Schuetze, B. A.* and **Yan, V. X.** The complexity of inferring long-term, generalizable learning from immediate behavioral indicators. pp. 40-42.

8. **Yan, V. X.*** & *Schuetze, B. A.** (2023). What is meant by "growth mindset"? Current theory, measurement practices, and empirical results leave much open to interpretation: Commentary on Macnamara and Burgoyne (2023) and Burnette et al. (2023). *Psychological Bulletin, 149*(3-4), 206-219. https://doi.org/10.1037/bul0000370 [JIF: 23.03; 31.55]
   a. Featured as *Psychological Bulletin* Editor's Choice article (July 2023)
   b. Preprint: https://psyarxiv.com/mp84a/

9. *Schuetze, B. A.*, & **Yan, V. X.** (2023). Psychology faculty overestimate the magnitude of Cohen's d effect sizes by half a standard deviation. *Collabra: Psychology, 9:* 74020. https://doi.org/10.1525/collabra.74020 [JIF: 3.09; 3.20]
   a. Preregistration, open materials & data: https://osf.io/jxw8t/

10. **Yan, V. X.**, Oyserman, D., *Kiper, G.*, & Atari, M. (2023). Difficulty-as-improvement: The courage to keep going in the face of life's difficulties. *Personality and Social Psychology Bulletin.* Advance online publication. https://doi.org/10.1177/01461672231153680 [JIF: 4.56; 5.10]
   a. Preregistrations, open materials & data: https://osf.io/yqn3k/

11. *O'Donnell, S. C.*, **Yan, V. X.**, Bi, C., & Oyserman, D. (2023). Is difficulty mostly about impossibility? What difficulty implies may be culturally variant. *Personality and Social Psychology Bulletin, 49,* 309-328. https://doi.org/10.1177/01461672211065595 [JIF: 4.56; 5.10]
   a. Open materials & data: https://www.openicpsr.org/openicpsr/project/143881/version/V1/view

12. *Kiper, G.,* *Atari, M.*, **Yan, V. X.**, & Oyserman, D. (2023). The upside: How people make sense of difficulty matters in a crisis. *Self and Identity, 22,* 19-41. https://doi.org/10.1080/15298868.2022.2033309 [JIF: 3.30; 3.49]

a. Preregistrations, open materials & data: https://osf.io/enz37/

13. *Rea, S. D.*, *Wang, L.*, Muenks, K. M., & **Yan, V. X.** (2022). Students can (mostly) recognize effective learning, so why don't they do it? *Journal of Intelligence, 10:* 127. https://doi.org/10.3390/jintelligence10040127 [JIF: 3.18; NA]
    a. Open materials & data: https://osf.io/4d9e3/

14. Muenks, K., & **Yan, V. X**. (2022). University STEM instructors with stronger failure-as-debilitating mindsets are perceived to engage in fewer mastery-oriented teaching practices by their students: An exploratory study. *Social Psychology of Education, 25*, 1205-1219. https://doi.org/10.1007/s11218-022-09718-2 [JIF: 2.61; 3.43]

15. *Schuetze, B. A.*, & **Yan, V. X.** (2022). Optimal learning under time constraints: Empirical and simulated tradeoffs between depth and breadth of study. *Cognitive Science, 46,* Article e13136. https://doi.org/10.1111/cogs.13136 [JIF: 2.62; 3.28]
    a. Preregistration, open materials & data: https://osf.io/p43zd/

16. Sana, F. & **Yan, V. X.** (2022). Interleaving retrieval practice promotes science learning. *Psychological Science. 33*, 782-788. https://doi.org/10.1177/09567976211057507 [JIF: 10.17, 9.65]
    a. Preprint: https://psyarxiv.com/cejqy/
    b. Open materials & data: https://osf.io/aqng6/

17. Sana, F.*, **Yan, V. X.***, & Carvalho, P. F.* (2022). On rest-from-deliberate practice as a mechanism for the spacing effect: Commentary on Chen et al. (2021). *Educational Psychology Review, 34*, 1843-1850. https://doi.org/10.1007/s10648-022-09663-8 [JIF: 8.24; 11.03]

18. **Yan, V. X.** & *Schuetze, B. A.* (2022). Not just stimuli structure: Effects in category learning vary by task demands. *Journal of Applied Research in Memory and Cognition, 11*, 218-228. https://doi.org/10.1016/j.jarmac.2021.09.004 [JIF: 4.60; 4.90]
    a. Featured as *JARMAC* Editor's Choice article (June 2022)
    b. Preregistrations, open materials & data: https://osf.io/3uv7t/

19. Muenks, K., **Yan, V. X**., & Telang, N. K. (2021). Who is part of the "mindset context"? The unique role of perceived professor and peer mindsets in undergraduate engineering students' motivation and belonging. *Frontiers in Education, 6*:633570, 1-13. https://doi.org/10.3389/feduc.2021.633570 [JIF: 2.32; NA]

20. Muenks, K., **Yan, V. X**., *Woodward, N.*, & Frey, S. E. (2021). Elaborative learning practices are associated with perceived faculty growth mindset in science classrooms. *Learning and Individual Differences, 92*, Article 102088, 1-12. https://doi.org/10.1016/j.lindif.2021.102088 [JIF: 3.90; 3.93]

21. Sana, F.*, **Yan, V. X.***, Clark, C. M., Bjork, E. L., & Bjork, R. A. (2021). Improving conceptual learning via pretests. *Journal of Experimental Psychology: Applied, 27*, 228–236.

https://doi.org/10.1037/xap0000322 [JIF: 2.81; 3.23]

22. **Yan, V. X.**, & Sana, F. (2021). Does the interleaving effect extend to unrelated concepts? Learners' beliefs versus empirical evidence. *Journal of Educational Psychology, 113*, 125-137. https://doi.org/10.1037/edu0000470 [JIF: 6.86; 8.61]

23. **Yan, V. X.** & Sana, F. (2021). The robustness of the interleaving effect. *Journal of Applied Research in Memory and Cognition, 10*, 589-602. https://doi.org/10.1016/j.jarmac.2021.05.002 [JIF: 4.60; 4.90]
    a. Open data: https://osf.io/9tn2j/

24. **Yan, V. X.** & *Wang, L.* (2021). What predicts quality of learning' study efforts? Implicit beliefs and interest are related to mastery goals, but not to use of effective study strategies. *Frontiers in Educa*tion, 6:643421, 1-15. https://doi.org/10.3389/feduc.2021.643421 [JIF: 2.32; NA]
    a. Open materials & data: https://osf.io/3sykq/

