POOJA K. AGARWAL, Ph.D. (she/her)

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EDUCATION

Ph.D., Cognitive Psychology   2011
Washington University in St. Louis (Advisor: Henry L. Roediger, III)

M.A., Cognitive Psychology   2009
Washington University in St. Louis

B.A., **Elementary Teacher Certification**, Cognitive Neuroscience   2005
Washington University in St. Louis

PROFESSIONAL EXPERIENCE

Author, *Powerful Teaching: Unleash the Science of Learning*   2019
　　　Book for educators to transform teaching and learning with research from cognitive science

Assistant Professor of Psychology, Berklee College of Music in Boston   2016 – Present
　　　Designing and teaching interactive psychology courses for exceptional undergraduate musicians

Founder, RetrievalPractice.org   2016 – Present
　　　Translating cognitive science and disseminating evidence-based resources for 25,000+ educators

Research Scientist, University of South Florida   2015 – 2016
　　　Directed a literature review of applied learning research in authentic classroom settings

Science Content Developer, Harvard University   2014 – 2015
　　　Produced science content and videos for Harvard's Massive Open Online Courses (MOOCs)

Post-Doctoral Research Associate, Washington University in St. Louis   2012 – 2014
　　　Directed applied research with K–12 teachers, 1,500 students, and 20 research assistants

Director of K-12 Student Assessment, Illinois State Board of Education   2011 – 2012
　　　Directed Illinois's standardized tests for 2 million students and managed a $43 million budget

Director of Research in K-12 Classrooms, Washington University in St. Louis   2005 – 2011
　　　Designed, implemented, and published groundbreaking research on the science of learning

ADDITIONAL TEACHING EXPERIENCE

Adjunct Professor, Vanderbilt University   2018 – 2019

Adjunct Professor, Washington University in St. Louis   2012 – 2013

Student Teacher, St. Louis County Public Schools, Grades 4–5   2004 – 2005

Curriculum Coordinator, IMSA Kids Institute, Grades 2–12   1999 – 2005

ADDITIONAL POLICY EXPERIENCE

Fellow, Office of Federal Policy   Summer 2008
The College Board (Advisor: Jay Cole)   Washington, DC

Intern, Institute of Education Sciences (IES)   Summer 2006
U.S. Department of Education (Advisor: Elizabeth R. Albro)   Washington, DC

Intern, Office of Educational Technology   Summer 2003
U.S. Department of Education (Advisor: John Bailey)   Washington, DC

HONORS & AWARDS

Berklee College of Music Award for Creative Scholarship and Professional Contributions   2022

Association for Psychological Science (APS) Rising Star Award   2017

American Psychological Association (APA) Graduate Student Researcher Award ($1,000)   2009

Illinois Mathematics & Science Academy (IMSA) Alumni Titan Award   2009

Washington University Graduate Research Symposium, 1st Place in Social Sciences ($250)   2009

National Science Foundation (NSF) Graduate Research Fellowship ($120,000)   2007

Harry S. Truman Foundation Scholarship ($30,000)   2005

Washington University Undergraduate Research Grant ($5,000)   2005

BOOK & PEER-REVIEWED JOURNAL PUBLICATIONS

Agarwal, P. K. (under review). Challenge(s) accepted: Lessons learned from conducting, implementing, and communicating retrieval practice research [Special issue]. *Educational Psychology Review*.

Agarwal, P. K., Nunes, L. D., & Blunt, J. R. (2021). Retrieval practice consistently benefits student learning: A systematic review of applied research in schools and classrooms. *Educational Psychology Review*, *33*, 1409-1453. [PDF] [download database]

Ekuni, R., de Souza, B. M. N., **Agarwal, P. K.**, & Pompeia, S. (2020). A conceptual replication of survey research on study strategies in a diverse, non-WEIRD student population. *Scholarship of Teaching and Learning in Psychology*, *8*(1), 1-14. [PDF]

Agarwal, P. K., & Bain, P. M. (2019). *Powerful Teaching: Unleash the Science of Learning.* San Francisco, CA: Jossey-Bass/Wiley. Available in hardback, audiobook, and Kindle. [Amazon]

