

Dung C. Bui

Washington University in St. Louis
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Education

Ph.D., Cognitive Psychology, expected 2015
Washington University in St. Louis
St. Louis, MO, United States

M.A., Cognitive Psychology, 2011
Washington University in St. Louis
St. Louis, MO, United States

B.A., Psychology, minor in Applied Developmental Psychology, 2008
University of California, Los Angeles
Los Angeles, CA, United States

Research Interests

- Human learning and memory
- Working memory
- Individual differences in cognitive abilities
- Applying cognitive psychology to enhance education

Research Experience

Cognitive Development Lab, 2009-present
Washington University in St. Louis
Principal Investigators: Drs. Sandra S. Hale & Joel Myerson

Learning & Forgetting Lab, 2006-2009
University of California, Los Angeles
Principal Investigators: Drs. Robert A. Bjork & Elizabeth L. Bjork

Language & Cognitive Development Lab, 2008-2009
University of California, Los Angeles
Principal Investigator: Dr. Catherine Sandhofer

Publications

- Nestojko, J. F., Bui, D. C., Kornell, N., & Bjork, E. L. (in press). Expecting to teach enhances organization of knowledge in free recall of text passage. *Memory & Cognition*.
- Bui, D. C., Maddox, G. B., Zou, F., & Hale, S. (2014). Examining the lag effect under incidental encoding: Contributions of semantic priming and reminding. *Quarterly Journal of Experimental Psychology*.
- Bui, D. C., Friedman, M. C., McDonough, I. M., & Castel, A. D. (2013). False memory and importance: Can we prioritize without consequence? *Memory & Cognition*, 41, 1012-1020.
- Bui, D. C., Maddox, G. B., & Balota, D. A. (2013). The roles of working memory and intervening task difficulty in determining the benefits of repetition. *Psychonomic Bulletin & Review*, 20, 341-347.
- Bui, D. C., Myerson, J., & Hale, S. (2013). Notetaking with computers: Exploring alternative strategies for improved recall. *Journal of Educational Psychology*, 105, 299-309.
- Bui, D. C. (2011). The art of collaboration. *Association for Psychological Science Observer*, 24, 47.

Manuscripts Under Review

- Bui, D. C., & Myerson, J. (invited resubmission). *The role of working memory ability in lecture note-taking*.
- Bui, D. C., Myerson, J., & Hale, S. (under review). *Demonstrating age-related declines in processing speed using online samples*.

Manuscripts in Preparation

- Bui, D. C., Pyc, M. A., & Bailey, H. (in prep). *When people's judgements of learning (JOLs) are extremely accurate at predicting subsequent recall: The "Displaced-JOL Effect"*.
- McDonough, I. M., Bui, D. C., Friedman, M. C., & Castel, A. D. (in prep). *Initiation and effectiveness of retrieval monitoring depends on information value: The role of expectations and confidence on false recognition*.
- Maddox, G. B., Bui, D. C., & Hale, S. (in prep). *Recollection-based reminding: Contributions to the lag effect under incidental encoding*.
- Storm, B. C., & Bui, D. C. (in prep). *Individual differences in mind wandering while reading predict lower rates of spontaneous transfer in an analogical reasoning task*.
- Storm, B. C., & Bui, D. C. (in prep). *Type of retrieval practice influences the relationship between working memory capacity and retrieval-induced forgetting*.
- Bui, D. C., & McDaniel, M. A. (in prep). *Enhancing of learning in lecture note-taking: Outlining and illustrative diagrams*.
- Bui, D. C., Nestojko, J. F., & Roediger, H. L. (in prep). *The effects of expecting to teach: Benefits and boundary conditions*.

Refereed Conference Presentations

- Bui, D. C., & McDaniel, M. A. (2014, May). *Enhancing of learning in lecture note-taking: Outlining and illustrative diagrams*. Talk delivered at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Nestojko, J. F., Bui, D. C., & Roediger, H. L. (2012, May). *How Expecting to Teach Improves Learning*. Talk delivered at the Annual Show Me Mental State Conference on Cognition in Columbia, MO.
- Nestojko, J. F., Bui, D. C., & Roediger, H. L. (2012, May). *How Expecting to Teach Improves Learning*. Talk delivered at the 84th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Nestojko, J. F., Bjork, E. L., Bui, D. C., & Kornell, N. (2010, April). *Preparing to Teach—Without Actually Teaching—Improves Organization of Recall*. Talk delivered at the 80th annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Bui, D. C., Nestojko, J. F., Kornell, N., & Bjork, E. L. (2008, November). *The Effects of Preparing to Teach on Main and Detail Ideas*. Talk delivered at the 16th annual Southern California Conference for Undergraduate Research, Pomona, CA.
- Bui, D. C., Nestojko, J. F., Kornell, N., & Bjork, R. A. (2008, April). *Why Preparing to Teach is More Effective than Studying*. Talk delivered at the 7th annual Whittier Undergraduate Research Conference, Whittier, CA.

