

Lisa K. Fazio

Vanderbilt University
Psychology and Human Development
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Professional Experience

Assistant Professor

Vanderbilt University, Psychology and Human Development, 2014 - present

Postdoctoral Researcher

University of Pittsburgh, Learning Research and Development Center, 2013 - 14

Advisor: Christian Schunn

Carnegie Mellon University, Psychology, 2010 - 13

Advisor: Robert Siegler

Carolina Consortium on Human Development Predoctoral Fellow

University of North Carolina at Chapel Hill, Center for Developmental Science, 2008-09

Advisors: Elizabeth Marsh and Amy Needham

Education

Ph.D. Department of Psychology and Neuroscience, Duke University

Degree awarded May 2010

Understanding the hypercorrection effect: Why high-confidence errors are more likely to be corrected

Committee: Elizabeth Marsh (chair), David Rubin, Ian Dobbins, and Gavan Fitzsimmons

B.A. Department of Psychology, Washington University in St. Louis

Degree awarded May 2004, *summa cum laude*

Honors thesis advisor: Kathleen McDermott

Research Interests

How people learn true and false information
Effects of repetition on belief
How to correct errors in people's knowledge
Instability of general knowledge
Applying cognitive science to educational issues

Honors and Awards

2020	Early Career Impact Award, FABBS – Psychonomic Society Award Winner
2019	Global Voices Fellowship, Vanderbilt University, \$2,500
2018	Outstanding Presentation Award, Midwest Cognitive Science Conference
2017	<i>frank</i> Research Prize in Public Interest Communications, \$10,000
2016	Junior Faculty Teaching Fellow, Vanderbilt University, \$2,000
2013	Invited participant, Math Cognition Conference
2012	Invited participant, LearnLab’s Annual Learning Science Workshop
2008	APA Dissertation Research Award, \$1,000
2004 – 2008	James B. Duke Graduate Fellowship Recipient

Research Grants Received

PI, Facebook Research. *Understanding and preventing the effects of repetition on belief*. \$50,000 direct costs; 1/1/19 – 12/31/19.

PI, Peabody College Small Grant for Research. *The development of retrieval-based learning*. \$9,732 direct costs; 12/1/18 – 11/30/19.

PI, Global Research & Engagement Micro-Grant. *New international collaboration on the effects of misinformation*. \$2,456 direct costs, 10/15/18 – 6/30/18.

PI, Knight Prototype Fund. *Using cognitive psychology to improve CrossCheck*. \$50,000 direct costs; 7/15/17 – 4/15/18.

PI, Peabody College Small Grant for Research. *Beneficial and hazardous effects of pretests on mathematics learning*. \$8,694 direct costs; 7/1/16 – 6/30/17.

Journal Articles (* indicates student first author)

Fazio, L. K. (in press). Pausing to consider why a headline is true or false can help reduce the sharing of false news. *The Harvard Kennedy School (HKS) Misinformation Review*.

*Loehr, A. M., **Fazio, L. K.**, & Rittle-Johnson, B. (in press). Don’t make the same mistake twice: Does remembering past errors enhance preadolescent children’s learning? *British Journal of Educational Psychology*.

*Hong, M. K., Polyn, S. M., & **Fazio, L. K.** (2019). Examining the Episodic Context Account: Does retrieval practice enhance memory for context? *Cognitive Research: Principles and Implications*, 4.

Fazio, L. K. (2019). Retrieval practice opportunities in middle school mathematics teachers’ oral questions. *British Journal of Educational Psychology*, 89, 653-669.

