

Jenni L. Redifer, Ph.D.

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Research Lab: <https://www.wku.edu/psychology/research/aml/>

EDUCATION

Doctor of Philosophy, Educational Psychology, 2012

University of Florida, Gainesville, FL

Dissertation: Working Memory Capacity and Extraneous Cognitive Load during Strategy Instruction

Advisor: Dr. David Therriault

Master of Arts in Education, Educational Psychology, 2009

University of Florida, Gainesville, FL

Thesis: Emotion Regulation as a Predictor of Academic Performance among Maltreated Children

Advisor: Dr. Bridget Franks

Bachelor of Arts, Psychology, 2003

Mesa State College (now Colorado Mesa University), Grand Junction, CO

Bachelor of Arts, Sociology, 2002

Mesa State College (now Colorado Mesa University), Grand Junction, CO

POSITIONS & APPOINTMENTS

Associate Professor of Psychology

Western Kentucky University, July 2018 – present

Assistant to the Dean for Research, College of Educational & Behavioral Sciences

Western Kentucky University, Fall 2017 – present

Assistant Professor of Psychology

Western Kentucky University, August 2012 – July 2018

PUBLICATIONS*Refereed Publications:*

Redifer, J. L. & **Jackola, K. Where do Neuromyths Come From? Sources and Strength of Psychological Misconceptions (In press). *Scholarship of Teaching & Learning in Psychology*.

Bragg, R. & **Redifer, J.L. Input Modality Pairings Influence Dual Tasks Costs, but not Cognitive Load (2022). *Journal of Cognitive Psychology*.

Arrowsmith, H., Houchens, G., **Crossbourne, T., **Redifer, J.L.**, Zhang, J., & Norman, A.D. (2021). Operationalizing and measuring personalized learning in K-12 schools: Development and implementation of an innovation configuration map. *International Journal of Education Policy and Leadership*, 17(3). <https://doi.org/10.22230/ijepl.2021v17n3a977>

Redifer, J. L., Strode, D., & Webb, C. (2021). Undergraduate researchers: Mentees and mentors. *Journal of the Scholarship of Teaching and Learning*, 21(1). <https://doi.org/10.14434/josotl.v21i1.30361>

Redifer, J.L., Bae, C.L., & Zhao, Q. (2021). Self-efficacy and performance feedback: Impacts on cognitive load during creative thinking. *Learning & Instruction*, 71. <https://doi.org/10.1016/j.learninstruc.2020.101395>

Weyman, K., Shake, M., & **Redifer, J.L.** (2020). Extensive experience with multiple languages may not buffer age-related declines in executive function. *Experimental Aging Research*, 46(4), 291-310. <https://doi.org/10.1080/0361073X.2020.1753402>

Redifer, J.L., Bae, C.L., & **Debusk-Lane, M. (2019). Implicit theories, working memory, and cognitive load: Impacts on creative thinking. *SAGE Open*, 9(1), 1-16. <https://doi.org/10.1177/2158244019835919>

Wininger, S., **Redifer, J.L.**, Norman, A., & **Ryle, M.K. (2019). Exploring the prevalence of learning styles in educational psychology and introduction to education textbooks: A content analysis. *Psychology Learning & Teaching*, 18, 221-243. <https://doi.org/10.1177/1475725719830301>

Bae, C.L., Therriault, D.J., & **Redifer, J.L.** (2018). Investigating the testing effect: Retrieval as a characteristic of effective study strategies. *Learning & Instruction*, 60, 206-214. <https://doi.org/10.1016/j.learninstruc.2017.12.008>

Redifer, J.L., Therriault, D.J., Lee, C.S., & Schroeder, A.N. (2016). Working memory capacity and self-explanation strategy use provide additive problem-solving benefits. *Applied Cognitive Psychology*, 29, 420-429. <https://doi.org/10.1002/acp.3219>

Zhao, Q., & **Redifer, J.L.** (2016). Expecting immediate grades: Impacts on motivation, effort, and performance. *SAGE Open*, 6(2), 1-9. <https://doi.org/10.1177/2158244016646413>.

