

Jason Geller

CONTACT	Email: drjasongeller@gmail.com	GitHub: jgeller112
	Website: drjasongeller.com	Twitter: @jgeller1_phd
	Phone: 515-520-3464	ORCID: 0000-0002-7459-4505
EDUCATION	Iowa State University, Ames, IA	2012–2017
	Ph.D., Psychology, June 2017	
	<ul style="list-style-type: none">Thesis: <i>Would Disfluency by any other name still be disfluent? Examining the boundary conditions of the disfluency effect</i>Supervisors: Veronica J. Dark & Mary L. Still	
	Quantitative Psychology Certificate	2016
	Depaul University, Chicago, IL	2009–2012
	M.S., Experimental Psychology (Distinction), Sep 2012	
PROFESSIONAL EXPERIENCE	<ul style="list-style-type: none">Thesis: <i>Pupil Size as a Physiological Correlate for Facilitatory and Inhibitory Effects in Masked Priming</i>Supervisor: Pablo Gomez	
	Concordia University, Chicago, IL	2005–2009
	BA, Psychology, May 2009	
Certification	The Erdos Institute Bootcamp	May 2021
PROFESSIONAL EXPERIENCE	Research Scientist	2020–
	Rutgers Center for Cognitive Science , Rutgers University, New Brunswick, NJ	
	Postdoctoral Researcher	2019–2020
	Department of Psychological and Brain Sciences , University of Iowa, Iowa City, IA	
	Postdoctoral Researcher	2017–2019
	Department of Psychology , University of Alabama-Birmingham, AL	
PROFESSIONAL EXPERIENCE	Graduate Teaching and Research Assistant	2017–2019
	Department of Psychology , Iowa State University, Ames, IA	

Statistical Consultant 2016–2017
Department of Psychology, Iowa State University, Ames, IA

Statistical Consultant Feb 2012–June 2012
School of Public Health, University of Illinois-Chicago, Chicago, IL

- PUBLICATIONS **Geller, J.** & Peterson, D. (2021). Is this going to be on the test? Test expectancy moderates the role of the disfluency effect with Sans Forgetica. *Journal of Experimental Psychology: Learning, Memory, and Cognition*
- Geller, J.**, Holmes, A., Schwalje, A., Berger, J.I., Gander, P., Inyong, C., & McMurray, B. (2021). The validation of the Iowa test of consonant perception. *The Journal of the Acoustical Society of America*, 150(3), 2131.
- Thye, M., **Geller, J.**, & Mirman, D. (2021). Intracranial EEG evidence of functional specialization for taxonomic and thematic relations. *Cortex*, 140, 40-50.
- McGarrigle, R., Knight, S., Rakusen, L. **Geller, J.**, & Mattys, S. (2021). Pupillometry reveals a more sustained pattern of effortful listening in older adults. *Psychology and Aging*, 36(4), 504–519.
- Geller, J.**, Davis, S. D., & Peterson, D. (2020). Sans Forgetica is not desirable for learning. *Memory*, 28(8), 957–967.
- Geller, J.**, Winn, M., Mahr, T., & Mirman, D. (2020). Gazer: A R package to preprocess gaze and pupil data. *Behav Res*, 52, 2232-2255.
- Carpenter, S.K., & **Geller, J.** (2019). Is a picture really worth a thousand words? Evaluating contributions of fluency and analytic processing in the overconfidence bias for pictures in foreign language learning. *Quarterly Journal of Experimental Psychology*, 73 (2), 211-224.
- Geller, J.**, Landrigan, J-F., & Mirman, D. (2019). A pupillometric examination of cognitive control in taxonomic and thematic semantic memory. *Journal of Cognition*, 2(1), 6.
- Geller, J.**, Thye, M., & Mirman, D. (2019). Effects of graded white matter damage and binary tract disconnection on post-stroke language impairment. *NeuroImage*, 189, 248-257.
- Geller, J.**, Still, M.L., Dark, V.J., & Carpenter, S.K. (2018). Would disfluency by any other name still be disfluent? Examining the disfluency effect with cursive handwriting. *Memory & Cognition*, 46, 1109–1126.
- Geller, J.**, Toftness, A. R., Armstrong, P. I., Carpenter, S. K., Manz, C. L., Coffman, C. R., & Lamm, M. H. (2018). Study strategies and beliefs

about learning as a function of academic achievement and achievement goals. *Memory*, 26(5), 683-690.

