

# Dr. Jason Geller

## CONTACT

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## EDUCATION

**Iowa State University, Ames IA**

2012–2017

Ph.D., Psychology, June 2017

- Thesis: *Would Disfluency by any other name still be disfluent? Examining the boundary conditions of the disfluency effect*
- Primary Supervisors: *Veronica J. Dark & Mary L. Still*

Quantitative Psychology Certificate

2016

**DePaul University, Chicago, IL**

2009–2012

M.S., Experimental Psychology (Distinction), Sep 2012

- Thesis: *Pupil Size as a Physiological Correlate for Facilitatory and Inhibitory Effects in Masked Priming*
- Supervisor: *Pablo Gomez*

**Concordia University, Chicago, IL**

2005–2009

BA, Psychology, May 2009

## PROFESSIONAL EXPERIENCE

**Department of Psychology, University of Alabama-Birmingham, AL**

*Postdoctoral Researcher*

2017–

- Examining language processing in typical and atypical populations using multiple methods (e.g., behavioral, eye-tracking, sEEG)
- Developed open-source tools to process eye-tracking data from visual world paradigm and pupillometry studies in R (<https://github.com/dmirman/gazer>)

**Department of Psychology, Ames, IA**

*Graduate Teaching and Research Assistant*

2012–2017

- Published 5 peer-reviewed articles in top-tier journals (3 of which were as first author)
- 14 conference presentations
- Designed experiments in E-Prime, programmed in Python and R, and operated eye-tracking equipment
- Managed undergraduate research assistants
- Communicated research results to diverse audiences
- Taught several lower- and upper-level psychology courses

*Statistical Consultant*

2016–2017

- Code and clean National Science Foundation funded projects in R
- Analyze complex models in Mplus, SPSS, and R
- Summarize findings and disseminate to team

**School of Public Health, Chicago, IL**

*Statistical Consultant*

**Feb 2012–June 2012**

- Used SPSS to analyze survey data
- Data entry
- Summarize findings and disseminate to team

**PUBLICATIONS**

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

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

**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*.

**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,* 1-14.

**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.

PUBLICATIONS (Submitted)

Carpenter, S.K., **Geller, J.** 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

CONFERENCES

**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

### University of Alabama at Birmingham, UAB, 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

AWARDS AND HONORS

- Lloyd Avant Scholars Award for Outstanding Achievement in Cognitive Psychology (\$100) **2017**
- Harold Gaskill Fellowship (summer funding) (\$3000) **2013**

TECHNICAL SKILLS **Statistical Software:** JASP, JAMOVI, MPlus, R, SPSS, SAS

**Programming:**  $\LaTeX$ , Python, R, SQL, Matlab

**General:** Microsoft Office, Eye-tracking (SMI and SR EyeLink; programming and data analysis)