

Elizabeth J. Marsh

Psychology & Neuroscience, Duke University

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Positions

Professor, Duke University, July 2016 – present

Associate Chair, Psychology & Neuroscience, Duke University, July 2014 – present

Associate Professor, Duke University, 2010 – 2016

Assistant Professor, Duke University, 2003 – 2010

Postdoctoral Research Fellow, Washington University in St. Louis, 1999 – 2003
Sponsor: Henry L. Roediger, III

Education

Ph.D. in Cognitive Psychology, Stanford University, 1999

Dissertation Advisor: Gordon H. Bower

Dissertation Title: *Misattributing thoughts to perception:*

The role of source errors in creating false memories.

A.M. in Cognitive Psychology, Stanford University, 1997

B.A. in Psychology, Drew University, summa cum laude, 1994

Research Interests

- Correcting misconceptions
- False beliefs
- Acquisition, maintenance, and updating of the knowledge base
- Metacognition and Judging Truth
- Representation and processing of fictional narratives
- Personalized learning
- Story-telling: Essay-writing and autobiographical retellings
- Misattributions of familiarity and déjà vu
- False memories, memory errors, and error correction

Awarded Grants: Ongoing

- PI, National Institutes of Aging 1R03-AG060117
Leveraging Older Adults' Social Goals to Improve Memory
- PI, Department of Education R305A130535
Exploring the Potential of Essay Testing for Improving Memory and Learning
- Co-investigator, National Institutes of Aging R01-AG058574-01
PIs Roberto Cabeza and Greg Samanez-Larkin
Effects of Aging on Episodic Memory-Dependent Decision Making
.75 months effort, 2018 – 2023
- Co-investigator, James S. McDonnell Foundation Collaborative Award in Bridging Brain, Mind & Behavior, 2003-2013 (no-cost extension to 2019)
Applying Cognitive Psychology to Enhance Educational Practice
- PI, Google Faculty Research Awards, Google
"Aging and Finding Information: Using Google vs. Relying on Other People"

Pending Grants

- Co-I, ONR proposal in response to Topic 1 of N00014-18-R-SN05
Advancing Artificial Intelligence for the Naval Domain
Recommended for funding

Completed Grants

- PI, National Science Foundation 1123617
DIP: Collaborative Research: A Personalized Cyberlearning System Based on Cognitive Science
- PI, Duke Bass Connections Program, Memory and Its Disorders theme
Aging and Reliance on Memory-Based Heuristics
- PI, Spencer Foundation Grant 201400198
Building a Better Reader: Activating Knowledge Through Retrieval

Completed Grants (continued)

- PI, Spencer Foundation grant 201100093
Asking Students Questions During Learning: Retrieval Practice as a Mechanism for Promoting Transfer of Science Concepts
- PI, NICHD 1R03HD055683-01A1
Memorial Consequences of Testing in School-Aged Children
- PI, Spencer Foundation grant 200800099
Training Students to Read Fiction Critically: Implications for Memory

Awards

- 2010 Langford Lecture Award
- 2007 Rising Star, Association for Psychological Science
- Phi Beta Kappa
- Psi Chi
- National Institutes of Mental Health NRSA postdoctoral fellowship
- National Science Foundation Graduate Fellowship (declined)
- National Defense Science & Engineering Graduate Fellowship

Professional Memberships

- Elected Member, Memory Disorders Research Society (MDRS)
- Fellow, Association for Psychological Science (APS)
- Fellow, Psychonomic Society

Peer-Reviewed Articles

1. **Marsh, E. J.**, & Bower, G. H. (1999). Applied aspects of source monitoring. *Cognitive Technology*, 4, 4-17.
2. Tversky, B., & **Marsh, E. J.** (2000). Biased retellings of events yield biased memories. *Cognitive Psychology*, 40, 1-38. <http://dx.doi.org/10.1006/cogp.1999.0720>
3. **Marsh, E. J.**, Edelman, G., & Bower, G. H. (2001). Demonstrations of a generation effect in context memory. *Memory & Cognition*, 29, 798-805. <http://dx.doi.org/10.3758/BF03196409>
4. **Marsh, E. J.**, Meade, M. L., & Roediger, H. L., III (2003). Learning facts from fiction. *Journal of Memory and Language*, 49, 519-536. [http://dx.doi.org/10.1016/S0749-596X\(03\)00092-5](http://dx.doi.org/10.1016/S0749-596X(03)00092-5)
5. **Marsh, E. J.**, McDermott, K. B., & Roediger, H. L., III (2004). Does test-induced priming play a role in the creation of false memories? *Memory*, 12, 44-55. <http://dx.doi.org/10.1080/09658210244000405>
6. **Marsh, E. J.**, Dolan, P. O., Balota, D. A., & Roediger, H. L., III (2004). Part-set cuing effects in younger and older adults. *Psychology and Aging*, 19, 134-144. <http://dx.doi.org/10.1037/0882-7974.19.1.134>
7. Dudukovic, N. M., **Marsh, E. J.**, & Tversky, B. (2004). Telling a story or telling it straight: The effects of entertaining versus accurate retellings on memory. *Applied Cognitive Psychology*, 18, 125-143. <http://dx.doi.org/10.1002/acp.953>
8. **Marsh, E. J.**, & Tversky, B. (2004). Spinning the stories of our lives. *Applied Cognitive Psychology*, 18, 491-503. <http://dx.doi.org/10.1002/acp.1001>

Peer-Reviewed Articles (Continued)

