POOJA K. AGARWAL, Ph.D.

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

PROFESSIONAL EXPERIENCE

Book Author, *Powerful Teaching: Unleash the Science of Learning* [link]   2019
 Empowering educators to transform learning with teaching strategies based on cognitive science

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

Founder and Editor-in-Chief, RetrievalPractice.org   2016 – Present
 Translating cognitive science and disseminating evidence-based resources for 15,000+ educators

Adjunct Professor, Vanderbilt University   2018 – 2019
 Led innovative graduate-level online courses on the science of learning for leaders in education

Research Scientist, University of South Florida   2015 – 2016
 Spearheaded an extensive review of applied learning research in authentic classroom settings

Project Lead, 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, Washington University in St. Louis   Spring 2013

- The Science of Effective Study Strategies (freshman seminar)
- The Science & Politics of Standardized Testing in the U.S. (graduate level seminar)

Teaching Assistant, Washington University, Cognitive Psychology   Spring 2009

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: John "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

Association for Psychological Science (APS) Rising Star Award   2017

American Psychological Association (APA) Graduate Researcher Student 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 Grants ($5,000)   2005

BOOK & PEER-REVIEWED PUBLICATIONS

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

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. [link]

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. [link]

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. [link]

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. [link]

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. [link]

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. [link]

Agarwal, P. K. (2012). Advances in cognitive psychology relevant to education: Introduction to the special issue. *Educational Psychology Review*, *24*, 353-354. [link]

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. *Educational Psychology Review*, *24*, 437-448. [link]

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. [link]

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. [link]

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. [link]

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. [link]

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. [link]

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. [link]

PRACTICE GUIDES, BOOK CHAPTERS, & ADDITIONAL PUBLICATIONS

Agarwal, P. K. (in press). Want powerful learning? It's all about getting it "out." *ASCD Education Update.*

Agarwal, P. K. (in press). Learning is remembering. *The Pew Charitable Trusts Trend Magazine.*

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

Carpenter, S. K., & **Agarwal, P. K.** (2019). How to use spaced retrieval practice to boost learning. Iowa State University, Ames, IA. [link]

Fazio, L. K., & **Agarwal, P. K.** (2019). How to implement retrieval-based learning in early childhood education. Vanderbilt University, Nashville, TN. [link]

Agarwal, P. K. (2018). You're already harnessing the science of learning (you just don't know it). *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]

Agarwal, P. K., Roediger, H.L., McDaniel, M. A., & McDermott, K. B. (2013, 2018). How to use retrieval practice to improve learning. Washington University in St. Louis, St. Louis, MO. [link]

Pan. S. C., & **Agarwal, P. K.** (2018). Retrieval practice and transfer of learning: Fostering students' application of knowledge. University of California, San Diego, CA. [link]

Rohrer, D., Dedrick, R. F., & **Agarwal, P. K.** (2017). Interleaved mathematics practice: Giving students a chance to learn what they need to know. University of South Florida, Tampa, FL. [link]

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

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. [link]

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

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. [link]

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. [link]

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

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

EDITORIAL & REFEREE EXPERIENCE

Consulting Editor, *Scholarship of Teaching and Learning in Psychology*   2014 – Present

Guest Editor, *Educational Psychology Review* (special issue, September 2012)   2010 – 2012

Invited Reviewer   2009 – Present
Acta Psychologica, Advances in Health 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

Agarwal, P. K. (2020, August). *Powerful teaching: Unleash the science of learning.* Workshop to be delivered at Mercersburg Academy, Mercersburg, PA.

Agarwal, P. K. (2020, June). *Powerful teaching: Unleash the science of learning.* Keynote and workshop to be delivered at Lone Star Learning, Lubbock, TX.

Agarwal, P. K. (2020, June). *Powerful teaching: Unleash the science of learning.* Workshop to be delivered at the Creative Leadership Summit, Boston, MA.

Agarwal, P. K. (2020, June). *Powerful teaching: Unleash the science of learning.* Workshop to be delivered at Phillips Academy, Andover, MA.

Agarwal, P. K. (2020, February). *We've unleashed the science of learning. Now what?* Workshop to be delivered at the Pingry School, Basking Ridge, NJ.

Agarwal, P.K. & Bain, P. M. (2019, December). *Using Powerful Teaching to remember and thrive*. Talk delivered online for the Ditch That Textbook Digital Summit.

Agarwal, P. K. (2019, November). *Powerful teaching: Unleash the science of learning.* Workshop delivered at the Learning & the Brain Conference, Boston, MA.

Agarwal, P. K., & Bain, P. M. (2019, October). *Powerful teaching: Unleash the science of learning*. Workshop delivered at the Northwest Association of Independent Schools Fall Educators Conference, Tacoma, WA.

Agarwal, P. K., & Bain, P. M. (2019, August). *Powerful teaching: Unleash the science of learning*. Workshop delivered at ConnectED Learning, St. Louis, MO.