- Fazio, L. K.,** Rand, D.G., & Pennycook, G. (2019). Repetition increases perceived truth equally for plausible and implausible statements. *Psychonomic Bulletin & Review*, 26, 1705-1710.
- *Yeo, D. J. & **Fazio, L. K.** (2019). The optimal learning strategy depends on learning goals and processes: Retrieval practice versus worked examples. *Journal of Educational Psychology*, 111, 73 - 90.
- Fazio, L. K.** & Marsh, E. J. (2019). Retrieval-based learning in children. *Current Directions in Psychological Science*, 28, 111-118.
- Barstow, B., **Fazio, L.**, Lippman, J., Falakmasir, M., Schunn, C, Ashley, K. (2017). The impacts of domain-general vs. domain-specific diagramming tools on writing. *International Journal of Artificial Intelligence in Education*, 27, 671 – 693.
- Barstow, B., **Fazio, L.**, Schunn, C., Ashley, K. (2017). Experimental Evidence for Diagramming Benefits in Science Writing. *Instructional Science*, 45, 537 – 556.
- Fazio, L. K.**, Kennedy, C., & Siegler, R. S. (2016). Improving children’s knowledge of fraction magnitudes. *PLOS ONE*, 11.
- Fazio, L. K.**, DeWolf, M. & Siegler, R. S. (2016). Strategy use and strategy choice in fraction magnitude comparison. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 42, 1-16.
- Fazio, L. K.**, Brashier, N. M., Payne, B. K, & Marsh, E. J. (2015). Knowledge does not protect against illusory truth. *Journal of Experimental Psychology: General*, 144, 993-1002.
- Fazio, L. K.**, Dolan, P. O., & Marsh, E. J. (2015). Learning misinformation from fictional sources: Understanding the contributions of transportation and item-specific processing. *Memory*, 23, 167-177.
- Fazio, L. K.**, Bailey, D. H., Thompson, C. A., & Siegler, R. S. (2014). Relations of different types of numerical magnitude representations to each other and to mathematics achievement. *Journal of Experimental Child Psychology*, 123, 53-72.
- Fazio, L. K.**, Barber, S. J., Rajaram, S., Ornstein, P. A., & Marsh, E. J. (2013). Creating illusions of knowledge: Learning errors that contradict prior knowledge. *Journal of Experimental Psychology: General*, 142, 1-5.
- Fazio, L. K.**, Siegler, R. S. (2013). Microgenetic Learning Analysis: A distinction without a difference. Commentary on Parnafes and DiSessa. *Human Development*, 56, 52-58.

- Siegler, R. S., **Fazio, L.K.**, Bailey, D. H., & Zhou, X. (2013). Fractions: The new frontier for theories of numerical development. *Trends in Cognitive Sciences*, *17*, 13-19.
- Marsh, E. J., **Fazio, L. K.**, & Goswick, A. E. (2012). Memorial consequences of testing school-aged children. *Memory*, *20*, 899-906.
- Butler, A. C., **Fazio, L. K.**, & Marsh, E. J. (2011). The hypercorrection effect persists over a week, but high-confidence errors return. *Psychonomic Bulletin and Review*, *18*, 1238-1244.
- Eslick, A. N., **Fazio, L. K.**, & Marsh, E. J. (2011). Ironic effects of drawing attention to story errors. *Memory*, *19*, 184-191.
- Fazio, L. K.**, & Marsh, E. J. (2010). Correcting false memories. *Psychological Science*, *21*, 801-803.
- Fazio, L. K.**, Agarwal, P. K., Marsh, E. J. & Roediger, H. L., III (2010). Memorial consequences of multiple-choice testing on immediate and delayed tests. *Memory & Cognition*, *38*, 407-418.
- Fazio, L. K.**, Huelser, B. J., Johnson, A. & Marsh, E. J. (2010). Receiving right/wrong feedback: Consequences for learning. *Memory*, *18*, 335-350.
- Fazio, L. K.**, & Marsh, E. J. (2009). Surprising feedback improves later memory. *Psychonomic Bulletin and Review*, *16*, 88-92.
- Fazio, L. K.**, & Marsh, E. J. (2008). Slowing presentation speed increases illusions of knowledge. *Psychonomic Bulletin and Review*, *15*, 180-185.
- Fazio, L. K.**, & Marsh, E. J. (2008). Older, not younger, children learn more false facts from stories. *Cognition*, *106*, 1081-1089.
- Marsh, E. J., & **Fazio, L. K.** (2006). Learning errors from fiction: Difficulties in reducing reliance on fictional stories. *Memory & Cognition*, *34*, 1140-1149.

Manuscripts in the Peer Review Process

- Fazio, L. K.** & Sherry, C. L. (under review). The effect of repetition on truth judgements across development.
- Opfer, J., Kim, D. **Fazio, L. K.**, Zhou, X., & Siegler, R. S. (under review). Cognitive mediators of nationality effects on math ability.
- *Pillai, R., Loehr, A. M., Yeo, D. J., Hong, M. K., & **Fazio, L. K.** (invited revision in prep). Are there costs to using incorrect worked examples in mathematics education?