9. Luminet, O., Curci, A., **Marsh, E. J.**, Wessel, I., Constantin, T., Gencoz, F., & Yogo, M. (2004). The cognitive, emotional, and social impacts of the September 11th attacks: Group differences in memory for the reception context and its determinants. *The Journal of General Psychology*, *131*, 197-224. <http://dx.doi.org/10.3200/GENP.131.3.197-224>
10. **Marsh, E. J.**, & Bower, G. H. (2004). The role of rehearsal and generation in false memory creation. *Memory*, *12*, 748-761. <http://dx.doi.org/10.1080/09658210344000170>
11. **Marsh, E. J.** (2004). Story stimuli for creating false beliefs about the world. *Behavior Research Methods, Instruments, & Computers*, *36*, 650-655. <http://dx.doi.org/10.3758/BF03206546>
12. **Marsh, E. J.**, Balota, D. A., & Roediger, H. L., III (2005). Learning facts from fiction: Effects of healthy aging and early-stage dementia of the Alzheimer type. *Neuropsychology*, *19*, 115-129. <http://dx.doi.org/10.1037/0894-4105.19.1.115>
13. **Marsh, E. J.**, Tversky, B., & Hutson, M. B. (2005). How eyewitnesses talk about events: Implications for memory. *Applied Cognitive Psychology*, *19*, 531-544. <http://dx.doi.org/10.1002/acp.1095>
14. Roediger, H. L., III, & **Marsh, E. J.** (2005). The positive and negative consequences of multiple-choice testing. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *31*, 1155-1159. <http://dx.doi.org/10.1037/0278-7393.31.5.1155>
15. **Marsh, E. J.** (2006). When does generation enhance memory for location? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *32*, 1216-1220. <http://dx.doi.org/10.1037/0278-7393.32.5.1216>
16. **Marsh, E. J.**, & Fazio, L. K. (2006). Learning errors from fiction: Difficulties in reducing reliance on fictional stories. *Memory and Cognition*, *34*, 1140-1149. <http://dx.doi.org/10.3758/BF03193260>
17. Butler, A. C., **Marsh, E. J.**, Goode, M. K., & Roediger, H. L., III (2006). When additional multiple-choice lures aid versus hinder later memory. *Applied Cognitive Psychology*, *20*, 941-956. <http://dx.doi.org/10.1002/acp.1239>
18. **Marsh, E. J.** (2007). Retelling is not the same as recalling: Implications for memory. *Current Directions in Psychological Science*, *16*, 16-20. <http://dx.doi.org/10.1111/j.1467-8721.2007.00467.x>
19. **Marsh, E. J.**, Roediger, H. L., III, Bjork, R. A., & Bjork, E. L. (2007). Memorial consequences of multiple-choice testing. *Psychonomic Bulletin and Review*, *14*, 194-199. <http://dx.doi.org/10.1111/j.1467-8721.2007.00467.x>
20. **Marsh, E. J.**, & Dolan, P. O. (2007). Test-induced priming of false memories. *Psychonomic Bulletin and Review*, *14*, 479-483. <http://dx.doi.org/10.3758/BF03194093>

Peer-Reviewed Articles (Continued)

21. Fazio, L. K., & **Marsh, E. J.** (2008). Older, not younger, children learn more false facts from stories. *Cognition*, *106*, 1081-1089.
<http://dx.doi.org/10.1016/j.cognition.2007.04.012>
22. Fazio, L. K., & **Marsh, E. J.** (2008). Slowing presentation speed increases illusions of knowledge. *Psychonomic Bulletin and Review*, *15*, 181-185.
<http://dx.doi.org/10.3758/PBR.15.1.180>
23. Brown, A. S., & **Marsh, E. J.** (2008). Evoking false beliefs about autobiographical experience. *Psychonomic Bulletin and Review*, *15*, 186-190.
<http://dx.doi.org/10.3758/PBR.15.1.186>
24. Barber, S. J., Rajaram, S., & **Marsh, E. J.** (2008). Fact learning: How information accuracy, delay, and repeated testing change retention and retrieval experience. *Memory*, *16*, 934-946. <http://dx.doi.org/10.1080/09658210802360603>
25. Fazio, L. K., & **Marsh, E. J.** (2009). Surprising feedback improves later memory. *Psychonomic Bulletin and Review*, *16*, 88-92. <http://dx.doi.org/10.3758/PBR.16.1.88>
26. **Marsh, E. J.**, Agarwal, P., & Roediger, H. L., III (2009). Memorial consequences of answering SAT II questions. *Journal of Experimental Psychology: Applied*, *15*, 1-11.
<http://dx.doi.org/10.1037/a0014721>
27. Brown, A. S., & **Marsh, E. J.** (2009). Creating illusions of past encounter through brief exposure. *Psychological Science*, *20*, 534-538. <http://dx.doi.org/10.1111/j.1467-9280.2009.02337.x>
28. Fazio, L. K., Agarwal, P. K., **Marsh, E. J.** & Roediger, H. L., III (2010). Memorial consequences of multiple-choice testing on immediate and delayed tests. *Memory & Cognition*, *38*, 407-418. <http://dx.doi.org/10.3758/MC.38.4.407>
29. Fazio, L. K., & **Marsh, E. J.** (2010). Correcting false memories. *Psychological Science*, *21*, 801-803. <http://dx.doi.org/10.1177/0956797610371341>
30. Fazio, L. K., Huelser, B. J., Johnson, A., & **Marsh, E. J.** (2010). Receiving right/wrong feedback: Consequences for learning. *Memory*, *18*, 335-350.
<http://dx.doi.org/10.1080/09658211003652491>
31. Bottoms, H. C., Eslick, A. N., & **Marsh, E. J.** (2010). Memory and the Moses Illusion: Failures to detect contradictions with stored knowledge yield negative memorial consequences. *Memory*, *18*, 670-678. <http://dx.doi.org/10.1080/09658211.2010.501558>
32. **Marsh, E. J.** & Sink, H. E. (2010). Access to handouts of presentation slides changes note-taking, review, and test behaviors. *Applied Cognitive Psychology*, *24*, 691-706.
<http://dx.doi.org/10.1002/acp.1579>
33. Eslick, A. N., Fazio, L. K., & **Marsh, E. J.** (2011). Ironic effects of drawing attention to story errors. *Memory*, *19*, 184-191. <http://dx.doi.org/10.1080/09658211.2010.54390>

Peer-Reviewed Articles (Continued)