Agarwal, P. K. (2019). Retrieval practice and Bloom's taxonomy: Do students need fact knowledge before higher order learning? *Journal of Educational Psychology*, *111*, 189-209. [PDF]

Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017). Benefits from retrieval practice are greater for students with lower working memory capacity. *Memory*, *25*, 764-771. [PDF]

Agarwal, P. K., D'Antonio, L., Roediger, H. L., 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. [PDF]

McDermott, K. B., **Agarwal, P. K.**, D'Antonio, L., Roediger, H. L., & 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. [PDF]

Zaromb, F., Butler, A. C., **Agarwal, P. K.**, & Roediger, H. L. (2014). Collective memories of three wars in United States history in younger and older adults. *Memory & Cognition*, *42*, 383-399. [PDF]

McDaniel, M. A., Thomas, R. C., **Agarwal, P. K.**, McDermott, K. B., & Roediger, H. L. (2013). Quizzing in middle-school science: Successful transfer performance on classroom exams. *Applied Cognitive Psychology*, *27*, 360-372. [PDF]

Agarwal, P. K. (Ed.). (2012). Advances in cognitive psychology relevant to education [Special issue]. *Educational Psychology Review*, *24*, 353-354. [PDF]

Agarwal, P. K., Bain, P. M., & Chamberlain, R. W. (2012). The value of applied research: Retrieval practice improves classroom learning and recommendations from a teacher, a principal, and a scientist [Special issue]. *Educational Psychology Review*, *24*, 437-448. [PDF]

Agarwal, P. K., & Roediger, H. L. (2011). Expectancy of an open-book test decreases performance on a delayed closed-book test. *Memory*, *19*, 836-852. [PDF]

McDaniel, M. A., **Agarwal, P. K.**, Huelser, B. J., McDermott, K. B., & Roediger, H. L. (2011). Test-enhanced learning in a middle school science classroom: The effects of quiz frequency and placement. *Journal of Educational Psychology*, *103*, 399-414. [PDF]

Roediger, H. L., **Agarwal, P. K.**, McDaniel, M. A., & McDermott, K. B. (2011). Test-enhanced learning in the classroom: Long-term improvements from quizzing. *Journal of Experimental Psychology: Applied*, *17*, 382-395. [PDF]

Fazio, L. K., **Agarwal, P. K.**, Marsh, E. J., & Roediger, H. L. (2010). Memorial consequences of multiple choice testing on immediate and delayed tests. *Memory & Cognition*, *38*, 408-418. [PDF]

Marsh, E. J., **Agarwal, P. K.**, & Roediger, H. L. (2009). Memorial consequences of answering SAT II questions. *Journal of Experimental Psychology: Applied*, *15*, 1-11. [PDF]

Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2008). Examining the testing effect with open- and closed-book tests. *Applied Cognitive Psychology*, *22*, 861-876. [PDF]

BOOK CHAPTERS, PRACTICE GUIDES, & NEWS ARTICLES

Ekuni, R., Pompeia, S., & **Agarwal, P. K.** (in press). Are study strategies universal? A call for more research with diverse non-WEIRD students. Chapter in C. E. Overson, et al. (Eds.), *How to apply the science of learning in your academic setting*. APA Society for the Teaching of Psychology.

Sundar, K., & **Agarwal, P. K.** (2021). Effect sizes and meta-analyses: How to interpret the "evidence" in evidence-based. *Retrievalpractice.org*. [PDF]

Agarwal, P. K. (2020). Retrieval practice: A power tool for lasting learning [Special issue]. *ASCD Educational Leadership*. [link]

Agarwal, P. K. (2020). Learning requires remembering. *The Pew Charitable Trusts Trend.* [link]

Agarwal, P. K. (2020). Powerful learning is all about retrieval. *ASCD Education Update.* [link]

Agarwal, P. K., & Agostinelli, A. (2020). Interleaving in math: A research-based strategy to boost learning. *American Educator*. [link]

