

Adam Lewis Putnam
Curriculum Vitae

Carleton College
Department of Psychology
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EDUCATION

- 2015 **Ph. D. in Psychology**, Washington University in St. Louis
- 2011 **M. A. in Psychology**, Washington University in St. Louis
- 2007 **B. A. in Psychology**, Earlham College
Departmental and College Honors

PROFESSIONAL APPOINTMENTS

- 2015-Present **Visiting Assistant Professor**, Carleton College, Department of Psychology
- 2007-2009 **Assistant to the President**, Earlham College
Supervisor: President Douglas C. Bennett

FELLOWSHIPS, FUNDING, AND HONORS

- 2016 Association for Psychological Science (APS) Rising Star Award
- 2016 Open Science Framework Pre-Registration Challenge, \$1,000
- 2016 Student / Faculty Summer Research Grant, Carleton College, \$5,000
- 2015 Curricular Development Grant, Carleton College, \$1,000
- 2014 Graduate Research Scholarship, American Psychological Foundation Council
of Graduate Departments of Psychology, \$1,000
- 2014-2015 Dean's Dissertation Fellowship, Washington University in St. Louis
- 2011-2014 Graduate Research Fellowship, National Science Foundation, \$130,000

PUBLICATIONS

Putnam, A. L., & Phelps, R. J. (in press). The citation effect: In-text citations moderately increase belief in trivia claims. *Acta Psychologica*.

Tauber, S. K., Witherby, A. E., Dunlosky, J., Rawson, K. A., **Putnam, A. L.**, & Roediger, H. L. (in press). Does covert retrieval benefit learning of key term definitions? *Journal of Applied Research in Memory and Cognition*.

Putnam, A. L., & Roediger, H. L. (in press). Education and memory: Seven ways the science of memory can improve classroom learning. In J. T. Wixted (Ed.), *The Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience*. New York: Wiley.

Putnam, A. L., Sungkhassetee, V., & Roediger, H. L. (2017). When misinformation improves memory: The effects of recollecting change. *Psychological Science, 28*, 36-46.

Putnam, A. L., Sungkhassetee, V., & Roediger, H. L. (2016). Optimizing learning in college: Tips from cognitive psychology. *Perspectives on Psychological Science, 11*, 652-660.

Putnam, A. L., Nestojko, J. F., & Roediger, H. L. (2016). Improving student learning: Two strategies to make it stick. In J. C. Horvath, J. Lodge, & J. A. C. Hattie (Eds.), *From the laboratory to the classroom: Translating the science of learning for teachers* (pp. 94-121). Oxford, U.K.: Routledge.

Putnam, A. L. (2015). Mnemonics in education: Current research and applications. *Translational Issues in Psychological Science, 1*, 130-139.

Putnam, A. L., Wahlheim, C. N., & Jacoby, L. L. (2014). Memory for flip-flopping: Detection and recollection of political contradictions. *Memory and Cognition, 42*, 1198-1210. doi: 10.3758/s13421-014-0419-9

Putnam, A. L., Ozubko, J. D., MacLeod, C. M., & Roediger, H. L. (2014). The production effect in paired associate learning. *Memory and Cognition, 42*, 409-420. doi: 10.3758/s13421-013-0374-x

Putnam, A. L., & Roediger, H. L. (2013). Does response mode affect amount recalled or the magnitude of the testing effect? *Memory and Cognition, 41*, 36-48. doi:10.3758/s13421-012-0245-x

Roediger, H. L., **Putnam, A. L.**, & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Advances in theory and research* (pp. 1-36). Oxford: Elsevier.

Peshkam, A., Mensink, M. C., **Putnam, A. L.**, & Rapp, D. N. (2011). Warning readers to avoid irrelevant information: When being vague might be valuable. *Contemporary Educational Psychology, 36*, 219-231. doi:10.1016/j.cedpsych.2010.10.006

Manuscripts Under Review (* indicates student co-authors)

Putnam, A. L., *Ross, M. Q., *Soter, L. K., Roediger, H. L. (2017). Collective narcissism: Residents exaggerate the role of their state in appraising U.S. History. *Manuscript under review*.