Geller, J., Carpenter, S. K., Lamm, M. H., Rahman, S., Armstrong, P. I., & Coffman, C. R. (2017). *Prequestions do not enhance the benefits of retrieval in a STEM classroom*. *Cognitive Research: Principles and Implications*, 2 (1), 42.

Toftness, A. R., Carpenter, S. K., **Geller, J.**, Lauber, S., Johnson, M., & Armstrong, P. I. (2017). *Instructor fluency leads to higher confidence in learning, but not better learning*. *Metacognition & Learning*, 13(1), 1-14.

Geller, J., Still, M. L., & Morris, A. L. (2016). *Eyes wide open: Pupil size as a proxy for inhibition in the masked-priming paradigm*. *Memory & Cognition*, 44, 554-564.

Brandt, M. J., IJzerman, H., Dijksterhuis, A., Farach, F., **Geller, J.**, Giner-Sorolla, R., Grange, J. A., Perugini, M., Spies, J., & van 't Veer. (2014). *The replication recipe: What makes for a convincing replication?* *Journal of Experimental Social Psychology*, 50, 217-224.

Conference
Proceedings
(Peer-reviewed)

Geller, J., & Still, M. L. (2018). *Testing expectancy, but not JOLs, moderate the disfluency effect*. *Proceedings of the 38th Annual Meeting of the Cognitive Science Society*. (pp. 1175-1179). Madison, WI: Cognitive Science Society.

Preprints &
Unpublished

Invited Talks

Geller, J. (June, 2021). *What did you say? A web-based validation of a speech-in-noise task*. BeOnline 2021. Virtual conference. Click link to see talk.

Geller, J. (November, 2020). *Using gazeR to analyze data from pupillometry studies*. *Advancing Methods in Pupillometry*. Virtual conference. Click link to see talk.

CONFERENCES **61th Annual Meeting of the Psychonomic Society (Psychonomics 2020)**

Online

November 2020

- Poster: *Sans Foregtica is not desirable for learning*

Association for Research in Otolaryngology (ARO 2020)

Chicago, IL

May 2020

- Poster: *What did you say? The when and where of degraded speech processing*
- Poster: *Assessing the reliability and validity of the Iowa Test of Consonant Confusion*
- Poster: *The effect of selective attention training on effort during speech-in-noise training*

60th Annual Meeting of the Psychonomic Society (Psychonomics 2019)

Montreal, QC

November 2019

- Poster: *Is a picture really worth a thousand words? Evaluating contributions of fluency and analytic processing in the overconfidence bias for pictures in foreign language learning*

Advances and Perspectives in Auditory Neuroscience (APAN 2019)

Chicago, IL

October 2019

- Poster: *Auditory attentional modulation in cochlear implant users.*

47th Annual Meeting of The Society for Computers in Psychology (SCIP 2018)

New Orleans, LA

November 2018

- Poster: *GazeR: A package to analyze gaze position and pupil size data.*

59th Annual Meeting of the Psychonomic Society (Psychonomics 2017)

New Orleans, LA

November 2018

- Poster: *An intracranial EEG study of semantic cognition*

59th Annual Meeting of the Psychonomic Society (Psychonomics 2017)

New Orleans, LA

November 2018

- Poster: *A Pupillometric examination of cognitive control in taxonomic and thematic semantic memory*

10th Annual Meeting of the Society for Neurobiology of Language (SNL 2018)

Quebec City, CA

August 2018

- Poster: *Effects of graded white matter damage and binary tract disconnection on post-stroke language impairment*

38th Annual Meeting of Cognitive Science Society (CSS 2018)

