

# Jason Geller

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	Phone: 515-520-3464	ORCID: <a href="https://orcid.org/0000-0002-7459-4505">0000-0002-7459-4505</a>
EDUCATION	<b>Iowa State University, Ames, IA</b>	2012–2017
	Ph.D., Psychology, June 2017	
	<ul style="list-style-type: none"><li>Thesis: <i>Would Disfluency by any other name still be disfluent? Examining the boundary conditions of the disfluency effect</i></li><li>Supervisors: <i>Veronica J. Dark &amp; Mary L. Still</i></li></ul>	
	Quantitative Psychology Certificate	2016
	<b>Depaul University, Chicago, IL</b>	2009–2012
	M.S., Experimental Psychology (Distinction), Sep 2012	
<ul style="list-style-type: none"><li>Thesis: <i>Pupil Size as a Physiological Correlate for Facilitatory and Inhibitory Effects in Masked Priming</i></li><li>Supervisor: <i>Pablo Gomez</i></li></ul>		
	<b>Concordia University, Chicago, IL</b>	2005–2009
	BA, Psychology, May 2009	
Certification	<b>The Erdos Institute Bootcamp</b>	May 2021
PROFESSIONAL EXPERIENCE	<b>Director, Human Neuroscience Facility</b>	2024–current
	<b>Department of Psychology and Neuroscience, Boston College, Boston, MA</b>	
	<b>Lecturer and Statistical Consultant</b>	2022–2024
	<b>Department of Psychology, Princeton University, Princeton, NJ</b>	
	<b>Research Scientist</b>	Feb 2022–July 2022
	Tobii Eye tracking	
	<b>Research Scientist</b>	2020–2022
	<b>Rutgers Center for Cognitive Science, Rutgers University, New Brunswick, NJ</b>	

Postdoctoral Researcher 2019–2020  
 Department of Psychological and Brain Sciences, University of Iowa,  
 Iowa City, IA

Postdoctoral Researcher 2017–2019  
 Department of Psychology, University of Alabama-Birmingham, AL

Graduate Teaching and Research Assistant 2017–2019  
 Department of Psychology, Iowa State University, Ames, IA

Statistical Consultant 2016–2017  
 Department of Psychology, Iowa State University, Ames, IA

Statistical Consultant Feb 2012–June 2012  
 School of Public Health, University of Illinois-Chicago, Chicago, IL

## Funding

### 0.1 Consulting

Early Detection and Treatment of Emerging Cognitive-Linguistic Impairment in Minority Cognitive Aging and Primary Progressive Aphasia (R01DC013063):  
 PI: Jamie Reilly (2024-)

- PUBLICATIONS Buchanan, E. M., Cuccolo, K., Coles, N. A., Heyman, T., Iyer, A., Lewis, N. A., Jr., ... **Geller, J.** (in principle acceptance). *Measuring the Semantic Priming Effect Across Many Languages*. *Nature Human Behavior*.
- Coretta, S., Casillas, J. V., Roessig, S., Franke, M., Ahn, B., Al-Hoorie, A. H., Al-Tamimi, J., Alotaibi, N. E., AlShakhori, M. K., Altmiller, R. M., ... **Geller, J.** (2023). *Multidimensional signals and analytic flexibility: Estimating degrees of freedom in human speech analyses*. *Advances in Methods and Practices in Psychological Sciences*.
- Chen-Sankey J, Elhabashy M, Gratale S, **Geller J**, Mercincavage M, Strasser AA, Delnevo CD, Jeong M, Wackowski OA. (2023). *Protocol for a Remote Webcam-based Eye-Tracking Experiment for Examining Visual Attention to Tobacco Marketing Materials*. *JMIR Research Protocols*. 13/10/2022:43512.
- Seidman, A., Wade, N., & **Geller, J.** (2022). *Self-affirmation and group counseling: A replication and extension of its effects on stigma reduction and group processes*. *Journal of Counseling Psychology*.
- Geller, J.** & Peterson, D. (2021). *Is this going to be on the test? Test expectancy moderates the role of the disfluency effect with Sans Forgetica*. *Journal of Experimental Psychology: Learning, Memory, and Cognition*

**Geller, J.,** Holmes, A., Schwalje, A., Berger, J.I., Gander, P., Inyong, C., & McMurray, B. (2021). *The validation of the Iowa test of consonant perception*. *The Journal of the Acoustical Society of America*, 150(3), 2131.