Fazio, L. K. (revision in prep). Preventing the illusory truth effect: When repetition does not increase perceived truth.

Fazio, L. K., Conder, E. B., & Marsh, E. J. (revision in prep). Knowing more increases the negative consequences of multiple-choice tests.

Chapters, Reports & Conference Proceedings

Fazio, L. K. & Agarwal, P. K. (2019). *How to Implement Retrieval-based Learning in Early Childhood Education*. Boston: Retrieval Practice.

Fazio, L. K. (2018). Memory. In E. Braaten (Ed), *The SAGE Encyclopedia of Intellectual and Developmental Disorders*. (pp. 1003-1006). Thousand Oaks, CA: SAGE Publications

Fazio, L. K. (2018). The effects of retrieval practice on fraction arithmetic knowledge. In P. Lemaire (Ed), *Cognitive Development from a Strategy Perspective: A Festschrift for Robert Siegler*. (pp. 169 – 182). New York: Routhledge.

*Loehr, A. M., **Fazio, L. K.**, & Rittle-Johnson, B. (2018). The role of generating versus choosing an error in children’s later error correction. In T.T. Roger, M. Rau, X. Zhu, & C. W. Kalish (Eds.) *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (pp. 702 – 707). Austin, TX; Cognitive Science Society.

*Hong, M. K., Yeo, D. J., Rittle-Johnson, B., **Fazio, L. K.** (2016). Are there hidden costs to teaching mathematics with incorrect examples? In A. Papafragou, D. Grodner, J. Trueswell, & D. Mirman (Eds.) *Proceedings of the 38th Annual Cognitive Science Society* (pp. 265 – 270). Philadelphia, PA: Cognitive Science Society.

Barstow, B., Schunn, C., **Fazio, L.**, Falakmasir, M., & Ashley, K. (2015). Improving Science Writing in Research Methods Classes through Computerized Argument Diagramming. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.) *Proceedings of the 37th Annual Cognitive Science Society* (pp. 160 – 165). Austin, TX: Cognitive Science Society.

Fazio, L. & Siegler, R. (2011). *Teaching fractions*. Vol. 22 of *Educational practices series*, Geneva: International Academy of Education-International Bureau of Education.

Siegler, R. S., **Fazio, L. K.**, & Pyke, A. (2011). There is nothing so practical as a good theory. In J. P. Mestre & B. H. Ross (Eds.), *Cognition in Education*. Vol 55 of *The psychology of learning and motivation*. (pp. 171- 197) Oxford: Elsevier.

Marsh, E. J., Eslick, A. & **Fazio, L. K.** (2008). False memories. In H.L. Roediger, III (Ed.), *Cognitive psychology of memory*. Vol. 2 of *Learning and memory: A comprehensive reference*, 4 vols. (J.Byrne, Editor). (p. 211 - 238). Oxford: Elsevier.
Chapter reprinted in J.H. Byrne (Ed.), *Concise learning and memory* (pp.687 – 704). Oxford: Elsevier.

Marsh, E. J., & **Fazio, L. K.** (2007). Learning from fictional sources. J. Nairne (Ed.), *The foundations of remembering: Essays in honor of Henry L. Roediger, III* (pp. 395-411). New York: Psychology Press.

Marsh, E. J., & **Fazio, L. K.** (2006, March 8). Finding memory in hard-to-reach places. [A Review of *Why life speeds up as you get older: How memory shapes our past* by Douwe Draaisma]. *PsycCRITIQUES*.

Invited Talks & Presentations

Fazio, L. K. (2019, Oct.) *Understanding and preventing the effects of repetition on belief*. Invited talk at Carnegie Mellon University.

Fazio, L. K. (2019, Sept.) *Misinformation: Why is it a problem?* Invited panelist for the Digital Disinformation and the Threat to Democracy: Information Integrity in the 2020 Elections symposium at the Federal Election Commission, Washington D.C.

Fazio, L. K. (2019, Feb). *Knowledge neglect: When people fail to use relevant knowledge*. Invited talk at the University of Colorado Boulder.