34. Butler, A. C., Fazio, L. K., & **Marsh, E. J.** (2011). The hypercorrection effect persists over a week, but high-confidence errors return. *Psychonomic Bulletin & Review*, *18*, 1238–1244. <http://dx.doi.org/10.3758/s13423-011-0173-y>
35. Butler, A. C., Dennis, N. A., & **Marsh, E. J.** (2012). Inferring facts from fiction: Reading correct and incorrect information affects memory for related information. *Memory*, *20*, 487-498. <http://dx.doi.org/10.1080/09658211.2012.682067>
36. Umanath, S., Butler, A. C., & **Marsh, E. J.** (2012). Using popular films to enhance classroom learning: Mnemonic effects of monitoring misinformation. *Applied Cognitive Psychology*, *26*, 556–567.
37. **Marsh, E. J.**, Lozito, J. P., Umanath, S., Bjork, E. L., & Bjork, R. A. (2012). Using verification feedback to correct errors on a multiple-choice test. *Memory*, *20*, 645-653. <http://dx.doi.org/10.1080/09658211.2012.684882>
38. **Marsh, E. J.**, Butler, A. C., & Umanath, S. (2012). Using fictional sources in the classroom: Applications from cognitive psychology. *Educational Psychology Review*, *24*, 449-469. <http://dx.doi.org/10.1007/s10648-012-9204-0>
39. **Marsh, E. J.**, Fazio, L. K., & Goswick, A. E. (2012). Memorial consequences of testing school-aged children. *Memory*, *20*, 899-906. <http://dx.doi.org/10.1080/09658211.2012.708757>
40. Umanath, S., & **Marsh, E. J.** (2012). Aging and the memorial consequences of catching contradictions with prior knowledge. *Psychology & Aging*, *27*, 1033-1038. <http://dx.doi.org/10.1037/a0027242>
41. Butler, A. C., Godbole, N., & **Marsh, E. J.** (2013). Explanation feedback is better than correct answer feedback for promoting transfer of learning. *Journal of Educational Psychology*, *105*, 290-298. <http://dx.doi.org/10.1037/a0031026>
42. Dunlosky, J., Rawson, K. A., **Marsh, E. J.**, Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, *14*, 4-58. <http://dx.doi.org/10.1177/1529100612453266>
43. Fazio, L. K., Barber, S. J., Rajaram, S., Ornstein, P. A., & **Marsh, E. J.** (2013). Creating illusions of knowledge: Learning errors that contradict prior knowledge. *Journal of Experimental Psychology: General*, *142*, 1-5. <http://dx.doi.org/10.1037/a0028649>
44. Goswick, A. E., Mullet, H. G., & **Marsh, E. J.** (2013). Suggestibility from stories: Can production difficulties and source monitoring explain a developmental reversal? *Journal of Cognition and Development*, *14*, 607-616. <http://dx.doi.org/10.1080/15248372.2012.710864>

Peer-Reviewed Articles (Continued)

45. Slavinsky, J. P., Davenport, K. J., Butler, A. C., **Marsh, E. J.**, & Baraniuk, R. G. (2013). Open online platforms advancing DSP education. 2013 IEEE International Conference on Acoustics, Speech and Signal Processing (ICASSP), 8771-8775. <http://dx.doi.org/10.1109/ICASSP.2013.6639379>
46. Wing, E. A., **Marsh, E. J.**, & Cabeza, R. (2013). Neural correlates of retrieval-based memory enhancement: An fMRI study of the testing effect. *Neuropsychologica*, *51*, 2360–2370. <http://dx.doi.org/10.1016/j.neuropsychologia.2013.04.004>
47. Butler, A. C., **Marsh, E. J.**, Slavinsky, J. P., & Baraniuk, R. G. (2014). Integrating cognitive science and technology improves learning in a STEM classroom. *Educational Psychology Review*, *26*, 331-340. <http://dx.doi.org/10.1007/s10648-014-9256-4>
48. Mullet, H. G., Butler, A. C., Verdin, B., von Borries, R., & **Marsh, E. J.** (2014). Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately. *Journal of Applied Research in Memory & Cognition*, *3*, 222-229. <http://dx.doi.org/10.1016/j.jarmac.2014.05.001>
49. Mullet, H. G., Umanath, S., & **Marsh, E. J.** (2014). Recent study, but not retrieval, of knowledge protects against learning errors. *Memory & Cognition*, *42*, 1239-1249. <http://dx.doi.org/10.3758/s13421-014-0437-7>
50. Umanath, S., Dolan, P. O., & **Marsh, E. J.** (2014). Aging and the Moses Illusion: Older adults fall for Moses but stick with Noah when asked directly. *Memory*, *22*, 481-492. <http://dx.doi.org/10.1080/09658211.2013.799701>
51. Umanath, S., & **Marsh, E. J.** (2014). Understanding how prior knowledge influences memory in older adults. *Perspectives on Psychological Science*, *9*, 408-426. <http://dx.doi.org/10.1177/1745691614535933>
52. Cantor, A. D., Eslick, A. N., **Marsh, E. J.**, Bjork, R. A., & Bjork, E. L. (2015). Multiple-choice tests stabilize access to marginal knowledge. *Memory & Cognition*, *43*, 193-205. <http://dx.doi.org/10.3758/s13421-014-0462-6>
53. Fazio, L. K., Dolan, P. O., & **Marsh, E. J.** (2015). Learning misinformation from fictional sources: Understanding the contributions of transportation and item-specific processing. *Memory*, *23*, 166-167. <http://dx.doi.org/10.1080/09658211.2013.877146>
54. Deffler, S. A., Brown, A. S., & **Marsh, E. J.** (2015). Don't I know you? Context effects on judgments of pre-experimental familiarity. *Psychonomic Bulletin & Review*, *22*, 1041-1047.
55. Brown, A. S., Caderao, K. C., Fields, L. M., & **Marsh, E. J.** (2015). Borrowing personal memories. *Applied Cognitive Psychology*, *29*, 471–477. <http://dx.doi.org/10.1002/acp.3130>
56. Fazio, L. K., Brashier, N. M., Payne, B. K., & **Marsh, E. J.** (2015). Knowledge does not protect against illusory truth. *Journal of Experimental Psychology: General*, *144*, 993-1002. <http://dx.doi.org/10.1037/xge0000098>

