Megan Imundo, C.Phil

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meganimundo@g.ucla.edu | [Website](file:///C%3A%5CUsers%5CMegan%5CDesktop%5CImportant%20Docs%5CResume%20and%20CV%5CResume%20and%20CV%5Cmeganimundo.com) | [LinkedIn](https://www.linkedin.com/in/megan-imundo-2a1a09217/) | [Twitter](https://twitter.com/ImundoMegan)

EDUCATION

**University of California, Los Angeles**. Los Angeles, CA.

Ph.D. in Cognitive Psychology

Minor in Quantitative Psychology (coursework completed Spring 2020)

Certificate in Writing Pedagogy (coursework completed Spring 2022)

M.A. in Cognitive Psychology (awarded December 2019)

*Thesis:* Contextual variation and retrieval practice: Potent yet non-synergistic benefits for memory

*Primary advisors:* Professors Robert A. Bjork & Elizabeth Ligon Bjork

**Northwestern University**. Evanston, IL.

B.A. in Psychology and Cognitive Science (awarded June 2018)

Honors: Psychology Departmental Honors, *cum laude*

*Thesis:* Tipping the scales: Experiences with “fair and balanced” discourse can mischaracterize and misinform

*Advisors:* Professors David N. Rapp & Renee Engeln

RESEARCH INTERESTS

**How do lifelong learners (fail to) acquire accurate information and reject falsehoods?**

*collaborative learning • online learning • desirable difficulties • inaccurate information • metacognition • self-regulated learning • aging • retrieval practice • context effects on memory • beliefs about science*

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PUBLICATIONS

*\* Undergraduate Advisee |* ****** *Preregistered |* ****** *Open Materials |* ****** *Open Data*

Salovich, N. A., **Imundo, M. N.**, & Rapp, D. N. (2022). Story stimuli for instantiating true and false beliefs about the world. *Behavior Research Methods*. <https://doi.org/10.3758/s13428-022-01904-6> **** ****

\*Zung, I, **Imundo, M. N.**, & Pan, S. C. (2022). How do college students use digital flashcards to during self-regulated learning? *Memory*, *30*(8), 923-941. <https://doi.org/10.1080/09658211.2022.2058553> **** **** ****

**Imundo, M. N.,** & Rapp, D. N. (2021). Weight-of-evidence reporting can ameliorate the negative effects of falsely balanced texts. *Journal of Applied Research in Memory and Cognition*, *11*(2), 258-271. <https://doi.org/10.1016/j.jarmac.2021.10.002> **** **** ****

**Imundo, M. N.**, Pan, S. C., Bjork, E. L., & Bjork, R. A. (2020). Where and how to learn: The distinct benefits of contextual variation, restudying, and retrieval practice for memory. *Quarterly Journal of Experimental Psychology*. <https://doi.org/10.1177/1747021820968483> **** **** ****

Engeln, R., & **Imundo, M. N.** (2020). I (don’t) love my body: Counter-intuitive effects of body-affirming statements on college women. *Journal of Social & Clinical Psychology*, *39*(7), 617-639. <https://doi.org/10.1521/jscp.2020.39.7.617>

Engeln, R., Loach, R., **Imundo, M. N.**, & Zola, A. (2020). Compared to Facebook, Instagram use causes more appearance comparison and greater body dissatisfaction in college women. *Body Image*, *34*, 38-45. <https://doi.org/j.bodyim.2020.04.007>

Rapp, D. N., **Imundo, M. N.**, & Adler, R. M. (2019). Do individual differences in conspiratorial and political leanings influence the use of inaccurate information? In P. Kendeou, D. H. Robinson, & M.T. McCrudden (Eds.), *Misinformation and Fake News in Education* (pp.103-122). Charlotte, NC: Information Age Publishing.

