

Michael J. Serra

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EDUCATION

- 2004-Dec 2006 Ph.D., Cognitive Psychology, Awarded 2007
Kent State University
- 2002-2004 M.A. (non-terminal), Cognitive Psychology, Awarded 2004
University of North Carolina at Greensboro
- 1998-2002 B.A., Psychology, Awarded 2002
Hofstra University

PROFESSIONAL EXPERIENCE

- 2014-present Associate Professor
Texas Tech University
- 2008-2014 Assistant Professor
Texas Tech University
- Jan 2007-2008 Post-Doctoral Researcher
Columbia University

ADDITIONAL TRAINING

- 2016-2017 **President's Leadership Institute**, *Texas Tech University*
- Fall 2016 **Leadership Series**, *Human Resources, Texas Tech University*

AWARDS

- 2017 **President's Excellence in Teaching Award**, *Texas Tech University*
- 2014 **Assessment Spotlight Champion**, *Office of Planning and Assessment, Texas Tech University*

RESEARCH PROGRAM

My research focuses on the basic cognitive functions that underlie our more advanced and unique mental abilities. In particular, most of my research involves memory (e.g., short-term and long-term semantic memory) or metacognition (i.e., thinking about, evaluating, and controlling one's

cognitive processes such as memory or reading comprehension). I conduct both basic and applied research in these domains (i.e., How do people learn? How do they judge their learning? How can we make learning processes and study behaviors more effective?). As such, this body of work has the potential to not only help us to understand basic cognitive functioning, but also can allow us to better design instructional learning materials and identify ways to improve students' learning and the efficacy of their study behaviors. My expertise in human learning and study behaviors heavily informs my teaching and pedagogical work and supervision related to others' teaching.

PUBLICATIONS

1. 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.
2. Serra, M. J., & Dunlosky, J. (2005). Does retrieval fluency contribute to the underconfidence-with-practice effect? *Journal of Experimental Psychology: Learning, Memory, and Cognition, 31*, 1258-1266.
3. Dunlosky, J., Serra, M. J., & Baker, J. M. C. (2007). Metamemory. In F. T. Durso, R. S. Nickerson, S. T. Dumas, S. Lewandowsky, & T. J. Perfect (Eds.) *Handbook of Applied Cognition. 2nd Edition*. (pp. 137-161). Chichester, West Sussex, England: John Wiley & Sons, Ltd.
4. Serra, M. J., Dunlosky, J., & Hertzog, C. (2008). Do older adults show less confidence in their monitoring of learning? *Experimental Aging Research, 34*, 379-391.
5. Serra, M. J., & Metcalfe, J. (2009). Effective implementation of metacognition. In D. Hacker, J. Dunlosky, & A. Graesser (Eds.). *Handbook of Metacognition in Education*. (pp. 278-298). New York, NY: Psychology Press.
6. Serra, M. J. (2010). Diagrams increase the recall of non-depicted text when understanding is also increased. *Psychonomic Bulletin & Review, 17*, 112-116.
7. Serra, M. J., & Dunlosky, J. (2010). Metacomprehension judgments reflect the belief that diagrams improve learning from text. *Memory, 18*, 698-711.
8. England, B. D., & Serra, M. J. (2012). The contributions of anchoring and past-test performance to the underconfidence-with-practice effect. *Psychonomic Bulletin & Review, 19*, 715-722.
9. Serra, M. J., & England, B. D. (2012). Magnitude and accuracy differences between judgments of remembering and forgetting. *Quarterly Journal of Experimental Psychology, 65*, 2231-2257.
10. Shanks, L. L., & Serra, M. J. (2014). Domain familiarity as a cue for judgments of learning. *Psychonomic Bulletin & Review, 21*, 445-453.
11. Serra, M. J., & Ariel, R. (2014). People use the memory for past-test heuristic as an explicit cue for judgments of learning. *Memory & Cognition, 42*, 1260-1272.
12. Ortegren, F. R., Serra, M. J., & England, B. D. (2015). Examining competing hypotheses for the effects of diagrams on recall for text. *Memory & Cognition, 43*, 70-84.