25. Carvalho, P. F*., Sana, F.*, & **Yan, V. X.*** (2020). Self-regulated spacing in a massive open online course is related to better learning outcomes. *npj Science of Learning, 5:2*, 1-7. https://doi.org/10.1038/s41539-020-0061-1 [JIF: 5.51; NA]
    a. Behind the paper: https://npjscilearncommunity.nature.com/posts/64842-spacing-study-in-distance-learning

26. **Yan, V. X.**, Eglington, L. G., & Garcia, M. A. (2020). Learning better, learning more: The benefits of expanded retrieval practice. *Journal of Applied Research in Memory and Cognition, 9*, 204-214. https://doi.org/10.1016/j.jarmac.2020.03.002 [JIF: 4.60; 4.90]
    a. Open materials & data: https://osf.io/6gt7p/

27. **Yan, V. X.**, & Sana, F. (2019). Interleaving benefits the learning of complex perceptual categories: Evidence against the discriminative-contrast hypothesis. *Journal of Cognitive Education and Psychology, 18*, 35-51. http://dx.doi.org/10.1891/1945-8959.18.1.35 [JIF: .34; .52]

28. Sana, F., **Yan, V. X.**, Kim, J. A., Bjork, R. A., & Bjork, E. L. (2018). Does working memory capacity moderate the interleaving benefit? *Journal of Applied Research in Memory and Cognition, 7*, 361-369. https://doi.org/10.1016/j.jarmac.2018.05.005 [JIF: 4.60; 4.90]

29. **Yan, V. X.**, Soderstrom, N. C., *Seneviratna, G. S.*, Bjork, E. L., & Bjork, R. A. (2017). How should exemplars be sequenced in inductive learning? Empirical evidence versus learners' opinions. *Journal of Experimental Psychology: Applied, 23*, 403-416. http://dx.doi.org/10.1037/xap0000139 [JIF: 2.81; 3.23]

30. Oyserman, D., Lewis, N. A., **Yan, V. X.**, *Fisher, O., O'Donnell, S. C., & Horowitz, E.* (2017). An identity-based motivation framework for self-regulation. *Psychological Inquiry, 28*, 139-147.

http://dx.doi.org/10.1080/1047840X.2017.1337406 [JIF: 5.58; 11.45]

31. Sana, F., **Yan, V. X.**, & Kim, J. A. (2017). Study sequence matters for the inductive learning of cognitive concepts. *Journal of Educational Psychology, 109*, 84-98. http://dx.doi.org/10.1037/edu0000119 [JIF: 6.86; 8.61]

32. *Noh, S. M.*,* **Yan, V. X.***, Bjork, R. A., & Maddox, W. T. (2016). Optimal sequencing during category learning: Testing a dual-learning systems perspective. *Cognition, 155,* 23-29. http://doi.org/10.1016/j.cognition.2016.06.007 [JIF: 4.01; 4.70]

33. **Yan, V. X.**, Bjork, E. L., & Bjork, R. A. (2016). On the difficulty of mending metacognitive illusions: *A priori* theories, fluency effects, and misattributions of the interleaving benefit. *Journal of Experimental Psychology: General, 145,* 918-933. http://doi.org/10.1037/xge0000177 [JIF: 5.50; 6.02]

34. **Yan, V. X.**, Thai, K. P., & Bjork, R. A. (2014). Habits and beliefs that guide self-regulated learning: Do they vary with mindsets? *Journal of Applied Research in Memory and Cognition, 3,* 140-152. https://doi.org/10.1016/j.jarmac.2014.04.003 [JIF: 4.60; 4.90]

35. **Yan, V. X.**, *Yu, Y.*, Garcia, M. A., & Bjork, R. A. (2014). Why does trying, and failing, to predict to-be-learned responses enhance later recall of those responses? *Memory & Cognition, 42,* 1373-1383. https://doi.org/10.3758/s13421-014-0454-6 [JIF: 2.48; 2.83]

36. *Noh, S. M.*,* **Yan, V. X.***, Vendetti, M. S., Castel, A. D., & Bjork, R. A. (2014). Multi-level induction of categories: Venomous snakes capture the level of induction and hijack the learning of lower levels. *Psychological Science, 25,* 1592-1599. https://doi.org/10.1177/0956797614535938 [JIF: 10.17; 9.65]

37. Murayama, K., Sakaki, M., **Yan, V. X.**, & Smith. G. (2014). Type-1 error inflation in the traditional by-participant analysis to metamemory accuracy: A generalized mixed-effects model perspective. *Journal of Experimental Psychology: Learning, Memory, & Cognition, 40,* 1287-1306. http://doi.org/10.1037/a0036914 [JIF: 3.14; 3.53]

38. Cohen, M. S., **Yan, V. X.**, Halamish, V., & Bjork, R. A. (2013). Do students think that difficult or valuable materials should be restudied sooner, rather than later? *Journal of Experimental Psychology: Learning, Memory and Cognition, 39,* 1682-96. http://doi.org/10.1037/a0032425 [JIF: 3.14; 3.53]

Edited Book

D. H. Robinson, **V. X. Yan**, & J. A. Kim (Eds.). (2022). *Monographs in the Psychology of Education: Learning Styles, Classroom Instruction, and Student Achievement.* Springer. https://doi.org/10.1007/978-3-030-90792-1

Book Chapters

1. **Yan, V.X.***, Carvalho, P. F.*, & Sana, F.* (2023). How students' decisions to space their practice are related to better learning. C. E. Overson, C. M. Hakala, L. L. Kordonowy, & V. A. Benassi (Eds.). *In Their Own Words: What Scholars Want You to Know About Why and How to Apply the Science of Learning in Your Academic Setting* (pp. 445-449). Society for the Teaching of Psychology. https://teachpsych.org/ebooks/itow

2. **Yan, V. X.**, & *Fralick, C. M.* (2022). Consequences of Endorsing the Individual Learning Styles Myth: Helpful, Harmful, or Harmless? In D. H. Robinson, V. X. Yan, & J. A. Kim (Eds.). *Monographs in the Psychology of Education: Learning Styles, Classroom Instruction, and Student Achievement* (pp. 59-74). Springer. https://doi.org/10.1007/978-3-030-90792-1_6

3. Oyserman, D. & **Yan. V. X**. (2019). Making meaning: a culture-as-situated cognition approach to the consequences of cultural fluency and disfluency. In S. Kitayama and D. Cohen (Eds.), *Handbook of Cultural Psychology* (pp. 536-565). Guilford Press.