Peer-Reviewed Articles (Continued)

57. Mullet, H. G. & **Marsh, E. J.** (2016). Correcting false memories: Errors must be noticed and replaced. *Memory & Cognition*, 44, 403-412. <http://dx.doi.org/10.3758/s13421-015-0571-x>
58. Wang, W-C., Brashier, N. M., Wing, E. A., **Marsh, E. J.**, & Cabeza, R. C. (2016). On known unknowns: Fluency and the neural mechanisms of the illusory truth effect. *Journal of Cognitive Neuroscience*, 28, 739-746. http://dx.doi.org/10.1162/jocn_a_00923
59. Arnold, K. M., Daniel, D. B., Jensen, J., McDaniel, M., & **Marsh, E. J.** (2016). Structure building predicts grades in college Psychology and Biology. *Applied Cognitive Psychology*, 30, 454-459. <http://dx.doi.org/10.1002/acp.3226>
60. Cantor, A. D., & **Marsh, E. J.** (2017). Expertise effects in the Moses Illusion: Detecting contradictions with stored knowledge. *Memory*, 25, 220-230.
61. Arnold, K. A., Umanath, S., Thio, K., Reilly, W., McDaniel, M., & **Marsh, E. J.** (2017). Understanding the cognitive processes involved in writing to learn. *Journal of Experimental Psychology: Applied*, 23, 115-127.
62. Brashier, N. M., Umanath, S., Cabeza, R. C., & **Marsh, E. J.** (2017). Competing Cues: Older Adults Rely on Knowledge in the Face of Fluency. *Psychology and Aging*, 32, 331-337.
63. **Marsh, E. J.** (2017). Family Matters: Fame through one's academic descendents. *Perspectives on Psychological Science*, 12, 1130-1132.
64. **Marsh, E. J.** & Yang, B. W. (2017). A Call to Think Broadly about Information Literacy. *Journal of Applied Research in Memory and Cognition*, 6, 401-404.
65. Butler, A. C., Black-Meier, A. C., Raley, N. D., & **Marsh, E. J.** (2017). Applying knowledge to different contexts during retrieval practice promotes transfer of learning. *Journal of Educational Psychology*, 23, 433-446.
66. Wang, W-C., Brashier, N. M., Wing, E. A., **Marsh, E. J.**, & Cabeza, R. (2018). Knowledge supports memory retrieval through familiarity, not recollection. *Neuropsychologia*, 113, 14-21.
67. Stanley, M. L., Yang, B. W., & **Marsh, E. J.** (in press). When the Impossible becomes Possible: Fluency Overrides Qualifying Information in Assessing Truth. *Journal of Applied Research in Memory and Cognition*.

Manuscripts in the Peer Review Process

1. Black-Maier, A. C., Butler, A. C., Casimir, E., & **Marsh, E. J.** (invited revision in preparation). Why Does Retrieval Practice Produce Superior Transfer? *Memory & Cognition*.

2. Butler, A. C., Black-Maier, A. C., Campbell, K., **Marsh, E. J.**, & Persky, A. M. (invited revision in preparation). Stabilizing Access to Marginal Knowledge in a Classroom Setting. *Applied Cognitive Psychology*.
3. Fazio, L. K., & **Marsh, E. J.** (invited revision under review). Retrieval-Based Learning in Children. *Current Directions in Psychological Science*.
4. Wang, W-C., Brashier, N. M., Wing, E. A., **Marsh, E. J.**, & Cabeza, R. (invited revision in preparation). Neural Basis of Goal-Driven Changes in Knowledge Activation. *European Journal of Neuroscience*.

Accepted Paper Proposals:

1. **Marsh, E. J.**, & Rajaram, S. (Proposal for Target article accepted). The Google Effect and Consequences of Internet Use for Memory and Cognition: Time for New Research Questions. *Journal of Applied Research in Memory and Cognition*.

Selected Articles in Preparation

1. Fazio, L. K., & **Marsh, E. J.** (revision in preparation). Knowing More Increases the Negative Consequences of Multiple-Choice Tests.
2. Vuletich, H. A., Moshontz, H., **Marsh, E. J.**, & Payne, B.K. (revision in preparation). Effects of Perceived Socioeconomic Status on Academic Performance.
5. Arnold, K. A., Umanath, S., Mullet, H. G., & **Marsh, E. J.** (in preparation). Discrepancy Detection: Catching Contradictions with Knowledge vs. Recent Events.
6. Brashier, N. M., Drew, E. E., & **Marsh, E. J.** (in preparation). Sticking to What You Know: Evaluating Truth Reduces Later Reliance on Fluency.
7. Moshontz, H., Payne, B. K., & **Marsh, E. J.** (in preparation). Poor Educational Achievement in Unequal US States is Associated with Use of Academic Shortcuts.
8. Yang, B. W., & **Marsh, E. J.** (in preparation). Fictional Memories are Part of the Autobiographical Record.

Books

1. Balota, D. A., & **Marsh, E. J.** (2004). *Cognitive psychology: Essential Readings*. Edited volume in the series Key Readings in Cognition, Psychology Press.

Book Chapters

1. Jacoby, L. L., **Marsh, E. J.**, & Dolan, P. O. (2002). Forms of bias: Age-related differences in memory. in M. Naveh-Benjamin, M. Moscovitch, & H. L. Roediger, III (Eds.) *Perspectives on Human Memory and Cognitive Aging: Essays in Honour of Fergus Craik* (p. 240 – 252). Philadelphia, PA: Psychology Press.