***Under Review***

**Imundo, M. N.**, Paquette-Smith, M., Clark, C. M., & Bjork, E. L. (under review). Collaborative practice testing enhances long-term memory for course content in Introductory Psychology. **** **** ****

\*Tien, I., **Imundo, M. N.**, & Bjork, E. L. (under review). Viewing oneself during synchronous online learning increases appearance anxiety and decreases memory for lecture content. **** ****

Pan, S. C., \*Zung, I., **Imundo, M. N.,** Zhang, X., & Qiu, Y. (under review). User-generated digital flashcards yield better learning than pre-made flashcards. ****

***In Preparation***

**Imundo, M. N.**, Paquette-Smith, M., & Bjork, E. L. Collaborative learning: A core component of the modern classroom.

\*Teo, R. L., \*Gonzales, B. G., & **Imundo, M. N.** Students’ note-taking strategies during remote instruction. **** ****

Schwartz, S. T., Silaj, K. M., Brar, N. K., **Imundo, M. N.,** & Castel, A. D. College students’ anxiety, preparedness, and perceptions of remote learning effectiveness during COVID-19: A classroom study.

**Imundo, M. N.,** \*Zung, I., & Pan, S. C. When two learners are better than one: The advantages of using flashcards with a partner. **** **** ****

**Imundo, M. N.** Students’ views of coding as composition.

***Other Scientific Writing:* *Psychology in Action***

**Imundo, M. N.** (Apr 2021). [Getting Meta about Metacognition](https://www.psychologyinaction.org/psychology-in-action-1/2021/4/25/getting-meta-about-metacognition).

\*Frei, K., & **Imundo, M. N.** (Nov 2020). [Applying the pausing principle to university classes](https://www.psychologyinaction.org/psychology-in-action-1/2020/11/17/applying-the-pausing-principle-to-university-classes).

\*Zung, I., & **Imundo, M. N.** (Apr 2020). [Flashcards: Are you using them effectively when learning?](https://www.psychologyinaction.org/psychology-in-action-1/2020/3/6/flashcards-are-you-using-them-effectively-when-learning?rq=imundo).

**Imundo, M. N.** (Jan 2020). [Collaborative inhibition: The surprising effect of recalling information in groups](https://www.psychologyinaction.org/psychology-in-action-1/2020/1/10/collaborative-inhibition-the-surprising-effect-of-recalling-information-in-groups?rq=imundo).

**Imundo, M. N.** (Nov 2019). [Mythbusters: Studying in the same place, at the same time, every day is good for learning](https://www.psychologyinaction.org/psychology-in-action-1/2019/11/2/mythbusters-studying-in-the-same-place-at-the-same-time-every-day-is-good-for-learning?rq=imundo).

**Imundo, M. N.** (Jul 2019). [The debate on simultaneous and sequential lineups](https://www.psychologyinaction.org/psychology-in-action-1/2019/7/25/the-debate-on-simultaneous-and-sequential-lineups?rq=imundo).

**Imundo, M. N.** (May 2019). [Using evidence-based study strategies to optimize your learning](https://www.psychologyinaction.org/psychology-in-action-1/2019/5/20/using-evidence-based-study-strategies-to-optimize-your-learning?rq=imundo).

**Imundo, M. N.** (Feb 2019). [Why can’t we quit fake news?](https://www.psychologyinaction.org/psychology-in-action-1/2019/2/18/why-cant-we-quit-fake-news?rq=imundo).

**Imundo, M. N.** (Oct 2018). [The dangers of fluency](https://www.psychologyinaction.org/psychology-in-action-1/2018/10/22/the-dangers-of-fluency?rq=imundo).

GRANTS

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| **Summer Mentored Research Fellowship** ($6,000) “Enhancing group work efficacy in Introductory Psychology” From University of California, Los Angeles.  | 2021 |
| **Society for the Teaching of Psychology grant** ($3,300) “Encouraging collaborative practice testing in Introductory Psychology.” Role: First Author.  | 2021 |
| **Office of Instructional Development grant** ($11,168.96) “Expanding the ‘TestYourself’ question bank for psychology instructors and students.” From University of California, Los Angeles.Role: Co-Author.  | 2020 |
| **Association for Psychological Science Fund for Teaching and Public Understanding of Psychological Science grant** ($940) “Using Zoom to facilitate collaborative testing in Introductory Psychology.” Role: Co-Author.  | 2020 |
| **Psychology Graduate Research Summer Mentorship grant** ($6,000) “The interaction of contextual variation and retrieval practice.” From University of California, Los Angeles. | 2019 |
| **Conference grants** (total: $3,000) For presentation at annual meeting of the Society for Text & Discourse. From Northwestern University.  | 2018, 2017 |
| **Conference grants** (total: $3,000) For presentation at annual meeting of the Association for Psychological Science. From Northwestern University.  | 2018, 2017 |
| **Academic Year Weinberg Grant** ($840) “Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform.”From Northwestern University. | 2018 |
| **Academic Year Undergraduate Research Grant** ($1,000) “Experiences with ‘fair and balanced’ discourse can mischaracterize and misinform”.From Northwestern University. | 2017 |
| **Benton J. Underwood Fellowship** ($3,500) “False equivalency and distortion of scientific certainty.” From Northwestern University.  | 2017 |
| **Undergraduate Research Grant** ($3,500) “Gender differences in allocation of hypothetical resources to life domains.” From Northwestern University.  | 2016 |
| **Undergraduate Research Assistant Program Grant** ($3,000). From Northwestern University. | 2015 |
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HONORS AND AWARDS