Fazio, L. K. (2019, Feb). *The effects of retrieval practice on learning: Moving towards the real world*. Invited talk at Notre Dame University.

Fazio, L. K. (2019, Jan). *Knowledge neglect: When people fail to use relevant knowledge*. Invited talk at the University of Edinburgh, Scotland.

Fazio, L. K. (2018, Sept). *Knowledge neglect: When people fail to use relevant knowledge*. Invited talk at Purdue University.

Fazio, L. K. (2017, Dec). *What do we know about how people understand disinformation?* Invited panelist for the Disinformation Workshop at the Annenberg School for Communication, Philadelphia, PA.

Fazio, L. K. (2017, June). *Improving students' conceptual knowledge of fractions*. Invited talk at the Neuroscience and Education Symposium, Brentwood, TN.

Fazio, L. K. (2017, April). *The benefits of retrieval practice for learning: Boundary conditions and theoretical explanations*. Invited talk at Indiana University.

Fazio, L. K. (2016, Mar). *The effects of retrieval practice on learning: Moving towards the real world.* Invited talk at the University of Wisconsin-Madison.

Fazio, L. K. (2014, Nov). *Knowledge neglect: When people fail to use relevant knowledge.* Invited talk at the University of California, Irvine.

Fazio, L. K. (2013, June). *The importance of understanding fractions.* Invited talk at the University of Chicago.

Conference Presentations

*Pillai, R., Loehr, A. M., Yeo, D. J., **Fazio, L. K.** (2019, Nov). *Does presentation style matter when learning from incorrect worked examples?* Poster presented at the annual meeting of the Psychonomic Society, Montreal, Canada.

*Hong, M. K., **Fazio, L. K.**, Polyn, S. M. (2019, Nov). *Examining factors that modulate and eliminate contiguity in free recall.* Poster presented at the annual meeting of the Psychonomic Society, Montreal, Canada.

Fazio, L. K. (2019, Nov). *Reducing the effect of repetition on truth judgments.* Talk presented at the annual meeting of the Psychonomic Society, Montreal, Canada.

Fazio, L. K., Hong, M. K., & Dias, N. (2019, Jun). *Debunking rumors around the French election: The memorability of misinformation debunks.* Talk presented at the biennial meeting of the Society for Applied Research on Memory and Cognition, Cape Cod, MA.

*Loehr, A. M., **Fazio, L. K.** & Rittle-Johnson, B. (2018 Jun). *Does middle-school children's ability to remember their previous errors help them correct those errors?* Talk presented at the biennial meeting of the Society for Applied Research on Memory and Cognition, Cape Cod, MA.

Fazio, L. K., (2019, May). *Misinformation: Why is it a problem?* Talk presented at the annual meeting of the Association for Psychological Science, Washington, DC.

*Hong, M. K., **Fazio, L. K.**, & Polyn, S. M. *Examining the Episodic Context Account: Does retrieval practice enhance memory for context.* Poster presented at the Context and Episodic Memory Symposium, Philadelphia, PA.

*Hong, M. K. & **Fazio, L. K.** (2018 Nov). *The interaction of learning tasks and learning styles: Can exemplar-based learners learn rules?* Poster presented at the annual meeting of the Psychonomic Society, New Orleans, LA.