PUBLICATIONS, continued

Therriault, D. J., **Redifer, J. L.**, Lee, C. S., Wang, Y. (2015). On cognition, need, and action: Working memory and need for cognition influence leisure activities. *Applied Cognitive Psychology*, 29, 81–90, <https://doi.org/10.1002/acp.3078>.

Franks, B. A., Therriault, D. J., Buhr, M. I., Chiang, E. S., Gonzalez, C. M., Kwon, H. K., ***Schelble, J.**, & Wang, X. (2013). Looking back: Reasoning and metacognition with narrative texts. *Metacognition & Learning*, 8, 145-171. <https://doi.org/10.1007/s11409-013-9099-2>

***Schelble, J.L.**, Therriault, D.J., & Miller, M.D. (2012). Classifying retrieval strategies as a function of working memory. *Memory and Cognition*, 40, 218-230. <https://doi.org/10.3758/s13421-011-0149-1>

***Schelble, J. L.**, Franks, B. A., & Miller, M. D. (2010). Emotion dysregulation and academic resilience in maltreated children. *Child and Youth Care Forum*, 39, 289-303. <https://doi.org/10.1007/s10566-010-9105-7>

Manuscripts Under Review:

Redifer, J.L. & Bae, C.L. Testing the testing effect with complex materials while accounting for individual differences. Under review at *Journal of Experimental Psychology: Applied*.

Redifer, J.L., **Lor, Z., Zhao, Q., & **Stearns, C. Accounting for Cognitive Strategy Quality Reduces the Impact of Working Memory Capacity on Retrieval Performance. Under review at *Instructional Science*.

Redifer, J.L., Schroeder, A.N., Arrowsmith, H.E., **Goble, B., Houchens, G., Zhang, J., & Norman, A.D. Development of the Student Leadership and Student Engagement Assessment to Evaluate the *Leader in Me* Program in Schools. Under review at *Measurement and Evaluation in Counseling and Development*.

Manuscripts in Progress:

Bae, C.L., & **Redifer, J. L.** Examining the Role of Students' Individual Differences in Retrieval-Based Learning. Manuscript in preparation. Virginia Commonwealth University, Richmond, VA, and Western Kentucky University, Bowling Green, KY.

Redifer, J.L., & Bae, C.L. The impact of cognitive load on retrieval strategy effectiveness. Manuscript in preparation. Virginia Commonwealth University, Richmond, VA, and Western Kentucky University, Bowling Green, KY.

SELECTED TECHNICAL & EVALUATION REPORTS

Norman, A., **Redifer, J.**, & Houchens, G. (2020, March). Kentucky Transportation Cabinet REAL ID Survey: Results Report. Western Kentucky University, Bowling Green, KY.

SELECTED TECHNICAL & EVALUATION REPORTS, continued

Norman, A., Houchens, G., Zhang, J., **Redifer, J.**, & Schroeder, A. (2017, July). kidFRIENDLY Race to the Top District Grantee Year Four Progress Report submitted to the U.S. Department of Education. Western Kentucky University, Bowling Green, KY.

Norman, A., Houchens, G., Zhang, J., **Redifer, J.**, & Schroeder, A. (2016, July). kidFRIENDLY Race to the Top District Grantee Year Three Progress Report submitted to the U.S. Department of Education. Western Kentucky University, Bowling Green, KY.

Norman, A., Houchens, G., Zhang, J., **Redifer, J.**, & Schroeder, A. (2015, June). kidFRIENDLY Race to the Top District Grantee Year Two Progress Report submitted to the U.S. Department of Education. Western Kentucky University, Bowling Green, KY.

Norman, A., Houchens, G., Zhang, J., **Redifer, J.**, Miller, S., & Schroeder, A. (2014, June). kidFRIENDLY Race to the Top District Grantee Year One Progress Report submitted to the U.S. Department of Education. Western Kentucky University, Bowling Green, KY.

***Schelble, J.L.**, & Miller, M.D. (2012, June). I-cubed 2012 Internal Evaluation Subcommittee Report submitted to the National Science Foundation. University of Florida, Gainesville, FL.