4. **Yan, V. X.**, Guadagnoli, M., & Haycocks, N. (2019). Appropriate failure to create stress-resistant learning: Lessons from cognitive psychology. In N. J. Hodges & A. M. Williams (Eds), *Skill Acquisition in Sport: Research, Theory, and Practice (*3rd ed, pp. 313-339). Routledge. https://doi.org/10.4324/9781351189750

5. **Yan, V. X.**, & Oyserman, D. (2018). The world as we see it: The culture-identity-metacognition interface. J. Proust & M. Fortier (Eds). *Metacognitive Diversity: An Interdisciplinary Approach*. Oxford University Press. https://doi.org/10.1093/oso/9780198789710.003.0011

6. **Yan, V. X.,** Clark, C. M., & Bjork, R. A. (2016). Memory and metamemory considerations in the instruction of human beings revisited: Implications for optimizing online learning. J. C. Horvath, J. Lodge, & J. A. C. Hattie (Eds). *From the Laboratory to the Classroom: Translating the Learning Sciences for Teachers.* Routledge, pp 61-78. https://doi.org/10.4324/9781315625737

7. Bjork. R. A. & **Yan, V. X.** (2014). The Increasing Importance of Learning How to Learn. In M.A. McDaniel, R.F. Frey, S.M. Fitzpatrick, & H.L. Roediger III (Eds). Integrating Cognitive Science with Innovative Teaching in STEM Disciplines. Saint Louis, Missouri: Washington University in St. Louis Libraries. http://dx.doi.org/10.7936/K7QN64NR

Annotated Bibliographies

Yan, V. X., & *Wang, L.* (2018). Memory in Educational Settings. In D. S. Dunn (Ed), *Oxford Bibliographies*. New York, NY: Oxford University Press. https://doi.org/10.1093/OBO/9780199828340-0230

Articles in Peer-Reviewed Conference Proceedings

Yu, J., **Yan, V. X.,** Bjork, E. L., & Bjork, R. A. (2017). Back to ABCs: Clustering alphabetically, rather than semantically, enhances vocabulary learning. *Proceedings of the 39th Annual Conference of the Cognitive Science Society*, 3615-3620.

Invited Blogs and Digital Publications

1. Rivers, M. L. & **Yan, V. X.** (2023, Aug 28). Introduction to the #strategicLearning Digital Event [Blog post]. https://featuredcontent.psychonomic.org/introduction-to-the-strategiclearning-digital-event/

2. **Yan, V.** & *Harvey, J.* (2021, Dec 14). Re-thinking Failure in the Math Classroom. [Blog post]. https://blog.bigideaslearning.com/re-thinking-failure-in-the-math-classroom

3. **Yan, V**. & *Harvey, J.* (2021, Nov 29). Understanding Data from Formative Assessments: When Performance Does and Does Not Indicate Learning. [Blog post]. https://blog.bigideaslearning.com/understanding-data-from-formative-assessments-when-performance-does-and-does-not-indicate-learning

4. **Yan, V. X.** & Davis, M. (2016, July 25). If You Think Training Should Make Learning Easy, You Are Doing It Wrong. [Online magazine]. http://www.learningsolutionsmag.com/articles/2007/if-you-think-training-should-make-learning-easy-you-are-doing-it-wrong

5. **Yan, V. X.** (2016, July 12) . On Dislodging Learners' Illusions about How Best to Learn. [APA Journal Articles Spotlight]. http://www.apa.org/pubs/highlights/spotlight/issue-70.aspx

6. **Yan, V. X.** (2016, May 10). Guest Post: Retrieval Strength Versus Storage Strength. [Blog post]. Retrieved from http://www.learningscientists.org/blog/2016/5/10-1

PRESENTATIONS

Invited Presentations

Departmental Research Talks

02/2022	"Difficult, but Effective: Interleaved Learning", Psychology Departmental Seminar, *Trinity University*. Virtual talk.
10/2021	"The Benefits of Mixing Things Up", Psychology Departmental Seminar, *California State University, East Bay*. Virtual talk.
10/2020	"Sequencing Learning for Long-term Retention", Cognitive Psychology Colloquium, *University of California, Santa Cruz*. Virtual talk.

04/2019	"The Science of Successful Math Learning", Mathematics Department, *Austin Community College*
03/2019	"Sequencing Learning for Long-term Retention", UT STEM Ed Center Research Talk
05/2018	"Toolkit for Building Better Learners", School of Psychology and Clinical Language Sciences, *University of Reading*, Reading, UK
05/2018	"Toolkit for Building Better Learners", Psychology and Language Sciences, *University College London*, London, UK
03/2018	"The Science of Successful Learning", School of Psychology and Cognitive Science, *East China Normal University*, Shanghai, China.
09/2017	"The Toolkit for Building Better Learners: Desirably Difficult Learning and the Mindsets that Support Them", Social and Personality Area Meeting, Psychology Department, *UT Austin*.
05/2016	"The Science of Successful Learning", Department of Applied Social Sciences, *Hong Kong Polytechnic University*, Hong Kong.
05/2016	"The Toolkit to Building Better Learners", *University of Southern California 1st Annual Postdoctoral Symposium*, Los Angeles, CA.
12/2014	"Desirable Difficulties in Education: Effective Learning is Not Always Easy Learning", Educational Psychology Departmental Seminar, *Chinese University of Hong Kong*, Hong Kong.
08/2014	"How Can We Optimize Memory?", Anderson School of Management Research Seminar, *University of California, Los Angeles*, CA.
03/2014	"From Struggling to Learn to Learning to Struggle", *UCLA Dissertation Launchpad Showcase*, Los Angeles, CA.
06/2013	"You Have to Forget to Learn, and Other Counterintuitive Advice", Engineering Physics Undergraduate Seminar, *University of British Columbia*, Vancouver, Canada
04/2013	"Efficient Learning is Not Always Easy Learning: The Peculiarities of Optimizing Memory", Eric Mazur Lab, Physics Department, *Harvard University*, Cambridge, MA.
01/2013	"What Leads to Effective Learning and Why Don't We Always Do It?", Physics Education Research Seminar, *University of British Columbia*, Vancouver, Canada.

Conference Keynotes, Panels, and Workshops

10/2023	Going beyond the interleaving effect: Mechanisms underlying generalizability and heterogeneity, Keynote Lecture, Würzburg International Autumn School on Lasting Learning, *Würzburg, Germany*.
01/2023	"Sequencing Learning of Confusable Concepts: The What, When, Why, How, and for Whom?", Concurrent Session at *National Institute for the Teaching of Psychology*, St. Pete, FL.
07/2022	"Motivating Effective Learners", Workshop at *McMaster Conference on Education and Cognition*, Hamilton, Ontario, Canada.
07/2022	"Desirably Difficult: The [Counterintuitive] Science of Learning", Keynote and Workshop at *Biennial International Seminar on the Teaching of Psychological Science*, Paris, France.

04/2022   "A (Show)Case for Research on Improving Student Success", Keynote Panel at *Unizin Summit 2022*, online.