Poster Presentations

- Flores, C.C., Bui, D. C., Myerson, J., & Hale, S. (2014, April). *Age-Related Cognitive Slowing in Online Samples*. Poster presented at the 15th Biennial Cognitive Aging Conference, Atlanta, GA.
- McDonough, I. M., Bui, D. C., & Castel, A. D. (2014, April). *Reducing False Memories Takes More Time with Age: Age-Related Differences in Value-Directed Processing*. Poster presented at the 15th Biennial Cognitive Aging Conference, Atlanta, GA.
- McDonough, I. M., Bui, D. C., Friedman, M. C., & Castel, A. D. (2013, November). *Initiation and Effectiveness of Retrieval Monitoring Depends on Information Value*. Presented at the 53rd Annual Meeting of the Psychonomic Society, Toronto, ON.
- Maddox, G. B., Zou, F., Bui, D. C., & Hale, S. (2012, November). *The Influence of Incidental Encoding and Levels of Processing on the Spacing Effect*. Presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Nestojko, J. F., Bui, D. C., & Roediger, H. L. (2012, November). *Thinking Like a Teacher Enhances Memory for Text Information*. Presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.
- Bui, D. C., Maddox, G. B., Zou, F., & Balota, D. A. (2012, May). *The Roles of Working Memory and Intervening Task Difficulty in Determining the Benefits of Repetition*. Presented at the 24th Annual Meeting of the Association for Psychological Science, Chicago, IL.

- Bui, D. C., McDonough, I. M., Friedman, M. C., Castel, A. D., & Myerson, J. (2011, November). *False Memory and Importance: Can We Prioritize Without Consequence?* Presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.
- Bui, D. C. & Storm, B. C. (2011, May). *Exploring the relationship between working memory capacity and retrieval-induced forgetting.* Presented at the 23rd Annual Meeting of the Association for Psychological Science, Washington, DC.
- Bui, D. C., Hale, S., & Myerson, J. (2010, November). *Note-taking Strategies: Combining Production and Levels-of-processing Effect.* Presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
- Bui, D. C., Hale, S., & Myerson, J. (2010, April). *Note-taking strategies and modalities: Size matters for test performance.* Poster presented at the 82nd annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Bui, D. C., Hale, S., & Myerson, J. (2010, February). *Working Memory and Note-Taking: What Predicts Test Performance?* Poster presented at the 15th annual Washington University Graduate Student Research Symposium, St. Louis, MO.
- Nestojko, J. F., Bui, D. C., Kornell, N., & Bjork, E. L. (2009, November). *Preparing to Teach Improves the Processing and Retention of Information.* Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- Nestojko, J. F., Bui, D. C., Kornell, N., & Bjork, R. A. (2009, October). *The Cognitive Costs and Benefits of Preparing to Teach.* Poster presented at the UCLA Symposium of the Science of Learning in Medical Education, Los Angeles, CA.
-Winner of Best Poster (Research Category)
- Nestojko, J. F., Bui, D. C., Kornell, N., & Bjork, R. A. (2009, April). *The Cognitive Costs and Benefits of Preparing to Teach.* Poster presented at the 89th annual meeting of the Western Psychological Association, Portland, OR.
- Bui, D. C., Lee, C., Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2008, May). *Spacing Learning Events across Time Promotes Children's Memory and Category Induction.* Poster presented at the 3rd annual Symposium on Cognitive and Language Development, Irvine, CA.
- Bui, D. C., Nestojko, J. F., Kornell, N., & Bjork, R. A. (2008, May). *Why Preparing to Teach is More Effective than Studying.* Poster presented at the 8th annual Stanford Undergraduate Psychology Conference, Stanford, CA.

Teaching Experience

Courses taught at Washington University:

Introductory Psychological Statistics

Teaching assistant at Washington University:

Experimental Psychology*

Introductory Psychological Statistics*

Cognitive Neuroscience

Cognitive Psychology

** Winner of Outstanding Teaching Assistant Award*

Honors & Awards

Dissertation Fellowship Award, 2014-2015

Washington University, Department of Psychology

Outstanding Teaching Assistant Award, 2011-2012

Washington University, Department of Psychology

Travel Award, 2011

Association for Psychological Science Student Caucus

Graduate Fellowship Award, 2009-2010

Washington University, Department of Psychology

Psychology Research Opportunity Program Fellowship, 2007

University of California, Los Angeles, Department of Psychology

Certificate of Recognition, 2007

University of California, Los Angeles, Medical Center

Dean's Honor List, 2006-2008

University of California, Los Angeles

Professional Affiliations

The Psychonomic Society

Society for Applied Research in Memory and Cognition

Midwestern Psychological Association

International Association for Metacognition

Association for Psychological Science

Psi Chi National Honor Society in Psychology

Professional Activities

Editorial board:

The New School Psychology Bulletin (2012-2013)

Reviewer:

Association for Psychological Science Student Caucus, Student Research Award

Association for Psychological Science Student Caucus, RiSe-UP Award

Ad hoc reviewer:

Journal of Experimental Child Psychology

Experimental Psychology

Journal of Memory and Language