- *Loehr, A. M., **Fazio, L. K.** & Rittle-Johnson, B. (2018 Nov). *The relationship between preadolescent children's memory for past errors and later error correction*. Poster presented at the annual meeting of the Psychonomic Society, New Orleans, LA.
- Fazio, L. K.** & von Bastian, C. C. (2018 Nov). *Why can't I remember the capital of Canada? Fluctuations in the accessibility of general knowledge*. Talk presented at the annual meeting of the Psychonomic Society, New Orleans, LA.
- Fazio, L. K.** (2018 Sept). *Positive and negative effects of multiple-choice testing in children*. Talk presented at the biennial meeting of the International Mind, Brain and Education Society Conference, Los Angeles, CA.
- *Loehr, A. M., **Fazio, L. K.** & Rittle-Johnson, B. (2018 Jul). *The role of generating versus choosing an error in children's later error correction*. Talk presented at the annual meeting of the Cognitive Science Society.
- Fazio, L. K.** (2018, May). *Preventing the Illusory Truth Effect: When repetition does not increase perceived truth*. Talk presented at the Midwest Cognitive Science Conference, Bloomington, IN.
- Fazio, L. K.** (2018, Apr). *Repetition and Belief: How hearing things twice makes them feel more true*. Talk presented at the Belief Default Symposium: Implications of the Spinozan Belief Model for Science and Society, St. Paul, MN.
- Fazio, L. K.** (2018, Apr). *Using Cognitive Psychology to improve CrossCheck*. Talk presented at the International Symposium on Online Journalism, Austin, TX.
- *Loehr, A. M., **Fazio, L. K.**, & Rittle-Johnson, B. (2018, Apr). *Examining the relationship between children's memory for past errors and learning*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Fazio, L. K.** (2017, Mar). *Knowledge does not automatically protect against illusory truth, but it can*. Talk presented at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA.
- *Yeo, D. J., & **Fazio, L. K.** (2017, Nov). *The optimal learning strategy depends on learning goals and processes: Repeated testing versus repeated studying*. Talk presented at the annual meeting of the Psychonomic Society, Vancouver, Canada.
- *Loehr, A. & **Fazio, L. K.** (2017, Nov). *Elementary-school children's memory for past errors*. Poster presented at the annual meeting of the Psychonomic Society, Vancouver, Canada.
- *Hong, M. K., Polyn, S. M., & **Fazio, L. K.** (2017, Nov). *Why does retrieval practice benefit memory? An examination of the episodic context account*. Poster presented at the annual meeting of the Psychonomic Society, Vancouver, Canada.

- Fazio, L. K.,** Conder, E. B., & Marsh, E. J. (2017, Oct). *Age differences in the memorial consequences of multiple-choice testing*. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.
- Fazio, L. K.** (2017, Aug). *Repetition typically increases truth ratings, but not always*. Poster presented at the eLUCID8 conference, Madison, WI.
- *Yeo, D. J., & **Fazio, L. K.** (2017, May). *The optimal learning strategy depends on learning goals and processes: Repeated testing versus repeated studying*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Fazio, L. K.,** (2016, Nov). *Retrieval practice in middle school teacher talk*. Spoken presentation at the annual meeting of the Psychonomic Society, Boston, MA.
- *Hong, M. K., Polyn, S. M., **Fazio, L. K.** (2016, Nov). *Effects of retrieval cues on episodic and semantic retrieval practice*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
- Fazio, L. K.** (2016, Sept). *Improving students' conceptual knowledge of fractions*. Spoken presentation at the biennial meeting of the International Mind, Brain and Education Society Conference, Toronto, ON, Canada
- Fazio, L. K.** (2016, Jun). *Overlapping waves in knowledge retrieval*. Spoken presentation at the Cognitive Development in Children: A Strategic Perspective workshop, Marseilles, France.
- Fazio, L. K.** (2016, Apr). *Teacher questioning: Opportunities for retrieval practice in middle-school math classrooms*. Spoken presentation at the annual meeting of the American Educational Research Association, Washington, DC.
- *Yeo, D., Koedinger, K. R., & **Fazio, L. K.** (2015, Nov). *Retrieval Practice vs. Worked Examples: Matching Learning Strategies to Learning Goals*. Poster presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Opfer, J., Kim, D., Siegler, R., **Fazio, L.,** Qin, J., Zhao, X. (2015, Oct). *Cognitive Mechanisms of Cultural Differences in Mathematics*. Spoken presentation at the biennial meeting of the Cognitive Development Society, Columbus, OH.
- Fazio, L. K.** (2015, Jun). *Retrieval practice in middle school teacher talk*. Spoken presentation at the biennial meeting of the Society for Applied Research on Memory and Cognition, Victoria, BC, Canada
- Fazio, L. K.,** Kennedy, C., & Siegler, R. S. (2015, Mar). *Improving students' knowledge of fractions*. Poster presented at the biennial meeting of the Society for Research on Child Development, Philadelphia, PA.