2. Roediger, H. L. III, **Marsh, E. J.**, & Lee, S. C. (2002). Varieties of memory. in D. Medin (Ed.) *Memory and Cognitive Processes*, volume 2 of H. Pashler (Ed.) *Steven's Handbook of Experimental Psychology*, 3e (p. 1 – 41). NY: John Wiley & Sons.
3. **Marsh, E. J.** (2003). Memory: Myths, mysteries, and realities. In J. Guthrie, *Encyclopedia of Education*, 2e (pp. 1605 – 1609). New York: Macmillan.
4. Roediger, H. L. III, & **Marsh, E. J.** (2003). Episodic and autobiographical memory. In A. F. Healy & R. W. Proctor (Eds.) *Handbook of Psychology: volume 4, Experimental Psychology* (p. 475 – 497). New York: John Wiley & Sons.
5. **Marsh, E. J.**, & Fazio, L. K. (2007). Learning facts from fiction. In J. Nairne (Ed.), *The foundations of remembering: Essays in honor of Henry L. Roediger III* (p. 395 – 411). New York: Psychology Press.
6. **Marsh, E. J.**, Eslick, A. N., & Fazio, L. K. (2008). False memories. In H. L. Roediger, III (Ed.), *Cognitive Psychology of Memory*. Volume 2 of *Learning and Memory: A Comprehensive Reference*, 4 volumes (J. Byrne, editor). Oxford: Elsevier.
7. Roediger, H. L., III, & **Marsh, E. J.** (2009). False memories. *Scholarpedia*, 4(8):3858.
8. Brown, A. S., & **Marsh, E. J.** (2010). Digging into déjà vu: Recent research on possible mechanisms. In B. H. Ross (Ed.) *Psychology of Learning & Motivation* (pp. 33 – 62). Burlington: Elsevier.
9. Roediger, H. L., III, Agarwal, P. K., Kang, S. H., & **Marsh, E. J.** (2010). Benefits of testing memory: Best practices and boundary conditions. Chapter in G. M. Davies and D. B. Wright (Eds.), *New Frontiers in Applied Memory*. Brighton, UK: Psychology Press.
10. **Marsh, E. J.**, & Roediger, H. L., III. (2013). Episodic and autobiographical memory. In A. F. Healy & R. W. Proctor (Eds.) *Handbook of Psychology: volume 4, Experimental Psychology*, 2nd edition (pp.472 – 494). New York: John Wiley & Sons.
11. **Marsh, E. J.**, & Butler, A. C. (2014). Memory in educational settings. Chapter in D. Reisberg (Ed.) *Oxford Handbook of Cognitive Psychology*.
12. **Marsh, E. J.**, & Cantor, A. (2014). Learning from multiple-choice tests. Chapter 2 in McDaniel, R. Frey, S. Fitzpatrick, and H. L. Roediger (Eds). *Integrating Cognitive Science with Innovative Teaching in STEM Disciplines [e-reader version]*. Doi: 10.7936/K7Z60KZK.
13. **Marsh, E. J.**, & Umanath, S. (2014). Learning from fictional sources: An instance of knowledge neglect. In D. N. Rapp and J. Braasch (Eds) *Processing Inaccurate Information: Theoretical and Applied Perspectives from Cognitive Science and the Educational Sciences* (p. 161 – 180). Cambridge, MA: MIT Press.
14. **Marsh, E. J.** & Mullet, H. G. (2016). Stories and movies can mislead: Why Biloxi (Mississippi) sometimes relocates to Tennessee after reading *The Great Gatsby*. In R. Nash and J. Ost (Eds.) *False and Distorted Memories* (p. 87 – 101). New York: Psychology Press.

Book Chapters (Continued)

15. **Marsh, E. J.**, Cantor, A. D., & Brashier, N. M. (2016). Believing that humans swallow spiders in their sleep: False beliefs as side effects of the processes that support accurate knowledge. in B. Ross (Ed.) *The Psychology of Learning and Motivation*, 64, 93 - 117.
16. **Marsh, E. J.**, & Arnold, K. (2018). Retelling experiences and writing essays: How storytelling reflects and changes memory. Chapter in H. Taylor and J. Zacks (Ed.) *Representations in Mind and World: Essays in Honor of Barbara Tversky* (p. 137 – 155). Routledge.
17. **Marsh, E. J.**, & Yang, B. (2018). Believing things that are not true: A cognitive science perspective on misinformation. Chapter in B. Southwell (Ed.) *Misinformation and Mass Audiences* (p. 15 – 34). Austin, TX: University of Texas Press.
18. **Marsh, E. J.**, & Drew, E. (in press). Correcting Errors and Misconceptions: The role of feedback in learning and understanding. Invited chapter to appear in J. Dunlosky and K. Rawson (Eds.) *Handbook of Cognition and Education*. Cambridge University Press.
19. **Marsh, E. J.**, & Yang, B. (invited chapter in preparation). Broadening the Autobiographical Record: The Roles of Borrowed Memories and Memories of Fictional Events. Invited chapter to appear in A. M. Cleary and B. L. Schwartz (Eds.) *Memory Quirks: The Study of Odd Phenomena in Memory*.

Memory Quirks: The Study of Odd Phenomena in Memory:

Anne M. Cleary

Bennett L. Schwartz

Book Reviews

1. **Marsh, E. J.**, & Fazio, L. K. (2006). Finding memory in hard-to-reach places. A review of *Why life speeds up as you get older: How memory shapes our past* (ISBN 0-532-83424-4) by Douwe Draaisma. *PsyCRITIQUES*.
2. **Marsh, E. J.**, & Multhaup, K. (2007). Dual coding theory: It's not just for cognitive psychologists anymore. A review of *Mind and Its Evolution: A Dual Coding Theoretical Approach* by Allan Paivio. *PsyCRITIQUES*.
3. **Marsh, E. J.**, & Eslick, A. N. (2009). A review of *Why students don't like school? A cognitive psychologist answers questions about how the mind works and what it means for the classroom* by Daniel T. Willingham. *Educational Horizons*, 87, 206-210.