13. Popp, E. Y., & Serra, M. J. (2016). Adaptive memory: Animacy enhances free-recall but impairs cued-recall. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *42*, 186-201.
14. Magreehan, D. A., Serra, M. J., Schwartz, N. H., & Narciss, S. (2016). Further boundary conditions for the effects of perceptual disfluency on judgments of learning. *Metacognition and Learning*, *11*, 35-56.
15. Serra, M. J., & Magreehan, D. A. (2016). Instructor fluency correlates with students' ratings of their learning and their instructor in an actual course. *Creative Education*, *7*, 1154-1165.
16. Serra, M. J., & DeMarree, K. G. (2016). Unskilled and unaware in the classroom: College students' desired grades predict their biased grade predictions. *Memory & Cognition*, *44*, 1127-1137.
17. England, B. D., Ortegren, F. R. & Serra, M. J. (2017). Framing affects scale usage for judgments of learning, not confidence in memory. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *43*, 1898-1908.
18. Popp, E. Y., & Serra, M. J. (2018). The animacy advantage for free-recall performance is not attributable to greater mental arousal. *Memory*, *26*, 89-95.
19. O'Bryan, S. R., Walden, E., Serra, M. J., & Davis, T. (2018). Rule activation and ventromedial prefrontal engagement support accurate stopping in self-paced learning. *NeuroImage*, *172*, 415-426.
20. Serra, M.J., & England, B. D. (in press). Forget framing might involve the assumption of mastery, but probably does not activate the notion of forgetting. *Journal of Experimental Psychology: Learning, Memory, & Cognition*.
21. Serra, M. J., & McNeely, D. A. (in press). The Most Fluent Instructors Might Choreograph for Beyoncé or Secretly be Batman: Commentary on Carpenter, Witherby, and Tauber. *Journal of Applied Research in Memory and Cognition*.

SUBMITTED MANUSCRIPTS

1. DeYoung, C. M., Miyatsu, T., & Serra, M. J. (under review). The Contribution of Beliefs to the Metacognitive Illusion Caused by Blocking during Category Learning.
2. McNeely, D. A., & Serra, M. J. (submitted). Font size manipulations during judgments of learning do not affect judgment magnitude.
3. Kelley, T., McNeely, D., Serra, M. J., Davis, T. (submitted). Neural evidence for retrieval attempts during delayed judgments of learning.
4. Serra, M. J. (submitted). The animacy advantage in free-recall performance is persistent across serial position.

FUNDED GRANTS

- 2016-2019* **Senior Personnel**, National Science Foundation, *REU Site: Translational Research in Psychological Sciences; Human Factors at Texas Tech University*.

PI: Delucia, P., Co-PI: Yang, J., Senior Personnel: Davis, T., Hohman, Z., Jones, K., Klein, M., Serra, M., Talley, A. **Award: \$348,936.00.**

***Note: this grant was later transferred to Rice University**

NEGOTIATED CONTRACTS

Worth Publishers, Textbook Contract. *Exclusive use of Psychology (2nd Ed.) Custom Edition for Texas Tech University in General Psychology.* Negotiator: Serra, M. J. 2011-2014. **Approximately \$15,000/year.**

Pearson, Textbook Contract. *Exclusive use of Psychology (4th Ed.) Custom Edition for Texas Tech University in General Psychology.* Negotiator: Serra, M. J. 2014-2017. **Approximately \$20,000/year.**

INVITED TALKS

1. Serra, M. J. (2007, March). *Is the influence of test trials on judgments of learning analytic?* Invited Cognitive Area Talk, UNCG, Greensboro, NC.
2. Serra, M. J. (2008, April). *Participants' explanations for their judgments of learning.* Paper presented at the 1st Annual Subway Summit on Cognition and Education Research (Columbia University, City University of New York, Fordham University, & New York University), Fordham University, New York, NY.
3. Serra, M. J. (2009, April). *Metacognitive errors in learning (and some ways to overcome them).* Invited Talk, Texas Tech Teaching, Learning, and Technology Center, Lubbock, TX.
4. Serra, M. J. (2009, April). *Multimedia learning from text with diagrams.* Invited Departmental Colloquium, UTSA, San Antonio, TX.
5. Serra, M. J. (2012, March). *Consciousness in metacognition.* Paper presented at the 104th Annual Meeting of the Southern Society for Philosophy and Psychology, Savannah, GA.
6. Serra, M. J. (2012, October). *Cue-utilization in judgments of learning.* Invited Departmental Colloquium, Department of Philosophy, Texas Tech University, Lubbock, TX.
7. Serra, M. J., & Popp, E. Y. (2015, February). *Adaptive memory: Are animate concepts more memorable than inanimate concepts?* Invited Area Talk, Evolutionary Brown Bag, Texas Tech University, Lubbock, TX.
8. Serra, M. J. (2017, April). *Underconfidence with practice: Common assumptions versus empirical truths.* Invited paper presented at the 89th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
9. Serra, M. J. (2017, August). *Metacognition, Learning, & The 21st Century Classroom.* Fall 2017 Faculty Development Colloquium (Invited Address), Teaching Excellence Center, West Texas A&M University, Canyon, TX.
10. Serra, M. J., & DeYoung, C. M. (2019, April). *The Animacy Advantage in Memory: Adaptive Effect or Metacognitive Effect?.* Invited paper presented at the 91st Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