Thye, M., **Geller, J.,** & Mirman, D. (2021). *Intracranial EEG evidence of functional specialization for taxonomic and thematic relations*. *Cortex*, 140, 40-50.

McGarrigle, R., Knight, S., Rakusen, L. **Geller, J.,** & Mattys, S. (2021). *Pupillometry reveals a more sustained pattern of effortful listening in older adults*. *Psychology and Aging*, 36(4), 504–519.

**Geller, J.,** Davis, S. D., & Peterson, D. (2020). *Sans Forgetica is not desirable for learning*. *Memory*, 28(8), 957–967.

**Geller, J.,** Winn, M., Mahr, T., & Mirman, D. (2020). *Gazer: A R package to preprocess gaze and pupil data*. *Behav Res*, 52, 2232-2255.

Carpenter, S.K., & **Geller, J.** (2019). *Is a picture really worth a thousand words? Evaluating contributions of fluency and analytic processing in the overconfidence bias for pictures in foreign language learning*. *Quarterly Journal of Experimental Psychology*, 73 (2), 211-224.

**Geller, J.,** Landrigan, J-F., & Mirman, D. (2019). *A pupillometric examination of cognitive control in taxonomic and thematic semantic memory*. *Journal of Cognition*, 2(1), 6.

**Geller, J.,** Thye, M., & Mirman, D. (2019). *Effects of graded white matter damage and binary tract disconnection on post-stroke language impairment*. *NeuroImage*, 189, 248-257.

**Geller, J.,** Still, M.L., Dark, V.J., & Carpenter, S.K. (2018). *Would disfluency by any other name still be disfluent? Examining the disfluency effect with cursive handwriting*. *Memory & Cognition*, 46, 1109–1126.

**Geller, J.,** Toftness, A. R., Armstrong, P. I., Carpenter, S. K., Manz, C. L., Coffman, C. R., & Lamm, M. H. (2018). *Study strategies and beliefs about learning as a function of academic achievement and achievement goals*. *Memory*, 26(5), 683-690.

**Geller, J.,** Carpenter, S. K., Lamm, M. H., Rahman, S., Armstrong, P. I., & Coffman, C. R. (2017). *Prequestions do not enhance the benefits of retrieval in a STEM classroom*. *Cognitive Research: Principles and Implications*, 2 (1), 42.

Toftness, A. R., Carpenter, S. K., **Geller, J.,** Lauber, S., Johnson, M., & Armstrong, P. I. (2017). *Instructor fluency leads to higher confidence in learning, but not better learning*. *Metacognition & Learning*, 13(1), 1-14.

**Geller, J.,** Still, M. L., & Morris, A. L. (2016). *Eyes wide open: Pupil size*

as a proxy for inhibition in the masked-priming paradigm. *Memory & Cognition*, 44, 554-564.

Brandt, M. J., IJzerman, H., Dijksterhuis, A., Farach, F., **Geller, J.**, Giner-Sorolla, R., Grange, J. A., Perugini, M., Spies, J., & van 't Veer. (2014). **The replication recipe: What makes for a convincing replication?** *Journal of Experimental Social Psychology*, 50, 217-224.

Conference Proceedings (Peer-reviewed) **Geller, J.**, & Still, M. L. (2018). **Testing expectancy, but not JOLs, moderate the disfluency effect.** *Proceedings of the 38th Annual Meeting of the Cognitive Science Society*. (pp. 1175-1179). Madison, WI: Cognitive Science Society.