Conference Presentations & Invited Talks (since arrival at Duke in 2003)

1. **Marsh, E. J.** (2018, June). Invited speaker at the conference Fake News: Sharing, Accepting, and Correcting Misinformation, funded by the Swiss National Science Foundation. Vitznau, Switzerland.
2. **Marsh, E. J.** and Rajaram, S. (2018, May). *Cognition in the Internet Age: What are the Right Research Questions to Ask?* Invited talk at the Association for Psychological Science, San Francisco.
3. **Marsh, E. J.** (2017, April). *Remembering Stories*. Invited talk at Princeton University.
4. **Marsh, E. J.** (2016, November). *Illusions of Knowledge: Similarities and Differences from Misremembering Events*. Invited talk at Cornell University.
5. **Marsh, E. J.** (2016, April). *Knowledge and memory*. Invited talk at Emory University, Mechanisms of Learning Forum.
6. **Marsh, E. J.** (2015, November). *Story-telling and Essay-Writing: Implications for Memory and Learning*. Invited talk at the Festschrift for Barbara Tversky, Annual Meeting of the Psychonomic Society, Chicago.
7. **Marsh, E. J.** (2015, October). *Believing that Humans Swallow Spiders in their Sleep: Understanding the Acquisition of Misconceptions*. Invited colloquium at Furman University, SC.
8. **Marsh, E. J.** (2015, October). *Cognition in the Classroom: Connecting Cognitive Psychology with Educational Practice*. Invited talk at Furman University, SC.
9. **Marsh, E. J.** (2015, April). *Beyond entertainment: Understanding what and how our brains learn from fiction*. Invited colloquium at Berry College, GA.
10. **Marsh, E. J.** (2014, October). *Knowledge neglect*. Invited Talk at the University of Memphis.
11. **Marsh, E. J.** (2014, October). *Correcting student errors and misconceptions*. Invited talk at the Kent State University Summit on Improving Student Achievement: A Summit on Learning and Education.
12. **Marsh, E. J.** (2014, May). *Does transportation into a story affect learning?* Talk in the symposium "Using Narratives to Influence Memory, Attitudes, and Behavior" at the Annual Meeting of the Association for Psychological Science, San Francisco, CA.
13. **Marsh, E. J.** (2014, April). *Correcting student mistakes: Linking the laboratory & the classroom*. Invited talk at Rice University.
14. **Marsh, E. J.** (2014, April). *Maintenance and updating of knowledge: Connecting basic science to educational practice*. Invited talk at Purdue University.
15. **Marsh, E. J.** (2013, October). *Correcting student misconceptions: Linking the laboratory and the classroom*. Invited talk at McMaster College.

Conference Presentations & Invited Talks (Continued)

16. **Marsh, E. J.** (2013, October). *Cognition in the classroom: Applying cognitive science to educational practice*. Invited talk at Carleton College.
17. **Marsh, E. J.** (2013, June). *Acquiring misconceptions: The role of knowledge neglect*. Invited keynote at the biennial meeting of the Society for Applied Research in Memory and Cognition, Rotterdam, Netherlands.
18. **Marsh, E. J.** (2013, May). *Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology*. Invited talk at the Annual Meeting of the Association for Psychological Science, Washington, DC.
19. **Marsh, E. J.** (2013, April). *Creating illusions of knowledge*. Colloquium at Skidmore College, Saratoga Springs, NY.
20. Umanath, S., & **Marsh, E. J.** (2012, November). *Aging and reduced suggestibility: The role of prior knowledge*. Talk at the annual meeting of the Psychonomic Society, Minneapolis.
21. **Marsh, E. J.** (2012, March). *Correcting student errors*. Invited talk at the University of California, San Diego.
22. Butler, A. C., Dennis, N. A., & **Marsh, E. J.** (2011, November). *Inferring fact from fiction: Reading correct and incorrect information affects memory for related information*. Poster at the annual meeting of the Psychonomic Society, Seattle, WA.
23. Deffler, S. A., **Marsh, E. J.**, & Brown, A. S. (2011, November). *Don't I know you? Exploring how context affects the perceived familiarity of strangers*. Poster at the annual meeting of the Psychonomic Society, Seattle, WA.
24. **Marsh, E. J.** (2010, November). *Cognition in the Classroom: Applications of Cognitive Psychology to Education*. Invited talk at Davidson College, Davidson, NC.
25. **Marsh, E. J.** (2010, November). *Illusions of knowledge and knowledge neglect*. Invited talk at Davidson College, Davidson, NC.
26. **Marsh, E. J.** (2010, March). *Knowledge neglect*. Invited talk at the University of North Carolina, Chapel Hill, NC.
27. Butler, A. C., Godbole, N. R., & **Marsh, E. J.** (2010, February). *Increasing the complexity of the feedback message promotes superior transfer of learning*. Poster presented at the annual meeting of the North Carolina Cognition Group, Winston-Salem, NC.
28. **Marsh, E. J.** (2010, January). *Memorial consequences of failures to monitor and control access to prior knowledge*. Invited talk at Duke University, Durham, NC.
29. Fazio, L. K., & **Marsh, E. J.** (2009, November). *Persistence of the hypercorrection effect*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.

Conference Presentations & Invited Talks (Continued)