03/2021   "Interleaving & Desirable Difficulty", *Exam Study Expert Podcast*, https://examstudyexpert.com/Veronica

11/2019   "Mindsets and Identities to Motivate Student Learning", Keynote, Biology Leadership Forum, *Pearson*, Toronto, Canada.

04/2019   "Mindsets and Identities to Motivate Student Learning", Keynote, Teaching with Technologies Summit, *Pearson*, Las Vegas, NV.

02/2019   "The Science of Successful Learning", Keynote, Precalculus and Calculus Summit, *Pearson*, New Orleans, LA.

08/2018   "Thriving in Graduate Training", Panelist, *APA Division 45 Conference*, Austin, TX

02/2018   "The Science of Successful Learning", Keynote, Digital Summit: Information Technology, *Pearson*, Orlando. Fl.

07/2018   "A Toolkit for Building Better Learners", Talk at *McMaster Conference on Education and Cognition*, Hamilton, Ontario, Canada.

03/2018   "The Science of Successful Learning", Keynote at Southern California Project Kaleidoscope (PKAL) Regional Network Annual Meeting, *AAC&U*, Los Angeles, CA.

01/2018   "The Science to Classroom Rigor", *Texas Association of School Administrators Mid-winter Conference*, Austin, TX.

10/2017   "The Science of Successful Learning", Keynote, Teaching with Technologies Summit, *Pearson*, Chicago, IL.

09/2017   "The Toolkit to Building Better Learners", Lecture, *Freedom English Academy India*, Delhi, India.

02/2017   "The Toolkit to Building Better Learners", Keynote, Biology Leadership Conference and Mastering Leadership Conference, *Pearson*, Tucson, AZ.

10/2016   "The Science of Successful Learning", Keynote, Learning Makes Us Webinar Series, *Pearson*.

06/2016   "The Surprising Dynamics Behind How We Learn: Implications for Performance Support", Lightning Round Talk, *eLearningGuild FocusOn Learning 2016 Conference and Expo*, Austin, TX.

06/2016   Panel Speaker, *eLearningGuild FocusOn Learning 2016 Conference and Expo*, Austin, TX.

04/2016   "The Science of Successful Learning", Mastering Leadership Conference, *Pearson*, Scottsdale, AZ.

10/2015   "Tutoring to Make Learning Stick", Workshop, *School on Wheels, Inc.*, Los Angeles, CA.

02/2013   "Efficient Learning is Not Always Easy Learning: The Peculiarities of Optimizing Memory", Keynote, Mastering Leadership Conference, *Pearson*, Austin, TX.

09/2012   "Self-Regulated Learning: Are Learners Effective and Efficient, and How Can They Be More So?", Keynote, Non-Majors Biology Leadership Conference, *Pearson*, Seattle, WA.

Professional Development: Universities and University Centers for Teaching and Learning

09/2023   "Empowering Effective Long-lasting Learning", Faculty Development Workshop, *South Plains College, Levelland, TX*.

05/2023   "Teaching for Long-term Learning", Postdoc Workshop, *California Polytechnic State University*. Virtual talk.

10/2021   "The Science of Successful Learning", Teaching and Learning Academy, *Austin Community College*. Virtual talk.

04/2019   "The Toolkit to Lasting, Motivated Learning", Professional Development Talk & Workshop, *Gateway Technical College, Kenosha*, WI.

04/2017   "The Toolkit to Building Better Learners in STEM Education", Center for Excellence in Teaching, *University of Southern California*, Los Angeles, CA.

01/2017   "Mindsets and Identities to Motivate Student Learning", Center for Teaching Excellence, *Loyola Marymount University*, Los Angeles, CA.

10/2016   "The Science of Successful Learning", Faculty Development Workshop, *Southwestern Illinois College*, Belleville, IL.

05/2016   "The Science of Successful Learning", Center for Education Innovation, *Hong Kong University of Science and Technology*, Hong Kong.

09/2015   "Incorporating Desirable Difficulties to Make Learning Stick", Center for Teaching Excellence, *Loyola Marymount University*, Los Angeles, CA.

06/2015   "The Peculiarities of Optimizing Learning: The Need to Introduce Difficulties for the Learner", Online and Hybrid Course Development Workshop, Center for Teaching Excellence, *Loyola Marymount University*, Los Angeles, CA.

Professional Development: K-12 Institutions

01/2024   "Empowering Long-Lasting Learning" *The Madeira School*, online webinar.

08/2023   "Apply the Science of Motivation and Durable Learning". Summer Institute full day workshop, *Mercersburg Academy*, Mercersburg, PA.

05/2023   "Empowering Learners: Motivation, Metacognition, and Mindsets," *Education Week Webinar*, online.

05/2023   "Empowering Learners: Motivation, Metacognition, and Mindsets", *Quizizz Webinar*, online.

09/2020   "Making the Most of our Instructional Time", *Riverside High School*, El Paso, TX

08/2018   "The Science Behind Effective Learning", *Liberal Arts and Science Academy*, Austin, TX.

12/2015   "The Science of Successful Learning", *Palos Verdes Peninsula High School*, Palos Verdes, CA.

10/2015   "Incorporating Desirable Difficulties to Make Learning Stick", *Mulholland Middle School*, Los Angeles, CA.

Conference Presentations

1. **Yan, V. X.** & Sana, F. (2023, November). Pretesting Benefits in Classroom Settings. Talk to be presented at the *64th Annual Meeting of the Psychonomic Society*, San Francisco, CA.

2. *Rea, S. D.,* **Yan, V. X.,** & Sana, F. (2023, November). Augmenting Learning Objectives. Poster to be presented at the *64th Annual Meeting of the Psychonomic Society*, San Francisco, CA.

3. *Rea, S. D.*, Cui, V., & **Yan, V. X.**, Sana, F., Cadieux, M., Kim, J. A. (2023, July). Motivation in a college psychology course: What aspects of motivation should interventions target and for whom? Poster presented at the *McMaster Conference on Education & Cognition*, Hamilton, Canada.

4. *Rea, S. D.*, & **Yan, V. X.** (2023, April). How do perceptions of the present and future self relate to undergraduate students' motivational beliefs? Poster presented at the *American Educational Research Association Annual Meeting*, Chicago, IL.

5. *Rea, S. D., Wang, L.*, Muenks, K., & **Yan, V. X.** (2023, April). Students Can (Mostly) Recognize Effective Learning, So Why Don't They Do It? Poster presented at the *American Educational Research Association Annual Meeting*, Chicago, IL.