Agarwal, P. K., & Bain, P. M. (2019, July). *Powerful teaching: Unleash the science of learning*. Workshop delivered at Carl Sandburg High School, Orland Park, IL.

Agarwal, P. K., & Bain, P. M. (2019, July). *Powerful teaching: Unleash the science of learning*. Workshop delivered online for Teaching Lab.

Agarwal, P. K. (2019, July). *Powerful teaching: Unleash the science of learning*. Workshop delivered at the Science of Teaching and School Leadership Academy, St. Andrew's Episcopal School, Bethesda, MD.

Agarwal, P. K. (2019, June). *Powerful teaching: Unleash the science of learning*. Workshop delivered at the Episcopal School of Jacksonville, Jacksonville, FL.

Agarwal, P. K. (2019, June). *Powerful teaching: Unleash the science of learning*. Workshop delivered at the Florida Council of Independent Schools, Tampa, FL.

Agarwal, P. K. (2019, April). *Powerful teaching: Unleash the science of learning*. Workshop delivered at the Learning & the Brain, Boston, MA.

Agarwal, P. K. (2019, January). *Powerful teaching: Unleash the science of learning*. Workshop delivered at the Pingry School, Basking Ridge, NJ.

Agarwal, P. K. (2018, November). *Powerful teaching: Unleash the science of learning*. Workshop delivered online for the South Carolina Governor's School for Science and Mathematics.

Agarwal, P. K., & Bain, P. M. (2018, November). *Powerful teaching: Unleash the science of learning*. Workshop delivered online for Digital Promise.

Agarwal, P. K. (2018, October). *Powerful teaching: Unleash the science of learning*. Workshop delivered at St. George's School, Middletown, RI.

Agarwal, P. K. (2018, September). *Transform educational technology with powerful tools from the science of learning*. Workshop delivered at LearnLaunch, Boston, MA.

Agarwal, P. K. (2018, February). *Unleash the science of learning: Transform teaching with strategies from cognitive science*. Workshop delivered at the Interlochen Center for the Arts, Interlochen, MI.

Agarwal, P. K. (2017, November). *Unleash the science of learning: Evidence-based teaching strategies to transform classrooms*. Workshop delivered at the Learning & the Brain Conference, Boston, MA.

Francisco, A., & **Agarwal, P. K.** (2017, October). *Putting learning science research to work: Translating research to support education leaders*. Talk delivered at the iNACOL Symposium, Orlando, FL.

Agarwal, P. K. (2017, July). *Make it stick: Harness the science of learning & transform teaching*. Keynote delivered at the 11th Annual Teaching with Technology Symposium, Little Rock, AR.

Agarwal, P. K., & Bain, P. B. (2016, July). *Make it stick: How to teach economics & personal finance so students will remember*. Workshop delivered at the Federal Reserve Bank, St. Louis, MO.

Agarwal, P. K. (2016, June). *Retrieval practice: Learning to learn*. Talk delivered at the Character Lab Toolbox Workshop, Philadelphia, PA.

Agarwal, P. K. (2015, February). *The science of effective learning: Retrieval as an effective and efficient strategy in your classroom*. Keynote delivered at the Math Teachers Conference, Milton, MA.

Agarwal, P. K. (2014, August). *Teaching strategies + cognitive science = student success*. Workshop delivered at the IES Regional Education Laboratory Bridge Event, Chambersburg, PA.

Agarwal, P. K. (2014, January). *Student engagement and academic outcomes: Evidence from cognitive research*. Talk delivered at the National Association of State Boards of Education, Arlington, VA.

Agarwal, P. K. (2013, December). *Organizing instruction and study to improve student learning.* Workshop delivered at the IES Regional Education Laboratory Bridge Event, Laurel, DE.

Agarwal, P. K., Obenhaus, A., & McDoniel, M. (2013, October). *How to use retrieval practice to improve learning*. Talk delivered at the Teach for America Development Day, St. Louis, MO.

Agarwal, P. K. (2013, September). *Organizing instruction and study to improve student learning.* Workshop delivered at the IES Regional Education Laboratory Bridge Event, Dover, DE.

Agarwal, P. K. (2013, April). *The science of learning: How to use retrieval practice to improve learning.* Talk delivered at Metro Academic and Classical High School, St. Louis, MO.

Dufault, C., & **Agarwal, P. K.** (2013, January). *Make learning stick: Applying cognitive science research to improve teaching and learning*. Talk delivered at McKinley Middle School, St. Louis, MO.

McDaniel, M. A., & **Agarwal, P. K.** (2010, September). *How to use retrieval practice to improve your students' learning*. Talk delivered at Columbia Middle School, Columbia, IL.

INVITED KEYNOTES & WORKSHOPS FOR HIGHER EDUCATION

Agarwal, P. K. (2020, April). *Powerful teaching: Unleash the science of learning*. Keynote to be delivered at Harvard University, Boston, MA.