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| **SciComm Award from UCLA’s Neuroscience Communication Affinity Group**To participate in the Alan Alda Center for Communicating Science’s “The Essentials: An Online Science Communication Experience” workshop, $250 | 2021 |
| **Nominated for Shepard Ivory Franz Teaching Award** | 2020 |
| **Women in Cognitive Science Networking Award for Junior Scientists** For the Psychonomic Society’s 61st Annual Meeting, $500 | 2020 |
| **Society for Experimental Psychology and Cognitive Science (formerly APA Division III) Award for Best Psychonomic Society Poster**An early career award for exceptional work presented at the Psychonomic Society’s 60th Annual Conference  | 2019 |
| **Sigma Xi Scientific Research Honor Society**  | 2019 |
| **Honorable Mention**National Science Foundation Graduate Research Fellowship Program. | 2018, 19 |
| **The Phi Beta Kappa Society**  | 2018 |
| **Order of Omega** National honor society of sorority and fraternity members.  | 2018 |
| **Claudine V. Mason Scholarship**Xi Chapter of Chi Omega Women’s Fraternity, $4,000 | 2018 |
| **Third Place,** Office of Undergraduate Research’s Research and Arts Exposition Northwestern University, Evanston, IL. | 2017 |
| **J. G. Nolan Scholarship** Northwestern University, $350, x 3 | 2015-18 |
| **Esther Guthery Mautz Scholarship**Northwestern University, $6,477, x 3 | 2015-18 |
| **Community Foundation of the Fox Valley Scholarship** Batavia, IL, $1,000, x 4  | 2014-18 |

TEACHING EXPERIENCE

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| *University of California, Los Angeles* **Teaching Fellow**GRAD PD 496A: An Introduction to Evidence-Based Undergraduate Teaching | F22 |
| **Lead Teaching Associate** PSYCH 10: Introductory Psychology  | F21-Sp22 |
| **Course Instructor** CLUSTER 73W: Memory in the Age of Misinformation *(Eval: 4.87 / 5)* | Sp21 |
| **Teaching Associate** |  |
| CLUSTER 73:Mind Over Matter *(8.69 / 9)* | F20-W21  |
| PSYCH 100A: Psychological Statistics *(8.03 / 9)***Teaching Assistant**  | Su20 |
| PSYCH 85: Introduction to Cognitive Science *(8.00 / 9)* | Sp20 |
| PSYCH 100B: Research Methods in Psychology *(8.60 / 9)* | W20 |
| PSYCH 120A: Cognitive Psychology *(8.65 / 9)* | F19 |
| PSYCH 10: Introductory Psychology *(7.68 / 9)* | Sp19 |
| **Guest Lecturer** |  |
| *Learning Assistants Program*. Presented on optimizing group study to students learning to assist others in undergraduate courses, x7 | W19-W22 |
| *Cognitive Psychology*. Lecture “Cognitive psychology and inaccurate information: Misinformation, disinformation, and fake news.” | F19 |
| *Introductory Psychology*.  | Sp19 |
| *Oxbridge Academic Program*. Seminar “Memory in the age of fake news: When and why we fall for inaccurate information.” | Su19 |
| **Peer Tutor for Graduate Statistics Course**, UCLA.  | W19 |
| **Honors Thesis Advisor** for undergraduate honors projectsIngrid Tien “The effect of self-awareness on learning online through Zoom”* Winner of the 2021 Nissim and Arlyne Levy Endowed Award for an outstanding honors thesis paper