6. *Schuetze, B. A.*, & **Yan, V. X.** (2023, April). Self-regulated learning and treatment effect heterogeneity in educational interventions: A formal model and simulation Study. Poster presented at the *American Educational Research Association Annual Meeting*, Chicago, IL.

7. *Yan, V. X.* (2023, February). Sequencing Learning of Confusable Concepts: Why, What, When, For Whom? Talk presented at *32nd Annual Pacific Coast Research Conference*, Coronado Bay, CA.

8. *Rea, S. D., Wang, L.*, Muenks, K., **Yan, V. X.** (2022, November). Students Can (Mostly) Recognize Effective Learning, So Why Don't They Do It? Poster presented at the *63rd Annual Meeting of the Psychonomic Society,* Boston, MA.

9. *Schuetze, B. A.*, & **Yan, V. X.** (2022, November). Hidden-agenda based regulation: Extending models of study-time allocation to more educationally realistic stimuli. Talk presented at the *63rd Annual Meeting of the Psychonomic Society*, Boston, MA.

10. *Schuetze, B. A.*, & **Yan, V. X.** (2022, November). Self-regulated learning and treatment effect heterogeneity in educational interventions: A formal model and simulation study. Poster presented at the *Meeting of the Mathematical Psychology Society at Psychonomics*, Boston, MA.

11. **Yan, V.X.**, & Muenks, K. (2022, February). Teacher beliefs and instructional practices to support productive classroom climates. Talk presented at *Society for Personality and Social Psychology Annual Convention*, online.

12. *O'Donnell, S. C.*, **Yan, V.X.**, Bi, C., & Oyserman, D. (2022, February). Is difficulty mostly about impossibility? What difficulty implies may be culturally variant. Talk presented at *Society for Personality and Social Psychology Annual Convention*, online.

13. Oyserman, D., *Kiper, G., Atari, M.*, & **Yan, V.X.**, (2022, Feb). Difficulty-as-improvement: A culture-based way of understanding life's difficulties. Talk presented at *Society for Personality and Social Psychology Annual Convention*, online.

14. *Kiper, G., Atari, M.,* **Yan, V.X.**, Oyserman, D. (2022, February). The upside: How people make sense of difficulty matters during a crisis. Talk presented at *Society for Personality and Social Psychology Annual Convention*, online.

15. *Fralick, C.,* & **Yan, V. X.,** (2021, November). Reframing effort to improve learners' study strategy choices. Poster presented at the *62nd Annual Meeting of the Psychonomic Society,* online.

16. *Schuetze, B. A.,* & **Yan, V. X.,** (2021, November). Optimizing study for real-world constraints requires a depth-breadth tradeoff. Talk presented at *62nd Annual Meeting of the Psychonomic Society,* online.

17. Symposium Organizer and Chair, Contextualizing Knowledge & Decision-making in Strategic Learning (2021, April). *American Educational Research Association Annual Meeting*, online.

18. Muenks, K., & **Yan, V. X.** (2021, April). Students' concerns about remote learning in the context of COVID-19. Paper presented at the *American Educational Research Association Annual Meeting,* online.

19. **Yan, V. X.**, & Muenks, K. (2021, February). How are active learning practices perceived by students? Depends on their mindset. Paper presented at the *Society for Personality and Social Psychology Convention,* online.

20. *Kiper, G., Atari, M.,* **Yan, V. X.,** & Oyserman, D. (2021, February). Difficulty mindsets shape meaning-making and behaviors related to COVID-19. Data blitz paper and poster presented at the *22nd Annual Convention of the Society for Personality and Social Psychology Convention*, online.

21. Muenks, K., **Yan, V. X.,** *Woodward, N.,* & Frey, S. E. (2021, February). Elaborative learning practices communicate teacher growth mindset in science classrooms. Paper presented at the *Society for Personality and Social Psychology Convention*, online.

22. *Hanson, D. J.,* Muenks, K. & **Yan, V. X.** (2020, Nov). Does interest influence the cues learners use to make metacognitive judgments? Poster presented at the *61st Annual Meeting of the Psychonomic Society,* online.

23. *Schuetze, B. A.* & **Yan, V. X.** (2020, Nov). Attention and memory processes both play a role in the interleaving effect. Poster presented at the *61st Annual Meeting of the Psychonomic Society,* online.

24. *Wang, L.,* Muenks, K. M., & **Yan, V. X** (2020, Apr) Lack of knowledge and lack of will: Why don't students use effective strategies? Poster was to be presented at the AERA *Annual Meeting San Francisco,* CA. http://tinyurl.com/wkxk78v (Conference Canceled)

25. *Kiper, G., Atari, M.,* **Yan, V.X.**, & Oyserman, D. (2020, Feb). Freeing the mind for creativity: Difficulty-as-sanctifying mindset. Poster presented at the 21st *Annual Convention of the Society for Personality and Social Psychology,* New Orleans, LA.

26. *Schuetze, B. A.*, **Yan, V. X.**, & Eglington, L. G. (2019, November). A meta-analytic review of the interleaving effect: Attention and spacing matter. Poster presented at the *60th Annual Scientific Meeting of the Psychonomic Society*, Montreal, Canada.

27. *Hanson, D.* & **Yan, V. X.** (2019, November). What cues do people think they use to make metacomprehension judgments? Poster presented at the *60th Annual Scientific Meeting of the Psychonomic Society*, Montreal, Canada.

28. *Wang, L.*, **Yan, V. X.,** Muenks, K. M., & Rosenzweig, E. Q. (2019, November). Barriers to motivating effective study strategy use. Poster presented at the *60th Annual Scientific Meeting of the Psychonomic Society*, Montreal, Canada.

29. Sana, F. & **Yan, V. X.** (2019, April). Amplifying the pedagogical benefit of pretests: Interleaved pretests potentiate both tested and related concepts. Poster presented at the 2019 *American Educational Research Association Annual Meeting*, Toronto, Canada.

30. *Kiper, G.*, *Atari, M.*, Oyserman, D., & **Yan, V.X.** (2019, Feb). Sanctification of experienced difficulty: When difficulties make one a better person. Poster presented at the 20th *Annual Convention of the Society for Personality and Social Psychology*, Portland, OR.

31. **Yan, V. X.**, Thai, K-P., & Mansolf, M. (2018, Nov). Got metacognition? Development of a new scale for measuring metacognitive knowledge. Talk presented at the *International Association of Metacognition Conference*, New Orleans, LA.

32. *Wang, L.* & **Yan, V. X.** (2018, Nov). Self-regulated learning habits: Do they vary with context and motivation? Poster presented at the *59th Annual Scientific Meeting of the Psychonomic Society*, New Orleans, LA.

