

Katherine A. Rawson

Kent State University, Department of Psychology
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Employment

2004 - present Assistant Professor, Kent State University, Department of Psychology

Education

1999 - 2004 University of Colorado at Boulder (Advisor: Dr. Walter Kintsch)
Dissertation: *Exploring the Nature of Automaticity in Text Processing*
Master's Thesis: *The Role of Issue and Source Information in Memory for Multiple Texts*

1995 - 1999 The University of North Carolina at Greensboro
University Honors, Honors in Psychology
Senior Thesis: *The Influence of Rereading on the Sensitivity of Metacomprehension Judgments to Level of Processing Difficulty*

Research Funding

9/2008 – 8/2011 U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Grant.
Title: Developing the Retrieval-Monitoring-Feedback (RMF) Method for Improving the Durability and Efficiency of Student Learning.
Total funding: \$1,266,796.
Role: Principal Investigator

8/2007 – 5/2008 Kent State University, Academic Year Research and Creative Activity Appointment.
Title: Helping Patients Evaluate and Improve their Learning of Health Care Information

6/2005 – 5/2008 U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Grant.
Title: Supporting Efficient and Durable Student Learning.
Total funding: \$868,864.
Role: Principal Investigator

Fall, 2005 Applied Psychology Center, Kent State University, Faculty Fellowship
Title: Individual Differences in the Automaticity of Reading Comprehension Processes.

Summer, 2005 Kent State University, Summer Research and Creative Activity Appointment.
Title: Automaticity and Individual Differences in Reading Comprehension Skill.
Total funding: \$6500 (award declined by recipient).

2003 - 2004 National Research Service Award Predoctoral Fellowship, National Institute of Mental Health

1999 - 2002 Graduate Research Fellowship, National Science Foundation

Research Program

My research program consists of two interrelated areas of research: One area explores the cognitive processes involved in learning from text material, with current emphasis on development of theoretical accounts of (a) how the various component processes interact with one another and (b) the cognitive mechanisms underlying the automatization of text processes. A second area explores how to optimize text learning in educationally relevant domains, with current emphasis on strategies that promote the durability and efficiency of student learning, and the self-regulatory processes that support such learning.

Journal Publications

Rawson, K. A., & Van Overschelde, J. P. (2008). How does knowledge promote memory? The distinctiveness theory of skilled memory. *Journal of Memory and Language, 58*, 646-668.

Pyc, M. A., & Rawson, K. A. (2007). Examining the efficiency of schedules of distributed retrieval practice. *Memory & Cognition, 35*, 1917-1927.

Rawson, K. A. (2007). Testing the Shared Resource Assumption in theories of text processing. *Cognitive Psychology, 54*, 155-183.

Rawson, K. A., & Dunlosky, J. (2007). Improving self-evaluation of learning for key concepts in expository texts. *European Journal of Cognitive Psychology, 19*, 559-579.

Dunlosky, J., Baker, J. M. C., Rawson, K. A., & Hertzog, C. (2006). Does aging influence people's metacomprehension? Effects of processing ease on judgments of text learning. *Psychology of Aging, 21*, 390-400.

Dunlosky, J., Serra, M. J., Matvey, G., & Rawson, K. A. (2005). Second-order judgments about judgments of learning. *Journal of General Psychology, 132*, 335-346.

Rawson, K. A., & Kintsch, W. (2005). Rereading effects depend upon time of test. *Journal of Educational Psychology, 97*, 70-80.

Van Overschelde, J. P., Rawson, K. A., Dunlosky, J., & Hunt, R. R. (2005). Distinctive processing underlies skilled memory. *Psychological Science, 16*, 358-361.

Dunlosky, J., & Rawson, K. A. (2005). Why Does Rereading Improve Metacomprehension Accuracy? Evaluating the Levels-of-Disruption Hypothesis for the Rereading Effect. *Discourse Processes, 40*, 37-56.

Dunlosky, J., Rawson, K. A., & Middleton, E. L. (2005). What constrains the accuracy of metacomprehension judgments? Testing the transfer-appropriate-monitoring and accessibility hypotheses. *Journal of Memory and Language, 52*, 551-565.

Rawson, K. A. (2004). Exploring automaticity in text processing: Syntactic ambiguity as a test case. *Cognitive Psychology, 49*, 333-369.

Rawson, K. A., & Kintsch, W. (2004). Exploring encoding and retrieval effects of background information on text memory. *Discourse Processes, 38*, 323-344.

Van Overschelde, J. P., Rawson, K. A., & Dunlosky, J. (2004). Category norms: An updated and expanded version of the Battig and Montague (1969) norms. *Journal of Memory and Language, 50*, 289-335.

Rawson, K. A., & Kintsch, W. (2002). How does background information improve memory for text content? *Memory & Cognition*, 30, 768-778.

Rawson, K. A., & Miyake, A. (2002). Does relocating information in text depend upon verbal or visuospatial abilities? An individual differences analysis. *Psychonomic Bulletin & Review*, 9, 801-806.