RECENT CONFERENCE PRESENTATIONS

Redifer, J.L., Wininger, S., & Derryberry, P. (2022, August). Applying the science of misinformation correction in professional development for K-12 teachers. Presented at Annual Convention of the American Psychological Association, Minneapolis, MN.

Redifer, J.L. & **Jackola, K. (2022, August). Individual differences associated with belief in neuromyths. Presented at Annual Convention of the American Psychological Association, Minneapolis, MN.

Redifer, J.L. & **Bragg, R. Delayed and immediate recall performance vary as a function of distractor task modality (2021, November). Presented at the 62nd Annual Meeting of the Psychonomics Society, Virtual.

Redifer, J.L., Bae, C.L., **Glass, B., **Joch, L., & **Hampton, T. Influences of mental effort and working memory capacity on retrieval-based learning (2021, August). Presented at the Annual Convention of the American Psychological Association, Virtual. *Invited Presentation at Division 15 Presidential Poster Session.*

Redifer, J.L., Bae, C.L., **Ewens, C., **Vyas, B. Metacognition, but not self-efficacy, influences retrieval-based learning (2021, August). Presented at the Annual Convention of the American Psychological Association, Virtual.

Redifer, J.L. & Noel, C. Students' misconceptions about learning: A deeper look at misunderstandings and how to help (2021, January). Presented at the 8th Annual Western Kentucky University Student Success Summit, Virtual.

RECENT CONFERENCE PRESENTATIONS, continued

Redifer, J.L., Bae, C.L., & **Rivera, C. The Testing Effect, G, and Self-Efficacy: Individual differences in retrieval strategy effectiveness (2020, August). Presented at the Annual Convention of the American Psychological Association, Virtual.

Redifer, J.L., & **Jackola, K. Belief in one neuromyth is associated with belief in others (2020, August). Presented at the Annual Convention of the American Psychological Association, Virtual.

Zhang, J., Bena Kuno, C., Kharabi-Yamato, L., Norman, A. D., Schroeder, A., **Redifer, J.**, Houchens, G. W., Chon, K. & Miller, S. K. (2020, April). The impact of a large-scale district initiative on student engagement in kindergarten to third grade: Four-year results [Roundtable Session]. Annual Meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/rk3vd9f> (Conference Canceled)

RECENT FUNDING ACTIVITIES

2020 American Psychological Association Division 15 Education Research in the time of COVID-19 and Civil Rights and Social Justice Movements Grant, “Do COVID-19 policies differentially impact high-poverty schools?” **Redifer J.** (Principal Investigator), Noel, C., & Torelli, J., \$3520, Not Funded.

2019 Western Kentucky University Quick Turn Around Grant, “Purchase of a GazePoint Eye-Tracker to Measure Pupil Dilation as an Indicator of Cognitive Load,” **Redifer, J.** (Principal Investigator). \$3000, Awarded.

2018 Association for Psychological Science Translational Research to Improve Teaching Award, “Not just another testing effect study: Scaffolding retrieval practice in study sessions to improve learning outcomes,” Therriault, D. (Principal Investigator) & **Redifer, J.** (Co-investigator). \$5994, Not Funded.

2017 American Psychological Association Division 15 (Educational Psychology) Early Career Award, American Psychological Association Division 15 Early Career Award, “Comparing the Testing Effect to Students’ Preferred Strategies: Impacts on Exam Performance and Cognitive Load,” **Redifer, J.** (Principal Investigator). \$5994, Not Funded.

2015 National Science Foundation Research Experience for Undergraduates Grant, “Advancing Psychological Research with Technology.” **Redifer, J.** (Principal Investigator), Mutter, S. (Co-Investigator), Schroeder, A. (Former Principal Investigator). \$287,551, Awarded. (Start: February 1, 2015).

TEACHING EXPERIENCE

Instructor of record for the following courses:

PSY 310: Educational Psychology – Western Kentucky University (15+ sections)

This is a face-to-face introductory educational psychology course that primarily serve preservice teachers. Topics covered include cognitive psychology, basic principles of learning, developmental theories, behaviorism, constructivism, diversity, and learners with exceptionalities. In addition to exams, students complete group activities applying psychological theories to classroom scenarios, critically evaluate research articles, and design learning activities.