Son, L. K., Furlonge, N. B., & **Agarwal, P. K.** (2020). Metacognition: How to improve students' reflections on learning. *Retrievalpractice.org*, Barnard College, and Columbia University. [PDF]

Carpenter, S. K., & **Agarwal, P. K.** (2019). How to use spaced retrieval practice to boost learning. *Retrievalpractice.org* and Iowa State University. [PDF]

Fazio, L. K., & **Agarwal, P. K.** (2019). How to implement retrieval-based learning in early childhood. *Retrievalpractice.org* and Vanderbilt University. [PDF]

Agarwal, P. K. (2018). You're already harnessing the science of learning. *EdSurge*. [link]

Agarwal, P. K., & Roediger, H. L. (2018). Lessons for learning: How cognitive psychology informs classroom practice. *Phi Delta Kappan*, *100* (4), 8-12. [[link](#)]

Pan. S. C., & **Agarwal, P. K.** (2018). Transfer of learning: Fostering students' application of knowledge. *Retrievalpractice.org* and University of California, San Diego. [[PDF](#)]

Rohrer, D., Dedrick, R. F., & **Agarwal, P. K.** (2017). Interleaved mathematics: Giving students a chance to learn what they need to know. *Retrievalpractice.org* and University of South Florida. [[PDF](#)]

Pyc, M. A., **Agarwal, P. K.**, & Roediger, H. L. (2014). Test-enhanced learning. Chapter in V. A. Benassi et al. (Eds.), *Applying science of learning in education: Infusing psychological science into the curriculum.* APA Society for the Teaching of Psychology. [[PDF](#)]

Agarwal, P. K., Roediger, H.L., McDaniel, M. A., & McDermott, K. B. (2013, 2020). How to use retrieval practice to improve learning. *Retrievalpractice.org* and Washington University in St. Louis. [[PDF](#)]

Agarwal, P. K., Lange, R., & Metcalf, L. A. (2012). Illinois's growth model approach using the value table method. Illinois State Board of Education, Springfield, IL. [[PDF](#)]

White, B. R., & **Agarwal, P. K.** (2011). The principal report: The state of school leadership in Illinois. Illinois Education Research Council, Edwardsville, IL. [[PDF](#)]

Roediger, H. L., **Agarwal, P. K.**, Kang, S. H. K., & Marsh, E. J. (2010). Benefits of testing memory: Best practices and boundary conditions. Chapter in G. M. Davies & D. B. Wright (Eds.), *New frontiers in applied memory* (pp. 13-49). Brighton, U.K.: Psychology Press. [[PDF](#)]

Roediger, H. L., Weinstein, Y., & **Agarwal, P. K.** (2010). Forgetting: Preliminary considerations. Chapter in S. Della Sala (Ed.), *Forgetting* (pp. 1-22). Hove, U.K.: Psychology Press. [[PDF](#)]

Agarwal, P. K. (2003, October/November). College life in the Internet age. *Upgrade*, 14-15. [[PDF](#)]

Agarwal, P. K. (2001). If I could make a school. *Learning & Leading with Technology*, *29*, 28-31. [[PDF](#)]

EDITORIAL EXPERIENCE

Consulting Editor, *Scholarship of Teaching and Learning in Psychology*	2014 – 2020
Guest Editor, *Educational Psychology Review* (special issue, September 2012)	2010 – 2012
Invited Reviewer	2009 – Present

Acta Psychologica, Advances in Health Sciences Education; American Educational Research Journal; American Psychologist; Applied Cognitive Psychology; British Journal of Educational Psychology; Cognitive Research: Principles and Implications; Current Directions in Psychological Science; Educational Psychology; Educational Psychology Review; Educational Researcher; Journal of Applied Research on Memory and Cognition; Journal of Educational Psychology; Journal of Experimental Psychology: Learning, Memory, & Cognition; Learning and Individual Differences; Learning and

Instruction; Memory; Mind, Brain, & Education; Psychonomic Bulletin & Review; Review of Educational Research; Scholarship of Teaching and Learning in Psychology