Zaromb, F. M., Liu, J., Hanke, K., Putnam, A. L., Roediger, H. L. (2017). We made history: National narcissism in cross-cultural data from 35 societies. *Manuscript under review*.

Manuscripts In Preparation & In Revision

DeSoto, K. A., **Putnam, A. L.**, & Roediger, H. L. (in prep). Collective memory for Ferguson. *Manuscript in preparation*.

Putnam, A. L., (in prep). How do voters remember flip-flopping? Memorial and social consequences of change recollection. *Manuscript in preparation*.

Putnam, A. L., DeSoto, K. A., Gilmore, G. E., & Dehkes, P. J. (under revision). Are retrospective confidence ratings better predictors of future performance than judgments of learning? *Manuscript in revision*.

Other Publications

Putnam, A. L. (2012). Ten tips on applying for the National Science Foundation Graduate Research Fellowship Program. *APS Observer*, 25 (7) 26-27.

CONFERENCE POSTERS AND PRESENTATIONS

Putnam, A. L., DeSoto, K. A., Dehkes, P. J., & Gilmore, G. E. (2016, November). *Are retrospective confidence ratings better predictors of future performance than judgments of learning?* Poster presented at the Annual Meeting of the Psychonomic Society, Boston, MA.

Putnam, A. L. & Roediger, H. L. (2014, November). *Recollecting Change Reduces False Memory*. Poster presented at the Annual Meeting of the Psychonomic Society, Long Beach, CA.

Putnam, A. L. (2014, May). *Recollecting Political Flip-Flopping*. Paper presented at the Show Me Mental Life Conference, St. Louis, Missouri.

Putnam, A. L., & Roediger, H. L. (2013, May). *The Production Effect in Paired Associate Learning*. Poster presented at the APS annual conference, Washington DC.

Putnam, A. L., & Roediger, H. L. (2012, May). *Mode of Responding and Amount Recalled Across Multiple Tests*. Poster presented at the APS annual conference, Chicago, IL.

Putnam, A. L. (2012, May). *The Production Effect in Cued Recall*. Paper presented at the Show Me Mental Life Conference, Columbia, Missouri.

Putnam, A. L., & Roediger, H. L. (2011, November). *Response Modality is Irrelevant in Determining the Strength of the Testing Effect*. Poster presented at the Annual Meeting of the Psychonomic Society, Seattle, WA.

Putnam, A. L., & Roediger, H. L. (2011, May). *Explicit Retrievals Generate the Strongest Testing Effects*. Poster presented at the APS annual conference, Washington, D.C.

Putnam, A. L. (2010, June). *Modality of Response and the Testing Effect*. Paper presented at the Show Me Mental Life Conference, St. Louis, Missouri.

Rapp, D. N., Peshkam, A., Mensink, M., & **Putnam, A. L.** (2008, March). *Can pre-reading instructions reduce the allure of seductive details?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Peshkam, A., **Putnam, A. L.**, Mensink, M., & Rapp, D. N. (2007, May). *The effects of prereading instructions on readers' encoding of irrelevant text*. Paper presented at the 79th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Peshkam, A., **Putnam, A. L.**, Mensink, M., & Rapp, D. N. (2007, July). *The effects of prereading instructions on readers' encoding of irrelevant text*. Poster presented at the 17th annual meeting of the Society for Text and Discourse, Glasgow, Scotland.