PRESENTATIONS

1. Dunlosky, J., Serra, M. J., Matvey, G., & Rawson, A. K. (2003, February). *Metamonitoring*. Paper presented at the 2003 North Carolina Cognition Group, Raleigh, NC.
2. Serra, M. J. & Dunlosky, J. (2003, November). *The contribution of retrieval fluency to the underconfidence-with-practice effect*. Poster presented at the 44th Annual Meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.
3. Serra, M. J., Dunlosky, J., & Hertzog, C. (2004, March). *Aging and metamonitoring*. Paper presented at the 50th Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.
4. Dunlosky, J. & Serra, M. J. (2004, November). *Second-order judgments about judgments of learning: Exploring learners' confidence in their monitoring*. Poster presented at the 45th Annual Meeting of the Psychonomic Society, Minneapolis, MN.
5. Serra, M. J., & Dunlosky, J. (2005, May). *Evaluating the retrieval-fluency hypothesis for the underconfidence-with-practice effect*. Paper presented at the 77th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
6. Serra, M. J., & Dunlosky, J. (2005, November). *Does multimedia improve metacomprehension accuracy for text content?* Poster presented at the 46th Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
7. Serra, M. J., & Dunlosky, J. (2006, May). *Do students know that multimedia materials enhance learning?* Poster presented at the 18th Annual Meeting of the Association for Psychological Science, New York, NY.
8. Dunlosky, J., & Serra, M. J. (2006, November). *Is the influence of test trials on judgments of learning analytic?* Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.
9. Serra, M. J., & Dunlosky, J. (2007, May). *Explicit use of analytic cues for judgments of learning*. Poster presented at the 19th Annual Meeting of the Association for Psychological Science, Washington, D.C.
10. Serra, M. J., & Dunlosky, J. (2007, May). *Do beliefs about comprehension affect metacomprehension judgments?* Paper presented at the 79th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
11. Serra, M. J. (2007, August). *How do diagrams improve memory for science text?* Poster presented at the 115th Annual Meeting of the American Psychological Association, San Francisco, CA.
12. Serra, M. J. (2008, May). *Diagrams increase the retention and understanding of science text via different mechanisms*. Paper presented at the 80th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
13. Serra, M. J., & England, B. D. (2009, April). *Judgments of forgetting show a reduced underconfidence with practice effect*. Paper presented at the 55th Annual Meeting of the Southwestern Psychological Association, San Antonio, TX.