33. *Hanson, D.* & **Yan, V. X.** (2018, Nov). Disfluency and the need for cognition: Using small test alterations to awaken systematic thinking in students. Poster presented at the *59th Annual Scientific Meeting of the Psychonomic Society*, New Orleans, LA.

34. Sana, F. & **Yan, V. X**. (2018, Nov). Improving classroom learning through interleaved pretests. Poster presented at the *59th Annual Scientific Meeting of the Psychonomic Society*, New Orleans, LA.

35. *Kiper, G.*, *Atari, M.*, **Yan, V.X.**, & Oyserman, D. (2018, Sept). Sanctification of Experienced Difficulty: When Difficulties Build One's Character and Enhance One's Soul. Poster presented at the *International Mind and Brain in Education Conference*, Los Angeles, CA.

36. Sana, F., & **Yan, V. X.** (2018, Jun). Using interleaved pretests to optimize the learning of abnormal psychology concepts. Poster presented at the *8th Annual STEM/STEAM Education Conference*, Oahu, HI.

37. Sana, F., & **Yan, V. X.** (2018, May). Improving classroom learning through interleaved pretests. Poster presented at the *30th Annual Convention of the Association for Psychological Science*, San Francisco, CA.

38. **Yan, V. X.,** Thai, K-P., & Mansolf, M. (2018, May). Got Metacognition? A Desirable Difficulties Scale. Talk presented at the *International Meeting of the Psychonomic Society*, Amsterdam, Netherlands.

39. Oyserman, D., Lewis, N., & **Yan, V. X.** (2018, Mar). *The social and personality psychology of scaling up.* In symposium: The social and personality psychology of scaling up. (Oyserman, Lewis, Yan co-organizers). *19th Annual Convention of the Society for Personality and Social Psychology*, Atlanta, GA.

40. **Yan, V. X.** & Oyserman, D. (2017, Nov). Linking mindsets with toolsets: Interpretations of experienced difficulty matter for knowing how to learn. Poster presented at the *58th Annual Scientific Meeting of the Psychonomic Society*, Vancouver, Canada.

41. **Yan, V. X.,** & Oyserman, D. (2017, Jan). Misinterpreting Experienced Difficulty as Impossibility Rather than Importance Undermines Teaching and Learning. Poster presented at *18th Annual Convention of the Society for Personality and Social Psychology*, San Antonio, TX.

42. *Walman, M.,* **Yan, V. X.,** & Oyserman, D. (2017, Jan). Am I that kind of learner? Guiding interpretations of experienced difficulty to enhance desirably difficult learning. Poster presented at *18th Annual Convention of the Society for Personality and Social Psychology*, San Antonio, TX.

43. **Yan, V. X.,** Bjork, R. A., Bjork, E. L., & Oyserman, D. (2016, Nov). Does Priming Productive Interpretations of Difficulty Support Engagement in Desirably Difficult Learning? Poster presented at *57th Annual Scientific Meeting of the Psychonomic Society*, Boston, MA.

44. *Stoeckenius, D.,* **Yan, V. X.,** Sana, F., Bjork, R. A., & Bjork, E. L. (2016, Nov). The Stability of the Interleaving Effect Across Time and Within-Participants. Poster presented at the *57th Annual Scientific Meeting of the Psychonomic Society*, Boston, MA.

45. Sana, F., **Yan, V. X.,** Bjork, E. L., Bjork, R. A., & Kim, J. A. (2016, Nov). Testing the Interleaving Effect by Varying Category Relatedness. Poster presented at the *57th Annual Scientific Meeting of the Psychonomic Society*, Boston, MA.

46. **Yan, V. X.,** & Oyserman, D. (2016, Jan). Am I that kind of learner? Priming interpretations of experienced difficulty for desirably difficult learning. Poster presented at the *Self-Regulation Preconference to the 17th Annual Convention of the Society for Personality and Social Psychology*, San Diego, CA.

47. **Yan, V. X.,** Sana, F., Kim, J., Bjork, R. A., & Bjork, E. L. (2015, Nov). Why does interleaving the exemplars of to-be-learned categories enhance concept learning? Testing the discriminative-contrast hypothesis. Poster presented at the *56th Annual Scientific Meeting of the Psychonomic Society*, Chicago, IL.

48. Sana, F., **Yan, V. X.**, Kim, J., Bjork, E. L., & Bjork, R. A. (2015, Nov). Inducing categories from examples: Does the "sweet spot" of retrieval difficulty vary with a learner's working-memory capacity? Poster presented at *56th Annual Scientific Meeting of the Psychonomic Society*, Chicago, IL.

49. Yan, V. X., Bjork, E. L., & Bjork, R. A. (2015, May). Can Hybrid Schedules Combine the Best of Both Blocked and Interleaved Schedules of Category Learning, and What do Learners Think? Symposium talk presented at the *27th convention of the Association for Psychological Science*, New York City, NY.

50. Sana, F., **Yan, V. X.**, Kim, J. A., & Bjork, R. A. (2015, May) The nature of to-be-learned categories and individuals' working memory capacity influence the interleaving effect. Poster presented at the *27th Convention of the Association for Psychological Science*, New York City, NY.

51. **Yan, V. X.**, *Noh, S. M.*, Maddox, W. T., & Castel, A. D. (2015, Mar). Naturalistic information-integration category learning: Value boosts incidental learning of lower-order category for older adults, but not younger adults. Poster presented at the *Scientific Research Network on Decision Neuroscience & Aging Conference*, Miami, FL.

52. **Yan, V. X.**, *Noh, S. M.*, *Kerr, T.*, Castel, A. D., & Maddox, W. T. (2015, Jan). Effects of value on rule-based and information-integration category learning across the lifespan. Poster presented at the *Dallas Aging and Cognition Conference*, Dallas, TX.

53. **Yan, V. X.**, *Seneviratna, G.*, Soderstrom, N. C., Bjork, E. L., & Bjork, R. A. (2014, Nov). Learning Categories from Exemplars: Can a Hybrid Schedule be Superior to Pure Interleaving or Blocking—and What do Learners Think? Poster presented at the *55th Annual Scientific Meeting of the Psychonomic Society*, Long Beach, CA.

54. **Yan, V. X.**, *Sungkhasettee, V. W.*, Murayama, K., & Castel, A. D. (2014, Nov). What Important Things Did You Learn Last Week? Selectivity Differences Between High- and Low-Achievers. Poster presented at the *55th Annual Scientific Meeting of the Psychonomic Society*, Long Beach, CA.

55. *Noh, S. M.*, **Yan, V. X.**, *Kerr, T.*, Bjork, R. A., & Maddox, W. T. (2014, Nov). Optimizing Schedules for Category Learning: When Should We Block or Interleave Category Exemplars? Poster presented at *55th Annual Scientific Meeting of the Psychonomic Society*, Long Beach, CA.