- Fazio, L. K., Kennedy, C., & Siegler, R. S. (2014, Nov).** *Improving students' conceptual knowledge of fractions.* Spoken presentation given at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Fazio, L. K. & Siegler, R. S. (2013, Nov).** *The effects of retrieval practice on fraction arithmetic knowledge.* Spoken presentation given at the annual meeting of the Psychonomic Society, Toronto, ON, Canada.
- Fazio, L. K. & Siegler, R. S. (2013, Sept).** *The effects of retrieval practice on fraction arithmetic knowledge.* Spoken presentation given at the Society for Research on Educational Effectiveness fall conference, Washington, D. C.
- Fazio, L. K., Thompson, C. A., & Siegler, R. S. (2013, May).** *The importance of understanding fraction magnitudes for mathematics achievement: A meta-analysis.* Poster presented at the Math Cognition Conference, Bethesda, MD.
- Fazio, L. K., Bailey, D. H., Thompson, C. A., & Siegler, R. S. (2013, Apr).** *Relations of symbolic and non-symbolic fraction and whole number magnitude representations to each other and to mathematics achievement.* Spoken presentation given at the biennial meeting of the Society for Research on Child Development, Seattle, WA.
- Fazio, L. K., Thompson, C. A., & Siegler, R. S. (2012, Nov).** *Relations of symbolic and non-symbolic fraction and whole number magnitude representations to each other and to mathematics achievement.* Spoken presentation given at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Fazio, L. K., Barber, S. J., Rajaram, S., Ornstein, P. A., & Marsh, E. J. (2011, Nov).** *Creating illusions of knowledge: Learning errors that contradict prior knowledge.* Poster presented at the annual meeting of the Psychonomic Society, Seattle, WA.
- Fazio, L. K., & Siegler, R. S. (2011, Oct).** *Children's understanding of whole number and fraction magnitudes.* Poster presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.
- Fazio, L. K., Gumbel, L., & Siegler, R. S. (2011, Sept).** *The effects of pretests on children's numerical magnitude representations.* Poster presented at the Society for Research on Educational Effectiveness fall conference, Washington, D.C.
- Butler, A. C., **Fazio, L. K., & Marsh, E. J. (2010, Nov).** *The hypercorrection effect persists over a week, but high-confidence errors return.* Poster presented at the annual meeting of the Psychonomic Society, St. Louis, MO.
- Goswick, A. E., **Fazio, L. K., & Marsh, E. J. (2010, Nov).** *The effects of multiple-choice testing and feedback on school-aged children.* Poster presented at the annual meeting of the Psychonomic Society, St. Louis, MO.

- Eslick, A. N., **Fazio, L. K.**, & Marsh, E. J. (2010, Nov). *Ironic effects of drawing attention to story facts*. Poster presented at the annual meeting of the Psychonomic Society, St. Louis, MO.
- Fazio, L. K.**, & Marsh, E. J. (2009, Nov). *Persistence of the hypercorrection effect*. Poster presented at the annual meeting of the Psychonomic Society, Boston, MA.
- Fazio, L. K.**, & Marsh, E. J. (2009, Nov). *Prior knowledge does not protect against illusory truth effects*. Spoken presentation given at the annual meeting of the Psychonomic Society, Boston, MA.
- Fazio, L. K.**, Goswick, A. E. & Marsh, E. J. (2009, Oct.). *Positive and negative testing effects in elementary school children*. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, TX.
- Marsh, E. J., **Fazio, L. K.**, Eslick, A. N. & Bottoms, H. (2009, May). *Knowledge Neglect: Memorial consequences of failures to detect contradictions with stored knowledge*. Spoken presentation at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Fazio, L. K.**, Eslick, A. N., Johnson, A. T. & Marsh, E. J. (2009, May). *Teaching readers to read critically*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Fazio, L. K.**, & Marsh, E. J. (2009, March). *Prior knowledge does not protect against illusory truth effects*. Spoken presentation at the annual meeting of the North Carolina Cognition Group, Durham, NC.
- Marsh, E. J., **Fazio, L. K.**, Dolan, P. O. & Eslick, A. N. (2008, Nov). *Ironic effects of story reading*. Spoken presentation at the annual meeting of the Psychonomic Society, Chicago, IL.
- Fazio, L. K.**, Schnur, S. & Marsh, E. J. (2007, Nov). *Giving a more specific warning increases errors learned from fiction*. Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Fazio, L. K.**, & Marsh, E. J. (2007, Nov). *Understanding the Hypercorrection Effect: Why high confidence errors are easily corrected*. Spoken presentation at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Fazio, L. K.**, Cochrane, K. L. & Marsh E. J. (2007, Oct.). *Memorial consequences of multiple-choice testing in 1st and 3rd graders*. Poster presented at the biennial meeting of the Cognitive Development Society, Santa Fe, NM.