Inez Zung “Digital Flashcards: Do students use them effectively?”* Undergraduate Research Scholars Program ($6,000 award)
 | F20-Sp21 |

CONSULTING EXPERIENCE

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| **Learning & Design Principles Consultant,** PearsonSynthesized theories, frameworks, and empirical research on the principles of learning in support of evidence-based product design.  | S22-present |
| **Research Consultant,** CogX Collaborated with educators and industry scientists to enhance use of evidence-based learning practices in educational settings worldwide through an online course on the science of learning. Provided feedback on the scope and accuracy of module content on the science of learning designed for (1) K-12 educators and (2) grade-school to higher-education students and learning strategies (e.g., retrieval practice, active learning) implemented within the online course. Advised on measurement of outcomes and research design.  | W22-present |
| **Teaching-as-Research Consultant,** Community Instructional Transformation Initiative @ UCLA Center for the Advancement of TeachingPartnered with UCLA faculty and administration to design the inaugural Community Instructional Transformation Initiative ([CITI@CAT](https://teaching.ucla.edu/faculty-programs/citi-cat/)), a year-long program to promote evidence-based teaching by giving instructors resources and support to rigorously evaluate their instructional approaches using experimental designs. I recruited 15 UCLA faculty in various disciplines for the program, and now provide theoretical and practical assistance for conducting classroom-based research, including experimental design, statistical analysis (Bayesian hypothesis testing and linear modeling), and dissemination of results.  | F21-present |

MENTORING EXPERIENCE

*† = went on to graduate school; ⸪went on to be a research assistant or lab manager in another lab after graduation/program completion*

**Undergraduate Research Assistants (25)**

Julia Minyoung Park, Jennifer Javaheri, Isabella Qian, Bethany Yang, Charly Ng, Jocelyn Chin, Crystal Woo, Ramya Ramakrishnan, Kiran Marla, Emily Marquez, Layla Tondavi, Shanae Wong, Asha Khanna, Raha Zahedi, †Ingrid Tien (PhD student at UCLA), Katie Frei, †Inez Zung (PhD student at UC San Diego), Bianca Gonzalez, Rachel Teo, Vaishali Denton, Rosaline Chow, Manya Gupta, Stephanie Thai, †Kiran Cherian (Master’s student at Columbia University), Sierra Hovey

**Graduate-Undergraduate Mentees**

⸪Angelina Quint (2021), ⸪Hannah Looney (2020), †Sabrina Karjack (2019; PhD student at UC Davis)

PRESENTATIONS

*\* Undergraduate Advisee*

**National Conferences and Meetings**

**Imundo, M. N.**, \*Denton, V., Brabec, J. A., & Bjork, E. L. (2022, Nov). *Collaborative true/false practice testing results in different patterns of learning than individual true/false practice testing.* Poster presentation accepted for 63rd Annual Meeting of the Psychonomic Society.

**Imundo, M. N.**, & Bjork, E. L. (2022). Encouraging students and instructors to incorporate desirable difficulties into their study strategies and teaching methods. Spoken presentation at the Scientific Advisory Board for Amplifire eLearning. Encinitas, CA.

**Imundo, M. N.**, & Rapp, D. N. (2022, Aug).*When fair and balanced views distort scientific beliefs.* Spoken presentation at American Psychological Association.

**Imundo, M. N.**, Cross, V., Clark, C. M., & Smith, M. (2022, April). ***“I remember that!” Teaching factorial design using retrieval practice.* Spoken presentation at Western Psychological Association Convention.**

**Imundo, M. N.**, Pan, S. C., Bjork, E. L., Bjork, R. A. (2022, March). *Where and how to learn.* Spoken presentation at Interdisciplinary Conference on Human Performance.

**Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2021, November). *Does collaborative practice testing with multiple-choice questions facilitate learning of tested and related information in the classroom?* Poster presentation at Virtual 62nd Annual Meeting of the Psychonomic Society.

\*Zung, I., **Imundo**, M. N., & Pan, S. C. (2021, November). *The promises and pitfalls of premade versus selfmade digital flashcards.* Poster presentation at Virtual 62nd Annual Meeting of the Psychonomic Society.

\*Khanna, A., **Imundo, M. N.**, & Bjork, E. L. (2021, July). *Polarized perceptions: Influence of tweets in contemporary media articles on estimates of public opinion.* Poster presentation at Virtual 14th Biennial Conference of the Society for Applied Research in Memory and Cognition.

**Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2021, May). *Collaborative practice testing using the TestYourself resource enhances long-term learning in Introductory Psychology.* Poster presentation at Virtual 33rd Annual Meeting of the Association for Psychological Science.

\*Tien, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). *Your own self view: Cognitive consequences of anxiety when learning online.* Poster presentation at Virtual 33rd Annual Meeting of the Association for Psychological Science.

\*Frei, K., \*Gupta, M., \*Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). *The influence of social media study breaks on students’ learning.* Poster presentation at Virtual 33rd Annual Meeting of the Association for Psychological Science.

**Imundo, M. N.**, Pan, S. C., Bjork, E. L., & Bjork, R. A. (2020, November). *The interactive benefits of contextual variation, restudying, and retrieval practice for learning.* Spoken presentation at Virtual 61st Annual Meeting of the Psychonomic Society.

**Imundo, M. N.**, \*Zung, I., & Pan, S. C. (2020, November). *Using flashcards with a partner: Benefits for metacognition and study efficiency.* Poster presented at Virtual 61st Annual Meeting of the Psychonomic Society.

**Imundo, M. N.**, & Rapp, D. N. (2020, November). *Weight-of-evidence reporting may protect against the harmful effects of false balance*. Poster presented at Virtual 61st Annual Meeting of the Psychonomic Society.

**Imundo, M. N.**, \*Zung, I., & Pan, S. C. (2020, May). *Using flashcards with a study partner improves metacognitive accuracy*. Poster presented at 32nd Annual Convention of the Association for Psychological Science, Chicago, IL.

Clark, C. M., **Imundo, M. N.**, & Paquette-Smith, M. (2020, May). *Testing a test bank for introductory psychology*. Poster presented at 32nd Annual Convention of the Association for Psychological Science, Chicago, IL.

**Imundo, M. N.**, Pan, S. C., \*Zung, I., Bjork, E. L., & Bjork, R. A. (2019, November). *Context variation and retrieval practice both enhance subsequent recall of information, but are their effects additive?* Poster presented at 60th Annual Meeting of the Psychonomic Society, Montréal, Québec, Canada.

Zola, A., Loach, R., **Imundo, M. N.**, & Engeln, R. (2019, May). *Compared to Facebook, Instagram use causes more social comparisons and greater body dissatisfaction*. Poster presented at the 31st Annual Convention of the Association for Psychological Science, Washington, D.C.

**Imundo, M. N.**, Donovan, A. M., & Rapp, D. N. (2018, July). *“Fair and balanced” discourse can mischaracterize and misinform.* Poster presented at the 28th Annual Meeting of the Society for Text & Discourse, Brighton, UK.

**Imundo, M. N.**, & Engeln, R. (2018, May). *I (don’t) love my body: Counter-intuitive effects of body-affirming statements on college women*. Poster presented at 30th Annual Convention of the Association for Psychological Science, San Francisco, CA.

**Imundo, M. N.**, Donovan, A. M., & Rapp, D. N. (2017, July). *Alien conspiracies and reliance on inaccurate information*. Poster presented at the 27th Annual Meeting of the Society for Text & Discourse, Philadelphia, PA.

**Imundo, M. N.**, & Engeln, R. (2017, May). *College students’ imagined lives: Gender differences in emphasis on life domains*. Poster presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.

**Imundo, M. N.**, & Engeln, R. (2017, April). *Gender differences in allocation of hypothetical resources to life domains*. Poster presented at the 89th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

**Local Presentations**

Ramakrishnan, R., Denton, V., **Imundo, M. N.,** Brabec, J. A., & Bjork, E. L. (2022, June). *Does collaborative true-false testing benefit learning of both previously tested and previously related concepts?* Poster presentation at UCLA Psychology Undergraduate Research Conference.

Ramakrishnan, R., Denton, V., **Imundo, M. N.,** Brabec, J. A., & Bjork, E. L. (2022, June). *Does collaborative true-false testing benefit learning of both previously tested and previously related concepts?* Poster presentation at UCLA Undergraduate Research Showcase.