56. Sana, F., **Yan, V. X.**, Kim, J. A., Bjork, E. L., & Bjork, R. A. (2014, Nov). Learning Artists' Styles and Non-Parametric Statistics from Examples: Within- and Between-Category Similarity as a Moderator of Schedule Efficiency. Poster presented at the *55th Annual Scientific Meeting of the Psychonomic Society*, Long Beach, CA.

57. *Giebl, S.*, Yue, C., **Yan, V. X.**, & Bjork, E. L. (2014, Nov). Does Instructing Learners to Look for Differences Enhance Inductive Learning? Poster presented at the *55th Annual Scientific Meeting of the Psychonomic Society*, Long Beach, CA.

58. **Yan, V. X.**, Garcia, M.A., Bjork, R. A., & Bjork, E. L. (2014, May). Best of Both Worlds? Combining Blocked and Interleaved Schedules in Category Learning. Poster presented at the *26th Annual Convention of the Association for Psychological Science*, San Francisco, CA.

59. *Yoon, C.S.*, **Yan, V. X.**, *Redberg, N.*, & Bjork, R. A. (2014, May). Can Directed Daydreaming Reduce Spontaneous Mindwandering During Subsequent Learning? Poster presented at the *26th Annual Convention of the Association for Psychological Science*, San Francisco, CA.

60. *Seneviratna, G. S.*, **Yan, V. X.**, Soderstrom, N. C., Bjork, R. A. (2014, May). Can Prior Study-Test Experience Uproot a Persistent Preference for Inefficient Study Strategies? Poster presented at the *26th Annual Convention of the Association for Psychological Science*, San Francisco, CA.

61. **Yan, V. X.**, Garcia, M. A., Bjork, E. L., & Bjork, R. A. (2013, Nov). Learning Better, Learning More: The Benefits of Expanding Retrieval Practice. Poster presented at the *54th Annual Scientific Meeting of the Psychonomic Society*, Toronto, Ontario.

62. **Yan, V. X.**, Murayama, K., & Castel, A. D. (2013, Nov). The role of preference versus familiarity in incidental and intentional learning. Poster presented at the *54th Annual Scientific Meeting of the Psychonomic Society*, Toronto, Ontario.

63. *Noh, S. M.*, **Yan, V. X.**, Castel, A. D., & Bjork, R. A. (2013, Nov). Learning Categories of Snakes on a Need-to-Know Basis: Influences of Intentionality and Intrinsic Value on Multi-Level Inductive Learning. Poster presented at the *54th Annual Scientific Meeting of the Psychonomic Society*, Toronto, Ontario, Canada.

64. **Yan, V. X.**, Bjork, E. L., & Bjork, R. A. (2013, May). What does it take to shake learners' (erroneous) belief that blocking exemplars optimizes category induction? Poster presented at the *25th Annual Convention of the Association for Psychological Science*, Washington, D.C.

65. *Noh, S. M.*, **Yan, V. X.**, Castel, A. D., & Bjork, R.A. (2013, May). Killer snakes can kill learning: Attention and value in multi-level category induction. Poster presented at the *25th Annual Convention of the Association for Psychological Science*, Washington, D.C.

66. Clark, C. M., **Yan, V. X.**, & Bjork, R. A. (2013, May). Examining the mediator explanation of error-enhanced encoding: Does it matter whether the target is present or absent? Poster presented at the *25th Annual Convention of the Association for Psychological Science*, Washington, D.C.

67. **Yan, V. X.**, *Vetter, E. R.*, & Bjork, R. A. (2012, Nov). Does auditory inductive learning benefit from blocking or interleaving category exemplars? Poster presented at the *53rd Annual Scientific Meeting of the Psychonomic Society*, Minneapolis, MN.

68. Garcia, M., **Yan, V. X.**, *Yu, Y.*, Bjork, R. A., & Bjork, E. L. (2012, Nov). Could the benefits of trying, but failing, to predict a to-be-learned response be an artifact of the experimental materials? Poster presented at the *53rd Annual Scientific Meeting of the Psychonomic Society*, Minneapolis, MN.

69. **Yan, V. X.** & Bjork, R.A. (2012, Oct). Do students appreciate good study habits? The spacing effect and the testing effect. Poster presented at the *Science of Learning in Medical Education Symposium*, Los Angeles, CA.

70. *Miyatsu, T.*, Buchli, D. R., **Yan, V. X**, Bjork, E. L., & Bjork, R.A. (2012, Oct). Retrieval-induced facilitation in rule-based category learning. Poster presented at the *Science of Learning in Medical Education Symposium*, Los Angeles, CA.

71. **Yan, V.**, Thai, K. P., & Bjork, R. A. (2012, Apr). Cultural differences in the self-regulation of learning. Poster presented at the *92nd Annual Convention of the Western Psychological Association*, San Francisco, CA.

72. Clark, C. T., **Yan, V.**, & Bjork, R. A. (2011, May). Methods first or introduction first: Which better supports undergraduate comprehension? Poster presented at the *23rd Annual Convention of the Association for Psychological Science*, Washington, D.C.

TEACHING

The University of Texas at Austin

			Rating (max = 5)	
Course	Title	Term	Course	Instructor
Graduate-level				
EDP 381C	Lit. Review & Research Synth.	Fall 2018	4.0	4.4
EDP 382D	Instructional Psychology	Spring 2018	4.5	4.7
		Spring 2019	4.6	4.7
		Spring 2020	4.7	4.7
		Spring 2021	4.7	4.9
EDP 382D	Metacog. & Self-Reg. Learning	Fall 2020	5.0	5.0
		Spring 2023	4.8	5.0
EDP 382D	Psychology of Learning	Fall 2021	4.2	4.3
		Spring 2022	4.7	4.6
		Fall 2022	4.9	4.9
		Spring 2023	4.6	4.9
		Fall 2023	5.0	5.0
Undergraduate				
ALD 320	Cognition, Human Learning, & Motivation	Fall 2018	4.3	4.6
		Spring 2019	4.4	4.7
		Fall 2019	3.7	3.8
		Spring 2020	4.8	4.8
		Fall 2020	4.8	4.9

Fall 2021	4.7	4.8
Spring 2022	4.8	4.6
Fall 2022	4.4	4.6

ADVISING AND STUDENT-RELATED SERVICE
All graduate students are in the Department of Educational Psychology unless otherwise indicated

Doctoral Dissertation Committees
Chair or Co-chair

2023	Derek Hanson	Educational Psychology	Chair
	Data Scientist III at SparkCognition		
2023	Brendan Schuetze	Educational Psychology	Chair
	Postdoc at University of Potsdam		
2021	Lisi Wang	Educational Psychology	Co-chair
	Data Analyst at Dell Medical School		

