

# Doug Rohrer

## Curriculum Vitae

January 2024

Department of Psychology  
University of South Florida  
Tampa, Florida, USA  
[drohrer@usf.edu](mailto: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 Assistant, University of San Diego, 1995	
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

Editorial Service

## Guest Editor

Journal of Experimental Psychology: General

## Editorial Board

Journal of Educational Psychology (2018-2000)

Ad Hoc Review (75 journals and 3 funding agencies)

Advances in Public Health – AERA Open - Anatomical Sciences Education – Applied Cognitive Psychology – Applied Psycholinguistics – Army Research Laboratory – Attention, Perception & Psychophysics – Basic and Applied Social Psychology – BMC Medical Education – Behavioral Research Methods – Bilingualism: Language and Cognition – British Journal of Educational Psychology – British Journal of Psychology – Cognition – Cognitive Processing – Cognitive Psychology – Cognitive Research: Principles and Implications – Cognitive Science – Computers & Education – Decision Sciences Journal of Innovative Education – Educational Psychologist – Educational Psychology – Educational Psychology Review – European Journal of Cognitive Psychology – European Journal of Psychology of Education – Experimental Aging Research – Fields Mathematics Education Journal – Higher Education - Human Performance (um).6 atTe (um).6(hol)2.6 (ogy)TJ0 Tc 0 Tw 5.098 0 Td[( )-5 (-)2 ( )]TJ-0.002 Tc 0.007 Tw 1.12 0 Td[(E)2 (u)10.5 (r)





- 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 memo6 Tmj1.54/u(t)43 0 T7its?s and

Pashler, H., Rohrer, D., & Harris, C. (2015, April).