**Imundo, M. N.,** Clark, C. M., & Paquette-Smith, M. (2022, Sep).*Collaborative multiple-choice practice testing does not enhance learning of directly tested nor related information in Introductory Psychology.* Presentation at UCLA’s Center for Education Innovation and Learning in the Sciences Education Research Poster Session.

**Imundo, M. N.** (2022, July). *Collaborative true/false practice testing results in different patterns of learning than individual true/false practice testing.* Spoken presentation at CogFog, Los Angeles, CA.

**Imundo, M. N.** (2021, Nov). Open Science Practices. Presented at Minifog, Los Angeles, CA.

\*Wu, A., \*Denton, V., **Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2021, May). *Classroom-based collaboration on practice tests enhances performance.* Poster presented at UCLA Undergraduate Research Showcase.

\*Zung, I., **Imundo, M. N.**, Pan, S. C., & Bjork, E. L. (2021, May). *Digital flashcards: Do students use them effectively.* Spoken presentation at UCLA Psychology Undergraduate Research Conference.

\*Khanna, A., **Imundo, M. N.**, Bjork, E. L. (2021, May). *Polarized perceptions: Influence of tweets in contemporary media articles on estimates of public opinion.* Poster presentation at UCLA Psychology Undergraduate Research Conference.

\*Tien, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). *Your own self view: Cognitive consequences of anxiety when learning online.* Poster presentation at UCLA Psychology Undergraduate Research Conference.

\*Frei, K., \*Gupta, M., \*Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2021, May). *The influence of social media study breaks on students’ learning.* Poster presentation at UCLA Psychology Undergraduate Research Conference.

**Imundo, M. N**. (2021, Apr). *Collaborative practice testing using the TestYourself resource in Introductory Psychology.* Spoken presentation at CogFog, Los Angeles, CA.

**Imundo, M. N.** (2020, Oct). *Open Science Practices.* Spoken presentation at Minifog, Los Angeles, CA.

**Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2020, Sep). *Teaching about testing in Introductory Psychology*. Spoken presentation at UC Psychology Teaching & Learning Virtual Conference.

**Imundo, M. N.**, Clark, C. M., & Paquette-Smith, M. (2020, Aug). *Encouraging retrieval practice in Introductory Psychology*. Spoken presentation at CogFog, Los Angeles, CA.

\*Zung, I., \*Denton, V., \*Javidi, D., **Imundo, M. N.**, Pan, S.C., & Bjork, E. L. (2020, May). *Collaborative flashcard use improves learning efficiency and metacognitive accuracy*. Poster presentation at Psychology Undergraduate Research Conference, Los Angeles, CA.

\*Chow, R., **Imundo, M. N.**, & Bjork, E. L. (2020, May). *Are “better posters” actually better? Effects of poster format on critical evaluation of research*. Poster presentation at UCLA Psychology Undergraduate Research Conference.

\*Frei, K., \*Gupta, M., \*Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2020, May). *The influence of social media study breaks on students’ learning*. Poster presentation at UCLA Psychology Undergraduate Research Conference.

\*Thai, S., \*Zahedi, R., **Imundo, M. N.**, Gordon, A., Bjork, E. L. (2020, May). *The impact of test format and test order on the benefits of collaborative tests*. Poster presentation at UCLA Psychology Undergraduate Research Conference.

\*Zung, I., \*Denton, V., \*Javidi, D., **Imundo, M. N.**, Pan, S. C., & Bjork, E. L. (2020, May). *Collaborative flashcard use improves learning efficiency and metacognitive accuracy*. Poster presentation at UCLA Undergraduate Research Showcase.

\*Frei, K., \*Gupta, M., \*Zung, I., **Imundo, M. N.**, & Bjork, E. L. (2020, May). *The influence of social media study breaks on students’ learning*. Poster presentation at UCLA Undergraduate Research Showcase.

**Imundo, M. N.** (2020, Apr). *Marketing your research experience*. Spoken presentation at Minifog, Los Angeles, CA.

**Imundo, M. N.**, & \*Zung, I. (2020, Jan). *Is using flashcards more effective when studying with a partner than when studying alone?* Spoken presentation at CogFog, Los Angeles, CA.

**Imundo, M. N.** (2020, Jan). *Understanding the psychology of inaccurate information: Misinformation, fake news, and conspiracy theories*. Spoken presentation at CogFog, Los Angeles, CA.