Member

Current	Ana Vielma	Educational Psychology	Member
Current	Nathaniel Woznicki	Educational Psychology	Member
2022	Amy Arndt	Psychology	Member
2021	Allison Zengilowski	Educational Psychology	Member
2021	Ella Miesner	Educational Psychology	Member
2020	Ka Rene Grimes	Special Education	Member
2019	Skylar Brannon Buettner	Psychology	Member
2019	Haesung Jung	Psychology	Member
2018	Nathaniel Raley Woodward	Educational Psychology	Member

Master's Committees

2023	Akshay Umashankar	Educational Psychology	Supervisor
2021	Justin Harvey	Educational Psychology	Supervisor
2021	Alyssa Ellerbock	Educational Psychology	Supervisor
2021	Michael Measom	Educational Psychology	Supervisor
2020	Joshua Chrisman	Educational Psychology	Supervisor

Other Mentorship
Junior Faculty Mentoring

2023--	Monica Romero
2022--	Xiao Liu

Doctoral Student Primary Faculty Advisor (pre-candidacy)

2021--	Stephany Rea

Graduate students (non-primary advisor)

Current	Luke Rutten, Julie Sievers, Miranda Goldstein, Jeanne Klovert
Past	Nathaniel Raley Woodward, Katherine Wilson, Jaskirat Singh (Information Studies), Allison Zengilowski, Ashley Kuchar, Amy Arndt (Psychology)

Undergraduate students

Current	Aidan Cournoyer, Nicole Casaca-Watkins
Past	Matthan Moy, Qiwei Li, Jackie Le, Kimberly Nguyen, Yao Lu, Rishi Gonuguntla, Ben Solder, Sophia Bibb, Connie Fralick, Ben Snider

Qualifying Process Committees

2023	Enrique Aguayo
2022	Keoshia Harris, Ana Vielma, Enrique Aguayo
2021	Brendan Schuetze (Chair), Megan McBride
2020	Ashley Kuchar, Ella Miesner, Kristen Mosley
2019	Derek Hanson (Chair), Allison Zengilowski, Molly Cain
2018	Hanan Hashem

Undergraduate Honors Theses

2022	Connie Fralick	Psychology	Supervisor
2021	Sophia Bibb	Psychology	2nd reader
2019	Ben Solder	Plan II Honors	2nd reader

Mentee Honors and Awards

2020	Undergraduate Research Fellowship awarded to Connie Fralick ($800)
2019	NSF Graduate Research Fellowship Program Honorable Mention to Brendan Schuetze
2018	Donald D. Harrington Fellowship awarded to Brendan Schuetze ($36,000/yr for 5 yrs)

ADMINISTRATIVE AND PROFESSIONAL SERVICE

Departmental Service

2022-23	Handled process to permanently waive GRE for three EDP graduate programs
2023	EDP Consultative Committee for Appointment of Department Chair *(Chair)*
2023	EDP Reviewer, CoE Graduate Student Research Award
2022	EDP Reviewer, CoE Graduate Student Research Award
2022--	EDP Graduate Student Committee *(Chair)*
2021-23	Organizer, HDCLS Graduate Student Recruitment Day
2019-22	EDP Qualifying Process Committee *(Chair)*
2019--	Co-organizer, HDCLS Program Area Colloquium
2019	EDP Reviewer, College of Education Graduate Student Research Award
2018	Guest lecture, Freshman Interest Group: School House Rock
2017-18	EDP Undergraduate Education Committee

College Service

2023	CoE Online Teaching Committee
2023	Guest lecture, Freshman Interest Group: Escuelita Rock
2020	Guest lecture, Freshman Interest Group: School House Rock

University Service

2023	UT Canvas Data Task Force
2020	Reviewer, Undergraduate Research Fellowship
2019	Faculty Advisory Committee, UT Sanger Learning Center
2019	"Creating My Narrative", Texas Student Psychological Association (TSPA) Talk
2019	"Science of Effective Learning", Sanger Learning Center Workshop
2018-19	UT OnRamps consulting
2018	"Make it Stick: Principles of Effective Learning", Discussions about Research & Teaching Talk Series, UT Libraries
2018	"Learning How to Learn", Research + Pizza Talk Series, UT Libraries
2018	"Structuring Teaching for Long-term Learning", Grand Rounds, Dell Medical School

Professional Service

Grant Reviews

2021	Israel Science Foundation (ISF), Israel
2021	Institute of Educational Sciences (IES), United States
2020	National Science Foundation (NSF), United States
2020	Israel Science Foundation (ISF), Israel
2019	National Science Foundation (NSF), United States
2019	Israel Science Foundation (ISF), Israel

Conference Organization & Service

07/2023	Reviewer for Psychonomic Society Annual Conference Graduate Student Research Award
04/2023	Founder and Co-organizer (with Michelle Rivers) of the *Inaugural LONESTAR Strategic Learning Conference*, Austin, TX.
02/2018	Co-organizer (with Daphna Oyserman & Neil Lewis, Jr), The Social and Personality Psychology of Scaling Up Preconference *at 19th Annual Convention of the Society for Personality and Social Psychology*, Atlanta, GA

Editorial Service

2023--	Editorial board, *Memory & Cognition*
2019--	Academic Editor, *PLOS ONE*
2014--	Ad-hoc reviewing: 90+ reviews for 40+ journals
	Journals include: Science Advances; Nature Reviews; Psychological Bulletin, Psychological Science; Perspectives on Psychological Science; Journal of Applied Research in Memory and Cognition; Journal of Experimental Psychology: Learning,

Memory, & Cognition; Memory & Cognition; Cognitive Psychology; Cognition; Psychonomic Bulletin & Review; Zeitschrift für Psychologie; npj Science of Learning; Journal of Educational Psychology; Educational Psychology Review; Learning and Instruction; Learning and Individual Differences; Cognitive, Affective, and Behavioral Neuroscience; Child Development; Journal of Experimental Social Psychology; Behavior Research Methods

Consultancy

2022	Curriculum Design and Review, *Agile Mind*
3/2016-18	Chair, Learning Advisory Board, *ScreenTime Solutions, Inc*
6-8/2015	Curriculum Consultant, *School on Wheels, Inc*
2-6/2015	Study Skills Consultant, *The Berkeley Review MCAT Preparation*

PROFESSIONAL MEMBERSHIPS

2021--	SPARK Society
2020--	Fellow, Psychonomic Society
2014-2019	Member, Psychonomic Society
2018--	American Educational Research Association
2016--	Society for Personality and Social Psychology
2013--	Association for Psychological Science
2012	Western Psychological Association