14. Serra, M. J., & England, B. D. (2009, May). *Diagrams improve memory for science text through repetition*. Paper presented at the 81st Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
15. England, B. D., & Serra, M. J. (2009, November). *Judgments of forgetting show improved calibration but impaired relative accuracy on a second study-test trial*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
16. Shanks, L. L., & Serra, M. J. (2010, March). *The effect of topic expertise on the accuracy of judgments of learning*. Poster presented at the Annual Meeting of the Great Plains Honors Council, Tulsa, OK.
17. England, B. D., & Serra, M. J. (2010, April). *Decomposing the memory for past test heuristic in the underconfidence-with-practice effect*. Paper presented at the 56th Annual Meeting of the Southwestern Psychological Association, Dallas, TX.
18. Serra, M. J., Scardino, J., & Ellis, K. (2010, April). *Examining the link between memory and understanding in multimedia learning*. Poster presented at the 56th Annual Meeting of the Southwestern Psychological Association, Dallas, TX.
19. Serra, M. J., & Flores, F. R. (2010, May). *Judging remembering and forgetting in a two-dimensional evaluative space*. Paper presented at the 82nd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
20. England, B. D., & Serra, M. J. (2010, May). *Decomposing the memory for past test heuristic in the underconfidence-with-practice effect*. Paper presented at the 82nd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
21. Serra, M. J., Ellis, K., Marks, D., & Scardino, J. (2010, May). *Examining the link between memory and understanding in multimedia learning*. Poster presented at the 82nd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
22. Flores, F. R., & Serra, M. J. (2010, November). *When less is more: The benefits of alternating fewer diagrams in multimedia learning*. Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
23. England, B. D., & Serra, M. J. (2010, November). *Testing benefits the relative and absolute accuracy of judgments of learning (JOLs)*. Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
24. England, B. D., & Serra, M. J. (2011, May). *Forget-framing reduces the relative accuracy of judgments of learning across trials*. Paper presented at the 83rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
25. Flores, F. R., & Serra, M. J. (2011, May). *Effects of alternating diagrams on multimedia learning*. Paper presented at the 83rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
26. Shanks, L. L., & Serra, M. J. (2011, May). *Effects of domain familiarity on the accuracy of judgments of learning*. Poster presented at the 83rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

27. Stevens, J. M., & Serra, M. J. (2011, May). *Effects of violent video games and music on aggressive cognitions*. Poster presented at the 83rd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
28. England, B. D., & Serra, M. J. (2011, November). *Effect of JOL framing on learners' utilization of task-relevant information*. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
29. Flores, F. R., Serra, M. J., & Marsh, J. K. (2011, November). *Explicit causality enhances multimedia learning*. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
30. England, B. D., & Serra, M. J. (2012, May). *The effect of framing on learners' utilization of task-relevant information*. Paper presented at the 84th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
31. Flores, F. R., Serra, M. J., & Marsh, J. K. (2012, May). *Comparing visual and causal diagrams in multimedia learning*. Paper presented at the 84th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
32. Serra, M. J., & Shanks, L. L. (2012, May). *Examining the relationship between domain familiarity and judgments of learning*. Paper presented at the 84th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
33. England, B. D., & Serra, M. J. (2012, November). *Does the underconfidence-with-practice effect occur for new items?* Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
34. Flores, F. R., & Serra, M. J. (2012, November). *Effect of images on memory and metamemory for paired associates*. Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
35. Serra, M. J., Flores, F. R., & England, B. D. (2013, March). *Examining a repetition hypothesis for multimedia learning*. Paper presented at the 105th Annual Meeting of the Southern Society for Philosophy and Psychology, Austin, TX.
36. Magreehan, D. A., Serra, M. J., Schwartz, N. H., & Narciss, S. (2013, March). *Processing fluency can alter cue utilization for judgments of learning*. Paper presented at the 105th Annual Meeting of the Southern Society for Philosophy and Psychology, Austin, TX.
37. Barhorst, E. M., & Serra, M. J. (2013, May). *The effects of gum chewing and aerobic activity on memory and metamemory*. Poster presented at the 85th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
38. Magreehan, D. A., Serra, M. J., Schwartz, N. H., Narciss, S., & Krille, C. (2013, May). *When is fluency used as a cue for judgments of learning?* Paper presented at the 85th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
39. Magreehan, D. A., Narciss, S., Serra, M. J., Schwartz, N. H., Krille, C. (August, 2013). *When and how is fluency used as a cue to form metacognitive judgments of learning?* Invited symposium paper presented at the 15th Biennial EARLI Conference for Research on Learning and Instruction, Munich, Germany.

