

Doug Rohrer

Curriculum Vitae

January 2024

Department of Psychology
University of South Florida
Tampa, Florida, USA
drohrer@usf.edu

Education

PhD in Psychology	University of California, San Diego	1994
MA in Psychology	University of California, San Diego	1992
BS in Mathematics	College of William and Mary	1984

Academic Positions

Professor	Psychology, University of South Florida	2010 -
Associate Professor	Psychology, University of South Florida	2003 - 2010
Assistant Professor	Psychology, University of South Florida	1998 - 2003
Assistant Professor	Psychology, George Washington University	1995 - 1998
Postdoctoral Researcher	Psychology, University of California, San Diego	1994 - 1995
High School Teacher	Mathematics, Pinewood School, Los Altos Hills, CA	1986 - 1990

Honors and Awards

Fellow, Psychonomic Society, 2017
Outstanding Graduate Achievement Award, American Psychological Association, 2005
Dissertation Award, American Psychological Association, Division 20, 1995
Graduate Fellowship, UC San Diego, 1991
Phi Beta Kappa, College of William and Mary, 1984

Current Research Interests

Mathematics learning, replicability, data fraud

Teaching

Research Methods, Statistics, Cognitive Psychology, Memory

Federal Funding

A Systematic Replication Study of Interleaved Mathematics Practice, Co-PI
\$3,986,368 Institute of Education Sciences (U.S. Dept. of Education)

2022 - 2027

An Efficacy Study of Interleaved Mathematics Practice, PI

PI

enhance diverse forms of learning: Review of recent research and implications for instruction. *Educational Psychology Review*, 24, 369–378.

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355–367.

Rohrer, D., & Pashler, H. (2012). Learning styles: Where's the evidence? *Medical Education*, 46, 634–635.

Kang, S. H. K., Pashler, H., Cepeda, N. J., Rohrer, D., Carpenter, S. K., & Mozer, M. C. (2011). Does incorrect guessing impair fact learning? *Journal of Educational Psychology*, 103, 48–59.

Rohrer, D., & Pashler, H. (2010). Recent research on interleaving. *Journal of Experimental Psychology: Applied*, 16, 250–256.

- Rohrer, D. (2003). The natural appearance of unnatural incline speed. *Memory & Cognition*, *31*, 816–826.
- Rohrer, D., & Pashler, H. (2003). Concurrent task effects on memory retrieval. *Psychonomic Bulletin & Review*, *10*, 96–103.
- Rohrer, D. (2002). The breadth of memory search. *Memory*, *10*, 291–301.
- Rohrer, D. (2002). Misconceptions about incline speed for nonlinear slopes. *Journal of Experimental Psychology: Human Perception and Performance*, *28*, 963–973.
- Rohrer, D., Salmon, D. P., Wixted, J. T., & Paulsen, J. S. (1999). The disparate effects of Alzheimer's disease and Huntington's disease on semantic memory. *Neuropsychology*, *13*, 381–388.
- Rohrer, D., Pashler, H. & Etchegaray, J. (1998). When two memories can and cannot be retrieved concurrently. *Memory & Cognition*, *26*, 731–739.
- Rohrer, D. (1996). On the relative and absolute strength of a memory trace. *Memory & Cognition*, *24*, 188–201.
- Rohrer, D., Wixted, J. T., Salmon, D. P., & Butters, N. (1995). Retrieval from semantic memory and its implications for Alzheimer's disease. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *21*, 1127–1139.
- Rohrer, D., & Wixted, J. T. (1994). An analysis of latency and interresponse time in free recall. *Memory & Cognition*, *22*, 511–524.
- Wixted, J. T., & Rohrer, D. (1994). Analyzing the dynamics of free recall: An integrative review of the empirical literature. *Psychonomic Bulletin & Review*, *1*, 89–106.
- Wixted, J. T., & Rohrer, D. (1993). Proactive interference and the dynamics of free recall. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *19*, 1024–1039.
- Sloman, S. A., Bower, G. H., & Rohrer, D. (1991). Congruency effects in part-list cuing inhibition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *17*, 974–982.

Non-Refereed Publications

- Rohrer, D., & Hartwig, M. K. (2023). Spaced and interleaved mathematics practice. In C. E. Overson, C. M. Hakala, L. L. Kordonowy, & V. A. Benassi (Eds.), *In their own words: What scholars want you to know about why and how to apply the science of learning in your academic setting* (pp. 111-121). Society for the Teaching of Psychology. <https://teachpsych.org/ebooks/itow>
- Hartwig, M. K., & Rohrer, D. (2021). [Interleaved practice improves mathematics learning](#)

Conference Presentations and Invited Talks

Zeigler, M., & Rohrer, D. (2023, October). Do judgments about a face affect its perceived attractiveness and its memorability? *Journal of Experimental Psychology: Applied*, 29(4), 1-10.

Pashler, H., Rohrer, D., & Harris, C. (2015, April). Social priming and the replicability crisis. Paper presented at the Annual Meeting of the Society of Experimental Psychologists, Charlottesville, VA.

Rohrer, D., Dedrick, R. F., & Stershic, S. (2014, November). *Interleaved practice improves mathematics practice*. Paper presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Rohrer, D. (2013, September). *Applying cognitive science principles to improve student learning in algebra*. [Invited Discussant] Paper presented at the fall conference of the Society for Research on Educational Effectiveness, Washington, D.C.

Rohrer, D., Dedrick, R., & Burgess, K. (2013, September). *An efficacy study of interleaved mathema3 (i)2.6 (nt)-c*

~~Rohrer, D., Dedrick, R., & Burgess, K. (2013, September). An efficacy study of interleaved mathema3 (i)2.6 (nt)-c~~

e(a)]J gte1a9(nt)s0J- [D587 T-2 (1 7j-0.mey2.6(f)73