Rawson, K. A., & Dunlosky, J. (2002). Are performance predictions for text based on ease of processing? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 28, 69-80.

Rawson, K. A., Dunlosky, J., & McDonald, S. L. (2002). Influences of metamemory on performance predictions for text. *Quarterly Journal of Experimental Psychology*, 55A, 505-524.

Rawson, K. A., Dunlosky, J., & Thiede, K. W. (2000). The rereading effect: Metacomprehension accuracy improves across reading trials. *Memory & Cognition*, 28, 1004-1010.

Book Chapters

Durso, F., Rawson, K. A., & Girotti, S. (2007). Comprehension and situation awareness. In F. Durso (Ed.), *Handbook of Applied Cognition* (pp. 163-193).

Kintsch, W., & Rawson, K. A. (2005). Comprehension. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 209-226). Malden, MA: Blackwell.

Hastie, R., & Rawson, K.A. (2004). Dynamic networks and other thought systems: Remote ramifications of a focused persuasive communication. In J. T. Jost, M. R. Banaji, & D. A. Prentice (Eds.), *The ying and yang of social psychology: Papers in honor of William J. McGuire* (pp. 53-68). Washington: APA Press.

Dunlosky, J., Rawson, K. A., & McDonald, S. L. (2002). Influence of practice tests on the accuracy of predicting memory performance for paired associates, sentences, and text material. In T. J. Perfect & B. L. Schwartz (Eds.), *Applied metacognition* (pp. 68-92). Cambridge, UK: Cambridge University Press.

Dunlosky, J., Rawson, K. A., & Hacker, D. J. (2002). Metacomprehension of science texts: Investigating the levels-of-disruption hypothesis. In J. Otero, J. A. León, & A. C. Graesser (Eds.), *The psychology of science text comprehension* (pp. 255-279). Mahwah, NJ: Lawrence Erlbaum.

Invited Talks

Rawson, K. A. (2008) *Does retrieval practice support efficient and durable learning of key term definitions?* Washington University, St. Louis, MO.

Rawson, K. A., & Middleton, E. L. (2007). *Memory-based automatization of text comprehension.* University of Illinois, Urbana-Champaign.

Rawson, K. A. (2006). *Using retrieval practice to support efficient and durable student learning.* University of Texas, San Antonio.

Rawson, K. A. (2004). *Exploring the system of component processes in text comprehension.* Texas Tech University.

Presentations

Rawson, K., & Dunlosky, J. (2008). *Effect of retrieval practice on retention of course material depends on number of correct recalls during practice*. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.

Pyc, M. A., & Rawson, K. A. (2008). *Diminishing returns of increasing retrieval practice*. Paper presented at the 80th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Rawson, K. A., & Touron, D. R. (2008). *Age-related differences in memory-based practice effects during text comprehension*. Paper presented at the biannual meeting of the Cognitive Aging Conference, Atlanta, GA.

Middleton, E. L., & Rawson, K. A. (2007). *Processing novel conceptual combinations in discourse contexts*. Poster presented at the 48th annual meeting of the Psychonomic Society, Long Beach, CA.

Pyc, M. A., & Rawson, K. A. (2007). *Distributed retrieval practice: How much is enough?* Poster presented at the 48th annual meeting of the Psychonomic Society, Long Beach, CA.

Rawson, K., & Dunlosky, J. (2007). *Combining retrieval practice and active processing to improve student learning of course material*. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.

Dunlosky, J., & Rawson, K. (2007). *Using feedback to improve grade-school students' metacomprehension*. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.

Pyc, M. A., & Rawson, K. A. (2007). Efficiency of fixed vs. variable schedules of distributed retrieval practice. Paper presented at the 79th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Burke, T. M., Pyc, M. A., & Rawson, K. A. (2007). Does repeated retrieval plus restudy improve memory for key ideas in text? Poster presented at the 79th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Hathorn, L. G., & Rawson, K. A. (2007). *Mental models of text*. Paper presented at the 79th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Rawson, K. A. (2007). *Learning key concepts in General Psychology: If at first you don't succeed, try, try again?* Paper presented at the 16th annual Winter Conference on Discourse, Text, & Cognition, Jackson, WY.

Rawson, K. A., & Middleton, E. L. (2006). *Testing theories of automaticity in text processing: Computational efficiency and memory-based processing in conceptual combination*. Paper presented at the 47th annual meeting of the Psychonomic Society, Houston, TX.

Pyc, M. A., & Rawson, K. A. (2006). *Schedules of retrieval practice for improving learning: Less is more?* Poster presented at the 47th annual meeting of the Psychonomic Society, Houston, TX.

Rawson, K., Dunlosky, J., & Pyc, M. (2006). *Do repeated practice tests promote student learning of text material?* Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.