INVITED KEYNOTES & WORKSHOPS FOR K-12 EDUCATORS

December 2022: Kentucky Educational Development Corporation, Ashland, KY

November 2022: Acushnet Public Schools, Acushnet, MA

November 2022: ResearchED Chile, Santiago, Chile

October 2022: GoGuardian, Santa Monica, CA

October 2022: ResearchED USA, Frederick, MD

October 2022: MassCUE, Boston, MA

September 2022: Virginia Association of Independent Schools, Richmond, VA

August 2022: Mercersburg Academy, Mercersburg, PA

August 2022: Thomas Hart Academy, Hartsville, SC

June 2022: Klingenstein Center Summer Institute, Lakeville, CT

April 2022: North Rockland Central School District, Garnerville, NY

March 2022: SXSW EDU, Austin, TX ([YouTube Video](#))

March 2022: Aptus and the One World Network of Schools, Santiago, Chile

January 2022: Illinois Mathematics & Science Academy, Aurora, IL

November 2021: EDUTech Asia, Singapore

October 2021: Francis Marion Center to Prepare Teachers of Children of Poverty, Florence, SC

September 2021: World Bank Education Event Series, Washington, DC

July 2021: Creative Leadership Summit, Boston, MA

June 2021: Mercersburg Academy, Mercersburg, PA

January 2021: Brisbane State High School, Brisbane, Australia

November 2020: Tsinghua International School, Beijing, China

August 2020: Metairie Park Country Day School, Metairie, LA

July 2020: Chartered College of Teaching, London, England

February 2020: Pingry School, Basking Ridge, NJ

December 2019: Ditch That Textbook Digital Summit

November 2019: Learning & the Brain Conference, Boston, MA

October 2019: Northwest Association of Independent Schools, Tacoma, WA

August 2019: ConnectED Learning, St. Louis, MO

July 2019: Carl Sandburg High School, Orland Park, IL

July 2019: Teaching Lab, Washington, DC

July 2019: Center for Transformative Teaching & Learning (CTTL), Bethesda, MD

June 2019: Episcopal School of Jacksonville, Jacksonville, FL

June 2019: Florida Council of Independent Schools, Tampa, FL

April 2019: Learning & the Brain Conference, Boston, MA

January 2019: Pingry School, Basking Ridge, NJ

November 2018: South Carolina Governor's School for Science and Mathematics, Hartsville, SC

