

Tom E. Hardwicke

Postdoctoral Fellow

Meta-Research Innovation Center at Stanford (METRICS)

Stanford University

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Education

2016 **PhD Experimental Psychology**

University College London, United Kingdom.

2012 **MRes Brain Imaging and Cognitive Neuroscience**

The University of Birmingham, United Kingdom.

2011 **BSc Psychology** (First Class Honours)

Cardiff University, United Kingdom.

Awards

2013 **Best Poster Prize**

Economic and Social Research Council Annual Meeting.

2011 **The George Westby Prize** (highest degree grade)

Cardiff University.

2011 **The Stuart Diamond Memorial Prize** (best final year project)

Cardiff University.

2011 **The British Psychological Society Undergraduate Award**

Cardiff University.

2010 **Best Presentation Award**

British Psychological Society Student Conference.

Publications

Hardwicke, T. E. & Ioannidis, J. P. A. (in press). Mapping the universe of Registered Reports. *Nature Human Behaviour*.

Hardwicke, T. E., Mathur, M. B., MacDonald, K. E., Nilsson, G., Banks, G. C., Kidwell, M. C., Hofelich Mohr, A., Clayton, E., Yoon, E. J., Henry Tessler, M., Lenne, R. L., Altman,

S., Long, B., & Frank, M. C. (in press). Data availability, reusability, and analytic reproducibility: Evaluating the impact of a mandatory open data policy at the journal *Cognition*. *Royal Society Open Science*.

Hardwicke, T. E. & Ioannidis, J. P. A. (2018). Populating the Data Ark: An Attempt to retrieve, preserve, and liberate data from the most highly-cited psychology and psychiatry articles. *PLOS ONE*, *13*, e0201856.

Hardwicke, T. E., Tessler, M. H., Peloquin, B. N., Frank, M. C. (2018). A Bayesian decision-making framework for replication. *Behavioral and Brain Sciences*.

Klein, O., **Hardwicke, T. E.,** Aust, F., Breuer, J., Danielsson, H., Hofelich Mohr, A., IJzerman, H., Nilsson, G., Vanpaemel, W., & Frank, M. C. (2018). A practical guide for transparency in psychological science. *Collabra: Psychology*, *4*, 20.

Cristea, I. A., Naudet, F., Shanks, D. R., **Hardwicke, T. E.** (2017). Post-retrieval Tetris should not be likened to a 'cognitive vaccine'. *Molecular Psychiatry*. 1-2.

Hardwicke, T. E. (2016). Persistence and plasticity in the human memory system: An empirical investigation of the overwriting hypothesis. *PhD Thesis*.

Hardwicke, T. E. & Shanks, D. R. (2016). Reply to Walker and Stickgold: Proposed boundary conditions on memory reconsolidation will require empirical verification. *Proceedings of the National Academy of Sciences of the United States of America*, *113*, 1-2.

Kidwell, M. C., Lazarević, L. B., Baranski, E., **Hardwicke, T. E.,** Piechowski, S., Falkenberg, L-S., Kennett, C., Slowik, A., Sonnleitner, C., Hess-Holden, C., Errington, T. M., Fiedler, S., & Nosek, B. A. (2016). Badges to acknowledge open practices: A simple, low cost, effective method for increasing transparency. *PLOS Biology*, *14*, 1-15.

Hardwicke, T. E., Mahdi, T., & Shanks, D. R. (2016). Post-retrieval new learning does not reliably induce human memory updating via reconsolidation. *Proceedings of the National Academy of Sciences of the United States of America*, *113*, 5206-5211.

Vadillo, M. A., **Hardwicke, T. E.,** Shanks, D. R. (2016). Publication bias, vote counting, and money priming effects: A comment on Rohrer, Pashler, and Harris (2015) and Vohs (2015). *Journal of Experimental Psychology: General*, *145*, 655-663.

- Baker, R., Dexter, M., **Hardwicke, T. E.**, Goldstone, A., Kourtzi, Z. (2014). Learning to predict: Exposure to temporal sequences facilitates prediction of future events. *Vision Research*, 99, 124-133.
- Ludwig, C. J. H., Farrell, S., Ellis, L. A., **Hardwicke, T. E.**, & Gilchrist, I. D. (2012). Context-gated statistical learning and its role in visual-saccadic decisions. *Journal of Experimental Psychology: General*, 141, 150-169.

Presentations

- Hardwicke, T. E.**, Mathur, M. B., Nilsson, G., McCarthy, R., Hofelich Mohr, A., & Lindsay, D. S. (2018). Analysis Exchange: Developing an online platform to request verification of analytic reproducibility and statistical expertise. *Society for Improving Psychological Science Conference*. [talk]
- Hardwicke, T. E.** (2018). SMART pre-registrations: Developing a citation system to facilitate comparison of protocols and papers. *Society for Improving Psychological Science Conference*. [talk]
- Hardwicke, T. E.** (2018). Fostering the preservation, liberation, and re-use of data in psychological science. *Department of Psychology, U.C. Davis*. [talk]
- Hardwicke, T. E.** (2017). Open data are not enough: An evaluation of data availability and computational reproducibility at the journal Cognition. *Department of Psychology, Stanford University*. [talk]
- Hardwicke, T. E.** (2017). Open data are not enough: An evaluation of data availability and computational reproducibility at the journal Cognition. *Society for Improving Psychological Science Conference*. [talk]
- Hardwicke, T. E.** (2017). Principles of reproducible research. *Stanford SPECTRUM Scholars Seminar*. [talk]
- Hardwicke, T. E.**, & Shanks, D. R. (2016). Revisiting the misinformation effect: Does reconsolidation overwrite existing memories? *6th International Conference on Memory*. [poster]

