

## **Curriculum Vitae**

**SKYLAR J. LAURSEN, M.Sc.**

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### **Education**

- **University of Guelph**, Guelph, ON, Sept. 2021 – present
  - Doctor of Philosophy, Psychology, Neuroscience Collaboration
  - Thesis: In progress at the Guelph Memory and Cognition Lab under the supervision of Dr. Chris M. Fiacconi
- **University of Guelph**, Guelph, ON, Sept. 2019 – Aug. 2021
  - Master of Science, Neuroscience and Applied Cognitive Science
  - Thesis: Examining Adaptations in Study Time Allocation and Re-study Selection as a function of Expected Test Format: Do Individuals make Advantageous Decisions? Completed at the Guelph Memory and Cognition Lab under the supervision of Dr. Chris M. Fiacconi
  - Practicum: Test Potentiated Transfer of Learning for Paired Associates. Completed under the supervision of Dr. Harvey H. C. Marmurek at the University of Guelph
- **University of Guelph**, Guelph, ON, Sept. 2015 – Apr. 2019
  - Bachelor of Science, Honours Psychology: Brain and Cognition with minors in Neuroscience and Criminal Justice and Public Policy
  - Graduated “With Distinction”, with a GPA of 86.29
  - Thesis: Determining when Individuals use Perceptual Fluency as a Cue to Inform Judgments of Learning. Completed at the Guelph Memory and Cognition Lab under the supervision of Dr. Chris M. Fiacconi

### **Awards and Recognitions**

#### **Graduate Awards**

- Alexander Graham Bell Canada Graduate Scholarship (NSERC’s CGS-D), \$35 000/year, Sept. 2022 – Aug. 2025
  - Awarded to students who demonstrate high levels of academic achievement and research potential
- Dean’s Tri-Council Top-Up, \$5 000/year, Sept. 2022 – Aug. 2025
  - Awarded to students who secure Tri-Council funding
- Richard Barham Graduate Medal MA, 2022
  - Awarded to the College of Social and Applied Human Science’s nominee for the Governor General’s Academic Medal

- [declined] Queen Elizabeth II Graduate Scholarship in Science and Technology (QEII-GSST), \$15 000, Sept. 2022 – Aug. 2023
  - Awarded to students who demonstrate academic excellence in graduate studies; the psychology department at the university was allocated 11 OGS/QEII-GSST awards out of 115 applicants this year
- Ontario Graduate Scholarship (OGS), \$15 000, Sept. 2021 – Aug. 2022
  - Awarded to students who demonstrate academic excellence in graduate studies; the psychology department at the university was allocated 11 OGS awards this year
- Alexander Graham Bell Canada Graduate Scholarship (NSERC's CGS-M), \$17 500, Sept. 2020 – Aug. 2021
  - Awarded to students who demonstrate high levels of academic achievement and research potential; the university was allocated 22 CGS-M awards this year
- Dean's Tri-Council Top-Up, \$5 000, Sept. 2020 – Aug. 2021
  - Awarded to students who secure Tri-Council funding
- CSAHS Dean's Scholarship \$2 500, Jan. 2020
  - Awarded to students who show outstanding academic performance and exceptional research or professional performance/potential

### Undergraduate Awards

- NSERC Undergraduate Student Research Award, \$8 960, May. 2019 – Aug. 2019
  - 1 of 3 for the Psychology department. Allowed me to work in the Guelph Memory and Cognition Lab under the supervision of Dr. Chris M. Fiacconi
- Dean's Honours List, 2016 – 2019
  - GPA of 80% or higher