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Fazio, L. K., & Marsh, E. J. (2007, July). *Older, not younger, children learn more false facts from stories.* Poster presented at the biennial meeting of the Society for Applied Research in Memory and Cognition, Lewiston, ME.

Fazio, L. K., Schnur S., & Marsh E. J. (2007, May). *Giving a more specific warning increases errors learned from fiction.* Poster presented at the annual meeting of the Association of Psychological Science, Washington, D. C.

Fazio, L. K., & Marsh, E. J. (2006, Nov.) *Separating fact from fiction in stories.* Spoken presentation at the annual meeting of the Psychonomic Society, Houston, TX.

Fazio, L. K., Marsh, E. J., & Roediger H. L., III (2006, Nov.) *Consequences of multiple-choice testing persist over one week.* Poster presented at the annual meeting of the Psychonomic Society, Houston, TX.

Kim, A., **Fazio, L. K.** & Marsh, E. J. (2006, May) *Teacher-instructed errors persist longer than self-generated errors.* Poster presented at the annual meeting of the Association of Psychological Science, New York, NY.

Fazio, L. K., & Marsh, E. J. (2006, May) *Slowed listening increases errors learned from fictional stories.* Poster presented at the annual meeting of the Association of Psychological Science, New York, NY.

Huelser, B., **Fazio, L. K.** & Marsh, E. J. (2006, Feb.) *Can partial feedback be a desirable difficulty?* Poster presented at the annual meeting of the North Carolina Cognition Group, Greensboro, NC.

Fazio, L. K., & Marsh, E. J. (2006, Feb.) *Slowed listening increases errors learned from fictional stories.* Poster presented at the annual meeting of the North Carolina Cognition Group, Greensboro, NC.

Fazio, L. K., & Marsh, E. J. (2005, Nov.) *Delaying feedback does not diminish the hypercorrection effect.* Poster presented at the annual meeting of the Psychonomic Society, Toronto, ON, Canada.

Teaching Experience

Sum. 2018 Psychological Perspectives on Learning, LLO 8160, Peabody Online

Spring 2017 Advanced Topical Seminar – Cognition in the Real World, PSY-PC
- present 3650, Vanderbilt University

Fall 2015 Make it Stick: The Science behind How to Study, PSY-PC 1115,
- present Vanderbilt University

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Fall 2014 Developmental Psychology, PSY-PC 1250, Vanderbilt University
- present

Sum. 2008 Cognitive Psychology, Duke University

Advising

Master's students

Darren Yeo, graduated 2016

Doctoral students

Abbey Loehr (co-advised), graduated 2018, currently Research Director at the Institute for School Partnership, Washington University in St. Louis

MinKyong (Clair) Hong, expected graduation 2020

Raunak Pailai, expected graduation 2024

Professional Service

2020-present HKS Misinformation Review, editorial board member

2019-present Psychonomic Society Digital Content, associate editor

2015-present Journal of Experimental Psychology: Learning, Memory, and Cognition,
consulting editor

2015-present Developmental Psychology, consulting editor

2016 Panelist for NSF grant review (June and November)

2011 Carnegie Mellon University Perception-Action-Learning Discussion Group
committee member

2009 North Carolina Cognition Group conference committee member

2006-08 Association for Psychological Science Student Caucus Communications and
Marketing Officer