30. Fazio, L. K., **Marsh, E. J.**, & Payne, B. K. (2009, November). *Prior knowledge does not protect against illusory truth effects*. Talk at the annual meeting of the Psychonomic Society, Boston, MA.
31. Eslick, A. N., Bottoms, H. C., & **Marsh, E. J.** (2009, November). *Error prevalence affects detection in the Moses Illusion Paradigm*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
32. Fazio, L. K., Goswick, A., & **Marsh, E. J.** (2009, October). *Positive and negative testing effects in 1st and 3^d graders*. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, TX.
33. **Marsh, E. J.** (2009, October). *Illusions of knowledge*. Invited talk at the University of Virginia.
34. **Marsh, E. J.**, Fazio, L. K., Eslick, A. N., & Bottoms, H. C. (2009, May). *Knowledge neglect: Memorial consequences of failures to detect contradictions with stored knowledge*. Talk at the annual meeting of the Association for Psychological Science, San Francisco, CA.
35. Fazio, L. K., Johnson, A. T., Eslick, A. N., & **Marsh, E. J.** (2009, May). *Teaching readers to read critically*. Poster at the annual meeting of the Association for Psychological Science, San Francisco, CA.
36. Fazio, L. K., & **Marsh, E. J.** (2009, March). *Prior knowledge does not protect against illusory truth effects*. Talk at the annual meeting of the Psychonomic Society, Boston, MA.
37. Fazio, L. K., & **Marsh, E. J.** (2009, March). *Persistence of the hypercorrection effect*. Poster at the annual meeting of the Psychonomic Society, Boston, MA.
38. Eslick, A. N., Bottoms, H., & **Marsh, E. J.** (2009, March). *Error prevalence affects detection in the Moses Illusion Paradigm*. Poster at the annual meeting of the Psychonomic Society, Boston, MA.
39. **Marsh, E. J.** (2009, February). *Illusions of knowledge*. Invited talk at the annual meeting of the Southeastern Workers in Memory (SWIM). New Orleans, LA.
40. **Marsh, E. J.** (2009, January). *Illusions of knowledge in children and adults*. Invited talk at Yale University, New Haven, CT.
41. Lozito, J. P., **Marsh, E. J.**, Bjork, E. L., & Bjork, R. A. (2008, May). *Using feedback to correct mistakes made on a multiple-choice test*. Poster at the annual meeting of the Psychonomic Society, Chicago, IL.
42. **Marsh, E. J.**, Fazio, L. K., Dolan, P. O., & Eslick, A. N. (2008, May). *Ironic effects of story reading*. Talk at annual meeting of the Psychonomic Society, Chicago, IL.

Conference Presentations & Invited Talks (Continued)

43. Eslick, A. N., **Marsh, E. J.**, Bjork, R. A., & Bjork, E. L. (2008, May). *Multiple-choice tests improve access to marginal knowledge*. Poster at the annual meeting of the Psychonomic Society, Chicago, IL.
44. **Marsh, E. J.** (2008, February). *Illusions of knowledge*. Colloquium at the University of Arizona, Tucson, AZ.
45. Fazio, L. K., & **Marsh, E. J.** (2007, November). *Understanding the hypercorrection effect: Why high confidence errors are easily corrected*. Talk at the annual meeting of the Psychonomic Society, Long Beach, CA.
46. Fazio, L. K., Schnur, S., & **Marsh, E. J.** (2007, November). *Giving a more specific warning increases errors learned from fiction*. Poster at the annual meeting of the Psychonomic Society, Long Beach, CA.
47. Barber, S., Rajaram, S., & **Marsh, E. J.** (2007, November). *Distinguishing among remembered, familiar, and just known memories: An experimental analysis*. Poster at the annual meeting of the Psychonomic Society, Long Beach, CA.
48. Brown, A. S., & **Marsh, E. J.** (2007, November). *Object familiarity can be altered in the presence of other objects*. Poster at the annual meeting of the Psychonomic Society, Long Beach, CA.
49. Fazio, L. K., Cochrane, K., & **Marsh, E. J.** (2007, October). *Memorial consequences of multiple-choice testing in 1st and 3rd graders*. Poster at the biennial meeting of the Cognitive Development Society.
50. **Marsh, E. J.** (2007, August). *Illusions of knowledge*. Invited address at the annual meeting of the American Psychological Association, San Francisco, CA.
51. **Marsh, E. J.** (2007). *Retelling is not the same as recalling: Implications for memory*. Talk at the Tsinghua University-Washington University Philosophy-Neuroscience-Psychology Summer Workshop. Beijing, China.
52. **Marsh, E. J.** (2007). *Retelling is not the same as recalling: Implications for memory*. Invited talk at Fuqua Business School, Duke University, Durham, NC.
53. **Marsh, E. J.**, & Fazio, L. K. (2006, November). *Separating fact from fiction in stories*. Talk at the annual meeting of the Psychonomic Society, Houston, TX.
54. Huelser, B. J., & **Marsh, E. J.** (2006, November). *Does guessing on a multiple-choice test affect later cued recall?* Poster at the annual meeting of the Psychonomic Society, Houston.
55. Fazio, L. K., **Marsh, E. J.**, & Roediger, H. L. III (2006, November). *Consequences of multiple-choice testing persist over one week*. Poster at the annual meeting of the Psychonomic Society, Houston, TX.

Conference Presentations & Invited Talks (Continued)

56. **Marsh, E. J.** (2006, March). *The nature and incidence of déjà vu, plus findings from an implicit memory investigation*. Invited Keynote Address, International Conference on Déjà vu, Kyoto University, Kyoto, Japan.
57. **Marsh, E. J.** (2005). *Positive and negative consequences of testing*. Colloquium at UNC Greensboro.
58. **Marsh, E. J.** (2005). *Learning from fiction*. Invited talk at the Festschrift in honor of Henry L. Roediger, III, Purdue, IN.
59. **Marsh, E. J.**, Roediger, H. L., III, Bjork, R. A. & Bjork, E. L. (2005, November). *Negative consequences of testing*. Symposium talk at the annual meeting of the Psychonomic Society, Toronto, CA.
60. Fazio, L. K., & **Marsh, E. J.** (2005, November). *Delaying feedback does not diminish the hypercorrection effect*. Poster at the annual meeting of the Psychonomic Society, Toronto, CA.
61. Hutson, M. B., & **Marsh, E. J.** (2005, November). *Retellings of autobiographical memories*. Poster at the annual meeting of the Psychonomic Society, Toronto, CA.
62. Brown, A. & **Marsh, E. J.** (2005, November). *Evoking familiarity without recollection: Modeling the déjà vu experience*. Poster at the annual meeting of the Psychonomic Society, Toronto, CA.
63. **Marsh, E. J.** (2003, November). *The persistence of facts learned from fiction*. Poster at the annual meeting of the Psychonomic Society, Vancouver, CA.
64. Roediger, H. L., III, Karpicke, J., & **Marsh, E. J.** (2003, November). *Positive and negative effects of testing in retention of general knowledge*. Talk at the annual meeting of the Psychonomic Society, Vancouver, CA.