### Publications

- **Laursen, S. J.**, Fiacconi, C. M. (In Prep). Probing the effect of perceptual (dis)fluency on judgments of learning: It's all relative
- **Laursen, S. J.**, Wammes, J. D., & Fiacconi, C. M. (In Prep). Examining the effect of expected test format and test difficulty on the frequency and mnemonic costs of mind wandering.
- **Laursen, S. J.**, Farrell, B., & Fiacconi, C. M. (In Prep). Does restudying entail a hidden cost for non-restudied information? Exploring the list strength effect in self-guided learning.
- **Laursen, S. J.**, & Fiacconi, C. M. (In Prep). Examining adaptations in study time allocation and restudy selection as a function of expected test format.
- **Laursen, S. J.** & Fiacconi, C. M. (2021). Constraints on the use of the memorizing effort heuristic. *Metacognition and Learning*.
- **Laursen, S. J.** & Fiacconi, C. M. (2021). Examining the effect of list composition on monitoring and control processes in meta-memory. *Memory & Cognition*.
- Fiacconi, C. M., Mitton, E. E., **Laursen, S. J.**, & Skinner, J. (2020). Isolating the contribution of perceptual fluency to judgments of learning (JOLs): Evidence for reactivity in measuring the influence of fluency. *Journal of Experimental Psychology: Learning, Memory and Cognition*.

**Refereed Conference Talks** \* indicates presenting author

- \***Laursen, S. J.**, & Fiacconi, C. M. (2022). Probing the effect of perceptual (dis)fluency: It's all relative. Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Jul. 2022, Halifax, NS.
- \*Churey, K. R., **Laursen, S. J.**, & Fiacconi, C. M. (2022). How does asking about memory change performance? Assessing the reactivity of metacognitive judgments through memory for order. Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Jul. 2022, Halifax, NS.
- \*DiMarco, D., **Laursen, S. J.**, Fiacconi, C. M. (2022). Is the errorful generation effect moderated by experimental design? Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Jul. 2022, Halifax, NS.
- \*Fiacconi, C. M., **Laursen, S. J.** (2022). Probing the hidden costs of re-studying. Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Jul. 2022, Halifax, NS.
- \***Laursen, S. J.**, & Fiacconi, C. M. (2022). Does restudying entail a hidden cost for non-restudied information: A real-world application of the list strength effect. Toronto Area Memory Group (TAMeG), May 2022, Toronto, ON.
- \***Laursen, S. J.**, Powers, E., & Fiacconi, C. M. (2022). Investigating performance related cue dominance when predicting future memory. University of Guelph Interdisciplinary Psychology Graduate Symposium, Apr. 2022, Guelph, ON (virtual).
- \*Churey, K., **Laursen, S. J.**, & Fiacconi, C. M. (2022). Metamemory and reactivity: Investigating the influence of metacognitive judgments on patterns of recall. University of Guelph Interdisciplinary Psychology Graduate Symposium, Apr. 2022, Guelph, ON (virtual).
- \*DiMarco, D., **Laursen, S. J.**, & Fiacconi, C. M. (2022). Can we learn from our mistakes? Exploring errorful generation. University of Guelph Interdisciplinary Psychology Graduate Symposium, Apr. 2022, Guelph, ON (virtual).
- \***Laursen, S. J.** (2022). Overcoming the limitations of traditional inferential statistics using a linear mixed-effect modelling approach. Hidden Methods Conference, Apr. 2022, University of Alberta, AB (virtual).
- \***Laursen, S. J.**, & Fiacconi, C. M. (2021). Does restudying impair memory for non-restudied information. Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Montreal, QC. (virtual)
- \***Laursen, S. J.**, Wammes, J. D., & Fiacconi, C. M. (2021). Examining the influence of expected test format on the mnemonic impact and frequency of off-task thoughts/mind-wandering. University of Guelph Neuroscience Day, May. 2021 Guelph, ON. (virtual).
- \***Laursen, S. J.** (2021). 'R' you an artist?: A guide to visualizing data using R software (workshop). University of Guelph Interdisciplinary Psychology Graduate Symposium, Apr. 2021, Guelph, ON. (virtual).
- \***Laursen, S. J.**, Fiacconi, C. M. (2020). Does expected test format differentially affect how individuals monitor their learning? University of Guelph Neuroscience Day, Jul. 2020, Guelph, ON. (virtual).
- \***Laursen, S. J.**, Fiacconi, C. M. (2020). Contextual Influences on the Reciprocal Relationship between Monitoring and Control Strategies in Self-Regulated Learning. McMaster Conference on Education & Cognition, Jul. 2020, Hamilton, ON. (virtual).