**Imundo, M. N.** (2019, Dec). *Context variation and testing are powerful promoters of memory, but do they work together?* Spoken presentation at Cognitive Area Forum, Los Angeles, CA.

**Imundo, M. N.** (2019, Sep). *Context variation and retrieval practice benefit memory: But do they work together?* Spoken presentation at Cognitive Area Forum Data Blitz, Los Angeles, CA.

**Imundo, M. N.** (2019, Jul). *The surprising effect of testing in varying contexts*. Spoken presentation at CogFog, Los Angeles, CA.

\*Wei, J., \*Mora, A. V., \*Sandberg, R., **Imundo, M. N.**, Pan, S. C., & Bjork, E. L. (2019, May). *Do the effects of test-potentiated new learning transfer across knowledge domains?* Poster presentation at UCLA Psychology Undergraduate Research Conference.

\*Zung, I., \*Chow, R., \*Cherian, K., \*Sandberg, R., **Imundo, M. N.**, Pan, S. C., Bjork, R. A., & Bjork, E. L. (2019, May). *Context change and retrieval practice: Synergistic effects of environment and study method on memory*. Poster presentation at UCLA Research Poster Day.

**Imundo, M. N.**, Donovan, A. M., & Rapp, D. N. (2018, May). *Experiences with “fair and balanced” discourse can mischaracterize and misinform*. Spoken presentation at Office of Undergraduate Research’s Research and Arts Exposition, Northwestern University.

**Imundo, M. N.**, & Engeln, R. (2017, Jun). *College students’ imagined lives: Gender differences in emphasis on life domains.* Poster presentation at Office of Undergraduate Research’s Research and Arts Exposition, Northwestern University.

SPECIAL SKILLS

*Programming*: C • Python 3 • SQL

*Data analysis*: R (*psych*, *ggplot*, *tidyverse* packages) • jamovi • JASP • SPSS software, including advanced modeling, mediation, moderation, and conditional process analysis, and the PROCESS macro

*Data collection:* Qualtrics • MTurk • Prolific • Superlab

ACADEMIC SERVICE

**Reviewing**

*Current Directions in Psychological Science*

*Learning and Individual Differences*

**Broadening Participation in Academia**

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| *Graduate-Undergraduate Mentorship Program*, Graduate Student Mentor, UCLA. | 2019-21 |
| *Panelist on Womxn in Research Career Breakout Session* at UCLA UC Womxn’s Leadership Conference.  | 2020 |
| *Health and Wellness Panel Co-Chair, Venue Chair, and Executive Committee Member* for Equity, Inclusion, and Diversity Day. | 2019 |

**Leadership**

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| *Vice President*, Psychology Graduate Student Association, UCLA*Treasurer*, Psychology Graduate Student Association, UCLA.  | 2021-222020-21 |
| *Biological Sciences Council Representative* for Dept. of Psychology, UCLA.  | 2019-21 |

**Outreach and Scientific Communication**

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| *Guest speaker*, “Two heads are better than one!,” Oxbridge Academic Program, Los Angeles, CA.  | 2021 |
| *Guest speaker*, “Two heads are better than one!,” Toluca Lake Elementary School, Los Angeles, CA.  | 2021  |
| *Psychology in Action Symposium Co-Chair*, UCLA.  | 2020-21 |
| *Psychology in Action* *Symposium Committee*, UCLA.  | 2019-20 |
| *Exploring Your Universe Volunteer*, UCLA.  | 2019-20 |
| *Psychology in Action* *Social Media Co-Chair* for, UCLA. | 2019-20 |
| *Psychology in Action Contributor*, UCLA. | 2018-21 |

**Additional Service**

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| *Organizer*, CogFog meeting group, UCLA.  | 2021-22 |

MEMBERSHIPS

American Psychological Association • Association for Psychological Science • Psychonomic Society • Society for Text and Discourse

REFERENCES

**Robert A. Bjork**, Distinguished Research Professor of Psychology, Primary Advisor

University of California, Los Angeles

rabjork@psych.ucla.edu

**Elizabeth Ligon Bjork**, Professor of Psychology, Primary Advisor

University of California, Los Angeles

elbjork@psych.ucla.edu

**Melissa Paquette-Smith**, Assistant Professor of Teaching (Psychology), Research Advisor

University of California, Los Angeles

paquettesmith@psych.ucla.edu

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