

Adam Lewis Putnam
Curriculum Vitae

Furman University
Department of Psychology
3300 Poinsett Highway
Greenville, SC 29613

Office: (XXX) XXX - XXXX
Cell: (XXX) XXX - XXXX
E-mail: adam.putnam@furman.edu
Web: www.adamlputnam.com

EDUCATION

- 2015 **Ph. D. in Psychology**, Washington University in St. Louis
Advisor: Henry L. Roediger, III
- 2011 **A. M. in Psychology**, Washington University in St. Louis
- 2007 **B. A. in Psychology**, Earlham College
Departmental and College Honors

PROFESSIONAL APPOINTMENTS

- 2018-Present **Assistant Professor**, Furman University, Department of Psychology
- 2015-2018 **Visiting Assistant Professor**, Carleton College, Department of Psychology
- 2007-2009 **Assistant to the President**, Earlham College
Supervisor: President Douglas C. Bennett

TEACHING INTERESTS

Introduction to Psychology • Research Methods • Statistics • Cognitive Psychology •
Learning and Memory • History of Psychology • Applying Cognitive Psychology to
Education • Metacognition

RESEARCH INTERESTS

Long Term Memory • Applying Cognitive Psychology to Education • Metacognition •
Politics & Memory • False Memory • Collective Memory • Truth Judgments • Reminders

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 National Science Foundation Graduate Research Fellowship \$130,000

PUBLICATIONS (student co-authors marked with *)

Putnam, A. L., *Ross, M. Q., *Soter, L. K., Roediger, H. L., (2018). Collective narcissism: Americans exaggerate the role of their home state in appraising U.S. history. *Psychological Science*.

Zaromb, F. M., Liu, J. H., Páez, D., Hanke, K., **Putnam, A. L.**, Roediger, H. L. (2018). We made history: Citizens of 35 countries overestimate their nation's role in world history. *Journal of Applied Research in Memory & Cognition*.

Putnam, A. L., & Roediger, H. L. (2018). 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.

Tauber, S. K., Witherby, A. E., Dunlosky, J., Rawson, K. A., **Putnam, A. L.**, & Roediger, H. L. (2018). Does covert retrieval benefit learning of key term definitions? *Journal of Applied Research in Memory and Cognition*, 7, 106-115.

Putnam, A. L., & *Phelps, R. J. (2017). The citation effect: In-text citations moderately increase belief in trivia claims. *Acta Psychologica*, 179, 114-123.

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

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 PRESENTATIONS (* indicates student co-authors)

Putnam, A. L., *Ross, M. Q., *Soter, L. K., & Roediger, H. L. (2017, November). *Egocentric biases in the remembering of United States history*. Poster presented at the Annual Meeting of the Psychonomic Society, Vancouver, BC.

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.** (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.**, 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.**, 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 (6 terms)

Memory Processes (3 terms)

Laboratory in Memory Processes (3 terms)

Seminar: Applying Cognitive Psychology to Education (3 terms)

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

Senior Integrative Exercise (6 terms)

Independent Research in Memory (7 terms)

Washington University in St. Louis

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

Memory Processes (Summer, 2013)

RESEARCH ADVISING

Undergraduate Senior Research Projects Supervised

- Carillo, B. (2018) *Putting the fake in fake news: The relationship between trust-relevant social priming and judgments of truth*. Carleton College.
- Cudhea-Pierce, E. & Hedayati, M. *Are transfer effects in the cards? Mnemonic training on speed Cards and its effects on other cognitive tasks*. Carleton College. *With Distinction*.
- Turköl, A. (2018). *Remembering ads: Recall types and advertisement effectiveness*. Carleton College.
- 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
 The Psychonomic Society
 American Psychological Association
 International Association for Metacognition
 Psi Chi

PROFESSIONAL ACTIVITIES

Ad Hoc Reviewer, *Acta Psychologica*
 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 Applied Research in Memory and Cognition*
 Ad Hoc Reviewer, *Journal of Educational Psychology*
 Ad Hoc Reviewer, *Journal of Experimental Education*
 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, *Quarterly Journal of Experimental Psychology*
 Ad Hoc Reviewer, *Scholarship of Teaching and Learning in Psychology*

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

MEDIA

Wan, W. (2018, July 3). America is a nation of narcissists, according to two new studies. *The Washington Post*. Retrieved from www.washingtonpost.com