**Refereed Poster Contributions** \* indicates presenting author

- **\*Laursen, S. J., Farrell, B., & Fiacconi, C. M.** (accepted). Does restudying impair memory for non-restudied information? A real world application of the list strength effect. Psychonomic Society Annual Meeting, Nov. 2022, Boston, MA.
- **\*Laursen, S. J., & Fiacconi, C. M.** (2022). Assessing the effort invested when selecting items for restudy: Is there a role for cognitive offloading? Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Jul. 2022, Halifax, NS.
- **\*Laursen, S. J., Wammes, J. D., & Fiacconi, C. M.** (Submitted). Examining the tendency to mind wander when preparing for different test formats and how this impacts future memory performance. University of Guelph Neuroscience Day, May 2022, Guelph, ON.
- **\*Laursen, S. J., Wammes, J. D., & Fiacconi, C. M.** (2021). Examining the mnemonic impact and frequency of off-task thoughts/mind-wandering as a function of expected test format. Psychonomic Society Annual Meeting, New Orleans, LA. (virtual).
- **\*Laursen, S. J., & Fiacconi, C. M.** (2021). Is there a hidden cost to restudy? McMaster Conference on Education & Cognition, Hamilton, ON. (virtual).
- **\*Laursen, S. J., & Fiacconi, C. M.** (2021). Context-dependent use of the memorizing effort heuristic. Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Montreal, QC. (virtual).
- **\*Sluka, D., Laursen, S. J., & Fiacconi, C. M.** (2021). Are individuals' re-study decisions sensitive to test format? Canadian Society for Brain Behaviour and Cognitive Science (CSBBCS), Montreal, QC. (virtual).
- **\*Laursen, S. J., Wammes, J. D., & Fiacconi, C. M.** (2021). Does expected test format affect the mnemonic impact of off-task thought? University of Guelph Neuroscience Day, Guelph, ON. (virtual). \*Best Poster Honourable Mention
- **\*Laursen, S. J., Fiacconi, C. M.** (2020). Contextual influences on monitoring and control strategies in self-regulated learning. Psychonomic Society Annual Meeting, Nov. 2020, Austin, TX. (virtual).
- **\*Laursen, S. J. & Fiacconi, C. M.** (2020). Does test experience change how we monitor our learning? University of Guelph Neuroscience Day, Jul. 2020, Guelph, ON. (virtual).
- **\*Laursen, S. J., Manning, S., & Fiacconi, C. M.** (2020). Contextual Influences on Memory Predictions and Study Time Allocation. Lake Ontario Visionary Establishment (L.O.V.E), Feb. 2020, Niagara Falls, ON.
- **\*Laursen, S. J., Mitton, E. E., Skinner, J., & Fiacconi, C. M.** (2019). How and When does Perceptual Fluency Impact Predictions of Future Memory Performance? Psychonomic Society Annual Meeting, Nov. 2019, Montreal, QC.
- **\*Laursen, S. J., Mitton, E. E., Skinner, J., & Fiacconi, C. M.** (2019). Challenges in Measuring the Influence of Perceptual Fluency on Judgments of Learning (JOLs). Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS), Jun. 2019, Waterloo, ON.
- **\*Laursen, S. J. & Fiacconi, C. M.** (2019). When does Perceptual Fluency Impact Predictions of Future Memory Performance? University of Guelph Honours Thesis Poster Conference, Apr. 2019, Guelph, ON.
- **\*Laursen, S., Mitton, E., & Fiacconi, C. M.** (2019). Is there a Role for Perceptual Fluency for Judgments of Learning (JOLs)? Lake Ontario Visionary Establishment (L.O.V.E), Feb. 2019, Niagara Falls, ON.

- \*Mitton, E., **Laursen, S.**, & Fiacconi, C. M. (2018). Task Context Moderates the Influence of Perceptual Fluency on Judgments of Learning (JOLs): A Role for Cue Saliency. Psychonomic Society Annual Meeting, Nov. 2018, New Orleans, LA.

