

Vered Halamish**Curriculum Vitae****EDUCATION**

Year	Degree	Institution
2002	B.A.	Tel-Aviv University
2004	M.A	Tel-Aviv University
2009	Ph.D.	University of Haifa

ACADEMIC AFFILIATIONS/APPOINTMENTS

2005-2009	Teaching Associate, Department of Psychology, University of Haifa
2009-2010	Post-Doctoral Fellow, Department of Psychology, University of California, Los Angeles
2010-2013	Teaching Associate, Department of Psychology, University of Haifa
2010-2015	Research Associate, Institute of Information Processing and Decision Making, University of Haifa
2011-2012	Post-Doctoral Fellow, Department of Education and Psychology, Open University of Israel
2012-2014	Teaching Associate, Department of Psychology, Yezreel Valley College
2013-2015	Post-Doctoral Fellow, School of Psychological Sciences, Tel-Aviv University
2014-2015	Senior Lecture, Department of Psychology, Yezreel Valley College
2015-	Lecturer, School of Education, Bar-Ilan University

MAIN RESEARCH INTERESTS

1. Applying cognitive psychology to enhance educational practice
2. Learning and memory
3. Metacognition and self-regulated learning
4. Motivation, Curiosity and Learning
4. Learning across the lifespan
5. Desirable difficulties in learning

RESEARCH GRANTS

- 2015-2020 Israel Science Foundation. Title: Motivation to remember at encoding and retrieval: consequences, moderators, and underlying mechanisms. PI.
- 2016 German-Israeli Foundation for Scientific Research and Development (GIF)
- Young Scientists Program. Title: Maximizing learning from tests:
Examining the relationship between practice test difficulty and final test
difficulty. PI.

LIST OF PUBLICATIONS

Note: I have previously published under the name Vered Galon.

** denotes a student co-author*

CHAPTERS IN BOOKS

1. Koriat, A., Goldsmith, M., & **Halamish, V.** (2008). Controlled processes in voluntary remembering. In H. L. Roediger, III (Ed.), *Cognitive psychology of memory*. Vol. 2 of *Learning and memory: A comprehensive reference*, 4 vols. (J. Byrne, Editor) (pp. 307-324). Oxford: Elsevier.

ARTICLES IN REFEREED JOURNALS/PERIODICALS

1. Hendel, T., Fish, M. & **Galon, V.** (2005). Leadership style and choice of strategy in conflict management among Israeli nurse managers in general hospitals. *Journal of Nursing Management*, 13, 137-146.
2. Hendel, T., Eshel, N., Traister, L., & **Galon, V.** (2006). Readiness for future managerial leadership roles: nursing students' perceived importance of organizational values. *Journal of Professional Nursing*, 22, 339-346.
3. **Halamish, V.**, Liberman, N., Higgins, E. T., & Idson, L. C. (2008). Regulatory focus effects on discounting over uncertainty for losses vs. gains. *Journal of Economic Psychology*, 29, 654-666.
4. **Halamish, V.**, & Bjork, R. A. (2011). When does testing enhance retention? A distribution-based interpretation of retrieval as a memory modifier. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37, 801-812.
5. **Halamish, V.**, McGillivray, S., & Castel, A. D. (2011). Monitoring one's own forgetting in younger and older adults. *Psychology and Aging*, 26, 631-635.
6. **Halamish, V.**, Goldsmith, M. & Jacoby, L. L. (2012). Source constrained recall: Front-end and back-end control of retrieval quality. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38, 1-15.
7. Katzir, V., Hershko, S., & **Halamish, V.** (2013). The effect of font size on reading comprehension in second and fifth grade children: Bigger is not always better. *PLOS ONE*, 8, e74061.
8. **Halamish, V.**, Nussinson, R., & Ben-Ari, L. (2013). In a year memory will benefit from learning, tomorrow it won't: Distance and construal level effects on the basis of metamemory judgments. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 39, 1621-1627.

9. Cohen, M. S., Yan, V. X., **Halamish, V.** & Bjork, R. A. (2013). Do students think that difficult or valuable materials should be restudied sooner, rather than later? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 39, 1682-1696.
10. Soderstrom, N. C., Clark, C. T., **Halamish, V.**, & Bjork, E. L. (2015). Judgments of learning as a memory modifier. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41, 553-558.
11. Kavé, G., & **Halamish, V.** (2015). Doubly blessed: Older adults know more vocabulary and know better what they know. *Psychology and Aging*, 30, 68-73.
12. Soderstrom, N. C., Clark, C. T., **Halamish, V.**, & Bjork, E. L. (2015). Judgments of learning as a memory modifier. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41, 553-558.
13. **Halamish, V.**, Borovoi, L. & Liberman, N. (accepted for publication). The Antecedents and Consequences of a Beyond-Choice View of Decision Situations: A Construal Level Theory Perspective. *Acta Psychologica*.

PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

1. **Galon, V.**, & Liberman, N. The effect of regulatory focus on discounting over uncertainty of positive and negative outcomes. Poster presented at The Israeli Society for Cognitive Psychology Annual Conference, October 2004, Bar-Ilan University, Israel.
2. **Halamish-Galon, V.**, & Liberman, N. The effect of regulatory focus on discounting over uncertainty of positive and negative outcomes. Paper presented at The Affect, Motivation and Decision Making Conference, December 2006, Dead Sea, Israel.
3. **Halamish, V.**, Goldsmith, M., & Jacoby, L. L. Source Constrained Recall: Strategic Control of Retrieval Quality. Poster presented at the 49th Annual meeting of the Psychonomic society. November 2008, Chicago, IL.
4. Goldsmith, M., Jacoby, L. L., **Halamish, V.**, & Wahlheim, C. N. Metacognitively Guided Retrieval and Report (META-RAR): quality control processes in recall. Paper presented at the 50th Annual meeting of the Psychonomic society. November 2009, Boston, MA.
5. **Halamish, V.**, McGillivray, S., & Castel, A. D. Impaired memory, intact metacognition: monitoring one's own forgetting by younger and older adults. Poster presented at the 15th annual research conference on aging, University of California, Los Angeles. June 2010: Los Angeles, CA.
6. **Halamish, V.**, Goldsmith, M., & Jacoby, L. L. Direct retrieval or generate-recognize: strategic choice of production mode. Poster presented at the 51st annual meeting of the Psychonomic society. November 2010, St. Louis, MO.
7. **Halamish, V.**, & Bjork, R. A. Making memories more resistant to retroactive interference: another test effect. Poster presented at the 51st annual meeting of the Psychonomic society. November 2010, St. Louis, MO.

8. Clark, C. T., Bjork, E. L., & **Halamish, V.** Making a judgement of learning can alter learning. Poster presented at the Western Psychological Association 91st annual convention. April 2011, Los Angeles, CA.
9. Friedman, M. C., Castel, A. D., Nestojko, J. F., Bjork, R. A., & **Halamish, V.** Retrieval as a metacognitive modifier? Estimates of forgetting and retrieval-induced forgetting. Poster presented at the Western Psychological Association 91st annual convention. April 2011, Los Angeles, CA.
10. Cohen, M. S., **Halamish, V.**, & Bjork, R. A. Learners fail to appreciate the benefits of longer spacings over shorter spacings in repeated practice. Poster presented at the 52nd annual meeting of the Psychonomic society. November 2011, Seattle, WA.
11. **Halamish, V.**, Katzir, T., Hershko, S., & Nachman, H. Does font size affect memory and reading comprehension among children? Paper presented at the Israeli Association for Literacy and Language conference. July 2013, Kiryat Ono, Israel.
12. **Halamish, V.** When does distributed practice enhance retention, and why? A distribution-based interpretation of reminding. Paper presented at the first Conference on Cognition Research of the Israeli Society for Cognitive Psychology. February 2014, Akko, Israel.
13. **Halamish, V.** In a year, memory will benefit from learning, tomorrow it won't: Distance and construal level effects on the basis of metamemory judgments. Paper presented at the Workshop on Decisions, Faces and Meta Cognition. April 2014, Technion, Israel.
14. *Nachman, H., Katzir, T., **Halamish, V.**, & Shaul, S. Size matters? The influence of font size and Diacritics on meta-memory and memory of younger and older readers. Poster presented at the 8th annual meeting of the Israel Association for literacy and Language, July 2014, Haifa, Israel.
15. Soderstrom, N. C., Clark, C. T., **Halamish, V.**, & Bjork, E. L. Judgments of Learning as a Memory Modifier. Poster presented at the 55th annual meeting of the Psychonomic society. November 2014, Long Beach, CA.
16. **Halamish, V.**, & Bjork, R. A. When does distributed practice enhance retention, and why? A Distribution-Based Bifurcation Model of Reminding. Paper presented at the 55th annual meeting of the Psychonomic society. November 2014, Long Beach, CA.
17. *Nachman, H., Katzir, T., **Halamish, V.** & Shaul, S. (2015). Size matter? The influence of font size and diacritic marks on meta memory and memory in younger and older readers. Poster presented at the Cognitive and Neurocognitive Aspects of Learning Abilities and Disabilities International Conference. May 2015, Haifa, Israel.
18. *Madmon, I., & **Halamish, V.** (2017). The Combined Influence of Intrinsic and Extrinsic Motivation on Memory. Poster to be presented at the fourth Conference on Cognition Research of the Israeli Society for Cognitive Psychology. February 2017 Akko, Israel.