Hardwicke, T. E., Mahdi, T., & Shanks, D. R. (2016). Post-retrieval new learning does not reliably induce human memory updating via reconsolidation. *6th International Conference on Memory*. [talk]

Hardwicke, T. E., & Shanks, D. R. (2015). Does reconsolidation enable human memory updating? *Experimental Psychology Society London Meeting*. [talk]

Hardwicke, T. E., & Shanks, D. R. (2014). Does reconsolidation enable human memory updating? *UCL Faculty of Brain Sciences Symposium*. [poster]

Hardwicke, T. E. (2013). The stability and plasticity of human knowledge. *ESRC UCL DTC Annual Meeting*. [poster]

Hardwicke, T. E., Ludwig, C. J. H., Farrell, S., Ellis, L. A., & Gilchrist, I. D. (2010). Learning the environmental statistics facilitates effective gaze allocation. *BPS Welsh Branch Annual Student Conference*. [talk]

Hardwicke, T. E., Ludwig, C. J. H., Farrell, S., Ellis, L. A., & Gilchrist, I. D. (2010). Statistical learning facilitates effective gaze allocation. *BVI Young Researchers' Colloquium*. [poster]

Grants and funding

- 2017- **Postdoctoral Fellowship**
- 2018 Meta-Research Innovation Center at Stanford (METRICS).
- 2016 **Travel Grant, International Conference on Memory**
Experimental Psychology Society.
- 2016 **Travel Grant, International Conference on Memory**
University College London.
- 2015 **ESRC Collaborative Placement Funding**
Economic and Social Research Council.
- 2014 **Travel Grant, Human Factors in Science Symposium**
University College London.
- 2012 **ESRC PhD Studentship**
Economic and Social Research Council.
- 2009 **Undergraduate Research Opportunities Program**
Cardiff University.

Teaching experience

- 2018 **Ad-Hoc Lecturer** (Data visualization in R). *Introduction to R (undergraduate-level)*, Department of Psychology, Stanford University.
- 2018 **Ad-Hoc Lecturer** (Repeatability, Reproducibility, and Validation). *Scientific Method and Bias (undergraduate-level)*, Stanford University.
- 2018 **Ad-Hoc Lecturer** (Principles of Reproducible Research). *Essentials of Clinical Research (graduate level)*, Stanford Medicine, Stanford University.
- 2017 **Ad-Hoc Lecturer** (On the Nature of Replication). *CSLI Summer School (undergraduate-level)*, Center for the Study of Language and Information, Stanford University.
- 2017 **Ad-Hoc Lecturer** (Building a Reproducible Research Workflow). *Essentials of Clinical Research (graduate-level)*, Stanford Medicine, Stanford University.
- 2014/16 **Postgraduate Teaching Assistant**. *Research and Quantitative Methods in Psychology (undergraduate-level)*, Department of Experimental Psychology, University College London.
- 2016 **Ad-hoc lecturer** (Introduction to Open Science). *Social Cognition (graduate-level)*, Department of Experimental Psychology, University College London.
- 2015 **Ad-hoc lecturer** (Introduction to Memory & Learning). *Cognitive and Decision Sciences (graduate-level)*, Department of Experimental Psychology, University College London.

Supervision of student projects

- 2018 Athena Braun (undergraduate).
- 2017 Emily Huxtable (undergraduate).
- 2016 Bethany Manning (undergraduate).
- 2015 Gudmundur Haraldsson (post-graduate).
- 2014 Mahdi Taqi (post-graduate).

Additional roles and professional service

2017 - present **Open Science Catalyst** | Berkeley Initiative for Transparency in the Social Sciences (BITSS).

2015 - present **Open Science Ambassador** | Center for Open Science.

2015 **Scholar in Residence** | Center for Open Science.

2015 **Convener** | Is Science Broken? | Public debate | University College London.

2012 - 2015 **Co-founder of CRITUCL** | Postgraduate discussion group.

2012 - 2015 **Opticon1826 Faculty Editor (Brain Sciences)** | University College London.

2012 - 2014 **ESRC Student Representative** | University College London.

2009-2010 **Research collaborator** | School of Psychology | University of Bristol

Ad-hoc **Peer-Reviewer** | Royal Society Open Science | Research Integrity and Peer Review | Advances in Methods and Practices in Psychological Science | Collabra: Psychology | Journal of Experimental Psychology: Learning Memory & Cognition | Behavioural Brain Research.

Open research practices

The following can be found on my Open Science Framework page (osf.io/i8w73):

- Open data
- Open materials
- Open analysis scripts
- Pre-registered study protocols

Programming languages

R, Javascript, HTML.

Referees

Available on request.