## **Teaching Experience**

### **Guest Lecturer**

- NEUR\*4000, Current Issues in Neuroscience (“How do our study behaviours affect our ability to learn”), Oct. 2021
- PSYC\*2650, Cognitive Psychology (“Memory – Long Term Declarative Memory”), Feb. 2021

### **Teaching Assistant**

- PSYC\*2360, Psychological Methods and Statistics with Dr. Pincivero (seminar leader), Jan. 2022 – Apr. 2022
- PSYC\*3290, Statistical Analysis in Psychology with Dr. David Stanley (lab instructor), Jan. 2022 – Apr. 2022
- PSYC\*3290, Statistical Analysis in Psychology with Dr. Chris Fiacconi (lab instructor), Sept. 2021 – Dec. 2021
- PSYC\*2360, Psychological Methods and Statistics with Dr. Harvey Marmurek, Jan. 2021 – Apr. 2021
- PSYC\*3290, Statistical Analysis in Psychology with Dr. Chris Fiacconi (lab instructor), Sept. 2020 – Dec. 2020
- PSYC\*2360, Psychological Methods and Statistics with Dr. Harvey Marmurek (seminar leader), Jan. 2020 – Apr. 2020
- PSYC\*1500, Foundational Skills for Psychology with Dr. Paula Barata (seminar leader), Sept. 2019 – Dec. 2019
- PSYC\*2360, Psychological Methods and Statistics with Dr. Harvey Marmurek (seminar leader), Sept. 2019 – Dec. 2019

### **Workshop Leader**

- NSERC Scholarship Application, Aug. 2022
- PsychoPy Coder Tutorial, Aug. 2019
- PsychoPy Builder Tutorial, Jul. 2019

## **Supervisory Roles**

- Emma Powers, Jan. 2022 – present
  - Honours Thesis
  - Independent Study (“Investigating cue reactivity when predicting future memory”)
- Brooke Farrell, Sept. 2021 – present
  - Research Volunteer
  - Advanced Independent Study (“List Length vs. List Strength: Investigating inconsistencies and computational differences in the field”)

- Dana Aronowitz, Sept. 2021 – Apr. 2022
  - Honours Thesis (“Probing the Effect of Perceptual (Dis)Fluency: It’s All Relative”)
- Dorina Sluka, Sept. 2020 – Aug. 2021
  - Research Volunteer
  - Honours Thesis (“The Effect of Test Format on Study Time Allocation and Re-study Selection”)
- Brianna Mitton, Jan. 2020 – Apr. 2021
  - Honours Thesis (“Contextual differences raise doubts in the memorizing effort heuristic”)
  - Independent Study (“The Effect of List Composition on Re-study Decisions”)
- Sierra Goldfinger, Jan. 2020 – Apr. 2020
  - Research Volunteer (“Examining the Effect of Fluency and Disfluency on Judgments of Learning”)
- Greer Gillies, Oct. 2019 – Apr. 2020
  - Research Assistant (“Changes in Judgments of Learning: Fluency vs. Disfluency”)
- Silas Manning, Sept. 2019 – Mar. 2020
  - Independent Study (“The Effect of List Composition on Study Time and Metamemory Judgments”)

## **Research**

### **Current Projects**

- 1) Examining adaptations in study time allocation and restudy selection as a function of expected test format (lead researcher)
- 2) Examining the effect of expected test format and test difficulty on the frequency and mnemonic costs of mind wandering (lead researcher)
- 3) Does restudying entail a hidden cost for non-restudied information: A real-world application of the list strength effect (lead researcher)
- 4) Is selecting items for restudy a form of cognitive offloading? (lead researcher)
- 5) Investigating whether expected test format impacts the efficacy of individuals’ restudy decisions (lead researcher)
- 6) Examining performance related cue dominance when making metamemory judgments (lead researcher)
- 7) Probing the effect of perceptual (dis)fluency: It’s all relative (lead researcher)
- 8) Test potentiated transfer of paired associate learning (lead researcher)
- 9) Does testing propagate or mitigate the lag effect? (contributor)
- 10) The effect of experimental design on error generation (contributor)
- 11) Modulating the temporal contiguity effect with metamemory judgments (contributor)

### **Current Roles**

- Graduate student researcher, Cognitive Psychology, at the University of Guelph under the supervision of Dr. Chris M. Fiacconi; Sept. 2019 – present
- Graduate researcher, Cognitive Psychology, at the University of Guelph under the supervision of Dr. Harvey H. C. Marmurek; May. 2021 – present