Madison, WI

July 2018

- Poster: *Testing expectancy, but not JOLs, moderate the disfluency effect*

58th Annual Meeting of the Psychonomic Society (Psychonomics 2017)

Vancouver, BC

November 2017

- Poster: *The Effect of Prequestions on Learning Introductory Biology*
- Poster: *Is cursive worth saving? Handwriting as a desirable difficulty*

57th Annual Meeting of the Psychonomic Society (Psychonomics 2016)

Boston, MA

November 2016

- Poster: *The race toward the lexicon: How does cursive shape up?*

Annual Meeting of the Society for the Advancement of Biology Education Research

Minneapolis, MN

July 2016

- Poster: *Using systematic application of retrieval practice to enhance student achievement in introductory biology*

56th Annual Meeting of the Psychonomic Society (Psychonomics 2015)

Chicago, IL

November 2015

- Poster: *Do you know where your word has been? A right hemisphere mechanism for contextual diversity.*

Annual Meeting of the Midwestern Psychological Association (MPA 2015)

Chicago, IL

November 2015

- Talk: *A pupillometric analysis of inhibitory priming in the masked-priming lexical decision task*

55th Annual Meeting of the Psychonomic Society (Psychonomics 2014)

Long Beach, CA

November 2014

- Poster: *Inhibition in the eyes: Using pupillometry to examine inhibition in the masked-priming lexical-decision task*

54th Annual Meeting of the Psychonomic Society (Psychonomics 2013)

Toronto, CA

November 2013

- Poster: *The Reversed Goldilocks Effect: Premask Duration modulates priming in the masked-priming same-different Task*

41th Annual Meeting of The Society for Computers in Psychology (SCIP 2011)

Seattle, Washington

November 2011

- Poster: *Modeling of Corrective saccades.*

17th Annual Meeting of the European Society for Cognitive Psychology

San Sebastain, Spain

Jul 2011

- Poster: *Related word primes alone do not inhibit target RTs in a masked prime LDT*

40th Annual Meeting of The Society for Computers in Psychology (SCIP 2010)

St. Louis, MO

November 2010

- Poster: *A tool to analyze pupil dilation data in R*

Annual Meeting of the Midwestern Psychological Association (MPA 2009)

Chicago, IL

May 2009

- Poster: *Effects of background music on serial object recall.*

Annual Meeting of the Association for Psychological Science (APS 2009)

San Francisco, CA

November 2009

- Poster: *The deleterious effect of music on self-explanations*

Annual Meeting of the Midwestern Psychological Association (MPA 2008)

Chicago, IL

May 2008

- Poster: *The effect of music on object recall*

TEACHING

Department of Psychology, Iowa State University, Ames, IA

Course Instructor (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Brain and Behavior	M = 5.0	Summer 2016
Psych of Language	M = 3.1	Spring 2016
Academic Skills Learning	M = 4.6	Spring 2016
Brain and Behavior	M = 4.3	Summer 2015
Brain and Behavior	M = 3.5	Summer 2014

Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

Course Instructor (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Stats (on-line)	M = 4.1	Fall 2018

Center for Cognitive Science, Rutgers University, Piscataway, NJ

Course Instructor (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Res Methods Cog Sci	M = 4.9	Fall 2018

Ad-hoc
Reviewer

Journal of Cognition
Journal of Applied Research in Memory and Cognition
Applied Cognitive Psychology
Attention, Perception, Psychophysics
Journal of Articles in Support of the Null Hypothesis
Cognitive Science
Journal of Cognitive Psychology
Hearing Research
Memory
Language, Cognition and Neuroscience
Journal of Educational Psychology
Behavior Research Methods
Instructional Science
Journal Of Experimental Psychology: Learning, Memory, and Cognition
Journal Of Experimental Psychology: Learning, Memory, and Cognition
Motivation Science

AWARDS AND
HONORS

Lloyd Avant Scholars Award for Outstanding Achievement in Cognitive Psychology (awarded annually to outstanding student) (\$100) **2017**