PSY 436: Applied Cognitive Psychology – Western Kentucky University (8 sections)

This is a face-to-face senior-level psychology course that covers basic cognitive psychology, including perception, attention, memory, and decision-making, focusing on applied research. Students read original research articles, participate in research discussions requiring critical analysis and synthesis of research, write structured reaction papers, and take exams and quizzes.

PSY 510: Advanced Educational Psychology – Western Kentucky University (3 sections)

This is a graduate level course for school psychology students that covers advanced developmental, cognitive, and motivational theories.

ADED 515: How Adults Change – Western Kentucky University (1 section)

This is a learning and development theory course for educational leadership graduate students. Topics include research methods, behaviorism, motivation, cognition & complex cognition, and social cognitive theory.

PSY 514: Program Evaluation – Western Kentucky University (3 sections)

This is a graduate level course for school psychology students that introduces program evaluation theories, procedures and ethics. Research methods topics covered include reliability, validity, interpreting statistical analyses, case studies, experimental design, and quasi-experimental design.

PSY 100H: Honors Introduction to Psychology – Western Kentucky University (4 sections)

This is a face-to-face general education course that introduces students to various areas of psychology, including development, personality, learning, memory, and psychological disorders.

EDLD 722: Survey Methods for Educational Leaders – Western Kentucky University (2 sections)

This is a face-to-face doctoral-level course that covers reliability, validity, factor analysis, and statistical analysis of survey results. Students learn to construct a survey and analyze survey data to assess reliability and validity.

PSY 405: Cognitive Psychology – Western Kentucky University (2 sections)

This is a face-to-face senior-level psychology course that covers brain structure and function, sensation and perception, learning, comprehension, decision making, problem-solving, and various memory topics. In addition to exams, students participate in demonstrations of cognitive tasks, critically evaluate research articles, and write a research paper in which they review existing literature and propose an original study.

TEACHING EXPERIENCE, continued

EDF 6211: Learning Theory – University of Florida (6 sections)

This is an online graduate course that primarily serves school psychology doctoral students. Students are responsible for reading and discussing original research articles, evaluating their peers' contributions to discussions, answering weekly essay test questions, and completing an annotated bibliography.

EDF 3210: Introduction to Educational Psychology – University of Florida (4 sections)

This is a psychology elective with no prerequisites. Topics covered include cognitive psychology, basic principles of learning, developmental theories, behaviorism, constructivism, diversity, and learners with exceptionalities. Format includes lecture, applied activities, exams, and research papers.

RESEARCH & EVALUATION EXPERIENCE

Director, WKU Attention & Memory Laboratory

Western Kentucky University, August 2012 – present

- Experimental cognitive research with undergraduate and online participants
- Supervision of 2-5 graduate and 6-10 undergraduate research assistants per semester
- Supervision of student internal funding proposals
- Submission of internal and external funding proposals

Co-external evaluator, Rock Solid Evaluation Project

Western Kentucky University, January 2014 – present

- Development and review of evaluation tools for Race to the Top-funded school improvement program & Kentucky Transportation Cabinet
- Development of internal and external evaluation reports
- Analysis of state performance and survey data from 112 schools in 22 Kentucky school districts and a state-wide sample of Kentucky residents
- Submission of evaluation plans for internal and federal external funding proposals
- Supervision of postdoctoral researcher

Laboratory Manager

Cognitive Psychology Laboratory, August 2009 – May 2012

Dr. David Therriault, University of Florida, Gainesville, FL

- Developed and managed experiment materials, logistics, and protocols
- Trained and managed research assistant on administration of cognitive tasks

Research Assistant

The Role of Epistemological Beliefs and Cognitive Processing in Engineering Students' Ability to Solve Ambiguous Problems (NSF-funded STEM grant), August 2011 – May 2012

Dr. David Therriault, University of Florida, Gainesville, FL

- Collected and analyzed problem-solving data in field settings
- Collaborated with research team to develop data analysis plans and hypotheses
- Prepared conference presentations and manuscripts for publication

RESEARCH & EVALUATION EXPERIENCE, continued

Research Assistant

Collaborative Assessment and Program Evaluation Services, January 2007 – August 2011