November 2018: Digital Promise, Washington, DC

October 2018: St. George's School, Middletown, RI

September 2018: LearnLaunch, Boston, MA

February 2018: Interlochen Center for the Arts, Interlochen, MI

November 2017: Learning & the Brain Conference, Boston, MA

October 2017: iNACOL Symposium, Orlando, FL

July 2017: Annual Teaching with Technology Symposium, Little Rock, AR

July 2016: Federal Reserve Bank, St. Louis, MO

June 2016: Character Lab Toolbox Workshop, Philadelphia, PA

February 2015: Milton Academy Math Teachers Conference, Milton, MA

August 2014: IES Regional Education Laboratory Bridge Event, Chambersburg, PA

January 2014: National Association of State Boards of Education, Arlington, VA

December 2013: IES Regional Education Laboratory Bridge Event, Laurel, DE

October 2013: Teach for America Development Day, St. Louis, MO

September 2013: IES Regional Education Laboratory Bridge Event, Dover, DE

April 2013: Metro Academic and Classical High School, St. Louis, MO

January 2013: McKinley Middle School, St. Louis, MO

INVITED KEYNOTES & WORKSHOPS FOR HIGHER EDUCATION

November 2022: Top Hat, Toronto, Canada

June 2022: University of Iowa, Iowa City, IA

June 2022: SPARK Society, Chicago, IL

May 2022: McGill University, Montreal, Canada

May 2022: Goucher College, Towson, MD

April 2022: SARMAC Society, Coventry, UK

February 2022: Virginia Commonwealth University, Richmond, VA

February 2022: University of Toronto, Toronto, Canada

January 2022: Collin College, McKinney, TX

October 2021: Touro College, New York, NY

April 2021: Harvard University, Boston, MA

April 2021: McMaster University, Hamilton, Canada

February 2020: Lafayette College, Easton, PA

May 2019: West Point (U.S. Military Academy), West Point, NY

May 2019: Tyler Technologies, Yarmouth, ME

March 2019: University of Notre Dame, Notre Dame, IN

December 2018: Vanderbilt University, Nashville, TN

November 2018: edX, Cambridge, MA

October 2018: Massachusetts College of Liberal Arts, North Adams, MA

October 2018: Wellesley College, Wellesley, MA

September 2018: Massachusetts Bay Community College, Boston, MA

August 2018: James S. McDonnell Foundation, St. Louis, MO

July 2018: Truman Scholars Association, Washington, DC

April 2018: University of New Hampshire, Durham, NH

February 2018: Ontario Institute for Education, Toronto, Canada

May 2017: Husson University, Bangor, ME

April 2017: Association for University Regional Campuses of Ohio, Huron, OH

March 2017: Fontbonne University, St. Louis, MO

October 2016: Dartmouth College, Hanover, NH

October 2016: Rutgers University, New Brunswick, NJ

March 2016: Massachusetts Institute of Technology (MIT), Boston, MA

November 2014: Lindenwood University, St. Charles, MO

September 2013: St. Louis University Medical School, St. Louis, MO

August 2012: University of Texas Center for Teaching and Learning, Austin, TX

June 2012: University of Texas Summer Institute, Austin, TX

June 2011: Universidade de Lisboa, Portugal, Lisbon

RESEARCH CONFERENCE PRESENTATIONS

Agarwal, P. K. (2021, July). *Powerful teaching: Unleash the science of learning*. Keynote delivered at the 15th Annual Meeting of the Society for Applied Research in Memory and Cognition (SARMAC).

Agarwal, P. K. (2019, October). *Powerful teaching: Unleash the science of learning*. Keynote delivered at the APA Society for the Teaching of Psychology (STP) Conference, Denver, CO

Agarwal, P. K. (2019, June). *How to use retrieval practice to improve classroom learning*. Talk delivered at the 13th Annual Meeting of the Society for Applied Research in Memory and Cognition (SARMAC), Cape Cod, Massachusetts.

Agarwal, P. K. (2018, June). *Harnessing the science of learning: Transforming teaching with cognitive science*. Talk delivered at the Latin American School for Education, Cognitive, and Neural Sciences, Santiago, Chile.

Agarwal, P. K. (2013, November). *Retrieval practice improves learning: Evidence from applied research in middle schools and high schools*. Talk delivered at the McMaster University Symposium on Cognition, Learning, and Education (EdCog), Hamilton, Canada.

Agarwal, P. K. (2013, May). *Advances in cognitive psychology relevant to education & lessons from applied research* (Chair). Symposium presented at the 25th Annual Meeting of the Association for Psychological Science (APS), Washington, DC.

Agarwal, P. K., Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2013, May). *How to use retrieval practice to improve classroom learning*. Talk delivered at the 25th Annual Meeting of the Association for Psychological Science (APS), Washington, DC.

Roediger, H. L., Sanches, J. B., & **Agarwal, P. K.** (2011, November). *Does variable encoding affect learning and retention relative to constant encoding?* Talk delivered at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Roediger, H. L., Zaromb, F. M., Butler, A. C., & **Agarwal, P. K.** (2011, August). *Collective memories and national narcissism in younger and older adults*. Talk delivered at the 5th International Conference on Memory, York, England.

Agarwal, P. K., McDaniel, M. A., Thomas, R. C., McDermott, K. B., & Roediger, H. L. (2011, March). *Quizzing promotes deeper acquisition in middle school science: Transfer of quizzed content to summative exams*. Talk delivered at the Annual Conference of the Society for Research on Educational Effectiveness (SREE), Washington, DC.

Roediger, H. L., McDaniel, M. A., McDermott, K. B., **Agarwal, P. K.**, & Huelser, B. J. (2009, May). *Applying retrieval-enhanced learning: The Columbia Middle School Project*. Keynote delivered at the 21st Annual Meeting of the Association for Psychological Science (APS), San Francisco, CA.