Preprints & Unpublished Buchanan, E. M., Elsherif, M. M., **Geller, J.**, Aberson, C., Gurkan, N., Ambrosini, E., Heyman, T., Montefinese, M., vanpaemel, W., & Barzykowski, K. (2023). **Accuracy in parameter estimation and simulation approaches for sample size planning with multiple stimuli.**

Reilly, E. L., Schwartz, R. G., Thye, M., **Geller, J.** (submitted). Visual perspective taking in autistic and non-autistic children.

Invited Talks **Geller, J.** (June, 2021). **What did you say? A web-based validation of a speech-in-noise task.** BeOnline 2021. Virtual conference. Click link to see talk.

**Geller, J.** (November, 2020). **Using gazeR to analyze data from pupillometry studies.** *Advancing Methods in Pupillometry*. Virtual conference. Click link to see talk.

## CONFERENCES **61th Annual Meeting of the Psychonomic Society (Psychonomics 2020)**

Online

November 2020

- Poster: *Sans Foregtica is not desirable for learning*

## **Association for Research in Otolaryngology (ARO 2020)**

Chicago, IL

May 2020

- Poster: *What did you say? The when and where of degraded speech processing*
- Poster: *Assessing the reliability and validity of the Iowa Test of Consonant Confusion*
- Poster: *The effect of selective attention training on effort during speech-in-noise training*

## **60th Annual Meeting of the Psychonomic Society (Psychonomics 2019)**

Montreal, QC

November 2019

- Poster: *Is a picture really worth a thousand words? Evaluating contributions of fluency and analytic processing in the overconfidence bias for pictures in foreign language learning*

## **Advances and Perspectives in Auditory Neuroscience (APAN 2019)**

Chicago, IL

October 2019

- Poster: *Auditory attentional modulation in cochlear implant users.*

## **47th Annual Meeting of The Society for Computers in Psychology (SCIP 2018)**

New Orleans, LA

November 2018

- Poster: *GazeR: A package to analyze gaze position and pupil size data.*

## **59th Annual Meeting of the Psychonomic Society (Psychonomics 2017)**

New Orleans, LA

November 2018

- Poster: *An intracranial EEG study of semantic cognition*

## **59th Annual Meeting of the Psychonomic Society (Psychonomics 2017)**

New Orleans, LA

November 2018

- Poster: *A Pupillometric examination of cognitive control in taxonomic and thematic semantic memory*

## **10th Annual Meeting of the Society for Neurobiology of Language (SNL 2018)**

Quebec City, CA

August 2018

- Poster: *Effects of graded white matter damage and binary tract disconnection on post-stroke language impairment*

## **38th Annual Meeting of Cognitive Science Society (CSS 2018)**

Madison, WI

July 2018

- Poster: *Testing expectancy, but not JOLs, moderate the disfluency effect*

## **58th Annual Meeting of the Psychonomic Society (Psychonomics 2017)**

Vancouver, BC

November 2017

- Poster: *The Effect of Prequestions on Learning Introductory Biology*
- Poster: *Is cursive worth saving? Handwriting as a desirable difficulty*

### **57th Annual Meeting of the Psychonomic Society (Psychonomics 2016)**

*Boston, MA*

**November 2016**

- Poster: *The race toward the lexicon: How does cursive shape up?*

### **Annual Meeting of the Society for the Advancement of Biology Education Research**

*Minneapolis, MN*

**July 2016**

- Poster: *Using systematic application of retrieval practice to enhance student achievement in introductory biology*

### **56th Annual Meeting of the Psychonomic Society (Psychonomics 2015)**

*Chicago, IL*

**November 2015**

- Poster: *Do you know where your word has been? A right hemisphere mechanism for contextual diversity.*