Dr. David Miller, University of Florida, Gainesville, FL

- Collaborated with quantitative and qualitative methodologists to design program evaluations
- Constructed surveys and interview questions related to program effectiveness and efficiency
- Analyzed evaluation data using parametric statistical methods
- Prepared program evaluation reports and presentations

Research Assistant

Cognitive Psychology Laboratory, August 2007 – August 2009

Dr. David Theriault, University of Florida, Gainesville, FL

- Designed original cognitive experiment materials using E-prime and SuperLab
- Conducted parametric statistical analyses using SPSS
- Conducted literature reviews for experimental studies of basic and applied cognition

Research Assistant

School Psychology Laboratory, August 2006 – August 2008

Dr. Bridget Franks, University of Florida, Gainesville, FL

- Conducted research in elementary schools on children's logical reasoning and reading skills
- Analyzed and coded students' responses to reasoning questions

PROFESSIONAL SOCIETIES AND ORGANIZATIONS

American Psychological Association Division 15 (Educational Psychology) Member

American Psychological Association Division 2 (Teaching of Psychology) Member

Psychonomic Society Associate Member

Kentucky Academy of Science Member

SERVICE ROLES

Professional/External

- Professional Committees
 - Member (Elected), American Psychological Association Board of Educational Affairs (Start Date: January 1, 2023)
 - Membership Committee member, Division 2 (Teaching of Psychology) of the American Psychological Association
 - Diversifying the Society for the Teaching of Psychology Task Force member
 - Grant Speaker Committee member, Society for the Teacher of Psychology
 - APA Undergraduate Research Supervision Task Force member
 - Member, APA Board of Educational Affairs Working Group to revise the APA Principles for Quality Undergraduate Education in Psychology

PROFESSIONAL SERVICE ROLES, continued

- Manuscript reviewer
 - *Frontiers in Psychology*
 - *Education Sciences*
 - *Journal of Intelligence*
 - *Journal of Educational Psychology*
 - *Learning & Instruction*
 - *Thinking Skills & Creativity*
- Review Editor
 - *Cognition*
- Proposal Reviewer
 - Division 2 (Teaching of Psychology) of the American Psychological Association
 - Division 15 (Educational Psychology) of the American Psychological Association
 - National Science Foundation Proposal Reviewer
 - American Psychological Association Division 15 Dissertation Award

University

- Scholar, Center for Child Welfare Education & Research (2021-present)
- Member, Research and Creative Activities Council (2017-present)
- Scientific Advisor, Center for Innovation in Teaching & Learning (2020-present)

College

- Assistant to the Dean for Research (2017-present)
 - Chair, Quick Turn Around Grant Committee (2015-present)
 - Chair, CEBS REACH Week Committee (2017-present)
 - Dissemination of funding opportunities to CEBS faculty
 - Assistance with funding applications for CEBS faculty
 - Outreach to increase student research in CEBS
 - Facilitation of collaborative research between CEBS faculty and other WKU faculty
 - Facilitation of CEBS research policy changes pursuant to COVID-19 requirements

Department

- Administrator, Study Board Research Participation System (2014-present)
- Co-advisor, Psi Chi (2015-2016, 2018-2020)
- Study Board Committee Member (2013-present)

AWARDS & HONORS

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|--------------|---|
| 2020-present | Teaching Honors Nominee, Center for Innovative Teaching and Learning, Western Kentucky University (nominated for 5 consecutive semesters) |
| 2021 | University Faculty Award for Service, Western Kentucky University |
| 2021 | Faculty Excellence Award for Service, College of Education and Behavioral Sciences, Western Kentucky University |

AWARDS & HONORS, continued

- 2019 Faculty Excellence Award for Public Service, College of Education and Behavioral Sciences, Western Kentucky University
- 2018 Best Teaching Poster Award, Rocky Mountain Psychological Association
- 2014 Faculty Excellence Award for Research and Creative Activity, College of Education and Behavioral Sciences, Western Kentucky University
- 2010 Graduate Student Teaching Award, University of Florida

* My last name changed from Schelble to Redifer in 2013. ** Denotes student coauthor.