TEACHING EXPERIENCE

Carleton College

Principles of Psychology (5 terms)

Memory Processes (Spring, 2016; Spring 2017)

Laboratory in Memory Processes (Spring, 2016; Spring 2017)

Seminar: Applying Cognitive Psychology to Education (Fall, 2015)

Capstone Experience in Cognitive/Developmental Psychology (Spring, 2016; Fall, 2017)

Senior Integrative Exercise (5 terms)

Independent Research in Memory (6 terms)

Washington University in St. Louis

Seminar: Critical Thinking in Introduction to Psychology (Fall, 2014)

Memory Processes (Summer, 2013)

TEACHING INTERESTS

Introduction to Psychology • Research Methods • Statistics • Cognitive Psychology • Memory • History of Psychology • Senior Research Projects • Applying Cognitive Psychology to Education • Metacognition

RESEARCH ADVISING

Undergraduate Senior Research Projects Supervised

Dehkes, P. (2017) *Familiarity and confidence inflation: Do you really know it?* Carleton College. *With Distinction*.

Phelps, R. (2017) *Choking under pressure in sport and the ameliorating effects of education*. Carleton College.

Teruya, M. (2017). *I told you not to listen! Do warnings decrease the effect of social contagion on false memory formation?* Carleton College.

Swaray, E. (2016). *Influence of an odor's emotional salience when acting as a retrieval cue for episodic memory*. Carleton College.

LoVerso, N. (2016). *Effects of social anxiety on visual perspectives in memory and episodic future thought*. Carleton College.

PRESENTATIONS AND INVITED TALKS

2017 Speaker, *Collective Narcissism, Egocentric Biases in Remembering U.S. and World History*, Carleton College Faculty Retreat

2016 Invited Speaker, *The Benefits of Recollecting Change: Memory in Politics and Eye-Witness Identification*, University of Minnesota, Text Group Brown Bag.

2016 Invited Speaker, *Covert Retrieval and Reminders: Applying Memory Research to Education and Politics*, University of Minnesota, Department of Educational Psychology

2016 Speaker, *How do People Learn? Using Cognitive Psychology to Improve Education*, Learning and Teaching Center Brownbag Series, Carleton College

2016 Invited Speaker, *Mastering Your Memory*, Northfield Enterprise Center

2015 Speaker, *Eight Ways to Turbo-Charge Your Studying*, Carleton College Prefect Program

2015 Invited Speaker, *Improving Long Term Memory*, Chaminade College Preparatory School

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science
Psychonomic Society

American Psychological Association
International Association for Metacognition
Psi Chi

PROFESSIONAL ACTIVITIES

Ad Hoc Reviewer, *American Journal of Psychology*
Ad Hoc Reviewer, *Applied Cognitive Psychology*
Ad Hoc Reviewer, *Canadian Journal of Experimental Psychology*
Ad Hoc Reviewer, *Cognitive Research: Principles and Implications*
Ad Hoc Reviewer, *Discourse Processes*
Ad Hoc Reviewer, *Journal of Memory and Language*
Ad Hoc Reviewer, *Journal of Research in Personality*
Ad Hoc Reviewer, *Memory & Cognition*
Ad Hoc Reviewer, *Psychological Research*
Ad Hoc Reviewer, *The Journal of Experimental Education*

SERVICE AND OUTREACH

2016-2017 Carleton Psychology Department Journal Club Adviser
2016 Summer Research Brownbag Coordinator, Carleton College
2014 First Lego League Science Team Consultant, Ladue Middle School
2013 Science Fair Adviser, Flynn Park Elementary School
2011-2012 Chair of Psychology Graduate Student Association, Washington University
2011-2012 Teaching & Professional Development Committee, Washington University
2011-2012 Graduate Council Member, Washington University
2010-2011 Graduate Studies Committee, Psychology Department, Washington University
2010-2011 Journal Club Organizer, Critical Readings in Memory
2010-2011 Campus Representative, Association for Psychological Science Student Caucus
2007-2009 General Education Review Committee, Earlham College
2007-2009 Counseling Services Review Committee, Earlham College
2007-2009 Financial Aid Strategy Committee, Earlham College
2007-2009 Davis Projects for Peace Grant Administrator, Earlham College

REFERENCES

Neil Lutsky

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Henry L. Roediger, III (primary dissertation adviser)

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