### **Annual Meeting of the Midwestern Psychological Association (MPA 2015)**

*Chicago, IL*

**November 2015**

- Talk: *A pupillometric analysis of inhibitory priming in the masked-priming lexical decision task*

### **55th Annual Meeting of the Psychonomic Society (Psychonomics 2014)**

*Long Beach, CA*

**November 2014**

- Poster: *Inhibition in the eyes: Using pupillometry to examine inhibition in the masked-priming lexical-decision task*

### **54th Annual Meeting of the Psychonomic Society (Psychonomics 2013)**

*Toronto, CA*

**November 2013**

- Poster: *The Reversed Goldilocks Effect: Premask Duration modulates priming in the masked-priming same-different Task*

### **41th Annual Meeting of The Society for Computers in Psychology (SCIP 2011)**

*Seattle, Washington*

**November 2011**

- Poster: *Modeling of Corrective saccades.*

### **17th Annual Meeting of the European Society for Cognitive Psychology**

*San Sebastain, Spain*

**Jul 2011**

- Poster: *Related word primes alone do not inhibit target RTs in a masked prime LDT*

**40th Annual Meeting of The Society for Computers in Psychology (SCIP 2010)**

*St. Louis, MO*

**November 2010**

- Poster: *A tool to analyze pupil dilation data in R*

**Annual Meeting of the Midwestern Psychological Association (MPA 2009)**

*Chicago, IL*

**May 2009**

- Poster: *Effects of background music on serial object recall.*

**Annual Meeting of the Association for Psychological Science (APS 2009)**

*San Francisco, CA*

**November 2009**

- Poster: *The deleterious effect of music on self-explanations*

**Annual Meeting of the Midwestern Psychological Association (MPA 2008)**

*Chicago, IL*

**May 2008**

- Poster: *The effect of music on object recall*

## TEACHING

### Department of Psychology, Iowa State University, Ames, IA

*Course Instructor* (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Brain and Behavior	M = 5.0	Summer 2016
Psych of Language	M = 3.1	Spring 2016
Academic Skills Learning	M = 4.6	Spring 2016
Brain and Behavior	M = 4.3	Summer 2015
Brain and Behavior	M = 3.5	Summer 2014

### Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

*Course Instructor* (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Stats (on-line)	M = 4.1	Fall 2018

### Center for Cognitive Science, Rutgers University, Piscataway, NJ

*Course Instructor* (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Res Methods	M = 4.9	Fall 2021

### Department of Psychology, Princeton University, Princeton, NJ

*Course Instructor* (Evaluation scores range from 5 = Very Effective/Excellent to 1 = Very Ineffective/Poor)

Course	Rating	Term
Fundamentals of Stats(Grad)		Fall 2022
Seminar in Advanced Stats and Methods (Grad)		Fall 2022
Advanced Statistics (Grad)		Spring 2023
Seminar in Advanced Stats and Methods (Grad)		Spring 2023
Fundamentals of Stats (Grad)		Fall 2023
Seminar in Advanced Stats and Methods (Grad)		Fall 2023
Advanced Statistics (Grad)		Spring 2024
Seminar in Advanced Stats and Methods (Grad)		Spring 2024



Ad-hoc  
Reviewer

*Journal of Cognition*  
*Journal of Applied Research in Memory and Cognition*  
*Applied Cognitive Psychology*  
*Attention, Perception, Psychophysics*  
*Journal of Articles in Support of the Null Hypothesis*  
*Cognitive Science*  
*Journal of Cognitive Psychology*  
*Hearing Research*  
*Memory*  
*Language, Cognition and Neuroscience*  
*Journal of Educational Psychology*  
*Behavior Research Methods*  
*Instructional Science*  
*Journal Of Experimental Psychology: Learning, Memory, and Cognition*  
*Motivation Science*

AWARDS AND  
HONORS

Lloyd Avant Scholars Award for Outstanding Achievement in Cognitive Psychology (awarded annually to outstanding student) (\$100) **2017**