## **Previous Roles**

- Graduate practicum student researcher, Cognitive Psychology, at the University of Guelph under the supervision of Dr. Harvey H. C. Marmurek; Jan. 2021 – Apr. 2021
- Research Assistant, Cognitive Psychology, at the University of Guelph under the supervision of Dr. Chris M. Fiacconi; May. 2019 – Aug. 2019
  - Funded by NSERC (USRA)
  - Duties: programmed 3 experiments using Python Coder, Created stimuli for new experiments, led two python tutorials
- Honours Thesis Student, Cognitive Psychology, at the University of Guelph under the supervision of Dr. Chris M. Fiacconi; Sept. 2018 – Apr. 2019
  - Duties: conducted literature searches, created questionnaire for experiment, scheduled and conducted one-on-one experimental sessions with research participants, analyzed data using R software
- Independent Study Student, Cognitive Psychology, at the University of Guelph under the supervision of Dr. Chris M. Fiacconi; Jan. 2018 – Apr. 2018
  - Duties: conducted literature searches, scheduled and conducted one-on-one experimental sessions with research participants

## **Activities and Contributions**

### **Graduate Involvement**

- NACS Graduate Mentor, Oct. 2020 – present
  - I meet with my assigned mentee multiple times throughout the year to discuss their transition to graduate school
  - I provide my mentee with advice and information about the NACS program, time management skills and productivity, as well as any questions they may have about the transition to graduate school
- CSBBCS Associate Departmental Representative, Jan. 2020 – present
  - I receive information regarding events and initiatives put forth by the Canadian Society for Brain, Behaviour, and Cognitive Science and disseminate the information to interested graduate students and faculty in the University of Guelph Psychology Department
  - I conducted interviews with past award recipients as part of the CSBBCS meet the researcher initiative
- University of Guelph Honour's Thesis Poster Conference Judge, Apr. 2021 & Apr. 2022
- NACS panellist – Psychology Society "Perspectives from Masters Students in Psychology" event, March 2021
  - I shared my personal experiences applying to and being enrolled in the NACS Psychology Master's program at the University of Guelph to undergraduate students in psychology
- Networking Facilitator for prospective First Generation and BIPOC students, Nov. 2020

- Answered questions and provided information about the Neuroscience and Applied Cognitive Science Master's program at the University of Guelph.
- Journal Peer Reviews
  - Zeitschrift fur Psychologie
- Psychology/Neuroscience Representative, Nov. 2019
  - Represented the University of Guelph's Psychology Department on Fall Preview Day and Science and Engineering Sunday at the Academic Resource Fair
  - Provided prospective students with information about admission requirements, courses offered, and research opportunities at the university
- Graduate Representative, Sept. 2019
  - Gave prospective students information about the University of Guelph and the neuroscience program it offers at the Ontario University's Fair in Toronto
  - Provided detailed information about admission requirements, courses offered, research opportunities, and possible future careers

### **Undergraduate Involvement**

- Orientation Volunteer Team Leader, Feb. 2019 – Sept. 2019
  - Mentored and guided orientation volunteers ensuring all attended the required training sessions and assigned shifts
  - Assisted first year students in their transition to university by encouraging community bonding, and helping them navigate campus and find activities to participate in
- Tour Guide/Directional/Residence Room Ambassador, Oct. 2015 – Mar. 2019
  - Gave detailed and extensive tours of the University of Guelph campus and residences to prospective students and their families on Fall Preview Day, Science and Engineering Sunday, and Campus Day
  - Provided detailed and accurate directions to prospective students and their families on Fall Preview Day, Science and Engineering Sunday, and Campus Day
- Orientation Volunteer, Apr. 2018 – Sept. 2018
  - Helped first year students transition from high school to university by showing them around campus and organizing activities during the first week of class
  - Aided in the self-care of other orientation volunteers during orientation week by providing them with water and snacks throughout the day
- Undergraduate Representative, Sept. 2018
  - Provided both specific and general information about the bachelor of science programs offered at the University of Guelph and the application process to prospective students at the Ontario Universities Fair in Toronto
  - Gave detailed information about the amenities that the University of Guelph offers to prospective students at the Ontario Universities Fair in Toronto

### **Computer Training**

I have become adept in the following computer software packages: Microsoft Office (Word, Excel, PowerPoint), R, and PsychoPy (Builder, Coder).

I have received some training in the following computer software packages: SPSS, and E-Prime.