40. Serra, M. J., England, B. D., & Flores, F. R. (2013, November). *The problems and promise of forget-framed judgments of learning*. Paper presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
41. England, B. D., & Serra, M. J. (2013, November). *Theory-based allocation of study time*. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
42. Flores, F. R., Serra, M. J., & England, B. D. (2013, November). *Repetition, not visual format, produces the recall advantages of diagrams*. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
43. Magreehan, D. A., & Serra, M. J. (2013, November). *Using fluency as a metacognitive cue: Subjective experience or explicit belief?* Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto, Ontario, Canada.
44. England, B. D., & Serra, M. J. (2014, May). *Theory-based allocation of study time*. Paper presented at the 86th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
45. Flores, F. R., & Serra, M. J. (2014, May). *Do computer-controlled study benefits transfer to self-controlled study?* Paper presented at the 86th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
46. Magreehan, D. A., & Serra, M. J. (2014, May). *When do beliefs affect memory judgments?* Paper presented at the 86th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
47. Popp, E. Y., & Serra, M. J. (2014, May). *Animacy aids free-recall but impairs cued-recall*. Paper presented at the 86th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
48. Kelley, T., Serra, M. J., England, B. D., & Davis, T. (2014, October). *Prefrontal correlates of metacognition in retrospective and prospective judgments*. Poster presented at the 24th Annual Meeting of ARMADILLO (Association for Research in Memory, Attention, Decision-Making, Imagery, Language, Learning, & Organized Perception), Norman, OK.
49. Davis, T., England, B. D., & Serra, M. J. (2014, November). *Uncertainty signals in the ventral striatum may reflect post-decisional evaluation*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
50. Magreehan, D. A., & Serra, M. J. (2014, November). *Relationships between instructor fluency and teaching evaluations in actual courses*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
51. Ortegren, F. R., & Serra, M. J. (2014, November). *Feedback is more beneficial than computer scaffolding for learning*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.
52. Popp, E. Y., & Serra, M. J. (2014, November). *Adaptive memory: Animacy enhances free-recall but impairs paired-associates recall*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

53. Kelley, T., England, B. D., Serra, M. J., Sari-Sarraf, N., & Davis, T. (2015, March). *Neural substrates of retrospective and prospective confidence judgments in probabilistic categorization*. Poster presented at the 22nd Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
54. Magreehan, D. A., & Serra, M. J. (2015, May). *Does a bold font affect learners' judgments of learning for facts?* Paper presented at the 87th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
55. Green, E. A., & Serra, M. J. (2015, May). *Theories of intelligence interact with prospective study-strategy reports*. Paper presented at the 87th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
56. Popp, E. Y., & Serra, M. J. (2015, May). *Are the effects of animacy on free-recall attributable to arousal?* Paper presented at the 87th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
57. Ortegren, F. R., & Serra, M. J. (2015, May). *Examining the effects of images on paired-associate memory*. Paper presented at the 87th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
58. Kelley, T., Magreehan, D. A., Serra, M. J., & Davis, T. (2015, October). *Retrieval Attempts – Not Enhanced Discrimination – Produce the Delayed JOL Effect across Varying Delays*. Poster presented at the 25th Annual Meeting of ARMADILLO (Association for Research in Memory, Attention, Decision-Making, Imagery, Language, Learning, & Organized Perception), Waco, TX.
59. Green, E. A., & Serra, M. J. (2015, November). *Unskilled and aware: Test experience as a cue for metacognitive judgment adjustment*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
60. Magreehan, D. A., & Serra, M. J. (2015, November). *Font formatting affects JOLs for pairs but not definitions*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
61. Ortegren, F. R., & Serra, M. J. (2015, November). *Comparing discrepancy-reduction and region of proximal learning in computer-assisted learning*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.
62. Kelley, T., Magreehan, D. A., Serra, M. J., & Davis, T. (2016, April). *Neural evidence for retrieval attempts as an explanation for the delayed JOL effect*. Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.
63. O'Bryan, S., Walden, E., Serra, M. J., Gierstorfer, S., & Davis, T. (2016, April). *Reactivation strength underlies successful stopping in self-paced learning*. Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.
64. Green, E. A., & Serra, M. J. (2016, May). *Feedback and test experience as cues for metacognitive judgment adjustment*. Paper presented at the 88th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