Rawson, K. A., & Van Overschelde, J. P. (2006). *How does knowledge promote memory? Item-specific and organizational processing*. Paper presented at the 87th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Hathorn, L. G., & Rawson, K. A. (2006). *Mental models of text*. Paper presented at the 87th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Rawson, K. A. (2005). *Do text processes share resources?* Poster presented at the 15th Annual Meeting of the Society for Text and Discourse, Amsterdam, The Netherlands.

Dunlosky, J., Baker, J., Rawson, K., & Hertzog, C. (2004). *Metacomprehension and aging: Do older adults use processing ease in evaluating memory for text?* Poster presented at the 10th Cognitive Aging Conference, Atlanta, GA.

Rawson, K. A., & Kintsch, W. (2003). *Do component text processes share resources?* Poster presented at the 44th annual meeting of the Psychonomic Society, Vancouver, Canada.

Rawson, K. A. (2003). *Conceptualizing automaticity in text processing.* Paper presented at the 14th annual Winter Conference on Discourse, Text, & Cognition, Jackson, WY.

Dunlosky, J., & Rawson, K. A. (2003). *Term-specific judgments for monitoring learning of concepts within texts.* Paper presented at the fifth meeting of the Society for Applied Research in Memory and Cognition, Aberdeen, Scotland.

Dunlosky, J., Serra, M., Matvey, G., & Rawson, K. A. (2003). *Metamonitoring.* Paper presented at the North Carolina Cognition Group Conference, Durham, NC.

Baker, J. M., Dunlosky, J., Rawson, K. A., & Hertzog, C. (2003). *Evaluating the Ease-of-Processing Hypothesis for Metacomprehension Judgments.* Poster presented at the North Carolina Cognition Group Conference, Durham, NC.

Rawson, K. A., & Kintsch, W. (2002). *Another look at rereading effects on text learning.* Paper presented at the 13th annual Winter Conference on Discourse, Text, & Cognition, Jackson, WY.

Kintsch, W., Rawson, K. A., & Mulligan, E. (2002). *Assessing comprehension.* Paper presented at the 13th annual Winter Conference on Discourse, Text, & Cognition, Jackson, WY.

Dunlosky, J., Rawson, K. A., & Middleton, E. (2002). *Metacomprehension accuracy: How accurate are predictions about recalling specific terms within a text?* Paper presented at the 13th annual Winter Conference on Discourse, Text, & Cognition, Jackson, WY.

Rawson, K. A., & Dunlosky, J. (2001). *The role of processing ease in predicting performance for text.* Paper presented at the 12th annual Winter Conference on Discourse, Text, & Cognition, Jackson, WY.

Rawson, K. A., & Kintsch, W. (2000). *Memory for multiple texts depends on issue or source information.* Poster presented at the 41st annual meeting of the Psychonomic Society, New Orleans, LA.

Dunlosky, J., Rawson, K. A., & Thiede, K. W. (1999). *The rereading effect: Improving metacomprehension accuracy by reading text twice.* Paper presented at the annual meeting of the Society for Applied Research in Memory and Cognition, Boulder, CO.

Dunlosky, J. & Rawson, K. A. (1999). *Explaining the rereading effect: Why does rereading improve metacomprehension accuracy?* Paper presented at the North Carolina Cognition Group Conference, Raleigh, NC.

Rawson, K. A. & Dunlosky, J. (1999). *An integrative theory of metacomprehension: Rereading improves judgment accuracy.* Poster presented at the annual meeting of the Southeastern Psychological Association, Savannah, GA.

Thiede, K. W., Dunlosky, J., & Rawson, K. A. (1999). *Rereading improves comprehension monitoring.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Rawson, K. A. & Dunlosky, J. (1999). *The influence of coherence on performance predictions: Evaluating metacognitive theories*. Poster presented at the North Carolina Cognition Group Conference, Raleigh, NC.

Rawson, K. A., McDonald, S. L., & Dunlosky, J. (1998). *Bases and accuracy of metacomprehension judgments: The roles of assessing comprehension versus memory*. Poster presented at the North Carolina Cognition Group Conference, Duke University, NC.

Memberships and Affiliations

Phi Beta Kappa

Member, Association for Psychological Science

Member, Psychonomic Society

Member, Midwestern Psychological Association

Member, Society for Text and Discourse

Professional Service

2008-current Associate Editor, *Memory*

2008-current Editorial Board, *Journal of Educational Psychology*

Ad Hoc Reviewer:

Applied Cognitive Psychology

Current Psychology Letters

Discourse Processes

European Journal of Cognitive Psychology

Journal of Educational Psychology

Journal of Experimental Child Psychology

Journal of Experimental Psychology: Learning, Memory, and Cognition

Journal of General Psychology

Journal of Memory and Language

Learning and Individual Differences

Memory

Memory & Cognition

Psychology and Aging

Psychonomic Bulletin & Review

Quarterly Journal of Experimental Psychology: A

Scientific Studies of Reading

Society for Text and Discourse

National Science Foundation, ROLE grant review panel (May, 2005)

Ad Hoc Reviewer, National Sciences and Engineering Research Council of Canada (January, 2007)