Honors Theses Supervised at Duke:

2016-2017:	Lindsey Bass
2015-2016:	Ada Aka
2012-2013:	Madeline Lyons
2011-2012:	Amberly Tenney
2010-2011:	Amanda Gill, Michelle Barbera
2009-2010:	Michelle Fang
2008-2009:	Hayden Bottoms
2006-2007:	Sam Schnur
2005-2006:	Amy Kim, Seth Disner

Teaching

Duke University

- Cognitive Psychology, undergraduate, Spring 2018
- Introduction to Human Memory, Sp 2004, 2006; Fall 2007
- Myths & Mysteries of Memory, Fall 2004, 2005, 2006, 2009, 2012; Sp 2011, 2012, 2014, 2016
- Cognitive Psychology, graduate, Sp 2005, 2007, 2009, 2017; Fall 2011, Fall 2014, Sp 17
- 1st year seminar for graduate students, 2005 – 2006, 2006 – 2007, 2008 – 2009, 2009 – 2010, 2012 – 2013, 2013 – 2014, 2014 – 2015, 2015 – 2016, 2016 – 2017
- Cognition in the Classroom: Applying the Science of Learning to Education, Sp 2010

Washington University in St Louis

- Controversial Issues in Psychology (6 times, 2000-2002)
- Human Memory (co-taught), Spring 2001
- Autobiographical Memory (co-taught), Fall 2001
- Trauma & Memory (co-taught), Spring 2002

Graduate Training

Ph.D.s Supervised and Awarded:

- Lisa K. Fazio, Ph.D. 2010; Assistant Professor, Vanderbilt
- Andrea N. Eslick, Ph.D. 2011; Assistant Professor, Wartburg College
- Sharda Umanath, Ph.D. 2014; Assistant Professor, Claremont McKenna College
- Hillary G. Mullet, Ph.D. 2016; User Experience Researcher
- Allison Cantor, Ph.D. 2017; Researcher, Friday Institute for Educational Innovation, North Carolina State University

Current Ph.D. Students:

- Nadia Brashier, Ph.D. expected 2018; will postdoc at Harvard with Dan Schacter
- Brenda Yang, Ph.D. expected 2020
- Emmaline Drew, Ph.D. expected 2021
- Matthew Stanley, Ph.D. expected 2021 (Co-supervision with Roberto Cabeza and Felipe De Brigard)

Postdoctoral Training

Completed Supervisions:

- Jeffrey Lozito, Ph.D. 2006; Coca-Cola
- Andrew Butler, Ph.D., 2009; Associate Professor, Washington University in St Louis
- Kathleen Arnold, Ph.D., 2013; Assistant Professor, Radford University

Service

Journal Service

- Associate Editor, *Journal of Experimental Psychology: Learning, Memory, & Cognition* (2011 – 2017)
- Guest Editor, *Translational Issues in Psychological Science*; special issue: *How Psychological Science Can Improve Our Classrooms* (2013 – 2015)
- Editorial Board, *Applied Cognitive Psychology* (2007 – present)
- Consulting Editor, *Memory & Cognition* (2007 – present)
- Consulting Editor, *Educational Psychology Review* (2014 – present)
- Consulting Editor, *Perspectives on Psychological Science* (2011 – 2014)
- Action Editor, *Memory*, 2004 – 2010
- Ad hoc Reviewer: *Journal of Memory & Language*, *Current Directions*, *Psychological Science*, *Cognition*, *Psychonomic Bulletin & Review*, *Psychology & Aging*, *Neuropsychology*, *Personality & Social Psychology Bulletin*, *Journal of Abnormal Psychology*, *Nature*, *Cognition & Emotion*, *Emotion*, *Journal of Gerontology: Psychological Sciences*, *Behavioral Neuroscience*, *Psychological Bulletin*, *Experimental Psychology*, *Journal of Experimental Psychology: Applied*, *Journal of Experimental Social Psychology*, *Psychology Press*

Other Service to Professional Societies

- President, SWIM (Southeastern Workers In Memory), 2010
- Organizer, 2009 and 2014 meetings of the North Carolina Cognition Group
- Program Committee of the APS Annual Convention, 2005 – 2007 meetings
- Co-organizer, workshop on personalized learning, Rice University, 2014 and 2015
- Ad hoc member, Publications Committee of the Governing Board, Psychonomic Society

Grant Reviewing

- Reviewer, National Science Foundation Graduate Research Fellowship Panel, February 2007; January 2014; January 2016
- Reviewer, National Science Foundation, 2012 (2 panels), 2014
- Reviewer, Institute of Education Sciences, Cognition and Student Learning: Basic Processes Panel, October 2007 and February 2015
 - Standing Panelist, 2017 – 2020

University Service

- Faculty committee on Duke Endowment, 2016 – present
 - Chair, submittee on Cognitive Development
- Provost's Ad Hoc committee on Duke Kunshan University, 2016
- Grant Review Panel, Bass Connections Theme: Brain & Society, December 2015
- Bass Team Leader, *Aging and Heuristics*, 2014 – 2016
- Winter Forum Faculty Mentor, 2015
- Member, Online Faculty Assessment Committee, 2012 – present
- Member, Executive Board for the "Brain and Society" theme, Bass Connections, 2012 – present
- Member, Arts & Sciences Faculty Assessment Committee, 2013 – 2014

- Member, Executive Leadership Team, Duke Initiative in Education and Human Development, 2013 - 2014
- Member, Non-Medical Institutional Review Board (IRB), 2010 – 2014
 - Associate Chair, 2013 – 2014
- Reviewer, DIBS grants, 2012

Departmental Service

- Associate Chair of Department, July 2014 – present
- Co-Chair, Assistant Professor of the Practice search committee, 2016 – 2017
- Chair, Psychology & Neuroscience Committee to Evaluate a Joint Ph.D. program with public policy, Fall 2015 – present
- Member, Human Neuroscience search committee, Spring 2016
- Area Head, Cognition and Cognitive Neuroscience Area, 2013 – 2014
- Elected representative, advisory committee to the Chair of Psychology and Neuroscience, 2011 – 2013
- Duke Psychology & Neuroscience Colloquium Committee, 2005 – 2010
- Duke Psychology & Neuroscience Undergraduate Curriculum Committee, 2005 – 2010