65. Green, E. A., & Serra, M. J. (2016, November). *Effects of feedback and test experience on delayed metacomprehension judgments*. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.
66. Kelley, T. D., Magreehan, D. A., Serra, M. J., & Davis, T. H. (2016, November). *Neural evidence that learners activate both cues and targets when making delayed JOLs*. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.
67. Magreehan, D. A., & Serra, M. J. (2016, November). *Timing alters the effects of font size manipulations on judgments of learning*. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.
68. DeYoung, C. M., & Serra, M. J. (2017, April). *People's beliefs about image size and study schedule affect their judgments of category learning*. Paper presented at the 89th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
69. Green, E., & Serra, M. J. (2017, April). *Respecting nesting: Multilevel modeling of the unskilled and unaware phenomenon*. Paper presented at the 89th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
70. Magreehan, D., & Serra, M. J. (2017, April). *Presentation of electronic glosses in text: Effects on student learning*. Paper presented at the 89th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
71. Kelley, T., Magreehan, D., Serra, M. J., & Davis, T. H. (2017, October). *Neural evidence for retrieval attempts as an explanation for the delayed JOL effect*. Poster presented at the 27th Annual Meeting of ARMADILLO, College Station, TX.
72. LaCour, M., & Serra, M. J. (2017, October). *(Not) thinking about distributions: Review-rating distributions affect people's product choices, independent of the mean*. Poster presented at the 27th Annual Meeting of ARMADILLO, College Station, TX.
73. DeYoung, C. M., & Serra, M. J. (2017, November). *Despite beliefs, people judge animate concepts as more memorable than inanimate concepts*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
74. Green, E. A., Gorrall, B. K., Youngha, W. O., & Serra, M. J. (2017, November). *Does response scale affect the quality, distribution, or predictive validity of metacognitive judgments?* Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
75. Kelley, T. D., Serra, M. J., England, B. D., & Davis, T. H. (2017, November). *Differences in then and now: Partially unique neural activation patterns in prospective and retrospective metacognitive judgments*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
76. LaCour, M., & Serra, M. J. (2017, November). *(Not) thinking about distributions: Review-rating distributions affect people's product choices, independent of the mean*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Vancouver, BC, Canada.
77. DeYoung, C. M., & Serra, M. J. (2018, April). *People's beliefs about animacy do not inform their memory judgments*. Paper presented at the 90th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

78. LaCour, M., & Serra, M. J. (2018, April). *Rating distributions affect people's product choices, independent of the mean*. Paper presented at the 90th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
79. De Los Santos, E., & Serra, M. J. (2018, April). *Do food items demonstrate an adaptive memory advantage?*. Poster presented at the 90th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
80. Hathaway, J., & Serra, M. J. (2018, April). *Size of losses and gains interacts with numerical ability*. Poster presented at the 90th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
81. Poquiz, M., & Serra, M. J. (2018, April). *Survival-processing of text: Implied survival enhances story recall*. Poster presented at the 90th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
82. DeYoung, C. M., & Serra, M. J. (2018, November). *The animacy effect on memory Is more pronounced for those who believe it*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
83. England, B. D., & Serra, M. J. (2018, November). *Forget framing involves the assumption of mastery but does not activate the notion of forgetting*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
84. Green, E. A., & Serra, M. J. (2018, November). *Relative roles of test experience and response scale format in metacomprehension judgment accuracy*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
85. LaCour, M., & Serra, M. J. (2018, November). *Differential item functioning between groups in two popular numeracy scales*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
86. Sastry, S., & Serra, M. J. (2019, April). *Examining character and outcome valence in confabulation for missing scenes*. Poster presented at the 91st Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
87. DeYoung, C. M., & Serra, M. J. (2019, November). *The Animacy Advantage in Memory Might Stem from Non-Conscious Factors*. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, Quebec, Canada.
88. Green, E. A., & Serra, M. J. (2019, November). *Prior Judgment Experience Limits the Ability to Incorporate New Cues into Judgments of Learning*. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, Quebec, Canada.

INTERVIEWS & OTHER MEDIA

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TEACHING EXPERIENCE

- PSY 5358 **Instructor**, Seminar in Metacognition, *Texas Tech University*
 PSY 5101 **Instructor**, Seminar on the Teaching of Psychology, *Texas Tech University*
 PSY 5001 **Instructor**, Seminar in Memory, *Texas Tech University*
 PSY 4324 **Instructor**, Cognition, *Texas Tech University*
 PSY 4324 **Instructor**, Cognition (Honors), *Texas Tech University*
 PSY 3401 **Instructor**, Research Methods, *Texas Tech University*
 PSY 1300 **Instructor**, General Psychology (Honors), *Texas Tech University*
 PSY 11762 **Instructor**, General Psychology (Honors), *Kent State University*
 PSY 311L **Lab Instructor**, Research Methods (Honors), *UNCG*
 PSY 481L **Lab Instructor**, Cognition and Consciousness, *UNCG*