Ad-Hoc Reviewing

Acta Psychologica • Applied Cognitive Psychology • Behavioral and Brain Functions • Child Development • Cognition • Consciousness and Cognition • Cognitive Psychology • Cognitive Development • Cognitive Development Society Conference Reviewer • Current Directions in Psychological Science • Developmental Psychology • Discourse Processes • Frontiers • Israel Science Foundation • Journal of Applied Research in Memory and Cognition • Journal of Cognition and Development • Journal of Cognitive Psychology • Journal of Educational Psychology • Journal of Experimental Child Psychology • Journal of Experimental Education • Journal of Experimental Psychology: Applied • Journal of Experimental Psychology: General • Journal of Experimental Psychology: Learning, Memory, and Cognition • Journal of Learning Disabilities • Journal of Personality and Social Psychology • Learning and Individual Differences • Learning and Instruction • Memory • Memory & Cognition • National Science Foundation • Personality and Social Psychology Bulletin • Psychonomic Bulletin and Review •

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The Elementary School Journal • Society for Research in Child Development Conference
Reviewer • Society for Research on Educational Effectiveness Conference Reviewer

Professional Affiliations

Association for Psychological Science
Cognitive Development Society
International Mind, Brain and Education Society
Psychonomic Society – Fellow
Society for Applied Research in Memory and Cognition

Public Scholarship

Fazio, L. K., (2020) Problems with word problems: When even experts fail to realize that $14 - 2 = 12$ [Blog post]. Retrieved from <https://featuredcontent.psychonomic.org/problems-with-word-problems-when-even-experts-fail-to-realize-that-14-2-12/>

Fazio, L. K., (2019). How do we decide what's true or false? - A fight between dead philosophers [Blog post]. Retrieved from <https://featuredcontent.psychonomic.org/how-do-we-decide-whats-true-or-false-a-fight-between-dead-philosophers/>

Why you stink at fact-checking talk given during Media Literacy Week event “Exploring Media Literacy in the Age of Disinformation”, Detroit, MI, October 2019

The Effects of Misinformation on Belief: Why we Fall for Fake News talk given during Vanderbilt's Family Weekend, Nashville, TN, September 2019

Fazio, L. K. (2019). #AS40 is also about taking control: When it does and does not improve memory [Blog post]. Retrieved from <https://featuredcontent.psychonomic.org/as50-is-also-about-taking-control-when-it-does-and-does-not-improve-memory/>

Featured on *Full Frontal with Samantha Bee: Not the White House Correspondents' Dinner*, April 2019

Talk at *Stand Up Science*, Third Coast Comedy Club, Nashville, TN, March 2019

Panelist for *Media Under Fire* session at the Tennessee Press Association conference, Nashville, TN, February 2019

Interview on *The Mind Online* podcast, November 2018

*Yeo, D. J. & Fazio L. K. (2018). Matching learning strategies and learning goals [Blog post]. Retrieved from <http://www.learningscientists.org/blog/2018/4/11>

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Featured on *The Academic Minute*, July 2018

Guest lecture for Sertoma Club of Nashville, May 2018

Interviewed on CJAD, Montreal talk radio, April 2018

Fazio, L. K. (2018). Why you stink at fact-checking. *The Conversation*. Retrieved from <https://theconversation.com/amp/why-you-stink-at-fact-checking-93997> (over 93,000 views as of December, 2019)

Except used on the Classic Learning Test (CLT) October 2018.

Republished in Spanish and Portuguese.

Guest lecture for Osher Lifelong Learning Institute course Media in the Age of Fake News, October 2017, January 2018

Interviewed on NewsChannel 5 and Channel 4 10pm news, July 2017

Interviewed on *The Measure of Everyday Life* Podcast, April 2017

Panelist for *A Post-Truth World? Nope – We Can Fight Fake News* session at SXSW Interactive, Austin, TX, March 2017

Thirty-minute live interview with Dr. Carol Bernstein host of Everyday Health on Sirius XM channel Dr. Radio, December 2016

Fazio, L. K. (2016). Unbelievable news? Read it again and you might think it's true. *The Conversation*. Retrieved from <https://theconversation.com/unbelievable-news-read-it-again-and-you-might-think-its-true-69602> (over 37,000 views as of December, 2019)

Interviewed on *7 minutes in Heaven with a Scientist... Because Everyone is a Little Bit Curious* Podcast, October 2016

Science behind How to Study talk given at Vanderbilt Delta Tau Delta fraternity April 2016, Zeta Tau Alpha sorority October 2016, Alpha Delta Pi sorority March 2017

Exploring how Kids Learn talk given at Adventure Science Center summer camp, July 2016