Agarwal, P. K. (2020, February). *Powerful teaching: Unleash the science of learning*. Workshop to be delivered at Lafayette College, Easton, PA.

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

Agarwal, P. K. (2019, May). *Powerful teaching: Unleash the science of learning*. Keynote delivered at West Point (U.S. Military Academy), West Point, NY.

Agarwal, P. K. (2019, May). *Powerful teaching: Unleash the science of learning*. Workshop delivered at Tyler Technologies, Yarmouth, ME.

Agarwal, P. K. (2019, March). *Powerful teaching: Unleash the science of learning*. Keynote delivered at the University of Notre Dame, Notre Dame, IN.

Agarwal, P. K. (2018, December). *Do students need fact knowledge before higher order learning?* Talk delivered at Vanderbilt University, Nashville, TN.

Agarwal, P. K. (2018, November). *Powerful teaching: Unleash the science of learning*. Talk delivered at edX, Cambridge, MA.

Agarwal, P. K. (2018, October). *Powerful teaching: Unleash the science of learning for diverse students.* Keynote delivered at the Massachusetts College of Liberal Arts, North Adams, MA.

Agarwal, P. K. (2018, October). *Powerful teaching: Unleash the science of learning*. Keynote delivered at Wellesley College, Wellesley, MA.

Agarwal, P. K. (2018, September). *Powerful teaching: Unleash the science of learning for diverse students.* Keynote delivered at Massachusetts Bay Community College, Boston, MA.

Agarwal, P. K. (2018, August). *Giving science away: The critical importance of effective science communication*. Workshop delivered at the James S. McDonnell Foundation Teachers as Learners Meeting, St. Louis, MO.

Agarwal, P. K. (2018, July). *Powerful teaching: Unleash the science of learning in today's classrooms*. Talk delivered at the 2018 Truman Scholars Association Conference, Washington, DC.

Agarwal, P. K. (2018, April). *Unleash the science of learning: Evidence-based teaching strategies that transform STEM classrooms.* Workshop delivered at the STEM Pedagogy Institute, Durham, NH.

Agarwal, P. K. (2018, February). *Unleash the science of learning: Bridging the gap between research, teaching, and policy*. Talk delivered at the Ontario Institute for Education, Toronto, Canada.

Agarwal, P. K. (2017, May). *Make it stick: Translating the science of learning and transforming student learning*. Keynote delivered at Husson University, Bangor, ME.

Agarwal, P. K. (2017, April). *Make it stick: Applying the science of learning and transforming student learning*. Keynote delivered at the 23rd Annual Conference of the Association for University Regional Campuses of Ohio, Huron, OH.

Agarwal, P. K. (2017, March). *Make it stick: Harnessing the science of learning and transforming teaching*. Keynote delivered at Fontbonne University, St. Louis, MO.

Agarwal, P. K. (2016, October). *Retrieval practice: A powerful study strategy for improving long-term learning*. Talk delivered at Dartmouth College, Hanover, NH.

Agarwal, P. K. (2016, October). *The science of learning: How to teach so students learn*. Workshop delivered at Rutgers University, New Brunswick, NJ.

Agarwal, P. K. (2016, March). *The science of learning: Retrieval as an effective and efficient classroom strategy.* Talk delivered at the Massachusetts Institute of Technology, Boston, MA.

Agarwal, P. K. (2014, November). *Applying cognitive psychology research at school, work, home, and life*. Keynote delivered at Lindenwood University, St. Charles, MO.

Agarwal, P. K. (2013, September). *Research-based strategies for studying effectively*. Talk delivered at St. Louis University Medical School, St. Louis, MO.

Agarwal, P. K. (2012, August). *Retrieval practice is a powerful strategy for improving classroom learning*. Talk delivered at the University of Texas Center for Teaching and Learning, Austin, TX.

Agarwal, P. K. (2012, August). *Research-based cognitive strategies enhance college readiness*. Talk delivered at the University of Texas OnRamps Faculty Meeting, Austin, TX.

Agarwal, P. K. (2012, June). *Research-based cognitive strategies for enhancing college readiness*. Talk delivered at the University of Texas CRAFT Summer Institute, Austin, TX.

Agarwal, P. K. (2011, June). *Examining the relationship between fact learning and higher order learning via retrieval practice*. Talk delivered at the Universidade de Lisboa, Portugal, Lisbon.

Agarwal, P. K. (2007, October). *The secret benefit of classroom testing*. Talk delivered at the University of Missouri, Columbia, MO.

ACADEMIC CONFERENCE PRESENTATIONS

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, 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 de Chile, 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, 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, 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, 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, Washington, DC.

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

ACADEMIC POSTER PRESENTATIONS

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, 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 the Executive Committee on 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 with classroom quizzes: Three years of evidence from Columbia Middle School*. Poster presented at the 5th Annual Institute of Education Sciences 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, 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 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, 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 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, 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 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 on learning depend on feedback.* Poster presented at the 18th Annual Meeting of the Association for Psychological Science, New York, NY.