SERVICE

- Various **Ad Hoc Reviewer**, *Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Experimental Psychology: General; Psychonomic Bulletin & Review; Cognition; Journal of Experimental Psychology: Applied; Memory; Journal of Educational Psychology; Memory & Cognition; Journal of Memory and Language; Quarterly Journal of Experimental Psychology; Discourse Processes; Metacognition & Learning; Journal of Applied Research in Memory and Cognition; Experimental Aging Research; European Journal of Cognitive Psychology; Human Factors; Journal of Experimental Child Psychology; New Ideas in Psychology; National Science Foundation (NSF) grants; Israel Science Foundation (ISF) grants; SWPA Conference Abstracts; McGraw-Hill Textbooks; Norton Textbooks; Sage Textbooks; Sinauer Textbooks; Worth Textbooks; others*
- 2020-present **Editorial Board**, *Metacognition and Learning*
- Spring 2020 **Member, New Building Consultation Team**, *Texas Tech Department of Psychological Sciences*
- Fall 2019 **Member, Dean's 5-Year Review Committee**, *Honors College, Texas Tech*
- Fall 2018 **Outside Member, Tenure and Promotion Committee**, *Psychology Department, College of Arts, Humanities, & Social Sciences, South Dakota State University*
- Fall 2018 **Member, Tenure and Promotion Committee**, *Department of Psychological Sciences, College of Arts & Sciences, Texas Tech*

- Fall 2018 **Outside Member, Tenure and Promotion Committee, Department of Human Development and Family Studies, College of Human Sciences, Texas Tech**
- 2016-2019 **Director of Experimental Psychology Graduate Programs, Texas Tech Department of Psychological Sciences**
- 2016-2017 **Chair, Social Sciences Subcommittee, College of Arts & Sciences Institutional Effectiveness Committee, Texas Tech University**
- 2016-present **Member, Social Sciences Subcommittee, College of Arts & Sciences Institutional Effectiveness Committee, Texas Tech University**
- 2015-2016 **Member, Multi-Discipline Faculty Search Committee (Clinical, Counseling, Health, and Humans Factors Psychology), Texas Tech Department of Psychological Sciences**
- 2014-2015 **Director of Undergraduate Studies and Chair of Undergraduate Program Committee, Texas Tech Department of Psychological Sciences**
- 2014-2015 **Cognitive Area Coordinator, Texas Tech Department of Psychological Sciences**
- 2014-present **Principal Reviewer, Journal of Educational Psychology**
- 2014-2015 **Full-time Faculty Representative, Provost's Task Force on Student Success and Retention, Texas Tech University**
- 2014-2015 **Co-Chair, Academic Enhancement & Interventions Working Group, Provost's Task Force on Student Success and Retention, Texas Tech University**
- Fall 2014 **Reviewer, Texas Tech University Scholarship Catalyst Program (SCP) Competition, Texas Tech University**
- 2014-2016 **Member (elected), Texas Tech University Teaching Academy New-Member Selection Committee, Texas Tech University**
- Spring 2013 **Member, Tenure & Promotion Guideline Alignment Committee, Texas Tech Department of Psychology**
- 2012-present **Member (honorary; elected), Texas Tech University Teaching Academy, Texas Tech University**
- 2012-2013 **Member, Multi-Discipline Faculty Search Committee (Clinical, Cognitive, Counseling, and Social Psychology), Texas Tech Department of Psychology**
- 2011-2014 **Member, Graduate Program Committee, Texas Tech Department of Psychology**
- Fall 2010 **Member (ex officio), Resources, Equipment, & Space Committee, Texas Tech Department of Psychology**
- 2009-2015 **General Psychology Course Supervisor, Texas Tech Department of Psychology**
- 2009-2011 **Chair, Undergraduate Program Committee, Texas Tech Department of Psychology**
- 2008-present **MPA Local Representative, Texas Tech University**

- 2008-2009 **Member, Undergraduate Program Committee, Texas Tech Department of Psychology**
- 2007-2008 **MPA Local Representative, Columbia University**
- 2005-2006 **Clinical Job Search Committee, Experimental Graduate Student Representative, Kent State University**
- 2004-2011 **Website Manager, International Association for Metacognition**

CURRENT PROFESSIONAL MEMBERSHIPS

Association for Psychological Science (APS)

International Association for Metacognition (IAM)

Midwestern Psychological Association (MPA) – Fellow & Local Representative

Psychonomic Society – Fellow

Society for the Teaching of Psychology (STP) / APA Division 2

Texas Tech University Teaching Academy (honorary; elected)