Agarwal, P. K., & Bowden, E. C. (2002, June). *Integrating technology into science curriculum "by kids, for kids."* Talk delivered at the National Educational Computing Conference, San Antonio, TX.

Agarwal, P. K., Droste, R., Xi, S.C., & Wat, M. (2000, October). *Empowering high school students to become elementary school teachers of science*. Talk delivered at the National Association of Biology Teachers Convention, Orlando, FL.

RESEARCH POSTER PRESENTATIONS

Agarwal, P. K., Nunes, L. D., & Blunt, J. R. (2020, November). *Retrieval practice consistently benefits student learning: A systematic review of applied research in schools and classrooms*. Poster presented at the 61st Annual Meeting of the Psychonomic Society.

Agarwal, P. K. (2017, May). *Retrieval practice enhances fact learning and higher order learning in a K-12 classroom*. Poster presented at the 29th Annual Meeting of the Association for Psychological Science (APS), Boston, MA.

Saddawi-Konefka, D., Cottral, J., **Agarwal, P. K.**, Karpicke, J. D., Oettingen, G., Gollwitzer, P., & Baker, K. (2016, May). *Can strategies from cognitive psychology improve self-directed learning in residents? A two-center multidisciplinary randomized comparative effectiveness trial*. Poster presented at Massachusetts General Hospital Teaching and Education Symposium, Boston, MA.

Agarwal, P. K., Rose, N. S., & Roediger, H. L. (2010, November). *Testing levels the playing field for students with lower working memory capacity*. Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.

Agarwal, P. K., Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2010, June). *Improving student learning in classrooms: Three years of evidence from Columbia Middle School*. Poster presented at the 5th Annual Institute of Education Sciences (IES) Research Conference, Washington, DC.

Butler, A. C., Zaromb, F. M., **Agarwal, P. K.**, & Roediger, H. L. (2010, June). *Individual and collective memories of U.S. history in younger and older adults.* Poster presented at the Theoretical Perspectives on Autobiographical Memory Conference, Aarhus, Denmark.

Agarwal, P. K., Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2010, March). *Improving student learning through the use of classroom quizzes: Three years of evidence from the Columbia Middle School project*. Poster presented at the Annual Conference of the Society for Research on Educational Effectiveness (SREE), Washington, DC.

Agarwal, P. K., Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2009, November). *Feedback increases middle school students' resolution and retention of correct responses*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.

Roediger, H. L., McDaniel, M. A., McDermott, K. B., **Agarwal, P. K.**, & Huelser, B. J. (2009, June). *What is an effective quizzing schedule for middle school students?* Poster presented at the 4th Annual Institute of Education Sciences (IES) Research Conference, Washington, DC.

Agarwal, P. K., Huelser, B. J., McDaniel, M. A., & McDermott, K. B., & Roediger, H. L. (2009, May). *Test-enhanced learning: Transfer of knowledge in middle school classrooms*. Poster presented at the 21st Annual Meeting of the Association for Psychological Science (APS), San Francisco, CA.

Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2008, June). *Test-enhanced learning in the classroom: The Columbia Middle School project, year 2*. Poster presented at the 3rd Annual Institute of Education Sciences (IES) Research Conference, Washington, DC.

Agarwal, P. K., Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2008, May). *Improving student learning using classroom quizzes*. Poster presented at the 20th Annual Meeting of the Association for Psychological Science (APS), Chicago, IL.

Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2007, November). *Test-enhanced learning in the classroom: The Columbia Middle School project*. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2007, June). *Test-enhanced learning in the classroom: The Columbia Middle School project*. Poster presented at the 2nd Annual Institute of Education Sciences (IES) Research Conference, Washington, DC.

Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, November). *Long term retention is greater following closed-book tests than open book tests*. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.

Agarwal, P. K., Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, May). *Open-book or closed-book tests? Effects of testing depends on feedback*. Poster presented at the 18th Annual Meeting of the Association for Psychological Science (APS), New York, NY.